



Sigma Pi Phi Fraternity

GRAND COMMISSION ON YOUNG AFRICAN AMERICAN MALES

Sigma Pi Phi's

PATHWAYS TO YOUNG BLACK MALE EXCELLENCE

**SURVEY RESULTS AND ANALYSIS OF SOCIAL ACTION PROGRAMS
REACHING YOUNG AFRICAN AMERICANS, 2010-2014**

JULY 2014



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Sigma Pi Phi's Pathways to Black Male Excellence

Survey Results and Analysis of Social Action Programs Reaching Young African Americans, 2010-2014

Executive Summary

Established in 2012 by Grand Sire Archon James Payne as part of the Grand Public Policy and Grand Social Action Committees, the Sigma Pi Phi Commission on Young African American Males was formed as a response to young Black men's overrepresentation in the nation's prisons and foster care systems and their underrepresentation in the higher education pipeline. The Commission was charged with exploring methods to effectively address the achievement gap experienced by young African American males, a charge recently echoed by President Barack Obama's My Brother's Keeper initiative. To this end, the Commission researches policies and best practices to promote the success of young Black males.

The Boulé has a long-standing commitment to social justice and action, especially as it serves youth. Most recently, this has come in the form of concentrated mentoring efforts for young African American men and boys. During the 2012-2014 biennium, the Commission built upon a Western Region report on constellation mentoring methods to develop a white paper on cascade mentoring. The Commission has also hosted several panel discussions in partnership with the African American Male Research Initiative (AAMRI) at The University of Texas at Austin. These efforts are collected in the *Portfolio of Publications and Initiatives on Young African American Males*.¹ Still, the need for substantial research on mentoring and other ways to address the achievement gap for young black men remains. In order to guide these efforts, the Grand Commission on African American Males in partnership with The University of Texas at Austin developed a nationwide survey of social action programs led by member boulés from January 2010-April 2014.

The survey captured a full range of information about Sigma Pi Phi's social action programs involving youth, including demographics about each member boulé; the size, scope, and type of each social action initiative; narrative descriptions of the programs; and information about program assessment if applicable. The survey was closed on May 1, 2014 with a 46% response rate. A total of 62 individual respondents reported 111 unique youth initiatives with 101 unique partnering organizations.

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The survey data reveal that Sigma Pi Phi's existing programs are largely focused on both African Americans and young men. The vast majority of programs (80%) target youth moving from middle school to high school and/or high school to college (an age range referred to in this report as the *teen-to-college pipeline*). The frequency and duration of programs indicate that most programs are making a sustained commitment to youth, often lasting an academic year or longer. The most popular types of programs are career/professional development, life skills development, and academic mentoring; almost half of all programs reported one or more of these types. In addition, nearly 40% of all reported initiatives involved the award of scholarships. Nearly half of the programs (47%) conducted an assessment or engaged in benchmarking—measures that the My Brother's Keeper Task Force strongly recommends in order to identify the best practices for supporting young men of color.²

The narrative responses the Commission received as part of the survey further demonstrate the wide scope and diversity of the Boulé's social action efforts. These descriptions are replicated in this report as an index, accompanied by a chart classifying programs by type. Also highlighted in the report are the exemplary social action efforts of Psi (Louisville, KY); Alpha Epsilon (Dallas/Ft. Worth, TX); Alpha Mu (Augusta, GA); the combined efforts of Alpha Chi, Beta Omicron, Gamma Delta, and Gamma Rho (Michigan area); Beta Rho (Akron, OH); and Gamma Gamma (Austin, TX). It is the Commission's hope that the index of programs can inform the development of future social action initiatives for young African American men.

As a result of this survey, the Commission recognizes that more technical support and guidance may be necessary to help assess social action programs and demonstrate their success. Moving forward into the next biennium, the Commission is charged with developing more resources such as sample surveys, exit interviews, and other easily replicated assessment tools to be developed and distributed at the local, regional, or grand levels so that they may be adapted for use by member boulés. Furthermore, the development of data collection tools to capture basic information such as number of hours spent in each program, number of participants, or funds invested is essential for present and future benchmarking measures. Lastly, the Commission is charged with engaging in more research and policy analysis in order to perpetuate the use of evidence-based practices in Sigma Pi Phi's social action programming involving African American youth. The University of Texas at Austin and the African American Male Research Initiative continue to be committed partners with the Boulé to achieve these charges and help bridge the opportunity gap for young Black men.

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With this report and its recommendations for work to come, Sigma Pi Phi is proud to join the chorus of voices advocating for young men of color brought together by the My Brother's Keeper initiative. Through research, publication, and discussion, the Grand Commission on Young African American Males pledges to advance the Boulé's enduring commitment to social action into the next biennium and beyond.

Archon Gregory J. Vincent

CHAIR, GRAND COMMISSION ON AFRICAN AMERICAN MALES

(Archon Gregory J. Vincent serves as vice president in the Division of Diversity and Community Engagement at The University of Texas at Austin, where he also serves as a professor in the School of Law and the College of Education and holds the W.K. Kellogg Professorship in Community College Leadership.)



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Introduction

Sigma Pi Phi's social action and public policy agendas have traditionally focused on African American youth, and even more specifically on African American men and boys. This commitment is fueled by the bonds of brotherhood and a dedication to uplifting Black communities. Yet even more, it is organized around our fraternity's very clear understanding of the opportunity gap for young Black men.

Recent statistics collected by the My Brother's Keeper Task Force about the experience of young men of color in America affirm this understanding. 25.8% of African Americans live in poverty, a rate more than double that of Whites.³ Nearly two-thirds of Black children are raised by only one parent, and African Americans raised by single mothers are 75% more likely to drop out of school high school.⁴ Black males are six times more likely to be imprisoned than White males.⁵ Perhaps most alarming is the fact that homicide was the number one cause of death for African American males age 10-24 in 2011.⁶

The Boulé is committed to finding ways to successfully confront and find solutions to these challenges. As a sign of this commitment, Grand Sire Archon James Payne convened the Grand Commission on Young African American Males as part of the Grand Public Policy and Grand Social Action Committees in 2012. The Commission researches the theories and best practices to promote the success of young Black males. Discussing and disseminating this information can enable Grand, regional, and member Boulés to engage in effective, informed social action programs.

During the 2012-2014 biennium, the Commission built upon a Western Region constellation mentoring report to develop a white paper on cascade mentoring. The Commission has also hosted several panel discussions in partnership with the African American Male Research Initiative (AAMRI) at The

University of Texas at Austin and collaborated to publish a discussion on cultural images of young Black males in the Fall 2013, Winter 2013, and Spring 2014 issues of *The Boulé Journal*. These efforts are collected in the *Portfolio of Publications and Initiatives on Young African American Males*. Still, the need for substantial research on mentoring and other ways to address the achievement gap for young black men remains. In order to guide these efforts, the Grand Commission in partnership with The University of Texas at Austin developed a nationwide survey of social action programs led by member boulés from January 2010-April 2014.

Survey Design

In February 2014, the Sigma Pi Phi social action survey for initiatives involving African American youth was distributed to 136 Social Action Committee Chairs and/or Sire Archons representing all member boulés across the nation. The online survey asked Archons to report youth initiatives conducted or initiated since 2010, and it asked members to describe each initiative. The survey also collected quantitative data about the size of their programs; demographic information about participants; the type, frequency, and duration of the program; and program assessment measures.

The questions asked about each social action initiative are as follows:



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Member Boulé Social Action Survey Report

Section 1: Boulé Information

***All fields in this section are required.**

Member boulé name (e.g. "Alpha"):

Member boulé location:

City

State

Member boulé region:

- Northeast
- Southeast
- Central
- Western
- Pacific

Social Action Committee Chair or other respondent information:

First Name:

Last Name:

Sigma Pi Phi office/title:

Email address:

Phone number:

How many active members does your member boulé currently have?

- 1-20
- 21-40
- 41-60
- 61-80
- 81-100
- 100+

Section 2: Social Action Report on Youth Initiatives

This section of the report asks you to describe your boulé's social action programs conducted at any time from 2000-present that engaged young African American men college-age or younger.

For the purposes of data collection, please report only one social action program at a time. After completing the description of your first program in full, you will have the opportunity to add information about a second program, then a third program, and so forth up to 15 programs. If you have more than 15 youth initiatives to report or if you would like to include a social action report in .doc or .rtf formats, please contact Grand Commission Chair Archon Gregory J. Vincent at gvincent@austin.utexas.edu.

Begin this section by providing information about your first program and answering a dozen questions about the young men it reaches, then use the last field to write freely, describing your program in your own words (you may cut-and-paste text into this section if you like).

Responses are automatically saved once entered. If you need to stop and come back later, simply access the report using the unique link initially provided to you via email, and you may pick up where you left off.



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Member Boulé Social Action Survey Report

Section 2: Social Action Report on Youth Initiatives (continued)

Name of initiative engaging young African American men:

Name and location of partner school, business, or organization impacted (if applicable):

Is this an individual activity or a group activity?

- Individual
- Group
- Both
- Neither (please explain):

How many young people do you reach through this initiative?

- 1-10
- 11-25
- 26-50
- 51-100
- More than 100 (please estimate number):

What age group is impacted by this program? (check all that apply)

- Infants/Pre-K students
- Elementary school students (grades K-5)
- Middle school students (grades 6-8)
- High school/pre-college students (grades 9-12)
- Undergraduate students
- Graduate students
- Post-graduate students

Does this program serve a more specific grade level(s) or kind of student than listed above? (If the program is geared to specific grade level or age range not listed above, please check closest approximate age ranges above then specify below. For example, if a program mentors 5th and 6th graders exclusively, check both "Elementary school students" and "Middle school students" above then type "5th and 6th graders" in the text box below. If a program serves graduating seniors, check "High school/pre-college students" above and type "graduating seniors" in the text box below.)

Yes (please specify grade range or type):

No/Not Applicable

What gender(s) of young person does this program engage?

- Young men/boys
- Co-ed program

Does the program exclusively serve African Americans?

- Yes
- No

If the program does not exclusively serve African Americans, what are the racial or ethnic backgrounds of the participating students? (check all that apply)

- African American
- Hispanic/Latino
- Asian/Pacific Islander
- Caucasian
- Native American/American Indian
- I don't know
- Other group(s) are served (please specify)

What is the frequency of meetings, events, or other contact with the students? (check one)

- One-time event
- Annually
- Semesterly
- Monthly
- Weekly
- Daily
- Other:



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Member Boulé Social Action Survey Report

Section 2: Social Action Report on Youth Initiatives (continued)

What is the duration of the program? (check one that is the closest)

- Once
- A few weeks
- One month
- One semester (approx. three months)
- One academic year
- Ongoing/Year-round
- During the school year only
- During the summer only
- On an ad-hoc basis

What type of social action does the program engage? (check all that apply)

- Academic mentoring
- Career/professional development
- Life skills development
- Community Service
- Single-sex program (e.g., all boys or all girls)
- Constellation mentoring (one Archon mentoring one or more students)
- Cascade Mentoring (Archons mentoring older students who in turn mentor younger students)
- Extracurricular program
- Internship
- Scholarship
- College preparation
- Contest or prize
- Need-based award
- Social engagement/Social networking
- STEM fields
- Other:

Please describe with as much detail a possible the youth initiative, including information about the people/organizations involved, goals or results of the program, and the nature of the mentoring involved. You may cut-and-paste your description from another document, or if you prefer to send an attachment containing previous social action reports, please send it to Archon Gregory J. Vincent at gvincent@austin.utexas.edu as a .doc, .docx, .txt, or .rtf file.

Have you done an assessment or evaluation of this program's effectiveness? Such an assessment could be in the form of quantitative data such as success rates of students, or it can be in the form of more qualitative data such as feedback, testimonials, or recorded discussions.

- Yes
- No

Please share the results of your program assessment here or e-mail your results to Archon Gregory J. Vincent at gvincent@austin.utexas.edu as a .doc, .docx, .txt, or .rtf file.

Do you have another social action initiative to report? (Clicking "no" will permanently submit your report and exit this form. Please be sure you have reported all initiatives before clicking "no.")

- Yes, I have another initiative(s) to report
- No, please submit my report to the Grand Commission



Survey Results

Overview

The survey was closed on May 1, 2014 with a 46% response rate. A total of 62 individual respondents reported 111 unique youth initiatives with 101 unique partnering organizations.⁷

The social action initiatives surveyed showed strengths in the following areas:

- The programs surveyed are largely focused on both African Americans and young men.
- The frequency and duration of programs indicate most programs are making a sustained commitment to youth and tend to last an academic year or longer.
- The vast majority of programs (80%) target youth moving from middle school to high school and/or high school to college (an age range referred to in this report as the *teen-to-college pipeline*).
- The most popular types of programs are career/professional development, life skills development, and academic mentoring; almost half of all programs reported one or more of these types. Nearly a third of programs also entail college preparation, social networking, and community service. Almost 40% of all initiatives reported involve scholarship awards.
- Nearly half of the initiatives (47%) have conducted an assessment during or at the conclusion of the program.

Data Highlights

- **Gender.** 67% of programs reported are male-only initiatives.
- **Race.** The vast majority of social action programs reach Black youth either exclusively (73.9%) or are targeting African Americans alongside other groups.
- **Number of Youth Served.** Member boudés are reaching groups of 1 to 110,000 through their social action programs. Most common was the small 1-10 group range (31.2%). The largest single group reported was 110,000 (Psi, Louisville, KY; entire Jefferson County Public School District).
- **Frequency.** The frequency of meetings per initiative is very diverse, with the most common frequencies being monthly (22%), annually (21.1%), and “other” (24.8%). This range of frequencies suggests that member boudés are tailoring their programs to the individual needs and schedules of both Archons and students, both mentors and mentees.
- **Duration.** The majority of youth reached by the Sigma Pi Phi social action programs (64.8%) are supported for one academic year or longer.
- **Assessment.** Less than half of the programs (47.2%) have conducted an assessment of any sort, suggesting assessment and benchmarking should be a priority.
- **Age Range.** Over 80% of reported social action programs are clustered around entering and



graduating high school and enrolling in college. The groups that are least supported include post-graduate students (1.8% of cases), infants/pre-K students (2.7% of cases), and graduate students (6.3% of cases). The data suggest that member boudés put a strong emphasis on supporting students from middle school to high school and entering college, creating a teen-to-college pipeline.

Types of Initiative. The large number of respondents choosing multiple program types suggests that many programs employ multi-faceted approaches. The most popular types: 60.6% of initiatives engage career/professional development, 56% involve life skills development, and 47.7% reported engaging in academic mentoring. Nearly a third of programs also reported the award of scholarships, college prep, social engagement, and community service programs (all in the 30-40% range of cases). Almost 40% of all initiatives reported involved the award of scholarships.

When considering specific mentoring models, constellation mentoring was the overwhelming choice at 29.4% of cases, versus cascade mentoring, which was employed by only 6.4% of cases. STEM initiatives and internships were the least represented, 11% and 7.3% respectively.

Age by Gender. 30% of all programs reported engaged Black male-only initiatives at the high school level. At the teen-to-college pipeline levels (middle school, high-school, and undergraduate), Black male-only initiatives are offered at nearly twice the rate than those at early education or graduate/post-graduate levels (about half of which offer Black male-only programs).

Age by Race. African American-only programs tend to be concentrated at the middle school, high school, and undergraduate levels. 54 programs serving Black students exclusively were offered at the high school level, a rate more than twice of any other age group. Programs engaging multi-ethnic groups still largely serve African Americans in middle school and high school.



Presentation of the Data

REGIONAL DATA

When considering the number of member boulés reporting, youth social action programs appear to be relatively evenly distributed across all regions.

TABLE 1. Number of Boulés Reporting and Initiatives Reported, by Region

| | BOULÉS REPORTING | | INITIATIVES REPORTED | |
|--------------|------------------|-------------|----------------------|---------------|
| | Number | % of total | Number | % of total |
| Northeast | 12 | 19% | 22 | 19.8% |
| Southeast | 18 | 29% | 30 | 27.0% |
| Central | 13 | 21% | 29 | 26.1% |
| Western | 9 | 15% | 15 | 13.5% |
| Pacific | 10 | 16% | 15 | 13.5% |
| Total | 62 | 100% | 111 | 100.0% |

NUMBER OF ACTIVE MEMBERS

Nearly half of member boulés reporting have between 21-40 active Archons.

TABLE 2. Number of Active Archons

| | Number of boulés | Percent of reported cases |
|----------------------|------------------|---------------------------|
| 1-20 | 10 | 17.2% |
| 21-40 | 28 | 48.3% |
| 41-60 | 12 | 20.7% |
| 61-80 | 6 | 10.3% |
| 81-100 | 2 | 3.4% |
| Total | 58 | 100.0% |
| Not reporting | 4 | |

NUMBER OF PARTNERING ORGANIZATIONS

101 partnering organizations were reported. Nearly 80% of initiatives had one partner.

TABLE 3. Number of Partnering Organizations

| Number of Partners | Number of Programs | Percent of reported cases |
|----------------------|--------------------|---------------------------|
| 0 | 1 | 1.0% |
| 1 | 80 | 79.2% |
| 2 | 10 | 9.9% |
| 3 | 7 | 6.9% |
| 4 | 3 | 3.0% |
| Total | 101 | 100.0% |
| Not reporting | 10 | |

INDIVIDUAL VS. GROUP ACTIVITY

67% of initiatives were group activities. Less than 10% of initiatives were an individual activity.

TABLE 4. Individual vs. Group Activity

| | Number of Programs | Percent of reported cases |
|----------------------|--------------------|---------------------------|
| Individual | 10 | 9.2% |
| Group | 73 | 67.0% |
| Both | 24 | 22.0% |
| Neither | 2 | 1.8% |
| Total | 109 | 100.0% |
| Not reporting | 2 | |



NUMBER OF YOUNG PEOPLE REACHED

Member boulés are reaching groups of 1 to 110,000 through their social action programs. Most common was the 1-10 group range (31.2%). The largest group reported was 110,000 (Psi, Louisville, KY, which listed the entire Jefferson County Public School District as a partner).

TABLE 5. Number of Young People Reached

| | Number of Programs | Percent of reported cases |
|----------------------|--------------------|---------------------------|
| 1-10 | 34 | 31.2% |
| 11-25 | 25 | 22.9% |
| 26-50 | 23 | 21.1% |
| 51-100 | 7 | 6.4% |
| More than 100 | 20 | 18.3% |
| Total | 109 | 100.0% |
| Not reporting | 2 | |

INITIATIVES BY GENDER

67% of programs reported were male-only initiatives.

TABLE 6. Initiatives by Gender

| | Number of Programs | Percent of reported cases |
|----------------------|--------------------|---------------------------|
| Young men/boys | 73 | 67.0% |
| Co-ed program | 36 | 33.0% |
| Total | 109 | 100.0% |
| Not reporting | 2 | |

INITIATIVES BY RACE

Nearly three-quarters of programs (73.9%) served African Americans exclusively (see Table 7). 86% of programs that served multi-ethnic groups reported serving African Americans in addition to other groups. The 29 programs that engaged multi-ethnic groups served mostly African Americans (86% of cases), Hispanic/Latinos (79% of cases), Caucasian (66% of cases), Asian Pacific Islander (38% of cases), Native American/American Indian (35% of cases). 10% of cases did not know the ethnic makeup of their participants (see Table 8).

These findings suggest that the vast majority of social action programs are reaching Black youth either exclusively or are targeting African Americans alongside with other groups.

TABLE 7. Initiatives by Race

| | Number of Programs | Percent of Reported Cases |
|-----------------------|--------------------|---------------------------|
| African American-only | 82 | 73.9% |
| Multi-ethnic | 29 | 26.1% |
| Total | 111 | 100.0% |



TABLE 8. Breakdown of Multi-Ethnic Initiatives*

| | Number of programs | Percent of Reported Cases |
|-------------------------------------|--------------------|---------------------------|
| African American | 25 | 86.2% |
| Hispanic/Latino | 23 | 79.3% |
| Asian/Pacific Islander | 11 | 37.9% |
| Caucasian | 19 | 65.5% |
| Native American/ American Indian | 10 | 34.5% |
| I don't know | 3 | 10.3% |
| Other group(s) | 1 | 3.4% |
| Total | 29 | n/a |

* Because only those reporting multi-ethnic programs from Table 7 were asked to elaborate, there are 29 respondents to this question. Furthermore, because each program could report multiple ethnicities served, the total percentage of reported cases exceeds 100%.

FREQUENCY OF MEETINGS

The frequency of meetings is very diverse, with the most common frequencies being monthly (22%) and annually (21.1%) and “other” (24.8%). Some examples of “other” include:

- Annual conference/5-6 planning sessions with group leaders
- STEAM-related summer camp
- Bi-monthly
- Quarterly
- As mentoring demands arise (ad-hoc)

This range of frequencies suggests that member bouldés are tailoring their programs to the individual needs and schedules of both mentors and mentees.

TABLE 9. Frequency of Meetings or Events

| | Number of Programs | Percent of Reported cases |
|----------------------|--------------------|---------------------------|
| One-time event | 25 | 7.3% |
| Annually | 23 | 21.1% |
| Semesterly | 11 | 9.2% |
| Monthly | 19 | 22.0% |
| Weekly | 10 | 14.7% |
| Daily | 3 | .9% |
| Other | 1 | 24.8% |
| Total | 109 | 100.0% |
| Not reporting | 2 | |



DURATION OF PROGRAM

Almost half of the programs are concentrated during the school year. Another 20.4% are ongoing programs that meet year-round. This suggests that the majority of youth reached by the Sigma Pi Phi social action programs (64.8%) are supported for one academic year or longer.

TABLE 10. Duration of Program

| | Number of Programs | Percent of reported cases |
|----------------------|--------------------|---------------------------|
| Once | 14 | 13.0% |
| A few weeks | 5 | 4.6% |
| One month | 2 | 1.9% |
| One semester | 6 | 5.6% |
| One academic year | 23 | 21.3% |
| Ongoing/Year-round | 22 | 20.4% |
| School year only | 25 | 23.1% |
| Summer only | 4 | 3.7% |
| Ad-hoc basis | 7 | 6.5% |
| Total | 108 | 100.0% |
| Not reporting | 3 | |

RATE OF ASSESSMENT

Almost half of the programs (47.2%) have conducted an assessment or evaluation.

TABLE 11. Rate of Assessment

| | Number of Programs | Percent of Reported Cases |
|----------------------|--------------------|---------------------------|
| Assessed | 51 | 47.2% |
| Not assessed | 57 | 52.8% |
| Total | 108 | 100.0% |
| Not Reporting | 3 | |



AGE RANGE

Over 80% of social action programming is clustered around entering and graduating from high school and enrolling in college. The group best supported was high school/pre-college students (68.5% of cases), followed by middle school students (30.6% of cases) and undergraduate students (23.4% of cases). Less programming is focused on infants/pre-K students

(2.7% of cases), graduate students (6.3% of cases), and post-graduate students (1.8% of cases).

These numbers suggest that member boulés put a strong emphasis on supporting students through their teen years from middle school to high school and entering college, creating a “teen-to-college pipeline.”

TABLE 12. Age Groups Served

| | Number of programs impacting age group | Percent of reported cases* |
|--|--|----------------------------|
| Infants/Pre-K students | 3 | 2.7% |
| Elementary school students (grades K-5) | 17 | 15.3% |
| Middle school students (grades 6-8) | 34 | 30.6% |
| High school/pre-college students (grades 9-12) | 76 | 68.5% |
| Undergraduate students | 26 | 23.4% |
| Graduate students | 7 | 6.3% |
| Post-graduate students | 2 | 1.8% |
| Other | 1 | 0.9% |

* Because respondents could choose more than one age group per program, the percentage of reported cases exceeds 100%.



TYPES OF PROGRAMS

The large number of respondents choosing multiple type designations for the same initiative suggests that many programs employ multi-faceted approaches. The most popular types: 60.6% of initiatives engaged career/professional development, 56% involved life skills development, and 47.7% reported some form of academic mentoring. Nearly a third of programs also reported scholarship awards, college preparation, social engagement, and community service programs

(all in 30-40% range of cases). Almost 40% of all initiatives reported involved the award of scholarships.

When considering specific mentoring models, constellation mentoring was the overwhelming choice at 29.4% of cases, versus cascade mentoring, a method employed by only 6.4% of cases. STEM initiatives and internships were the least represented, at 11% and 7.3% respectively.

TABLE 13. Types of Programs

| | Number of programs Engaging type | Percent of reported cases* |
|--|-------------------------------------|----------------------------|
| Academic mentoring | 52 | 47.7% |
| Career/professional development | 66 | 60.6% |
| Life skills development | 61 | 56.0% |
| Community Service | 33 | 30.3% |
| Single-sex program (e.g., all boys or all girls) | 27 | 24.8% |
| Constellation mentoring (One Archon mentoring one or more students) | 32 | 29.4% |
| Cascade Mentoring (Archons mentoring older students who in turn mentor younger students) | 7 | 6.4% |
| Extracurricular program | 18 | 16.5% |
| Internship | 8 | 7.3% |
| Scholarship | 43 | 39.4% |
| College Preparation | 34 | 31.2% |
| Contest or Prize | 15 | 13.8% |
| Need-based award | 15 | 13.8% |
| Social engagement/Social networking | 36 | 33.0% |
| STEM fields | 12 | 11.0% |
| Other | 10 | 9.2% |

* Because respondents could choose more than one type per program, the total percentage of reported cases exceeds 100%.



CROSS-TABULATION: AGE BY GENDER

At the teen-to-college pipeline levels (middle school, high-school, and undergraduate), Black male-only initiatives are offered at nearly twice the rate than those at early education or graduate/post-graduate levels (about half of which offer Black male-only programs).

44% of all programs reported engaged Black male-only initiatives at the high school level. 65.8% of Black male-only initiatives engaged high school students, and 84.8% of Black male initiatives targeted students in the teen-to-college pipeline.

TABLE 14. Age Group* by Gender

| | GENDER | | TOTAL |
|---|-----------------------|-----------------------|------------------------|
| | Young men/boys | Co-ed program | |
| Infants/Pre-K students | 1 | 1 | 2 |
| Elementary school students (grades K-5) | 9 | 7 | 16 |
| Middle school students (grades 6-8) | 20 | 13 | 33 |
| High school/pre-college students (grades 9-12) | 48 | 27 | 75 |
| Undergraduate students | 16 | 9 | 25 |
| Graduate students | 3 | 3 | 6 |
| Post-graduate students | 1 | 1 | 2 |
| Other | 1 | 0 | 1 |
| Number of Programs Reporting[†] | 73[†] | 36[†] | 109[†] |
| Not Reporting | | | 2 |

* Respondents could choose more than one age group per program.

† These numbers represent the total number of programs reporting by gender, not the sum of programs reported by age (which represents multiple elections).



CROSS-TABULATION: AGE BY RACE

African American-only programs are concentrated at the middle school, high school, and undergraduate levels. 54 programs serving Black students exclusively were offered at the high school level, a rate more than

twice of any other age group (see Table 15). Programs engaging multi-ethnic groups still largely serve African Americans in middle school and high school (see Table 16).

TABLE 15. Age Group* by African American-Only Programs

| | African American-only | Multi-ethnic | TOTAL |
|--|-----------------------|--------------|-------------|
| Infants/Pre-K students | 2 | 1 | 3 |
| Elementary school students (grades K-5) | 8 | 9 | 17 |
| Middle school students (grades 6-8) | 18 | 16 | 34 |
| High school/pre-college students (grades 9-12) | 54 | 22 | 76 |
| Undergraduate students | 21 | 5 | 26 |
| Graduate students | 7 | 0 | 7 |
| Post-graduate students | 2 | 0 | 2 |
| Other | 1 | 0 | 1 |
| Number of Programs Reporting† | 82† | 29† | 111† |

* Respondents could choose more than one age group per program.

† These numbers represent the total number of programs reporting by race, not the sum of programs reported by age (which represents multiple elections).

TABLE 16. Multi-Ethnic Programs by Age Group*

| | Infants/Pre-K | Primary school (grades K-5) | Middle school (grades 6-8) | High school (grades 9-12) | Under-grad | Grad School | Post-Grad | Total |
|--------------------------------------|---------------|-----------------------------|----------------------------|---------------------------|------------|-------------|-----------|------------|
| African American | 1 | 9 | 14 | 18 | 3 | 0 | 0 | 25 |
| Hispanic/Latino | 1 | 6 | 12 | 17 | 3 | 0 | 0 | 23 |
| Asian/Pacific Islander | 1 | 4 | 6 | 6 | 4 | 0 | 0 | 11 |
| Caucasian | 1 | 8 | 11 | 13 | 4 | 0 | 0 | 19 |
| Native American/American Indian | 1 | 4 | 5 | 5 | 2 | 0 | 0 | 10 |
| I don't know | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 |
| Other group(s) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Number of Programs Reporting† | | | | | | | | 29† |

* Respondents could choose more than one age group and ethnic group per program.

† This number represents the total number of multi-ethnic programs reporting, not the sum of multiple elections.



CROSS-TABULATION: PROGRAM TYPE BY AGE GROUP

Analysis by program type confirms that programming is largely clustered around high school students.

TABLE 17. Program Type by Age Group*

| | Infants/ Pre-K | Primary school (grades K-5) | Middle school (grades 6-8) | High school (grades 9-12) | Under- grad | Grad | Post- Grad | Other | Total |
|---|-------------------|--------------------------------------|-------------------------------------|------------------------------------|----------------|------|---------------|-------|------------------------|
| Academic mentoring | 1 | 8 | 18 | 33 | 10 | 4 | 1 | 0 | 52 |
| Career/professional development | 2 | 6 | 21 | 43 | 17 | 6 | 2 | 0 | 66 |
| Life skills development | 2 | 9 | 16 | 39 | 13 | 5 | 2 | 0 | 61 |
| Community service | 3 | 6 | 10 | 24 | 7 | 2 | 1 | 0 | 33 |
| Single-sex program | 0 | 3 | 10 | 16 | 4 | 0 | 0 | 1 | 27 |
| Constellation mentoring | 0 | 6 | 9 | 18 | 7 | 2 | 0 | 1 | 32 |
| Cascade mentoring | 0 | 1 | 3 | 5 | 0 | 0 | 0 | 0 | 7 |
| Extracurricular program | 1 | 3 | 9 | 13 | 3 | 0 | 0 | 0 | 18 |
| Internship | 0 | 0 | 1 | 4 | 5 | 0 | 0 | 0 | 8 |
| Scholarship | 1 | 1 | 5 | 30 | 15 | 3 | 1 | 1 | 43 |
| College preparation | 2 | 2 | 8 | 32 | 4 | 1 | 1 | 1 | 34 |
| Contest or Prize | 0 | 3 | 5 | 9 | 2 | 1 | 0 | 0 | 15 |
| Need-based award | 0 | 1 | 1 | 11 | 5 | 0 | 0 | 0 | 15 |
| Social engagement/ Networking | 2 | 5 | 9 | 25 | 7 | 3 | 1 | 0 | 36 |
| STEM fields | 1 | 2 | 7 | 10 | 3 | 1 | 0 | 0 | 12 |
| Other | 1 | 5 | 7 | 6 | 1 | 1 | 0 | 0 | 10 |
| Number of Programs Reporting[†] | | | | | | | | | 109[†] |
| Not Reporting | | | | | | | | | 2 |

* Respondents could choose more than one type and age group per program.

† This number represents the total number of programs reporting to these queries, not the sum of multiple elections.



Exemplary Social Action Programs for Young African American Men

Among the excellent field of social action programs surveyed, several member boulés submitted programs that were outstanding. The efforts of six member boulés are highlighted here so that they might serve as models for new initiatives or inspire new approaches within existing programs.

Psi (Louisville, KY)

Through partnerships with established organizations Jefferson County Public School System (JCPS), the Urban League, 100 Black Men, Big Brothers/Big Sisters, and a network of fraternities and sororities, the Archons of Psi have developed a suite of social action programs that serve young African Americans from elementary to graduate school. In doing so, they create a pipeline for these students' success. The range of programs is also impressive, from mentoring young black men in the fifth grade to supporting African Americans in medical school. Beyond the scope of these programs, the Archons of Psi have also focused on reaching large numbers of students; they reported reaching over 110,000 students in partnership with the JCPS.

Psi's programs include:

- **55,000 Degrees Educational Initiative, of which 15,000 are African American Degrees.** Louisville has an initiative to increase by 55,000 the number of college degree holders in the community by 2020. The African American community has taken on the task of producing 15,000 of those for the African American community. Archons are regularly working to help meet the goal.

- **African American Initiative (AAI).** Partnering with the Urban League and fraternities and sororities in Louisville, the AAI provides strategic direction and ensures that African American interests are given priority with respect to education in the community. AAI holds summits on education issues, producing white papers on issues for implementation in the community all directed for the enhancement of African American students and closing the achievement gap.

- **Camp Taylor Elementary School Male Enhancement Program.** In partnership with the Urban League and professionals in the community, Camp Taylor has developed a male enhancement program for young men in the fifth grade. The class meets weekly and each week an African American male is in attendance for a presentation followed by individual interactions which includes mentoring, tutoring, and other work identified by the questions the young men pose.

- **Community Engagement and School Board Monitoring.** This group monitors all activities of the Jefferson County Public School System (JCPS). It advocates on behalf of students and parents, regularly updates the community on issues pending, and it gets parents and the community out to educational meetings in the community which impacts the children in JCPS. Psi partners with several organization on this initiative, including the Greater Louisville Alliance of Black School Educators, Kentucky Alliance of Black School Educators, fraternities and sororities, and 100 Black Men.



Rico's Roundtable. Rico's Roundtable is a partnership of several groups such as Psi Boulé, fraternities, sororities, Lincoln Foundation, social groups, the Links, companies, GE, Ford, UPS, Humana, 100 Black Men, JCPS, Metro Gov., and BBBS of Kentuckiana, etc. These groups have come together to develop and administer a program aimed at closing the achievement gap between minority and majority students in the Jefferson County Kentucky Public School System through the Big Brothers Big Sisters Program.

The approach is to address the whole child via:

1. **Modeling**—Change of perspective, role modeling, setting of high expectation, help in understanding on passions, goal settings, exposure to a world outside of them, encourage academic achievement, mentoring, tutoring, bonding, etc.
2. **Health**—Health and wellness, mental health, family and child, access to health care
3. **Self-Awareness**—Build up intrinsic motivation, awareness of self, values clarification; identify strengths and weaknesses; establish sources of assistance on meeting goals
4. **Parenting**—Faith community, parental development, educational competency, parental involvement, and accountability
5. **Environment**—Establish high moral standards, consistency and structure, meaningful and quality relationships, stability and accountability, resilience and internal locus of control, family, and extended family, etc.

Support of Students in the University of Louisville Medical School. This program provides support for African American medical students at the University of Louisville. Scholarship support is provided along with mentoring and coaching as these students complete their medical degrees.

Alpha Epsilon (Dallas/Ft. Worth, TX)

The Archons of Alpha Epsilon have created a diverse portfolio of mentoring, educational support, and professional support for young men in high school and college. They engage both constellation mentoring and cascade mentoring, and they deliver scholarships and professional advice to students entering college and awards to those still in high school. This multi-tiered support ensures a sustained commitment to these young men while they are in school. As students move on to college, the Dr. Emmett J. Conrad Leadership Program sponsored by Texas State Senator Royce West ensures their early professional development through summer internships.

Alpha Epsilon's programs include:

African American Male Academic Bowl. This Mentor/Mentee Academic Bowl is an academic contest with mentor/mentee pairings competing for top prize. This was a fun activity that included lots of food, prizes, and bonding. Alpha Epsilon partnered with area high schools and Kevin Mundy with Project Still I Rise.

Alpha Epsilon Boulé Scholarships. Scholarships were awarded to ten outstanding African American male high school seniors with exceptional credentials and leadership potential. Awards were also given to "The Educator of the



Year,” “Rising Scholars” (8th and 9th graders), the H.B. Bell Scholar for an education-related major, and The World of Difference Award.

Alpha Epsilon Career Development Forum Lecture Series. The Career Development Forum was hosted by Attorney Carl Chapman who presented law as a career. Dr. Gerald Bulloch presented data on “Blacks in Medicine” and the requirements to get in and out of medical school. Mr. Robert Dixon, senior vice president and chief information officer of PepsiCo, presented on careers in engineering. Mr. Robert Holmes, vice president of human resources at Nokia, coached the mentees on “Ten things to do to be successful in your career.” These gentlemen did an outstanding job and received rave reviews from the mentees, mentors, and parents who were in attendance. Our plan is to offer these presentations to more area high schools.

Alpha Epsilon Mentoring Program. This mentoring program for high school students continues to have marked improvements and high impact. Cascade mentoring, a process that allows for a senior mentee to assist in mentoring a new scholar, was recently implemented and is having successes.

Archon Senator Royce West/Dr. Emmett J. Conrad Leadership Program. Alpha Epsilon Boulé is a collaborating partner in the Dr. Emmett J. Conrad Leadership Program, a summer internship program sponsored by Texas State Senator Royce West and named in honor of a renowned Dallas African-American physician and educational advocate, Archon Emmett J. Conrad. The program selectively admits disadvantaged or minority undergraduate students from Texas Senatorial District 23 (North Texas) to participate in internships in a

variety of professional fields. Since its inception, more than 500 students have benefited from this program. Sire Archon Jesse Ingram, Archon Curtis Ransom, and Archon Wright Lassiter have given leadership to this project representing Alpha Epsilon Boulé.

Alpha Mu (Augusta, GA)

The Archons of Alpha Mu have built a truly comprehensive mentoring and support network for young African American men in grades 6-8 with Project BBUILD—Boulé Brothers Uplifting, Influencing, Leading and Developing. Partnering with the Boys and Girls Clubs of the Central Savannah River Area (CSRA), the Richmond County Public School System, Tabernacle Baptist Church and the Ike and Justine Washington Foundation, Project BBUILD links college, high school, and middle school students in a mentoring cascade. An annual cohort of 40 students is selected for participation in sixth grade and continues through eighth grade. In addition to mentoring, these students attend weekly Saturday morning sessions where they receive reading and math tutoring as well as instruction by Archons in health, financial literacy, violence prevention, and professional etiquette. Project BBUILD also sponsors a full range of extracurricular activities, field trips, and celebrations of achievement for their participants. Parental participation is encouraged, and Archons and Archousai have been successful in building strong relationships with mentees’ families.

One of the many outstanding aspects of Project BBUILD is that it has kept records and assessments of its success. 95% of students in BBUILD complete their grade level with C or better in areas of language arts and math, and the program has an impressive 100% retention rate. It is clear that this program is having a positive impact on these students and their



community, making Alpha Mu's efforts a crown jewel in Sigma Pi Phi's social action commitments.

The following is from Alpha Mu's Project BBUILD report:

Project BBUILD is an initiative that changes futures—it's just that simple. The program, now in its sixth year, is a weekly mentoring and tutoring program designed to assist primarily at risk African-American males who attend public middle schools in Richmond County, Georgia. Project BBUILD identifies 6th-8th grade students that need help to improve their chances for academic success and a bright future. The program doesn't just present concepts and ideas on how to achieve excellence; it provides students with real-life experiences that reinforce key educational and social skills, and access to successful, professional role models who serve as their teachers, presenters, and counselors for Project BBUILD.

At our Centennial Grand Boulé in Philadelphia in 2004, an idea that something can, must and should be done was conceived after attending the Symposium on the Young African-American males. In 2007, members of Alpha Mu Boulé began to chip away at this reality with Boulé Brothers Uplifting, Influencing, Leading and Developing (BBUILD). If left unaddressed, these challenges will jeopardize the social and economic gains made by African-Americans in this country and threaten our future ability to compete in an increasingly global economy. The power of one should never be underestimated; one person, one group, one community, one city, one state, one fraternity, one caucus, one president.

MISSION

The social action program mission of Alpha Mu Boulé is to make a positive difference in the lives

of at-risk African-American males in the Augusta, Georgia area primarily through collaborating with other organizations regarding programs aimed at improving the social, educational and economic conditions of African-American males.

GOALS

- To provide positive role-modeling and successful black male images;
- To improve academic achievement and good study habits;
- To introduce financial literacy;
- To promote character and cultural development; and,
- To promote strong integrity and worthwhile talents.

PARTNERSHIP AGREEMENTS

Project BBUILD is led and operated by Alpha MU Boulé of Sigma Pi Phi Fraternity, Partnering with the Boys and Girls Clubs of the Central Savannah River Area (CSRA), the Richmond County Public School System, Tabernacle Baptist Church, and the Ike and Justine Washington Foundation.

PARENTAL CONSENT

Parents must complete a Project BBUILD formal application and give written consent for their students to participate in the program and field trips. A code of conduct form consent is also required. An annual student-parent survey is mandatory at year's end.



STUDENT SELECTION PROCESS

With the assistance of the Boys and Girls Clubs of the Central Savannah River Area (CSRA), principals, guidance counselor, intervention specialists within the schools, and parents' request, the Project BBUILD team starts the selection process during the summer months of each year to identify 40 (forty) deserving students. Recommendations are received for consideration of our Social Action Program and subsequently our member boudé. As stated previously, emphasis is placed on identifying African American males who need assistance in mathematics and reading/language arts as well as cultural development and social skills. Now that the program is established, the majority of the newly selected participants are sixth graders which allow them the opportunity to remain in the program for three years.

STRUCTURE OF PROGRAM

The program year runs parallel with the academic school year for Richmond County schools, and it meets every Saturday from 9:45 A.M. to 12:00 P.M. An official Memorandum of Understanding (MOU) exists between the Richmond County School System and Alpha Mu Boudé regarding the operations of Project BBUILD. The curriculum for Project BBUILD follows the instructional protocols mandated by the Richmond County Board of Education in the areas of English language arts and mathematics. In addition, Project BBUILD includes learning components on financial literacy and wealth accumulation. Neither subject is formerly addressed in Richmond County public schools.

FOCUS SESSIONS

Weekly thirty-minute sessions focus on issues that are paramount for African-American males in

today's competitive and complex society. In the area of health, students hear from physicians, scientists, and other health professionals from within our community. Individuals with expertise in gang, drug, and violence resistance training are invited to provide information on prevention and intervention techniques. In the area of law enforcement, police or officers of the court discuss their roles as public safety officials. In addition, leaders in the area of education are invited to speak to the students as a means to motivate and inspire them to maximize their academic pursuits and personal growth. Various business and government leaders are called upon to discuss their backgrounds and provide their insights into the keys to success. These sessions also include discussions on dressing for success in both informal and formal settings, appropriate etiquette, proper grooming and respect for others. No topic is off the list to cover. Several of these sessions are conducted by Alpha Mu Boudé members.

CLASSROOM INSTRUCTION

Students are divided into groups by grade level. These groups meet with a tutor for English language arts for approximately one hour and then rotate to another tutor for mathematics for approximately one hour. Various techniques are used by the tutors to reinforce material covered by the public school curriculum. Tutors are required to provide feedback to the Project BBUILD coordinator after each session, and to identify students with more critical needs who may benefit from extra tutorial help. For example, students with proficiency problems in reading and math may be recommended (with guardian or parental consent) to have more regular outside tutoring assistance. In such cases, the Project BBUILD staff may work with the school system to obtain a tutor or hire a paid professional to perform this function.



At regular intervals, students are required to bring in their middle school progress reports. The progress reports become the basis for developing lesson plans for future sessions and to help measure each student's performance and progress.

A new component of Project BBUILD is financial literacy and wealth accumulation. Introduced into classroom sessions during the 2010-11 school year, this component exposes students to and teaches them about the following areas:

1. The importance of working and earning money (all students and parents/guardians);
2. Budgeting and saving money (all students and parents/guardians);
3. The banking system, i.e., savings accounts, checking accounts, loans, credit cards, and the federal reserve system (all students and parents/guardians);
4. Key words, terms, and definitions used in the financial services industry (7th and 8th grade only); and
5. Important mathematical calculations and concepts, such as interest, present value of money, counting money values, and basic elements of an income statement and balance sheet (7th and 8th grade only).

Well-established banking material is one of the primary instructional tools used by the Project BBUILD program. While the 7th and 8th graders are working on more advanced areas of financial literacy. The 6th graders are introduced to banking computer exercises in the computer class. In addition, a local community bank is working in conjunction with the Richmond County School District on a pilot in-school banking program. Several Project BBUILD students

are attending schools where the pilot program is taking place. When the Project BBUILD team learned of this school district initiative, the team was successful in getting the bank to extend the pilot program to the Project BBUILD Saturday program. As a result, Project BBUILD provided the first \$25 to open saving accounts for all participants with the consent of a parent or guardian.

Classroom decorum and discipline are maintained by the Project BBUILD coordinator and other members of the Project BBUILD team, who move from class to class to observe students as they interact with classroom tutors. The importance of good posture, good listening skills, note taking, and only talking when called upon or should there be a question are stressed during classroom sessions.

At the end of the day, the Project BBUILD coordinator summarizes key messages from the earlier focus session. He uses practical examples to emphasize the importance and consequences of certain lifestyle and behavioral choices. Finally, the coordinator and other members of the Project BBUILD team interact with parents while the students have lunch, which is provided by the program. After lunch the students are dismissed to the care of their parents or guardian.

SUPERVISED EXTRA-CURRICULAR YEARLY ACTIVITIES

Several special and important events are included with Project BBUILD's academic program to expose students to social outings and other activities that they may not experience due to home, family, or financial circumstances. The program seeks to inspire in these youngsters "what is possible" if they work hard and acquire a good education. The attire for travel is Project BBUILD T-shirts or suits and ties depending on the destination. Yearly events include:



■ **An Evening of Elegance.** Students and parents participate in a formal black-tie dinner event held at a private club or an upscale dining venue. Each student is fitted and provided a complete tuxedo ensemble for the evening. Parents have the option of attending the affair in business or formal attire. Students are taught proper dining etiquette and formalities of the partaking of a multi-course dining experience. In addition, the evening consists of a program that includes a guest presenter and presentations from selected Project BBUILD students.

■ **Lucy C. Laney Museum of Black History Tour.** Students tour the only African-American Museum in the CSRA and the surrounding area. The mission of the museum is to promote the legacy of Lucy Craft Laney through arts and history. Ms. Laney was dedicated to providing educational opportunities for African-American youths in the Augusta area; she started the first kindergarten for African American children in Augusta and founded the Lamar School of Nursing for African-American Nurses. This activity aligns with the aspect of the Richmond County School Curriculum that requires students to write an essay on an Augusta historical figure.

■ **Georgia State Capitol Pages.** Members of the Project BBUILD team take all eighth graders to the State Capitol in Atlanta, Georgia on “Augusta Day” for a full day of activities and to serve as Pages to the Georgia State Legislature. This activity broadens the students’ knowledge of how laws are made and provides insight into the actual process of the State governing body at work. Students are introduced to legislators and hear their stories on what it takes to become an elected official. For many Project BBUILD

students the trip to Atlanta is their first time outside the CSRA.

■ **Sickle Cell Walk.** The Sickle Cell Walk is a fundraiser held annually at the Augusta Riverwalk. Students are provided information about the sickle cell disease and its impact on African Americans. In addition to raising students’ awareness about the disease, this activity also emphasizes the importance of volunteerism and community service. The boys are encouraged to create a banner to be entered into contest which requires creativity and research.

■ **Celebration of Erudition (Graduation).** This is a graduation ceremony celebrating eighth graders’ successful completion of the Project BBUILD program as well as being promoted to senior high school. Parents, guardians, family members, and friends are invited to attend this event. Members of the Alpha Mu Boulé and their wives are also in attendance. Students are required to wear a suit and tie for the ceremony. A formal program is highlighted with a keynote speaker addressing the students. Finally, certificates of completion are awarded to students by the Project BBUILD coordinator; and heavy hors d’oeuvres are served at the conclusion of the program. This event has received local news coverage in the past.

■ **Founders’ Day.** Annually, Alpha Mu Boulé holds its Founders’ Day program, which is a community-wide event. The main feature of the program, which is held on the campus of Paine College, is the awarding of 10 merit scholarships; one for a graduating student from each of the 10 public high schools in Richmond County. Graduating high school seniors who completed Project BBUILD and are enrolled in



college receive college scholarships as well. At this program, the Project BBUILD students get a chance to see how hard work in the classroom can pay off. Students of Project BBUILD serve as ushers, and they are recognized during the program as special youngsters that are seeking a better future by obtaining a good education.

Paine College Tour/Basketball Game.

Students observe life in a college campus by visiting classrooms, meeting college professors and college students, and meeting the basketball coaches and players. Students also attend a college basketball game. This activity is designed to give a more complete picture of college life.

The CSRA Football Classic. Students are the guests of Project BBUILD at this annual college football game for an afternoon of fun. The primary learning point for this event is to demonstrate that college life has many exciting opportunities outside of studying. For instance, college life can include active participation in sports, the band or other related activities associated with the game. In addition, it is pointed out that a creative student can use such an event to earn money as a vendor by selling game related merchandise.

End-of-Year Fishing Outing and Picnic. The home of an Alpha Mu Boulé member serves as an excellent venue for this annual event. On the grounds of this home is a large fishing pond and swimming pool; and there is ample space for a large tent and games to be played. In addition to Project BBUILD students, the event is attended by parents and guardians and Alpha Mu Boulé members and their families and friends. This event allows students to again see what is possible by hard work and self-determination.

Morehouse Glee Club. Dressed in their church attire with their parents and guardians, the boys attend Education Sunday at Tabernacle Baptist Church with Morehouse College Glee Club in concert. They enjoy the world-renowned glee Club.

OTHER PROGRAM ELEMENTS

A variety of incentives are offered to Project BBUILD participants. When students meet or exceed various goals they may receive monetary rewards, books or other tokens from members of the project team. As rewards are passed out, students often hear one of the team members say, “education pays, if not now, then later.” When quizzes on books or lectures are given, high scorers and those participants who show significant improvement in their work are rewarded. Another noteworthy incentive is the offer of scholarships to future high school graduates of Project BBUILD.

On a monthly basis, the Project BBUILD team meets to discuss details for upcoming events and situations that were observed during previous Saturday sessions. These meetings are valuable forums for assisting team members in making adjustments and handling student problems in a consistent and timely fashion.

Project BBUILD has matured into more than a program of Saturday classes and social events. Project BBUILD team members and members of Alpha Mu Boulé have fully embraced the program, and they are sought out by parents, teachers, and school counselors to handle concerns involving students. On one occasion the family of a Project BBUILD student was having financial difficulties, and Alpha Mu Boulé members stepped in to provide assistance. There also have been instances when parents/guardians have asked members of the



Project BBUILD team to intervene with schools to address student performance or behavioral issues. In another recent instance, school officials working with parents asked the Project BBUILD coordinator for assistance in the case of a Project BBUILD youngster being in the wrong place at the wrong time. Because of Project BBUILD's reputation in the community, the situation was resolved without jeopardizing the student's school attendance.

An exciting exceptional new piece is our Archousai/Parents of Project Students' Workshop. Each parent or guardian receives one or two wisdom pearl(s) from one Archousa at a time before moving on to the next Archousa Station for her pearls. Picture 30 parents or guardians in a gymnasium, each at their own station with one Archousa at each of those 30 stations imparting their wisdom, pearls on child rearing on at least 30 different topics for 10 minutes before moving to the next station and starting all over again.

TRACKING

To ensure continuity and to create a bridge for students as they transition from middle to high school and beyond, the program includes an on-going mentoring or tracking component. The primary objective for this component is to continue to encourage students and reinforce the high standards, values and expectations that were emphasized throughout the BBUILD program. To accomplish this objective, when students complete Project BBUILD they are assigned to an Alpha Mu Boulé member to mentor and monitor their progress through high school. At least twice during the academic year, the mentors commit to meeting with students, parents, as well as school counselors and teachers to discuss the students' behavior and academic performance. Mentors may intervene, as needed, in support of parents and school officials

to help eliminate or resolve disciplinary issues or problems with school performance.

A new piece is our cascade mentoring. Each post-Project BBUILD college student is assigned to mentor a high school post-Project BBUILD student who is assigned to mentor a current BBUILD student. Our mentoring program is monitored by our Social Action Committee.

PROGRAM DEMOGRAPHICS

Currently 40 middle school students are enrolled in Project BBUILD. They are proportionate numbers in the 6th, 7th, and 8th grades. Nearly half of the participants are from single parent homes or reside with guardians which include grandparents, even a great grandparent. Currently, the students are from 10 different schools from across the district.

OUTCOMES

- Students to complete their grade level with C or better in areas of language arts and math: goal was 85%; Achieved 95%
- Students to complete the school year with no conduct or behavior problems at school or during project BBUILD session and outings: Goal was 60%; Achieved 85%
- Attendance rate for Project BBUILD sessions: Goal was 85%; Achieved 95%
- Retention rate for 6th and 7th grade students in the program: Goal was 80%; Achieved 100%
- Parents' quality rating of the program: Goal was 4 on a scale of 1-5; Achieved 4.9
- The Project BBUILD team, including members of Alpha Mu Boulé, is encouraged by comments and feedback received that the program is



having a positive impact on the students and community.

- An elementary school principal who teaches in Project BBUILD stated that, “I find myself involved because as an educator I know and see the pitfalls of African-American males. I see this program and myself making a difference in the lives of these boys. And, I thought I was just going to teach reading!” Another example is from a middle school intervention specialist, who stated, “Through the partnership we have developed with your Project BBUILD, our learners have soared in several areas.”
- From a parent survey, a parent remarked, “It’s all so awesome interacting with men because my son has no male figure at home, and my son said that he learned from a speaker that it doesn’t matter where you come from but where you are going that counts.”
- *Student T.C.:* “I have been positively influenced by all of the tutors, mentors and, project BBUILD volunteers. Dr. Brown is a strong motivator; Mr. Crawford has explained financial responsibility; Dr. Lamback has shared the importance of education; Mr. Jons has exposed me to how critical math skills are today; Dr. Williams has explained the importance of a good Attitude; and Mr. Franklin has stressed why I must be disciplined. Each of these men has qualities I hope to develop and put to work in my career and personal life.”
- *Student I.L.:* “I just couldn’t get focused in my school work and I really needed tutoring in math. Project BBUILD taught me how to concentrate on the task at hand and follow directions. Student I.L. cites former “Mr. Paine College,” Michael Jones, who was speaker at the

Focus Sessions, as having the biggest impact on his success. “Mr. Jones explained the importance of carrying yourself like the person you want to become. He said we shouldn’t just think of ourselves as young men, but as future business leaders. Now I think about things like dressing for success, making choices you can be proud of and looking people in the eyes.”

- *Student G.G.:* “Project BBUILD has helped me to develop good study habits and learn how to adjust them as my workload increases. I have learned how to be better prepared and that makes me feel good about my future.”
- *Student J.J.:* “Project BBUILD has made me more confident and has offered me many life changing experiences. I am especially grateful to Mrs. Haynes for taking the time to give me extra tutoring and for showing me the importance of helping others. I hope to have her patience one day.”

FUNDING

- Funding of the program is done by the Ike and Justine Washington Foundation, which was organized by the members of Alpha Mu Boulé.
- Average cost per student per year is \$1,000.

KEYS TO START A BBUILD

A. Early Process (individual or small group)

1. Statement of Concern—issue or problem you want to address (100% mental)
2. Mission—specific task (brief)
3. Goals—end point (be specific and few early on)
4. Approach—path to goal



5. Commitment—gauge enthusiasm for the concern

B. Middle Process (Social Action Committee or willing working group)

1. Selection Process—application, parental consent
2. Organization to carry out mission (able and willing)
3. Leader/chairperson of social action (key, dedicated, qualified)
4. Targeted Youths (begin small if necessary)
5. Structure of Program—smile at first
6. Registration (be comprehensive include code of conduct, consents to travel)
7. Mentoring and tutoring (early)
8. Meals (if program lengthy)
9. Partnership(s)—(be specific and thoughtful in selection to accomplish goals)
10. Funding—(important, use volunteers within group when possible, avoid constricting the mission)
11. Operating Expense—consider partners like Boys and Girls Clubs, churches for meeting sites to keep cost down
12. Salaries—make it reasonable for tutors. Qualified member volunteers are an option
13. Background Check—Mandatory. Never one on one!
14. Committee Meetings—Frequent, constructive, effective communication

C. Later Process

1. Extra-curricular (optional)
2. Tracking and Early intervention (very important)
3. Evaluation—progress reports and report cards
4. Surveys—parents and students
5. Scholarship(s)
6. Documentations-prevent reinvention of wheel

Alpha Chi Boulé in cooperation with Beta Omicron Boulé, Gamma Delta Boulé and Gamma Rho Boulé (Michigan statewide effort)

Alpha Chi Boulé, in cooperation with Beta Omicron Boulé, Gamma Delta Boulé, and Gamma Rho Boulé hosted a state-wide Symposium on African American Male Youth at Michigan State University in May 2012. Partnering with the MSU College of Education, these boulés joined together young Black men to identify the challenges confronting them and their peers. The sessions were broken down into four focus areas including education, employment, health and juvenile delinquency. Each youth was allowed to select two areas of focus. Approximately 150 youth and 30 Archons participated in the symposium representing such cities as Detroit, Ypsilanti, Lansing, Grand Rapids, Flint, and others.

While there was no attempt to offer counseling or mentorships at the sessions, they were designed to elicit from the students their perceived needs for such assistance. As an example in education, the students identified some of the following as needed in the education environment:



- Nurture teaching and learning relationships with students.
- Get to know the students.
- Welcome all students and not categorize them.
- Meet students where they are academically.
- Teach students the benefit of learning.

Another area where students shared their thoughts was on the correlation between poverty and health. Examples of their comments include:

- Stress affects health.
- We Blacks are struggling, whether rich or poor.
- Health affects the ability to learn; if you are hungry you can't concentrate.
- Food is an integral part of our culture, but it's not always healthy food.
- Lack of resources promotes resilience; however, resources are needed.

Interestingly, the second day included considerable discussion and opinions expressed by educators, attorneys, elected officials, and medical practitioners. Our intent was to involve adult leaders to benefit from their perspectives on the four discussion areas including education, health, employment and juvenile delinquency. The leaders offered very diverse opinions but were in agreement that there is a need for action in our educational system to begin addressing the challenges that are confronting our young men.

The included booklet (see Appendix A) provides a more definitive description of the Symposium and the next steps to begin addressing the challenges.

GOALS/OBJECTIVES

1. To demonstrate and direct attention to the gravity of the current state of challenges that plague African American male youth.
2. The Symposium intended to galvanize statewide community support in an effort to identify and implement solutions to the challenges confronting our male youth and will result in the enhancement of their lives.
3. A Steering Committee was established with the charge to identify a vehicle(s) to insure that the identified solutions are implemented.

The Symposium results are being pursued by our Steering Committee, co-chaired by former Sire Archon and Honorable Judge Edward Thomas, Iota Boulé and Archon and Honorable Judge Donald Allen of Alpha Chi Boulé. The Steering Committee concluded there are three possible vehicles that could be created and would have the charge to implement the recommendations derived from the Symposium. The three considerations are a state government created entity, a Boulé created entity, or one established in concert with a university. It was the consensus of the Steering Committee that our initial effort should focus on a university created entity. Since Dr. Chris Dunbar, a member of the Steering Committee and an essential member of the Symposium team is a professor in the College of Education at Michigan State University (MSU), the committee decided that would be an excellent place to begin.

The Steering Committee has been meeting approximately every other month. However, there is a working committee established with the charge to develop the plan of action that will result in a presentation to the Dean of Education that would



include the structure, goals, financial needs and staffing of the proposed entity.

The recognition of scholars (students) is yet to be defined. However, in the design of goals for the proposed entity here will be incorporated a methodology to give recognition to young men who achieve certain success goals that will be included in the programs. It is premature to define how teachers and others will be recognized. Parents will be intricately involved in all aspects of our initiatives. We have learned from our student participants as well as the adult leaders that parent involvement is a critical component in any effort we decide to implement.

PROJECTED PROGRAM RESULTS/OUTCOMES

1. Ultimately we anticipate that the program results will impact multiple numbers of young men because it will have a statewide focus. We expect and are convinced that because of the receptivity of the Symposium participants and feedback from others subsequent to the Symposium, there will be many organizations desiring to participate.
2. Based on reviewing literature and discussions with others around the country, this effort will have a beneficial outcome for our youth.

Beta Rho (Akron, OH)

The Archons of Beta Rho have taken a two-pronged approach to social action programming. They have devoted more time to young men; however, they also recognize young women with the same issues. Their mentoring classes typically consist of 80% males and 20% females.

Beta Rho’s “Passport to Manhood” is essential for young men. Beta Rho believes that with mental

perseverance and creativity, a person’s abilities are encouraged and they will be successful in most of their endeavors. The Passport program engages junior high school students—young men at a crucial age—in order to influence and develop young minds.

These students are eager to learn and Beta Rho has seen their overall school grades improve, their self-esteem soar, and their interaction with students and parents improve. Staff at the Boys and Girls club state there is a marked difference in both attitude and behavior of these students. Beta Rho is very proud of the four programs that have produced high-achieving students who take on voluntary and leadership roles Beta Rho won the regional award for its Social Action program and also received acknowledgement from the National Boys and Girls Club of America.

Beta Rho's goals are as follows:

- To prepare young minds for educational processes
- To accept responsibilities
- To develop self-control and strong self-esteem
- To respect themselves and others
- To recognize opportunities
- To develop with proven methods
- To understand how to dress for success
- To interact with varied challenges and successful people

Beta Rho has included presentations about some of its programming—one on computer programming and the other on state birds—available to read in Appendix B.



Gamma Gamma (Austin, Texas)

The Gamma Gamma mentoring initiatives to re-define Black male excellence are conducted in partnership with The University of Texas at Austin (UT Austin) as an incubator project within the Division of Diversity and Community Engagement, Huston-Tillotson University, Communities in Schools, and the African American Youth Harvest Foundation. By engaging this range of organizations, Gamma Gamma has created several networks linking young Black men at a major research university and a historically Black university, in turn connecting these institutions with underrepresented populations in the Austin community.

Gamma Gamma's mentoring programs serve as exemplary models because they incorporate two types of complimentary mentoring models: constellation mentoring and cascade mentoring. Constellation mentoring involves a network of supportive members who provide access to social and cultural capital, rather than the traditional one-on-one mentoring model. Cascade mentoring connects a senior mentor with a mentee who also mentors a junior person. This tiered model allows best practices to cascade down from the lead organization, enabling mentees to become mentors themselves in a "pay it forward" manner.

In addition to these mentoring programs, Gamma Gamma is committed to the professional development of future Black male leaders. Partnering with the African American Male Research Initiative at UT Austin, it has sponsored several discussions and roundtable discussions across the region to confront issues facing young African American men. Gamma Gamma also sponsors a community-based career fair through the African American Youth Harvest Foundation.

Constellation Mentoring. Constellation mentoring is the foundation for the Gamma Gamma mentoring partnership between UT Austin and Huston-Tillotson University (HT). Gamma Gamma Archons meet monthly with young men from the Student African American Brotherhood at UT Austin and the W.E.B. DuBois Scholars group at HT. These mentoring events feature moderated panel discussions and networking sessions between the highly successful and experienced professionals of the fraternity and the male college students.

Cascade Mentoring. Communities in Schools (CIS), the premiere dropout prevention program in the country, has seen much success with the cascade mentoring model and therefore is an ideal partner for this initiative. Based on the CIS model, the Gamma Gamma Boulé Archons mentor young men from Student African American Brotherhood at UT Austin and the W.E.B. DuBois Scholars at HT. Those students in turn serve as mentors to CIS students from area high schools.

Career Fair. The Gamma Gamma mentoring initiative continues to sponsor educational career fairs in partnership with the African American Youth Harvest Foundation, housed at the African American Youth Resource Center, a center dedicated to serving educational, emotional and social needs of young African Americans in the Austin area.



Post-Survey Recommendations and Charges for the Commission

Given the survey results and the recommendations arising from it, the Commission and Sigma Pi Phi have achieved much in the way of serving young African American men, but we also still have much left to achieve.

The first area of work for the Commission in the next biennium is to help support the assessment and benchmarking of social action programs for young Black males. Although nearly half of the programs reporting in this survey (47.2%) have conducted an assessment, the Commission recommends all social action programs engage in assessment, whether informal or formal, qualitative or quantitative. This is especially important for mentoring and youth programs, because the challenges youth face can so easily change over time. Assessment can be conducted both during and at the conclusion of a youth initiative by survey, individual endorsements, informal discussions, or by collecting measures of success such as GPAs, graduation rates, SAT/ACT scores, lists of schools attended, lists of jobs secured, or other relevant metrics.

We recommend the Commission develop resources such as sample surveys, exit interviews, and other easily replicated assessment tools so that they may be adapted for use by member bouldés. Such tools can be used to train Social Action Committee chairs and Sire Archons about methods of assessment, which can take place at the local, regional, or grand levels. In addition, benchmarking tools could be developed and distributed that include the number of Archon hours invested, the number of participants, how

much money was invested, number of community partners, etc. In these ways, Sigma Pi Phi may have a more measurable understanding of the positive effects of its youth initiatives.

Finally, the Commission recommends further research and analysis in order to perpetuate the use of evidence-based practices in Sigma Pi Phi's social action programming. This may include best practices for mentoring in a series of briefs, panels, or a comprehensive guide; it may also include developing resource lists, training modules, or online components to disseminate these best practices to Archons and policy specialists. The Commission plans to continue its fruitful partnership with the University of Texas at Austin and the African American Male Research Initiative to develop new research and policy measures that serve young African American men. ■



Notes

- ¹ See the Sigma Pi Phi Grand Commission on African American Males' *Portfolio of Publications and Initiatives on Young African American Males, 2012-2014 Biennium*.
- ² My Brother's Keeper Task Force. *My Brother's Keeper Task Force Report to the President*. Washington, D.C. (May 2014). http://www.whitehouse.gov/sites/default/files/docs/053014_mbk_report.pdf
- ³ U.S. Census Bureau: American Community Survey 2007-2011. (2011). http://www.census.gov/newsroom/releases/archives/news_conferences/20121203_acs5yr.htm
- ⁴ McLanahan, Sara. *Father Absence and the Welfare of Children*. Network on the Family and the Economy. (n.d.) <http://apps.olin.wustl.edu/macarthur/working%20papers/wp-mclanahan2.htm>
- ⁵ Carson, E. Ann and Golinelli, Daniela. *Prisoners in 2012: Trends in Admissions and Releases, 1991-2012*. Washington, DC: US Dept. of Justice Bureau of Justice Statistics, 25 (2013). <http://www.bjs.gov/content/pub/pdf/p12tar9112.pdf>
- ⁶ Federal Bureau of Investigation, *Crime in the U.S. 2011: Expanded Homicide Data Table 1* (2011). <http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/tables/expanded-homicide-data-table-1>
- ⁷ The data were collected using Qualtrics and were analyzed using Qualtrics and SPSS.

The Sigma Pi Phi Grand Commission on Young African American Males extends its thanks to the African American Male Research Initiative at The University of Texas at Austin and Dr. Susan Somers-Willett, Assistant Vice President of Research and Policy at the UT Austin Division of Diversity and Community Engagement, for her outstanding role partnering with the Commission Chair on the research, design, and writing of this report. Special thanks also go to UT Austin graduate research assistants Matt Chester and Jessica Khalaf for their work with data analysis and indexing.



SIGMA PI PHI FRATERNITY | JULY 2014

Index of Social Action Programs

**SIGMA PI PHI SOCIAL ACTION PROGRAMS REACHING
YOUNG AFRICAN AMERICANS, 2010-2014**

SIGMA PI PHI'S PATHWAYS TO YOUNG BLACK MALE EXCELLENCE
GRAND COMMISSION ON YOUNG AFRICAN AMERICAN MALES



TABLE 18. Reported Sigma Pi Phi Social Action Programs for African American Youth, by Type

| Member Boulé | Initiative Name | Academic Mentoring | Career/Professional Development | Life Skills Development | Community Service | Single-Sex Program | Constellation Mentoring | Cascade Mentoring | Extracurricular Program | Internship | Scholarship | College Preparation | Contest Or Prize | Need-Based Award | Social Engagement/Networking | STEM Fields | Other |
|--------------|--|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Beta | Urban Prep Mentoring Program | | | | | | | | | | | | | | | | • |
| Gamma | Gamma Boule Scholars Program | | • | | | • | • | | | | • | | | | | | |
| Delta | Bootstrap Program | • | • | • | | | • | | | | | | | • | | | |
| Delta | Goals Program At Shelby County Detention Center | | • | • | | | • | | | | | | | | | | |
| Delta | Mentoring Junior And Senior High School Students Of The Memphis Links Leadership Academy | • | • | • | | • | • | | | | | | | | | | |
| Delta | Middle School Programs | • | • | • | | | | | | | | | | | | | |
| Delta | Public School Debate Program | • | • | • | | | • | | | | | | | | | | |
| Delta | Scholarship Awards To Students At Lemoyne Owen College | • | • | • | • | • | • | | | | • | | | | | | |
| Zeta | Zeta Boule Scholars And Speakers Program | | • | | | | | | | | | • | | | | | |
| Zeta | Zeta Boule Scholarship Program | | | | | | | | | | • | | | | | | |
| Iota | Iota Boule Foundation's Pathway To Excellence Program | | • | • | • | • | • | | | | | • | | | | • | |
| Kappa | ACCI. Creative, Architecture, Design, High School Program, Archon Oscar Harris | • | • | • | | | • | | | • | • | • | • | | | • | |
| Kappa | Chess Program For Elementary Students, Led By Archon Alan Pinado Under Social Action Committee | • | | • | | | | • | • | | | | • | | | | |
| Kappa | Succeed With Creed | | • | • | • | • | | | | | | | | | • | | |
| Lambda | Chess In The Hood | • | | | | | • | | | | | | | | | | • |



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|--------------|---|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Lambda | Cosponsor Of The Urban Strings Music Program | | | | | | | | | | | | | | | | • |
| Lambda | Lucien Wright Scholarship To College | • | • | | | | | | | | • | | | | | | |
| Lambda | Man To Man Luncheon | • | • | • | • | | • | | | | | • | | | | | |
| Lambda | Partnership With The Bell Resource Center On The African American Male At The Ohio State University | • | • | • | | | • | | | | | | | | | • | • |
| Lambda | Summer Reading Program | | | | | | | | | | | | | | | | • |
| Mu | Mu Boulé/Mu Boulé Foundation Becoming Role Models For Successful Manhood Mentorship Program | • | • | • | | • | • | | | | | | | | | | |
| Mu | Mu Boulé/Mu Boulé Foundation Scholarship Program | | | | | | | | | | • | | | | | | |
| Xi | Xi Boule Career Academy "See Your Potential" | | • | | | • | • | | | | | | | | | | |
| Rho | Boule Scholars Program | | • | • | | | | | | • | • | | | | • | | |
| Upsilon | Manna Youth Award | | | | • | | | | | | | | | • | | | |
| Chi | Chi Boule Social Action Scholarship | | | | • | | • | | | | • | • | | | • | | |
| Psi | 55,000 Degrees Educational Initiative Of Which 15,000 Are An Initiative | • | • | • | | | | | | | • | • | | | | • | |
| Psi | African American Initiative | | • | • | • | | | | | | | • | | | • | | |
| Psi | Camp Taylor Elementary School Male Enhancement Program | • | • | • | • | | • | | | | | | | | • | | |
| Psi | Community Engagement And School Board Monitoring | | | | • | | | | | | | | | | | | • |



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|---------------|--|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Psi | Rico's Roundtable | • | • | • | | | • | | | | | • | | | • | | |
| Psi | Support Of Students In The University Of Louisville Medical School | • | • | • | | | | | | | • | | | | | | |
| Alpha Gamma | Ok Program & East Oakland Youth Development Center & Black Engineers-Seek | • | | | • | | | | | | • | | | | | | |
| Alpha Delta | Alpha Delta Boule Academy / Alpha Delta Scholarship Program / Gentlemen Of Distinction | • | | | | | | | • | | • | | | | • | | |
| Alpha Delta | Annual Scholarship Program | | | | | | | | | | | • | | | | | |
| Alpha Epsilon | African American Male Academic Bowl | • | | | | | | | | | | | • | | | | |
| Alpha Epsilon | Alpha Epsilon Boule Scholarships | | | | | • | • | | | | • | • | | | | | |
| Alpha Epsilon | Alpha Epsilon Career Development Forum-Lecture Series | | • | | | • | • | | | | | | | | | | |
| Alpha Epsilon | Alpha Epsilon Mentoring Program | • | | | | | | • | | | | | | | | | |
| Alpha Epsilon | Archon Senator Royce West/Dr. Emmett J. Conrad Leadership Program | | | | | | | | | • | | | | | | | |
| Alpha Eta | Alpha Eta Boule Oratorical Contest | | | • | | | | | | | • | • | • | | • | | |
| Alpha Eta | The Beautillion Militaire Youth Violence Forum | | • | • | • | • | | | | | • | • | • | | • | | |
| Alpha Theta | Bertrum Sears Lecture Series | • | • | • | • | | | | | | | • | | | • | | |
| Alpha Theta | Ride Into The Future | • | • | • | • | • | • | | • | | | | | | • | | |



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|--------------|--|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Alpha Theta | The Gravelly Finley Scholars At Langston University | • | • | • | • | • | • | | | • | • | | | • | • | | |
| Alpha Lambda | Young Men Of Honor | | • | • | | | • | | | | | | • | | | | |
| Alpha Mu | Drs. Isaiah And Justine Washington Scholarship | • | • | • | • | | | | | | • | • | | • | | | |
| Alpha Mu | Project BBUILD | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | |
| Alpha Mu | Project BBUILD Senior Scholarship | | | | | | | | | | • | • | | • | | | |
| Alpha Mu | The Boulé Scholars Program | • | • | • | • | • | • | • | • | • | • | • | | • | • | | |
| Alpha Nu | Computer Coding | | • | • | | | | | | | | | | | | • | |
| Alpha Nu | Mentoring Program With Beautilion Youth Of The Wichita Chapter Of Links Incorporated | | • | • | | | | | | | | • | | | • | | |
| Alpha Rho | Annual Scholarship To An African American Male Medical Student At Florida International Medical School | • | • | | | | | | | | • | | | | | | |
| Alpha Rho | Annual Scholarships | • | • | • | | | | | | | • | | | | | | |
| Alpha Sigma | Alpha Sigma Scholarship Award | | | | | | | | | | • | | | | | | |
| Alpha Sigma | Alpha Sigma Scholarships | | | | | | | | | | • | | | | | | |
| Alpha Sigma | Cave Whiteman Scholarship Program | • | • | • | | | • | • | • | • | • | | • | | | | |
| Alpha Sigma | Star Program | • | | | | | | | | | | | | | | | |
| Alpha Chi | The State Symposium On African American Male Youth | • | • | • | • | | | | | | | • | | | • | | |



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|--------------|--|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Beta Epsilon | African American Male Leadership Program | • | • | • | • | | | | | | | | | | • | | |
| Beta Zeta | Calvin Pressley Camperships | | | • | | | | | | | | | | • | | | |
| Beta Zeta | College Prep Program | | | | | | | | | | | • | | | | | |
| Beta Zeta | Founders Scholarship For College Students | | | | | | | | | | • | | | | | | |
| Beta Iota | Beta Iota Sponsored Science And Math Fair | • | • | | | | | | | | | • | | | • | • | |
| Beta Iota | Hartford Foundation Self Directed Funding | • | • | | | | | | | | • | • | | | • | • | |
| Beta Kappa | Beta Kappa Boulé Charitable Foundation Scholarship Beautiflion | | • | • | • | • | • | | | | • | • | • | | • | | |
| Beta Kappa | Beta Kappa Boule Scholars Program | | | | | | | | | | • | | | • | | | |
| Beta Kappa | Beta Kappa Boule Tuition Assistance Grant | | | | | | | | | | • | | | • | | | |
| Beta Nu | Beta Nu Boule Education Foundation College Scholarship Program | • | | | | | | | | | • | | | | | | |
| Beta Nu | Beta Nu Public School Outreach Program | • | | • | | | | | | | | | | | • | | |
| Beta Xi | Kindles Tablets-A Reward For Success | • | | | | | | | | | | | • | | | | |
| Beta Xi | Leadership And Character Academy | | • | • | | | | | | | | | | | | • | |
| Beta Pi | Annual Scholarship Award | | | | | | | | | | | | | • | | | |
| Beta Rho | Passport To Manhood | • | • | • | • | • | • | | • | | | | | | | | • |
| Beta Upsilon | Boule Scholars Program | | | • | | | | | | | | | | | | | • |



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|---------------|---|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Beta Upsilon | College Scholarship Program | | | | | | | | | | | • | | | | | |
| Beta Psi | Beta Psi Boule Education Advisory Council | • | • | • | | | | | | | | | | | | | |
| Gamma Beta | Annual High Potential Student Recognition Program | | | | | | | | | | • | | | | | | |
| Gamma Gamma | Redefining Black Male Excellence | • | • | • | | | | | | | | | | | • | | |
| Gamma Zeta | Lamp Mentor Program | • | • | • | • | • | | | | | • | • | | | • | | |
| Gamma Mu | Living History Awards Program | | | • | | • | | | • | | | | | | • | | |
| Gamma Mu | Pathway To Excellence Arizona | • | • | • | • | | | | • | | • | • | | | • | • | |
| Gamma Mu | Pathways To Excellence Arizona | | • | • | • | | | | • | | | • | • | | • | • | |
| Gamma Mu | Pathways To Excellence Arizona | • | | • | • | | | | • | | | • | | | • | • | |
| Gamma Xi | Big Brothers Big Sisters | | • | • | | | | | | | | | | | | | |
| Gamma Xi | Scholarship Foundation | | | | | | | | | | | • | | | | | |
| Gamma Pi | Partnership With Boys Leadership Summit | • | • | • | | • | | | • | | | • | | | | | |
| Gamma Pi | Paul A. Mcdaniel Boule Scholarship Program | | • | • | | | | | | | • | | | • | | | |
| Gamma Tau | Homework First | • | | • | | • | • | | | | | | • | | | | |
| Gamma Upsilon | Mentoring Program | • | • | • | | • | • | • | • | | • | | • | | | | |
| Gamma Upsilon | Mentoring/Scholarship Program | • | • | • | • | • | • | | • | | • | • | | | • | | |
| Gamma Upsilon | Senior Student Recognition Program (End Of Year) | | • | • | | • | | | | | | • | | | • | | |



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|---------------|---|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Gamma Phi | Gamma Phi Boule Social Action program (2010-11) | | • | | | | | | • | | | | | | | | |
| Gamma Chi | Rites Of Passage | • | • | | • | • | | | | | | • | | | • | | |
| Delta Alpha | | | | | | | | | | | | | | | | | |
| | Delta Alpha Boule Scholars - Mentoring Program | | | | | | | | | | | | | | | | |
| Delta Eta | Delta Eta Boule Scholarship/ Mentor Program | | • | • | | | | | | • | • | | | • | • | | |
| Delta Iota | Gulf Coast Jazz Workshop | | • | | | | | | • | | | | | | | | |
| Delta Mu | Gentlemen's Society | | • | | | | | | | | | | | | | | |
| Delta Mu | Train For Success | | • | | | | | | | | | | | | | | |
| Delta Nu | | | | | | | | | | | | | | | | | |
| | Delta Nu Boule' Scholars Program | | | | | | | | | | | | | | | | |
| Delta Xi | Delta Xi Cal State San Bernardino, CA Scholarship Endowment | | • | | | | | | | | | | | • | | | |
| Delta Xi | Delta Xi Social Action Program | • | • | | • | | • | | | | | • | | | | • | |
| Delta Omicron | Being A Man | • | • | • | | • | | | | | | | • | | • | | |
| Delta Rho | Academic Achievement Award | | | | | | | | | | | | | | | | • |
| Delta Phi | Social Action For Education And Leadership | | | | | | | | | | • | | | | | | |
| Epsilon Delta | College Of William And Mary School Of Business And Law Modeling Program | | • | • | | | | | | | | | | | • | | |
| Epsilon Delta | Epsilon Delta Boulé Medical Explorers Post #757 | | | • | • | | | | • | | | • | | | | | |



TABLE 18. Reported Sigma Pi Phi Social Action Programs for African American Youth, by Type

| Member Boulé | Initiative Name | Academic Mentoring | Career/Professional Development | Life Skills Development | Community Service | Single-Sex Program | Constellation Mentoring | Cascade Mentoring | Extracurricular Program | Internship | Scholarship | College Preparation | Contest Or Prize | Need-Based Award | Social Engagement/Networking | STEM Fields | Other |
|-----------------|---|--------------------|---------------------------------|-------------------------|-------------------|--------------------|-------------------------|-------------------|-------------------------|------------|-------------|---------------------|------------------|------------------|------------------------------|-------------|-------|
| Epsilon Epsilon | Dream Maker Foundation | | | | | | | | | | | | | | | • | |
| Epsilon Zeta | Boule Scholar's Program | • | • | • | • | • | • | • | | | • | • | | | | | |
| Epsilon Zeta | Epsilon Zeta Boule' Black History Month Program | | • | • | • | • | | | | | | | | | | | |
| Epsilon Mu | Cares Plus | • | • | • | • | • | • | | • | | | • | • | | • | • | • |



Index of Reported Social Action Programs for African American Youth

In response to the Grand Commission’s survey, a total of 62 individual respondents reported 111 unique youth initiatives with 101 unique partnering organizations. The following descriptions of these programs were submitted by member boulés.

BETA

Chicago, Illinois | Central Region

Urban Prep Mentoring Program

Partners: Urban Prep Academy, Englewood

Campus, Chicago, Illinois

Type: Other

Beta Boulé provides group mentoring to senior class members at Urban Prep. This mentorship program is based at Urban Prep’s Englewood campus. The program centers on the eight Urban Prep core values of accountability, exceptionality, faith, integrity, relentlessness, resilience, selflessness, and solidarity. Each month during the school year, Beta Archons meet with students to explore how to consider these values as they prepare for college. Boulé members engage the students in activities, exercises and provide insights that help these young men successfully complete their 4-year college endeavors.

GAMMA

Baltimore, Maryland | Northeast Region

Gamma Boulé Scholars Program

Partners: Ron Brown Scholars Program

Type: Career/professional development, Single-sex program, Constellation mentoring, Scholarship

The Ron Brown Scholar Program was named in honor of Archon Ron Brown. The program provides a full 4-year college scholarship and mentoring at whichever college the student attends (mostly ivy league universities). They receive more than 400

applications per year from the top African American students in the country. This highly selective program is able to award a scholarship to about 20-25 students each year. As a result, there are many highly deserving students that they are not able to help. They send us the applications of Maryland-based male students who were semi-finalists or finalists but not awarded scholarships. We select two from the list and provide them with a scholarship. This has been an outstanding arrangement. I think other member boulés should consider doing this. There are so many highly qualified students in need. I believe the Ron Brown Scholars Program would be a fitting partner for the Boulé Foundation because the applications come pre-vetted.

DELTA

Memphis, Tennessee | Central Region

Bootstrap Program

Partners: High School and College Students in the Memphis and Shelby County Area

Type: Academic Mentoring, Career/professional development, Life skills development, Constellation mentoring, Need-based award

Archons identify students (only one female ever in the program) who would not likely get into college because of hardships and usually low grade point averages. These students are coached and encouraged to study harder. They are given aid when needed, such as meals, books, and help to find jobs.



DELTA

Memphis, Tennessee | Central Region
Goals Program At Shelby County Detention Center
Partners: Shelby County Detention Center 606 Adams Ave., Memphis, Tn.
Type: Career/Professional Development. Life Skills Development, Constellation Mentoring

Archons spend one hour a month speaking to detainees in the detention center. This program is geared to allow youth to see, speak with, and interact with men who are acting as role models for them.

DELTA

Memphis, Tennessee | Central Region
Mentoring Junior And Senior High School Students of The Memphis Links Leadership Academy
Partners: Shelby County Links Chapter In Memphis, TN
Type: Academic Mentoring, Career/professional development, Life skills development, Single-sex program, Constellation mentoring

Archons mentor the student based on the career goals of the student where possible, i.e. pilots mentor students who want to be pilots, and dentists mentor students who want to be dentists. Some students have not made career choices. Archons mentor any student regardless of goals or professions. Archons attempt to mentor the student through college.

DELTA

Memphis, Tennessee | Central Region
Middle School Programs
Partners: Middle Schools In The City Of Memphis
Type: Academic Mentoring, Career/Professional Development, Life Skills Development

Archons participate in career day and also partner with the Memphis junior achievement program.

DELTA

Memphis, Tennessee | Central Region
Public School Debate Program
Partners: Memphis And Shelby County Public Schools
Type: Academic Mentoring, Career/Professional Development, Life Skills Development, Constellation Mentoring

Delta Boulé Archons support this program by trying to mold the males in the boulé scholars program. These are exceptional students. The graduation rate is over 90% and most go on to college.

DELTA

Memphis, Tennessee | Central Region
Scholarship Awards To Students at Lemoyne Owen College
Partners: Lemoyne Owen College
Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Scholarship

Students are selected by a subcommittee of the social action committee. Students are interviewed. Students have to write essays. Students meet individual and several Archons. After scholarships



are awarded at the honors convocation, students are mentored throughout their college years.

ZETA

New York, New York | Northeast Region
Zeta Boulé Scholars and Speakers Program
Partners: Democracy Prep Charter High School, 222 West 134th Street, NYC and Eagle Academy, 4143 Tremont Avenue, Bronx, NY
Type Career/professional development, College preparation

Goal(s) and Objectives: In the fall of 2010, Zeta Boulé launched a Speakers Bureau, which had as its goal to share the experiences of successful African American men. Zeta chapter Archons spoke to African American and Hispanic youth in the 11th and 12th grade so that they can see that one's circumstances should not be an obstacle to their success. The Archons also explored career options with the students.

Program activities / services: Archons meet with groups of students to talk about the choices they made in life and how they were able to become successful despite the obstacles. And in some cases our presentations were career-focused. At Democracy Prep High School, we meet with the Senior and Junior Class Town Halls on Friday mornings to discuss "Choices," we participated in Career Day and we speak at Lunch and Learns which are more career-focused. At Eagle Academy we meet with a College Preparation Classes on Thursday Mornings with the focus on "Choices" and how I made it through college.

**Program Measures:
Number of Students Involved in Presentations**

| 2011-2012 | Democracy Prep | Eagle Academy |
|--------------------------|-----------------------|----------------------|
| Archons | 8 | 1 |
| Students | 600 | 50 |
| 2012-2013 | | |
| Archons | 14 | 10 |
| Students | 360 | 350 |
| 2013-2014 to date | | |
| Archons | 5 | 1 |
| Students | 200 | 75 |
| Total | 39 Archons | 1635 Students |

ZETA

New York, New York | Northeast Region
Zeta Boulé Scholarship Program
Partners: NA Zeta Boulé Foundation
Type: Scholarship

Goal(s): Zeta has a Boulé Scholars program that is operated through our foundation. The Zeta Boulé Foundation seeks qualified disadvantaged applicants to apply for scholarships.

Objectives: To award scholarships to qualified high school graduate applicants

Program activities/services: The foundation has set high standards for the recipients of the scholarships. The standards include academic



achievement of over a 3.0 grade point average; participation in community and school activities; and recommendations from teachers, ministers and mentors.

Program measures: Through a rigorous review process the foundation last year awarded three scholarships totaling \$5,500. This year we are in the process of determining if the awardees are eligible for renewals.

Targeted age and grade levels: High School Students

Number of Students and Archon participants: 3 student awardees, 4 Archons on the foundation and with the contributions of many of the Archons.

Involvement of parents, school administrators, teachers, and community support: N/A

Funding sources: Zeta Boulé fundraising

IOTA

**Detroit, Michigan | Central Region
Iota Boulé Foundation's Pathway to Excellence Program**

**Partners: Detroit Parent Network Detroit, MI
Type: Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, College preparation, Social engagement/Social networking**

2013 was the third consecutive year of the Sigma Pi Phi Iota Boulé Pathway to Excellence Program. PTE allows the cohort of young men to bond with each other, get to know the Iota Boulé members, and to experience a set of activities which combines career pathway sessions and associated field trips with life

skill workshops, academic enrichment sessions and social/bonding opportunities. The PTE Program has general program content and three unique pathways – Law, Medicine, and Business/Tech – to reflect the professional experience of the Iota Boulé. The Iota Boulé Foundation felt strongly that one of the most important contributions the program could make was to help these young men identify viable professional life choices and the skill sets required for high-level success.

The curricula and activities focus on study skills, leadership, and the transition from middle to high school. The Pathways to Excellence Program provides mentorship, career guidance and leadership development for a select group of approximately 46 promising African American eighth through twelfth grade young men who are Detroit residents or attend a public or charter school in the city of Detroit. The program is administered with the assistance of Detroit Parent Network, a community-based organization with expertise in youth development and education. PTE Program offers general information sessions, field trips, paid summer employment opportunities and a year-end celebration for youth participating in the program. In addition, writing skills, etiquette lessons, use of laptop computers and life skills mentoring were offered for the students during the course of the program year.

KAPPA

**Atlanta, Georgia | Southeast Region
ACCI. Creative, Architecture, Design, High School Program, Archon Oscar Harris**

Partners: BE. Mays HS, soon BT Washington HS, others

Type: Academic Mentoring, Career/professional development, Life skills development,



Cascade mentoring, Internship, Scholarship, College preparation, Contest or Prize, Social engagement/Social networking

New program to Kappa Boulé starting this year. Archon Oscar Harris has already run a successful mentoring design program for 10 years. Kappa voted to incorporate the program under social action as a part of the high school initiative. We gave an initial allotment of \$5000 to add Booker T. Washington High School, male students to a diverse group of high achieving students interested in Architecture, design, and engineering careers.

KAPPA

**Atlanta, Georgia | Southeast Region
Chess Program for Elementary Students, Led by Archon Alan Pinado under Social Action Committee**

**Partners: M. Agness Jones elementary school, Other Atlanta public schools
Type: Academic Mentoring, Life skills development, Cascade mentoring, Extracurricular program, Contest or Prize**

Teach the game and strategies of chess to elementary students by paid college mentors.

KAPPA

**Atlanta, Georgia | Southeast Region
Succeed with Creed
Partners: Price Middle, Sylvan Hills middle school, Charles Drew Chafer School, Atlanta, GA
Type: Career/professional development, Life skills development, Community service, Single-sex program, Social engagement/Social networking**

The Succeed with Creed Program was started 20 years ago by Dr. Archon Norman Thomas, Assistant Superintendent of Atlanta Public Schools. He began the program with seeing a need for youth male mentorship, and the Boulé as a foundation for the leadership.

I am in my 2nd year as the chairman, and am continuing the legacy built by my predecessors. We plan various motivational speakers; center a large portion of activities around Morehouse College (the bastion of black male achievement and education), group discussions, male mentoring programs for social and carrier success based around education. Each program is topped off with an exciting field trip activity designed to expose students and stimulate their thinking. We close out the program with a nice brunch celebration with a well-known speaker. We have expanded this year to add a third school due to a decrease in participants and operated well below budget. We have also added a high school initiative this year in accordance with the Grand Boulé.

LAMBDA

**Columbus, Ohio | Central Region
Chess in the Hood**

Partners: Served as a co-sponsor with another community organization to support Black youngsters learning how to play chess, a game that develops critical thinking and analytical skills.

Type: Academic Mentoring, Constellation mentoring, Other

We thought this was a worthy activity to support that would develop the intellectual potential of our youngsters.



LAMBDA

Columbus, Ohio | Central Region

Cosponsor of the Urban Strings Music Program

Partners: We partnered with another community organization to promote the efforts to provide a music program that encouraged black youngsters to play string instruments like violin, viola, cello, and bass.

Type: Other

The students practice and rehearse on a schedule and perform public concerts in the community.

LAMBDA

Columbus, Ohio | Central Region

Lucien Wright Scholarship to College

Partners: Student selected from Columbus Public Schools entering an HBCU

Type: Academic Mentoring, Career/professional development, Scholarship

Provides a scholarship for 4 years to a promising graduate of Columbus Public Schools with potential for success, high moral character, excellent scholarship, who intends to go to an HBCU.

LAMBDA

Columbus, Ohio | Central Region

Man To Man Luncheon

Partners: We were co-sponsors of this event that brought high school males together for a morning of mentoring that closed with a luncheon.

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Constellation mentoring, College preparation

Archons would lead the mentoring workshops in a variety of fields of interest from college prep, social

skills, career opportunities in several fields, etc. All would come together at lunch for a speaker and presentations. Feedback came primarily from faculty and school administrators who selected students.

LAMBDA

Columbus, Ohio | Central Region

Partnership with the Bell Resource Center on the African American Male at The Ohio State University

Partners: Todd A. Bell Resource Center, Office of Diversity and Inclusion, The Ohio State University

Type: Academic Mentoring, Career/professional development, Life skills development, Constellation mentoring, STEM fields, Other

What began as Archons going to Ohio State to provide mentorship to students in Business, Law, Health Sciences, and Education has grown and now includes a dinner after presentations by one or more Archons who can provide advice and guidance on a wide range of issues and questions that students have.

LAMBDA

Columbus, Ohio | Central Region

Summer Reading Program Mt. Olivet Baptist Church

Partners: A Columbus Public Elementary School was the selected site

Type: Other

We read to students from books and other printed material.

MU

Northern New Jersey | Northeast Region

Mu Boulé/Mu Boulé Foundation Becoming Role



Models for Successful Manhood Mentorship Program

Partners: Ivy Hill Elementary School, Newark, NJ; WEB Dubois Academy

Type: Academic Mentoring, Career/professional development, Life skills development, Single-sex program, Constellation mentoring

This program is targeted at middle school-age urban children and aims to cultivate and refine participants' leadership, communication, and social skills in school, community, and home settings. The goals of the program are as follows:

1. Inspire hope in efforts toward achieving education, career, and personal goals;
2. Sustain high levels of academic interest, motivation, and performance;
3. Cultivate leadership skills and potential;
4. Develop and sustain self-confidence as well as healthy attitudes about self and relationships with others;
5. Equip participants with the skills and confidence to function as effective "change agents" in their school and community.

Participants are required to attend four workshops that focus on skills, practices, and qualities needed for success in manhood. The workshops are conducted by members of Mu Boulé. Workshop topics are creating and maintaining healthy relationships, maintaining a "winning attitude," goal-setting and making career choices and achieving them. The inaugural year of this program was a resounding success and mentees graduated on Sunday, March 9, 2014. The next class is expected to begin in late 2014/early 2015.

MU

**Northern New Jersey | Northeast Region
Mu Boulé/Mu Boulé Foundation Scholarship Program**

Partners:

Type: Scholarship

The Mu Boulé Scholars Program aims to raise the level of educational expectations and performance of African-American students by celebrating and rewarding their academic excellence. This scholarship is funded in its entirety by the Mu Boulé Foundation. Scholarships are awarded annually on a competitive basis to graduating high school seniors with a cumulative GPA of 3.6 or higher who exhibit a strong track record of school leadership and community leadership. Students must be matriculating to accredited colleges or universities, and major in a math or science discipline. Currently, Mu Boulé and Mu Boulé Foundation have awarded scholarships to three students, one each attending Rutgers University (Junior - Engineering), Harvard (Sophomore - Economics University, and Princeton University (Freshman - Mechanical Engineering).

XI

Los Angeles, California | Pacific Region

Xi Boulé Career Academy "See Your Potential"

Partners: Watts Willowbrook Boys and Girls Club

Type: Career/professional development, Single-sex program, Constellation mentoring

Program Goal: Xi Boulé will make a three year commitment to expose African-American male, middle school students from the Watts, California area to successful African-American Professionals to: (1) motivate them to graduate from school; (2) expose them to professional career paths; and (3)



help them develop the skills needed to successfully achieve their career dream.

Below is an outline of the six proposed mentoring sessions to be held in 2014 by Xi Boulé mentors for students selected from Watts/Willowbrook Boys and Girls Club located in the Willowbrook area of Southern California.

Year One Program Outline:

Session I – Introduction to “Xi Boulé Academy: “See Your Potential”

Thursday, January 23, 2014

- Introduction to “See Your Potential” Academy goals
- Brief introduction of each Xi mentor and his career
- Ice-breaker
- Interview and introduction of each mentee (they will be given points to discuss about themselves)
- Information on Session Two

Session II – You Become What You Dream and Plan to Achieve

Thursday, February 27, 2014

- Small group sessions with mentors
- Students identify their dream career
- Informal discussions of skills and training needed to achieve career goals
- Identify barriers to achieving career dreams
- Discuss March field trip

Session III- Field Trip to CMS Hospitality, an African-American owned business

Saturday, March 15, 2014

- Students and mentors will be hosted by Archon Clarence Daniels and CMS Hospitality staff
- Trip will begin at corporate office, 6033 W. Century Blvd., Suite 890, Los Angeles, CA 90045 and receive a brief overview of the company and its business opportunities
- Students will tour the new Tom Bradley West International Terminal. Lunch will be hosted at a CMS owned restaurant
- Students will debrief what they learned: job opportunities, skills needed, training needed, etc.

Session IV – Building a Career Vision Plan

Thursday, April 24, 2014

- Review notes and pictures from the March field trip to CMS Hospitality
- Start the formal development of the mentee’s Career Vision Plan to be presented at 2014 final session:
 1. Identify education needed to achieve career dream
 2. Identify current and potential role models in the career field
 3. Identify academic skills, educational training and personal/social skills, etc. needed to achieve career vision

Session V – Building a Career Vision Plan

Thursday, May 29, 2014

- Continue completion of mentees’ Career Vision Plans



- Introduce students to various oral presentation strategies: PowerPoint; story boards; multi-media, mock interviews, etc.

Session VI – Oral Presentation- Developing Public Speaking Skills

Friday, June 27, 2014

- Each student gives a verbal presentation on his Career Vision Plan to mentors, parents and invited guests.
- Student Recognition Ceremony
- Reception

Xi Boulé Sire Archon: Wes Coleman
 Social Action Committee Chairperson: Archon Clarece A. Daniels
 Committee Members: Archon Pluria Marshall;
 Archon Clifton Johnson; Archon Eddie Meadows

RHO

Pittsburgh, PA | Northeast Region

Boulé Scholars program

Partners: Various Universities

Type: Career/professional development Life skills development, Internship, Scholarship, Social engagement/Social networking

Program identifies a graduating high school senior each year. This individual is awarded an annual scholarship of \$5k each of their 4 academic years until graduation while maintaining a 3.0 or better GPA. Each student is assigned an Archon contact who must maintain a minimum of telephone contact. Individuals in the member Boulé assist the students with summer internships and employment if applicable during summer breaks. Of the 10 individuals who have participated in the program,

six have already graduated and have been invited back to events.

UPSILON

Charleston, WV | Central Region

Manna Youth Award

Partners: Individual

Type: Community service, Need-based award

We target an African-American male who has done an outstanding job in some endeavor. It is a monetary donation of encouragement and recognition.

CHI

Nashville, TN | Southeast Region

Chi Boulé Social Action Scholarship

Partners: Fisk University, Meharry Medical College, Tennessee State University and American Baptist College (All Nashville, Tennessee HBCUs)

Type: Community service, Constellation mentoring, Scholarship, Contest or Prize, Social engagement/Social networking

Chi Boulé Social Action Scholarships of up to \$3,000 per summer will be awarded to students from Nashville’s HBCUs who endeavor to engage in a worthy summer social action project prior to the student’s junior or senior undergraduate year or after the first year of graduate school.

Chi Boulé Social Action Scholarships continue Chi’s long commitment to providing scholarship support to students at Nashville’s HBCUs. The goal of the scholarship is to assist the students with summer living expenses and to provide financial assistance for the students’ subsequent academic year.



Application Process

To apply for a Chi Boulé Social Action Scholarship, the student shall submit an application with a separate written statement describing the proposed summer project. The applicant is also required to provide: a letter of recommendation from an adviser or school official with direct knowledge of the proposed project; an official copy of the student's current academic transcript; and a letter from the school's financial aid office documenting the student's need for scholarship assistance. All materials must be submitted by April 1. An interview may be requested by the Scholarship Selection Committee.

Notification

Candidates are notified of their scholarship awards on or before June 1.

General Scholarship Guidelines

Scholarship candidates must be students in good academic standing who require financial aid. Half the awarded scholarship funds will be granted on or before June 1 and the remainder will be awarded after the student provides both a written and an oral presentation of the project to members of Chi Boulé.

PSI

Louisville, KY | Central Region

55,000 Degrees Educational Initiative of which 15,000 are an African American initiative

Partners: The entire community

Type: Academic Mentoring, Career/professional development, Life skills development, Scholarship, College preparation, STEM fields

Louisville has an initiative to increase by 55,000 the number of college degree holders in the community by 2020. The African American community has

taken on the task of producing 15,000 of those for the African American community. Archons are regularly working to help meet the goal.

PSI

Louisville, KY | Central Region

African American Initiative (AAI)

Partners: Urban League, all fraternities and sororities in Louisville

Type: Career/professional development, Life skills development, Community service, College preparation, Social engagement/Social networking

The AAI provides strategic direction and ensures that African American interests are given priority with respect to education in the community. AAI holds summits on education issues, producing white papers on issues for implementation in the community all directed for the enhancement of African American students and closing the achievement gap.

PSI

Louisville, KY | Central Region

Camp Taylor Elementary School Male Enhancement Program

Partners: Urban League and professionals in the community

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Constellation mentoring, Social engagement/Social networking

Camp Taylor has developed a male enhancement program for young men in the fifth grade. The class meets weekly and each week an African American male is in attendance for a presentation followed by individual interactions which includes mentoring,



tutoring and other work as identified by the questions the young men pose.

PSI

Louisville, KY | Central Region
Community Engagement and School Board Monitoring
Partners: Greater Louisville Alliance of Black School Educators, Kentucky Alliance of Black School Educators, fraternities and sororities, 100 Black Men
Type: Community service, Other

This group monitors all activities of the Jefferson County Kentucky Public School System (JCPS). It advocates on behalf of students and parents, regularly updates the community on issues pending and gets parents and the community out to educational meetings in the community which impacts the children in JCPS.

PSI

Louisville, KY | Central Region
Rico's Roundtable
Partners: Big Brother Big Sisters of Kentuckiana
Type: Academic Mentoring, Career/professional development, Life skills development, Constellation mentoring, College preparation, Social engagement/Social networking

Rico's Roundtable is a partnership of several groups such as Psi Boulé, fraternities, sororities, Lincoln Foundation, social groups, Links, companies, GE, Ford, UPS, Humana, 100 Black Men, Jefferson County Kentucky Public School System (JCPS), Metro Gov., and BBBS of Kentuckiana, etc. These groups have come together to develop and administer a program aimed at closing the achievement gap between minority and majority

students in the Jefferson County Kentucky Public School System. The approach is to address the whole child via:

- 1) Modeling—Change of perspective, role modeling, setting of high expectation, help in understanding on passions, goal settings, exposure to a world outside of them, encourage academic achievement, mentoring, tutoring, bonding, etc.
- 2) Health—Health and wellness, mental health, family and child, access to health care
- 3) Self-Awareness—Build up intrinsic motivation, awareness of self, values clarification; identify strengths and weaknesses; establish sources of assistance on meeting goals
- 4) Parenting—Faith community, parental development, educational competency, parental involvement, and accountability
- 5) Environment—Establish high moral standards, consistency and structure, meaningful and quality relationships, stability and accountability, resilience and internal locus of control, family and extended family, etc.

PSI

Louisville, KY | Central Region
Support of Students in the University of Louisville Medical School
Partners: University of Louisville
Type: Academic Mentoring, Career/professional development, Life skills development, Scholarship

This program provides support for African American medical students at the University of Louisville.



Scholarship support is provided along with mentoring and coaching.

ALPHA GAMMA

Oakland, CA | Pacific Region
OK Program and East Oakland Youth Development Center and Black Engineers-SEEK
Partners: Various- Frick Middle School-
Programs focus on African American boys at 90%+ representation
Type: Academic Mentoring, Community service, Scholarship

ALPHA DELTA

Cincinnati, Ohio | Central Region
Alpha Delta Boulé Academy / Alpha Delta Scholarship Program /Gentlemen of Distinction
Partners: Winton Hills Academy
Type: Academic Mentoring, Extracurricular program, Scholarship, Social engagement/Social networking

ALPHA DELTA

Cincinnati, Ohio | Central Region
Annual Scholarship Program
Partners: None reported
Type: Scholarship

We have an annual scholarship program, usually giving four scholarships to four Afro-American youth.

ALPHA EPSILON

Dallas/Ft. Worth, TX | Western Region
African American Male Academic Bowl
Partners: Area High Schools
Type: Academic Mentoring, Contest or Prize

This Mentor/Mentee Academic Bowl is an academic contest with mentor/mentee pairings competing for top prize. This was a fun activity that included lots of food, prizes and bonding. Thanks to one of our partners, Kevin Mundy/Project Still I Rise, for assisting with this project, with whom we also co-sponsor “The Manhood Project.”

ALPHA EPSILON

Dallas/Ft. Worth, TX | Western Region
Alpha Epsilon Boulé Scholarships
Partners: Area High Schools
Type: Single-sex program, Constellation mentoring, Scholarship, College preparation

Scholarships were awarded to ten outstanding high school seniors with exceptional credentials and leadership potential. Awards were also given to “The Educator of the Year,” “Rising Scholars” (8th and 9th graders), the H.B. Bell Scholar for an education-related major, and The World of Difference Award.

ALPHA EPSILON

Dallas/Ft. Worth, TX | Western Region
Alpha Epsilon Career Development Forum-
Lecture Series
Partners: Area High Schools/Mentees
Type: Career/professional development, Single-sex program, Constellation mentoring

The Career Development Forum was hosted by Attorney Carl Chapman who presented law as a career. Dr. Gerald Bulloch presented data on “Blacks in Medicine” and the requirements to get in and out of medical school. Mr. Robert Dixon, SVP/CIO PepsiCo, presented careers in Engineering. Mr. Robert Holmes, VPHR Nokia, coached the mentees on “Ten things to do to be successful in your career.” These gentlemen did an outstanding job and



received rave reviews from the mentees, mentors, and parents who were in attendance. Our plan is to offer these presentations to more area high schools.

ALPHA EPSILON

Dallas/Ft. Worth, TX | Western Region

Alpha Epsilon Mentoring Program

Partners: Area High Schools

Type: Academic Mentoring, Cascade mentoring

The Mentoring Program continues to have marked improvements and high impact. The “Cascade Mentoring” process is implemented and is having successes. This process allows for a senior mentee to assist in mentoring a new scholar.

ALPHA EPSILON

Dallas/Ft. Worth, TX | Western Region

Archon Senator Royce West/Dr. Emmett J.

Conrad Leadership Program

Partners: Undergraduate students from Texas Senatorial District 23

Type: Internship

Alpha Epsilon Boulé is a collaborating partner in the Dr. Emmett J. Conrad Leadership Program which is a summer internship program sponsored by Texas State Senator Royce West and named in honor of a renowned Dallas African-American physician and educational advocate, Archon Emmet J. Conrad. The program selectively admits disadvantaged/minority college students from Texas Senatorial District 23 (North Texas) to participate in internships in variety of professional fields. Since its inception more than 500 students have benefited from this program. Sire Archon Jesse Ingram, Archon Curtis Ransom and Archon Wright Lassiter have given leadership to this project representing Alpha Epsilon Boulé.

ALPHA ETA

Indianapolis, Indiana | Central Region

Alpha Eta Boulé Oratorical Contest

Partners: University of Indianapolis

Type: Life skills development, Scholarship, College preparation, Contest or Prize, Social engagement/Social networking

African American Male High School students were recruited through several local high schools and churches and the 100 Black Men/Jack and Jill Beautillion Militaire. An orientation was held with parents and potential participants to describe the oratory contest procedure and time line. A second meeting was held with interested participants to give them the oratory contest topic-what must be done to improve the lives and outcomes for African American males, to provide materials to assist the young men in preparing their speeches and to inform them of men, Archons and other resource people, who could assist them in their speech preparation. During this session, presentations were made about how to make effective speeches.

During the third session held several weeks later the participants gave two-three minute presentations before a panel of Archons. The Archons critiqued their presentations and gave suggestions on how they might be more effective in their speech that would be held two weeks later at the University of Indianapolis. They would be divided into two groups and would give 5 minute speeches before an audience that included parents, teachers, invited community leaders and their friends. The judges included Archons, specialist in speech/debate (including University of Indiana speech students) and celebrity judges, Four young men were selected for the final competition. This competition was held on a Sunday afternoon.



A dinner was served between the preliminary and final competition rounds. A new panel was assembled for the final round and included the same categories as the preliminary round. The finalist presented the same five minute speech they gave in the preliminary round. At the conclusion of the contest scholarships ranging from \$2500-\$1,000 were distributed to the finalists. The other six participants were awarded \$500 book awards.

A couple of weeks after the competition the four finalists were invited to a lunch with about a dozen Archons who paid their own meal costs. They offered their assistance whether with jobs or contacts with people they knew at the institutions where the young men were matriculating. The overall Oratorical Program experience was about four months. The total budget, including scholarships was about \$10,000. Funds came from Alpha Eta Boulé contributions from Archons or their business, and in-kind contributions of space and staff time from the Admissions office of the University of Indianapolis.

Although no formal assessment of the program's effectiveness was done we have maintained informal contact with some participants. All participants entered an institution of higher learning and reported that the oratorical experience was positive one in helping improve their public speaking skills. They also felt it was valuable to be around adult African American men who were achievers. Alpha Eta was praised for providing a forum that gave young Black males an opportunity to speak and to have their ideas considered by adults from the community. All participants indicated the financial assistance would help them pay college expenses.

ALPHA ETA

Indianapolis, Indiana | Central Region

The Beautillion Militaire Youth Violence Forum

Partners: 100 Black Men of Indianapolis and Jack and Jill of America, Indianapolis Chapter

Type: Career/professional development, Life skills development, Community service, Single-sex program, Scholarship, College preparation, Contest or Prize, Social engagement/Social networking

Alpha Eta Boulé was the signature sponsor for Beautillion Militaire Youth Violence Forum. The 39 beaus divided into three teams to research and prepare presentations on Interpersonal Violence, Gang Violence and Bullying. The Forum was to provide African American males, 16-19, to prepare presentations on the mentioned topics and to give their recommendations for solutions to those issues. The Forum was promoted to the parents, the sponsoring organizations' members, police and public safety officials, and peers and teachers of the beaus.

Alpha Eta Boulé provided leadership within the Beautillion Committee to create this first beau public forum on youth violence. This program segment with the Beautillion Militaire built on the Oratory Contest experience two years previous. Planning sessions for the Youth Violence Forum were built into the overall Beautillion program. Presentations of effective presentations, project development and teamwork were covered. Archons and Beautillion Militaire committee members were assigned to each group to offer assistance as they developed their team plans, including who would speak and about what. Two weeks before the public forum, a panel of Archons and Jack and Jill members gave feedback during the forum practice session. Approximately 175 people



attended the Forum on February 23, 2014. A lunch was served before the Forum as it was held as a regular Sunday afternoon session-three hours.

A separate three person panel served as respondents for each of the three team presentations; that panel consisted of an Archon, a Jack and Jill member or associate, and a Jack and Jill teen. They joined the Archons who attended the Forum in voting for the outstanding orator. The team members selected the person who they believe provided the greatest leadership to their research, organization or effective presentation. Scholarships of \$900 and \$500 were awarded for the respective roles, orator or leadership. Four beaus were awarded scholarship, two who were nominated for both awards and two who received either the oratory or leadership award. The Boulé provided a \$5,000 grant to the Beautillion Militaire to cover the cost of the Forum expenses and for the scholarships. The Alpha Eta Boulé Sire Archon and the Boulé Social Action Chair/Beautillion Militaire Youth Violence Forum Coordinator made presentations at the Forum and at the Scholarship Dinner. Alpha Eta Boulé Scholarships were integrated into the overall scholarship of each beau. Overall the Beautillion Militaire provided the 39 beaus scholarships that totaled \$110,000; in most cases they will be paid to the beaus' university, college, professional school, etc.

The Forum was evaluated by the audience and the participating beaus. The Forum was given extremely positive ratings as an event and teamwork learning experience. Most participants felt more informed of the issues and believed there was an urgency for the community to act. Additional impact assessment of the beaus' experience will be part of the follow-up assessment that will be conducted later in the year by the 100 Black Men evaluation committee that is

concerned about assessing program outcomes. An Archon serves on that committee.

This partnership was successful because the three organizations all have programming to promote mentoring, academic achievement and access to post-secondary education for African American males as high priorities. Alpha Eta, 100 Black Men and Jack and Jill also have overlapping memberships, in the case of the men's organizations, and relationships as some Archons are members of Jack and Jill. The Alpha Eta grant provide additional scholarship dollars keyed to this inaugural event, and covered the additional cost of hosting parents and the community. Finally the partnership was effective because of the presence of Archons in the BM Committee leadership, other Archons who participated in the career day and other program content and additional members who engaged in Forum specific activities— the practice session and the public forum. The primary negative was the \$5,000 social action committee budget grant didn't allow for more scholarships.

ALPHA THETA

Oklahoma City, Oklahoma | Western Region

Bertrum Sears Lecture Series

Partners: Upward Bound @ Langston University; University of Oklahoma College of Law; Millwood HS (OKC); Jack and Jill (OKC)

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, College preparation, Social engagement/Social networking

The goals of the Bertrum Sears Program is to reach out to students in underserved areas and provide them with a view of opportunities open to them; to connect them to a path that will lead



to a college degree and possibly law school. The program was designed as an adjunct program to support students in Upward Bound and to give the students an opportunity to meet and with a day with successful professionals. The program has since expanded to include additional participating schools and organizations, and is now held on the University of Oklahoma College of Law facility. The OU Law School has also accepted a partnership and sponsorship role which has enhanced the quality of the program and made it more effective for the young men and women by moving it out of a church and onto a major university. This program has also created a pipeline for these students getting into at least two universities - Langston and OU.

ALPHA THETA

Oklahoma City, Oklahoma | Western Region

Ride Into the Future

Partners: Millwood Public School System

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Extracurricular program, Social engagement/Social networking

The goal of Ride into the Future is to put a male role model and mentor in the life of a child. The program is set up for weekly meetings between the young man and his mentor at the school. Many of these young men are searching for someone who can act as a life guide as they start to grow. Third grade was chosen as a start point because research has shown that this is the level where we start to lose our young Black males unless there is some intervention. Our goal is to assign a weekly mentor to these young boys who will start with them in the third grade then follow them into the upper grades, providing the young man with a life coach. The mentor works within the

scheme of the school, supporting what is going on there and with the child's family.

ALPHA THETA

Oklahoma City, Oklahoma | Western Region

The Gravelly Finley Scholars at Langston University

Partners: Langston University

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Internship, Scholarship, Need-based award, Social engagement/Social networking

The Gravelly Finley Scholars at Langston University started out as a Boulé scholarship program with the Boulé giving an annual \$1000 scholarship to a college student or recent high school grad going to college. The program was refitted for several reasons.

1. The Boulé should be financially accountable for more than \$1000 a year in scholarships - we are better than that!
2. We only have one HBCU in the state of Oklahoma and several of our members are graduates or are working there - to include the president, the special assistant to the president, the VP for finance, and the athletic director. We have a readily available HBCU which needs direct support and we are already connected to it. Why not focus our scholarships to the entity that we know has a major impact on the future of Oklahoma and Black Oklahomans.

The Boulé decided to commit to providing a 4 year scholarship at least one student in each class, starting their sophomore year. We currently have



5 scholars in this program at Langston. A key determination was made to add a mentoring/ intern program to the already existing scholarship program. We have 4 key personnel at Langston University who could be mentors and provide work/ guidance to our Finley Scholars. This gave each scholarship recipient an on campus mentor who was connected to the Boulé. We also ask the Scholars to come to a meeting annually and give us an oral report. The president of Langston has also provided a dollar for dollar matching scholarship to each one of our Finley scholars, which doubles the amount of their four-year scholarship.

ALPHA LAMBDA

Savannah, Georgia | Southeast Region

Young Men of Honor

Partners: Spencer Elementary School, 108

Bouhan Street, Savannah, Georgia

Type: Career/professional development, Life skills development, Constellation mentoring, Contest or Prize

Alpha Lambda Boulé’s Social Action Program
September 2013

Alpha Lambda Archons mentor approximately thirty (30) African-American male students enrolled in grades 3-5 through the Young Men of Honor Program at Spencer Elementary School, a local public school serving low income-inner city families. Most of the students come from single-parent, female-headed households.

Alpha Lambda Archons visit the school weekly during each school year to provide guidance, encouragement and assistance to students. Partly through Alpha Lambda’s efforts, Spencer Elementary School successfully fulfilled the mandates of the

“No Child Left Behind” standards, which measure academic progress.

Alpha Lambda also sponsors an annual end of school year banquet recognizing the scholastic achievement of the participants involved with Young Men of Honor Program. Even further, Alpha Lambda Boulé sponsors special trips and programs such as museum and bank tours and summer trips to Atlanta and Tampa, FL.

Alpha Lambda plans to enhance its existing mentoring program by adding modular instruction in key activities to include education, business and finance, health-wellness, leadership, and a legal institute.

Approximately 8-10 Archons regularly participate in Alpha Lambda’s Social Action activities. The work with the Young Men of Honor commenced around 2005.

ALPHA MU

Augusta, Georgia | Southeast Region

Project BBUILD

Partners: Boys and Girls Clubs of CSRA,

Richmond County Board of Education, the

Historic Tabernacle Baptist Church

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Cascade mentoring, Extracurricular program, Internship, Scholarship, College preparation, Contest or Prize, Need-based award, Social engagement/ Social networking

Project BBUILD is an initiative that changes futures—it’s just that simple. The program, now in



its sixth year, is a weekly mentoring and tutoring program designed to assist primarily at risk African-American males who attend public middle schools in Richmond County, Georgia. Project BBUILD identifies 6th-8th grade students that need help to improve their chances for academic success and a bright future. The program doesn't just present concepts and ideas on how to achieve excellence; it provides students with real-life experiences that reinforce key educational and social skills, and access to successful, professional role models who serve as their teachers, presenters, and counselors for Project BBUILD.

At our Centennial Grand Boulé in Philadelphia in 2004, an idea that something can, must and should be done was conceived after attending the Symposium on the Young African-American males. In 2007, members of Alpha Mu Boulé of Sigma Pi Phi fraternity began to chip away at this reality with Boulé Brother Uplifting, Influencing, Leading and Developing (BBUILD). If left unaddressed, these challenges will jeopardize the social and economic gains made by African-Americans in this country and threaten our future ability to compete in an increasingly global economy. The power of one should never be underestimated; one person, one group, one community, one city, one state, one fraternity, one caucus, one president.

Mission

The social action program mission of Alpha Mu Boulé is to make a positive difference in the lives of at-risk African-American males in the Augusta, Georgia area primarily through collaborating with other organizations regarding programs aimed at improving the social, educational and economic conditions of African-American males.

Goals

- To provide positive role-modeling and successful black male images;
- To improve academic achievement and good study habits;
- To introduce financial literacy;
- To promote character and cultural development; and,
- To promote strong integrity and worthwhile talents.

Partnership Agreements

Project BBUILD is led and operated by Alpha MU Boulé of Sigma Pi Phi Fraternity, Partnering with the Boys and Girls Clubs of the Central Savannah River Area (CSRA), the Richmond County Public School System, Tabernacle Baptist Church and the Ike and Justine Washington Foundation.

Parental Consent

Parents must complete a Project BBUILD formal application and give written consent for their students to participate in the program and field trips. A code of conduct form consent is also required. An annual student-parent survey is mandatory at years end.

Student Selection Process

With the assistance of the Boys and Girls Clubs of the Central Savannah River Area (CSRA), principals, guidance counselor, intervention specialists within the schools, and parents' request, the Project BBUILD team starts the selection process during the summer months of each year to identify 40 (forty) deserving students. Recommendations are received for consideration of our Social Action Program and subsequently our member Boulé. As stated



previously, emphasis is placed on identifying African American males who need assistance in mathematics and reading/language arts as well as cultural development and social skills. Now established, the majority of the newly selected participants are sixth graders which allow them the opportunity to remain in the program for three years.

Structure of Program

The program year runs parallel with the academic school year for Richmond County schools, and it meets every Saturday from 9:45 AM to 12:P.M. An official Memorandum of Understanding (MOU) exists between the Richmond County School System and Alpha Mu Boulé regarding the operations of Project BBUILD. The curriculum for Project BBUILD follows the instructional protocols mandated by the Richmond County Board of Education in the areas of English language arts and mathematics. In addition, Project BBUILD includes learning components on financial literacy and wealth accumulation. Neither subject is formerly addressed in Richmond County public schools.

Focus Sessions

Weekly thirty-minute sessions focus on issues that are paramount for African-American males in today's competitive and complex society. In the area of health, students hear from physicians, scientists, and other health professionals from within our community. Individuals with expertise in gang, drug and violence resistance training are invited to provide information on prevention and intervention techniques. In the area of law enforcement, police or officers of the court discuss their roles as public safety officials. In addition, leaders in the area of education are invited to speak to the students as a means to motivate and inspire them to maximize their academic pursuits and personal growth.

Various business and government leaders are called upon to discuss their backgrounds and provide their insights into the keys to success. These sessions also include discussions on dressing for success in both informal and formal settings, appropriate etiquette, proper grooming and respect for others. No topic is off the list to cover. Several of these sessions are conducted by Alpha Mu Boulé members.

Classroom Instruction

Students are divided into groups by grade level. These groups meet with a tutor for English language arts for approximately one hour and then rotate to another tutor for mathematics for approximately one hour. Various techniques are used by the tutors to reinforce material covered by the public school curriculum. Tutors are required to provide feedback to the Project BBUILD coordinator after each session, and to identify students with more critical needs who may benefit from extra tutorial help. For example, students with proficiency problems in reading and math may be recommended (with guardian or parental consent) to have more regular outside tutoring assistance. In such cases, the Project BBUILD staff may work with the school system to obtain a tutor or hire a paid professional to perform this function.

At regular intervals, students are required to bring in their middle school progress reports. The progress reports become the basis for developing lesson plans for future sessions and to help measure each student's performance and progress.

A new component of Project BBUILD is financial literacy and wealth accumulation. Introduced into classroom sessions during the 2010-11 school year, this component exposes students to and teaches them about the following areas:



1. The importance of working and earning money (all students and parents/guardians);
2. Budgeting and saving money (all students and parents/guardians);
3. The banking system, i.e., savings accounts, checking accounts, loans, credit cards, and the federal reserve system (all students and parents/guardians);
4. Key words, terms, and definitions used in the financial services industry (7th and 8th grade only); and
5. Important mathematical calculations and concepts, such as interest, present value of money, counting money values, and basic elements of an income statement and balance sheet (7th and 8th grade only).

Well established banking material is one of the primary instructional tools used by the Project BBUILD program. While the 7th and 8th graders are working on more advanced areas of financial literacy. The 6th graders are introduced to banking computer exercises in the computer class. In addition, a local community bank is working in conjunction with the Richmond County School District on a pilot in-school banking program. Several Project BBUILD students are attending schools where the pilot program is taking place. When the Project BBUILD team learned of this school district initiative, the team was successful in getting the bank to extend the pilot program to the Project BBUILD Saturday program. As a result, Project BBUILD provided the first \$25 to open saving accounts for all participants with the consent of a parent or guardian.

Classroom decorum and discipline are maintained by the Project BBUILD coordinator and other members of the Project BBUILD team, who move from class

to class to observe students as they interact with classroom tutors. The importance of good posture, good listening skills, note taking, and only talking when called upon or should there be a question are stressed during classroom sessions.

At the end of the day, the Project BBUILD coordinator summarizes key messages from the earlier focus session. He uses practical examples to emphasize the importance and consequences of certain lifestyle and behavioral choices. Finally, the coordinator and other members of the Project BBUILD team interact with parents while the students have lunch, which is provided by the program. After lunch the students are dismissed to the care of their parents or guardian.

Supervised extra-curricular yearly activities

Several special and important events are included with Project BBUILD's academic program to expose students to social outings and other activities that they may not experience due to home, family, or financial circumstances. The program seeks to inspire in these youngsters "what is possible" if they work hard and acquire a good education. The attire for travel is Project BBUILD T Shirts or suits and ties depending on the destination. Yearly events include:

An Evening of Elegance—Students and parents participate in a formal black-tie dinner event held at a private club or an upscale dining venue. Each student is fitted and provided a complete tuxedo ensemble for the evening. Parents have the option of attending the affair in business or formal attire. Students are taught proper dining etiquette and formalities of the partaking of a multi-course dining experience. In addition, the evening consists of a program that includes a guest presenter and presentations from selected Project BBUILD students.



Lucy C. Laney Museum of Black History Tour— Students tours the only African-American Museum in the CSRA and the surrounding area. The mission of the museum is to promote the legacy of Lucy Craft Laney through arts and history. Ms. Laney was dedicated to providing educational opportunities for African-American youths in the Augusta area; she started the first kindergarten for African American children in Augusta and founded the Lamar School of Nursing for African-American Nurses. This activity aligns with the aspect of the Richmond County School Curriculum that requires students to write an essay on an Augusta historical figure.

Georgia State Capitol Pages—Member of the Project BBUILD team take all eighth graders to the State Capitol in Atlanta, Georgia on “Augusta Day” for a full day of activities and to serve as Pages to the Georgia State Legislature. This activity broadens the students’ knowledge of how laws are made and provides insight into the actual process of the State governing body at work. Students are introduced to legislators and hear their stories on what it takes to become an elected official. For many Project BBUILD students the trip to Atlanta is their first time outside the CSRA.

Sickle Cell Walk—The sickle cell walk is a fundraiser held annually at the Augusta Riverwalk. Students are provided information about the sickle cell disease and its impact on African Americans. In addition to raising students’ awareness about the disease, this activity also emphasizes the importance of volunteerism and community service. The boys are encouraged to create a banner to be entered into contest which requires creativity and research.

Celebration of Erudition (Graduation)—This is a graduation ceremony celebrating eighth graders’ successful completion of the Project BBUILD

program as well as being promoted to senior high school. Parents/ guardians, family members and friends are invited to attend this event. Members of the Alpha Mu Boulé and their wives are also in attendance. Students are required to wear a suit and tie for the ceremony. A formal program is highlighted with a keynote speaker addressing the students. Finally, certificates of completion are awarded to students by the Project BBUILD coordinator; and Heavy hors d’ oeuvres are served at the conclusion of the program. This event has received local news coverage in the past.

Founders’ Day—Annually, Alpha Mu Boulé holds its Founders’ Day program, which is a community-wide event. The main feature of the program, which is held on the campus of Paine College, is the awarding of 10 merit scholarships; one for a graduating student from each of the 10 public high schools in Richmond County. Graduating high school seniors who completed Project BBUILD and are enrolled in college receive college scholarships as well. At this program the Project BBUILD students get a chance to see how hard work in the classroom can payoff. Students of Project BBUILD serve as ushers, and they are recognized during the program as special youngsters that are seeking a better future by obtaining a good education.

Paine College Tour/Basketball Game—Students observe life in a college campus by visiting classrooms, meeting college professors and college students, and meeting the basketball coaches and players. Students also attend a college basketball game. This activity is designed to give a more complete picture of college life.

The CSRA Football Classic—Students are the guests of Project BBUILD at this annual college football game for an afternoon of fun. The primary learning



point for this event is to demonstrate that college life has many exciting opportunities outside of studying. For instance, college life can include active participation in sports, the band or other related activities associated with the game. In addition, it is pointed out that a creative student can use such an event to earn money as a vendor by selling game related merchandise.

End-of-Year Fishing Outing and Picnic—The home of an Alpha Mu Boulé member serves as an excellent venue for this annual event. On the grounds of this home is a large fishing pond and swimming pool; and there is ample space for a large tent and games to be played. In addition to Project BBUILD students, the event is attended by parents and guardians and Alpha Mu Boulé members and their families and friends. This event allows students to again see what is possible by hard work and self-determination.

Morehouse Glee Club—Dressed in their church attire with their parents and guardians, the boys attend Education Sunday at Tabernacle Baptist Church with Morehouse College Glee Club in concert. They enjoy the world renowned glee Club.

Other Program Elements

A variety of incentives are offered to Project BBUILD participants. When students meet or exceed various goals they may receive monetary rewards, books or other tokens from members of the project team. As rewards are passed out, students often hear one of the team members say, “education pays, if not now, then later.” When quizzes on books or lectures are given, high scorers and those participants who show significant improvement in their work are rewarded. Another noteworthy incentive is the offer of scholarships to future high school graduates of Project BBUILD.

On a monthly basis, the Project BBUILD team meets to discuss details for upcoming events and situations that were observed during previous Saturday sessions. These meetings are valuable forums for assisting team members in making adjustments and handling student problems in a consistent and timely fashion.

Project BBUILD has matured into more than a program of Saturday classes and social events. Project BBUILD team members and members of Alpha Mu Boulé have fully embraced the program, and they are sought out by parents, teachers, and school counselors to handle concerns involving students. On one occasion the family of a Project BBUILD student was having financial difficulties, and Alpha Mu Boulé members stepped in to provide assistance. There also have been instances when parents/guardians have asked members of the Project BBUILD team to intervene with schools to address student performance or behavioral issues. In another recent instance, school officials working with parents asked the Project BBUILD coordinator for assistance in the case of a Project BBUILD youngster being in the wrong place at the wrong time. Because of Project BBUILD’s reputation in the community, the situation was resolved without jeopardizing the student’s school attendance.

An exciting exceptional new piece is our Archousai/ Parents of Project Students’ Workshop. Each parent or guardian receives one or two wisdom pearl(s) from one archousa at a time before moving on to the next Archousa Station for her pearls. Picture 30 parents or guardians in a gymnasium, each at their own station with one Archousa at each of those 30 stations imparting their wisdom, pearls on child rearing on at least 30 different topics for 10 minutes before moving to the next station and starting all over again.



Tracking

To ensure continuity and to create a bridge for students as they transition from middle to high school and beyond, the program includes an on-going mentoring or tracking component. The primary objective for this component is to continue to encourage students and reinforce the high standards, values and expectations that were emphasized throughout the BBUILD program. To accomplish this objective, when students complete Project BBUILD they are assigned to an Alpha Mu Boulé member to mentor and monitor their progress through high school. At least twice during the academic year, the mentors commit to meeting with students, parents, as well as school counselors and teachers to discuss the students' behavior and academic performance. Mentors may intervene, as needed, in support of parents and school officials to help eliminate or resolve disciplinary issues or problems with school performance. A new piece is our cascade mentoring. Each post-Project BBUILD college student is assigned to mentor a high school post-Project BBUILD student who is assigned to mentor a current BBUILD student. Our mentoring program is monitored by our Social Action Committee.

Program Demographics

Currently 40 middle school students are enrolled in Project BBUILD. They are proportionate numbers in the 6th, 7th and 8th grades. Nearly half of the participants are from single parent homes or reside with guardians which include grandparents, even a great grandparent. Currently the students are from 10 different schools from across the district.

Outcomes

■ Students to complete their grade level with C or better in areas of language arts and math: goal was 85%; ACHIEVED 95%

- Students to complete the school year with no conduct or behavior problems at school or during project BBUILD session and outgoings: Goal was 60%; ACHIEVED 85%
- Attendance rate for Project BBUILD sessions: Goal was 85% ACHIEVED 95%
- Retention rate for 6th and 7th grade students in the program: Goal was 80% ACHIEVED 100%
- Parents' quality rating of the program: Goal was 4 on a scale of 1-5; ACHIEVED 4.9
- The Project BBUILD team, including members of Alpha Mu Boulé, is encouraged by comments and feedback received that the program is having a positive impact on the students and community.
- An elementary school principal who teaches in Project BBUILD stated that, "I find myself involved because as an educator I know and see the pitfalls of African-American males. I see this program and myself making a difference in the lives of these boys. And, I thought I was just going to teach reading!" Another example is from a middle school intervention specialist, who stated, "Through the partnership we have developed with your Project BBUILD, our learners have soared in several areas."
- From a parent survey, a parent remarked, "It's all so awesome interacting with men because my son has no male figure at home, and my son said that he learned from a speaker that it doesn't matter where you come from but where you are going that counts."
- Student T.C.—"I have been positively influenced by all of the tutors, mentors and, project BBUILD



volunteers. Dr. Brown is a strong motivator; Mr. Crawford has explained financial responsibility; Dr. Lamback has shared the importance education; Mr. Jons has exposed me to how critical math skills are today; Dr. Williams has explained the importance of a good Attitude; and Mr. Franklin has stressed why I must be disciplined. Each of these men has qualities I hope to develop and put to work in my career and personal life.”

Student I.L.—“I just couldn’t get focused in my school work and I really needed tutoring in math. Project BBUILD taught me how to concentrate on the task at hand and follow directions. Student I.L. cites former “Mr. Paine College,” Michael Jones, who was speaker at the Focus Sessions, as having the biggest impact on his success. “Mr. Jones explained the importance of carrying yourself like the person you want to become. He said we shouldn’t just think of ourselves as young men, but as future business leaders. Now I think about things like dressing for success, making choices you can be proud of and looking people in the eyes.”

Student G.G.—“Project BBUILD has helped me to develop good study habits and learn how to adjust them as my workload increases. I have learned how to be better prepared and that makes me feel good about my future.”

Student J.J.—“Project BBUILD has made me more confident and has offered me many life changing experiences. I am especially grateful to Mrs. Haynes for taking the time to give me extra tutoring and for showing me the importance of helping others. I hope to have her patience one day.”

Funding

- Funding of the program is done by the Ike and Justine Washington Foundation which was organized by the members of Alpha Mu Boulé.
- Average cost per student per year is \$1,000.00.

Keys to Start a BBUILD

A. Early Process (individual or small group)

1. Statement of Concern - issue or problem you want to address (100% mental)
2. Mission—specific task (brief)
3. Goals—end point (be specific and few early on)
4. Approach—path to goal
5. Commitment—gauge enthusiasm for the concern

B. Middle Process (Social Action Committee or willing working group)

1. Selection Process—application, parental consent
2. Organization to carry out mission (able and willing)
3. Leader/chairperson of social action (key, dedicated, qualified)
4. Targeted Youths (begin small if necessary)
5. Structure of Program—smile at first
6. Registration (be comprehensive include code of conduct, consents to travel)
7. Mentoring and tutoring (early)
8. Meals (if program lengthy)
9. Partnership(s)—(be specific and thoughtful in selection to accomplish goals)
10. Funding—(important, use volunteers within group when possible, avoid constricting the mission)



- 11. Operating Expense—consider partners like Boys and Girls Clubs, churches for meeting sites to keep cost down
- 12. Salaries—make it reasonable for tutors. Qualified member volunteers are an option
- 13. Background Check—Mandatory. Never one on one!
- 14. Committee Meetings—Frequent, constructive, effective communication

C. Later Process

- 1. Extra-curricular (optional)
- 2. Tracking and Early intervention (very important) Evaluation—progress reports and report cards
- 3. Surveys—parents and students
- 4. Scholarship(s)
- 5. Documentations-prevent reinvention of wheel

ALPHA MU

Augusta, GA | Southeast Region

Project BBUILD Senior Scholarship

Partners: Project BBUILD, Boys and Girls Clubs of CSRA

Type: Scholarship, College preparation, Need-based award

At least three (3) Project BBUILD high school graduating seniors selected by our Social Action Committee are awarded \$1500 college scholarships. These recipients are honored at our Founders’ Day Program in May. Eligible are graduating Project BBUILD high students attending college.

Scholarship Criteria

The Social Action Committee considers SAT or ACT score, grade point average, extra-curricular

activities, continued participation and involvement with Project BBUILD (see Project BBUILD) activities through high school, need and family situation.

Receipt of Scholarship

In order to receive the scholarship, a recipient must register as a full-time college freshman during the fall semester of the year of the award. It is expected that the recipient will be in good academic standing and register as a full-time college student during the following spring semester.

ALPHA MU

Augusta, Georgia | Southeast Region

Drs. Isaiah and Justine Washington Scholarship

Partners: Drs. Isaiah and Justine Washington

Scholarship Fund, Richmond County High

Schools

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Scholarship, College preparation, Need-based award

The Drs. Isaiah “Ike” and Justine “Dr. J” Washington Foundations of Alpha Mu Boulé honors the legacy of excellence of its two outstanding namesakes. For more than 70 years, each created an atmosphere of opportunity and culture of achievement and progress among the children of Georgia. During their storied careers in education, Dr. “Ike” and Dr. “J” loved and nurtured their students while also motivating them to maximize their personal and professional growth. They inculcated in their students ideas and dreams of what “Could be,” and through effort, intellect and energy transitioned to them what “would be” the many stellar examples of visionary, professional and humanitarian acts have continued after their deaths to move generations of young scholars toward the challenges of their time.



Eligible High Schools

Upon the recommendation of Alpha Mu Boulé’s Scholarship Committee, an Isaiah and Justine Washington Scholarship of \$1,500 is awarded annually by the Boulé to one graduating senior from each of the following area High Schools: A.R. Johnson High School, Academy of Richmond County High School, Cross Creek High School, Davidson Fine Arts Magnet School, George B. Butler High School, Glen Hills High School, Hephziba High School, Lucy C. Laney High School, T.W. Josey High School, and Westside High School.

Scholarship Criteria

When making its Recommendations, the Scholarship Committee considers the following criteria: SAT or ACT score, grade point average, class rank, extra-curricular activities, family situation and need, recommendation letters and career goals.

Receipt of Scholarship

In order to receive the scholarship, a recipient must register as a full-time freshman during the fall semester of the year of the award. It is expected that the recipient will be in good academic standing and register as a full-time student during the following spring semester.

ALPHA MU

Augusta, Georgia | Southeast Region

The Boulé Scholars Program

Partners: Alpha Mu Boulé, Project BBUILD, Richmond County School System, Boys and Girls Clubs of CSRA, Drs. Isaiah and Justine Washington Foundation.

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Cascade mentoring,

Extracurricular program, Internship, Scholarship, College preparation, Need-based award, Social engagement/Social networking

Boulé Scholars Program (BSP) Demographics

1. Age group of BSP mentees: Senior - High School: 10-12
2. Area of topical interest: Health Careers and Health Promotion

Because of the difficult socio-economic conditions from which many of our participants come, concerns about health and welfare are not being communicated effectively to our young Black males. Several Archons and Archousai of our member Boulé bring extensive talents in these areas of topical interest and they are willing to share these resources with our Black males and be role models to them.
3. Consistent with the Fraternity’s Grand Strategic Plan 2012-2014, Goal 4, through Alpha Mu’s BSP, we aim to raise the level of educational expectations and performance of Black male students. Our plan is to accomplish this by cultivating and celebrating the academic excellence of our mentees from high school through college, graduate and professional school levels.

In this regard, we began by restructuring the mentoring aspect of our existing social action program, Project BBUILD (Boulé Brothers, Uplifting, Influencing, Leading and Developing) to conform to the Grand Boulé BSP guidelines. While Project BBUILD is well established as a good and proven program, we believe it has been made better and stronger because we have adopted some of the essential features outlined in The Boulé Scholars Program Handbook. For example, we have adopted:



- The “Boulé Scholars Construct: The Cultivation and Celebration of Excellence”
- The “Selection of Scholars: Guidelines” for Junior and Senior Boulé Scholars
- Guidelines for “Recognition and Rewards for Scholars”
- Guidelines for “Teacher Recognition Component”

In addition, we established a Health Careers and Health Promotions Council to oversee our mentoring program in this area. The council consists of eight Archons of Alpha Mu, all of whom have active medical or dental practices.

1. For the 2012-2013 academic year, we developed our BSP around on mentee in our selected area of Health Promotions and Health Careers. Aided by our Social Action Committee, the Health Careers and Health Promotions Council, and the Ike and Justine Washington Foundation, we provided the following activities, services and experiences for our mentee:

- Participation in the focus session portion of Project BBUILD when health and related issues are presented and discussed. During these sessions students hear from physicians, scientists, and other health professionals from within our Boulé and community
- One day per week internships throughout the academic year with members of our Health Careers and Health Promotions Council. This schedule includes two months with a Gastroenterologist, and six weeks each with a dentist, Internist and Cardiologist.
- Financial assistance by the Ike and Justine

Washington Foundation in order that our mentee could participate in a summer extra-curricular enrichment activity and trips to auditions associated with college admissions.

- Our mentee will be recognized for his outstanding achievements by his high school during its Honors Day program. Also, he will be recognized at Alpha Mu’s Celebration of Erudition, the graduation ceremony that celebrates eighth graders’ successful completion of Project BBUILD as well as at our Founders’ Day program at which scholarships are announced.

ALPHA NU

Wichita, Kansas | Western Region

Computer Coding

Partners: Boys and Girls Club of South Central Kansas

Type: Career/professional development, Life skills development, STEM fields

Alpha Nu' is embarking on a computer coding / training initiative. The objective of the initiative is to make computer code writing familiar for middle school students. The program will use software that is on line via Massachusetts Institute of Technology (mit.edu) called "Scratch." Basic math familiarization will also be provided to allow students to have the basics to work with the software. Alpha Nu also plans to set up a program for advanced students to participate in programming computer controlled machines (CAM) and write a program to mill a tablet rest. It is planned that Alpha Nu' partner with the local university or technical college. Students who successfully complete the program will be awarded a digital tablet. The initial computer code writing program is planned for the summer of 2014.



ALPHA NU

Wichita, Kansas | Western Region

**Mentoring Program with Beautilion Youth of the
Wichita chapter of Links Incorporated**

**Partners: Wichita Chapter of Links Incorporated,
Wichita, KS**

**Type: Career/professional development, Life
skills development, College preparation, Social
engagement/Social networking**

The mentoring program performed by Alpha Nu' is comprised of an all-day Career Branding session held at Wichita State University. The Career Branding was designed to leverage the concept of personal branding to promote self-discovery and self-development. The objective of the Career Branding program is to teach/train the high school seniors how to market themselves for both college and future employment. Career Branding addresses both personal and professional aspects. The Archons also serve as personal mentors for the young men that are participating in the Wichita Chapter of Links Incorporated Beautillion fund raising competition.

ALPHA RHO

Miami, Florida | Southeast Region

**Annual Scholarship to an African American Male
Medical Student at Florida International Medical
School**

**Partners: Herbert Wertheim College of Medicine,
Florida International University**

**Type: Academic Mentoring, Career/professional
development, Scholarship**

HWCoM at FIU is a newly chartered State School of Medicine whose Mission is to "train physicians to serve South Florida's diverse population through a patient-centered curriculum, instilling cultural competence" and also providing Florida students

greater access to medical education. Boulé members were involved in the planning process and continue to be actively engaged in the mentoring and admissions of minority students.

ALPHA RHO

Miami, Florida | Southeast Region

**Annual scholarships to three minority male
students at Florida Memorial University, the only
HBCU in South Florida**

Partners: Florida Memorial University

**Type: Academic Mentoring, Career/professional
development, Life skills development,
Scholarship**

The program targets Black male sophomores of good standing who have maintained at least a 3.0 grade point average the freshman year. Four students are selected by the University on the basis of scholarship and a written essay defining the importance of the University's concept of global citizenship, lifelong learning, leadership and service to the community. The final three are selected by the Social Action Committee. Each student is then paired up with a Boulé member of the same or similar interest. This program is now in its third year.

ALPHA SIGMA

**Brooklyn/Long Island, New York | Northeast
Region**

Alpha Sigma Scholarship Award

Partners: Medgar Evers College, Brooklyn, NY

Type: Scholarship

Alpha Sigma Boulé provides a one-time Award of \$2,500 to a student entering this college. The award is given annually and the initiative began in 2013. The student is selected by the college with some



input from the Archons of Alpha Sigma. So far, one student has received the award.

ALPHA SIGMA

Brooklyn/Long Island, New York | Northeast Region

Alpha Sigma Scholarships

Partners: Metropolitan College of New York

Type: Scholarship

Alpha Sigma Boulé provides a one-time award annually of \$2,500 to an undergraduate student entering this college. This award was initiated in 2013 and only one student has received the award so far. The student is chosen by the College with some input from the Archons of Alpha Sigma and it is a need-based award.

ALPHA SIGMA

Brooklyn/Long Island, New York | Northeast Region

Cave Whiteman Scholarship Program

Partners: Not applicable

Type: Academic Mentoring, Career/professional development, Life skills development, Constellation mentoring, Extracurricular program Internship, Scholarship, College preparation, Need-based award

The Cave Whiteman Scholarship Program is offered to students entering the ninth grade who have the academic talent to succeed but who may not achieve their potential for whatever reason (poverty, lack of role models, peer pressure, followers rather than leaders, discipline issues, broken homes, etc.) and who will succeed with some guidance and support from an outside entity. This program is devoted to becoming that entity and will provide tutoring, mentoring, counseling, clothing; food, money, and

any assistance that will help that student achieve their full potential. Students are recommended by student guidance counselors from schools in Brooklyn and Long Island as well as by Archons and Archousai of Alpha Sigma Boulé. The Cave Whiteman Scholarship Program is committed to guiding the selected students through high school and through college or university or a vocational program after high school is completed. The Program began in 2004 and so far sixteen students (approximately 2 per year) have passed through or are currently in the program. All have completed their high school requirements except for those currently in high school (4). Six students went to college after completing high school and they all graduated. One of these students is now in graduate school. Two students went to vocational school after completing high school and have completed their respective programs. Two students joined the work force after completing high school and promised to pursue a college education at a later date. One student moved out of the area to Florida when he was a junior in high school and has been lost to follow up. One student completed high school and then was subsequently lost to follow up. Attempts to contact this individual were unsuccessful. Mentoring involves exposing students to careers they were not aware of and some to careers they were interested in pursuing. Alpha Sigma Archons participated in mentoring these students.

ALPHA SIGMA

Brooklyn/Long Island, New York | Northeast Region

STAR Program

Partners: Charter school in Bronx, New York

Type: Academic Mentoring



The Archons of Alpha Sigma have volunteered to serve as mentors to the youth of this Charter school. So far, no activity has occurred to this end.

ALPHA CHI

Lansing, MI | Central Region

The State Symposium on African American Male Youth

Partners: Michigan State University College of Education

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, College preparation, Social engagement/Social networking

Alpha Chi Boulé in cooperation with Beta Omicron Boulé, Gamma Delta Boulé and Gamma Rho Boulé hosted a Symposium in May 2012. Its purpose was to bring together young men to identify the challenges confronting them and their pers. The sessions were broken down into four focus areas including education, employment, health and juvenile delinquency. Each youth was allowed to select two of the focus areas to participate in. Approximately 150 youth participated in the Symposium representing such cities as Detroit, Ypsilanti, Lansing, Grand Rapids, Flint, and others.

While there was no attempt to offer counseling or mentorships at the sessions, they were designed to elicit from the students their perceived needs for such assistance. As an example in education, the students identified some of the following as needed in the education environment:

- Nurture teaching and learning relationships with students.
- Get to know the students.

- Welcome all students and not categorize them.
- Meet students where they are academically.
- Teach students the benefit of learning.

Another area where students shared their thoughts was on the correlation between poverty and health: Examples of their comments include:

- Stress affects health
- We blacks are struggling, whether rich or poor.
- Health affects the ability to learn; if you are hungry you can't concentrate.
- Food is an integral part of our culture, but it's not always healthy food.
- Lack of resources promotes resilience; however, resources are needed.

Included with this paper are two publications. One is the description of the Symposium with the format and presenters. The second is the summary report of what transpired at the Symposium and the comments and opinions expressed by the students.

Interestingly, the second day included considerable discussion and opinions expressed by educators, attorneys, elected officials, and medical practitioners. Our intent was to involve adult leaders to benefit from their perspectives on the four discussion areas including education, health, employment and juvenile delinquency. The leaders offered very diverse opinions but were in agreement that there is a need for action in our educational system to begin addressing the challenges that are confronting our young men.



The included booklet (see Appendix A) provides a more definitive description of the Symposium and the next steps to begin addressing the challenges.

Goals/Objectives

1. To demonstrate and direct attention to the gravity of the current state of challenges that plague African American male youth.
2. The Symposium intended to galvanize statewide community support in an effort to identify and implement solutions to the challenges confronting our male youth and will result in the enhancement of their lives.
3. A Steering Committee was established with the charge to identify a vehicle(s) to insure that the identified solutions are implemented.

What activities/services (e.g. mentoring sessions, field trips) are provided

As previously mentioned, the Symposium results are being pursued by our Steering Committee, co-chaired by former Sire Archon and Honorable Judge Edward Thomas, Iota Boulé and Archon and Honorable Judge Donald Allen of Alpha Chi Boulé. The Steering Committee concluded there are three possible vehicles that could be created and would have the charge to implement the recommendations derived from the Symposium. The three considerations are a state government created entity, a Boulé' created entity, or one established in concert with a university. It was the consensus of the Steering Committee that our initial effort should focus on a university created entity. Since Dr. Chris Dunbar, a member of the Steering Committee and an essential member of the Symposium team is a professor in the College of Education at Michigan State University (MSU), the committee decided that would be an excellent place to begin.

Active Participation

150 Students at Symposium and 30 Archons

Frequency of Activities

The Steering Committee has been meeting approximately every other month. However, there's a working committee established with the charge to develop the plan of action that will result in a presentation to the Dean of Education that would include the structure, goals, financial needs and staffing of the proposed entity.

Describe how your program recognizes scholars

The recognition of scholars (students) is yet to be defined. However, in the design of goals of the proposed entity here will be incorporated a methodology to give recognition to young men who achieve certain success goals that will be included in the programs.

Describe how your program recognizes teachers

As stated earlier, we're in the embryonic stages so it's premature to define how teachers and others will be recognized.

Describe the involvement of parents

Parents will be intricately involved in all aspects of our initiatives. We have learned from our student participants as well as the adult leaders that parent involvement is a critical component in any effort we decide to implement

Program Results/Outcomes (e.g. grades, # of scholars)

1. Ultimately we anticipate that the program results will impact multiple numbers of young men because it will have a statewide focus. We expect and are convinced that because of the receptivity of the Symposium participants and feedback from others subsequent



to the Symposium, there will be many organizations desiring to participate.

2. Based on reviewing literature and discussions with others around the country, this effort will have a beneficial outcome for our youth.

Additional information

We're extremely excited with the progress made to date and have great expectations that we will have a very successful program that will have a beneficial and measurable impact upon our young men.

BETA EPSILON

Greensboro, NC | Southeast Region
African American Male Leadership Program
Partners: Guilford County Board of Education (NC)/ North Carolina A&T State University (Greensboro)
Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Social engagement/Social networking

BETA ZETA

Westchester, NY | Northeast Region
 Calvin Pressley Camperships
 Partners: Camp Olmsted
 Type: Life skills development, Need-based award

The Beta Zeta Boulé Foundation in April, 2013, awarded 10 "camperships," totaling \$4,000 in funding, to campers who will spend the summer at Camp Olmsted as part of the Foundation's Calvin O. Pressley Campership Program. The camperships are targeted for African-American boys ages 6 through 13. The 10 youths from New York City will travel to Cornwall-on-Hudson, NY, Camp Olmsted's home, for one of the summer sessions.

The camperships are named for the late Past Grand Sire Archon and Beta Zeta member Calvin Pressley. Ten Boulé' Archons from the New York region (including Alpha Sigma and Beta Zeta Boulés) made contributions to support the program this summer.

The Foundation has now sponsored 22 campers over the past four summers. Foundation Chair Archon Gregory Matthews and Foundation Treasurer Archon Spencer Disher presented checks to camp leaders James Harbison, Vice President, Five Points Mission, and April Calendar, Associate Director, Five Points Mission.

The camp is owned and operated by Five Points Mission and the United Methodists City Society on a 76-acre site. Campers spend the session involved in swimming, tennis, basketball, and hiking at Storm King Mountain (near West Point, NY). They also have an opportunity to do arts, crafts, and performance as well as nurture skills in computers and cooking.

BETA ZETA

Westchester, NY | Northeast Region
College Prep Program
Partners: Yonkers School District (Riverside High School and Yonkers Montessori Academy)
Type: College preparation

In 2011, Archon Buddy Johnson and Eagle Academy consultant, Donald Ruff, led Phase I of the program at Thornton High School in Mt. Vernon. The program assisted high school students in how to prepare themselves for the college entry process by excelling in academics, improving their oral and written communication skills, becoming actively engaged in volunteer organizations and taking leadership roles. Students were also advised not to place anything



on ‘Facebook’ accounts they would not want anyone to see because colleges and universities often check ‘Facebook’ accounts during the admissions process. Over 225 students participated.

With the assistance of the Superintendent and with the cooperation of the respective principals, Phase II of the College Prep Program was conducted at four schools in the Yonkers’ public school district. Two programs were completed on May 24, 2013 at the Early College High School and the Palisades Preparatory School in Yonkers.

Two additional College Prep Programs were conducted on December 13, 2013 at the Riverside High School and the Yonkers Montessori Academy. These programs were co-led by Archon Johnson and Mr. Donald Ruff of the Eagle Academy and focused on, among other things, the college admissions process, following up on applications already submitted, continuing the search for additional scholarship opportunities and maintaining good grades until graduation. Archon Spencer Disher also participated in the programs.

In total, over 450 students participated in the four College Preparatory Programs conducted in 2013.

The foundation is looking into bringing Mount Vernon back into the Program such that we are working with two key school districts in Westchester County that serve African American students.

BETA ZETA

Westchester, NY | Northeast Region
Founders Scholarship for College Students
Partners: United Negro College Fund
Type: Scholarship

The Foundation and the United Negro College Fund renewed its partnership to continue the process of sourcing candidates for the Founder’s Scholarship program for 2013/2014. The scholarship provides up to \$5,000 to a financially and academically deserving African American male student who plans to or is currently matriculating at a historically black college and university. The scholarship is awarded in accordance with the following criteria:

1. An African American male who resides in
2. The student must have a grade point average of 2.8 or better;
3. The student must plan to study at a historically black college or university;
4. The student must major in Business and Finance; Science and Math; Health and Healthcare Management; Arts and Humanities.

The second year’s recipient of the Founder’s Scholarship was Mr. Carter French of Mt. Vernon, NY. Mr. French is a freshman at Howard University majoring in Business. Mr. French was presented with his scholarship at the Beta Zeta Boulé summer outing hosted by Archon Spencer Disher at his home in May 2013.

BETA IOTA

Farmington Valley, Connecticut | Northeast Region

Beta Iota Sponsored Science and Math Fair

Partners: Jumoke Charter School, Hartford, CT

Type: Academic Mentoring, Career/professional development, College preparation, Social engagement/Social networking, STEM fields

The Math and Science Fair was held at Jumoke Academy, a Charter School in Hartford, CT. While this school has student population from lower socio-



economic statuses, their performance on the most rigorous standardized test equal and pass the more affluent suburban school. The school leader is Archon Michael Sharpe. The Fair included a traveling exhibit included 40 booths each demonstrating the contributions that African Americans have made to Science and Math. We had 50 students come to the Fair and it also drew the Commissioner of Education and a number of local elected officials. This was a one-shot program but we are looking to explore sustainable relationships with Black Male Youth.

BETA IOTA

Farmington Valley, Connecticut | Northeast Region

Hartford Foundation Self Directed Funding

Partners: Beta Iota has partnered with the Hartford Foundation of Hartford, CT

Type: Academic Mentoring, Career/professional development, Scholarship, College preparation, Social engagement/Social networking, STEM fields

This program reaches students in high school through their first year of college. They get hands on support from volunteers with the college applications, identification and applications for scholarships to college, and general preparation for students who is seeking a College experience upon graduation from High School. Beta Iota has funded this program along with other supports. Beta Iota has foundation funds in the amount of \$49,000.00 in the past two years. Beta Iota will look to support this and other programs of this type as our foundation funds grow.

KAPPA

Birmingham, Alabama | Southeast Region

Beta Kappa Boulé Charitable Foundation

Scholarship Beautillion

Partners:

Type: Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Scholarship, College preparation, Contest or Prize, Social engagement/Social networking

The Beta Kappa Boulé Charitable Foundation Scholarship Beautillion is a program designed to assist young men in the acquisition of social graces and other necessary skills for success in life and to develop true gentlemen. Ten (10) selected applicants will participate in workshops on the topics of etiquette, financial literacy, community service, entrepreneurship, educational excellence, healthy lifestyles, career exploration, public speaking and networking. The Beaus compete for scholarships of \$10,000 (1st place); \$5,000 (2nd place); and \$2,500 (3rd place). All other Beaus who successfully complete the program receive \$1,500 scholarships. The scholarships are awarded at a formal black-tie gala event.

Scholarship applicants must: (1) reside in the Birmingham metropolitan area; (2) be enrolled in the 12th grade with a minimum cumulative GPA of 3.0; obtain 2 letters of recommendation; demonstrate good character; and demonstrate civic/community involvement. In addition to completing a written application containing several essay questions), the applicants are interviewed (in-person) by a panel of Beta Kappa Archons. The 10 young men selected for the program participate in workshops and mentoring activities over a period of 6 months. Ten Beta Kappa Archons are formally assigned as mentors to the 10 selected applicants.



Nevertheless, numerous other Beta Kappa Archons are involved in the program by leading and attending various workshops/activities.

Selections for the scholarships are made on the basis of (1) academic record; (2) leadership skills in school and community activities; (3) personal qualities that reflect maturity and readiness for success in college; (4) successful participation in the Beautillion workshops/activities; (5) references; and (6) performance at the formal Beautillion gala event.

The Beautillion program was conceived by Beta Kappa in 2011 and the inaugural event was held in June 2012 (\$13,000 in scholarships awarded to 7 young men). In June 2013, the Beautillion program was responsible for the award of \$28,000 to 10 deserving young men. The 2014 Beautillion workshops are currently in progress and the 10 young men have been selected. The 2014 Beautillion Gala is scheduled for June 21, 2014.

BETA KAPPA

Birmingham, Alabama | Southeast Region

Beta Kappa Boulé Scholars Program

Partners:

Type: Scholarship, Need-based award

The Beta Kappa Boulé Scholars Program was developed in 2010 to provide \$1,000 scholarships to 12th grade students attending Birmingham City Schools. Scholarship applicants must: (1) attend Birmingham City Schools (not schools from the larger metropolitan area); (2) be enrolled in the 12th grade with a minimum cumulative GPA of 3.0; (3) obtain 2 letters of recommendation; and (4) demonstrate good character; and demonstrate civic/community involvement. In addition to completing a written application (containing several essay

questions), the applicants are interviewed (in-person) by a panel of Beta Kappa Archons.

Selections for the scholarships are made on the basis of: (1) academic record; (2) leadership skills in school and community activities; (3) personal qualities that reflect maturity and readiness for success in college; (4) references; and (5) financial need. A minimum of five (5) scholarships are awarded. Although the Beta Kappa Boulé Scholars Program primarily targets Black males, minority females have also applied and been awarded scholarships through this program.

BETA KAPPA

Birmingham, Alabama | Southeast Region

Beta Kappa Boulé Tuition Assistance Grant

Partners:

Type: Scholarship, Need-based award

The Beta Kappa Boulé Tuition Assistance Grant is provided to a student in the Birmingham Metropolitan area, selected during their 12th grade year who exhibits financial need and extraordinary academic potential. Grant applicants must: (1) reside in the Birmingham metropolitan area; (2) be enrolled in the 12th grade with a minimum cumulative GPA of 3.5; (3) obtain 2 letters of recommendation; (4) demonstrate good character; and demonstrate civic/community involvement. In addition to completing a written application (containing several essay questions), the applicants are interviewed (in-person) by a panel of Beta Kappa Archons.

The current recipient of this grant is currently in his third year of study at Vanderbilt University in Nashville, TN. The grant recipient receives a total of \$5,000 over his 4-year college career. The grant



recipient periodically submits his resume (including current GPA) to the Social Action Chair for periodical reports to the Beta Kappa Archons.

BETA NU

**Arlington, Virginia | Northeast Region
Beta Nu Boulé Education Foundation College
Scholarship Program**

Partners: N/A

Type: Academic Mentoring, Scholarship

Archons mentored high school students that were struggling academically. Beta Nu Archon mentors provided monetary support, encouragement to take advantage of education, and counseling. Scholarships were awarded to nine of the mentees who completed the program and were accepted to colleges. The monetary scholarship from the Beta Nu Boulé Education Foundation was for four years toward their college tuition.

BETA NU

**Arlington, Virginia | Northeast Region
Beta Nu Public School Outreach Program
Partners: Stafford County, Virginia Public
Schools**

**Type: Academic Mentoring, Life skills
development, Social engagement/Social
networking**

The program is geared toward elementary schools that have a high attendance of minority students from low-income communities. The elementary schools are Title I schools. These schools have high percentages of children from low-income families who receive financial assistance through state educational agencies. This support ensures that all the children at those elementary schools meet challenging state academic content and achievement

standards.

Students are taught the criminal justice process and the U.S. Constitution. There are two 30-minute classroom blocks and a - hour mock trial held at Stafford County Court building. The final mock trial involves a fictional criminal case about the wolf from the children’s story of the three pigs.

BETA XI

**Orlando, Florida | Southeast Region
Kindle Tablets-A Reward for Success
Partners: Evans High School, Orlando, Florida,
Carver Middle School, Boy Scouts of America**

Type: Academic Mentoring, Contest or Prize

Ten Kindle Fires were donated to Carver Middle School for their Passport to Manhood mentoring program. Carver has a mentoring program for black males that fosters positive relationships in both the school and community. The program focuses on personal, social, and emotional skills. It fosters the development of character, emphasizes higher education, and exposes students to entrepreneurial options as a career awareness alternative.

Eight Kindle Fires were donated to reward eight African American young men receiving their promotion to Eagle Scouts.

Thirty-four Kindle Fires were donated to Evans High School Students who scored a level 5 (max score) on the FCAT Reading test. It was a significant accomplishment because Evans High historically under-performs when compared to the other high schools in the district. The administration was later told by auditors the grant money that was designated for the Kindles could not be used for that purpose. The students were told they weren't going to get



them and that was demoralizing. When we heard about the problem we provided the kindles.

BETA XI

Orlando, Florida | Southeast Region

Leadership and Character Academy

Partners: Frontline Outreach, Orlando, Florida

Type: Career/professional development, Life skills development, STEM fields

Objective:

Engage the distinguished leaders of Beta Xi Boulé with the young leaders (11 to 18 year olds) at Frontline to facilitate their growth as leaders and foster intergenerational connections. Each student was pre and post tested to assess their career interest changes and academic focus based on their exposure. The focus was on careers in math and science. Each student was given a Kindle, donated by an Archon, to read African American Classics and to read about African Americans in math and science. This project gave Beta Xi the opportunity to expose young African-American males to careers in math and science, encourage reading with the Kindles, expose them to fine dining, and expose them to our homes. The following activities were utilized to achieve our objective.

Career Exploration: Archons hosted sessions at their work sites with emphasis on math and science careers.

Job Shadow: Half day in-depth experience based on career inventory and expressed interest with focus on math and science.

Success Luncheon: Archons hosted the students at elite private restaurants for lunch. It exposed them to venues that they typically would not experience and

we focused on proper etiquette

Living Legends Interviews and Dream Tours: The intent of this segment was for Archons to meet with the young men at their homes or work to be interviewed to share their tip three life and career lessons in a videotaped interview. The videos were edited and were formed into a short film that will be used in a variety of venues to teach and encourage young leaders to their dreams. As time permits, we will tape more Archons speaking about leadership lessons, and they will be used to teach middle school leaders and after-school students. This experience will also show them what's possible if they prepare themselves and are relentless in pursuing their dreams, goals and objectives.

BETA PI

Harrisburg, Pennsylvania | Northeast Region
Annual Scholarship Award

Partners: Central Pennsylvania High Schools

Type: Need-based award

The Social Action Committee contacted tentative sponsors annually to secure sponsorship for scholarships for students.

The students were selected based on the school counselor's completion of the scholarship application form and on the counselors' recommendation discussed at the meeting with the Archon assigned to that school. The final selection of students was approved by the Social Action Committee. The amount of the scholarship and the number of students selected were based on the funds available. Three students were given \$2000.00 each.



BETA RHO

Akron, Ohio | Central Region

Passport to Manhood

Partners: Boys and Girls Club of Western Reserve

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Extracurricular program, Other

Beta Rho's Initiatives are as follows:

- Prepare young minds for educational processes
- Prepare young minds for accepting responsibilities
- Prepare young minds in developing self-control and a strong self-esteem
- Prepare young minds to respect themselves and others
- Prepare young minds to recognize opportunities
- Prepare young minds to develop with proven methods
- Prepare young minds in acceptable dress for success.
- Prepare young minds to interact with varied successful challenges and successful people

Beta Rho has taken on a two-prong approach in the social action program. We have devoted more time on young men, however in our neighborhoods we have recognized a wasted talent in our young women with the same issues. Our classes consist of typically 80% males and 20% females.

Our Passport to Manhood is essential for young men. Beta Rho believes that with mental activities, the mind and the creativity of a person's ability, will

be encouraged and they will be successful in most of their endeavors. Our organization feels that the junior high school level is an age where we have a better chance of influence to engage, and develop young minds. They are eager to learn and we have seen by our engagement with these bright young adults that their overall school grades have improved by one grade, their self-esteem has been elevated, and their interaction with students and parents have improved especially in communication. We and the staff at the Boys and Girls club state there is a marked difference in both attitude and behavior. Beta Rho is very proud of the four programs that have produced productive students. Social Action chair has seen those taking voluntary roles, accepting leadership roles and understanding a backup plan for life. Beta Rho won the regional award for its Social Action program and also received acknowledgement from the National Boys and Girls Club of America.

Beta Rho has included presentations about some of its programming, available to read in the appendix.

BETA UPSILON

San Francisco, California | Pacific Region

Boulé Scholars Program

Partners: College Track; San Francisco, California

Type: Life skills development, Other

The Boulé Scholars Program is a comprehensive effort that embraces the power of expectations and recognition to encourage students to realize that if they apply themselves they can achieve excellence. The hope is that this program will touch more students than just those in our program. Our goal is to engage students, cultivate their interests, ensure that their reading skills are at least at grade level and celebrate their success with appropriately scaled



awards and scholarships. Please refer to this link: <http://sfbetaupsilon.org/scholars-program/bsp/>

BETA UPSILON

**San Francisco, California | Pacific Region
College Scholarship Program**

Partners: San Francisco Achievers; San Francisco, California

Type: Scholarship

The Beta Upsilon Boulé will award between \$2000-\$2,500 to two students entering the 2015 academic year.

SF Achievers is a community-based non-profit organization providing college scholarships and mentoring services to African-American male high school students in the San Francisco Unified School District (SFUSD). Please refer to this website which our Boulé provides scholarship funds for deserving students: <http://www.sfachievers.org/>

SF Achievers provides a holistic approach to serving the needs of African-American male students in San Francisco. Currently, we offer the following programs to support students and help them gain the skills needed to compete in today’s competitive academic and social environments.

- The High School Program currently operates at John O’Connell and Wallenberg high schools in San Francisco and offers four-year academic enrichment to students beginning in their freshman year.
- The College Scholarship Program, which is currently open to eligible African-American male students within any SFUSD school, awards scholarships to those with a GPA of at least 2.4 on a yearly competitive basis.

- In addition, SF Achievers provides the following resources:
- Speaker Lunch Series: Engagement with members of the business, professional, academic, and local community to learn practical life-forming skills needed to succeed in a variety of settings.
- Field Trips: Scheduled visits to local, cultural, and community events, including an over-night trip to Yosemite National Park.
- Tutoring/Mentoring Program: Mentoring and tutoring help for program participants to assist with the goal of graduating high school and becoming empowered for the future.
- Beginning and End of Year Dinners: Dinner and awards ceremony for students, families, tutors, and school faculty to kick-off the year and celebrate the end-of-year achievements.
- Individual Sessions: Individualized meetings with students and their parents (or guardian) to help foster participation and academic program success.
- Summer School Program: Specialized assistance for students who need extra help completing coursework and other requirements for graduation.

BETA PSI

Albany, New York | Northeast Region

Beta Psi Boulé Education Advisory Council

Partners: University of Albany, Rensselaer Polytechnic Institute

Type: Academic Mentoring, Career/professional development, Life skills development



It is our intent in the fall of 2014 to host workshops for undergraduate and graduate African-American students. The workshops will put Archons in a coaching relationship with students to share stories from their professional careers, identifying positive steps and potential road blocks to advancement in the workplace citing exemplary ways to overcome hurdles.

Strategic lessons may cover such topics as ethics, the importance of having both a formal and informal mentor in the workplace, balancing family life with the demands of work, career development through mapping a plan for success and following through with the plan, creating not only income but wealth, navigating the maze of work life by staying visible and learning how to toot one's own horn, and the importance of treating everyone with respect.

GAMMA BETA

**Jacksonville, Florida | Southeast Region
Annual High Potential Student Recognition
Program**

**Partners: 600 - 800 highest achieving Black
students in Duval County.**

Type: Scholarship

The program has endured for 30 years, as this year's program. Our goal is to move beyond a one-time event to a more comprehensive program. We are planning a training program and group mentoring activity that will engage 20 - 25 students per high school grade level. The goals would be to better prepare them for their next academic level (e.g. PSAT Test Prep, High School Survival, College Boot-Camp, etc.). We want to be able to track students' progress to determine our effectiveness.

GAMMA GAMMA

Austin, Texas | Western Region

Redefining Black Male Excellence

**Partners: University of Texas at Austin and
Huston-Tillotson University**

**Type: Academic Mentoring, Career/professional
development, Life skills development, Social
engagement/Social networking**

The mentoring initiative represents the social action program for the Gamma Gamma Boulé and is a collaborative partnership with The University of Texas at Austin (UT Austin) as an Incubator Project within the Division of Diversity and Community Engagement, Huston-Tillotson University (HT), Communities in Schools (CIS) and the African American Men and Boys Harvest Foundation.

The initiative incorporates two types of complimentary mentoring models: constellation mentoring and cascade mentoring, based on white papers commissioned by the Western Region Public Policy Committee and the Grand Boulé Commission on Young African American Males.

CONSTELLATION MENTORING. Constellation mentoring involves a network of supportive members who provide access to social and cultural capital, rather than the traditional one-on-one mentoring model. Constellation mentoring is the foundation of the Gamma Gamma Boulé Mentoring Initiative partnership involving UT Austin and HT. Gamma Gamma Boulé Archons meet monthly with young men from the Student African American Brotherhood (SAAB) at UT Austin and the W.E.B. DuBois Scholars group at HT. These mentoring events feature moderated panel discussions and networking sessions between the highly successful and experienced professionals of the fraternity and the male college students.



CASCADE MENTORING. Cascade mentoring connects a senior mentor with a mentee who also mentors a junior person. This tiered model allows best practices to cascade down from the lead organization, enabling mentees to become mentors themselves. CIS, the premier dropout prevention program in the country, has seen much success with the cascade mentoring model and therefore is an ideal partner for this initiative. Based on the CIS model, the Gamma Gamma Boulé Archons mentor young men from SAAB at UT Austin and the W.E.B. DuBois Scholars at HT. Those students in turn serve as mentors to CIS students from area high schools.

CAREER FAIR .The Gamma Gamma Boulé Mentoring Initiative will continue to sponsor educational career fairs in partnership with the African American Men and Boys Harvest Foundation which includes the African American Youth Resource Center, a center dedicated to serving educational, emotional and social needs of young African Americans in the Austin area.

GAMMA ZETA

Pasadena, California | Pacific Region

LAMP Mentor Program

Partners: None listed

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Scholarship, College preparation, Social engagement/Social networking

Gamma Zeta Boulé Foundation Leadership, Achievement, Management, Professionalism (LAMP)

The Gamma Zeta Boulé Foundation (GZBF) LAMP Mentor Program is a free 10-month program focused on Leadership, Achievement, Management and

Professionalism. The LAMP Mentor Program has been nationally recognized as an extremely valuable and successful community social action program. The GZBF is committed to develop their leadership potential in young men while cultivating, achieving, and sustaining the highest quality of life within the San Gabriel Valley community for the students and their families. The program promotes leadership, volunteerism, community service, civic involvement and decision-making skills.

The LAMP Mentor Program provides soft skill training an supplements traditional academic development. LAMP encourages parents to attend, so they can actively participate in a parent network and share strategies on college preparation. The program has become so successful that current and previous parents of LAMP Mentor students have referred the program to other families. As a result, the LAMP Mentor Program has attracted students and parents far beyond the local Pasadena/Altadena community. The LAMP Mentor Program was launched in 2009. The program has grown from an initial core group of twelve students to a robust 40 conscientious high school-age young men from various socio-economic backgrounds. During 2012, the LAMP Mentor Program engaged in a partnership with the “Learning for Life Program.”

The LAMP Mentor Program's goal is to collaborate with professionals, community leaders and educators in support of high school students committed to attending and graduating from the university or college of their choice. The program provides participants with fundamental leadership skills through a series of workshops and teaches the young men the value of personal and professional development.



LAMP Mentor sessions are held on the third Saturday of each month (from September through June), at various Pasadena area institutions; California Institute of Technology, Pasadena Museum of History, Huntington Library, Pasadena Police Department, Huntington Memorial Hospital, Pasadena Playhouse, etc. The exposure to the professional culture of Gamma Zeta Boulé provides growth and confidence to the young men, while at the same time developing their leadership potential. This exposure also allows the young men to interact with successful members of the community who are willing to share management and leadership techniques and concepts. Speakers include doctors, lawyers, judges, entrepreneurs, historians, politicians and members of law enforcement. Workshops include (but are not limited to): Leadership/Management, Financial Literacy, Mock Interviews, Business Etiquette, Public Service, Health and Nutrition, College Prep, Civil Service, Entrepreneurship, Philanthropy and more. During the month of June, graduating high school seniors from the LAMP program are recognized for their achievements with a scholarship award.

In 2013, the LAMP Mentor Program awarded twelve graduating high school seniors with financial assistance ranging from \$1,000 to \$3,000 each in scholarships. The young men were accepted to various colleges and universities from coast to coast. Participants include students from both public and private schools. The program specifically targets African-American males, a statistically under-performing demographic in the Pasadena Unified School District educational system. One of the main goals of the LAMP Mentor Program is to prepare students for college. During the 2012/2013 school year, Gamma Zeta Boulé sponsored four “College Information Sessions” for students and parents. Representatives from Morehouse College, Howard

University, Hampton University and Marist College made presentations and met privately with parents and students.

All mentors in the program volunteer their time. All speakers appear without honorariums. Grants and donations from the community are used to offset program expenses (i.e., collateral materials, college prep workshops, site fees, field trips, breakfast and lunch). Future projects will include a new “Introduction to Web Design” computer class. LAMP Mentor students are required to dress in business attire (shirt and tie) when they attend mentor sessions at various venues throughout the community.

As mentioned earlier, the program is free to all participants and they are not charged for anything. The “Learning for Life” registration fees for each student are paid by Gamma Zeta Boulé. Students are treated to a continental breakfast and full lunch at each mentor session.

The success of the LAMP Mentor Program is measured by how many young men graduate from high school and enroll in college. Since the program’s inception, 99% of the graduating LAMP Mentor students have attended college. The program successfully develops leadership qualities that allow them to serve and influence their family and “give back to their respective communities” by engaging in mentor and volunteer activities.

GAMMA MU

Phoenix, Arizona | Pacific Region

Living History Awards Program

Partners: Phoenix Chapter of Jack and Jill of America, Inc.; and Phoenix Chapter of The Links, Inc., all of Phoenix, AZ



Type: Life skills development, Constellation mentoring, Extracurricular program. Social engagement/Social networking

The Living History Program is a unique partnership among three historic African-American organizations, the Phoenix Chapter of The Links, Inc., the Phoenix Chapter of Jack and Jill of America, Inc. and Gamma Mu Boulé of Sigma Pi Phi Fraternity, Inc. It was conceived in 2005 for the purpose of exposing our youth to the achievements and accomplishments of many outstanding African-American men and women in the Greater Phoenix community.

The program provides a platform that enables African-American youth to personally interact with prominent, successful African-Americans in their community, with the goal of understanding their struggles against adversity and the roots of their success. Three to five students are organized into coed teams under the direction of adult mentors, who coach them on researching, interviewing, writing, organizing, PowerPoint presentations, decorum, and public speaking. The teams then present a life narrative of each awardee at the recognition ceremony.

The Living History program is presented annually in conjunction with the celebration of African-American History Month, and provides an opportunity for sharing our history, culture, mores, and professional successes in the Phoenix community. In the last eight years professionals in broad array of disciplines have been selected for recognition, including:

- Phoenix pioneers representative of various professions

- Career professionals in the military services
- Healthcare practitioners
- Elected officials
- Performing artists
- Visual artists
- Judicial officers and legal practitioners

GAMMA MU

Phoenix, Arizona | Pacific Region

Pathway to Excellence Arizona

Partners: Kappa League Guide Right Program, Kappa Alpha Psi Fraternity, Phoenix, AZ

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Extracurricular program, Scholarship, College preparation, Social engagement/Social networking, STEM fields

The Phoenix Kappa League Program is the national youth initiative of Kappa Alpha Psi Fraternity, Inc. It primarily focuses on training young men in high school for leadership, achievement, and service in every field of human endeavor. Strong emphasis is laced upon personal development, academic achievement, community service, and college and career preparation. One of the goals of the program is to expand the thinking of young men about being confident in one's self, provide meaningful, educational, athletic, and social activities as well as infuse life skills necessary to become a well-rounded person.

Kappa League conducts the following activities and programs for participating students:

- Health Awareness Workshop



- Dining Etiquette Workshop
- SAT Practice Test
- PSAT/SAT Test-Taking Strategies Workshop by Princeton Review
- Attending Thurgood Marshall College Fund Brunch
- Volunteering at Phoenix AIDS Walk and 5K Run, Susan G Komen “Race for the Cure”
- Voter Outreach Event (volunteered at AZ Democratic Headquarters Phone Bank)
- STEM Education Workshops
- Public Speaking Workshop
- Attending National Society of Black Engineers Conference
- Volunteering at Valley Christian Center to serve Thanksgiving Dinner to needy families
- Volunteering at St Mary’s Food Bank, St. Vincent De Paul
- Teambuilding Event (Rock-climbing, bowling)
- Participating in Adopt-A-Family for Christmas
- Attended Arizona Cardinals Football Game
- College Experience Workshop
- “Know Your History” PowerPoint Presentations
- Black History Month Jeopardy Competition
- College Tours

GAMMA MU
Phoenix, Arizona | Pacific Region
Pathways to Excellence Arizona

Partners: African-American Men at ASU (AAMASU), Arizona State University, Tempe, AZ
Type: Career/professional development, Life skills development, Community service, Extracurricular program, College preparation, Contest or Prize, Social engagement/Social networking, STEM fields

Pathway to Excellence Arizona is a youth leadership development program whose purpose is twofold: (1) to meaningfully engage African-American young men of promise; and (2) to create and deliver structured activities that are designed to give them access to critical group mentoring and leadership development experiences. Working primarily with African-American Men at Arizona State University (AAMASU), Gamma Mu Archons provides financial and planning support, as well as lecturers for various activities. Recent programs include:

- Welcome Black Poetry Explosion
- Ujima Male workshop (Dr. Jawanzaa Kunjufu)
- Fall Leadership Conference (Breanna Hill)
- Kwanzaa Workshop, Books for “Visionz for Black Men” by Dr. Naim’ Akbar
- Carter G. Woodson Lecture series (MK Asante)
- Monthly presentations by Gamma Mu Archons re pathways to professional careers
- Skate Jam (social gathering)
- Career Fair
- Spring conference with Chavez High School
- End of the Year Recognition Ceremony with organization jackets awarded to individuals that have a G.P.A. of 3.0 or higher for the semester.



GAMMA MU

Phoenix, Arizona | Pacific Region
Pathways to Excellence Arizona
Partners: Omega Youth League Academy (OYLA),
Omega Psi Phi Fraternity, Phoenix, AZ
Type: Academic Mentoring, Life skills
development, Community service,
Extracurricular program, College preparation,
Social engagement/Social networking, STEM
fields

The Omega Youth Leadership Academy (OYLA) is a comprehensive community-based youth development program designed to effectively empower and educate males of color in 5th - 12th grades on how to face, navigate through, and overcome today's social and personal challenges.

OYLA offers a year-long curriculum that includes monthly seminars and workshops in addition to providing culturally competent educational enrichment and personal growth activities such as service learning projects, local and national college tours and civic engagement programs. Some of the activities and projects include:

- West Coast Black College Expo
- Annual Black Male Youth Higher Learning Summit “Living Above The Influence”
- Project S.M.A.C.E. (Science Math Africa Cultural Experience)-STEM Education
- Annual HBCU (Historical Black Colleges and University) Tour
- Community Service Programs (Feeding the homeless, Soles for Souls)

GAMMA XI

Sarasota, Florida | Southeast Region
Big Brothers Big Sisters
Partners: Big Brothers Big Sisters
Type: Career/professional development Life
skills development

GAMMA XI

Sarasota, Florida | Southeast Region
Scholarship Foundation
Partners: Sarasota/Bradenton Schools
Type: Scholarship

GAMMA PI

Chattanooga, TN | Southeast Region
Partnership with Boys Leadership Summit
Partners: Boys Leadership Summit of
Chattanooga, TN
Type: Academic Mentoring, Career/professional
development, Life skills development, Single-
sex program, Extracurricular program, College
preparation

Gamma Pi supports the Boys Leadership Summit of Chattanooga Tn. Several Archons serve at top positions with the Boys Leadership Summit. Gamma Pi provides financial support. The Boys Leadership Summit is designed to combat youth violence, high school dropouts, drugs, teen pregnancy, and many of the other social ills affecting our community. Groups from all over the city are brought together with youth for a two day summit with speakers to touch on the above topics. Youth are put together with these groups that can provide assistance in these areas. During the year the youth can obtain mentoring and other services from these groups.



GAMMA PI

Chattanooga, TN | Southeast Region

Paul A. McDaniel Boulé Scholarship Program

Partners:

Type: Career/professional development, Life skills development, Scholarship, Need-based award

This is the fourth year of Gamma Pi's Paul A. McDaniel Boulé Scholarship program. This program is designed to celebrate, reward and encourage high academic achievement and goals on the part of African American males. Gamma Pi uses an application form for high school seniors to complete. Archons then review the applications and narrow the applicants down to a select few to invite in for interviews. From the interviews a determination is made using a whole person concept as to who will receive the scholarships. Once this decision is reached, the finalists and their parents are invited to attend a Scholarship Dinner with all of the Archons. This dinner is a very impressive affair in a prestigious location. A program is held that highlights the importance of high education and high goals. The student attendees sit with their paired Archons. The student attendees are informed that Gamma Pi's interest in them does not end with the award of the scholarship. The paired Archon as well as other Archons are available to provide guidance, counsel, assistance as the student enters and attends college. Some Archons have actually driven their student to their college. Many of the students we assist have no one in their families that have ever attended college so having a successful college-educated male available is a real benefit. Beyond the immediate material benefit of the program there is a benefit that is probably much more important. One of the parents touched upon this at a past dinner. He informed the Archons that just having his son in the presence of and being exposed to so many

successful black males was much more important than any scholarship. That exposure gave his son more incentive to succeed and stay on course than anything the parent could do on his own. At every program, several of the parents are reduced to tears at the recognition of their son and the magnitude of the program. Of course, one of the goals of the program is to provide these very able students added incentive to stay on course and pursue their education.

GAMMA TAU

Racine, Wisconsin | Central Region

Homework First

Partners: Julian Thomas Elementary School

Type: Academic Mentoring, Life skills development, Single-sex program, Constellation mentoring, Contest or Prize

The goal is to provide African -American male 4th and 5th grade students with practical knowledge to enhance their interpersonal skills motivation to improve their academic performance in school.

Gamma Tau Boulé understands that as a subgroup within the student population at Julian Thomas Elementary school, African-American males are not fulfilling their full academic potential because of a variety factors that impede their progress. Some of these factors include: failure to complete homework assignments below average test scores, disruptive school behavior, high suspension rate and the lack of consistent parental involvement in the support of their child's academic success.

GAMMA UPSILON

Asheville, North Carolina | Southeast Region

Mentoring Program

Partners: Asheville City and Buncombe County



-North Carolina

Type: Academic Mentoring, Career/professional development, Life skills development, Single-sex program, Constellation mentoring, Cascade mentoring, Extracurricular program, Scholarship, Contest or Prize

Gamma Upsilon Boulé works specifically with approximately 72 African American Male students from the Asheville City and Buncombe County School Systems. These students range in grades six thru twelve. Mentoring sessions are held once each week throughout the school year. Currently the program takes place in six schools, with requests to expand to others.

The mentoring program places special emphasis on social skills, academic performance, leadership, and exhibiting appropriate behavior. The students are selected by the school staff and meet in an identified space during the school day. The mentoring sessions are thirty to forty five minutes in length. Program components include discussions of future ambitions, video presentations, readings, man to man information sharing, and problem solving through activities. Higher order thinking processes are frequently utilized during the sessions with the anticipation that students will incorporate them into their daily lives in and outside of the school setting.

Frequent discussions of specific African Americans, past and present, and why they are great is a major feature of the sessions. Members of the boulé use these models as well as their own personal experiences to provide inspiration and to help students visualize their own possibilities and plans for a good life.

Students receive incentives each grading period for their academic performance and positive

comments from their classroom teachers. Good decision making and the modeling of leadership is coordinated with school staff for input and possible student conferences. The boulé highly recommends that each school establish a contact person to enhance communications with the school staff and the administration.

GAMMA UPSILON

Asheville, North Carolina | Southeast Region Mentoring/Scholarship Program

Partners: Asheville City and Buncombe County Schools in Alternating Years.

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Extracurricular program, Scholarship, College preparation, Social engagement/Social networking

A second phase of our Social Action Program is the selection of an African American male freshman and following this student through his high school years. Mentoring and leadership activities are to occur during these four years. At the completion of his senior year, this student is to be awarded a college scholarship. A new student is to be added each year.

GAMMA UPSILON

Asheville, North Carolina | Southeast Region Senior Student Recognition Program (end of year)

Partners: Asheville City And Buncombe County Schools- Senior African American Males (College or University Bound)

Type: Career/professional development, Life skills development, Single-sex program, College preparation, Social engagement/Social networking



A third phase of Gamma Upsilon' Boulé's social action program is the planning and sponsorship of a year- end recognition activity for all African American male Seniors in the County and City schools. These students have been accepted and plan to attend a College or University. As this program develops, every opportunity will be explored to provide an additional scholarship from within this group.

GAMMA PHI

San Antonio, Texas | Western Region

Gamma Phi Boulé Social Action Program (2010-11)

Partners: San Antonio AmeriCorps, Martin Luther King Middle School, Carver Community Cultural Center

Type: Life skills development, Extracurricular program

To propose the Gamma Phi Boulé Social Action Program for 2012-2013 is for the enrichment of its members and the betterment of the San Antonio/ Bexar County Community.

The Gamma Phi Boulé's past social action efforts have been primarily directed at mentoring black students on San Antonio's East side and on health issues affecting black men. Now, Gamma Phi Boulé chose to build on past successful efforts and position itself for an even more effective social action programs in the future. Thus, the Gamma Phi Social Actions Program will consists of three initiatives:

1. Scholarships in the amount of \$1,000 each to two deserving minority youth
2. Scholarship to a minority business professional to attend the Alamo Chamber of Commerce Leadership Institute

3. The Youth Arts and Culture Exposure Social Action Program

Gamma Phi Boulé now demonstrates how much it values “the child spirit” and aid children in their growth by stepping beyond its past mentoring efforts. Working in collaboration with AmeriCorps San Antonio City Year, the Carver Community Cultural Center and the San Antonio Independent School District Davis Middle School, Gamma Phi Boulé has provided San Antonio Middle School students the opportunity to become exposed to the excellent arts and culture venues provided by the Carver, Majestic Theater, and other arts venues.

The Arts and Culture Exposure Social Action Program met these important goals.

- Offered the promise of significantly inspiring, motivating and molding its young participants to love learning, the arts and culture and accept the positive images represented by men and women of the Boulé
- Contributed to the positive advancement of the community
- Contributed to achieving student academic positive advancement and model the value of service thru the supporting organizations, Boulé members and their families
- Possibly expanding the program to meet future growth opportunities, i.e. more students, offering different arts and culture venues as well as leadership training and examine the possibility to promote the program statewide and nationally.

Gamma Phi Boulé has:

- Provided tickets and transportation stipend



- Provided event schedules and agenda for the cultural events
- Provided host culture sponsors (Gamma Phi Role Model Host) for each event in the program
- Assisted with the leadership training efforts
- Contributed talent and skill inherent in Gamma Phi Boulé members to enrich the experience of local youth
- Adopted the recommendations of the Grand Boulé and Western Region and has incorporated the Boulé Scholars Program into their Social Action Program.

GAMMA CHI

San Jose, CA | Pacific Region

Rites of Passage

Partners: Oriki Theater

Type: Academic Mentoring, Career/professional development, Community service, Single-sex program, College preparation, Social engagement/Social networking

Rites of Passage – This comprehensive educational program takes African American males ages 14 to 17 through a traditional African Rites of Passage where the boys are trained to be responsible men in our society. The program consists of 14 weeks of training and a closing passage ceremony. Members of Gamma Chi Boulé serve as planning coordinators, mentors and workshop facilitators. Some of the highlights include:

- Community Service
- Reading and discussion of Dr. Ben Carson’s book entitled, “Gifted Hands”

- Formal presentation of a personal project selected by the boy
- Financial literacy
- Male/Female relationships

DELTA ALPHA

Northern Illinois, Illinois | Central Region

Delta Alpha Boulé Scholars - Mentoring Program

Partners: South Middle School and Thomas Middle School - Arlington Hts, IL Haven Middle School - Evanston, IL, Trinity United Church of Christ, Chicago, IL

Type: None specified

The Boulé Scholars Program of Delta Alpha (DA) is a small mentoring group conducted at 5 venues. Delta Alpha conducts weekly after school mentoring sessions for middle school mentees at three sites. End of school celebrations were held at the middle school venues. 6 non-mentor Archons participated by sharing career advice. At all three middle school sites, DA used the AIM SMART goal setting/action planning model to help mentees achieve Boulé Scholar academic/leadership goals. Mentors at one site also use a contract document to strengthen commitment and accountability.

The objectives of our mentoring program are to:

- 1) Develop Delta Alpha and Grand Boulé Scholars;
- 2) Increase mentees’ academic performance and leadership skills;
- 3) Increase parents involvement in the Boulé Scholars Program;
- 4) Recognize mentees for academic/leadership achievements.

Delta Alpha’s mentoring program recognizes mentees with cash awards for achieving academic/ leadership goals. In addition, at one middle school site, DA acknowledged mentees’ participation,



attendance and academic achievements with certificates at the end of school year Celebration Luncheon with their parents and families.

Parents are involved by approving their son's participation in the program, and by making them a party in the contract. Delta Alpha also created a Parents' Boulé Scholars Program Group to leverage ideas and share best parenting practices.

Type of Personal Engagement – Small group mentoring with participating Archon mentors mentoring 2-4 mentees on a weekly, biweekly or bimonthly basis.

Age Group – Middle School (grades 6-8), High School (grades 9-12) and College

Meeting Frequency – Weekly for middle school, biweekly for high school, bimonthly for college

Number of Students – Middle School (18 students), High School (1 students), 1 college student

Number of Archons Involved – 6 Archon mentors and periodic participation by 6 non-mentor Archons
Results – 1) 8 of 18 middle school mentees are Delta Alpha Scholars, achieving a minimum of 3.0 GPA for the 2012-2013 school year; 2) One high school graduate is a Delta Alpha Scholar with an over 3.2 GPA. He was awarded a \$4,000, four-year Delta Alpha College Scholarship.

DELTA ETA

Denver, Colorado | Western Region
Delta Eta Boulé Scholarship/Mentor Program
Partners: Jack and Jill, Denver
Type: Career/professional development, Community service, Internship, Scholarship,

Need-based award, Social engagement/Social networking

We began this program in 1998, working initially with both males and female graduating seniors. In 2003, we decided to work with African American males exclusively. Since 1998, we have worked with 56 students providing them with scholarships and financial aid in excess of \$260,000. Our annual Denim and Dazzle Event is our major source of funding. The Delta Eta Boulé Foundation is the administrator of the scholarship program overseen by the Social Actions Committee. We have begun a one-on-one Mentor program managed solely by the Social Action Committee. We are reaching back to high school juniors with the goal of eventually reaching grade schoolers. We have fully embraced our responsibility to make a difference for African American males in the Denver area.

DELTA IOTA

Mobile, Alabama | Southeast Region
Gulf Coast Jazz Workshop
Partners: Gulf Coast Jazz Society
Type: Career/professional development, Extracurricular program

Students participate in a jazz workshop. During breaks, professional mentors are invited to discuss their professions and various social issues.

DELTA MU

Fort Worth, Texas | Western Region
Gentlemen's Society
Partners: Fort Worth Texas
Type: Career/professional development

The Gentlemen's Society is an organization serving young men to groom them for success. One mentor



is responsible for several young men. The students learn the fine points of study, dress, job interview preparation and generally how to navigate life. One Archon has completed the orientation process and hopefully several will follow. The goal is to have several Archons involved on a year round basis.

DELTA MU

Fort Worth, Texas | Western Region

Train for Success

Partners: Boys Club, Gentlemen’s Society, Hope Farm

Type: Career/professional development

Annual Excursion hosted by Delta Mu for high school students. Archons and Archousai serve as resources for college planning and preparation. The train is able to host at least 500 students and the event has increased participation yearly. The students are not charged. Archons sell tickets or donate \$500 per Archon. Proceeds are given to the local foundation and fund yearly scholarships aimed at African American males with GPA's of 2.5 or higher and attending college. This is the second year for scholarships. Last year our initial class consisted of five males. Students are from Hope Farm, Boys Club, and Gentlemen’s Society.

DELTA NU

Stamford, CT | Northeast Region

Delta Nu Boulé’ Scholars Program

Partners: Local chapters of Alpha Phi Alpha; Kappa Alpha Psi and Omega Psi Phi.

Type: None reported

DELTA XI

Diamond Bar/Walnut, CA | Pacific Region

Delta Xi Cal State San Bernardino, CA Scholarship Endowment

Partners: California State University, San Bernardino, CA, 5500 University Pky, San Bernardino, CA 92407

Type: Career/professional development, Need-based award

We have joined with the Cal State University San Bernardino Athletic Director to provide a need-based Delta Xi \$10,000 Endowment. Since the Athletic Department has a >80% minority population, we feel comfortable with the need-based scholarship endowment will reach the African American population we desire.

DELTA XI

Diamond Bar/Walnut, CA | Pacific Region

Delta Xi Social Action Program

Partners: AMAN Inc., 6709 La Tijera Blvd., #920, Los Angeles, CA 90045; Friendship Baptist Church, 17145 Bastanchury Rd., Yorba Linda, CA 92886

Type: Academic Mentoring, Career/professional development, Community service, Constellation mentoring, College preparation, STEM fields

The A-MAN Inc. International Science Discovery and Learning (ISDandL) Center and STEM Communities mission is to utilize Science, Technology, Engineering and Mathematics (STEM) -related projects as a motivational tool and advance the educational achievement, intellectual development and career goals of African-American, Latino and other minority students pre-K thru 12th grades. A-MAN Inc., ISDandL STEM Communities seeks partnerships with individuals and institutions who share the vision to increase diversity in the special interest fields of science and technology. We have on-going programs in hands-on engineering/science technologies.



The three (3) top goals of this initiative are:

1. Increase the number of underrepresented inner-city student-youth seeking majors in Science, Technology, Engineering, and Mathematics (STEM) disciplines through mentoring
2. Provide specific STEM in-service training activities for teachers to ensure a quality program, and
3. Increase the post-secondary options of underachieving, underrepresented youth, ensuring that they are academically and cognitively prepared for college, successfully, without remediation.

In addition, we partner with Friendship Baptist Church in a Scholarship Mentoring Program. We currently mentor five African Americans (four males, one female) in grades 6-12.

DELTA OMICRON

Gulfport, MS | Southeast Region

Being A Man

Partners: All Gulf Coast Junior and Senior High

Type: Academic Mentoring, Career/professional development, Life skills development, Single-sex program, Contest or Prize, Social engagement/Social networking

DELTA RHO

Anchorage, Alaska | Pacific Region

Academic Achievement Award

Partners: Shiloh MB Church Young Lions

Type: Other

In 2012 Delta Rho Boulé' partnered with The Shiloh MB Church Mentoring Program, The Young Lions, to recognize academic achievement in some of the

young men in their program. Delta Rho felt that this would serve the two-fold purpose of recognizing achievement in the selected youth as well as inspiring other youth to step up their game so that they might compete for future awards. We selected one high student, one middle school student and one elementary student and presented them with a small stipend that was theirs alone, not tied to a school scholarship, etc.

DELTA PHI

Portland, Oregon | Pacific Region

Social Action for Education and Leadership

Partners: Rosemary Anderson High School, Jefferson High School, Portland, Oregon

Type: Scholarship

The purpose of Social Action for Education and Leadership is to support young black males through scholarship and mentorship, who have faced significant life challenges, yet have demonstrated through their accomplishments, the potential for success.

Our social actions efforts to support young black males living in our community will focus in three areas: scholarship, self-development, and academic support.

Guiding Principles:

- Create strategic partnerships with schools and organizations that have the infrastructure, experience, and expertise to support our efforts;
- Commit to funding our program at sufficient level;
- Develop programs and activities that are sustainable;
- Celebrate student success with the community.



Social Action of Education and Leadership will award between 3 and 10 college scholarships each year. Each scholarship recipient will be assigned a mentor from Delta Phi Boulé Fraternity to support college success. Potential scholarship applicants will be solicited by our partner schools, which have high rates of students of color and students receiving reduced or free lunch.

EPSILON DELTA

Williamsburg, Virginia | Southeast Region
College of William and Mary School of Business and Law Modeling Program
Partners: College of William and Mary
Type: Career/professional development, Life skills development, Social engagement/Social networking

For the past several years, Epsilon Delta has conducted sessions with the MBA students at the Mason School of Business and the Law Students at the Marshall-Wythe Law School both of the College of William and Mary. These sessions deal with career and professional development, the need to not let anyone regardless of level and rank become invisible, the importance of securing a mentor in the place of work and how to secure such a mentor and not necessarily one of the same race.

Several Archons and Archousai also serve as members of the Executive Partners program, which is a program of volunteers to mentor, advise, coach and lecture both undergrads and graduate students at the Mason School.

EPSILON DELTA

Williamsburg, Virginia | Southeast Region
Epsilon Delta Boulé Medical Explorers Post #757
Partners: Sentara Williamsburg Hospital

Type: Life skills development, Community service, Extracurricular program, College preparation

This is third year of Medical Explorers Post #757 whose target audience is African-American male youth, though the program is open to all young people interested in the healthcare field. The program offers teenagers the opportunity to explore career paths in health care through informational sessions, direct interaction with various health professions, and hands-on activities. The program also helps students develop leadership, social and life skills. It enables health care professionals to mentor students as to the requirements. etc. in their respective fields.

EPSILON EPSILON

Irvine, California | Pacific Region
Dream Maker Foundation
Partners: University of California at Irvine - Beall Center for Arts and Technology
Type: STEM fields

The Dream Maker Foundation’s principal goal is to encourage African American youth in Orange County to fully explore the educational and career opportunities abound in the areas of Science, Technology, Engineering, Arts and Math. To accomplish this goal we have targeted elementary and middle school youth from the various school districts within Orange County. We are also targeting at-risk high school-aged youth who attend the various alternative high schools within the Orange County. Our believe is that we want to spark the imagination of the younger youth as well as provide a new outlook to some of the more at risk youth.



Our plan is to select between ten to fifteen youths from the above groups to attend the Beall Center for Arts + Technology 2014 STEAM Robotics Summer Camp at University of California, Irvine. The mission of these camps is to ignite the minds of the campers through STEAM education focusing on team problem-solving, creative thinking, and building robots.

Our selection process will not only include that the standard application be completed, but we are also tasking our candidates to seek written recommendation from their teachers and ministers to include in their application package. Likewise we are going to task each participant to give a full oral presentation on what they learned from their summer experience. We believe this process will also provide important life skills to each participant that will serve them beyond the scope of the camp itself.

EPSILON ZETA

Loudoun County, Virginia | Northeast Region

Boulé Scholar's Program- Emerging Men of Excellence Mentoring Program

Partners: Dominion High School, Sterling, VA

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Constellation mentoring, Cascade mentoring, Scholarship, College preparation

The goal of the Epsilon Zeta Boulé's Emerging Men of Excellence Mentoring Program is to provide tangible incentives to improve the academic performance of the student participants in the program, encouraging them to attend an accredited four year college or university. Their success will be measured by how they meet targets and objectives established by the Dominion High School Students Rights and

Responsibilities policy which will require them to successfully complete all coursework, adhere to the volunteer and community service work guidelines, along with, applying to, and being accepted to attend an accredited four year college or university. If the students are able improve their grades to at least a 2.5, they will be given a scholarship to help them matriculate from a four-year college or university.

Archons meet with this group of 14 young men once a month during the school year. While report cards and "weekly habit" sheets are reviewed each meeting, we also council the young men on making better life choices and preparing them for upcoming events in their life (career fairs, sports tryouts, college fairs, prom).

While it is the hope of the Epsilon Zeta Boulé that each young man is able to reach the GPA target, the value of the program is the expanding of the young men's possibilities and a self-belief that they can strive for excellence in all they do.

NOTE: This program started with 14 members, but through graduation and students self-selecting to withdraw, the group is now 8. We plan to expand the group next year with 6th and 7th graders since most of the group is set to graduate in June 2015.

EPSILON ZETA

Loudoun County, Virginia | Northeast Region

Epsilon Zeta Boulé Black History Month Program

Partners: Dominion High School

Type: Career/professional development, Life skills development, Community service, Single-sex program

The Epsilon Zeta Boulé of Sigma Pi Phi Fraternity conducts an annual African American History



Program (started on February 21, 2013) at Dominion High School in Sterling, Virginia. The program’s focus is to uplift and provide a source of inspiration for young men of color in the Northern Virginia region. The program consisted of a panel of renowned African American leaders from academia, business, and the military. They informed, inspired, and encouraged the young men in the audience while sharing their thoughts on preparing for a future in business, government and developing winning life strategies. We hope each year the panelists will be able to connect with the young men by relating life stories and challenges they faced during their adolescent years and into adulthood, by revealing their worst failures as well as their secrets and keys to success.

The Epsilon Zeta Boulé also created the Beacon Leadership Award which will be awarded annually during this event. The award is given to recognize exceptional leadership by a member or members of the Northern Virginia greater community who have greatly exceeded all standards to improve and/or provide opportunities for young African American men.

EPSILON MU

**Hilton Head, South Carolina | Southeast Region
CARES Plus**

**Partners: Beaufort County School District (Hilton Head and Bluffton Middle Schools).Native Island Business and Community Affairs Association, Boys and Girls Clubs, Island Recreation Center, Delta Sigma Theta, The Jazz Corner, Property Owners Association, Area Churches and others
TBD**

Type: Academic Mentoring, Career/professional development, Life skills development, Community service, Single-sex program,

Constellation mentoring, Extracurricular program, College preparation, Contest or Prize, Social engagement/Social networking, STEM field, Other

The Epsilon Mu Boulé Black Scholars Program is known as “CARES Plus.” The program’s purpose is two-fold: to identify African American young men of promise, and to create and deliver structured activities designed to expose them to mentoring and to leadership development experiences. The program is based on the belief that by engaging with Archons and their affinity groups in a series of focused activities, these young men of promise will comprehend, compete, and thrive within an increasingly global marketplace.

The mission of the program is to provide an environment for young African American Males to achieve academic success in middle school and to prepare them for high school, post-secondary education, and careers.

The overall objectives, curricula, and activities of the program are centered on strong academic performance, high school graduation, college preparation, career exploration, cultural exposure, etiquette training, civic engagement, and leadership. The program prepares over 200 promising middle school African American male students, sixth through eighth grade, attending three Beaufort County School District Schools.

The program’s goals are to provide an academic learning structure and eco-system that:

- Fosters and rewards academic excellence
- Develops leadership principal
- Encourages critical thinking



- Motivates parental participation
- Encourages community involvement

Candidates will be selected by a formal intake process designed by Epsilon Mu Boulé, with the assistance of school administration. The coordinated application process includes preparation of an application questionnaire and recommendations by school administrators, teachers and others.

In collaboration with its partners, we will assist parents to gain skills to help their children complete school assignments and explore ways to establish a tutorial reference service for those students and parents who are struggling with school assignments. We also are establishing a “Parent Forum” as a way for parents of mentor program students to network and discuss issues such as achieving academic excellence.

Evaluations will be conducted to measure the success and progress of both the program and participating scholars. The latter included tracking attendance of sessions, field trips and work-study activities. In addition, pre-and post-tests will be administered to participants to ascertain knowledge gained satisfaction with the program, and self-reflection on impact and outcomes. It is also planned to assess the program’s impact on academic achievement by reviewing report cards and performance based select measurement tools to ascertain if the students are on track.

Both students and parents will be formally recognized for academic achievement.



SIGMA PI PHI FRATERNITY | JULY 2014

Appendix A

ALPHA CHI/MICHIGAN STATEWIDE AFRICAN AMERICAN MALE YOUTH SYMPOSIUM

SIGMA PI PHI'S PATHWAYS TO YOUNG BLACK MALE EXCELLENCE
GRAND COMMISSION ON YOUNG AFRICAN AMERICAN MALES

Statewide African American Male Youth Symposium

College of Education
Michigan State University
May 10 - 11, 2012



-Presented By-

**COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY**

**SIGMA PI PHI FRATERNITY
ALPHA CHI BOULE**

-Lansing-

**-In Cooperation With-
BETA OMICRON BOULE**

-Grand Rapids-

GAMMA DELTA BOULE

-Flint-

GAMMA RHO BOULE

-Ann Arbor-

Report Edited by Christopher Dunbar Jr., Ph.D.

INTRODUCTION

The statewide African American Male Youth Symposium was held at Michigan State University on May 10-11, 2012 co-hosted by Sigma Pi Phi Fraternity (Alpha Chi Chapter) and Michigan State University's College of Education. The purpose of the two-day symposium was to solicit input from African American male youth who are concerned about perceived factors impacting their social and emotional well-being, their health and their access to education and employment opportunities. The participants included a wide variety of youth coming from rural and urban communities. We sought this opportunity to listen to, and learn from, these young men to better understand their perceived reality of the circumstances that shroud their communities. In this effort, we hoped to uncover solutions that could potentially enhance their life opportunities to become successful and contributing citizens.

DAY 1: YOUTH RESPONSES

The mission for the first day was to solicit ideas for potential solutions that could assist in addressing the multitude of adverse circumstances that impact African American male youth in the State of Michigan. Symposium leaders predetermined four primary areas of concern after in-depth discussion and discernment. We attempted to provide a supportive environment to solicit input from the youth concerning identifying a multifaceted understanding of, and solutions to, problems in the areas of: education, health, juvenile justice, and employment.

Education

"Teachers don't listen"

There were multiple issues raised concerning education by the youth, which fell into primarily three distinct areas: lack of positive relationships with teachers; lack of relevant curriculum and engaging lessons; and the student perception of low expectations from teachers. There were more than twenty participant comments describing the perception that teachers don't listen and don't seem to care. Student participants stated that:



Teachers should:

- Nurture teaching and learning relationships with students.
- Get to know students.
- Welcome all students and not categorize them.
- Meet students where they are academically.
- Teach students the benefits of learning.
- Compare learning to real life circumstances.
- Listen more and not judge.
- Encourage all students to perform to the best of their ability.
- Hold students accountable and maintain high expectations.

Participants described a severe disconnect between students and teachers. A sense from student participants was that teachers needed additional professional development focused on increasing their competency with facilitating the learning of diverse students.

Teel and Obidah (2008) state that:

From this perspective, as individual teachers transform their own racial and cultural understanding and attitudes, becoming racially and culturally competent, their teaching strategies will become more effective, their students' performance will improve, the institutions of schooling themselves will change, and the achievement gap will close. (p. 7)

Professional development could begin to address the achievement gap if the following conditions are considered and actualized.

Conditions for Positive Professional Development

Effective professional development requires a minimal set of conditions (Adger & Peyton, 1999; Clair, Adger, Short, & Millen, 1998; Darling-Hammond, 1997; González & Darling-Hammond, 1997; Nadelstern, Price, & Listhaus, 1999).

District and school policies must support coherent and integrated professional development.

Many districts and schools have competing initiatives that drain their resources and dilute their efforts. Unless there is a coherent and integrated professional development plan that grows out of a firmly committed district and school vision, workshops will lack meaning.

District and school leadership must make student, teacher, and organizational learning a priority.

District leaders and building principals must have current substantive knowledge about effective teaching and learning for students and adults. In order to make teaching and learning a priority, principals must safeguard teacher and student time, engage the entire staff in taking responsibility for the education of English language learners, model collegial relationships with teachers and students, and participate actively in the learning community of the school.

There must be sufficient time and resources for promising professional development to take hold.

Promising professional development is about improvement and change. The more complex the change process, the more unpredictable it is (Fullan, 1999). Professional development calls for teachers to work together in new ways in order to improve schooling for all students by tackling the complexities of teaching in culturally diverse schools (<http://www.cal.org/resources/digest/profdvpt.html>). This takes sustained time, focus and resources for teachers to become socially and culturally conscious. Tatum (2007) states that:

Students look to their teachers for guidance and help for living in an increasingly diverse and complex society, and educators are becoming more aware of the need to prepare their students to live in a multiracial society. Yet this is a world with which the current teaching force has limited experience. Most teachers in the United States are White teachers who were raised and educated in predominantly White communities. Their knowledge of communities of color and their cultures is typically quite limited. One way to address this deficiency in teachers' experiences is to provide them with antiracist, multicultural education courses or programs. (p. 71)

In addition to professional development, teacher preparation programs must also facilitate graduating socially and culturally competent professionals.

Concerns for Improving Teacher Preparation Programs

- According to the National Center for Educational Statistics, in 2007-2008, 83% of all public school teachers were White. To increase the cultural awareness of future teachers, teacher preparation programs must:
- Facilitate an understanding of the cultural contributions of multiple ethnic groups;
- Teach the importance of looking at one's own attitudes and practices as a teaching professional (Montgomery, 2001);
- Facilitate an understanding of ethnic groups' cultural values, traditions, communication and learning styles, contributions, and relational patterns (Gay, 2002);
- Teach students how to use multicultural instructional strategies and add multicultural content and instructional examples to the curriculum (Gay, 2002);
- Teach students how to design culturally relevant curricula, how to identify the multicultural strengths and weaknesses of curriculum designs and instructional materials, and how to make necessary changes to improve the overall quality of the curriculum.
- Facilitate an understanding of the power of curriculum (formal, symbolic, media/societal) as an instrument of teaching, and use it curriculum to help convey important information, values, and actions about ethnic and cultural diversity.

- Facilitate understanding of the importance of building communities among learners in which the welfare of the group takes precedence over the individual;
- Emphasize culturally responsive teaching that integrates various types of learning.
- Howard (1999) underscores the pressing need for improved teacher preparation curriculum focusing on multicultural awareness:

For the foreseeable future, the vast majority of teachers will be White while the student population will grow increasingly diverse. The need for teacher preparation is obvious, particularly given the fact that most practicing and prospective White teachers are themselves the products of predominantly White neighborhoods and predominantly White colleges' of teacher education. (p. 2)

Mentoring

In addition to positive professional development for current teachers and increased culturally responsive instruction for students in teacher preparation programs, mentoring of African American youth was proposed at the Symposium as a needed option.

Participants expressed concern about lack of resources and the need for more one-on-one time for students requiring additional academic support. One participant recommended that there be role models in schools who are current students and are “resilient.”



Addressing the youth: Eric Thomas, Renowned speaker, educator, author, & doctoral student in K-12 Educational Administration

One student suggested that social and academic self-esteem are an issue with some African American males. Others expressed that they needed role models who encouraged them, held them to high expectations and who engaged them in meaningful ways. Concerns were voiced

about the need for mentoring to prepare them for college and to support them in ways that help them to apply high school learning to life outside school.

More boys-to-men programs appear essential. These programs could occur during school hours as well as after school. A statewide campaign that encourages young African American men to pursue a career in education should become a major push in our state. Too many young males go through high school without having had an African American male teacher. This is a travesty.

Improving School Culture

School culture, in this instance, is defined as the way in which students engage with each other, the way students and teachers engage in teaching, and learning and the way school leadership engages faculty, staff, students and parents. To improve school culture, student participants suggested that teachers should:

- Provide differentiated lessons/teaching;
- Explain the benefits of the lesson;
- Highlight the successes of students;
- Do not hold past inappropriate behavior against students;
- Explain the real life difficulties of not earning an education or diploma.

Improving Discipline Practices and Decreasing Suspensions

Schools must work toward reduction of suspensions of African American boys. According to the National Center for Educational Statistics, African American boys are suspended at a rate three times that of their White counterparts and expelled at a rate five times that of White students (nces.ed.gov/programs/coe/indicator_sdi.asp).

Symposium participants noted repeatedly that teachers should increase positive interactions with students as a preventative measure to decrease suspensions. Welcoming students and providing support when asked go a long way in increasing a positive student/teacher relationship that will, in turn, decrease misbehaviors and suspensions. Understanding that student's outside lives may impact school behaviors and not suspending students for simple violations or a teacher preference will decrease school suspensions.

According to Losen and Gillespie (2012);

It is critically important to keep students, especially those facing inequality in other parts of their lives, enrolled in school. This relates directly to the common and often highly inappropriate policy of punishing students who are already at risk of dropping out by suspending them from school. Because suspension increases both the probability of dropping out and becoming involved in the criminal justice system it is difficult to justify, except in extreme situations, where safety or the educational process of the school is directly and seriously threatened. For the vast majority of cases, however, the challenge is to find a way to address the situation with better practices, more alternatives, and more effective training of school personnel. (p. 4)

DAY 2: COMMUNITY RESPONSES

The second day provided an opportunity for the adult participants to listen and respond to concerns and solutions presented by the adolescent males just 24 hours earlier. The facilitator from each session summarized their previous day's session which included:

- The relationship between teachers, students and parents must improve.
- Teachers must deepen their understanding of and empathy for their students.
- Teachers must facilitate a culture of high expectations and success.
- The correlation between truancy, suspension, juvenile delinquency and adult incarceration must be made explicitly clear.
- The correlation between graduating from high school and additional college or trade training with the future success as an adult.

Additionally, communities, including community agencies, churches and schools, must act in concert with each other to provide a holistic approach for students.

A Holistic Approach

This approach has to begin early in the lives of children. Students must be taught the benefits of education. Due to the absence of successful men in the lives of many African American males, strong mentoring programs in the school, church and community must be developed. Mentors need to be men who are trained in best practices and the needs of adolescents

Agencies that make decisions that impact our children must be identified and held accountable to address and provide positive solutions for our children. The community must set the agenda for policymakers to assure that the identifiable solutions are implemented that support our males. If African American male youth continue to be among the leaders in the nation in school dropouts, juvenile detention, growing up in fatherless homes and last in graduation rates, then plans for action, rather than reaction, must hold a priority position.

Families

Both the youth and adults raised concern about the absence of male role models, both in and outside the family. Statistics concerned with the adverse impact of growing up in fatherless homes have been documented on every level. Many parents were unable to navigate through high school themselves and are, therefore, unable to advocate for their children in high school. There was discussion around treating the whole child simultaneously rather than a piecemeal approach. Resources must be allocated in a manner that supports the entire child and the community where s/he lives. It is important to create a new narrative/model that presents Black males in a positive manner as a potential productive citizen in his community. Community agencies and influential members of respective communities must support policymakers in an effort to coordinate multiple entities in a direction that places an emphasis on supporting the well-being of African American males. The Harlem Children's Zone was cited as an example where efforts have been made to support and uplift an entire community.

JUVENILE JUSTICE AND OUR YOUTH

The participants provided several potential solutions that could address the soaring number of African American youth detained in the juvenile detention, and adult prison, system. Solutions are urgently needed. “Nationwide, African Americans represent 26% of juvenile arrests, 44% of youth who are detained, 46% of the youth who are judicially waived to criminal court and 58% of youth admitted to state prisons” (Center on Juvenile and Criminal Justice, reported by NAACP).

The young male participants offered eighteen suggestions that the Symposium Leaders believe should be considered in our effort to improve life chances for our sons and future leaders in our communities, including:

1. Schools should have more life coaches and counselors encouraging Black males to remain in school until graduation.
2. Provide mentoring programs through community and in-school settings with an option of students earning credit for their service. As an example, high school students could serve as mentors to middle and elementary school students.
3. More emphasis should be placed on oral and written communication in our schools. Problem solving skills should also be taught.
4. Provide students with better ways to communicate their emotions.
5. More training should be offered in schools regarding conflict resolution through mediation. Classes should be offered to students in this area.
6. School must reduce the size of classes and many should be gender based and provide more on-line learning opportunities.
7. School must reduce idle time during lunch hour and between classes as it is during these times that arguments and fights usually start.
8. Schools must make every attempt to educate children about the dangers of illegal drugs. This should start at the middle school or perhaps the elementary level.
9. Teachers, counselors and other support staff should be more representative of the students’ ethnic backgrounds. More Black male teachers are a must. There must be a national effort to recruit and train more Black males for the teaching profession.
10. Mentoring programs should be established in high schools to recruit Black males to consider teaching as a profession. More scholarships should be offered as incentives to young Black men to encourage them to go into the teaching profession.

11. Students should only be expelled or suspended from school for extreme violations. Most 'expelled or suspended' students should be assigned to in-school suspension (ISS). These students should be offered extended school day or Saturday School.
12. The entire community should work together with the schools and other agencies to offer positive and safe environments for our children and youth.
13. Communities must provide more employment opportunities for young Black men to help discourage the need to sell drugs.
14. Adults must insist that television provide more positive Black male images. Less emphasis should be placed on movies and other shows that depict Black men as drugs dealers and criminals.
15. The media must become more responsible about the negative images portrayed to youth.
16. Lyrics and messages in music should be more positive rather than simply sex and violence.
17. More "boot camps" that emphasize life coaching, self-awareness, motivation techniques, and positive support should be established as alternatives to jail or prison for young Black males.
18. If a young man is incarcerated he should be given an opportunity to obtain his diploma or a GED. Additionally, each young person should be offered a plan of action to help him transition back in to society. They should also be given an opportunity to earn a quality skill during their confinement.

Employment

Even in better economic times, unemployment in the black community has been higher than the national average. However, with the recent economic downturn and loss of jobs, the unemployment rate in the black community is at an alarmingly unacceptable high rate.

The U.S. Bureau of Labor Statistics reports that the adult black unemployment rate is 15.8% and the black youth unemployment rate is over 40%.

It is now painfully clear that African American male youth are still facing depression-like unemployment levels. Policymakers in Michigan should obviously address the overarching problem of unemployment in whatever plan comes together at this Symposium as well as in Washington D.C. but there are unique structural obstacles that prevent African American male youth from fully benefiting from economic and labor market growth. These obstacles deserve particular attention when unemployment rates for African Americans stand at the highest levels since 1984.

According to recent studies over 50% of African American young men have either been suspended or dropped out of school. Thus, they are often unprepared to obtain jobs that today are more technically oriented and require minimally a high school diploma.

During the Symposium, the following questions were posed:

1. Assuming that the employment and earnings of African American male youth are very low because they are not technically qualified for today's jobs, what do you think should be done to assure that our youth gain the qualifications to qualify for jobs today?
2. Other than not being technically qualified in many cases, what other reasons do you think are the barriers preventing our youth from gaining employment and achieving earnings that are sufficient for independent living?
3. What do you think should be done to improve the employment opportunities for our youth?
4. To what extent are the barriers preventing our youth from gaining employment derived from their own behaviors and attitudes, as opposed to those of employers?
5. What do you think should be done to assist our youth today?
6. Are there policies that can be adopted that will assist to reduce the barriers to employment for our youth and result in improved employment and earnings among African American male youth?

At the Symposium, the solutions for African American Male Youth centered on:

- Exposure
- Community Based Instruction
- Real world experience to teach job skills
- Teach responsibility and provide volunteer experiences
- Technology Resources
- Teach appropriate math skills early
- Teach literacy skills
- Teach perseverance
- Teach the importance of appearance, interview skills and resume
- Teach proper social skills, attitude and presentation
- Entrepreneurial exposure

With these as a backdrop, we begin by reviewing some evidence on the employment and earnings of African American Male Youth. We then consider the barriers that appear to limit their employment opportunities—first on the supply side (i.e., their own characteristics and attitudes), and then on the demand side (i.e., those of employers) of the labor market. We also consider some potentially positive factors that will influence the employment prospects of African American male youth over the next few decades—particularly, the growing tightness of the labor market that most economists expect in the future due to the impending retirements of the ‘baby boomer’ generation and the state of our current global economy. Finally, we review a range of policies that might reduce some of the barriers faced by African American male youth in the labor market.

Employment and Earnings Among African American Male Youth

The availability of data on the employment and earnings of African American male youth is quite limited. Most surveys of individuals that are used to study the labor market do not specify African American male youth status as a question; and, even if they did, responses to such questions might be untrustworthy.

Given the limited availability of survey data on this issue, researchers have increasingly turned to state-level administrative data for quarterly data on employment and earnings from the Unemployment Insurance (UI) records. However, self-reported employment and earnings in survey data contain a good deal more information about informal jobs that are not reported to the state and not covered by UI or income taxes. Of course, the relatively low employment and earnings reported, even in survey data, for African American male youth reflect Michigan's own weak labor market characteristics and behaviors.

Thus, most studies compare employment and earnings of African American male youth with those of unskilled men who appear to be relatively comparable in terms of education and other demographic characteristics.

Barriers to Success Among African American Male Youth In The Labor Market

What are the factors that limit employment and earnings among African American male youth? Below we separated factors that operate on the supply side of the labor market - (the attitudes, characteristics and behaviors of the individuals themselves) - from those that operate on the demand side - (the attitudes and behaviors of employers, and the characteristics of jobs they seek to fill).

Supply-Side Barriers

African American Male Youth have a variety of characteristics that greatly limit their employability and earnings capacities. They include:

- Limited education;
- Limited work experience;
- Substance abuse and other physical/mental health;
- Some type of a criminal record
- Lack of transportation
- Ineffective interview skills (lack of eye contact, etc.)
- Poor first impression

About 50% of African American male youth in Michigan are high school dropouts, which lowers their employability. Additionally, the employment rates of those involved in criminal activities is low. Therefore, the overall work experience gained is low and impedes them from gaining any additional private sector experience and erodes whatever job skills, positive work habits or connections to employers they might have had beforehand. Thus, if they attempt to enter the

labor market, the poor skills and very limited work experience that they bring with them limits both employability and earnings potential.

In addition, a large fraction of these men suffer from some sort of substance abuse and other health problems, including depression or other mental conditions. All of these factors limit employability because they limit the basic ‘job-readiness’ that employers almost universally seek as a pre-condition for employment.

Furthermore, most African American male youth live in low-income and predominantly minority communities that have relatively few job opportunities and peer groups, who presumably provide relatively few contacts to the world of legitimate work. Thus, both geography effects on employment and weak networks and contacts will have a negative effect on their employment opportunities.

Additionally, the attitudes and choices that they make may also limit their employment outcomes. For instance, it is likely that a large number of these men might be able to find some kind of work if they search long enough, but at jobs that pay very low wages and provide few benefits or chances for upward mobility. In these circumstances, many African American male youth may simply choose to forego these employment options, in favor of illegal opportunities or more casual work.

Alternatively, they may accept these jobs temporarily, but may not retain them for very long. Their attachments to the legitimate labor market might be quite tenuous over the longer term—either as a result of these relatively unappealing options, or perhaps because of their own estrangement over several years from the world of work.

Thus, the limited employment outcomes that African American male youth experience will at least partly reflect ‘barriers’, perhaps compounded by their own attitudes towards and responses to these circumstances.

Demand-Side Barriers

The barriers faced by African American male youth because of their very limited skills, poor health, race or area of residence often reflect a ‘mismatch’ between these characteristics and those sought by employers on the demand side of the labor market. We can also consider two kinds of barriers generated by employers: those relating to the general personal characteristics of African American male youth and, those that are explicitly related to their African American male youth status.

For instance, the poor skills and work experience of most African American male youth generally conflict with the skills and credentials sought by employers, even when trying to fill relatively unskilled jobs in central-city labor markets (i.e., those that do not require college degrees, require no high school diplomas, work experience, or other relevant skills). Even where little formal skill is required, basic employers almost universally seek ‘job readiness’. This personal quality involves the employer’s expectation that the worker will show up every day and on time, will work hard and take some responsibility, will be generally trustworthy, etc.

Unfortunately, those with substance abuse and/or other health problems (both physical and emotional) are the least likely to be job-ready, and will likely face few job offers or high discharge rates upon being hired.

In addition to these factors, the race and geographic locations of potential job applicants also affect employer tendencies to hire and/or retain workers. For instance, research shows very clearly that African-American men are the least likely job applicants to receive offers from suburban establishments. Since most new job growth occurs in suburban areas, the ability of black men to access these jobs will be limited.

Why do most employers hesitate to hire those with criminal records? To start, certain occupations are legally closed to individuals with felony convictions under state and, in some cases, federal law. Examples include jobs requiring contact with children, including certain health services occupations, and employment with firms providing security services. In addition, employers may place a premium on the trustworthiness of employees, especially when the ability to monitor employee performance is imperfect. Jobs that require significant customer contact or the handling of cash or expensive merchandise will require dependable, honest employees. To the extent that past criminal activity signals something less, employers may take such information into account when making hiring decisions.

Furthermore, in many states employers can be held liable for the criminal actions of their employees under the theory of negligent hiring. Legally, negligence is premised on the idea that one who breaches a duty of care to others in an organization or to the public is legally liable for any damages that result. Under the theory of negligent hiring, employers may be liable for the risk created by exposing the public and their employees to potentially dangerous individuals.

Given the availability of criminal history records, employers are likely to check the criminal backgrounds of potential employees. Certainly, the extent to which they do so depends on their aversion to African American male youth, for all the reasons we have previously discussed.

Employers can try to avoid hiring African American male youth even without background checks by screening job applicants on the basis of characteristics that seem to predict previous criminal activity. For example, if employers believe that African-Americans, welfare recipients, or workers with unaccounted-for breaks in their employment histories are more likely to have past criminal convictions, employers might 'statistically discriminate' against such individuals. Basing employment decisions on such discriminatory rules of thumb may minimize the likelihood of hiring ex-offenders.



Youth from high schools across the state

POSITIVE FACTORS

The information discussed at the Symposium suggests some fairly severe barriers to employment facing many African American male youth. Furthermore, as time goes on, the sectors of the economy where employers are most likely to hire African American male youth — i.e., blue-collar jobs in construction, manufacturing or those with little customer contact—are becoming scarcer, suggesting that employment opportunities for these individuals might continue to diminish.

On the other hand, there are some potentially positive developments as well. Perhaps the most important of these is the facts that, as the baby boomers retire the labor market over the next few decades is likely to be very tight. This will be particularly true for jobs requiring education and other cognitive skills, but it will likely be true even at the bottom of the skill spectrum. In such a labor market, employers will be looking to tap new sources of labor as their more traditional sources become insufficient to meet their needs.

To some extent, this was true during the boom of the late 1990s. Employers complained about their inability to hire and retain even unskilled workers during that time period, with 80%

reporting it was either ‘very difficult’ or ‘somewhat difficult to find workers. As a result, they were increasingly willing to hire welfare recipients, immigrants, minorities, and those without high school diplomas or recent work experience.

Unfortunately, there is not much evidence that employer attitudes towards African American male youth changed greatly during this period, as they remained the least trustworthy group in the eyes of employers.

By the year 2000—which was the last year of very tight markets before the current recession began—anecdotal evidence suggests that an increasing number of employers were becoming open to hiring from this group. Organizations such as the Welfare-to-Work Partnership and America Works, which had previously focused their efforts almost exclusively on placing welfare recipients in the labor market, began to work on behalf of the population of African American male youth as well.

Survey evidence also suggests that employers might be more open to working with these individuals under the right circumstances. For instance, many employers express more interest in hiring African American male youth when they are told of potential services from intermediary agencies (Michigan Works - Welfare-to-Work Partnership). This is particularly likely to be the case during periods of tight labor markets—when small- and medium-sized employers are struggling to attract and retain workers, and when many are trying to adapt to new recruitment techniques (such as those now available on the Internet) that do not necessarily solve their problems.

Perhaps had the previous boom gone on for another few years, these efforts would have made greater headway. But with the return to a sustained period of labor market tightness over the next decade or two, the opportunities to gain some ground for African American male youth will hopefully return as well.

POLICY RECOMMENDATIONS

A variety of efforts can be undertaken by policymakers to reduce the labor market barriers that African American male youth face, thereby improving their employment and earnings opportunities. Such efforts might include the following:

- Making it easier for employers to hire prisoners while they are still incarcerated;
- Reviewing legal barriers to employment of African American male youth and perhaps regulating the quality of public information on criminal history;
- Providing greater funding for the efforts of intermediary agencies to link African American male youth with the labor market;
- Expanding funding and/or outreach efforts for bonds or tax credits to employers who hire them;
- Expanding financial incentives for African American male youth (and other low-income men) to accept and retain low-wage employment.

Separate from the issue of the laws is the extent to which information on criminal backgrounds is publicly available. While many advocates would prefer to limit its general availability, we believe that such information can play some potentially important roles. For one thing, employers who check criminal backgrounds tend to hire more black men than those who don't. Apparently, access to information on criminal backgrounds seems to reduce the 'statistical discrimination' that employers engage in against black male applicants when they don't have the explicit information on individuals that they need to make these decisions accurately.

Furthermore, it seems clear that the right information to employers might even reduce their aversion to hiring men that have criminal records. For instance, employers who don't want to hire ex-offenders and high school dropouts might reconsider if they know that the African American male youth in question was non-violent and drug-related, or that the person in question has been 'clean' and has gained some reasonable training or work experience in the meantime.

On the other hand, legitimate questions remain about the accuracy of the information that can be obtained by private internet-based companies. Those that use information on arrests need to be very clearly distinguished from those using convictions. Given the importance of this information to employers, the public has a strong interest in ensuring some quality control over whatever is disseminated.

The efforts by intermediary agencies to link African American male youth to the labor market currently encompass a wide range of activities, including: case management services, substance abuse treatment, education or training activities (especially on 'soft skills' or those related to the needs of specific employers), assistance with the collection of necessary documentation for employment (such as social security cards), paid transitional work experience (in some cases), job placement assistance, and post employment supports (such as transportation, job coaching, services to employers, etc.).

These services should be particularly helpful in overcoming many of the barriers described earlier. For instance, education and training, even though limited, can help prepare African American male youth for the world of work and also meet the particular skill needs that employers seek.

Transitional work experience (for 3–6 months) should not only provide some general work-readiness skills but also signal to employers the students' ability to hold a job and meet basic standards of responsibility. Job placement assistance and transportation support can help bridge the geographic and informational divide that often separates residents in poor minority neighborhoods from centers of job growth in downtown or outlying suburban areas. And a variety of other supports might help reduce the isolation and alienation from the world of work that many African American male youth feel.

Are these efforts cost-effective? Some of the services mentioned above, especially training or transitional work, are certainly more costly than others, and require more careful evaluation. But the evidence to date supports at least some expansion of these efforts, while we continue to study them.

Similarly, employer take-up of the Work Opportunity Tax Credit, available to those employers who hire disadvantaged workers, is quite low. Even when it is used, there is always some question about whether the credit constitutes a windfall to employers who would have hired the same workers anyway, or whether they generate any net new employment for the covered groups.

Finally, the need to improve the incentives of African American male youth to accept low-wage and low-benefit jobs needs to be addressed. Early work experience sometimes leads to wage growth over time, though this has not been particularly true among welfare recipients and others. Instead, greater efforts need to be made to improve the attractiveness even of those jobs that offer little hope of upward movement.

OTHER CONSIDERATIONS

We have reviewed the main barriers faced by African American male youth in the labor market. Some of these barriers—such as poor skills and work experience or health problems—are characteristics of the workers themselves, while others can be found in the attitudes and behaviors of employers—and also in the laws that affect their behavior.

We have also reviewed some potentially positive factors, such as the coming of tight labor markets over the next few decades as baby boomers retire in very large numbers. This situation will create a context in which employers will be very anxious to generate new pools of labor and may be more open to interventions and activities (especially undertaken by labor market intermediaries) that might improve the prospects of a good match between them and some carefully screened African American male youth. A variety of policy activities might also enhance these more positive prospects.

The enormous improvements in employment that were generated among low-income single mothers over the past decade, because of the interaction of welfare reform with tight labor markets and expansions of work supports Earned Income Tax Credit (EITC), suggest that major progress might be made for low-income men as well. The two situations are not necessarily identical. Low-income women who are custodial parents of children are viewed much more sympathetically by employers (and the public in general) than are low-income men.

Still, the welfare reform experience suggests that, when labor markets are tight, the right combinations of incentives and interventions can make large differences in the employment outcomes of low-income adults. Given the magnitudes of the barriers faced by African American male youth in the labor market and the social costs of not addressing them, a strong case can be made for a major new effort on behalf of these individuals.

HEALTH

The Symposium participants examined the intersections of poverty and health and identified the following issues:

- Stress affects health;
- Lack of resources promotes resilience, however resources are still needed;
- We (Blacks) are all struggling whether rich or poor;
- Health affects the ability to learn – if you are hungry you can't concentrate;
- Food is an integral part of our culture, but it's not always healthy food;
- Athlete mentioned he ate fatty foods to gain body mass for football;
- Poor food choices can be the result of financial reasons and convenience;
- Students mentioned the importance of camaraderie that is valued and important for working out - pushing and holding each other accountable;
- Safe and functional places are needed for physical activity;
 - Basketball goals with nets;
 - The ability to play at night;
 - Neutral areas not governed by gangs;
 - Law enforcement presence or security;
- Rural areas have limited resources and access to transportation;
- Poor communities often don't have access to fresh foods; food deserts;
- Clean up the community;
- Have a health festival to raise public awareness in the community;
- Schools should stay open longer for use of facilities such as gym;
- Opportunities for more sports and activities beyond basketball and football;
- Need for more organic and healthier foods, livestock;
- A need for more rec centers;
- Social acceptance among peers, building friendship;
- Need to have more options for exposure to medical careers;
 - Professional sports shouldn't be our only visible option;
- Need for dance studios: A student talked about how ballet made him a better athlete as well as dance as a way for the community to bond;
- Ownership in the community-not feeling safe;
- Community activities such as jogs, block parties, and gardens;
 - Give people a reason to get out and active
- Drugs are a major problem;
- Mental Health services;
- Ball has been dropped on sex education;
 - Need a more relatable mentor, closer to age, but knowledgeable.
 - Ex: Eric Thomas is relatable and his delivery is real and approachable.
- The NYSP (National Youth Sports Program) was mentioned as a great opportunity for youth to stay active, involved, and exposed during the summer.

Five Minutes with President Obama and Governor Snyder

The Symposium participants answered the question “If you could have five minutes with President Obama and Governor Snyder what would you address?” with:

- Better school lunch;
- Better promotion for mental health;
- We need to work on unemployment;
- Fewer dollars for correctional facilities and more for education;
- Change advertisement that targets Black populations for unhealthy food such as fast food;
- Have more shelters for the homeless and basic needs;
- More government regulations promoting good food quality;
- Break the cycle of poverty.

CONCLUSION

The young males had a great deal to say about the communities they live in and the options and/or obstacles they encounter daily. Schools and school culture, including academic expectations, resources and the most discussed obstacle of negative teacher dispositions, were the focus of the education sessions. The concerns are not new. Low teacher and student expectations, lack of resources, including not enough AP courses, and chronic absenteeism continue to persist among factors that paint a grim picture of future prospect for many of Michigan’s African American male students.

Juvenile Delinquency/Juvenile Justice is an area that has gained a great deal of attention and has broad implications for the African American Community. The young men have proposed solutions that, when examined, could well lead to policy that could begin to address this burgeoning dilemma.

Where to buy healthy food has become a major concern in parts of Michigan. Drugs, AIDS and mental health issues are major distresses for any city, let alone a city on the mend. It is no secret that proper nutrition, exercise, healthy food and a healthy self-image lend itself to balanced psychological dispositions.

There was not much dialogue about the notion of fear. However, for obvious reasons, this has to come into play for some. That is, fear for the safety of sons and daughters, and the elderly. Young males tend not to raise this concern, however, this does not mean that it does not exist.

Employment for African American adolescents exceeds 45%-the highest nationwide. “It has become the new normal”(www.laprogressive.com/***african-american-teen-unemployment***).

There is a great deal for us to do. However . . . if not us, then who?

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*Standing Left to Right: James Butler & Christopher Dunbar, Jr.
Sitting Left to Right: Charles Blockett, Larry Leatherwood, & Edward Thomas*

COORDINATING COMMITTEE

The Members of the African American Male Symposium Coordinating Committee respectfully submit this report

Archons:

Larry Leatherwood, MA (Chair)

Christopher Dunbar Jr., Ph.D

William Brewer III

Ronald Bishop, M.D

Ronald Gilliam, Ph.D

Robert Brown

Maxie Jackson Jr., Ph.D

Lawrence Wilhite, J.D

Melvin McWilliams, J.D

Deborah Reddick, RN,J.D*

* *Community Health Representative*

THE STATE SYMPOSIUM ON AFRICAN AMERICAN MALE YOUTH

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SIGMA PI PHI FRATERNITY | JULY 2014

Appendix B

BETA RHO (AKRON, OH) PASSPORT TO MANHOOD PROJECT PRESENTATIONS



SOCIAL ACTION COMPUTER

Archon William Wade, Chair

REPORT FORMAT

- Mission Statement
- Program Goal
- Target Audience
- Program Results



MISSION STATEMENT

To provide a vehicle directed toward low income children to inspire their potential to be better citizens through example and leadership, for the betterment of the community within the four corners of the time and commitment of our membership.



PROGRAM GOAL

To cultivate team-working skills (leadership) and literacy for the entire group and to cultivate manhood-based principles and well-being in a male subset from the main group.



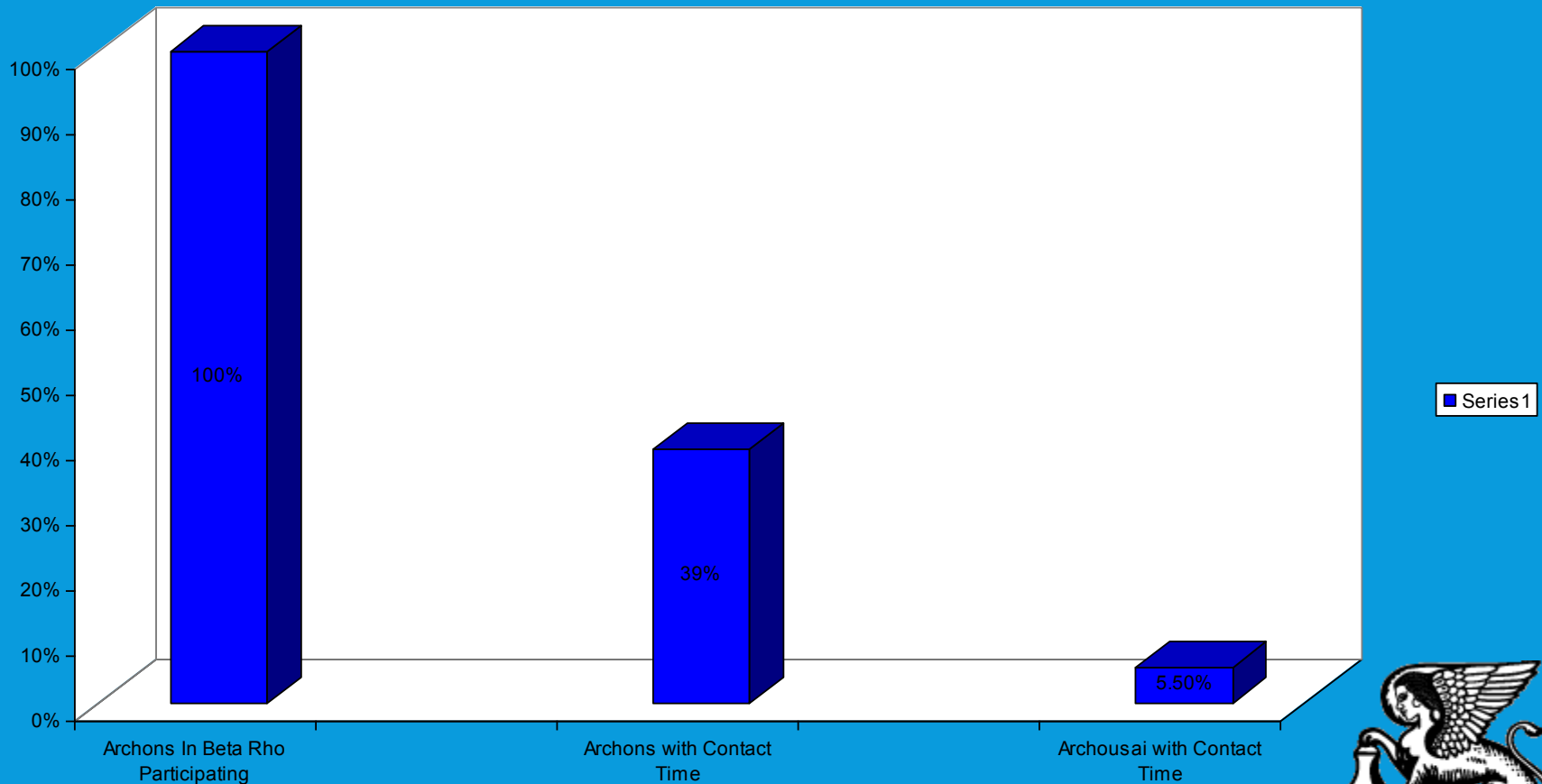
HOW

- Two-pronged approach:
 - Computer Building Activities (mixed)
 - Focus Group – with young men



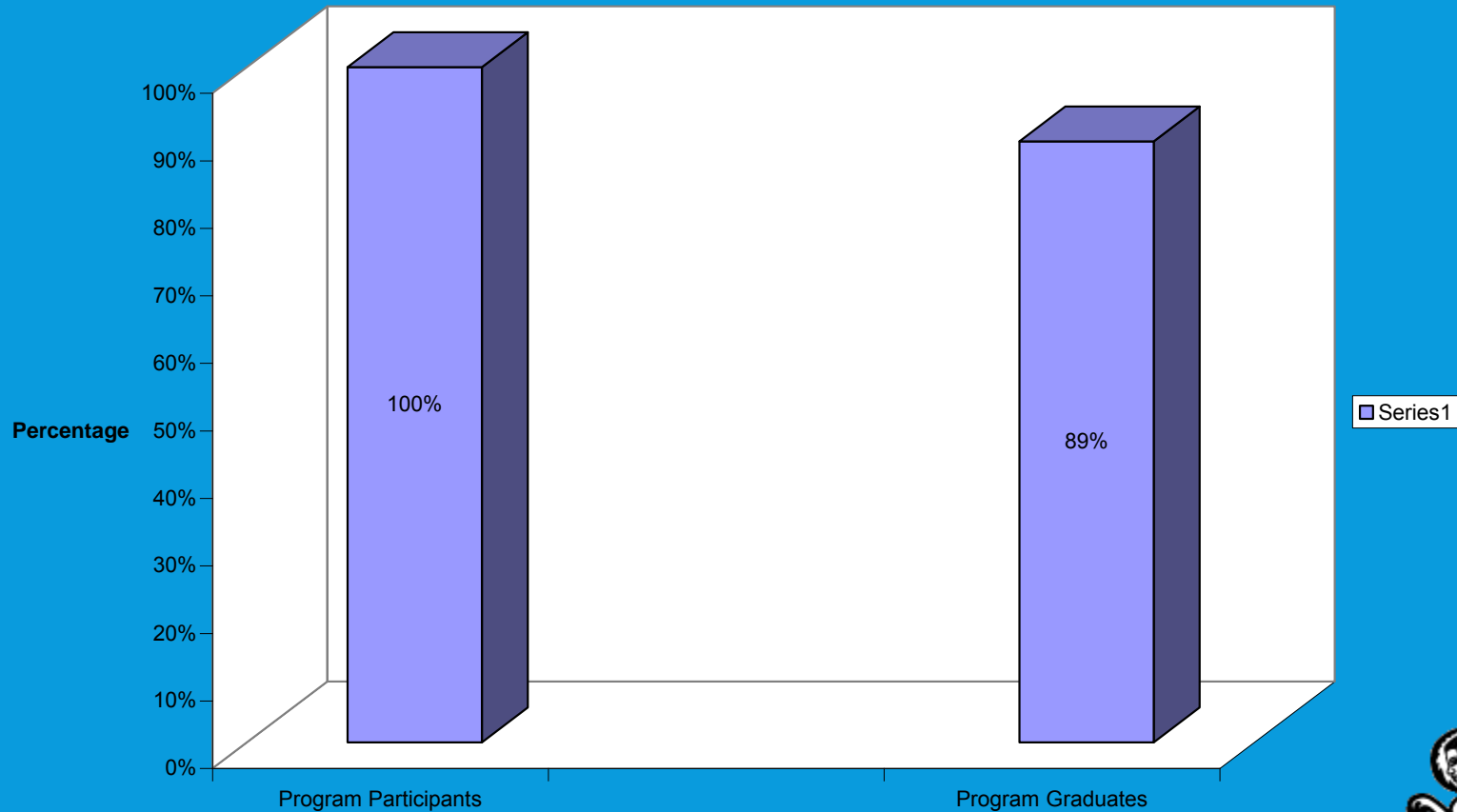
PROGRAM RESULTS:

Sigma Pi Phi Fraternity - Beta Rho Boule Social Action Programming



PROGRAM RESULTS CONT'D

Sigma Pi Phi Fraternity - Beta Rho - Boys & Girls Club Program Evaluation



HOW AND WHAT

- Continuation of Reading Exercises
- Another team building project to foster communications
- Challenges
- Develop trust, and confidence



ACTIVITIES & RECOGNITION

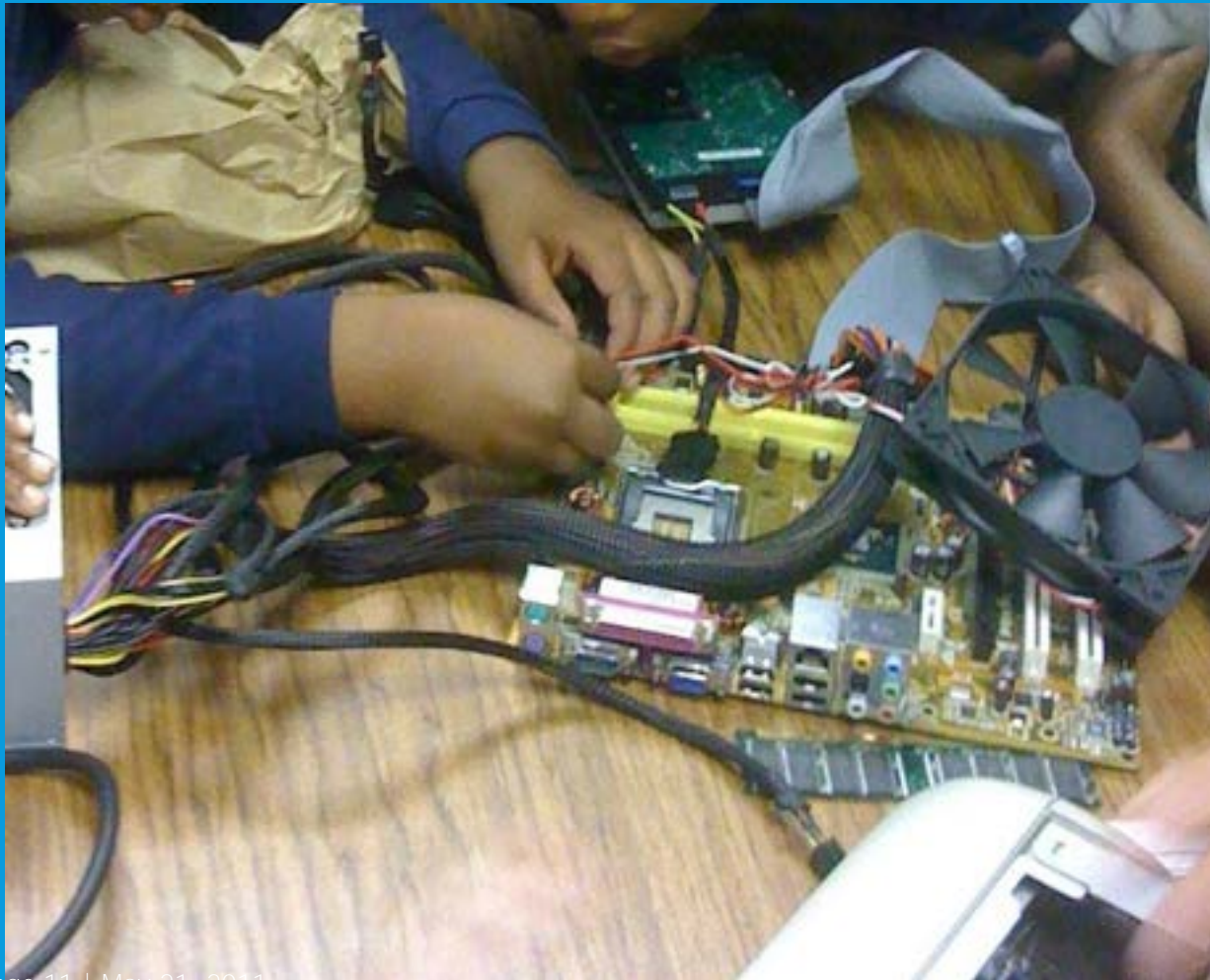


ARCHON LYNCH

THE IMPORTANCE OF EDUCATION



BUILDING A COMPUTER LEARNING ACTIVITY



BOYS & GIRLS
 FEATURED ARCHON
 WADE
 FOR OUTSTANDING
 PROGRAM



Positive Points

2011 - Volume 7

A Message from the Executive Director



In my first nine months as the Executive Director of the Boys & Girls Clubs, I have been impressed and excited about the outstanding programs offered to the youth of Greater Akron.

As we continue to fulfill our mission in the communities surrounding our Clubs, we realize there are countless children and teens in Greater Akron that would benefit from our proven programs but do not currently have access to a Club.

With our Board of Directors leading the charge, we are working to expand our footprint through collaborations with other organizations in the community. As a part of our strategy we are excited about our newest Club location at the Joy Park Community Center. We see this as an amazing opportunity to reach more youth and to inspire and enable them to succeed in all areas of their life.

Our focus on Academic Success, Good Character and Citizenship, and Healthy Habits are integral to ensuring our children graduate from high school and believe they can dream big dreams!

Boys & Girls Clubs - Great Futures Start Here.

Tenna LeGrain

Tenna LeGrain

Highlights on Club Happenings!

Annex Club: Serves 11-12 year olds

Boys & Girls Clubs serve themselves on being a safe place where young people can better themselves and feel safe. Many members are here Monday through Friday after school and spend all day during the summer. We are honored that the families we serve believe in what we do and allow us to be the positive influence in their kids' lives.

Here in Greater Akron we take the responsibility of being a home away from home for hundreds of youth very seriously and offer programs that address their specific needs so they can grow and develop into productive adults.

Passport to Manhood promotes and teaches responsibility in Club boys and serves as one of the many programs that address the needs of our Club members. 72% of our members reside in single parent households which often times means there is no male figure at home. Through Passport to Manhood, we are ensuring that every boy is engaged in interactive discussions and activities with adult men that they can look up to and learn from.

Annex Member Bill Wade speaks to Club boys about being responsible as part of the speaker/mentorship program at the Annex Club.



Recently, members of Soule, a fraternity of African-American men, has become engaged with the 11 and 12 year old boys. Bill Wade and Ossie Gordon, members of the Boys & Girls Clubs Board of Directors, have been leading this project which include fellow Soule members as guest speakers who address specific issues young men will face as they mature into adults. They are also working on establishing a mentorship program that will engage members of Soule on a regular basis with one-on-one mentoring. Both Mr. Gordon and Mr. Wade have already been serving as mentors through working with the kids on special projects and by simply being a familiar face!

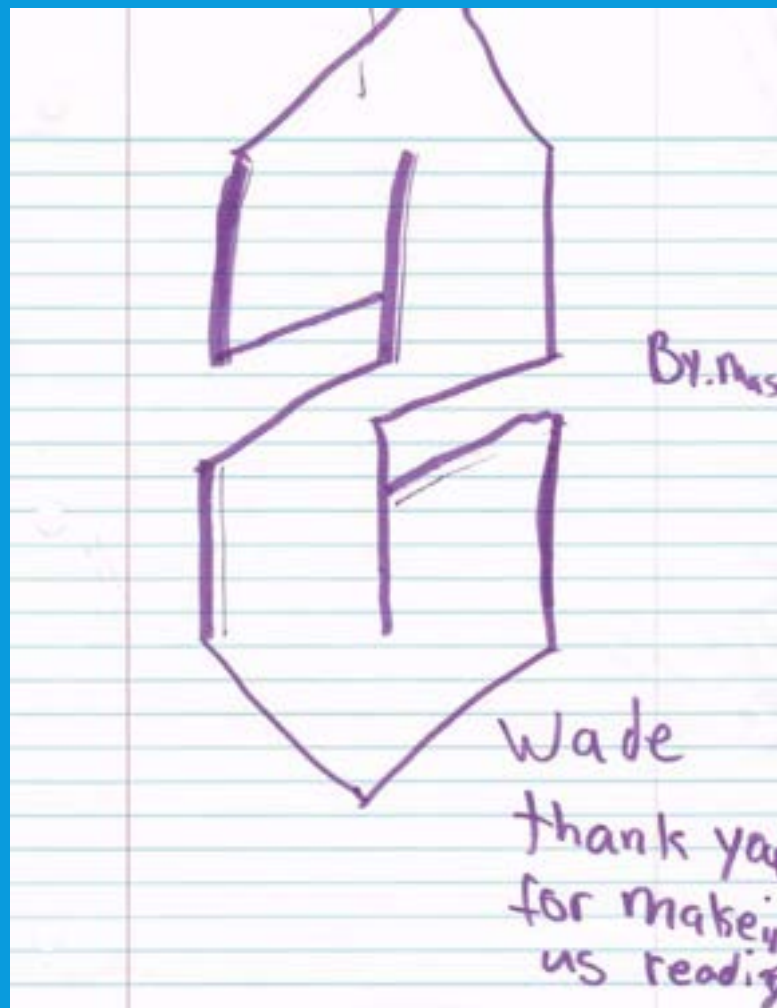
"Having Soule come to the Club and work with the boys has been a blessing. They are continually building their confidence and thrive off of the interactions they receive."

"Having these positive role models in the Club working with them is truly showing them that they too can be successful men."

—Stanley Raper,
 Club Unit Director

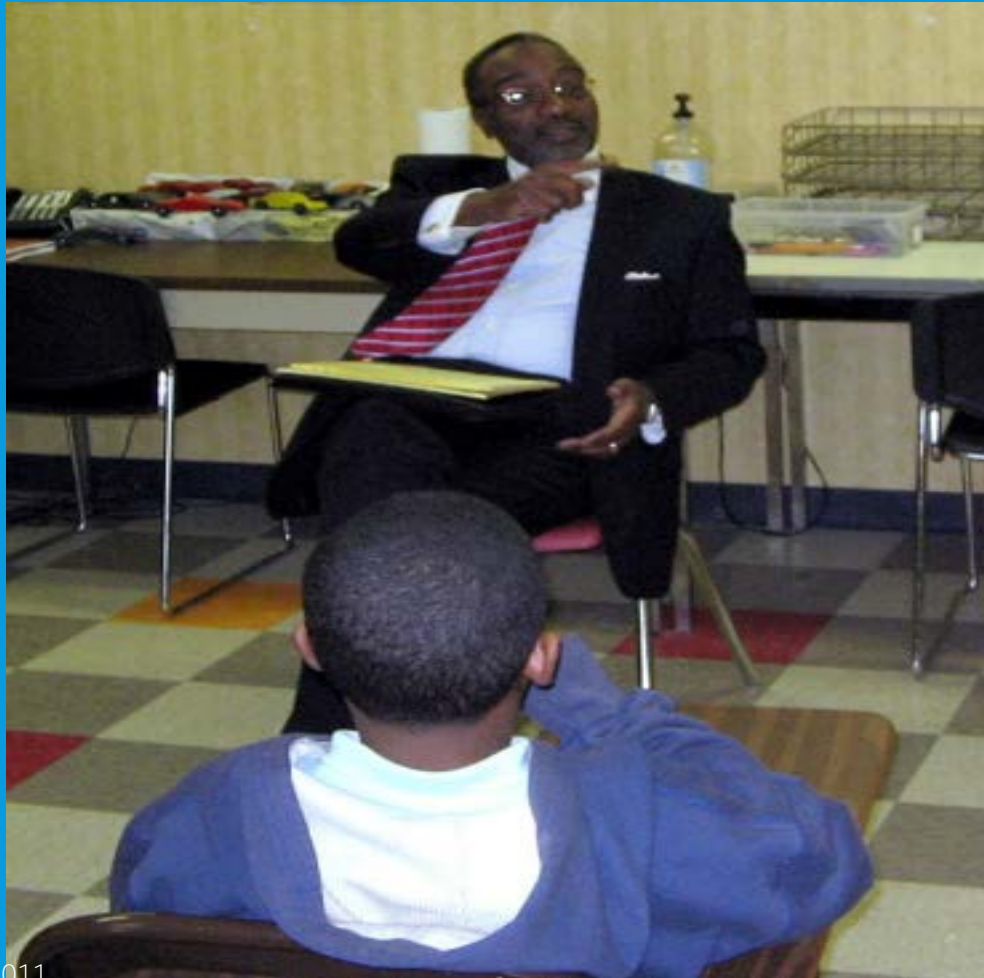


A STUDENT'S APPRECIATION



SIRE ARCHON GILBERT

REVIEWS TOPICS ON FOCUS,
GOALS, ATTENDANCE, STUDY HABITS



ARCHON LONZER LEADERSHIP, SPEECH, DRESS



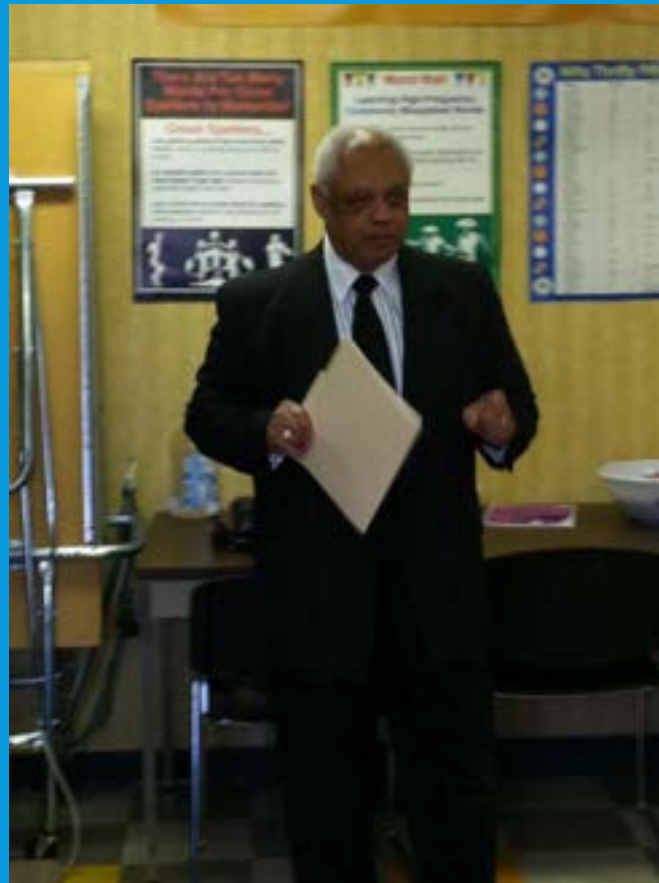
ARCHON & ARCHOUSA GORDON SHARES FAMILY VALUES



SIRE ARCHON GILBERT SIGNS GRADUATION CERTIFICATES



ARCHON WADE PRAISING YOUNG ADULTS FOR PARTICIPATION AND SUCCESSFUL COMPLETION



SIRE ARCHON GILBERT
BOYS & GIRLS EXECUTIVE DIRECTOR LAGREER

ACKNOWLEDGES GRADUATES ON ACCOMPLISHMENTS



PARENTS OF GRADUATES



2011 GRADUATES





Social Action The Birds of Ohio



Archon William Wade, Chair



Report Format

- Mission Statement
- Boule Scholars Program Goals
- Target Audience
- Program Results
- Archon Participation



Mission Statement

To provide a vehicle directed toward low income children to inspire their potential to be better citizens through example and leadership, for the betterment of the community within the four corners of the time and commitment of our membership.



Boule Scholars Program Goal

To cultivate team-working skills (leadership) and literacy for the entire group and to cultivate manhood-based principles and well-being in a male subset from the main group.



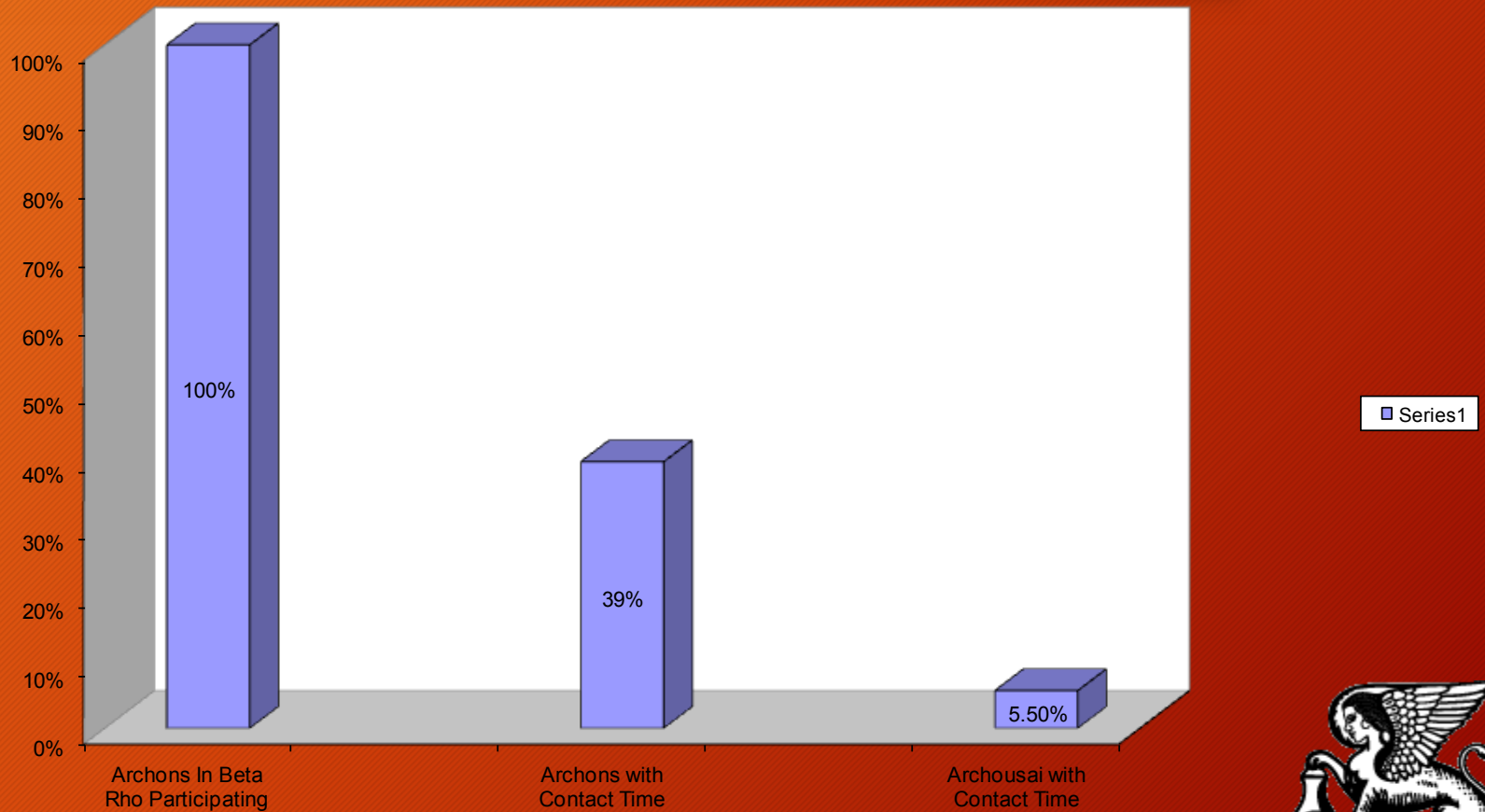
What we did...

- Two-pronged approach:
 - The Bird House Project (mixed activities)
 - Focus Group - Young Males Jr. High along with Girls



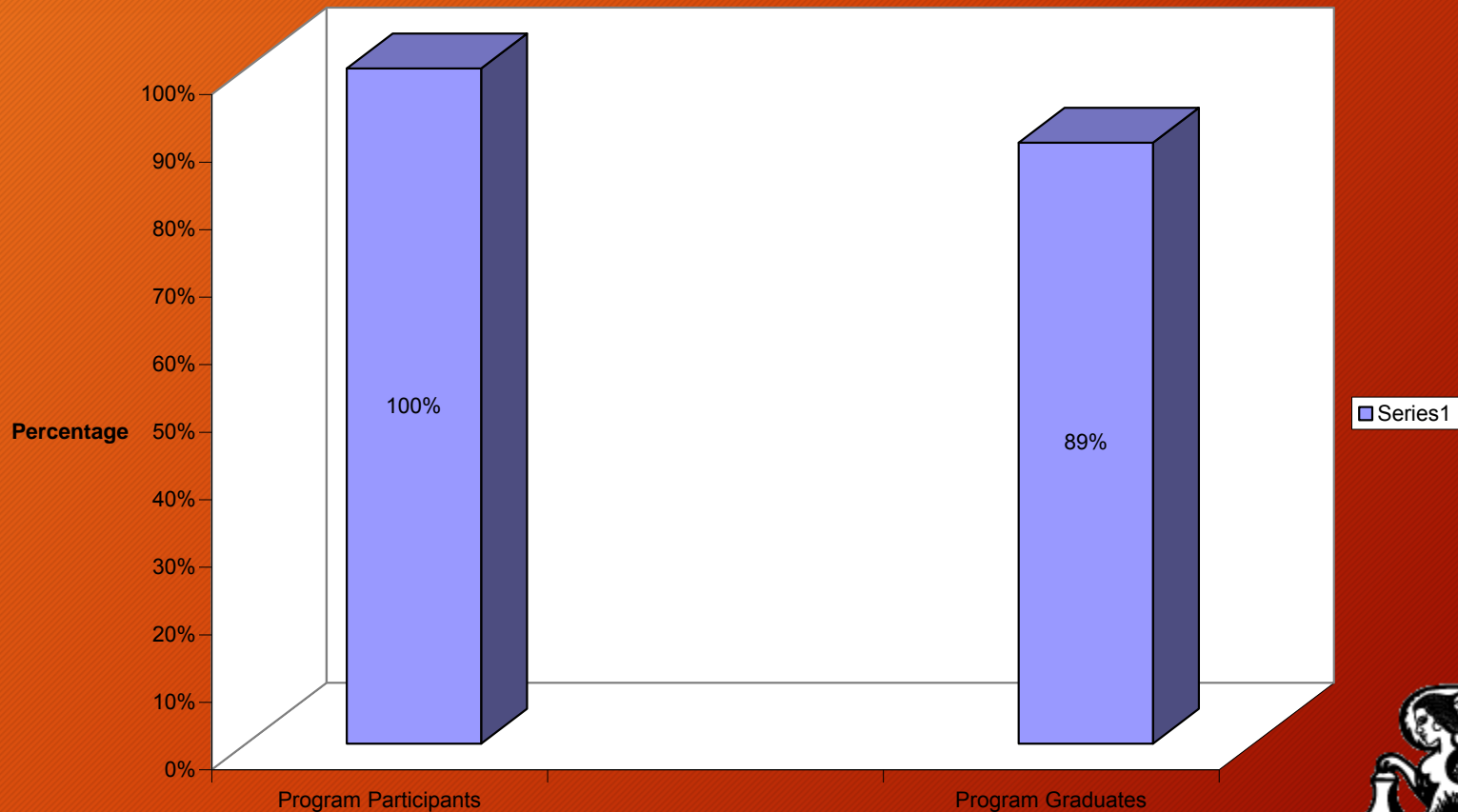
Program Results:

Sigma Pi Phi Fraternity - Beta Rho Boule Social Action



Program Results cont'd

Sigma Pi Phi Fraternity - Beta Rho - Boys & Girls Club Program Evaluation



Activities & Recognition

Read assignments birds: Habitats, Feeding, Nesting, Housing Species within Northeast Ohio
View Bird house building plans
Construct Bird Houses, paint

A visit from Akron Zoo Mobile to view Birds within Akron area

Compose and write short story on birds, Read to students and staff

in addition to: (Boys) Passport to manhood

Graduation Ceremony, Recognition



Passport to Manhood

- **Week 1:** Respect. The young men will be focused on ways that they can respect themselves, parents, women and their community. They will also have an activity in which they recognize someone in their lives who is very respectable. (Boule: Building relationships)
- Archon Edward Gilbert



Passport to Manhood

- **Week 2:** This week session will be focusing on what it means to be a man. It will also allow a discussion on being a father and different parenting styles. (Expectations of parents, peer groups, and self, self worth, and building relationships)
- Sire Archon Malcolm Costa



Passport to Manhood

- **Week 3:** This week's focus will be on Entrepreneurship. A guest speaker who owns their own business would be ideal. This week we also introduce philanthropy ideas to allow the young men to see the importance of giving back to others. (career)
- Archon Fred Gissendaner



Passport to Manhood

- **Week 4:** This week will be focused on hormones, puberty and emotions. The young men will be educated on physiological and psychological changes they are currently or soon will be experiencing. (Healthy concerns and managing reactions)
- Archon William Demas



Passport to Manhood

- **Week 5:** This week the young men will take a look at violence in their community, nation and world. They will also discuss the current rates of incarceration and the effects it has on one life and community. (Facing and overcoming challenges, associations and managing reactions)
- Archon Albert Fitzpatrick



Passport to Manhood

- **Week 6:** Leadership and how to develop yourself into a leader. (Speech, dress for success and how to express yourself)
- Archon Graham Lynch



Passport to Manhood

- **Week 7:** This week will spotlight education and its importance in our lives. Goal setting activities and the importance of seeking assistance when needed will also be a focus. Why the Importance of time management/ accomplishment, attendance, study habits and why learning is important.
- Archon Willis Lonzer



Archon Gilbert

Respecting ourselves and peers
Parenting, Bullying, Respect within Community



Archon Demas Healthy Concerns Managing reactions



Archon Gissendaner Entrepreneurship, Business owner, Giving back



Sire Archon Costa Expectations, Peer Groups Self Worth, Relationships



Archon Lonzer

Focus , Goal Setting, Education Time Management, Attendance, study Habits



Archon Lynch Dress for Success, Speech, Expressing one's self



Building and Construction of Bird Houses



Painting and design of Birdhouse



Painting of Bird Houses



A Visit from Akron Zoo



A Visit from Akron Zoo



A Visit from Akron Zoo



Writing Bird Story



Receiving Certificates



Graduation



Great Accomplishments



REGION AWARD

Fraternity/Sorority News

Beta Rho Fraternity Wins Social Action Prize At Convention

Beta Rho Boule of Sigma Pi Phi Fraternity won in the Social Action category at the 21st Biennial Region Convention in Milwaukee.

Beta Rho is a black businessmen and professional fraternity that covers Akron, Canton, Kent and Youngstown.

The Regional Convention was held in June and Sire Archon (President) Edward Gilbert presented Beta Rho's Social Action program to the convention. Beta Rho received a certificate which was entitled "The Passport to Manhood Program."

Gilbert told the convention that the Boy's and Girl's Club in Akron has been impressed by the members of the Beta Rho Social Action Committee. The members visited the club each Friday and informed the



Bill Wade

Rho's Technology Director, said the young people are working well on the computers. "They know how to take the computers apart and put them together again and they asked many challenging questions," he said.

Wade and Ozzie Gordon

