



Sigma Pi Phi Fraternity

A CASE STUDY IN SOCIAL ACTION AND EXCELLENCE

SIGMA PI PHI'S EXTRAORDINARY MEN DOING GREAT THINGS

A Case Study in Social Action and Excellence

June 2016



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Executive Summary

“I do not believe it is necessary for me to belabor the need for a social action program. The times in which we live speak more eloquently than I could.”

—Archon Oliver W. Hill, 1966

The mission of the Grand Social Action Committee is to support the work of both member and regional boulés in their social action efforts. This biennium, the Grand Social Action Committee has focused on three important areas: supporting member and regional boulés; publishing articles and creating evidence-based resources; and working on the My Brother’s Keeper Community Challenge. Each area has allowed the committee to expand its reach across the Fraternity and provide the necessary resources for the success of young Black men.

The Boulé has made a concerted effort to not only uphold the merits of social action but to also produce various resources and reports on what social action initiatives are occurring and which best practices are most applicable to member boulés. This survey, in fact, is a follow-up to the 2014 survey, which resulted in the *Sigma Pi Phi’s Pathways to Black Male Excellence*. In 2015, the Grand Social Action Committee released an accompanying guide to the *Pathways* report, entitled the *Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence*. (known as the *Mentoring Handbook*). The handbook, along with the *Pathways* report, provides a more complete understanding of what is needed for the Boulé to continue succeeding through social action initiatives. Coupled with the Boulé’s own work in this area is President Obama’s My Brother’s Keeper (MBK) initiative, which advocates for precisely what the Boulé is doing: ensuring the success of our young men.

The 2016 survey captured the same data that was collected during the 2014 survey. This year, additional data was also gathered to depict a broader picture of present social action happening across the Boulé. The survey encompassed a wide range of information about social action initiatives, including demographics about each member boulé; the size, scope, and type of each social action initiative; descriptions about the programs as well as descriptions of any assessments done. In addition, the survey captured data on involvement in MBK; the use, effectiveness, and areas of the *Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence* (*Mentoring Handbook*); and whether the programs were previously reported in the 2014 survey. A total of 82 member boulés responded to the survey; this represents a 60% response rate, a very high response rate for any survey. Those 82 respondents provided information about 132 social action initiatives that range in size, purpose, and impact.

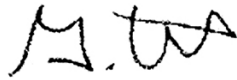
The 2016 data shows similar results to the 2014 data. Comparisons are made between the two surveys in order to show the long-term impact of the Fraternity's social action initiatives.

The survey data demonstrates that Sigma Pi Phi's social action programs largely center on young African American males in middle school, high school, and college (undergraduate). The teen-to-college pipeline that was highlighted in the 2014 data continues to be a strong focus for almost all member boudés. In terms of program duration, the trends suggest that most member boudés are reaching young people through social action programs that cover the school year or longer. The same trends were seen during the 2014 survey. The most common program types include: life skills development, career/professional development, and academic mentoring. Most of the initiatives reported were conducted as group activities. In addition, 43% of the initiatives have some assessment or benchmarking in place—an important component in any program and an area that was highlighted in the Sigma Pi Phi Mentoring Handbook. Of the 82 member boudés who participated in this survey, 25 are active in a local MBK initiative. Tracking how many member boudés continue to participate in MBK would be a useful data point for further analysis.

As each member boudé had the option to provide a description about their social action initiatives, a number of the initiatives are highlighted within this report. By focusing on a more select group of initiatives, in lieu of an extensive index, this report provides a snapshot of different types of initiatives occurring across the Boudé as exemplars of the dedication and hard work member boudés are conducting.

Based on the data from this survey, the Grand Social Action Committee presents a number of recommendations for both short-term and long-term goals. Assessment will continue to be an important consideration moving forward with any existing and future social action initiatives. Providing more assessment tools and resources that are accessible for all member boudés needs should be a high priority. In addition, capturing more longitudinal data will be helpful, not only for assessment at the local, regional, and grand levels, but also for a better understanding of the progress and impact that Sigma Pi Phi is having through its social action work. Finally, more analysis needs to be done to ascertain which types of programs are gaining more traction among member boudés.

This survey is another step in the right direction to providing guidance and information that will help young men of color continue to succeed. Through the work of the Grand Social Action Committee and the Boulé, we can continue advocating for successful initiatives that create positive impact through research, publications, and relevant discussions.



Archon Gregory J. Vincent

Chair, Grand Social Action Committee

(Archon Gregory J. Vincent serves as vice president in the Division of Diversity and Community Engagement at The University of Texas at Austin. 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.)



Sigma Pi Phi’s Extraordinary Men Doing Great Things: A Case Study in Social Action and Excellence

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Introduction

The mission of the Grand Social Action Committee has been and continues to be to support the work of both member and regional boulés in their social action efforts. This biennium, the Grand Social Action Committee has focused on three important areas: supporting member and regional boulés; publishing articles and creating evidence-based resources; and working on the My Brother's Keeper Community Challenge. Each area has allowed the committee to expand its reach across the Fraternity as well as provide the necessary resources for the success of our young Black men.

The 2016 survey and this accompanying report, *Sigma Pi Phi's Extraordinary Men Doing Great Things: A Case Study in Social Action and Excellence*, provide useful information that can help in creating, assessing, and understanding existing social action initiatives. This data is applicable at the local, regional, and grand boulé levels.

This report provides a comparison of relevant data from 2014 to this year's survey. By doing so, not only can the Grand Social Action Committee begin to track important components of social action initiatives, but it is also helpful for individual member boulés to have this type of assessment in place.

Through a partnership with The University of Texas at Austin and its Division of Diversity and Community Engagement, this survey expanded upon the 2014 survey to provide information about the current context of social action across the Fraternity. Questions about My Brother's Keeper, the *Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence* (Mentoring Handbook), and assessment in general were asked so that the Grand Social Action Committee could better understand what was helpful, what member boulés implemented, and how member and regional boulés can continue moving forward with these endeavors.

The purpose of this survey is not only to ascertain what social action programming is occurring across the Boulé, but also to continue the conversation about how we as a Fraternity can continue working to create positive change for young African American youth.

Survey Design

In April 2016, the Grand Social Action Committee distributed the social action survey to all Social Action Committee Chairs and/or Sire Archons of the 136 member boulés. The online survey asked Archons to report about the social action initiatives conducted within their boulés. The survey collected both quantitative and qualitative data to provide a well-rounded picture of type, scope, breadth, and purpose of social action programming across the Boulé.



Survey Results

Reporting Boulés

This survey would be inconsequential if it were not for the respondents from 82 member boulés who took the time and effort to provide the Grand Social Action Committee with the important information in this report. The Grand Social Action Committee extends its thanks to the Archons of the following member boulés.

Member boulé	Region
Alpha	Northeast
Gamma	Northeast
Delta	Southeast
Eta	Western
Kappa	Southeast
Lambda	Central
Mu	Northeast
Nu	Western
Xi	Pacific
Omicron	Central
Sigma	Central
Tau	Central
Phi	Southeast
Chi	Southeast
Psi	Central
Alpha Beta	Southeast
Alpha Gamma	Pacific
Alpha Epsilon	Western
Alpha Eta	Central
Alpha Theta	Western
Alpha Kappa	Northeast
Alpha Lambda	Southeast
Alpha Mu	Southeast
Alpha Nu	Western
Alpha Xi	Southeast
Alpha Rho	Southeast
Alpha Upsilon	Central
Alpha Phi	Central

Member boulé	Region
Beta Epsilon	Southeast
Beta Eta	Northeast
Beta Theta	Southeast
Beta Iota	Northeast
Beta Kappa	Southeast
Beta Lambda	Southeast
Beta Nu	Northeast
Beta Xi	Southeast
Beta Omicron	Central
Beta Sigma	Northeast
Beta Upsilon	Pacific
Beta Chi	Southeast
Beta Psi	Northeast
Gamma Beta	Southeast
Gamma Gamma	Western
Gamma Zeta	Pacific
Gamma Eta	Central
Gamma Theta	Northeast
Gamma Iota	Northeast
Gamma Kappa	Southeast
Gamma Mu	Pacific
Gamma Xi	Southeast
Gamma Pi	Southeast
Gamma Sigma	Southeast
Gamma Phi	Western
Gamma Chi	Pacific
Gamma Psi	Southeast

Member boulé	Region
Delta Alpha	Central
Delta Beta	Southeast
Delta Gamma	Western
Delta Delta	Southeast
Delta Epsilon	Northeast
Delta Eta	Western
Delta Theta	Pacific
Delta Iota	Southeast
Delta Kappa	Southeast
Delta Mu	Western
Delta Xi	Pacific
Delta Pi	Southeast
Delta Sigma	Central
Delta Upsilon	Southeast
Delta Phi	Western
Delta Chi	Southeast
Epsilon Alpha	Southeast
Epsilon Gamma	Southeast
Epsilon Delta	Southeast
Epsilon Theta	Central
Epsilon Kappa	Southeast
Epsilon Lambda	Southeast
Epsilon Mu	Southeast
Epsilon Omicron	Southeast
Epsilon Pi	Western
Epsilon Rho	Northeast
Epsilon Sigma	Northeast

Overview

The survey was closed on May 6, 2016, with a 60% response rate. A total of 82 individual respondents reported 132 unique social action initiatives. The survey was conducted through Qualtrics and analyzed through SPSS and Excel. Throughout the data analysis, comparisons are presented between the 2014 data and the 2016 data collected.

A number of strengths emerged from the survey:

- The social action initiatives reported are largely focused on both African Americans and young men/boys.
- The duration of the programs suggest that most member boulés are reaching young people through social action programs that cover the school year or longer.
- The largest focus group in terms of age encompasses the teen to college pipeline: middle school, high school, and college.
- The most common program types are life skills development, career/professional development, and academic mentoring. One-third of all programming had a college preparation component, and close to a third of the programs also included some type of mentoring.
- Exactly half of the reporting member boulés said they used the Mentoring Handbook as a resource. Section II: Best Practices for Mentoring and Section I: An Introduction to Mentoring Young Black Males, respectively, were found to be the most useful.

Data Highlights

- **Social Action Initiatives:** 82 member boulés reported 132 different social action initiatives.
- **Regional:** Member boulés from every region responded to the survey. The Southeast region had the largest number of member boulés reporting (43%).
- **Archons:** The majority of member boulés have an active Archon membership that ranges between 21-40 Archons (42.7%).
- **My Brother's Keeper:** 31% of the member boulés reported being active in a local MBK initiative.
- **Mentoring Handbook:** 50% of member boulés reported using the *Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence* as a resource.
- **Assessment:** 43% of all initiatives reported indicated some level of assessment or benchmarking with the most frequent type of assessment occurring once, at the end of the program (54.5%).
- **Previously Reported Initiatives:** 29% of the initiatives reported in the 2016 survey were also reported in the 2014 survey.
- **Activity Type:** 67% of the social action initiatives were group activities.
- **Number of Young People Reached:** Member boulés are reaching young people through various group sizes. The most common group range is 11-25 followed by the more than 100 group.
- **Initiatives by Gender:** More than half of the social action initiatives are geared towards young men and boys. Compared to 2014 data, there are currently more initiatives that engage with both genders.
- **Age:** Almost all of the initiatives reported a focus on the K-16 pipeline, students from kindergarten to college seniors.
- **Race:** Nearly two-thirds (62%) of the social action initiatives reported serve African Americans exclusively. This percentage has decreased since the 2014 survey where 74% of initiatives reported served African Americans exclusively.
- **Frequency:** There is great diversity in the frequency of meetings and events that member boulés hold for social action initiatives. More than a quarter (28%) of respondents chose to provide a more detailed example than the options provided within the question.
- **Duration:** Most of the social action initiatives follow the academic calendar: academic year (26%), school year (19.7%), and one semester (4.5%).
- **Types of Programs:** Most social action initiatives that member boulés conduct encompass more than one type of programming. Half of the programs included some academic mentoring (50%). The most common program types were life skills development (64%) and career/professional development (63%). Another common attribute to the programming was to provide scholarships (43%).



Presentation of the Data

General Overview

Eighty-two member boulés responded to the 2016 survey. Of those who responded, 56% had one social action initiative to report. One member boulé (Delta) had 10 social action initiatives, the largest number of reported programs. More than three-fourths (77%) of all member boulés who responded to the survey reported having between 1-2 social action initiatives. Overall, the 82 member boulés described 132 total social action initiatives during the 2016 survey.

Table 1: Number of Social Action Initiatives Reported by Member Boulés, 2016

Initiatives Reported	Number of boulé	Percentage
0	6	7%
1	46	56%
2	17	21%
3	8	10%
4	3	4%
6	1	1%
10	1	1%
Total	82	100%

Regional Data

Based on the 2016 survey, the Southeast region had the largest number of member boulés reporting as well as the most social action initiatives reported.

Comparing the 2014 and 2016 data, all regions except for the Southeast region had similar numbers of member boulés reporting. The Southeast region increased from 18 member boulés reporting in 2014 to 35 in 2016. In terms of initiatives reported, all regions except for the Southeast and Western regions reported fewer social action initiatives than in 2014. This could be a potential area for further research to understand whether initiatives in general have declined or that not all initiatives were reported on this year’s survey.

Table 2: Number of Boulés Reporting and Initiatives Reported, by Region, 2016

	Boulés reporting		Initiatives reported	
	Number	Percentage	Number	Percentage
Northeast	14	17%	21	15%
Southeast	35	43%	63	48%
Central	13	16%	20	15%
Western	12	15%	17	13%
Pacific	8	9%	11	8%
Total	82	100%	132	100%

Table 3: Comparison of Boulés Reporting, 2014 and 2016

	2014		2016	
	Number	Percentage	Number	Percentage
Northeast	12	19%	14	17%
Southeast	18	29%	35	43%
Central	13	21%	13	16%
Western	9	15%	12	15%
Pacific	10	16%	8	9%
Total	62	100%	82	100%

Table 4: Comparison of Initiatives Reported, 2014 and 2016

	2014		2016	
	Number	Percentage	Number	Percentage
Northeast	22	19.8%	21	15%
Southeast	30	27%	63	48%
Central	29	26.1%	20	15%
Western	15	13.5%	17	13%
Pacific	15	13.5%	11	8%
Total	132	100%	132	100%

Number of Active Archons

The majority of member boulés have an active Archon membership that ranges between 21-40 Archons. The overall breakdown of active membership in 2016 is comparable to that in 2014.

Table 5: Number of Active Archons, 2014 and 2016

Active Archons	2014		2016	
	Number of boulés	Percentage	Number of boulés	Percentage
1-20	10	17.2%	19	23.2%
21-40	28	48.3%	35	42.7%
41-60	12	20.7%	19	23.2%
61-80	6	10.5%	7	8.5%
81-100	2	3.4%	2	2.4%
Total	82	100%	82	100%

Participation in a My Brother's Keeper Initiative

Since the MBK Community Challenge was discussed during the assessment of the 2014 survey, the 2016 survey asked whether the member boulés were active in a local MBK initiative. Of the 82 member boulés that participated in this survey, 25 are active in MBK. Tracking how many member boulés continue to participate in MBK initiatives would be a useful data point for further analysis.

Table 6: Activity in a Local My Brother's Keeper Initiative, 2016

	Number	Percentage
Yes	25	31%
No	56	69%
Total *	81	100%

* 1 response missing

Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence

In 2015, the Grand Social Action Committee presented the *Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence* (Mentoring Handbook) as a response to the noted need for mentoring assessment based on the *Sigma Pi Phi's Pathways to Young Black Male Excellence* report, which was based on the 2014 survey. In this iteration of the survey, member boulés were asked

whether they used the Mentoring Handbook and if so, which areas proved to be most helpful. Member bouldés were also encouraged to add any feedback they had about the Mentoring Handbook.

Exactly half of the member bouldés reporting said they used the Mentoring Handbook as a resource. For those who used the Mentoring Handbook, a follow-up question was asked about the sections that were found to be useful. Of the 41 member bouldés who responded, Section II: Best Practices for Mentoring and Section I: An Introduction to Mentoring Young Black Males, respectively, were found to be most useful. The remaining sections, Section III: Recommendations for Assessment and Benchmarking, Section IV: Sample Assessment Tools for Mentoring Programs, and Section V: Resources were also found to be useful.

The survey also asked for any feedback about the Mentoring Handbook. All those who discussed the Handbook provided positive feedback about its use and applicability to member bouldés.

Table 7: Use of Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence as a Resource, 2016

	Number	Percentage
Yes	41	50%
No	41	50%
Total	82	100%

Table 8: Sections of Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence Found Useful by Member Bouldés, 2016

	Number*	Percentage
Section I: An Introduction to Mentoring Young Black Males	25	61%
Section II: Best Practices for Mentoring	36	88%
Section III: Recommendations for Assessment and Benchmarking	19	46%
Section IV: Sample Assessment Tools for Mentoring Programs	19	46%
Section V: Resources	17	41%

* Based on the 41 respondents who answered that they found the Mentoring Handbook useful; each respondent had the option to check more than one option

Table 9: Examples of Feedback about Mentoring Handbook

It was very comprehensive and acted as a great road map for us.
Very well done and easy to read and use in our local social action activities and priorities.
A great tool to help devise a program without reinventing the wheel.
It was very informative and useful.
The guide is an excellent product and proved helpful for our experienced membership.
The guide has been useful to tweak our [program] and also as an excellent resource.
Every Boulé should review the Best Practices section.
Excellent resource, and it also serves as motivation.
It provides all we will need as a training and monitoring resource. We found the information about group mentoring very helpful to our planning process. This was more attractive to a number of archons rather than a single focus on mentoring.

When asked about their use of the handbook within their reported social action initiatives, 17 initiatives either used or benefited from the assessment tools provided in the Mentoring Handbook. The most useful assessment tool was the Benchmarking Worksheet for Program and Group Assessment.

Table 10: Assessment Tools from the Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence, 2016

	Number*	Percentage
Benchmarking Worksheet for Program and Group Assessment	8	47%
Demographic Survey Section	7	41%
Parent Survey	7	41%
Benchmarking Worksheet for Individual Mentee Assessment	6	35%
Mentor Post-Program Survey	5	29%
Youth Post-Program Survey	5	29%
Mentee Snapshot Survey	5	29%
Coordinator Pre-Program Survey	4	24%
Youth Pre-Program Survey	4	24%

** Based on the 17 initiatives reported to have used any of the assessment tools in the handbook; each respondent had the option to check more than one option*

Rate of Assessment

The survey also asked about assessment in general. Less than half of the initiatives reported had any assessment processes implemented (43%). This is a drop in percentage from those initiatives reported in 2014, where 47% of initiatives had been assessed.

Of those 55 initiatives that have been assessed, the survey also asked how often the assessment occurs. The most common type of assessment is done at the end of the program, followed by assessment on an ad-hoc basis.

Table 11: Assessment of Initiatives, 2014 and 2016

	2014		2016		Percentage difference
	Number	Percentage	Number	Percentage	
Assessed	51	47%	55	43%	-4%
Not Assessed	57	53%	73	57%	4%
Total *	108	100%	128	100%	

* 4 responses missing in 2016; 3 responses missing in 2014

Table 12: Frequency of Assessment, 2016

	Number	Percentage
Once: at the end of the program	30	54.5%
Every month	6	10.9%
Every few months	6	10.9%
On an ad-hoc basis	13	23.6%
Total	55	99.9%

Previously Reported Initiatives

The survey also asked whether the initiatives reported had been previously described during the 2014 survey and included in the *Pathways* report. Of those who responded to this question, 38 initiatives were identified as having been previously reported; 54 initiatives were first introduced during the 2016 survey. By tracking this area, future surveys can show what changes and updates are occurring.

For those initiatives, which had been previously reported, the survey asked whether any changes or improvement had been made since 2014. Numerous member boulés mentioned increasing scholarship funds, programming, partnerships, Archon involvement, and student populations reached. Some explained that certain programs were discontinued for various reasons.

Table 13: Previously Reported Social Action Initiatives, 2016

	Number*	Percentage
Yes	38	29%
No	54	41%

* Based on the 132 initiatives reported; respondents had the choice not to answer this question

Activity Type

The survey found that 67% of social action initiatives were group activities. Initiatives that had both individual and group activities comprised 20% of the 132 initiatives. This overall breakdown is comparable to the 2014 results. Some respondents chose “neither” to describe initiatives that were primarily scholarship or funding in nature.

Table 14: Type of Activity, 2014 and 2016

	2014		2016	
	Number	Percentage	Number	Percentage
Individual	10	9%	11	8%
Group	73	67%	88	67%
Both	24	22%	27	20%
Neither	2	2%	6	5%
Total	109	100%	132	100%

Number of Young People Reached

The number of young people that member boulés reach through initiatives vary widely. Some initiatives are national, so approximating an impact is more difficult to assess. The most common size of group that member boulés reached is 11 -25 followed by groups of more than 100. For those member boulés that reached more than 100, that impact ranged from 100 to 5,000 young people reached.

Comparing 2014 to 2016, there are currently fewer initiatives that reach 1-10 and 26-50; there are more initiatives that reach 11-25, 51-100, and more than 100. The greatest difference in percentage from 2014 to 2016 was in the 1-10 group, which went from 31.2% to 19%. The growth in the other larger groups made up for this loss in the smallest group range.

Table 15: Number of Young People Reached, 2014 and 2016

	2014		2016		Percentage difference
	Number	Percentage	Number	Percentage	
1-10	34	31.2%	25	19%	-12.2%
11-25	25	22.9%	35	27%	4.1%
26-50	23	21.1%	23	17%	-4.1%
51-100	7	6.4%	20	15%	8.6%
More than 100	20	18.3%	29	22%	3.7%
Total *	109	100%	132	100%	

* 2 responses missing in the 2014 data

Initiatives by Gender

More than half of the social action initiatives are geared towards young men and boys. Only one initiative was reported for young women and girls. Compared to 2014, there are currently more initiatives that engage with both genders.

Table 16: Initiatives by Gender, 2014 and 2016

	2014		2016	
	Number	Percentage	Number	Percentage
Young men/boys	73	67%	70	53.8%
Young women/girls**	—	—	1	0.8%
Both young men/boys and young women/girls	36	33%	59	45.4%
Total*	109	100%	130	100%

* 2 responses missing in the 2014 and 2016 data

** Option only asked during the 2016 survey

Age Range

The vast majority of social action programming in which member boulés engage impacts high school and pre-college students. Almost all of the initiatives reported focus on the K-16 pipeline (students from kindergarten to college seniors). There is a smaller focus on infants/pre-k students, graduate, and post-graduate students.

Since the two largest clusters of student groups are middle school students and high school/pre-college students, this suggests that member boulés are putting a stronger emphasis on the teen to college pipeline segment.

This same trend and overall distribution of groups impacted is also found in the 2014 data.

The survey respondents had the option to provide more specific age groups or kinds of students. The respondents provided more information about 34 initiatives. Most of the initiatives described are geared towards graduating high school seniors as well as various grade ranges (such as from 9th to 12th grade or 3rd to 5th grade). Other initiatives mentioned a focus on specific student groups, including at-risk high school students, inner-city youth, freshmen students, students at business schools or pharmacy schools, and students at community colleges.

Table 17: Age Groups Impacted, 2014 and 2016

	2014		2016	
	Number	Percentage*	Number	Percentage*
Infants/Pre-K students	3	3%	2	2%
Elementary school students (grades K-5)	17	15%	22	17%
Middle school students (grades 6-8)	34	31%	38	29%
High school/pre-college students (grades 9-12)	76	69%	88	67%
Undergraduate students	26	23%	28	21%
Graduate students	7	6%	8	6%
Post-graduate students	2	2%	4	3%

* Each respondent had the option to check all that applied; percentage is based on the 132 initiatives reported in 2016 and the 111 initiatives in 2014

Initiatives by Race

A majority of the social action initiatives serve African Americans exclusively (62%). This percentage has decreased since the 2014 survey, in which 74% of the reported initiatives served African Americans exclusively.

For those initiatives described as being multi-ethnic, the largest ethnic group served (other than African American) is Hispanic/Latino (94%). Almost all of the multi-ethnic programs served African Americans in some capacity (90%). After Hispanic/Latino, these initiatives also served Caucasians (60%), Asian/Pacific Islanders (42%), and Native American/American Indians (34%). Four of the initiatives had no specific ethnic breakdown reported; five initiatives served other groups, including HBCU students, diverse independent school districts, and Africans.

Table 18: Initiatives by Race, 2014 and 2016

	2014		2016	
	Number	Percentage	Number	Percentage
African American only	82	74%	81	62%
Multi-ethnic	29	26%	50	38%
Total*	111	100%	131	100%

* 1 response missing from the 2016 data

Table 19: Breakdown of Multi-Ethnic Initiatives, 2016

	Number	Percentage*
African American	45	90%
Hispanic/Latino	47	94%
Asian/Pacific Islander	21	42%
Caucasian	30	60%
Native American/American Indian	17	34%
Unknown	4	8%
Other group(s)	5	10%

* Based on the 50 initiatives described as not exclusively serving African Americans; respondents had the option to check more than one option

Frequency of Meetings

There is great diversity in the frequency of initiative meetings and events. The highest chosen category was “other,” since most initiatives did not fit in with the other categories available. Some examples from the other category include:

- Various
- As needed
- Bi-weekly
- 3-5 events per year
- Summer

Based on the options provided, the most common categories are monthly (21%), annually (16%), and weekly (13%).

This variety in responses and frequency types suggest that member boulés are meeting as needed for the success of their initiatives.

Table 20: Frequency of Meetings or Events

	Number	Percentage
One-time event	14	11%
Annually	21	16%
Semesterly	13	10%
Monthly	27	21%
Weekly	17	13%
Daily	2	2%
Other	36	28%
Total*	130	100%

* 2 responses missing

Duration of Program

Most of the social action initiatives follow an academic calendar: academic year (26%), school year (19.7%), and one semester (4.5%). In addition, 20% of the initiatives are year-round programs. The least common duration was a one-month program.

These trends suggest that most member boulés are reaching young people through social action programs that cover the school year or longer. The same trends were seen during the 2014 survey

Table 21: Duration of Program, 2016

	Number	Percentage
Once	21	16%
A few weeks	7	5%
One month	1	0.8%
One semester	6	4.5%
One academic year	34	26%
Ongoing/year-round	27	20%
School year	26	19.7%
Summer	4	3%
Ad-hoc basis	6	4.5%
Total	132	100%

Types of Programs

Most social action initiatives that member boulés conduct encompass more than one type of programming. Half of the programs included some academic mentoring (50%). The most common program types were: Life skills development (64%) and career/professional development (63%). Another common attribute to the programming was scholarships (43%). One-third of all programming had a college preparation component (33%). Close to a third of the programs also included some type of mentoring: constellation mentoring (21%) and cascade mentoring (11%). The least common type of programming is need-based awards (8%).

There are some marked changes in the 2016 data as compared to the 2014 data. The biggest change in reported initiatives is the percentage of internship programs (from 7% in 2014 to 17% in 2016) is followed by an increase in life skills development programs (from 56% in 2014 to 64% in 2016). The greatest decrease has occurred in the percentage of constellation mentoring programs (from 29% in 2014 to 21% in 2016). At the same time, cascade mentoring programs have increased slightly, which might suggest that member boulés are continuing with mentoring initiatives to a lesser degree, but in a different capacity (combined 35% mentoring in 2014, 34% mentoring in 2016).

Table 22: Types of Programs, 2014 and 2016

	2014		2016		Percentage difference
	Number	Percentage	Number	Percentage	
Academic mentoring	52	48%	66	50%	2%
Career/professional development	66	61%	83	63%	2%
Life skills development	61	56%	85	64%	8%
Community service	33	30%	48	36%	6%
Single-sex program	27	35%	32	24%	-11%
Constellation mentoring	32	29%	28	21%	-8%
Cascade mentoring	7	6%	15	11%	5%
Extracurricular program	18	17%	31	23%	6%
Internship	8	7%	23	17%	10%
Scholarship	43	39%	57	43%	4%
College preparation	34	31%	43	33%	2%
Contest or prize	15	14%	15	11%	-3%
Need-based award	15	14%	10	8%	-6%
Social engagement/ social networking	36	33%	45	34%	1%
STEM fields	12	11%	24	18%	7%
Other	10	9%	18	14%	5%



Recommendations

Given the survey results and data analysis, a number of areas are highlighted as indicators of the important work that member boulés are achieving for young African American men and women. A number of areas also emerged as potential places for growth and improvement.

An important consideration with any programming is assessment. From 2014 to 2016, the number of reported initiatives have decreased assessment or benchmarking components. The Grand Social Action Committee recommends further studies into assessment processes and the creation of more assessment tools and resources that can be adapted per each member boulés. While half of the respondents mentioned using *Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence* (Mentoring Handbook) as a resource, a few Archons indicated that they had not known or just recently found out about this resource. As a result, better dissemination of such resources should be implemented.

A trend from 2014 to 2016 that requires further research regards the type of social action programs member boulés are employing. Even though mentoring is an important component of the Boulé in general, there has been a slight dip in the percentage and number of reported mentoring programs geared toward young people. The greatest decrease in any program type occurred in constellation mentoring programs (from 29% in 2014 to 21% in 2016). While this decrease could be a result of which initiatives were reported, mentoring is an easy and effective way to connect with the younger generation.

Finally, capturing more longitudinal data will be helpful not only for assessment at the local, regional, and grand boulé levels but also for a better understanding of the progress and impact that Sigma Pi Phi is having through its social action work. The Grand Social Action Committee recommends that each member boulé begins tracking their programs to have useful data for assessment purposes as well as sustainability efforts.



Showcase of Social Action

Gamma Boulé

Baltimore, Maryland | Northeast Region

Gamma Boulé Scholars Program

Partners: Ron Brown Scholar Program

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

The goal of the Gamma Boulé Scholar's Program is to provide academic excellence support for college study and mentoring opportunities for academic and professional growth to African American male high school students from the Baltimore area who demonstrate outstanding potential for leadership, community service, and achievement. We award two four-year scholarships per year. In 2015 we selected two new scholars, graduated two scholars, and have six continuing scholars, for a net total of eight in 2015. The total dollar value of our scholarships is \$10,000 paid over four years or \$2,500 per year. We have been able to support two new scholars per year, in addition to the continuing scholars. Thus, we are funding eight scholars at any given time (but we are hoping to increase that number of scholars we can select). We graduated our first two scholars in 2014-15. Each scholar is assigned two Archons as a mentor. The mentors are selected to match the academic and career interests of the scholars. The Social Action Chair also serves as a third mentor for all scholars. We provide the scholars with summer internships as well. The scholars are all academically high achieving African American males who come from challenging social and economic backgrounds. To select our scholars we have partnered with the Ron Brown Scholar Program, which shares the applications of Black male students from our geographic area who were semi-finalists or finalists for their scholarships, but not selected. We select scholars from among the Maryland-based finalists for the Ron Brown Scholar Program, but who were not awarded that scholarship. Several other member boulés are in the process of adopting this strategy. It would be wonderful if this could become a national program.

Kappa Boulé

Atlanta, Georgia | Southeast Region

Succeed with Creed

Partners: Local Atlanta High Schools with At-Risk Black Males

Type: Academic mentoring, Career/professional development, Life skills development, Extracurricular program, Social engagement/Social networking

Kappa Boulé's Social Action Program exposes at-risk Black high school youth to positive, successful Black role models and provides them with academic, social, and cultural activities. Activities include presentations by guest speakers, including Archons and other civic leaders, and field trips. We meet at Morehouse College, the alma mater of Archon Martin Luther

King, Jr. Students were also able to experience an actual surgical operative procedure at a local Atlanta hospital.

Kappa Boulé's Succeed with Creed Program was inspired by longtime educator Archon Norman Thomas. Its goal is to expose at-risk Black males to successful Black males. Students have an opportunity to interface directly with professionals who are accomplished in their chosen fields. Archons meet with the students on the weekend, have breakfast at Morehouse College, undergo that day's orientation, and then proceed to the day's activities led by our longtime Social Action Chair, Ben Blackburn III. Programs have included visits to the Atlanta History and Civil Rights Museum. They have experienced the corporate world by meeting with Archons Jerome and Michael Russell whose construction and design company is one of the biggest and most successful Black-owned companies in the world. Most recently students traveled to Tuskegee University where they saw firsthand the home of the famed Tuskegee Airmen. Archon Anthony Aiken, a retired Colonel, along with Archon Blackburn, an officer and reservist, stimulated the students with their experience and knowledge of the Black airmen's ground-breaking achievements in WWII. Boulé members act as mentors and are constantly challenging the students with their experience and knowledge.

Lambda Boulé

Columbus, Ohio | Central Region

Careers and Aspirations Mentoring Program: A Partnership Between Weinland Park Elementary and Lambda Boulé

Partners: Weinland Park Elementary School, Columbus Public Schools, Columbus, OH

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

This social action program was inspired by the Boulé Scholars Program of the Grand Boulé with a particular emphasis on early intervention, which led to our decision to provide a level of engagement with elementary school students. Weinland Park is a neighborhood in Columbus that had become crime-ridden, gang-infested, and characterized by much drug activity and violence, but is now on the rebound. The neighborhood is very near The Ohio State University and relatively close to downtown and the Short North, a residential and commercial district that is enjoying prosperity now. Efforts to improve living conditions in Weinland Park are well underway.

Lambda's social action program and partnership with Weinland Park Elementary (WPE) has been strongly supported and encouraged by the staff and administrators at WPE. The mentoring program involves approximately 65 male students (mostly African American with a few other racial minorities and even fewer Caucasian students) chosen from the 165 students in grades 3 through 5.

After several meetings with the principal and staff of WPE with the social action committee, we decided that a mentoring program could be effective. A chief objective of the program is to raise the sights of the students about what they could become in life and to broaden their knowledge and desire about career possibilities and their future, while letting them know the pathways to success. In surveying the Archons of Lambda, we quickly saw that our membership could be placed in six “career areas.” These include: medical and health; law and legal aid; music, arts and education; architecture and construction; business and corporate; and technology.

The WPE had a special assembly where nine Archons, dressed in the business attire of their professions, sat at the stage in a row only four or five feet from the 65-plus students and about 10 WPE staff. After very brief welcoming and purpose remarks by the principal and social action committee chair, six Archons, each representing one of the six career areas that we have identified, were briefly introduced to the assembly. A purpose of the assembly was to have each Archon then stand up and introduce themselves and talk about who they were, what they did professionally, and how they got to the place/space in the world that they occupy, emphasizing the importance and seriousness of education, study habits, etc. The presentations, limited to four to five minutes by each of the six Archons, were incredibly rich and stimulating and more importantly, engaging and enjoyable for the students. After the presentations, a Q&A ensued from the students who lined up at a microphone to ask questions of any of the Archon presenters. We were successful in introducing Archons to WPE students and Archons seemed inspired by the reception and interest they received from the students.

The assembly was just the first point of contact with the students. WPE staff had prepared the students for the session that dealt with careers and aspirations. The WPE staff prepared an inventory for the students that allowed them to select one of the six career areas they may have interest in, which led to the second major point of contact. Two months later the six Archons, each representing a career area, returned to WPE for a “breakout session” with the students who had selected an area to attend. These breakout sessions afforded an opportunity for even greater engagement and exchange between the students and the Archon.

In the two-month interim between the assembly and the breakouts, the WPE staff had worked with the students, who were required to learn more about their career choices, and to formulate questions and thoughts. Reports from WPE staff have been enthusiastically positive about the impact that we are having on the students of WPE. Social action committee members are meeting now with WPE staff to finalize the third piece of engagement, which will involve the parents/guardians of these 65 boys. While planning is still in process, this third engagement will provide an

opportunity to engage the parents and let them know we believe in their kids and get them on board with doing all they can do to provide a bright future for their children.

Additionally the social action committee is discussing other kinds of engagement plans for WPE including recognition award ceremonies for high scholarly achievers, field trips, visits to observe an Archon doing robotic surgery or administering some medical treatment or presiding over a court room, visiting and touring the campus of The Ohio State University, and attending some athletic events and concerts, etc. Last spring and fall, we provided a free jazz concert to the WPE student body and staff, and sponsored seven WPE students and faculty to attend an Ohio State football game along with 105,000-plus fans.

We will continue to evaluate the effectiveness of our social action programs. We are committed to serving more and assisting our children, particularly African American males, in making better choices for their lives. If the mentoring program does what we hope it will, we will likely expand the program to include other schools.

Mu Boulé

Northern New Jersey, New Jersey | Northeast Region Role Models for Successful Manhood

Partners: Rutgers University - Newark, in association with W. E. B. Dubois Institute

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

Growing up in poverty and single-parent households in northern New Jersey, urban communities such as Jersey City, Newark, Irvington, Paterson and the like make adolescents, especially African American boys, more susceptible to dropping out of school, becoming involved in gangs and criminal activities, and being led down paths of hopelessness. Although an alarming proportion of these boys become incarcerated before reaching adulthood, a “silent majority” of them do not. Unlike their African American counterparts, this “silent majority” gets very little, if any, media coverage and praise for their achievements in the classroom or community. In the absence of hope that things will get better, these boys also are predisposed to succumb to negative influences that besiege them. The Role Models for Successful Manhood (RMM) program aims to provide an invaluable leadership and mentoring experience for a select group of middle school boys from the “silent majority” in these communities.

The inaugural RMM program conducted at Ivy Hill Elementary School located in Newark, New Jersey by Mu Boulé provides supportive evidence for the value of RMM program. The participants attended Mu Boulé’s orientation and screening program and subsequently attended four

workshops conducted by members of Mu Boulé. Using multiple measures, students' ratings of the workshops and overall program were consistently highly favorable. It is important to note that the academic performance of an overwhelming majority of the participants improved after completing the program. Consequently, five participants earned invitations to participate in the 2014 W.E.B. DuBois Scholars Institute at Princeton.

Program goals:

1. To inspire hope in efforts toward achieving personal and community goals;
2. To develop and refine education and career goals;
3. To cultivate leadership skills and potential;
4. To develop and sustain self-confidence as well as healthy attitudes about self and relationships with others; and
5. To develop and sustain high levels of academic interest, motivation, and performance.

Program Design:

The program includes four workshops that focus on skills, practices, and qualities needed for success in adulthood conducted by professional males with expertise on the workshop topics. The workshop topics covered are as follows:

1. Creating and maintaining relationships (i.e. relationships with parents, friends, co-workers, and others; sharing and caring for others; becoming an effective team player; and becoming a good listener)
2. Maintaining a “winning attitude” (i.e., perseverance, succeeding in adversity, building on strengths, reading, and maintaining an open mind)
3. Setting personal as well as community service oriented goals (i.e., setting education and career goals and steps to achieve them; setting interpersonal, social and citizenship goals and steps to attain them; and setting financial management goals)
4. Making career choices and developing plans of action to attain them (i.e., medical and health professions; engineering professions; education professions; business, finance, and law professions; science and technology professions; and public service professions)

The returning participants will participate in four workshops, in a separate room, that are different from the workshops for the new students. The returnees' workshops aim to build on the knowledge provided in the previously referenced workshops.

The workshop topics are as follows:

1. Goal-setting and time management: Part 2
2. Developing resilience in pursuit of goals

-
3. Deferring immediate gratification (short-term pleasure) for long-term gains
 4. Developing and implementing networking strategies in pursuit of goal(s)

During each meeting following the lunch period, all students participate in workshops on judgment and decision making: models for leadership. These workshops will be sponsored by the W.E.B. DuBois Scholars Institute.

Participants will be required to attend each workshop to fulfill successful completion of the program. At the end of the program, a graduation ceremony would be held at Princeton University. During the graduation ceremony, each participant would receive a certificate for completing the program along with a gift of \$100.00.

Nu Boulé

Houston, Texas | Western Region
Nu Boulé Mentoring Program

Partners: JHJ School of Business - Texas Southern University

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

The Nu Boulé Mentoring and Student Development Program supports the JHJ Business School at Texas Southern University. Mentoring African American male undergraduate and graduate students is the cornerstone of the program and an important element in TSU's plan for student success. The program has also been expanded to support all first-year graduate students via discussions on professionalism and careers. The objective of the overall program is to help ensure student academic, professional, and life success.

Mentoring young men is the heart of Nu Boulé's social action program. The Nu Boulé Mentoring Program seeks to share important insights and address student learning needs to ensure educational, career, and life success. Nu Boulé Archons are mentoring 15 African American male students for the 2015-16 academic year. Each mentee is assigned two mentors to provide insights on the pros and cons of different career options, self-awareness, and self-discipline. They also provide constructive feedback, an extended personal network, and active coaching. Each team is expected to meet a minimum of four times each academic year to establish and build relationships, understand mentee aspirations, set goals, assess results, and correct course as needed. Many teams meet often and the relationships have led to summer internships and very close engagement. The program supplements academic development with professional and life insights and skills.

Mentors also benefit in multiple ways including: personal fulfillment and the enhanced ability to help others translate valuable insights into tangible

action plans. Importantly, ground rules for the engagement are discussed with the mentees during an orientation meeting held at the beginning of each school year. Mentees are expected to drive the process/relationship building without requiring they be experts or perfect. The mentors are there as coaches, confidants, and supporters.

Xi Boulé

Los Angeles, California | Pacific Region

Xi Boulé Career Academy “See Your Potential”

Partners: Watts Willowbrook Boys and Girls Club Watts, California

Type: Career/professional development, Life skills development, Single-sex program, Constellation mentoring, Cascade mentoring, Extracurricular program

Xi established a group-mentoring program at Watts Willowbrook Boys and Girls Club for 11-13 year old African American boys. Numerous Xi Archons have participated as group mentors. We have seen tremendous progress in the maturity displayed by our boys. Recently, we held our second annual graduation ceremony where each boy gave a speech on their career choices in front of mentors and guests. Xi presented each young man with a certificate with Xi and Watts Willowbrook engraved on front along with their names. In addition we presented them with \$25 Amex gift cards. We continue to have Archons step up not only with their time, but also with their financial investments.

Highlights of this year’s program included: being hosted by CMS Hospitality and tour of its offices and restaurants at LAX, including a picture in front of the bust of Archon Tom Bradley for whom the International Terminal is named and an exclusive private showing of the movie Selma for our mentees and other club members. The cost was underwritten by Union Bank Foundation, thanks to its President, Archon Carl Balton. Refreshments were paid for by Archon Arnold. Other events included Xi and mentees hosted by LAPD Chief Beck at LAPD Headquarters, arranged by Archon John Mack, public speaking seminar conducted by Archon McKnight, and a field trip to Loyola Marymount University, arranged and hosted by Archon Meigs. In addition, Archon Webster has arranged for a group of African American judges to visit with boys at the club in July.

The program will start again in September. We will keep this year’s class since they are young in age and add additional boys. We continue to welcome participation from Archons in the way of time, willingness to underwrite events, or leveraging other resources that would be beneficial to inspiring our young men to dream.

Alpha Epsilon Boulé

Dallas, Texas | Western Region

“Circle of Scholars” - Alpha Epsilon’s Scholarship Awards Initiative

Partners: Various Dallas Metroplex high schools are used as recruiting centers for our scholars. A few of these schools are: Carter HS, Dallas, TX; DeSoto High School, DeSoto, TX, Cedar Hill High School, Cedar Hill, TX; Townview Talented and Gifted HS Dallas, TX, Barack Obama Male Leadership Academy, Dallas, TX; Conrad HS, Dallas, TX; South Oak Cliff HS, Dallas, TX; Juan Sequin HS, Arlington, TX and Prestonwood Christian Academy, Dallas, TX.

Type: Academic mentoring, Career/professional development, Single-sex program, Constellation mentoring, Scholarship, Social engagement/Social networking

The Circle of Scholars initiative involves the recruitment of African American male high school seniors who meet the criteria for our scholarship program as listed below. The applications collected from the various high schools are evaluated by a three-person committee, composed of Archons who evaluate the applications based on our criteria.

- Scholars are required to have a minimum GPA of 3.00 and an ACT of 25 or SAT of 1275 to apply for a scholarship.
- Archons/Mentors are matched with the scholar’s career aspiration. In turn, the scholar is introduced to professional people in their chosen field.
- Beginning in 2016, Alpha Epsilon increased the scholarship funds from \$1,000 to \$2,500 over two years. (\$1,500 awarded the first year and \$1,000 the second year).
- Mentors are now working with scholars to ensure they maintain a 2.75 GPA after their first year in college to qualify for the second installment of their scholarship.
- Mentors work to ensure scholars remain in good standing with the university, based on the university’s standards.
- Scholars provide the mentor with a 250-word essay describing their first year experience in college.
- The Circle of Scholars Scholarship Awards Dinner is held the first Sunday in April annually and includes the scholars, their parents, Archons, and Archousai.

Alpha Theta Boulé

Oklahoma City, Oklahoma | Western Region

A Ride Into the Future Mentoring Program

Partners: Millwood Elementary School Oklahoma City, Oklahoma

Type: Life skills development, Constellation mentoring

“A Ride Into the Future Mentoring Program” is an initiative facilitated by Alpha Theta Boulé in partnership with Millwood Public Schools. The

Social Action Committee of Alpha Theta Boulé has been charged with the development of this mentoring program to address the crisis threatening young school-age African American males in our communities.

The program focuses on third-grade African American males with intent to provide one-on-one weekly mentoring. Each young man (10) was assigned an Archon mentor for the entire academic year. Meetings were to occur on a weekly bases within a designated classroom provided by the school. The mentoring focus was on life skills development and minimal focus on academic proctoring. Individual classroom teachers were responsible for student classroom grades, but these were available to mentors at all times.

Student school attendance and avoidance of suspensions and expulsions was the targeted goal for mentee success. Each successful student was awarded a brand new bicycle at the end of the year at an awards banquet in front of classmates and the school board members. The bicycles represent both a symbolic and real accomplishment for those students who successfully complete the first year of “A Ride Into the Future Mentoring Program.” The bicycles’ wheels represent the tools for mobility, and the “Ride” represents forward motion and progress to help create a picture of them thriving in the future.

Many of these young men are growing up in single-parent homes lacking male role models and face alarmingly high rates of school failure and prison incarceration. Research data has identified the third- and fourth-grade levels as the most vulnerable times for school-age African American males. The development of reading and mathematical skills is intimately tied to long-term real world success, and these skills start to congeal at the third and fourth grade levels. The Department of Justice reports, “The link between academic failure and delinquency, violence, and crime is welded to reading failure.” Over 70 percent of inmates in America’s prisons cannot read above a fourth-grade level.

Why learn to read early? Two-thirds of students who cannot read proficiently by the end of the fourth grade will end up in jail or on welfare. By fourth grade, many African American boys are already underachieving academically—the fourth grade is the watershed year.

An in-depth review of data from the Millwood Public School District’s Millwood Elementary (EC – 8) 2009-2010 Student Performance Report reveals a worrisome fall in reading skills from the third to fourth school grade levels. We have identified the third grade as the opportune time to attempt a lasting impact on at-risk individuals and third-grade African American males will serve as the focal point for the initiation of our “Ride Into the Future Mentoring Program.”

To date, several components of program development have been accomplished and include:

1. Program conception and unanimous approval by the entire body of Alpha Theta Boulé of Sigma Pi Phi Fraternity of Oklahoma City.
2. Tentative program approval from Gloria Griffin, Ed.D, Superintendent of Millwood Public Schools and Mrs. Andrea Wheeler, Principal PreK-8th grade.
3. Identification of an on-campus mentoring program coordinator, Mrs. Helen Bennett.
4. Millwood High School student and parent participation in The Bertram Edward Sears, Sr. Educational Series & College Fair at the University of Oklahoma School of Law. Millwood participation is facilitated by Gloria Griffin, Ed.D.
5. Meetings with Dr. Johnny R. Griggs of Alpha Theta Boulé, PreK-8th grade principal, Mrs. Andrea Wheeler, and program coordinator, Mrs. Helen Bennett, to frame, develop, and revise mentoring program guidelines.

Alpha Theta Boulé is responsible for the following activities:

1. Recruitment and selection of mentors
2. Program operations
3. Mentor education and training
4. Program evaluation process

Our vision via this program is to equip these young men with the tools and skill sets that maximize their chances for successful navigation in the real world that they will face as men of color.

Alpha Mu Boulé

Augusta, Georgia | Southeast Region

PROJECT BBUILD

Partners: Richmond County Board of Education, Boys And Girls Clubs of The CSRA, Tabernacle Baptist Church, and The Ike 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, Contest or prize, Need-based award, Social engagement/Social networking

Project BBUILD, now in its ninth year, is a weekly mentoring and tutoring program primarily for at-risk African American males who attend public middle schools in Richmond County, GA. The program is multi-faceted and focuses on the academic, cultural, and social development of its students. Project BBUILD, while funded by the Ike and Justine Washington

Foundation, is operated in partnership with Alpha Mu Boulé, the Boys and Girls Clubs of the Central Savannah River Area (CSRA), Tabernacle Baptist Church, and the Richmond County Public School System. The program runs parallel with the academic school year for Richmond County schools, and it meets every Saturday from 9:45 a.m. to 12 p.m. 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 behavior modification and learning components on financial literacy and wealth accumulation. The linchpin of Project BBUILD is the voluntary support that is provided by members of Alpha Mu Boulé and community leaders of noteworthy accomplishments. The program consists of the following elements.

Focus sessions: Weekly 30-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 and other health professionals. 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 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.

Classroom Instruction: students are divided into groups by grade level. These groups meet with a certified teacher for English, language arts for one hour and then rotate to another certified teacher for mathematics for one hour using Richmond County School System Curriculum. Various techniques are used to reinforce material covered by the public school curriculum. The teachers provide feedback to the Project BBUILD coordinator after each session to identify students who may benefit from extra tutorial help.

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

In the fall of 2010, Alpha Mu Boulé introduced a new component to Project BBUILD called "Financial Literacy and Wealth Accumulation." This educational component focuses on exposing students to various financial institutions in the following ways: their purposes in the U.S. economy,

their operations, and how consumers should access the services of these institutions to maximize their financial well being. Students learn the importance of budgeting their income, saving, and investing money. In their weekly classroom instructions, students also learn about financial concepts, financial instruments such as consumer loans, credit cards and money market accounts, business practices of financial institutions, and key financial formulas and calculations. Finally, we plan to teach the students some basic fundamentals of investing in the stock market.

Supervised extracurricular activities include:

1. Touring local museums and a college campus
2. Serving as pages at the Georgia state capitol
3. A picnic and fishing outing
4. Touring a local bank and participating in a financial workshop
5. Attending the celebration of erudition (graduation)
6. Attending sporting events
7. Participating in the sickle cell walk
8. Attending Morehouse College glee club in concert
9. Participating in the annual Evening of Elegance Black-Tie Event for students and parents

Mentoring component: To ensure continuity and create a bridge for students as they transition from middle to high school, the program includes an ongoing mentoring component. Project BRIDGE strives to reinforce the high standards, values, and expectations that were emphasized throughout the Project BBUILD Program. To accomplish this objective, when students complete Project BBUILD, they are assigned Alpha Mu Boulé mentors who monitor their progress through high school. At least twice during the academic year, the mentors commit to meeting with students, parents, as well school counselors and teachers to discuss the student's behavior and academic performance. Mentors may intervene in support of parents and school officials to help eliminate or resolve disciplinary issues or problems with school performance.

The overall goal of Project BBUILD is to identify a cadre of youngsters in grades 6 through 8 to address missing components that are needed to improve their chances for academic success and thus to improve chances for a more successful future. Project BBUILD is advancing this goal by: introducing students to positive role models and successful Black images, improving their academic achievement and good study habits, promoting good character and cultural development, and developing strong integrity and worthwhile talents.

BBUILD students are all at-risk students from intact homes, single parent homes, with grand- and great-grand parents and other guardians. Through Project BBUILD, the aforementioned needs are being met. According to feedback from parent surveys, the program has been successful and is meeting the needs of their sons by positively impacting their attitude, behavior, and academic performance.

Alpha Xi Boulé

Baton Rouge, Louisiana | Southeast Region
My Brother's Keeper Youth Educational Forum

Partners: Partners with the Southern University Law Center and the 100 Black Men of Metro Baton Rouge

Type: Career/professional development, Life skills development, Scholarship

Alpha Xi invited local and regional political officials to the event. The location, Southern University Law Center, provided the perfect setting for a very robust, intellectual discussion of the issues facing our young Black males. Invitations were extended to members of the National Panhellenic Council and each organization sent a representative to the event. The Links Incorporated, the Baton Rouge Young Leaders Academy, and Kappa Alpha Psi Guide Right Mentees participated in record numbers. Over 50 public service television commercials aired promoting the program, which were coupled with radio and social media that resulted in an overflow classroom being employed to accommodate participants. Archons and young Black men convened at this local action summit to discuss how the Boulé and partner organizations are responding to President Obama's My Brother's Keeper Initiative, particularly how they are addressing issues of criminal justice, education, mentoring, research, and policy in Baton Rouge and beyond.

Young men shared testimonials about their pathways to success and the obstacles they encountered along the way. The session concluded with an interactive question and answer session. Through the program, Alpha Xi will continue to encourage Archons to take appropriate action on issues of concern within our communities by supporting and providing similar initiatives that benefit Black youth and Black families.

This event was designed to increase awareness throughout the Greater Baton Rouge community about our upcoming efforts relative to starting a mentoring program. Secondly, it provides a safe space for open exchange of the status of Black males in our community. From this effort, we hope to launch a successful mentoring initiative.

Beta Xi Boulé

Orlando, Florida | Southeast Region

YBME (Why-BE-Me) Young Black Men of Excellence

Partners: Orange County Public Schools and Seminole County Public Schools

Type: Career/professional development, Life skills development, Community service, Single-sex program, Scholarship, College preparation, STEM fields

Beta Xi Boulé seeks to prepare African American youth to be leaders through career education and character development. This program will provide experiences to help young men mature and to prepare them to become responsible and caring adults.

The pathways to Black men excellence program was developed for young African American males in the ninth grade. Its objectives are accomplished through four initiatives:

1. Life skills workshops
2. Mentoring program
3. Cultural exposure opportunities
4. Community service

The major components of the program include:

Life-skill workshops: Monthly workshop topics include: Responsibility/building integrity, work habits/health, goal setting, career explorations, work-life balance/finding your passion, effective communication/relationships, budgeting/money management, and leadership development. Each workshop will be facilitated by African American males who are recognized leaders in their respective career fields.

Mentoring: All participants will receive mentoring from mentors relative to challenges and opportunities in their lives.

Enrichment and culture/social activities: Culture and enrichment programs will be used to expand the young men's appreciation for recreation and civic initiatives that add to the quality of life in our communities. They will be treated to a wide variety of culture exposure opportunities in the central Florida area (e.g. symphony, sporting events, and corporate tours/workshops)

Community service projects: Participants will learn the valuable lesson of "paying forward" community support. They will also be able to discover their own talents and ability while serving others.

Activities and participants to date

- Visited Bethune Cookman University
- Demonstration of robotic in surgery
- Attended the Musical “The Black Nutcracker”
- (Retired Colonel) Archon Harry Lumpkin spoke on leadership
- (Retired federal judge) Archon Emerson Thompson conducted a session on communications
- (Former school superintendent) Archon Ron Block spoke on “Black Males at Risk”
- Young entrepreneurial Jared Benton spoke on passion and starting a business
- (Former McDonald’s franchisee) Archon Doug Hollis spoke on franchising
- Attended a Beta Xi meeting
- Discussion and demonstration on etiquette at Capital Grill Steakhouse by Archons Dr. John Albritton, Bill Norman, and Joe Littlejohn
- Monthly review and discussion of the stock market and their fractious portfolios
- Guest of Orange County Sheriff Archon Jerry Demmings and a tour of Orange County sheriff’s headquarters
- Attending Beta Xi spring outing

Beta Sigma Boulé

Springfield, Massachusetts | Northeast Region

B.U.I.L.D. Brothers United to Inspire Lifestyle Development

Partners: Held at Springfield College with B.U.I.L.D. focused on young males in Greater Springfield

Type: Career/professional development, Life skills development, Cascade mentoring

B.U.I.L.D. was formed by several young men who either lived in or attended school in the greater Springfield area. Their primary focus is reaching the area’s younger African American males who may be at high risk of failure in their academic, social, behavioral, and overall development. They sought the Beta Sigma Boulé for cascade mentoring, developmental support, and financial support to help reach these youth. Beta Sigma through our other efforts recognized that this younger population was difficult for us to reach. In fact, the past progress we’ve made with young men has been in the high school and college age. While their needs remain distinct and part of our social action program, we recognized that we were losing too many younger males. B.U.I.L.D. provided us with access and an opportunity, and we are pleased with this local partnership. Over 250 youth participated in

a Saturday morning program, and the evaluations were overwhelmingly excellent and exceeded expectations. We intend to use this successful launch to deepen our relationship with B.U.I.L.D and, through association, with these youth.

Beta Upsilon Boulé

San Francisco, California | Pacific Region

College Track Financial Literacy Program

Partners: College Track - San Francisco, CA

Type: Academic mentoring, Career/professional development, Life skills development, Community service, Single-sex program, Extracurricular program, College preparation, Contest or prize

Beta Upsilon Boulé's Financial Literacy Program has been conducted since 2013 in partnership with the San Francisco Chapter of the national College Track Program. San Francisco College Track is located in the historically African American Bayview Hunter's Point neighborhood of San Francisco. College Track offers a wide range of afterschool tutoring programs for lower income students from various neighborhoods throughout the city.

Beta Upsilon created and conducts a semester-long series of 10 hour-long classes/workshops on financial literacy. The overall objective of the Boulé Scholars Program is to inspire Black boys and young men to enjoy education, to realize that they can excel academically, to raise their educational performance expectations, and to heighten their ambitions.

The specific objectives of this partnership are to:

- Bring accomplished boulé members together with eligible African American males from College Track, developmental program, or recruited by the boulé.
- Provide knowledge and information to participants on a variety of subjects relating to financial matters.
- Inspire participants to pursue career objectives that can provide financial rewards.
- Assist participants with educational, career, and financial goals.
- Position participants to be eligible for local and national Boulé scholarships.

College Track San Francisco responsibilities:

- Recruit 10-12 African American male College Track students to participate in the BSP Financial Literacy workshops.
- Assist the boulé in recruiting 10-12 participants from other organizations and programs that College has working relationships with.
- Provide a College Track staff member (College Affairs Program Manager) to support the initiative.

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- Include the BSP Financial Literacy workshop on the College Track San Francisco Spring 2014 master schedule.
 - Provide feedback on ways to enhance and the BSP in general and the Financial Literacy workshops in particular.

The boulé's responsibilities:

- Assist College Track in recruiting eligible participants who are not enrolled in College Track programs.
- Allow boulé members to conduct BSP Financial Literacy workshops. (Two Archons conduct each class/ workshops and are supported by other Archons in attendance).
- Provide workshop materials for participants.
- Provide supplemental activities for participants that may include: mentoring, role modeling, career exploration, general literacy, study skills, or test-taking skills.
- Nominate eligible BSP participants for BSP scholarships.

Students are African American males in grades 9 through 11. Most of the students are participants in the College Track program. Efforts are made to recruit students through the YMCA, the San Francisco Achievers Program, Yong Community Developers, and other sources.

Gamma Gamma Boulé Austin, Texas | Western Region Mentoring Black Male College Students

Partners: University of Texas at Austin, Huston-Tillotson University, Austin Community College

Type: Academic mentoring, Career/professional development, Single-sex program, Cascade mentoring, Social engagement/Social networking, STEM fields

Our program focuses on helping young Black males at the undergraduate level prepare for life after college. As a member boulé we noticed that there were numerous programs helping to prepare Black males to get into college, but that there were not many initiatives focused on helping them transition out of college and into a career or graduate and professional school. We have weekly informal networking events on Mondays where Archons and other professionals interact with Black students. Through this informal interaction, organic mentoring relationships develop between Archons and students. In addition to the weekly events, we hold several large gatherings each semester that focus on career development.

In partnership with the African American Male Research Initiative (AAMRI) at The University of Texas at Austin and Huston-Tillotson University, Gamma Gamma has a suite of programs that helps college students transition into

the real world upon graduation. AAMRI is a faculty-led academic initiative rooted in evidence-based practices to promote academic excellence among African American males. AAMRI includes a research focus that informs public policy experts, practitioners, and concerned citizens on how best to create and maintain a culture of Black male excellence in K-16 settings. Archon Leonard Moore serves as Director of AAMRI. The following are examples of college initiatives that Gamma Gamma and its Archons participate in for the advancement of college-aged young men.

Scholarships

Gamma Gamma awards 11 African American male students with \$1,000 annual scholarships until they graduate. We host a winter break dinner for scholarship recipients as a way to monitor their progress. For new recipients, we host a dinner during the summer before they head to college. Since 1994, 71 young males have been Gamma Gamma scholarship recipients. All of these young men have cited the Gamma Gamma scholarship as an important part of their financial aid package and overall success.

Graduate and Professional School Workshop

In the spring semester, Gamma Gamma hosts an exciting graduate and professional school workshop that imparts practical advice and insight into graduate and professional school. In March 2016, Gamma Gamma hosted this event on The University of Texas at Austin campus. There were approximately 85 undergraduate students in attendance, including 30-35 members of the Texas football team, and 25 Archons. After a brief panel discussion, students were then divided into areas of interest: law school, business school, medical school, Ph.D. programs, and entrepreneurship. In these smaller workshops, Archons shared practical tips and advice from their respective professions.

Black Student-Athlete Conference

In January 2015 and 2016, Gamma Gamma co-sponsored the Black Student-Athlete Conference, the largest gathering of thought leaders who are committed to seeing Black student-athletes excel in the classroom as well as on the field. This year the conference doubled its attendance with over 200 people registered. The conference is the brainchild of Archon Leonard N. Moore and Archon Gregory J. Vincent, who with the help of Gamma Gamma, plan and execute what is arguably the most dynamic event in the world of intercollegiate athletics. Keynote speakers and panelists at the conference have included Archon David Williams (Vanderbilt); Archon Jerlando Jackson (Wisconsin); and Archon Teddy McDaniel, Sr. (Ohio State). The 2015 conference featured a panel of Archons who serve as Faculty Athletic Representatives at major universities across the country.

Discover Law

In partnership with the Law School Admissions Council, The University of Texas Law School, and Huston-Tillotson University, Archons of Gamma Gamma serve as mentors to prospective law students during a dynamic summer program. Launched with the goal of increasing the number of Black and Latino law students at The University of Texas Law School, Discover Law is a six-week program that works with talented undergraduate students from The University of Texas at Austin and Huston-Tillotson to prepare them for law school. The program is held at the UT Law School and students devote their time to studying cases, participating in mock trials, learning strategies for the LSAT, and writing personal statements. The involvement of Archons adds an amazing dimension to this very important initiative.

Weekly Wings and Fellowship

Every Monday evening, Black male undergraduate students in the area gather at Gabriel's Sports Bar on The University of Texas campus for wings, fellowship, and mentoring. These informal gatherings give students and Archons an opportunity to interact in a comfortable, non-threatening environment. Several strong one-on-one mentoring relationships have developed as a result of these efforts. Further, the freshmen who attend on average have a higher GPA than those who don't attend.

Gamma Zeta Boulé

Pasadena, California | Pacific Region

LAMP Mentor Program

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

The social action program for Gamma Zeta Boulé is administered via the Gamma Zeta Boulé Foundation (GZBF). The GZBF's 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 LAMP Mentor Program was the recipient of a special award from United States Congresswoman Judy Chu. The GZBF is committed to developing 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 and supplements traditional academic development. LAMP encourages parents to attend LAMP sessions, 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 12 students to a robust 40 conscientious high school-age young men from various socio-economic backgrounds. As part of its community outreach, the LAMP Mentor Program engaged in a partnership with the “Learning for Life Program.” In addition, other community organizations such as Jack and Jill of America, the Alpha Kappa Alpha Sorority, the Deltas Sorority, and the Links, Inc. have been invited to participate in events sponsored by the LAMP Mentor 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.

During 2015, LAMP Mentor sessions were 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.

During 2015, workshops included: leadership/management, financial literacy, mock interviews, business etiquette, public service, health and nutrition, college prep, civil service, entrepreneurship, philanthropy, and more. During May 2015, graduating high school seniors from the LAMP program were recognized for their achievements with a scholarship award.

The LAMP Mentor Program awarded six graduating high school seniors with financial assistance ranging from \$1,000 to \$3,000 each in scholarships at the May 31, 2015 luncheon. The young men were accepted to various colleges and universities from coast to coast. In 2015, LAMP Mentor Program student Michael Allen was the recipient of the Sigma Pi Phi Boulé Scholars Program award.

Participants in the LAMP Mentor Program 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 2014-15 school year, Gamma Zeta Boulé engaged in a partnership with the Pasadena Playhouse and sponsored LAMP mentor students' participation in workshops and discussion groups before attending presentations at the Pasadena Playhouse.

Fourteen Gamma Zeta Boulé Archons are members of the Gamma Zeta Boulé Foundation and participate by providing oversight for the program. In addition to the Gamma Zeta Archons who serve as board members, the Gamma Zeta Boulé Foundation is fortunate to receive the assistance of three community volunteers. Ms. Edith Ballard, Clinical Social Worker - Pasadena Unified School District, Ms. Jevonne Shepherd, Lead Analyst - Blue Shield of California, and Mr. Clark Rucker, Senior Manager – Boeing Corporation are all prominent community members and ardent supporters of the LAMP Mentor Program.

All mentors in the program volunteer their time. All speakers appear without honorariums. The Gamma Zeta Boulé Foundation has applied for grants that will be used to offset program expenses (i.e., collateral materials, college-prep workshops, site fees, field trips, breakfast and lunch). For example, Mr. Clark Rucker arranged for a special grant from Boeing Corporation for the LAMP Mentor Program. This grant will be used specifically for LAMP Program-related expenses. In addition, funding from an Edison International grant will be used to sponsor a career in STEM-related fields symposium for LAMP Mentor Program students and other high school students throughout the community. The goal will be to service 100 students. The symposium is a joint partnership between the Gamma Zeta Boulé Foundation, the Alpha Kappa Alpha Sorority, and Pasadena City College.

As mentioned earlier, the LAMP Mentor 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.

Ms. Genita Evangelista Johnson, who is the Archousa of Archon Richard Allen Williams, has been a consistent supporter of the Gamma Zeta Boulé Foundation and has been impressed with the accomplishments of the LAMP Mentor Program. She applauded Gamma Zeta's efforts to address the needs of young African American males. However, she wanted to assist Gamma Zeta's efforts in honoring a young African American female high school student each year. As a result, in 2015, Gamma Zeta Boulé Foundation was extremely fortunate to receive a \$25,000 award from Ms. Johnson for the

establishment of the “Taryn Lisa Johnson” Endowed Scholarship Fund. This special endowment will allow Gamma Zeta Boulé Foundation to recognize a young female African American high school senior with a \$2,500 scholarship at its annual LAMP Mentor Program Luncheon.

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 Xi Boulé

Sarasota, Florida | Southeast Region

Journey To Success Mentoring Program

Partners: Booker High School, Sarasota and Manatee County School Boards, Alpha Phi Alpha Fraternity, Educational Foundation of Sarasota, Community Foundation of Sarasota and Career Source Suncoast

Type: Academic mentoring, Career/professional development, Life skills development, Community service, Extracurricular program, Internship, Scholarship, College preparation, Contest or prize, Need-based award

The “Journey to Success” Youth Development Program was established by Career Source Suncoast and partners, Gamma Xi Boulé, Sarasota County School Board, and the Manatee County School Board, as a year-round readiness, leadership, and career development program serving high school students and out-of-school youth through career pathways over a three-year period. The program results in a skilled workforce ready to successfully obtain and retain in-demand occupations or careers that meet individual skills and regional demand as well as prepare college-bound students for their upcoming college experience.

The “Journey to Success” summer program of 2014 provided 50 high school students in-depth career explorations of high demand occupations in the region, with specific vocational training for manufacturing/machining and healthcare/biomedical careers as well as exposure to construction and information technology industries. Participants also attended workshops that related to financial literacy, life skills, employability/work readiness, and education enrichment; additional activities included education and industry tours, group mentoring, and community service.

After completion of the summer component that provided a paid stipend to the 50 participants, those continuing as well as new participants will be placed in one of the following six career pathways for success: the experience, youth employment and training, life skills training, leadership development training, partners investing in youth, and/or occupational skills training.

The employers that commit to this program will agree to offer work-based learning experiences and be prospective employers who will consider “Journey to Success” participants for open positions.

Funding for continuation of the “Journey to Success” Program will be made possible by a 3-year \$334,000 grant from Career Source Florida, cash and in-kind contributions from various community funders, and fundraising efforts by the Gamma Xi Boulé Foundation as well as other community participants.

2nd Phase (work in progress):

Meetings between the partners are underway to discuss and finalize next step plans and determine specific steps of winter, summer, and fall programs and involvement of all stakeholders and partners. Summer program began June 2015. The 2015 program expanded to facilitate 18-24 year-old participants (120 participants). New collaboration partners will be identified and added throughout the year.

Our Plans in 2015 - 2016:

Continue group mentoring in the “Journey to Success” Program targeting:

1. Health/Wellness and Careers
2. Career Development and Life Skills
3. Education Enrichment and Careers
4. What Do You do When? / Law and Law Enforcement Careers
5. Financial Literacy
6. Design and Art Appreciation
7. Careers in the Military

This mentoring will be implemented jointly with Career Source Suncoast as well as independently at specific Gamma Xi Boulé Workshops for Youth at various community organizations throughout the year.

1. Mentoring Summer Program with Career Source
2. Gamma Xi Boulé “Journey to Success” Speakers Series at Booker High School

Gamma Psi Boulé
Columbus, Georgia | Southeast Region
Boulé Mentoring Program

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

Gamma Psi had their awards day program in Columbus, Georgia on May 9, 2015. The program honors outstanding middle school students,

participants in the Gamma Psi Mentee Program and exceptional high school seniors chosen for Boulé scholarships.

There were 12 awardees in the Middle School Program. The participants in this program are recommended by their middle school teachers and counselors. They are chosen based on academic performance, character, and potential for continued success in high school.

Participants in the Mentee Program are recommended by high school counselors, principals, Archons, church groups, or are selected from the Middle School Program. The purpose of the Mentee Program is to cultivate behaviors, attitudes, and skills important for success, while facilitating exposure and interaction with professionals. This is the fifth year for the program, which had 15 participants. Each student is encouraged to return the following year. Four students are seniors and will be replaced next school year. All graduating mentees plan to attend college.

Programs presented previous years to the mentees are: College Preparation, Legal Issues Encountered by Young Black Men, Etiquette of a Gentlemen, Public Speaking, Fitness for Young Adults, Financial Issues for Young Adults, The Interview, Time Management, and Leadership. Programs presented this school year were: Interaction with Law Enforcement, Legal Scenarios Commonly Encountered by Youth, and a visit to the state capitol in Atlanta to participate in the Georgia State Senate Page Program. Several Archons accompanied 14 mentees to the state capitol where they had an opportunity to meet with many legislators as well as the Georgia governor. Following the visit, the mentees visited the Civil Rights Museum concluding a full day of memorable activities. All programs are presented by Archons or prominent individuals in the community. The programs were well received by the students and parents. Mentees enjoy conversation and encouragement from the Archons of Gamma Psi after each program. Each student is required to wear a coat and tie at each program. A stipend is given for each program attended to further encourage participation.

Delta Alpha Boulé

Northern Illinois, Illinois | Central Region Boulé Scholars Program

Partners: Haven Middle School, Evanston, Illinois

Type: Academic mentoring, Life skills development, Single-sex program, Scholarship, College preparation, Contest or prize

Delta Alpha Boulé of Northern Illinois has expanded its mentoring program to include young men in high school. This expansion follows the plan that was adopted five years ago when the mentoring program was first initiated and centered on middle school young men (grades 6 through 8). The idea at that time was to start at the middle school level (Haven Middle School in Evanston, Illinois) and follow the young men into high school (Evanston Township High

School), while continuing to mentor at the middle school level. Subsequent middle school graduates would become a part of the high school program.

At the middle school level, mentees are lectured that discipline is the key to success: a person must be disciplined, hard working, and willing to accept the challenges of the responsibilities he is given. Therefore, the Delta Alpha Boulé Scholars Program stresses “The Three Rs: Respect, Responsibility, and Ready to Learn.” Goal-setting, achievement planning, and time-management exercises are a major part of the middle school program with the intended outcomes of academic achievement and improved classroom discipline.

The success of the middle school program stands on three pillars of communication: cooperation from the school, administration, and faculty; from the parents of mentees; and from the Boulé mentors. Parental cooperation is far and away the most important of the three. Building a solid foundation at the middle school level forms the platform for success in the Delta Alpha Boulé Scholars Program. Values of achievement, respect, and discipline are paramount.

There are 11 mentees at Haven Middle School, all in the seventh grade. The program calls for meetings at least once a week, each week in individual, small, and large group settings. There is one lunch meeting a month. There is also an occasional field trip or speaker.

A proper foundation for success includes discipline, leadership, confidence, communication skills, and a record of academic achievement. These are the qualities that will help to drive the graduating middle school young man toward success at the high school level.

The goal of the high school program is to develop a society and culture of high academic achievers and leaders; a “fraternity” of young men who are willing to set themselves apart from other students through outstanding deeds and performance; and a group who looks to associate with others of like qualities. We are hoping to advance every Boulé Scholar into the college or university of his choice and with appropriate financial assistance, to assure his success. It is further hoped that such a culture of success spills over to all of the young Black men at the high school and becomes a pattern for success for all of the young Black men at Evanston High School.

The next immediate goal in the program is to develop the high school mentees into mentors to incoming freshmen and to middle school mentees. Coining the phrase “cascading mentoring,” the general idea is to develop a culture of achievement and leadership among our Boulé mentees, beginning at the middle school level, to encourage success, involvement, and confidence.

As a freshman, the Boulé Scholar should feel confident as he enters high school. He should be warmly received with fraternal assistance from his

upper class brethren. The program will also have high school mentees periodically returning to the middle school to give advice to middle schoolers on what is needed to prepare for high school. While mentees continue to learn, they will get the opportunity to teach and as they teach, they will continue to learn, particularly about the importance of the leadership role they play in the community.

Currently, the program sees 16 young men at Evanston High School (one junior, 12 sophomores, and three freshmen) who were all part of the mentoring program at Haven Middle School. The high school program includes dinner meetings on a bi-weekly basis with discussions on goal setting and achievement; navigating high school life and success planning; goal setting for post high school life, particularly in preparation for college; and beginning the search for summer jobs. The job search is typically done in cooperation with other youth organizations.

In speaking with the high school mentees on what they gained as a mentee in middle school, they mentioned the lessons and the values learned, confidence gained, and the goal-setting exercises with emphasis on time management. Most of all, they mentioned the camaraderie gained with other members in the Boulé Scholars Program and how much they enjoyed seeing each other at the high school. Mentees also noted the uniqueness of the mentoring program at the high school; there is nothing else like it.

The final phase of the Delta Alpha mentoring program is to follow and continue to mentor the high school graduates into and through their college years. It will be great to see what challenges will be there for mentees and mentors alike.

Epsilon Mu Boulé **Hilton Head, South Carolina | Southeast Region** **Building Bridges to Success**

Partners: Hilton Head Middle School -Beaufort County SC School District

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

The Epsilon Mu Member Boulé's Black Scholars Program is Building Bridges to Success (BSP). Its purpose is two-fold:

1. To identify African American young men of promise and;
2. To create and deliver structured activities designed to expose them to mentoring and leadership development experiences.

The program is based on the belief that by engaging with Archons in a series of focused activities, these young men of promise will comprehend, compete, and thrive within an increasingly global marketplace.

The overall objectives, curricula, and activities of the program are centered on strong academic performance, high school graduation, post-secondary education opportunities, college preparation, career exploration, civic engagement, and leadership. The current program has 16 promising sixth grade African American male students attending Beaufort County School District's Hilton Head Island Middle School (HHIMS).

Candidates were selected by a formal intake process designed by Epsilon Mu Boulé, with the assistance of the selected school's administration. The coordinated application process includes preparation of an application questionnaire and curricula development with recommendations/assistance by school administrators, teachers, and others.

Goal: Cultivate and celebrate the academic excellence of African American males, through collaboration with professionals, community leaders, and educators by promoting leadership, self-esteem, math/reading literacy, personal development, community service, civic involvement, and decision-making skills.

Objective 1: Implement BSP (Building Bridges to Success) afterschool program at the Hilton Head Island Middle School consistent with the Grand Boulé's Social Action Committee guidelines and standards during school year 2014-15.

Objective 2: Establish/emphasize, in collaboration with The Native Island Business and Community Affairs Association (NIBCAA), The Beaufort County School District (BCSD) and area churches, mentoring and tutoring assistance in the areas of math, reading literacy, and personal development (self-esteem) starting school year 2014-15.

Objective 3: Recognize the academic excellence of students participating in the BSP at a public program as appropriate starting school year 2014-15. Also recognize the effective role of teachers and support staff at the school site and do publicity as appropriate starting school year 2014-15.

Objective 4: Collaborate with NIBCAA to facilitate parent training relating to their role in assisting their children's academic achievement starting school year 2015-16.

Objective 5: Create, where appropriate, strategic partnerships and collaborations with other organizations to accomplish its goals within the Black Scholars Program Agenda effective plan period 2014-15.

Program Benefits:

1. Increase academic aspirations
2. Improve school attendance
3. Reduce classroom disruptions and bullying
4. Greater choice of activities
5. Share skills, knowledge, and experiences
6. Educational tutoring/mentoring
7. Community/neighborhood educational renewal
8. Development of African American young men (the ultimate goal)

Student Progress Monitoring:

1. Weekly progress reports (Students)
2. Quick lookup report: grades/attendance/discipline (Committee Chair)
3. Mentor/tutor monthly report (Mentors/Tutors)