

Table 7.1

*The Needed framework for School-based mentorship programs*

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1. **Mentoring:**
  - a. One-to-one mentoring: Students will be paired with a mentor, who will be school staff members at the school who will conduct monthly mentor-mentee meetings.
  - b. Peer mentoring: Students will be placed in pods or groups within the Gentlemen's League with students in different grades, and older students will serve as peer mentors. Peer mentors will have a bi-weekly check in with peers. Students at the middle school will also have the opportunity to mentor students on the elementary school level.
2. **Workshops:** Students will receive year round curriculum, which teaches survival skills for young boys. Topics of these sessions include but are not limited to the following: Self-image, College or careers: What do I want to do with my life, perceptions of males in society, dressing for success, building healthy relationships, conflict resolution, financial literacy, and leadership development.
3. **Fieldtrips:** To increase exposure and enrichment for participants they will partake in fieldtrips. These fieldtrips will enrich and expand the curriculum, increase student's knowledge, and expand student's awareness of their own community.
4. **Service Learning:** Students will be involved in service learning in which they will perform community service. Students will complete community service at least once every quarter.
5. **Positive Incentives:** Quarterly Awards Luncheon to recognize students attaining good grades. Individuals who model appropriate behavior and leadership in school will be awarded raffle tickets. Raffles will occur at the minimum once per month. Raffle tickets will be awarded to students for: Monthly Perfect Attendance, Positive behavior: No ISS/OSS for a month, Good Grades: Report Cards/Progress Reports. Participants should also receive points for active participation in the program, and the points will contribute to awards.
6. **Tutoring:** Students will receive tutoring to assist them with their academics and in preparation for end of year testing. Students will be required to attend at the minimum one tutoring session per month.
7. **Tie Tuesdays:** Students will dress up every Tuesday with a tie to lead by example to their peers.
8. **Extracurricular Activities:** The program should implement after-school activities that pique the interest of the boys and strengthen their leadership and social skills. Examples of activities could include step or dance teams and/or basketball teams.

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*Note: Table 7.1 displays the needed framework for successful implementation of school-based mentorship programs. It displays the necessary components needed.*

Table 7.2

*Participants' Perceived Effective Characteristics of Mentoring Programs for Black boys*

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1. The program should be targeted to the needs of Black boys.
  2. The program should provide positive, Black male role models.
  3. The program should include all types of Black boys, not just at-risk boys, so that the boys can learn from the one another.
  4. The program should provide a sense of belonging and create a sense of family (brotherhood).
  5. The program's goals should be in alignment with the school, and provide in-school support.
  6. The program should provide consistent and targeted support through daily check ins and weekly progress reports.
  7. The program should provide countless opportunities to expose students to real world activities, events, and field trips.
  8. The program should provide positive rewards to students for academics and behavior.
  9. The program should provide social emotional support and character education.
  10. The program should provide monthly workshops.
  11. Mentors should be patient and listen to the needs of their mentee(s).
  12. Mentors should be great communicators and encourage parental involvement.
  13. Mentors should utilize their experiences to relate to their mentee(s).
  14. Mentors should build authentic relationships with their mentee(s) and their families.
  15. Mentors should maintain a belief in Black boys and hold them to high expectations.
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*Note: Table 7.2 utilized the findings from the studies to provide a list of the effective characteristics of mentoring programs for Black boys as described by the Black boys, Black parents, and Black staff members.*