

While AAMSA/MTL was working to improve the academic success of African American, male students at Boyd H. Anderson and Plantation High Schools, the School Board of Broward County's High School Graduation Rate Task Force, headed by Dr. Laurel E. Thompson, Director of Student Services, was working diligently to identify strategies to improve the high school graduation rate within the district. MTL was recognized as one viable model to be utilized for increasing the graduation rate. This model was written into a proposal for a 5-year, \$4.5 million USDOE HSGI (High School Graduation Initiative) grant.



On September 30, 2010, the School Board was notified that the Mentoring Tomorrow's Leaders Project was one of twenty-four projects in the nation to be awarded the HSGI grant. This grant will allow for the MTL model to be fully implemented at Boyd H. Anderson High School and Plantation High School – schools that met the USDOE's guidelines for dropout rates. Through this grant, all students in both schools, males and females, are able to become an MTL participant.

For more information contact:

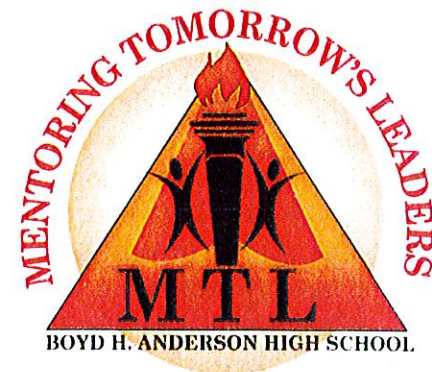
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*A high school dropout prevention,
educational re-engagement, and
student leadership program*



*Funded by:
The US Department of Education (USDOE)
High School Graduation Initiative Grant (HSGI)*

How do I become an MTL Mentor?

Each sophomore with a grade point average of 3.0 or higher (weighted or unweighted) will receive an invitation to become an MTL Mentor. Invitations will be issued just after the end of first quarter of each school year, and mentor training will begin in October. Students who accept the invitation to become mentors must submit an application to become a Mentor in Training. Once the application has been accepted, Mentors in Training will complete a nine-month leadership training series that lasts throughout the remainder of sophomore year, and their parents must attend an MTL Mentor Parent orientation. Those who complete the nine-month training series will become official Junior MTL Mentors at the beginning of their junior year. Junior Mentors will be matched with ninth grade mentees just after the first quarter of their junior year. An MTL mentor will make a two-year commitment that lasts through the end of his or her senior year.



How do I become an MTL Mentee?

Potential leaders who have had difficulty with the transition from middle school to high school will be invited to become MTL Mentees. Each freshman with a grade point average below 2.0 (weighted or unweighted) will automatically receive an invitation. Invitations will be issued just after the end of the first quarter. Students who accept the invitation must complete and submit an application to become a freshmen mentee. Once the application is accepted, mentees will complete a nine-month series of mentee modules, and their parents and/or guardians must complete a nine-month parent education series in order to remain in the program. An MTL mentee will make a two-year commitment that lasts through the end of his or her sophomore year. At that point, mentees who have an average grade point average of 3.0 (weighted or unweighted) from the previous two quarters will be invited to become an MTL mentor



History

During the 2007-2008 school year, concerned high school educators at Plantation High School, under the leadership of Amalia Pares-Pomerantz, formed a professional learning community to address the academic needs of African American, male students. This group became AAMSA– African American Male Student Achievement group. During the following school year, after much exploration the model evolved into matching low-achieving African American, male freshmen with high achieving upperclassmen in a mentor-mentee relationship, as a means to promote and increase academic achievement. Through the diligence and tenacity of educator, Shirley Baker, Mentoring Tomorrow's Leaders (MTL), was birthed. In the first year of the program, over forty high achieving, African American male Plantation High School students volunteered to become MTL mentors. The following year, educator, Patricia Lesesne, further developed the program, complete with clearly established guidelines and prescriptive programmatic cycles, and successfully launched it at Boyd H. Anderson High School. The principal and administrative staff at Boyd H. Anderson High School fully supported the implementation of the model. To date, MTL-BA mentees have reported increasing grade point averages from 1.8 and lower to 3.5 and beyond within a given quarter. MTL-BA mentors and parents have reported an increase in confidence and leadership skills among the mentors.