Introduction
The importance of positive role models cannot be emphasized enough. Seeing people from similar circumstances excel and help you make smart choices can be a powerful tool in improving your life. Mentorship, especially in marginalized communities, can help young people stay in school, avoid risky behavior and give them the tools to deal with the struggles they face.

Target Population
● African American male adolescents (12-18) living in wards 7 and 8 of Washington D.C.-based at Ballou High School
● African American adolescents are more likely to experience psychological distress because they experience discrimination, are often marginalized in society, and underutilize available health services
● In Wards 7 and 8 include many low-income households which makes accessing care and living a healthy lifestyle challenging
● All the things they are going through create stress and can make them feel like they are alone
● Our program will focus on male teenagers who do not have male role models (father figures) and grow up around self-identified negative influences

Background

Health Improvement Goals
Our vision for Everything 4 YOUTH
● Our main goal is to motivate and empower African American male teenagers who feel alone, face various barriers to health, and experience stress daily.
● The ‘Everything 4 YOUTH’ program we have created will improve the mental state of African American male teenagers in Ward 7 and 8 by providing the supports teenagers need
● They will learn the benefit of mindfulness, making healthy decisions, and be able to connect with local mentors who understand their situation
● Cultivate a culture of positivity and equip young men to reach their full potential and give back to their community

Program Activities

Intervention Objectives:
1. Engage mentees in activities with their peers.
2. Engage mentees in stress-relieving activities like yoga and meditation, giving them tools to cope with daily stress.
3. Teach mentees to have a healthier diet.
4. Encourage mentees to decrease participation in activities that can bring them into contact with the law while increasing their participation in school-organized activities.
5. Educate mentees so they have a positive perspective on their community and are motivated to improve their living conditions.
6. Provide mentees with tools for coping, a safe environment, structured learning activities, fun, and guidance for their future.
7. Provide mentees with mentors whom they can talk to.
8. Educate mentees about self-care.

Sample Curriculum

<table>
<thead>
<tr>
<th>Age range</th>
<th>Activities</th>
<th>Life lessons</th>
<th>Opportunities</th>
<th>How does it relate to solving our health issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
<td>Making Healthy Choices - Getting ready for high school</td>
<td>Pre high school knowledge, how to communicate with others, selecting courses</td>
<td>P.A.R.C.E. Prep by participating in these activities, the mentees are encouraged to make healthy decisions that could benefit them later in life.</td>
<td></td>
</tr>
<tr>
<td>18-20</td>
<td>Entrepreneurship in community - Life-skills assessment - Stress-relief workshop</td>
<td>Becoming a star, College readiness, selecting courses</td>
<td>SAT Prep - Employment opportunities by participating in these activities, the mentees learn what to expect and how to respond to different challenges in their future lives.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Activities</th>
<th>Life lessons</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Sports</td>
<td>Life skills</td>
<td>SAT Prep</td>
</tr>
<tr>
<td>2017</td>
<td>Game night</td>
<td>Life skills</td>
<td>SAT Prep</td>
</tr>
<tr>
<td>2018</td>
<td>Movie night</td>
<td>Life skills</td>
<td>SAT Prep</td>
</tr>
<tr>
<td>2019</td>
<td>Book club</td>
<td>Life skills</td>
<td>SAT Prep</td>
</tr>
</tbody>
</table>

Project Timeline
Outlined below is our timeline for the initiation, and completion of our project with everything in between. With only 12 months for this project is important to be organized and efficient. This is reflected in our timeline below.

Acknowledgments
We would like to thank the DC HAPP team for the opportunity to explore our interests in science and healthcare. Thank you to Ms. Jinny Jang for the hard work everyday and ensuring everything ran smoothly. Thank you to Dean Haywood and Dr. Henry for the lunches, motivation, and caring. Thank you to the mentors, and all of the presenters we heard from. To all of the people who worked behind the scenes to make this such a positive experience, we appreciate you. We are happy to have learned so much, gained new skills, and meet amazing people. Thank you once again to the DC HAPP team and the George Washington University School of Medicine and Health Sciences.

References

Program Evaluation
Program evaluation is an important tool that will allow us to assess whether or not we are meeting our objectives. A simple tool to collect feedback is a survey. As such, a pre-program survey among participants at Ballou High School will be conducted before the start of the program. At 3, 6, and 12 months, follow-up surveys will be conducted to allow us to track changes in attitude and/or productivity of students. These surveys will also allow us to get anonymous feedback about satisfaction with the program. To obtain qualitative data we will speak with the mentees that are willing to reflect on their experience and host casual conversations with the mentors as well. These focus groups are also useful because they can help us determine how engaged our participants are with the program.