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**Keywords**
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# Guiding Youth to Careers: Do Mentoring Programs Benefit Urban Youth?

**By: Matthew Malone**

**15 December 2006**

**Abstract**

Mentoring programs have become a popular method for helping to close the achievement gap in education. Few research studies have been conducted to support the benefits of these programs, and questions have been raised about school-based mentoring which is short in duration and less intensive than traditional mentoring. This research focuses on the Guiding Youth to Careers program run through the Center for Community Partnerships at the University of Pennsylvania. The research shows that if specific goals are outlined and completed, school-based mentoring programs can have an impact on the students they serve.

**Preface**

"I want everyone to know how proud I am of all of the students and mentors who participated in Guiding Youth to Careers," Ms. Simmonds said at the celebration in the library at University City High School on the last day of the mentoring program. She continued, "Last year only two out of sixty of our students had a plan for after graduation. Thanks to your mentors and this program, almost all of our seniors have a plan to implement that will lead to successful careers."

As a mentor for Guiding Youth to Careers (GYC) for all of its three years as a program, I was struck by the improvement caused by the program. I have participated in several programs run through the Center for Community Partnerships at the University of Pennsylvania, and many get similar credit for improving the outcomes of the students they serve. These reports, however, have often not been backed by research. This research project began after I decided I wanted to find out if the claims of success by Ms. Simmonds and by other Center for Community Partnership programs were actually true. I wanted to find out if the hour I spent with my mentees every Wednesday was actually having an effect on the students.

I began this research project as an independent study with Theresa Simmonds and Wendy Palmer, the coordinators of the program and co-instructors of an Urban Studies class that involved GYC, to fulfill my fieldwork requirement for Urban Studies. The research I conducted during my junior year focused on identifying ways to improve the program by strengthening the curriculum, working on the syllabus for the class, and determining the best ways for the program to be evaluated. I concluded that the best way to evaluate the program would be to conduct a longitudinal study of the past participants to see if the plans made during GYC were actually being implemented. While I had hoped to be able to compare the GYC program with other Center for Community Partnership programs when I wrote the prospectus for this senior thesis, I focused only on the GYC program because of my access to the program, my knowledge of its curriculum, and the amount of contact information available for past participants. My hope is that this research will serve as a model for other programs to conduct similar investigations into their impact on the students they serve. I also hope to ultimately answer the question that began my interest in the topic: Did I really help the students I worked with each week?

**Introduction**

In 2001, George W. Bush passed the No Child Left Behind Act aimed at improving education in low-income areas where students were underachieving. While debate continues over if student achievement has improved, if more funding is necessary, and if a focus on standardized testing is the best way to lower the achievement gap, No Child Left Behind has drawn national attention to the inequalities in education in twenty-first century America. According to the National Center for Education Statistics, the achievement gap between African American and Latino students and white students improved during the 1970s and 1980s, but the progress during the last twenty years has stopped and in many cases reversed itself with the

achievement gap in reading and math widening during the 1990s.[1] Graduation rates are similar nationwide, but these can be deceptive since only one percent of African American graduates are able to read specialized text in a newspaper and perform elementary algebra compared with ten percent of white graduates. This achievement gap is most visible in completion of college, for African American students who enroll in college are only half as likely to graduate as white students.[2]

Extensive research has been conducted on the inequalities in American society with the achievement gap in education given a top priority because equity in education is viewed as one of the most important ways to solving these inequalities. Some have labeled those who are most likely to be affected by these inequalities the "underclass" while others use terms such as "disaffected." These terms describe a segment of society that has been economically left behind often in high poverty and high crime areas of cities that have been abandoned by the middle class as a consequence of suburbanization. Disaffected youth have higher rates of truancy, are more likely to drop out of school, and are more likely to be involved in criminal behavior.[3] There is a belief that educational equity will solve some of these problems in society and create more equality. While raising standards in testing has been the focus of No Child Left Behind, other methods addressing disaffected youth and the achievement gap have been advocated as well with one of the most popular being mentoring. While the possible benefits of mentoring have been strongly advocated and the number of mentoring programs continues to grow, there is a lack of research supporting the benefits of mentoring.

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[1] Haycock, Kati. "Closing the Achievement Gap." *Educational Leadership*. March 2001, p. 6.
[2] Ibid, 7.
[3] Newburn, Tim. *Dealing With Disaffection: Young People, Mentoring, and Social Inclusion*. Portland, OR: Willan Pub., 2005, 8-12.

This research will focus on one mentoring program called Guiding Youth to Careers, a program for seniors at University City High School in Philadelphia with the goal of helping students determine and implement plans for after graduation. It is run through the Center for Community Partnerships at the University of Pennsylvania. The Center for Community Partnerships has a number of initiatives for supporting education in West Philadelphia, but just as mentoring programs nationally have not been the subject of research, the benefits of the programs at the Center for Community Partnerships to a large extent have not been the subject of research studies either. The Guiding Youth to Careers program will be useful to investigating the impact of mentoring programs on their students because the program has a structured curriculum, attendance and participation records have been kept, and there was no bias in the students who were involved in the program because the entire senior class participated.

After providing the reader with background information on the Guiding Youth to Careers program, I will conduct a review of the relevant literature. I will then analyze the data I have gathered from the Guiding Youth to Careers program and compare it with relevant data from the Philadelphia Educational Longitudinal Survey (PELS) and the Census to determine the benefits of GYC. The main question I will address is what impact do career and college mentoring programs have on the educational and career outcomes of their participants? Within this main question I will also address the following sub-questions: What are GYC participants currently pursuing? What are students in other career and college mentoring programs currently pursuing? What are similar students who were not enrolled in mentoring programs pursuing? Do the goals of GYC participants match their plans? What are the opinions of GYC participants of the program?

In the literature regarding mentoring programs, questions have been raised regarding the benefits of mentoring programs that are short in duration, take place in the school, and also have a group dynamic. This research shows, however, that when a specific agenda is followed, this type of mentoring can be effective. The research will show that the overall percentage of students enrolled in college is significantly higher than those enrolled in the comparison program and those not enrolled in a mentoring program at all. Within the GYC program, those who completed more of the curriculum have plans that match their future goals and are implementing them at a much higher rate than those students in the program who did not complete as much of the curriculum according to the self-reports I have gathered. This research will show that simply having students enrolled in a mentoring program is not enough to result in benefits. Those that participate and complete the goals of the program can benefit from school-based mentoring programs. It will also provide a useful format for others wishing to conduct research on the benefits of other mentoring programs. This research will contribute to the dialogue regarding the impact of mentoring programs, and it will not only show that school-based mentoring can be successful but will provide the reader with suggestions for changing and erasing the inequalities seen in education today.

**Background**

The Guiding Youth to Careers program began in the fall of 2004 through the Center for Community Partnerships with financial and organizational support from the Russell Palmer Charitable Trust. Wendy Palmer, the Executive Director of the Trust, partnered with Theresa Simmonds, the academy leader of the Health Charter at University City High School, to develop a mentoring program for seniors to help them identify career interests and formulate a plan to implement after graduating from high school. The mentors for the program were all volunteers,

and in the spring of 2005, Simmonds and Palmer were co-instructors for an academically-based service learning course in the Urban Studies department at the University of Pennsylvania. Part of the requirements for the course was to participate as a mentor in GYC. The second year of the program, mentors were all volunteers as the students in the class worked exclusively with juniors in the Health Charter.

While all seniors in the Health Charter, which was one of five smaller schools within University City High School, were required to participate in GYC, there were two incentives to participation. The first was that part of GYC would count as the graduation project needed to be completed by the seniors in order to graduate. This project involved interview workshops which GYC mentors taught to the seniors, and then the seniors taught the same workshop to ninth graders. The other incentive was the possibility of scholarships from the Palmer Foundation for students who had exemplary participation in GYC. There were no limits on the scholarship, but an essay was required to apply.

The curriculum of the program focused on college and career exploration. There was a checklist of goals for the program which was frequently updated (See Appendix A). The main goals included completing a career assessment online, identifying and applying to post-secondary institutions of interest, writing an essay, submitting the Free Application for Federal Student Aid (FAFSA), and participating in interview workshops. Mentors had two hours of training before meeting their students, and the mentors were paired with students by the coordinators of the program. At the end of the program, the students were given surveys indicating their opinions of the program and also were asked for contact information including email address and phone number. This information was used to contact the students for this research. Guiding Youth to Careers is now in its third year and has been expanded to include

students from Sayre High School as well as continuing to serve Health Charter students at University City High School.

I became involved in GYC as a student in the Urban Studies class which participated in GYC in Spring 2005. In the fall, I continued with the program as a volunteer mentor. To fulfill requirements for fieldwork as an Urban Studies major, I did an independent study with Simmonds and Palmer. I acted as a teaching assistant for the Urban Studies class. As a final project for this fieldwork, I conducted an evaluation of the program by contacting the students from the first year to see what they were currently pursuing. The data from this project is used in this research and generated my interest to explore this topic further.

To evaluate the program properly, comparison data was needed. This research provides that comparison in the form of a more extensive evaluation of GYC, data on the College Access program in Philadelphia collected from Philadelphia Educational Longitudinal Study (PELS), PELS data on students not in programs, and census data. PELS tracked approximately two thousand Philadelphia public school students from the summer after eight grade in 1996 through 2003. The study was led by University of Pennsylvania professor Frank Furstenburg, and phone interviews were used to survey the students and their parents about a variety of issues including career and college information. As a subset, PELS included students in the College Access Program. The College Access program works with three thousand students in the school district of Philadelphia offering college awareness and readiness services. The program targets students in sixth grade and provides support for these students until graduation. According to their website, over seventy percent of College Access seniors enroll in a post-secondary institution. Both College Access and PELS are associated with the Philadelphia Education Fund.

I continue to be a mentor for GYC, and I am currently a program assistant.

**Literature Review**

This section will review the literature on five major topics integral to understanding the analysis of GYC and college and career mentoring programs. These subjects will include a discussion of the following: the different types of mentoring and mentoring programs, research studies on specific mentoring programs, mentoring and its impacts on African Americans, using college students as mentors, and determining how to measure success of career and college mentoring programs.

Types of Mentoring

While mentoring dates back to the turn of the century in America, the majority of all mentoring programs have been established since the late 1990s.[4] With an increasing awareness of the inequalities faced by society especially regarding the achievement gap in education, mentoring has become a popular way for middle-class volunteers to begin to address these problems. The role of a mentor is to serve as an example, an advocate, an advisor, and role model for the young person being mentored, the mentee.[5] While the role of the mentor is similar in all mentoring programs, there are different types of mentoring that have become popular. The first type is a one-on-one method used by perhaps the most well-known mentoring program Big Brothers Big Sisters of America. In this method, there is significant emotional investment on the part of the mentor. The mentor acts like a family member to the mentee with the time spent together being outside of school which is why this is called Community-Based Mentoring (CBM).[6] While this has been one of the most studied and proven methods of mentoring, the

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[4] Rhodes, Jean E. *Stand By Me: The Risks and Rewards of Mentoring Today's Youth*. Cambridge, MA: Harvard UP, 2002, 1.

[5] Dortch, Thomas W. *The Miracles of Mentoing: The Joy of Investing in Our Future*. New York: Doubleday, 2000, 7.

[6] Hall Horace R. *Mentoring Young Men of Color: Meeting the Needs of African American and Latino Students*. Lanham, MD: Rowan and Littlefield Education, 2006, 12.

commitment required on part of the mentor has limited the number of volunteers that have been recruited. Many mentoring programs are moving away from CBM and changing to Site-based or School-Based Mentoring (SBM).[7] In this type of mentoring, mentors devote less time to the student--usually only one hour a week--and the mentoring takes place at school or work. The other form of mentoring called Group-Based Mentoring, which meets for a similar amount of time to SBM, is designed to allow mentors to work with more than one student at a time in small groups so that more students are able to benefit from mentoring.[8]

The popularity of mentoring has continued to increase, and many advocate the benefits of mentoring. Despite this, however, little research has been conducted on the different types of mentoring and the benefits of these programs. The research that has been done has largely been inconclusive on the benefits and often cannot be generalized to all mentoring programs because of the diversity of the programs. Site-based and group-based mentoring have been the most questioned types of mentoring since there is little research showing that less-intensive relationships between mentors and mentees, programs that are often not year-round but based on the school calendar, have been successful.

Studies of Mentoring Programs

A number of studies have been conducted regarding the success of mentoring programs that have given support to the popularity of mentoring. In *Caring for Kids in Communities*, Julia Ellis, Jan Small-McGinley, and Lucy De Fabrizio, looked into the benefits of two literacy mentoring programs in New York City aimed at first and second graders. The research, which was based on interviews of the students, the mentors, and teachers, illustrates how difficult it is to evaluate the success of mentoring programs. While reading abilities were measured through

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[7] Rhodes, Jean E, ed. *A Critical View of Mentoring*. San Francisco: Jossey-Bass, 2002, 12.
[8] Ibid, 13.

tests, the data relied primarily on the interviews. The findings were that for students who were in the mentoring program, confidence in reading and the desire to read both increased compared with students from the same school without a mentor. Teachers also reported that students with mentors participated in class at higher rates than those who did not have mentors. The authors also studied other mentoring programs such as a secondary school program, relying on mentor and teacher interviews for evaluation. In that program, attendance and attitude towards teachers improved, and students in the program were more likely to report a desire to go to college than those who were not. While the findings are encouraging, the reliance on interviews and the evaluation of teachers suggests that more empirical data is necessary to evaluate mentoring programs. However, the research design of comparing those in the program to similar students not in the program is the only way to conclusively test the effectiveness of the project

While mentoring has become a popular way to attempt to close the achievement gap, there have been questions as to whether or not mentoring of urban children is a successful as mentoring suburban children. In a study conducted by Dappen and Isernhagen published in *Urban Education* in March 2006, a mentoring program called TeamMates was evaluated in an urban setting and compared to an evaluation of the same program in a suburban setting. The findings were that urban students actually had a more significant experience than the suburban students. Just as the Ellis et. al. study utilized interviews, this study utilized a similar technique but translated the responses to survey questions into numerical data and then analyzed it using SPSS. While this method is more quantitative, its reliance on the reporting of teachers and mentors is a weakness in the evaluation. The study also identifies finding willing mentors as a significant problem for mentoring programs in an urban setting, suggesting that in order to serve more students, one-to-one relationships need to evolve into group-based mentoring The study

also states that programs offered for six months or shorter can actually have negative impacts on the students.

In contrast to the research on short mentoring programs by Dappen and Isernhagen, another study was conducted of a six-month mentoring program for high risk children involving university students as mentors and compared with the same program using community members that lasted for a year. While the relationship was still intensive with the mentors meeting with mentees one-on-one for at least three hours per week, the students at the end of six months showed similar improvement to those involved in the year long program. The study, conducted by Keating and published in *Adolescence,* shows that programs that will not be able to get a longer commitment out of their mentors due to factors such as the school calendar can still be beneficial to mentees.

Many of the studies that support mentoring are based on personal interviews and also have not used comparison, control groups to isolate the mentoring as the cause of the changes seen in the students. Most studies are conducted by interested parties, are not longitudinal, and the qualitiative data are not supported by verifiable data such as attendance records and educational outcomes. Jean Rhodes argues that despite the "buzz" around mentoring programs as an important way to help at-risk students, there have not been enough quality studies conducted to measure the benefits of the programs.[9] The most important study on mentoring to date has been the evaluation of Big Brothers Big Sisters of America by researchers at Public/Private ventures in Philadelphia. Over one thousand students who applied to Big Brothers Big Sisters were included in the study with participants either being assigned to a mentor or being put on a wait-list for a year and a half. The wait list group represented the control for the experiment, and questionnaires were given before the mentoring began and after the year and a half period. The

[9] Rhodes, *Stand By Me*.

results illustrated that those with mentors missed fewer days of class, had lower levels of substance use, less physical aggression, more positive parent and peer relationships and higher academic performance.[10]

While the study of Big Brothers Big Sisters indicates the potential benefits for the success of mentoring, Rhodes argues that the effectiveness of mentoring is linked to the relationship that is established between the mentor and mentee. She argues that in the pairs that do not establish significant relationships, the mentee can actually be adversely affected by the program. There is further evidence that suggests mentoring only works if the program is well-implemented. Rhodes argues that one of the reasons findings about mentoring programs cannot be generalized is because each was implemented differently. In research into specific mentoring programs, Dubois et. al. found that the programs that had the most positive effects on their students were programs that engaged in a majority of best practices. The best practices include mentor pre-training, ongoing training, parent support and involvement, and structured activities for mentors and youth. The study found that the setting for the sessions was important with community and workplace settings yielding more favorable outcomes than school settings.[11] Supporting this finding, a study by Mary Agnes Hamilton and Stephen Hamilton shows that workplaces are ideal contexts for mentoring relationships between adults and older youth especially regarding career and college mentoring.[12] While these studies do set an ideal for each mentoring program, there are complications that prevent these ideals from becoming reality in most mentoring programs. For many programs, the only feasible place to hold the meetings is in the school since students often are not able to be excused from classes to engage in workplace mentoring. Also, things such as parent involvement are limited because students may specifically request as little parent

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[10] Ibid, 18.
[11] Rhodes, *A Critical View of Mentoring*.
[12] Ibid.

involvement as possible due to their relationship. While these studies do show a standard for success, real-world complications make these ideals hard to achieve.

Mentoring for African Americans

Mentoring programs have been developed as a way to help disaffected students. While there has been research conducted on the benefits of mentoring in general, mentoring has received its biggest support from studies dealing specifically with African American students. Horace Hall argues that because of the heavy costs involved in Community Based Mentoring like Big Brothers/Big Sisters, School-Based Mentoring can be an alternative approach that can impact more African American students. Less responsibility and time commitment on the part of the mentor and also the possibility for group-mentoring can lead to more students having access to a mentor. Hall also argues that the school setting is better suited for mentoring urban African American students and illustrates this through his analysis of a mentoring program called REAL (Respect, Excellence, Leadership, and Attitude). The analysis is based mainly on his own personal experiences with the program and interviews with students and mentors. While the lack of statistical research brings into question the actual impact of the program on the students, Hall's analysis does suggest that SBM programs can have a positive impact on African American students.

Another type of mentoring that is argued to be extremely important to African American youth is peer mentoring. In *Homies: Peer Mentoring Among African American Males*, Braden argues that having an older peer mentor is essential to success for African Americans. Not only does the mentoring provide a way for youth to gain a group of trusted friends, but it also helps to influence their decisions on the importance of education in relation with economic success. Those with stronger peer mentor relations have stronger beliefs about the importance of

education. While Braden focuses on peer mentorship outside of school, Gallien and Peterson argue that peer mentors contribute to the success of African Americans in college.[13] They cite that having an upper-class peer mentor is an important factor for under-class African Americans' success and decisions to remain in college and argue it should be used to help with the high college drop-out rates amongst minorities.

Mentoring and College Students

In Rhodes' critique of mentoring evaluations to date, she notes the potential for further research is significant because of the growing number of college students volunteering to be mentors through the growth of university-community collaboration. A report form the Coalition of Community Schools cites a growth of teacher enthusiasm, increases in student engagement in learning, reduction of classroom behavior problems, reduced drop out rates, higher attendance, and other positive outcomes in schools where university-community collaborations have been implemented. In the spring of 2006, the Center for Community Partnerships (CCP) at the University of Pennsylvania discussed some of the impacts their programs are having on the schools in "University-Assisted Community Schools Impacts." Much of the data focuses on the improvement of PSSA scores in schools where Penn and CCP have invested resources and implemented programs. The document cites Drew Elementary School's test scores were at the "lowest possible level" when CCP began its partnership with the school. Since then, Drew has outperformed the district-wide scores nearly every year through 2004.[14] Similar PSSA data is given for other schools where CCP has been involved including Lea Elementary, University City High School, Shaw Middle School, and Sayre High School. While CCP suggests the advances in PSSA scores found at these schools is due at least in part to CCP involvement, data from the

[13] Cuyjet, Michael J., ed. *African American Men in College*. San Francisco: Jossey-Bass, 2006.
[14] Axelroth, Rita and Joann Weeks. "In Depth: University-Assisted Community Schools." *Coalition for Community Schools*. March 1, 2006.

school district contest this claim. According to the School District of Philadelphia, these gains were seen across the district with the number of PSSA passing schools climbing from 58 to 160 in the 2003-2004 school year.[15]

While this data shows that there may be a potential for gains in schools that are part of university-community collaborations, there are questions as to whether college students with minimal training can be effective mentors. In an extensive study of college students as tutors and mentors, Sinclair Goodland argues that the data is inconclusive with about the same number of studies indicating little academic gain for tutees as those that showed significant gains. Just as mentoring programs are implemented in different ways and therefore cannot be used to describe all mentoring programs, programs involving college students also differ greatly and may be a cause for this disparity in the evidence. One of the biggest initiatives using college students has been the America Reads Challenge begun in 1996 by President Clinton. The question is whether these minimally-trained work-study students have an impact on the reading abilities of under-achieving students whom they tutor. In a study conducted by Jill Fitzgerald published in *Reading Research Quarterly*, children who were tutored were compared with those who were not on standardized reading tests. Fitzgerald found that the students who participated for an entire school year with one to three hours of tutoring per week raised their reading levels by almost an entire grade level over those who did not. This research suggests that college students, even if they are not highly trained, can be effective. Tutoring students in reading is not the same as helping students develop career and educational plans, but the studies on college students show that they can make an impact with little training in similar situations.

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[15] School District of Philadelphia. "Philadelphia Nearly Triples Public Schools Meeting Federal Progress Requirements in One Year." Aug. 24, 2004. <http://www.phila.k12.pa.us/offices/communications/press_releases/2004/08/24/ayp.html.>

Measuring Success

According to Hamilton, a career path traces a lifelong occupational journey involving both education and employment and young people can make better choices if they can get a better sense of what they can do in the future and what they have to do to prepare.[16] According to a recent government report, college graduates made an average of $51,554 in 2004, high school graduates made an average of $28,645 and high school drop-outs made an average of $19,169.[17] While there is evidence of the importance of higher education with respect to income, others argue that students, particularly underachieving urban students, should look to other opportunities for success after graduation. Rosenbaum argues that technical schools represent a growing number of jobs that cannot be filled by college graduates which pay extremely well. He cites a report indicating that twenty percent of the jobs available require a college degree, twenty percent require no degree, and sixty percent require one or two year degrees offered through technical schools. There are also studies that highlight the high drop out rates among minority students whose high schools do not prepare them for college. Success cannot simply be measured by how many students applied and enrolled in college, but must be individually based on the goals of the particular student and whether or not they are being met.

While some advocate adapting goals based on the job market, others strongly believe in college as the goal for students and include scholarships as incentives for participating in mentoring programs. In *The Gift of Education*, Norman Newberg analyzes the effect of a college-tuition guarantee program implemented in West Philadelphia during the 1990s called Say Yes to Education (SYTE). Realizing that a tuition guarantee would not be enough, the program implemented support for students throughout their education. Those enrolled in SYTE

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[16] Rhodes, *A Critical View of Mentoring*, 73.
[17] "Report: College Degree Worth Extra 23,000 a year." *The Associated Press*. Oct. 26, 2006. www.cnn.com

were more likely to graduate high school than those who were not, and a similar benefit was found between the SYTE special education students and the regular special education students. Newberg did not just define success on how many students graduated or how many were able to capitalize on the tuition guarantee. He said:

> "Say Yes measures its success individual by individual, giving each student the tools and supports necessary to become productive, self-directed, and contributing members of society. Similarly, many of the students had different ideas about success, and defined success variously depending on circumstances and context."[18]

When evaluating the success of mentoring, standard measures like graduation rates often do not show the impact of a program. While arguments by Rhodes and others that empirical data is necessary to support the implementation of further mentoring programs, the individual opinions of each mentor and mentee are crucial to evaluating success, for success is different for each student.

There are severe inequalities in education in America today, and mentoring has become a popular way of trying to close some of these achievement gaps. While there are many theoretical reasons why mentoring should be successful, there needs to be more research conducted on the different types of mentoring, particularly the school-based and group-based mentoring that is becoming more popular than the traditional one-to-one mentoring in programs such as Big Brothers Big Sisters. Some have argued that many of these programs are not effective because they do not have long enough duration, relationships are not effectively established, and in some cases, negative effects can happen. This study will focus on the Guiding Youth to Careers program, and will show that mentoring programs with specific goals despite not being able to achieve every ideal for mentoring can be successful. It will also evaluate the role college students can provide for the lack of mentors. This research will provide

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[18] Newberg, Norman. *The Gift of Education: How a Tuition Guarantee Program Changed the Lives of Inner-City Youth*. Albany: State University of New York Press, 2006, 179.

statistical evidence to support the claims that the program has been effective in response to calls by Rhodes and others but will also show the importance of looking at mentoring on a case by case basis to be able to determine success. While in an ideal study the control group would come from within the same school and charter as those in the program, the College Access students and non-College Access students from PELS and the census data on 18-21 year olds in West Philadelphia will be useful for comparison.

**Methodology**

To evaluate the GYC program, phone interviews were conducted of 2005 GYC graduates and 2006 GYC graduates (See Appendix B for interview guide). The students were called at the phone numbers they indicated would be best for contact as part of a final survey given during a GYC mentoring session. There was no sampling strategy because phone calls were made to every student. There may be a response bias, however, because those students who were unable to be contacted could possibly be more at risk and not as likely to be enrolled in college. The students who were not interviewed were comparable to those who were reached in terms of attendance and mentor rating of participation, so the response bias should not affect the results. The mentor rating was based on attendance, participation, and progress on the program checklist. The rating was on a one to five scale with five being the most on track and one being the least. The average mentor rating of the students contacted was 3.64 while the average mentor rating of those who were not reached was comparable at 3.57.

To analyze the GYC data, responses to the question of what the participants were currently pursuing and what they planned to be doing a year from now were matched against their response from what they saw themselves doing in five years and were evaluated to determine if their current plan matched up with their long-term goals. For the GYC 2006

participants, mentor ratings were used to compare those who were very committed to the program to those who were not as committed. Responses from students to questions about the GYC program were also used as qualitative support for the results. While the data is based on self-reports, college attendance for students attending four-year institutions was verified using the social networking website Facebook.com.

To use as comparison data to GYC, data from the PELS Wave 7 conducted between 2002 and 2004 was evaluated using SPSS. Approximately every year during the study, PELS participants were surveyed and each year's set of interviews is called a wave. Wave 7 is the final wave of data collected, and approximately one thousand students were interviewed. The variables that were identified and analyzed were responses to questions regarding if they were currently enrolled in college and their educational aspirations. Students who participated in College Access were selected as a subset of the PELS data and used as a comparison of a program with similar goals. Because the GYC program was comprised entirely of African American students, a race variable was also analyzed. Race was not asked in Wave 7, but responses to the question from Wave 6 were merged into the Wave 7 responses in SPSS. Only the data for African Americans were used in the analysis.

The students interviewed for PELS come from schools in all neighborhoods of Philadelphia. Unfortunately, because of the frequency of students changing schools within the system and because questions of where respondents were from was not asked, the neighborhoods where GYC students are from had to be compared to African American students from all of Philadelphia. Because of the potential importance of location, census data was evaluated using SPSS. The data isolated 18-21 year olds from West Philadelphia, the same neighborhoods where the GYC participants are largely from, and analyzed the number of African Americans in school.

This question, however, was not able to be broken down further into those still in high school and those in a post-secondary institution.

**DATA**

College/Employment Status

The main goal in this evaluation is to determine if the past participants of GYC have implemented their plans for after graduation. To do this, in phone interviews conducted in spring and fall of 2006 with past participants of GYC, the first question that was asked during the interview was: What are you currently pursuing? The responses to this question have been put into five categories: participants who indicated they are doing nothing, those who are working, those who are attending a technical school which offer associate degrees or certificates in specific areas, those who are attending community college, and those who are attending a four-year college or university. Twenty-nine out of forty-seven participants in the 2005 GYC program were contacted in the spring of 2006 and twenty-one of those twenty-nine were contacted again in the fall. Twenty-seven of the 2006 GYC participants have been contacted out of sixty. The results are shown in Table A. During the first round of interviews with GYC ’05 students, about a quarter indicated they were working, another quarter indicated they were enrolled in a technical school, twenty percent were attending a community college, and twenty percent were attending a four-year institution. Only ten percent indicated they were doing nothing. During the second round of interviews, the percentage of students doing nothing, working, and attending a four-year institution increased slightly while those in technical school and community college decreased. Of the twenty-one students contacted, the status of fifteen had not changed. The changes in the percentages can be explained by three students dropping out and three students changing schools. One student dropped out of a technical school due to

pregnancy, and two students dropped out of community college and were working. One student who had been working enrolled in a technical school, a technical school student transferred to community college, and a community college student transferred to a four-year school. While most of the students were continuing their plans, the slight variations can be explained by drop outs and those who either started attending school for the first time or transferred between the types of institutions.

While the percentage of students enrolled in the three types of post-secondary institutions and those who were working were roughly the same for GYC ’05 students, the majority of GYC ’06 students are either attending a community college or a four-year institution with each representing the status of thirty percent of the students. Only about twenty percent of the students indicated they were working, ten percent said they were attending a technical school and only ten percent, a similar number to the GYC ’05 students, indicated they were doing nothing. While this data was based on the self-reports of students, all students who indicated they were attending a four-year institution were verified through the social networking site Facebook.com. While this represents only a third of students whose information could be verified, because all of these students were confirmed to be providing the correct information, it shows that it is likely the other students indicated their status accurately as well.

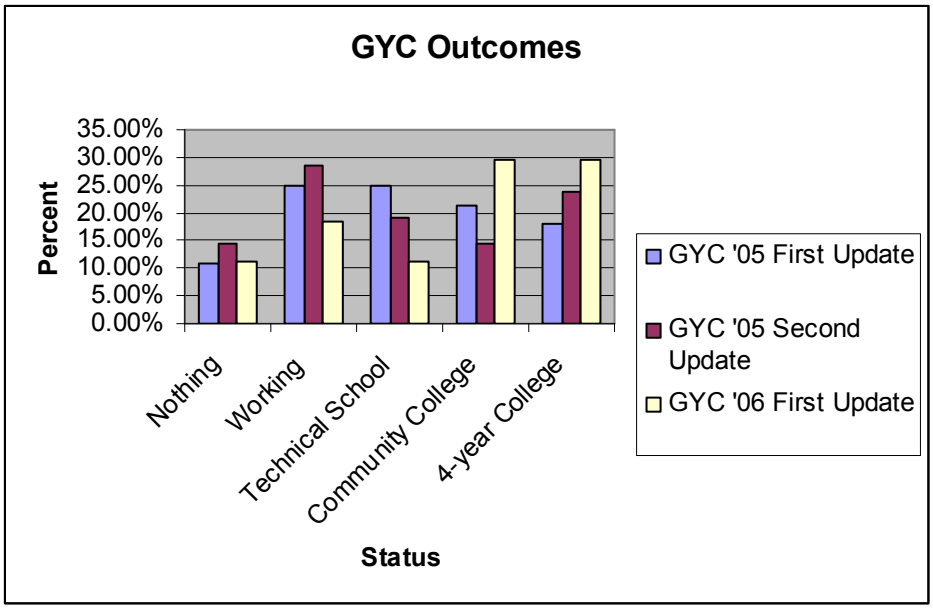


Table A

While the percentage of students enrolled in post-secondary institutions is encouraging on their own, the GYC students must be compared to other similar students who were not enrolled in the program to determine if GYC is actually making a difference for students. For comparison, the responses to a question in the PELS Wave 7 survey were analyzed which asked if the participants were enrolled in a post-secondary institution. College Access students were coded for and compared to those who were not in College Access. All of the responses are from African Americans so that a comparison could be drawn to the GYC data. A similar question regarding school status was asked in the census. The responses of 18-21 year old African Americans living in West Philadelphia are shown in the table as well. To compare this yes or no question about being enrolled in school with the GYC data, the five response categories to the GYC question were formulated into a yes or no question. Those who indicated they were enrolled in a technical school, community college, or four-year college were counted as "yes" while those who indicated they were doing nothing or working were counted as "no." The percentage of respondents from each group who indicated they were enrolled in a post-secondary

institution is shown in Table B. While the GYC ’05 percent enrolled dropped slightly between surveys, the percent of students enrolled is still, however, much higher than the comparison College Access, non-College Access, and census groups. GYC ‘06 at over seventy percent enrollment is significantly higher than the other groups as well. The College Access students are, somewhat surprisingly, going to college at lower rates than those from PELS who were not in College Access. This might be explained by College Access working in high-risk schools while PELS surveyed students from across the Philadelphia School District, but the College Access program selects students who would be open to college and could benefit most from their services. The GYC program works with students in similar schools and situations to College Access students. While I do not know how frequently the students received College Access support, the college rate in the data contradicts the claim on their website that over seventy percent enroll in college. The census data number of just under fifty percent enrolled in school is actually lower because those students who have still not completed high school and are still attending are included in this percentage. When the GYC data is compared with data from PELS and the Census, the effects of the program appear to be significant.

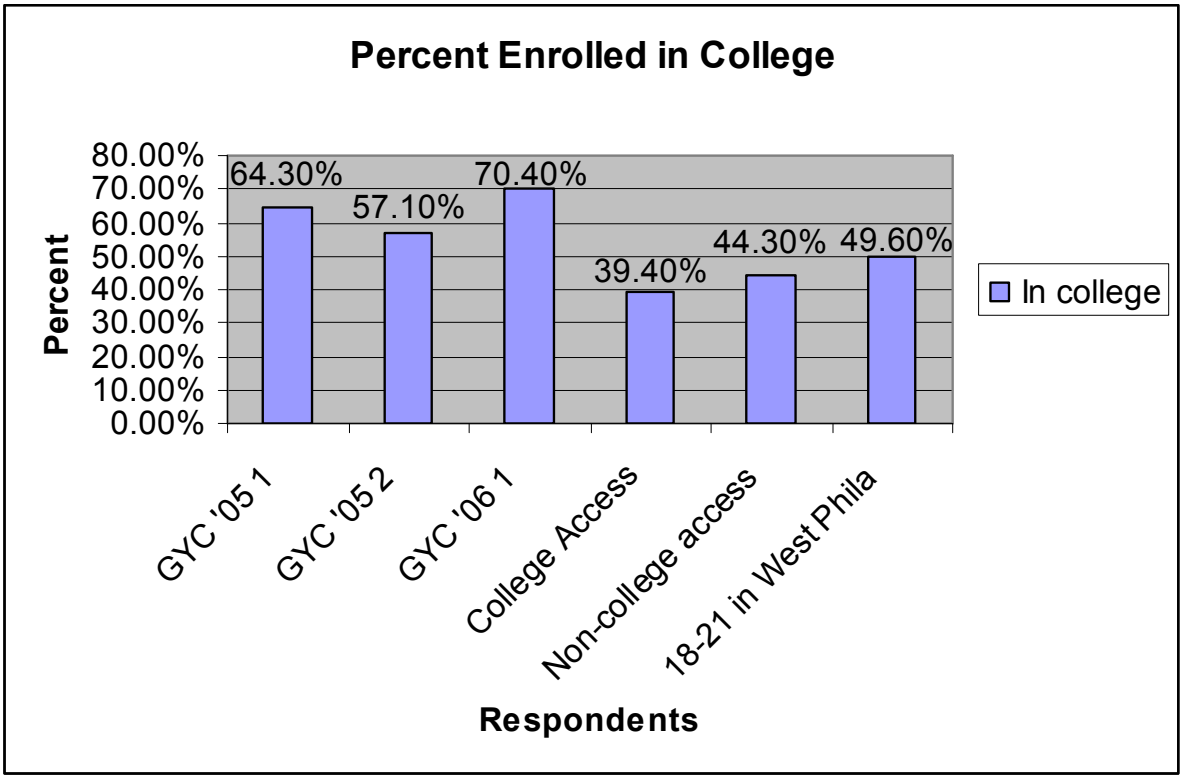


Table B

Do Goals Match Plans?

Enrollment in college, however, is not the only measure of success for a program that's goal is to have students develop their own career goals and formulate a plan to fulfill those goals. Some students who may have indicated they are working could actually still be pursuing their goals. To account for this, a question regarding plans and future goals was asked of GYC participants during the fall round of phone interviews for both 2005 GYC and 2006 GYC. While no response was the same for each student, the answers given were categorized into three groups: those who are currently pursuing their goals, those who indicated a plan to pursue their future goals but have not yet implemented it, and those who did not indicate a plan. Each respondent was classified into one of these groups based on the future goals indicated, what the participant expected to be doing in one year, and what the participant was currently doing. An example of a

"Yes" would be a student who wants to be an RN and is currently enrolled in the nursing school at Community College of Philadelphia. A "Plan is there but not yet pursuing" respondent would be a participant who wants to be an RN and plans on enrolling in college within the next year but is currently employed in a service job at the local mall. A "No" would be a student who is currently doing nothing but indicates he expects to be a medical doctor in five years. The results are in Table C. Over sixty percent of students in GYC '05 are on track for their future plans and almost three quarters of students from GYC '06 are on track. Combined with those students who have a plan but are not yet pursuing it, over ninety percent from each year of GYC have a plan in place for their career goals.

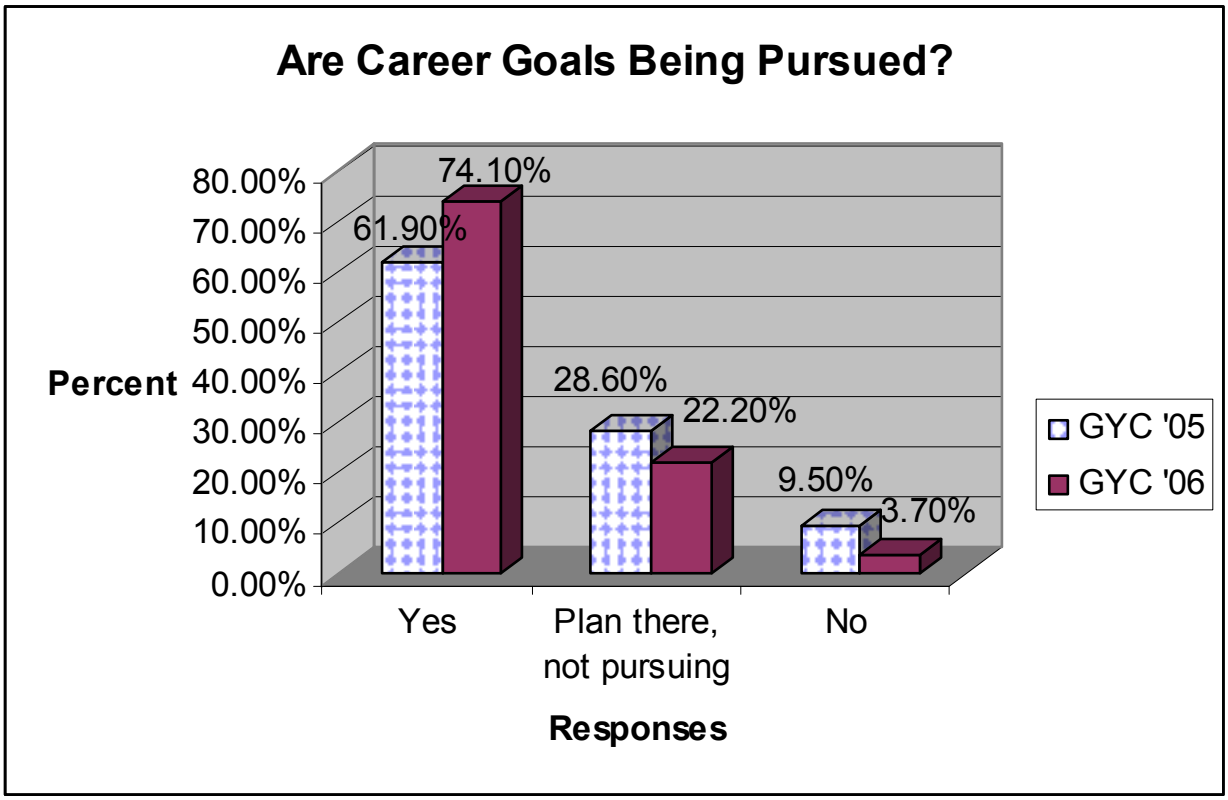


Table C

While there was no question that would directly compare to the GYC data asked in Wave 7 of PELS, there was a question about predicted achieved educational level which can be used to

compare with the GYC data. The PELS survey asked students what was the highest level of education they believed they would attain. The responses are in Table D and are presented next to the data indicating if the students were enrolled in school in Table E. The percentage of College Access students who indicated they expected to earn at least a four-year college degree is nearly seventy-five percent while seventy percent of non-College Access students indicated they expected to earn a four-year degree or higher . While this number is more comparable to the College Access claim on their website that seventy percent enroll in college, in the analysis of the PELS data only forty percent of College Access students were currently enrolled in school, so either the students had a plan but were not pursuing it, or they did not have a plan to achieve their educational expectations. This suggests that while College Access may be raising student expectations and getting their message across about the importance of college, that message is not being carried out. While slightly lower than the expectations of College Access students, non-College Access students had a similar disparity between if they were currently enrolled in college and their expected degree.

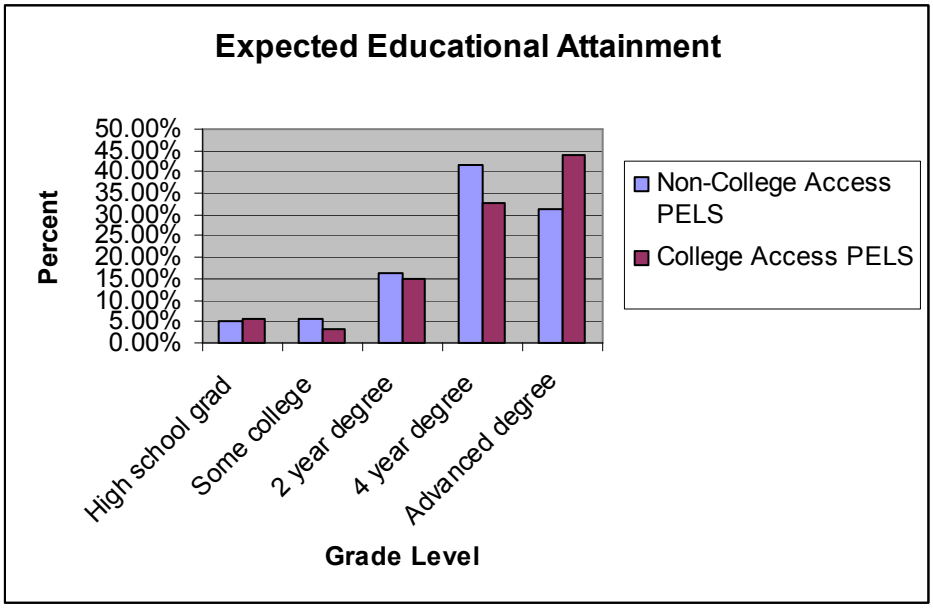


Table D

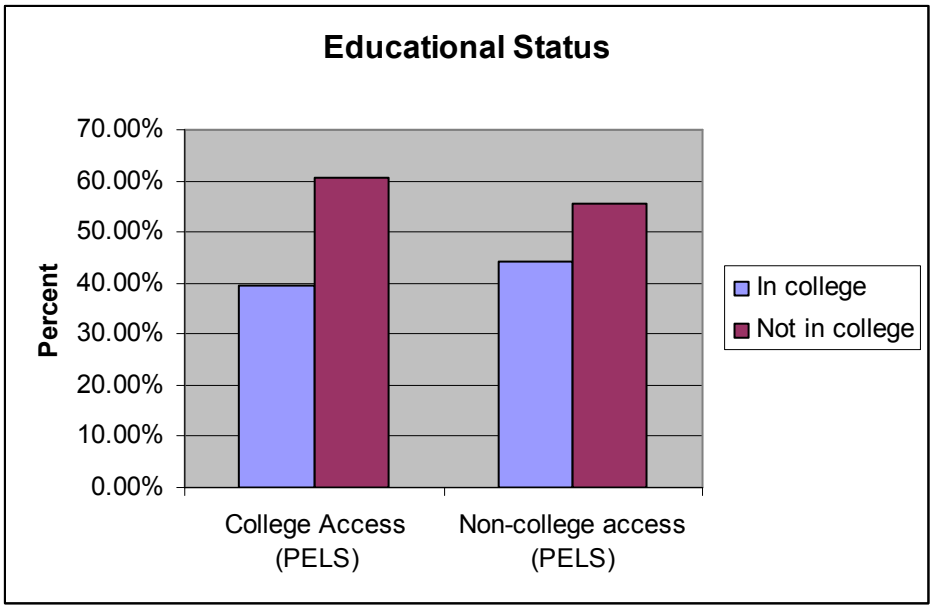


Table E

Census Employment

Just as the PELS data had no question that would directly compare to the GYC data regarding whether or not goals were being pursued, by looking at employment data, it was possible to determine how many residents were doing nothing. This percentage can then be compared to the percentage of GYC students who were not pursuing their goals. In analyzing the Census data on West Philadelphians aged 18-21, the employment question categorized responses three ways: employed, not employed and not in the labor market. It is assumed that those not in the labor market are those who are enrolled in school with the numbers corresponding closely to support this assumption. Those who are not working would fall into the category of "doing nothing" for GYC comparison and those who are working would fall into the working category. The data is shown in Table F. According to the data, forty-five percent are not in the job market and thirty-five percent are employed. This means that one-fifth of African Americans in West Philadelphia aged 18-21 are currently doing nothing, which is a much higher number than those who participated in GYC and are doing nothing. While it cannot be

determined whether or not these students have a plan but are not pursuing it, or whether or not those who indicated they were working are actually pursuing their career goals, the high percentage of those doing nothing, twice that of the GYC data, suggest that the percent of respondents not pursuing their goals is much high than for GYC students.

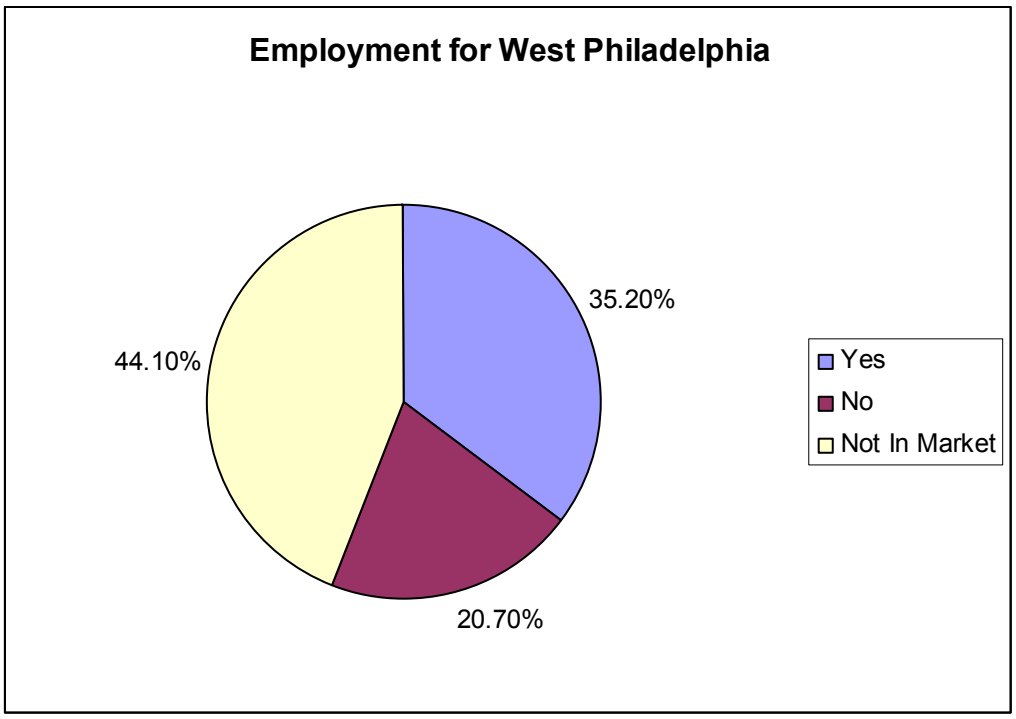


Table F

GYC Mentor Assessment Data

While the previous data has been evaluating the GYC program using data from everyone who was enrolled in the program, to determine the actual effect the program had on the students it is necessary to evaluate the educational status and goal status based on participation in the program. All the GYC participants did not participate in the program to the same extent. If the program itself was a significant factor in the educational and career outcomes of the participants, it should be expected that those who were more committed to the program would be more likely to be enrolled in school and on track to meet their goals than those who were not as committed.

Unfortunately, records for this were not kept during the 2005 year, but attendance records and mentor assessment data were gathered for 2006. Mentees were rated on a scale of one to five with one being the least involved in the program to five being the most involved. Those participants who were given a rating of one through three were compared with participants who received a four or five rating. What the students are currently doing now and whether they are on track to meet their goals is illustrated in Tables G and I. The tables show that those with a rating of four or five have almost a ninety-five percent college attendance rate and are currently on track to meet their goals. Students rated one to three have a college attendance rate of thirty percent and are more likely to have no plan or have a plan but not be pursuing it than those with higher mentor ratings.

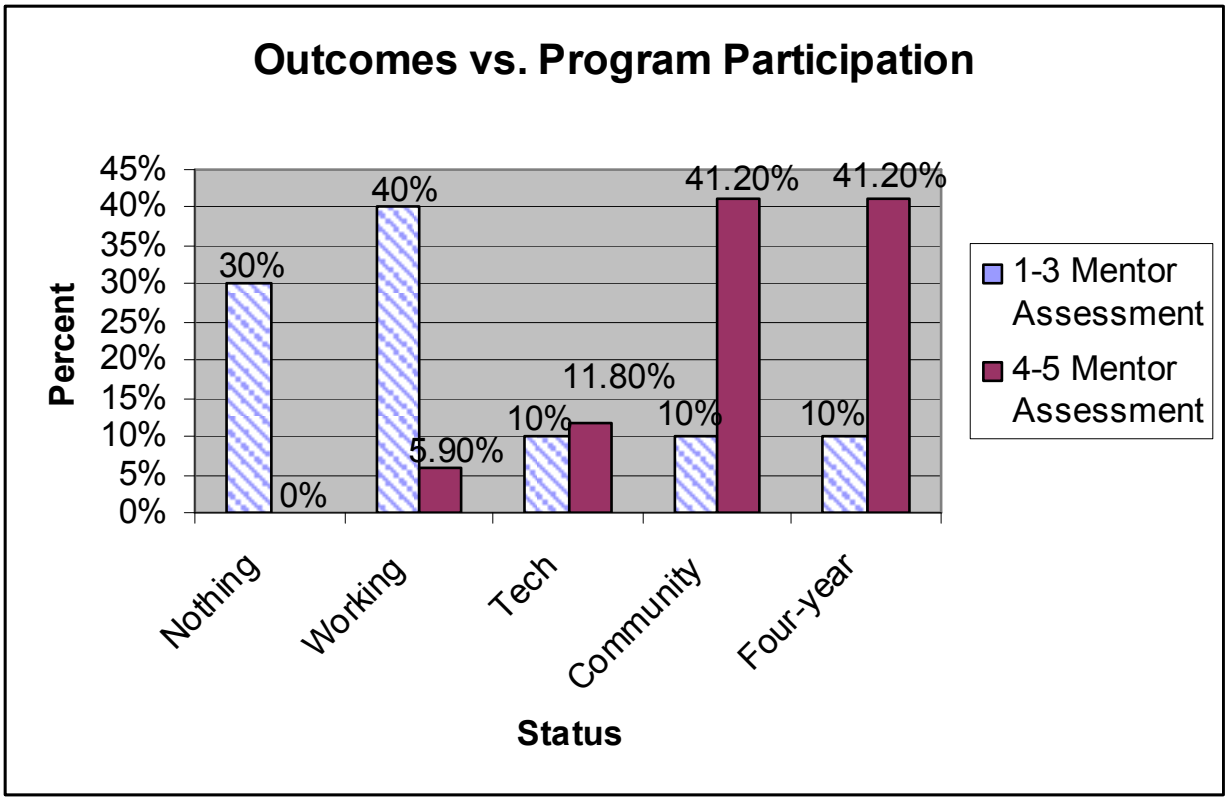


Table G

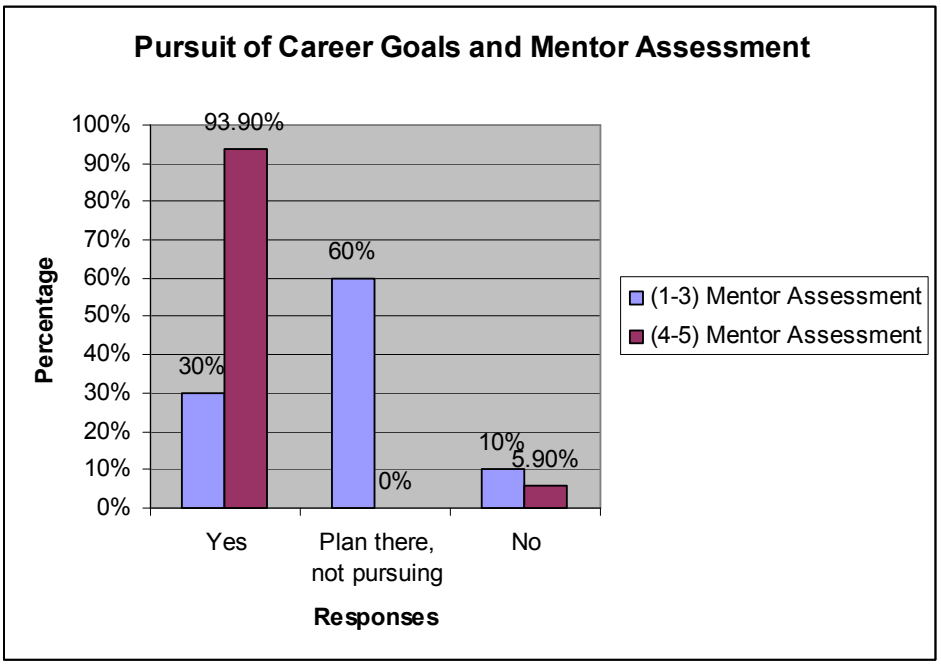


Table I

GYC Interview Data

The opinions of the program participants are also important in determining the success of the program. During the phone interviews, students were asked to give their opinion on the program. While being asked by a representative of the program could make it more likely for positive reports on the program, the interview responses are analyzed as well as anonymous surveys given to students during their homeroom class regarding their feelings toward the GYC program near the end of both years. In the phone interviews, those students who said the program was helpful were asked to provide specifics if possible. Most of the students who indicated they were doing nothing or working said the program was beneficial but were not able to provide specific examples of how it benefited them. The students who were enrolled in college were able to provide specifics, and all of the quotes used in this analysis, with the exception of one student who is employed with UPS, indicated they were enrolled in a post-secondary institution.

Nearly every student who responded during the phone interview indicated the program was helpful. One student who did not find the program helpful said, "The program wasn't that helpful to me because I had support from my family and knew I wanted to go to college. I had everything prepared before I began GYC. Working with the FAFSA during GYC was beneficial, and I also know that most of the other students didn't have as much support as I did and the program was very helpful for them." The most common aspect of GYC the students indicated was helpful was working on the FAFSA. One student said, "If it wasn't for GYC and my mentor, my FAFSA would have never been filled out. I am glad my mentor kept bugging me about getting it done. I didn't realize how important it was until I got my financial aid package from Temple." Another said, "I am a procrastinator. Mary Beth helped me get my applications, scholarships and FAFSA in on time."

Other common responses were that GYC was helpful for writing college essays, keeping up with deadlines for applications and scholarships, and identifying career and college interests. One student said, "I wrote a good essay because of my mentor and then applied for a lot of scholarships during the program. I got seven scholarships including the Palmer and Core Philly which has helped me to be able to afford college." Other quotes included: "Using the career websites, I figured out other things I could do after graduation I never thought of before," "Practice with interviews helped me get over my shyness, helped with interviews, and helped me talk about myself in my college essay," "My mentor helped me organize my plans and stay on top of applications," and "My mentor was an example for me. He really motivated me to apply to colleges and really think about what I want to do." Another student said, "Before GYC, all I wanted to be was a football player. He (the mentor) helped me figure out other things I could do. The interview skills helped me get my job with UPS." Similarly, a student indicated GYC

helped her implement a new plan saying, “After high school I thought I wanted to be a hair stylist. After going to Gibbs for a few weeks I realized it wasn’t for me. Because of GYC, I knew how to make a plan and apply to colleges. Now I go to CCP and am going to be an RN.”

The survey results conducted at the end of the year support the statements. Sixty percent of respondents indicated they would not have made the same progress without the program. Two-thirds of students said they had a definite plan for after graduation with the rest indicating they had some idea of a plan. In responses to a question about what was most helpful, students indicated identifying college/career interests, FAFSA help, writing essays, interview skills, and staying on top of applications was most helpful (For full results and survey see Appendix C). While it is likely the students all said GYC was beneficial to them because I am a GYC representative, the specific examples of many of the students now enrolled in college show that the program made an important impact on them since they were able to remember these specific examples months after the program had ended.

**Analysis**

This data gives support to the claim that programs which are school-based and meet for a short amount of time per week can be beneficial to the educational and career outcomes of students if specific goals are set and completed. While the percentages of GYC participants enrolled in post-secondary education are significant on their own, when compared with College Access students and those not enrolled in the program, they are even more significant. GYC participants are significantly more likely to be enrolled in post-secondary institutions than PELS participants. Even though the census data includes students enrolled in high school which could account for why the school attendance rate is higher in the census than in PELS, GYC participants still have a much higher rate of school attendance. The data shows that GYC

students are implementing post-graduation plans at higher rates than students not enrolled in the program. The data shows that students are not just being pushed into four-year colleges, but are identifying ways to meet their goals such as technical school and community college as advocated by Rosenbaum.

The data also shows that GYC has a positive effect on students identifying a plan to meet their future goals. While the College Access students have high expectations of what their ultimate educational attainment will be, the numbers do not match what they are currently pursuing. This indicates that the goals of these students do not match up to their plan or they are not currently implementing a plan if they have one. The GYC data shows that students are matching their goals to their plans and implementing them at comparatively high rates. Being currently on track to be able to achieve future goals increases to over ninety percent of the students who were seriously committed to the program by having a mentor rating of four or five. This shows that not only is it important to be in the program, but the more progress that is made in the program goals, the more likely the student is to be positively impacted. The numbers for college attendance in relation to mentor assessment are similar to those with matching plans and career goals. It is important not to just look at college attendance as a measurement of success because the goal of GYC is not exclusively to have students enroll in college. Analyzing the plans of students, their progress on that plan, and their ultimate goals is a better evaluation for GYC because it incorporates students who go straight to the workforce and those students who are still enrolled in college.

While the categorized data supported the claim that mentoring programs that were short, and school and group based could be successful, some of the most important data is in the statements of the GYC participants regarding the program. Almost every student indicated the

program was beneficial during the phone interview. Students talked about the importance of completing many of the goals on the GYC checklist such as college essay, applications, scholarships, FAFSA, and interview workshops had on implementing their plans after graduation. The most significant quote to show how GYC can help students even after they leave the program was the student who indicated her plans changed after she began attending in the fall, but GYC had given her the basis for creating a new plan, applying to schools, and implementing that plan. In their answers, the respondents cited completion of many of the goals of the program as the most beneficial things that they got from it often saying that if it wasn't for GYC they would not have accomplished these goals. This supports the claim that following a structured curriculum and meeting the goals of the program is important in making a school-based mentoring program a success.

**Conclusion**

With the inequalities of education rising in importance as a social issue in today's society, mentoring programs are being created as a way to help disadvantaged youth. While the advocates of mentoring programs cite the potential benefits mentoring has on students, there is a lack of research to support these claims. The Big Brothers/Big Sisters model of mentoring that requires a significant commitment on behalf of the mentor and takes place outside of school has been the subject of most of the research on mentoring, and the benefits of this type of mentoring have been more substantiated. Seeking to provide mentors to more students, mentoring programs have increasingly begun to be school-based and short in duration with mentors and mentees only meeting about once a week. There is also a group dynamic to many of these programs with mentors being paired with more than one student. The Guiding Youth to Careers program is an example of this type of mentoring program. Questions have been raised by

Rhodes and others regarding the actual benefits of these programs with some suggesting it actually may cause more harm than good. This research sought to become a part of this debate by analyzing a school-based mentoring program and determining if it was beneficial to the students it served.

The evidence gained during the tracking of the former participants of the Guiding Youth to Careers program shows that if school-based programs that are short in duration follow a structured curriculum, if students participate in the program and achieve its goals, this type of mentoring can be beneficial. The rate of students in technical schools, community college, and four-year college for GYC participants is much higher than for those in the comparison groups including those involved in a similar program. When analyzing students who participated more fully compared with students enrolled in the program who did not participate as much determined through mentor ratings based on attendance and the progress check list, the differences are clearly significant with nearly ninety-five percent of the students with the highest ratings being enrolled in college and on track to achieve their goals compared with only thirty percent of the students who were given lower ratings. While this data is clearly important and significant, what the participants said about the program during the phone interviews is also extremely important in evaluating GYC's success. The specific responses of the students on the impact of GYC months after they graduated from high school and the program speaks to how much of an impact it made on the students. Nearly all the students who are now attending college remembered something specific such as essay writing or FAFSA help as an example of how GYC helped them, and several students cited powerful statements about how GYC made them aware of opportunities and also helped them learn how to develop a new plan when they changed their mind about the career they were interested in after leaving high school. This

analysis of the Guiding Youth to Careers program is strong evidence to dispel the claim that school-based mentoring cannot be successful and shows that if certain steps are followed, programs like GYC can have an impact on its students.

In the literature, there was a lack of evidence to support short, school-based mentoring programs that used primarily minimally-trained college students as mentors. Dappen and Isernhagen questioned the benefits of short mentoring programs like GYC and even suggested the possibility of negative impacts. However, just as the Keating study indicated short programs can be beneficial, the GYC data indicates there were significant positive impacts for the students who were dedicated to the program. The Hamilton and Hamilton study also questioned the school as a viable setting for mentoring. While there are frequent interruptions during GYC sessions due to its location in the school, it is not realistic that the program could be held anywhere else. Even though there was no comparison group of students who worked in a different setting, the GYC analysis provides evidence that school-based mentoring can be beneficial. The GYC mentors also were comprised mostly of students from the University of Pennsylvania. While they only received two hours of training, in contrast to the questions raised by Goodland about the benefits of using college students as mentors, the GYC mentors were effective, and many students during the interview mentioned their mentor by name and indicated how much help they provided.

While there is evidence to show that the GYC program is successful, other research on different school-based mentoring programs should be conducted so that the specific aspects of what makes GYC beneficial to students can be identified when compared against similar programs. Also, while I created a control group out of previously gathered data from PELS and the census, in further studies it would be beneficial to compare students from the same school in

the program with students who are not so that the program and not other factors can be identified more clearly as the cause for the outcomes seen. It would be ideal to be able to randomly assign students to the program and to a control group, but this will be difficult to implement because of school district bureaucracy and because the program with fewer mentors has decided to take students who signed up and want to be in the program. This research was also limited by the information that was available about the GYC participants. In future research studies, a small case file on each student would be beneficial indicating the student's academic performance, school attendance, club and organization membership, participation in other mentoring programs, and information regarding the student's personal family situation. More knowledge of the individual student would allow for further investigation into what makes the students who attend four-year institutions different from the other students and would also help to determine if their were common factors relating to school or family in the students who received low mentor ratings and were not implementing their plans. More detailed records of the progress checklist and a less arbitrary way to provide a mentor rating would also be beneficial to further research.

While there are significant limitations to this study and more research is necessary, this research should serve as a method for other programs to attempt to evaluate their own programs. Hopefully, Guiding Youth to Careers will continue this evaluation after I am no longer involved in the program, for I believe it is important to know what impact is actually occurring so that the program can be adapted in the most effective ways. With so many resources being devoted to programs like GYC by the Center for Community Partnerships and other organizations in cities around the country, it is necessary for research to be conducted analyzing each program because it is only though analysis that programs can be improved. The research indicates the potential

for mentoring to begin to address some of the problems in urban education today if specific goals are followed. While further research is necessary, the analysis of GYC is promising.

I began this research by wondering if Ms. Simmonds' claim was true. While I was not able to compare the GYC students with the graduates from University City before GYC as she had done in her quote, through other comparisons, I have shown that GYC students are more likely to go to college and are more likely to be on track with a plan leading to a career goal than their peers. My question was not just a general one about the program, but was also a personal one about if I was making an impact on the students I had worked with. Of the four students I worked with, currently two are enrolled in college, one is working with a plan to go back to CCP and the other is doing nothing. The two who are enrolled in college, one at Community College of Philadelphia and the other at Penn State Delaware County, both participated fully in the program, writing essays as suggested, taking the career interest survey, completing the FAFSA, and attending frequently. The student who is working with a plan to go back to CCP was given a rating of a three last year because she did not come as frequently and did not complete as many goals as the other students. The student who is doing nothing was the student who was involved with me and the program the least. In that respect, my personal data of my mentees reflects the overall data of the GYC program, for those that participated most were most likely to be on track to meeting their future goals. My question for this research was basically did I help the students I worked with? My answer is yes, but the mentor is limited by the participation of the students, for the mentor can only provide the support and show the mentees the options that are available to them. The mentor cannot make each student complete all the goals, for that needs to be the initiative of the individual student.

Appendix A

# GUIDING YOUTH TO CAREERS
## Progress Check List

Mentee _____ Mentor _____

___ Set up email account (use as much as possible)

**Using EducationPlanner.com – Complete & Place in Student Folder :**

___ Self-Assessment Quiz (hand write or print out)

___ Career Assessment (complete online and print results)

___ Career Planning Worksheet (hand write)

___ Post-Secondary Institutions Exploration Worksheet (hand write)

___ Complete Personal Essay for College or other (type)

___ Complete a Resume for Career, P/T Employment or other (type)

___ **FAFSA Submitted**

**College Applications Submitted:**

___ 1 Name of Institution: _____ Accepted (y/n) ____

___ 2 Name of Institution: _____ Accepted (y/n) ____

___ 3 Name of Institution: _____ Accepted (y/n) ____

___ 4 Name of Institution: _____ Accepted (y/n) ____

___ 5 Name of Institution: _____ Accepted (y/n) ____

**Scholarship Applications Submitted**

___ 1 Name of Grantor: _____ Amt. Rec'd _____

___ 2 Name of Grantor: _____ Amt. Rec'd _____

___ 3 Name of Grantor: _____ Amt. Rec'd _____

___ 4 Name of Grantor: _____ Amt. Rec'd _____

Appendix B

**Phone Survey/Interview Guide**

Hi, my name is Matt Malone and I am working with Ms. Simmonds from University City High School. Last year (or 2 years ago) you participated in the Guiding Youth to Careers program where you were paired with a mentor to help create a plan for after graduation. I am calling on behalf of GYC to ask a few questions to help to improve the program and also to see if GYC could offer any more assistance to you.

What are you currently pursuing (Jobs/college/etc.) ?

In terms of a career or further education, what do you hope to be pursuing next year? In five years?

Have your plans changed since graduation?

Do you believe GYC was helpful in planning for after graduation?

- What aspects were best?
- What would you change or add to the program to make it better?

Would you be willing to participate in a more extensive survey at a later date?

If there is any career/college advice such as help with resumes, interviews, or scholarships GYC might be able to help with, fell free to email us at guidingyouthtocareers@yahoo.com

Thank you for your time.

Appendix C

## GYC EVALUATION SURVEY AND RESULTS 2005-2006

Please answer these questions about the Guiding Youth to Careers Program and return it to Mr. Price by Friday, April 28. Your answers will help us to improve the program for next year's students. Thank you.

1) Rank each of the following in order of importance and helpfulness to you from 1 (most important) to 4 (least important):
   - Identifying Career and College Interests Through Education Planner _____
   - Help with College Applications and Essays _____
   - Help with FAFSA _____
   - The interview skills workshops _____

2) How do you view the amount of time you were able to spend with your mentor? Please check one.
   - The Right Amount of Time __17_ (48.5%)
   - Too Much Time __ 4__(11.5%)
   - Not enough time __14__(40%)

3) What kind of an idea do you have of what you will be doing after you graduate from UCHS? Please check one.
   - I have a definite plan _23__(66%)
   - I have some idea of a plan _12__(34%)
   - I have no plan __0__(0%)

4) Do you feel like you would have made the same progress on your own if you had not been in the program? Please check one.
   - Yes _15__(43%)
   - No _20__(57%)

5) My mentor was able to answer my questions:
   - All the time _21__(60%)
   - Some of the time _12__(34%)
   - Not very often __2__(6%)

6) Did this program teach you things about your college and career options after high school that you did not know about before?

   - Yes 17 (50%)

   If yes, what? See answers on page 2?

   - No 17 (50%)

7) Do you have any suggestions of what to add or leave out of the program for next year's class?

_____See answers on page 2. _____

_____

Thank you.

SURVEY RESULTS CONTINUED

Question 6 Responses:

- Trade schools and their training
- Options other than college
- Descriptions of different college majors
- Identifying college/career training (5)
- FAFSA
- Importance of College

Question 7 Responses:

- More information on colleges
- Meet 2 times per week
- More information on scholarships
- Trips to colleges with mentors
- 3 students to 1 mentor
- Have end of the year awards for everyone
- Don’t waste time
- Get mentors to commit to the entire year
- Meet every other week
- 1 mentor for each student
- More time with mentors

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