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**AN EVALUATION OF THE SELF-ESTEEM OF AT-RISK
MIDDLE LEVEL YOUTH WITH INTERVENTION OF
THE MENTORSHIP PROGRAM**

A DISSERTATION

**Presented to the Faculty of
The Graduate College at the University of Nebraska at Omaha
In Partial Fulfillment of the Requirements
For the Degree of Doctor of Education**

Under the Supervision of Dr. Gary Hartzell

by

Lisa Marie Sterba

University of Nebraska at Omaha

Omaha, Nebraska

December, 2000

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DISSERTATION TITLE

An Evaluation Of Self-Esteem Of At Risk Youth
With Intervention Of The Mentorship Program

BY

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AN EVALUATION OF THE SELF-ESTEEM OF AT-RISK
MIDDLE LEVEL YOUTH WITH INTERVENTION OF
A MENTORSHIP PROGRAM

Lisa Sterba Ed. D.

University of Nebraska at Omaha, 2000

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This study concentrated on the self-esteem of at-risk middle school students in a mid-west city involved in an alternative school Mentorship Program. This study examined two aspects of a structured mentorship program for at-risk youth attending an alternative middle school. The first purpose of the study was to evaluate the possible effect of the mentorship program on the self-esteem of the student, while the second purpose was to examine the perceptions of the program's participants. The first method was examined utilizing a quasi-experimental design and the second employed a qualitative methodology. The Mentorship Program had 16 planned sessions to engage the students and the mentors in an examination of self. The sessions also allowed the students to explore the expectations and social skills necessary for work and school. Interviews of students and mentors were conducted prior to the relationship with follow-up evaluations during and after the planned mentoring sessions. A follow-up interview was conducted with the mentors and the program facilitator upon completion of the program to garner their perceptions of the effectiveness of the program. Student self-esteem was assessed prior to and after involvement in the Mentorship Program utilizing *The Piers-Harris Children's Self-Concept Scale*. A staff member completed the *Teacher's Report Form*

and rated the behavior and attitude of students involved in a mentoring relationship. Student attendance, behavioral referrals, and number of days suspended were also tabulated. Students and mentors were encouraged to meet informally between the planned sessions to solidify their relationship. Originally, 10 students were matched with mentoring adults and 11 students were members of the control group. Only three of the mentors followed the established protocol, thus bringing the statistical sample to three. There was no significant difference between the self-esteem scores of the students involved in the Mentorship Program and the students who were not involved in the program. There was no significant difference in the attendance rate, the number of referrals, nor the number of days suspended between groups. There was also no significant difference in teachers' perceptions of students' behaviors at the conclusion of the program. Although no statistical significance was found, the data provided positive information that needed further examination. The perceptions of the mentors and the facilitator provided positive feedback that will assist the alternative school staff's future implementation of the program.

Acknowledgment

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This project could not have been completed without the persistent support and tenacity of my husband, Jeff Sterba. Jeff continuously told me, "You can do it!" and believed in me when even I had doubts. This project is dedicated to Jeff and to our son, Hunter, who gave up many "Mommy" hours for this project.

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Chapter 1

Introduction

Mentoring at-risk youth has become increasingly popular even though research evaluating the effects of mentoring at-risk students is sparse. The few available reports reveal mixed effects. Wrightsman (1981) and Freedman (1992) have found that the reason for the diverse results is that there is a false sense of what mentoring is, because everyone knows, superficially, what mentoring entails. The definitions of mentor and/or mentoring are varied and not always transferable to practice. The result is a concept that is devalued.

The developmental theory of mentoring suggests the purpose of mentoring is to augment the creative and intellectual growth of the protégé, based on the youngster's individual needs (Haensley & Parsons, 1993). A mentor is identified as an adult with whom the protégé has neither a previous nor an authority relationship, one who can bridge the generation gap and teach the norms and rules of the real world. A mentor acts as a friend and an instructor to assist the younger person in setting and then attaining goals (Blum & Jones, 1993; Brown, 1996; Humm & Riessman, 1994; Slicker & Palmer, 1993; Sonsthagen & Lee, 1996). In the process, a mentor may assist a youth in developing self-confidence and self-esteem (Sonsthagen & Lee, 1996).

The increase in mentoring programs could be one response to the loss of increasing numbers of inner-city youth to gangs and violence. According to Freedman (1993), many inner-city youth between the ages of 5 and 16 are unsupervised for three to five hours after school. Parents and guardians are unable

to pay for sitters, nannies, or after-school programs. By the age of 15, 3% of inner-city children have witnessed a killing, while 70% have seen a beating. These experiences can cause children to shut down emotionally or to put on an act of an aggressive bravado (Freedman, 1993). Between 1970 and 1990, more than 50% of inner-city children came from no-parent families, because their parents were in jail, were unknown, were unfit or had abandoned them. A grandparent, relatives, the state, or an institution raised these children (Freedman, 1993).

People involved with mentoring see it as a socially moral response to the hardships the poor endure in the United States (Flaxman & Ascher, 1992). In a sense, this exemplifies what Eric Erikson termed *generativity*, "the instinctual drive to create and care for new life and to pass on to the next generation what you have contributed to life" (Freedman, 1992, p. 54).

Purpose of the Study

This study had two purposes: (1) to evaluate the self-esteem level of at-risk students enrolled at an alternative school prior to and after involvement in a guided mentorship program, and (2) to evaluate the effectiveness of a guided mentorship program based on the perceptions of the participants, both adults and students.

High school students involved in gangs and/or gang activity often have low self-esteem and cannot identify a mentor in their lives (Kaplan, 1975; Wang, 1994). The program under study was designed to provide students with a mentor in hopes of increasing their self-esteem and reducing the odds of gang involvement.

Research Questions

The research questions regarding the first purpose of this study and the self-esteem of students enrolled in an alternative middle school were:

- To what extent, if any, does interaction with a mentor affect the self-esteem of the mentee?
- What effect, if any, do the planned Mentorship Program sessions have on the self-esteem of the mentee?
- What effect, if any, will participation in the Mentorship Program have on the mentee's attendance?
- What effect, if any, will participation in the Mentorship Program have on the number of behavioral referrals of the mentee?
- What effect, if any, will the Mentorship Program have on teacher perceptions of the mentee's attitude and classroom behavior?

The research questions concerning the second purpose, the perceptions of the participants were:

- What are the perceptions of the mentors about the Mentorship Program?
- What are the perceptions of the mentees about the Mentorship Program?
- What is the perception of the Program facilitator about the Mentorship Program?

Definition of Terms

The following terms and definitions were used throughout the study:

Mentor: A mentor, as defined by Hamilton and Hamilton (1990), is "an unrelated adult who develops a sustaining relationship with a younger person in which they act as a companion, supporter, teacher, challenger, and role model while engaging in activities of mutual interest" (p. 4). In this study, mentors were volunteers from Adopt-A-School (AAS) partners as well as volunteers from two major universities in the city. Mentors were asked to complete an application and interest inventory. The mentors were required to complete a four-hour orientation and training process.

At-Risk Student: An at-risk student is one whose academic performance and/or social skills are adversely affected by the circumstances with which he or she is faced. At-risk may also include those students who are not challenged to reach their ultimate potential (Wang, Reynolds & Walberg, 1995). Middle school students who have a poor attendance rate (less than 80% attendance), a high discipline referral rate (more than three behavioral referrals a week), and poor academic success (passing fewer than three of the five core subjects in a semester) are considered to be at-risk of not completing school. Students may have accompanying issues such as single parent family, homelessness, poverty, and/or dysfunctional lifestyle. The students chosen as protégés for the Mentorship Program under consideration have had one or more of the above factors working against them.

Self-Esteem: A person's self-esteem is the assessment of his or her self-concept or "the value that each of us places on our own abilities and behaviors" (Nichols & Utesch, 1998, p. 273).

Alternative Education: For the purpose of this study, alternative education is a school with the objective of educating students who have not been successful in the traditional school environment and who need a different way to meet their educational goals. Alternative education offers students a way to achieve their educational goals different from that offered at the traditional school setting. Teachers instruct to all learning modalities, allowing students to utilize their strengths while improving upon their weaknesses. One goal of the alternative education site is to assist students in areas in which they were previously unsuccessful so that they can return to the traditional building.

Students are assigned to the alternative school from traditional middle schools in the school district. A Student Assistance Team (SAT) including an administrator, teachers and a counselor, recommends students for alternative school attendance based on:

1. Academic failure - passing fewer than three of the five core subjects.
2. Poor attendance - less than 80% attendance rate.
3. Inappropriate behavior - behaviors that warrant three or more behavioral referrals a week.
4. Alcohol or drug possession.
5. Parent request to attend an alternative site.

Limitations

The foremost limitation of the study was that only 3 of the 10 mentors followed the manual with the planned sessions. The manual laid out the goals and objectives for the sessions. The sessions in the manual were in an order that allowed the mentee to use the lesson learned from the previous session in the current session and in everyday activities.

Another limitation of the study was the fact that it was conducted with alternative middle school students. These students had not been successful at a traditional middle school. Any change in self-esteem may have been due to the change from a larger traditional school to a smaller school environment and the type of behavior interventions utilized by the staff. However, the evaluation is pertinent to this specific school, and perhaps to other alternative schools.

The gender, race and interests of the mentors also limited some of the matches between mentor and protégé.

Significance of the Study

In regard to the first purpose, mentoring program effects have not been studied in great detail with at-risk adolescents (Freedman, 1993). The results of this study may help practitioners assess the effects of a structured mentoring program on the self-esteem of at-risk middle school students. This mentoring program is important to at-risk students in realizing other options and opportunities. Students with increased self-esteem may be able to better realize their potential.

As for the second purpose of the study, at the time of this investigation, a program evaluation had not been completed on the Mentorship Program. One was

clearly needed since mentoring program evaluations have shown inconsistent results regarding effectiveness.

The results of this study may help the alternative school decide if a structured and scripted mentorship program is effective in increasing the self-esteem of participants. The results may also assist the alternative school's staff in determining if a structured mentorship program is effective in encouraging at-risk youth to remain in school. In addition, the results may contribute something to our currently limited knowledge base regarding the effectiveness of mentoring programs for at-risk youth.

Organization of the Study

Chapter 2 contains a review of the literature relating to: (1) at-risk youth, (2) alternative education, (3) self-esteem of middle school students and (4) mentoring at-risk youth. Chapter 3 delineates procedures and processes of evaluating the self-esteem of middle school students involved in the Mentorship Program. The results and statistical data are presented in Chapter 4. A discussion of the results and their implications are offered in Chapter 5.

Chapter 2

Review of Literature

Four bodies of literature provide a foundation for studying mentoring programs for at-risk youth. First, the nature of at-risk youth is defined and examined. Second, the literature pertaining to alternative education is reviewed. Third, the literature pertaining to the relationship between self-esteem and middle school students and indicators of low self-esteem in middle school students is presented. Fourth, a brief overview of the effects of mentorship programs for at-risk youth is presented.

At-Risk Youth

There is a crisis in the United States regarding the under-education of a section of our youth.

A crisis exists in the back rows of America's public school classrooms. It has so far eluded the full attention of the much bruted educational reform movement of the 1980s. Yet its threat to our economic future, and to the lives of millions of American youth, is present, grave, and sure to become more costly to meet, the longer we delay to meet it. (Smith & Lincoln, 1988, p. 2)

The crisis of at-risk youth has been a part of society and education for over 20 years; but 20 years ago, at-risk students were only those who were poor and minority. The definition of at-risk youth later came to include the "socially and culturally deprived", the "disadvantaged" and the "disengaged or disconnected youth" (Barr & Parrett, 1995, p. 2). Barr and Parrett (1995) feel that an at-risk

youth is simply a youth who cannot function adequately in the real world. Wang, Reynolds, and Walberg (1995) define at-risk as the "circumstances that adversely affect those students who are struggling in their academic programs and in social behaviors at school, as well as those who are highly talented and are not challenged and nurtured to their fullest potential" (p. 2).

Circumstances that put youth at risk of dropping out of school are generally some combination of individual, family and community factors or educational factors. Community factors relate to the changing demographics of our society. After World War II, 70% of the adult population had children in school. In 1988, only 28% of the United States adult population had children in school. The most recent figures indicate that 64% of the households in the United States have no children at all at home, let alone in school (Tobias & Turner, 1997). Fewer people have a direct vested interest in public education than had an interest in the past.

At the same time, the number of non-English speaking, handicapped, culturally different and single-parent children is increasing (Barr & Parrett, 1995). In 1992, 37% of married couples with children under the age of 18 years old each worked more than 35 hours a week and at least 50 weeks a year. In that same year, 78% of the married women in the United States with school-aged children were in the workforce. This phenomenon has increased the number of latchkey and unsupervised youth (Evans, 1995). Students from single parent families are twice as likely to drop out as students from two-parent households (De La Rosa, 1998).

According to Freedman (1993), sociologist William Julius Wilson researched inner-city neighborhoods and found that inner-city youth did not have access to a

range of conventional adults to serve as role models. In generations past there had been what Wilson termed an "Old Head" of the neighborhood community to espouse the benefits of education and employment as viable alternatives to welfare. A male Old Head might have been a deacon, a minister, a coach or a policeman whose role was to socialize the young men of the neighborhood and to act as a bridge to the world of work outside of the inner-city. He taught the youth to meet responsibilities in regard to family, work ethic, law and morals. A female Old Head acted as an extra parent to provide support, discipline and social interactions for youth. The role of the Old Head in the inner city has been destroyed by the attrition of neighborhood values, the increasing need for immediate gratification, and the increase in violence (Freedman, 1993).

The demands of the ever-changing workforce and fewer unskilled or low-skill labor opportunities necessitate education as a means of making a living. Youths defined as at risk of dropping out of school are also defined as at risk of unemployment, illiteracy, drug dependence, or dependence upon the court or welfare system (Barr & Parrett, 1995). As of 1996, 80% of the inmates in American prisons had not completed their high school educations (Edmonson & White, 1998). Unemployment rates are four times higher among dropouts than among high school graduates, and dropouts will make \$200,000 less over an average lifetime than will high school graduates. An average of 3,789 youths a day dropped out of American high schools in 1996, costing billions of dollars to the general public.

The dropout rate of Hispanic students is two to five times higher than those of Caucasian and African-American students. Students in general academic classes

are twice as likely to drop out as those students in advanced placement classes, and students in basic academic classes are three times as likely to drop out of school than their classmates in general classes (De La Rosa, 1998; Kelly, 1993; Young, 1990). Moreover, disadvantaged youth have a higher mobility rate, lower attendance rates, lower academic success rates and higher dropout rates than students from higher socio-economic backgrounds (Kelly, 1993). The youth who leave school cite lack of academic performance, pregnancy, language difficulties, behavioral problems, family crises, and the lack of school relevance as reasons to leave school. These students are also unlikely to accept efforts by school personnel to assist them (De La Rosa, 1998; Young, 1990). Students often feel that schools undermine their self-esteem and that the push-out policies of schools look to remove those who are not college-bound (Barr & Parrett, 1995).

Today, any student, regardless of ethnicity or socio-economic status, can be considered at-risk as a result of association with drugs, alcohol, suicidal ideations, pregnancy, depression, divorce and/or sexually transmitted diseases. Wood and Hillman (1996) found that students most at-risk are those who live in poor economic conditions, are achieving at one to four years below grade level by seventh grade, live with continued family trauma, have behavioral difficulties at school or are involved with the juvenile court system. Frymier and Gansneder (1989) studied youth throughout the country and compiled a list of 45 at-risk predictors. This list was reduced to 36 when distributed to schools because almost every student had at least one of the 45 factors of being at-risk. The top 15 at-risk predictors are:

1. Attempted suicide

2. Used drugs or engaged in substance abuse
3. Had been a seller of drugs
4. Had negative self-esteem
5. Involved in a pregnancy
6. Expelled from school
7. Consumed alcohol regularly
8. Had been arrested
9. Had a parent with a negative attitude towards school and education
10. Had several siblings who had dropped out of school
11. Abused sexually or physically
12. Failed two courses in one school year
13. Suspended two or more times from school
14. Had twenty or more absences in one school year
15. Had a parent who drank alcohol in excess

Wood and Hillman (1996) found that a student's at-risk status may be due to effects of stigmatization. Stigmatized individuals are those "who by their virtue of their membership in a social category are vulnerable to being labeled as deviant, are targets of prejudice or victims of discrimination or have negative economic or interpersonal outcomes" (p. 2). This stigmatism may affect the ways in which they perceive themselves and the ways in which they behave.

Myths of At-Risk Youth

Slow Learners. Barr and Parrett (1995) found that many people in the educational profession are misled by a mythology regarding at-risk youth. The most

prevalent myth is that at-risk youth are slow learners and need instruction geared to low ability students. In truth, many at-risk youth could benefit academically from a challenging learning environment with high expectations and accelerated learning practices (Barr and Parrett, 1995). Many at-risk youth have the potential to learn accelerated concepts, but they need to be reached at an earlier age before the level of crisis in their lives becomes acute. If at-risk youth are not challenged at a young age, they can be in jeopardy of placement in lower level or special education classes. Students enrolled in lower-level or special education classes are much more likely to drop out of school than are students in average or higher achieving academic classes (De La Rosa, 1998).

Early Interventions. A second myth is that youth who show signs of being academically at-risk should be retained in the elementary years. Research has shown that retention has disastrous effects and can be an obstacle to graduation for at-risk youth. Slicker and Palmer (1993) suggest non-graded accelerated classrooms for elementary students with high risk factors.

Allocation of Funds. A third myth, according to Barr and Parrett (1995), is that at-risk youth can be educated at the same cost as students not at risk. They cannot. New and innovative ways to increase and allocate existing revenues to better meet the needs of at-risk youth are needed. Harandi and Forte (1996) found that educational dollars were best spent on preschool and early elementary years to ensure the development of reading ability and effective communication skills. Providing early interventions is the most cost-effective use of resources to deter the at-risk population.

Community Involvement. Some educators and reformers think that schools alone can meet the needs of at-risk youth. The problems of at-risk youth are very complicated and involve more than the school. Many of the issues that haunt at-risk youth are pervasive and rooted in home, community, culture, and socio-economic status.

Needs of At-Risk Youth

The needs of at-risk youth are varied. In an educational setting, at-risk youth need teachers who are supportive and encouraging, who will talk to students on a personal level, and who instill in them the belief that they can learn. At-risk students also need an orderly environment with a clear academic mission. Students need to feel that they are a vital part of the school and they need to be engaged in the educational process (Neumann, 1994; Slicker & Palmer, 1993).

Students at the middle level additionally need:

1. To be taught in small communities to gain a sense of family and belonging;
2. To be in heterogeneous classrooms; tracking by ability levels should be eliminated to prevent any stigmatism;
3. Teachers who are trained in the special needs of youth at this age;
4. Teachers who focus on critical thinking skills, ethics, responsibility, and academics to increase literacy (Barr and Parrett, 1997).

Parents of at-risk students generally have lost interest in the educational process by the time their children have reached middle school. The school must try

to reengage the parent and the community to find other educational opportunities for youth in the communities (Young, 1990).

The needs of at-risk youth are diverse and deep-rooted in their cultural, family and educational experiences. It takes people from all facets of the child's life working together at an early age to keep the child actively engaged in education.

Alternative Education

Albert Shanker, late president of The American Federation of Teachers, observed that public education never "really educated more than 15% to 20% of the kids in this country" (Barr & Parrett, 1995, p.4). He felt that public education focuses on the needs of those students who plan and are capable of attending college, neglecting a majority of the students. Mr. Shanker felt that public schools neither met the needs of this neglected majority nor met the needs of the marketplace. Mr. Shanker advocated alternative education opportunities for this neglected majority (Barr & Parrett, 1995).

Definition of Alternative Education

The definition of alternative education is somewhat elusive. Some educators include magnet schools, charter schools and school selection via voucher use in their definitions of alternative education. For the purpose of this study, alternative education is a school with the objective of educating students who have not been successful in the traditional school environment and who need a different way to meet their educational goals. Alternative education sites are more flexible than traditional schools in their organization and programming (Raywid, 1995).

Alternative education in the public schools is available to students and their families at no additional cost (Paglin & Fager, 1997; Raywid, 1995; Young, 1990).

Historical Background

Rudolf Steiner established an alternative education site in 1919 in Germany, the Waldorf School, which grew into 500 schools worldwide. These schools focused on non-mainstream ideas about human relationships and about the universe in general. Teachers stayed with their classes from first through eighth grades, took a one-year sabbatical, and then started over with a new first grade class (Uhrmacher, 1997).

The next significant research culminated an eight-year study of effective instructional practices. The study, which ended in 1942, concluded that the most effective approach was a "thematic learner-directed approach" rather than "teacher-directed, discipline-centered instruction" typical of most schools of the time (Neumann, 1994, p. 548). The study was lost in the fury of the war years, but was resurrected in the 1960s.

Alternative education in the 1960s followed the humanistic impulses and liberation themes of the times. Alternative education sites were often called "Freedom Schools" (p. 122). These schools highlighted the uniqueness of the individual student and focused on intrinsic motivation. Many alternative education sites allowed students to participate in school governance and curricular decisions. Education was tailored to individual educational and social needs based on individual learning plans for each student (Barr & Parrett, 1997; Neumann, 1994; Raywid, 1995). Freedom schools within the private sector were aimed at empowering

individuals and groups. White middle-class students in small towns and the suburbs were the primary participants in these schools. Alternative schools in the South and the North focused on giving poor and minority students the education that they previously had been denied (Raywid, 1995). A leading function of alternative education in the 1960s was to provide an education to students who were not getting the necessary attention in the traditional school.

The Experimental Schools Program (ESP) sought to change school systems in the 1970s. The developers of ESP felt that there needed to be different school environments for different youngsters to succeed. Other educators followed the lead of the ESP, feeling that there is no one best way to educate all students (Paglin, 1997; Raywid, 1995).

In 1976, the United States government passed the Emergency School Aid Assistance Act that allowed funding for magnet schools. Some alternative education sites made changes to their names as well as other subtle changes to meet the guidelines of the act in order to receive government funding. This finding allowed some alternative schools to operate that would otherwise not have been open (Raywid, 1995).

By the mid-1980's, alternative education became a solution to specific problems and catered to a specific population of students (Piemonte, 1995; Raywid, 1995). The primary function of alternative education in the late 1980s was to prevent delinquency and dropout.

Alternative education had become a much more viable option for youngsters. In 1981, approximately 10,000 alternative schools provided educational

opportunities to over 3 million students (Raywid, 1981). There were 43 alternative schools in the state of Texas in 1993, but by 1995 there were 265. The dropout rate in Texas decreased 34% between 1989 and 1995 (DeLaRosa, 1998). Alternative programs in the 1990s offered a wider variety of resources and services than they had in the past. The increase in alternative education may have been due in part to the "zero tolerance" disciplinary policies of school districts (Kruglik, 1991).

According to Raywid (1994) there currently are three types of alternative schools in America. The first is a successor of the 1960s alternative school. These schools make education engaging and challenging for students who are not finding success in the traditional schools. They are innovative and use creative pedagogical approaches. Students attend this type of alternative school by choice.

The second type of alternative school is one where students are "sentenced" (Raywid, 1995, p. 124). There is a behavior modification focus because this type of alternative school is the last chance the student has before expulsion. The curriculum usually is not individualized nor is it adapted to meet the needs of individual students. The curriculum is primarily "basics" oriented (Raywid, 1995, p. 124).

The third type of alternative school is not punitive in nature. It is designed for students in need of remediation and those in need of social, emotional or academic assistance. The setting is positive and compassionate and the curriculum is designed to meet the individual needs of all students. The goal of this type of alternative school is to return students to the traditional school (Raywid, 1995).

Characteristics of Alternative Education

It is difficult to draw an accurate blueprint of what an effective alternative school looks like because of the diversity of the population served. The contextual framework of each program is a situational arrangement of practices that are effective in that particular setting. An idea from one alternative school may not be effective in another school due to the different contextual framework (Uhrmacher, 1997). "Schools are special places and replication of a promising approach may not be possible in another" (Piemonte, 1995, p. 3).

Alternative education is designed to work with students who are not optimally served by the traditional school program and "represents varying degrees of departure from standard school organization, programs and environments" (Raywid, 1995, p. 122). There is no standard model for alternative education, but there are characteristics that are common in successful programs.

Alternative schools are generally designed to create a more positive learning climate through a lower teacher to student ratio where the curriculum is student centered. Raywid (1981) found that 69% of the successful alternative education programs had fewer than 200 students. Academic and non-academic relationships between the teachers and students are positive and caring in effective alternative schools, giving the school a family atmosphere (Barr & Parrett, 1995; Cox & Davidson, 1995; Nichols & Utesch, 1998; Paglin & Fager, 1997; Raywid, 1995; Young, 1990). Alternative schools have non-competitive performance assessments and measure individual achievements rather than comparing students' performances.

Alternative schools have a clearly stated mission with clearly stated rules that are enforced fairly and consistently (Nichols & Utesch, 1998; Kruglik, 1991; Paglin & Fager, 1997; Raywid, 1995). High standards are established for students' behavior, attendance and performance. The school places emphasis on individual accountability and responsibility, but still allows a higher sense of autonomy (Cox & Davidson, 1995; Meier, 1998; Paglin & Fager, 1997; Young, 1990).

Alternative schools are more effective if the student and/or the family of the student choose for the student to attend the alternative school. Raywid (1981) found that 79% of the students in effective alternative schools were there by choice.

Alternative schools are more effective when a specific student population is targeted. There is little consensus, however, on the population that would best be served by alternative education. High achieving students will achieve in any educational environment. Lower-achieving students are typically expected to be unsuccessful, especially if they have attendance or disciplinary problems. Low achieving students do perform better at alternative schools than they do at traditional schools (Cox & Davidson, 1995; Raywid, 1995; Young, 1990). In a study by Raywid (1981) low achieving students decreased their absences by 40% and increased their credit attainment by 60% in effective alternative programs. Students in alternative schools are typically called marginal, at-risk or disadvantaged and are students who have not been successful in the traditional school or who have previously dropped out.

Effective alternative schools have teachers and administrators who define school goals and established specific enrollment criteria and procedures based on

those goals (Hurst, 1994; Raywid, 1995). These goals and criteria are congruent with the mission of the school. A committed staff is another effective factor in alternative education sites. The staff of effective alternative schools is willing to adapt to new concepts of school management and governance and is willing to work together as a team. The staff in effective alternative schools is vision-driven and able to work with unique students (Hurst, 1994; Raywid, 1995).

Effects of Alternative Education

Cox and Davidson (1995) conducted a meta-analysis of 57 studies of alternative education programs. The study allowed for coding of intervention characteristics and evaluation methods for the purpose of examining relationships between these characteristics and estimates of program impact. The study examined sample characteristics such as gender, racial composition, age, and grade, along with intervention characteristics and methodological characteristics. Of the studies examined, 61% targeted a specific population; 42% targeted low achieving students while 19% worked with delinquent youth. Other descriptive findings included the following: 84% were full-day programs; 77% were in urban school districts; 58% of the studies were conducted with alternative high schools, 19% were with alternative middle schools, 16% were with alternative elementary schools and 7% did not report the grade of the students with whom they worked.

While Cox and Davidson (1995) concluded that alternative education could have a positive effect on school performance, school attitude and self-esteem, they also found that such programs had no effect upon delinquent behavior. The

programs that specified a target population with whom to work had a greater effect than those programs that had an open admission policy.

Other studies of individual programs also offered positive results. A study at Brown University in 1997 showed alternative education students to be twice as likely as students from traditional schools to say that teachers showed respect for students and the students' positive reactions transferred to other students.

Alternative education students reported that the flexible hours offered by many alternative schools allowed them to attend school, earn a diploma or GED, and continue to work. These teens also report that an education is needed to obtain higher paying jobs. Forty percent of the students did not intend to drop out of school permanently, but were unsure how they would get back into school (De La Rosa, 1998; Gursky, 1992; Piemonte, 1995).

Students dropped out of school for various reasons. Some left to pursue jobs and make money. Others left because they had a child to raise or other adult responsibilities. But, nearly a third, 32%, reported that they did not see how what was taught was relevant to them. They had dropped out because the curriculum had no meaning (De La Rosa, 1998; Gursky, 1992; Piemonte, 1995).

A study conducted on the Learning Styles Project at Amityville High School in New York recorded positive results in student achievement. Ninth grade students who had failed two or three classes, scored in the fifth stanine or below on standardized reading tests, or had excessive absences were placed in an alternative education program. The students were given a computerized readout of their learning styles and their academic strengths and weaknesses. Students were then

grouped according to their learning styles and their strengths and weaknesses. Students' grade point averages (GPA) increased an average of 18 points on a 100 point scale in English, 8 points in Social Studies, 4 points in Math, and 10 points in Science in one school year. Students were given the option of remaining in the program or returning to their traditional educational plan. Eighty-five percent of the students chose to remain in the program (Perrin, 1990).

Another study showing remarkable results was conducted in District 4 in New York City in 1994. An alternative education program was established in 1973 in East Manhattan or Spanish Harlem where 95% of the school population was minority and 80% lived below the poverty level. The whole area was disadvantaged and all of the children were considered to be at risk of school failure. By 1983 there were 21 alternative elementary and junior high schools and two alternative high schools. Student achievement rose with the inception of alternative schools. In 1974, 15% of the students were reading above grade level. By 1988, 62% of the students were reading above grade level. In 1974, only 9% of East Manhattan students were eligible to attend some of the city's prestigious high schools, but 22% of the students gained entrance by 1987. The two alternative high schools in District 4 better the city average for graduation rates. More than half of the graduates of one of the high schools earned Regents diplomas. Of the 245 graduating seniors, 241 went on to higher education. The high schools have only a 5% dropout rate (Raywid, 1995).

Challenges of Alternative Education

Not all alternative education programs are successful. Many fail due to perceptions of illegitimacy because there is no clear definition of alternative education. Many alternative programs are also used as dumping grounds. Many inappropriate student placements are made to alternative schools in order to simply remove students from traditional programs. Staff morale at these sites decline, causing more detriment to the student. Some alternative programs fail because they lack funding. Many alternative programs are established with grants, which require time-consuming administration and eventually expire. Alternative education often does not have a secure place within many district budgets. Political changes or the loss of a charismatic leader can also cause alternative schools to fail. A change in the board of education or in the superintendent may also cause a change in the level of support for alternative education. Districts may be unwilling to support alternative teaching modes if they feel they are a threat to traditional school practice (Barr & Parrett, 1995; Cox & Davidson, 1995; Paglin & Fager, 1997; Raywid, 1995).

Summary

Students who attend or have attended successful alternative education programs can realize substantial benefits. Student truancy and dropout rates are typically lower in alternative schools compared to when they attended traditional schools. A more flexible and responsive learning environment fosters a reengagement with learning. Some students show an increase in persistence, extrinsic motivation, and home and school self-esteem (Nichols & Utesch, 1998; Paglin & Fager, 1997; Perrin, 1990). Wehlage, Smith, and Lipman (1992) described

the school transformation that occurred in the alternative schools they visited as follows:

Teachers have assumed the additional roles of counselor, confidante, and friend, and efforts are made to bond the students to the school, to the teaching staff, and to one another. Course content is more closely tied to the needs of the students in these programs, and efforts are made to make the courses more engaging and relevant. Greater emphasis is placed on hands-on and experimental learning and students are given more responsibility for their own success. More attention is paid to the individual needs and concerns of students, in and outside of class. Teachers work together to govern the school and make critical decisions about curriculum and school policy. A climate of innovation and experimentation is common. (p. 172)

Self Esteem of Middle School Students

Self-esteem is "the value each of us places on our own abilities and behaviors" (Nichols & Utesch, 1998, p. 254). Adolescence is a time of uncertainty as to the value that youngsters put on their abilities and behaviors. Adolescents have a tendency to look to their peer group for approval and initiation of some behaviors.

Factors

Children's views of themselves and their self-esteem change as they mature. Their self-esteem becomes more affected by their peer group, especially in the adolescent years (Block & Robins, 1993). Self-esteem in adolescents has been

associated with the confidence they have that they can accomplish goals and with the reactions of significant others (Daniels, 1998). Physical and social changes during adolescence cause an increase in self-awareness that results in affective changes (Roeser & Eccles, 1998; Wigfield, Eccles, MacIver, Reuman, & Midgley 1991). These changes result in an increase in positive or negative affective states.

Adolescents own beliefs associated with high and low self-esteem, such as "I can" or "I can't", lead to behaviors that perpetuate these ideas (Daniels, 1998). Killeen and Forehand (1998) found that adolescent behavior problems have been correlated with poor self-esteem.

Utilizing teacher observations, Burnett (1998) identified 13 behavioral indicators of self-esteem in a study conducted of student behavior. A sample of 317 adolescents was observed over a 10-week period to measure the frequency of behaviors indicative of self-esteem. The behaviors found to be indicators of high or low self-esteem are:

1. Is confident in what s/he does;
2. Is withdrawn from others;
3. Appears proud of self;
4. Gives limited responses;
5. Appears happy with her/himself;
6. Displays good communication skills;
7. Is alone and isolated;
8. Is interactive with others;
9. Is interested in what is happening;

10. Lacks satisfaction in own performance;
11. Gets along well with peers;
12. Needs constant reassurance;
13. Displays leadership qualities;

Numbers 2, 4, 7, 10, and 12 are behaviors that indicate a negative self esteem in youth (p. 5-6).

Wang's (1994) study of the self-esteem of gang members ages 12 to 17 found that teens with low self-esteem were apt to join a gang to gain a sense of belonging, to increase their self-esteem, and/or for protection. "Persons characterized by negative self-attitudes are motivated to adopt deviant response patterns that are associated with the enhancement of self-attitudes" (Wang, 1994, p. 280). Gang activity and deviant behaviors help to increase self-esteem especially when other social support systems are not available (Dukes & Martinez, 1994; Enger & Hawerton, 1994; Fenzel et al., 1997; Omizo, Omizo, & Honda, 1997; Wang, 1994). The social status that is created as a function of group membership is comprised of motivation, cognition and socio-cultural factors. Nichols and Utesch (1998) cite four previous studies that also found a positive relationship between student motivation and self-esteem to academic achievement and school success. Teens are motivated to identify with a group to enhance their self-esteem, not detract from it. Adolescents are simply trying to form a positive evaluation of themselves (Omizo et al.; 1997; Wang, 1994).

Impact of Middle School

The transition from elementary school to middle school has a significant impact on a youth's self-perceptions and self-esteem of a youth. Wigfield, Eccles, MacIver, Reuman, and Midgley (1991) found evidence that shows many young adolescents become increasingly negative about themselves and about school during the transition from sixth grade to middle school. The heightened anxiety of the transition causes a decline in intrinsic academic motivation. This anxiety can also cause instability in the child's self-esteem. Some of these changes may be due in part to the increased competition in the middle school (Fenzel et al., 1997; Lord & Eccles, 1994; Wigfield et al., 1991).

Adolescence, particularly the middle school years, can be a time of crisis and psychological upheaval for many. Peer pressures and conflicts along with teacher control, discipline, and classroom requirements can add stress to a youngster's life. Stresses have been shown to have a negative effect on school-function, self-perception of well being and self-esteem (Fenzel, Magaletta, & Peyrot, 1997). The middle school environment may be failing to meet students' developmental needs for autonomy.

Roeser and Eccles (1998) identify two types of middle school structures. The first is the school task-goal structure that emphasizes task mastery through policies and practices and acknowledges effort and improvement. The task-goal structure challenges all students to do the best that they can. School task-goal structures are associated with adolescents' reports of "positive affect in school, academic self-

efficacy and self-worth, the use of effective learning strategies, and positive in-school conduct" (p. 130).

The second type of middle school structure is the school ability-goal structure. The ability-goal structure encourages competition among students and gives special treatment to high achievers. Students' perceptions of school ability-goal structure have a negative effect that causes a decline in academics, and self-worth, and causes an increase in misbehavior (Roeser & Eccles, 1998). Tobias and Turner (1997) found that concentrating on self-improvement and a willingness to exert effort to meet goals that students have set for themselves is a much more feasible approach to student motivation for adolescents than is competing against classmates.

Confidence in peer-related social skills has been found to be an important contributor to an adolescent's self-esteem and adjustment to middle school. In a study by Fenzel in 1997, students who experienced increased difficulty with peer relations and school demands reported lower self-worth perceptions. Fenzel also found that boys reported higher levels of peer difficulties than did girls while African American males were the most susceptible to peer difficulties. Male self-esteem increased somewhat throughout the middle school years while female self-esteem fell in research done by Lord and Eccles (1994). Race did not have a significant impact on self-esteem, but Caucasian females had the lowest self-esteem of the groups (Block & Robins, 1993; Dukes & Martinez, 1994). The research is unclear if this is due to the self-congratulatory attitude of males and modesty of the females or

if females did not have the same support systems (Lord & Eccles, 1994; Roeser & Eccles, 1998).

There are changes in the learning environment as adolescents move from elementary school to middle school. Changes in the learning environment may precipitate changes in self-esteem, academic motivation, achievement, and behavior. Burnett (1998) cites Hattie's (1992) study that found the self-perceptions and self-esteem of teens were not likely to be enhanced through interventions, because of the ineffective training of staff in the middle schools. Hattie found that teachers often lack a solid understanding and knowledge of adolescent self-concept and self-enhancement. Teachers trained in cognitive techniques have a greater impact on middle school students than do those who are not trained (Burnett, 1998). Students' perceived academic and athletic abilities appear to be positive predictors of self-esteem among adolescents. Socially competent and physically attractive adolescents have higher self-esteem than do insecure students. There is evidence that self-concepts of ability and actual achievement levels are related to children's self-esteem and that self-consciousness can have a negative effect on self-esteem (Lord & Eccles 1994).

Teachers trained to meet the developmental, social and environmental needs of middle school students are beneficial to their development of self-concept. Studies also have shown that supportive non-parental adults are a necessity of middle school students' growth (Barr & Parrett, 1995; Dukes & Martinez, 1994; Fehr, 1994; Fenzel et al., 1997; Raywid, 1995).

Certain biological and social changes can also cause turmoil in adolescent self-esteem and self-concept. Barr and Parrett (1995) found that middle schools that were small learning communities with structure and clear limits helped the self-esteem of adolescents. Diversified teaching that allows for self-exploration and self-definition and meaningful participation in school were also found to be beneficial to students. It appears that middle school environments that are developmentally appropriate with positive support from non-parental adults focus on the affective domain and provide a non-competitive environment with high expectations meet the needs of adolescents (Killeen & Forehand, 1998; Roeser & Eccles, 1998; Tobias & Turner, 1997).

Adolescents see themselves as less academically competent and perceive school as less important during the transition to middle school. Studies conducted by Fenzel et al. (1992), Lord and Eccles (1994) and Roeser and Eccles (1998) found lowered self-esteem for adolescents during the transition to middle school, but for most teens, self-esteem rebounded as they progressed through middle school.

Mentoring At-Risk Youth

Mentor Definition

A mentor is a person who provides support and guidance to a younger, less experienced person. Beyond this point, the definition, purpose, goals and outcomes of a mentoring relationship vary dependent upon the setting.

Haensley and Parsons (1993) present a developmental theory of mentoring as "this caring and helping relationship, while enhancing an individual's extraordinary creative and intellectual growth, also evolves in response to stage oriented needs of

personality development" (p. 203). Humm and Riessman (1994) identify a mentor as an adult who is not in an authority position who will talk to the youth as a friend, but will also bridge the generation gap and teach the norms and rules of the real world. Jacobi (1991) found 15 definitions for "mentor" and "mentoring" in the education, management, and psychology literature, leading one to believe that there is no consensus on the true definition and role of a mentor. For the purpose of this review, a mentor is defined as an unrelated adult who develops a sustained relationship with a younger person in which he or she acts as companion, supporter, teacher, challenger, and role model while engaging in activities of mutual interest (Hamilton & Hamilton, 1990).

Mentor Characteristics

Flaxman and Ascher (1992) found that the majority of mentors were non-Caucasian and female. People from a minority ethnic background who volunteered to be mentors felt the need to give back to society by working with at-risk minority youth. Cosgrove (1986) found that females wanted a mentor to act as a role model for personal and social activities and to set an example of professionalism. Cosgrove also concluded from the study that males in a mentoring relationship looked for status and power as well as direct assistance from their mentors.

There is not a consistent understanding of the roles assumed in a mentoring relationship because there is no conceptual framework of mentoring. Roles and purposes need to be clearly defined for an effective mentoring program. The research leads one to believe that the greater the structure of a mentorship program, the greater the chance for success.

Available research is divided regarding the relevance and effect of gender and ethnicity similarities between the mentor and the youth. "A basic tenet of psychological theories of identification is that people emulate models who are perceived to be similar to themselves in terms of personality characteristics, background, race, and sex" (Jacobi, 1991, p. 519). Some mentor coordinators feel that some ethnic differences assist students in resolving conflicts between their own culture and community and can help resolve institutional and cultural differences (Brown, 1996). Flaxman and Ascher (1992) surveyed over 100 mentoring pairs and found that 81% of the mentors and 92% of the students felt that being of the same race was irrelevant and being of different races enhanced the relationship. Conversely, cross-gender mentoring can be difficult, though, especially with youth. Any perception that the relationship is more than mentoring can hurt the openness that is required of the relationship. There is also the possibility of the younger member of the relationship becoming infatuated with the older member (Evans, 1992; Welch, 1993).

Mentor Research

The research regarding the mentoring of at-risk students is scant, at best. Some authors attribute the lack of rigorous research to methodological weaknesses that limit the internal and external validity of studies purporting to evaluate mentoring relationships (Brown, 1996). A number of authors link mentoring to other developmental theories, such as to promote and increase intellectual competence, emotional stability and autonomy. These theories, though, are very difficult to

translate into practice, and much more difficult to apply in efforts to obtain empirical data (Jacobi, 1991).

Many mentoring programs have limited funding and do not spend money on research. The necessity to keep the program going dictates the need to place resources back into the program rather than into research. There is a Catch 22 here because many programs fail for the same reason. If programs cannot show positive results, funding is pulled. Programs that do finance evaluative research obtain results that are specific to an individual program. Thus, the results are not generalizable (Flaxman & Ascher, 1992). Much of the data collected is a snapshot picture of a single place at a particular time with a limited sample. This kind of research fails to control for potentially confusing factors or to eliminate alternative explanations for effects. The assumption is that the mentoring relationship caused any effect or change in the student (Brown, 1996; Jacobi, 1991).

The research on mentoring and mentorship programs yields mixed results. Even studies conducted on individual programs such as Big Brothers/ Big Sisters, One PLUS One, Project RAISE, Project REACH (Rendering Educational Assistance through Caring Hands) showed significant improvement in some areas and no significant difference in others (Hamilton & Hamilton, 1990; Tiernay, 1995) . Freedman (1993) attributes some of the lack of student progress to inappropriately trained and ineffective mentors. Some youngsters actually saw a decrease in progress due to ineffective mentors. Evaluators found that the success of the student was dependent upon the effectiveness of the mentor (McPartland & Nettles, 1979).

Chapter 3

Methodology

Design

Approved by The Institutional Review Board (IRB # 327-99-EX), the project used a quasi-experimental design to study a Mentorship Program. The study is exempt under 45 CFR 46:101b, category 1. The justification for exempt status was based on data collection in a manner that did not allow subjects to be identified, either directly or through any identifiers. The program under study was established at a traditional middle school during the 1992-1993 school year. The program has been updated based on the comments and suggestions of the mentor and mentee groups from 1992-1993. Current information was also added so that the program was pertinent to the present mentorship group.

Part 1. The first part of the study evaluated changes in student self-esteem using the *Piers-Harris Children's Self-Concept Scale* (see Appendix A) over a 16 to 18 week period. Students involved in the Mentorship Program completed the *Piers-Harris Self-Concept Scale* prior to being matched with a mentor and upon completion of the Mentorship Program. The experimental group was compared to a control group of students also attending the alternative school, who, by choice, did not participate in the mentorship program. The control group subjects also took the *Piers-Harris Children's Self-Concept Scale* prior to the study and upon completion of the school year.

A staff member familiar with both groups of students rated the children's behavior using the *Teacher's Report Form (TRF)* of the *Child Behavior Checklist*, a

behavior rating scale designed by Thomas Achenbach (1991). The staff member rated the students' behavior at the end of the Mentorship Program.

Part 2. The second part of the study examined participant perceptions of program characteristics and effectiveness. The study also utilized interviews and surveys to gather opinions and perceptions of the mentors, the mentees and the program facilitator as to the effectiveness of the individual sessions and the program in general.

Sample

The program matched mentors from the school's Adopt-A-School (AAS) partners and from universities in the city with students considered at risk of dropping out of school. The mentors were volunteer adults from the work force who had expressed a desire to work with adolescents. The mentors were older than 20 years of age and possessed at least a high school diploma. After completing an interest inventory and an application, the mentors were required to complete a four-hour training session to orient them to the alternative school and to at-risk students. The mentors were presented with the requirements of the mentorship program during the training session, and were encouraged to tell the school staff if they felt that they were unable to fulfill any of the requirements of the program at any time prior to being matched with a student.

A total of 10 people met the above requirements to become a mentor. The mentors' demographics are reported in Table 1. Flaxman and Ascher (1992) found that a majority of mentors usually are non-Caucasian and female. This proved to be true in this study, in that 8 of the 10 mentors were female. Four of the female

Table 1

Mentor Demographics.

	Group	n
Age 20-30	African-American Male	1
	Caucasian Male	1
	Caucasian Female	3
Age 31-40	African-American Female	4
	Caucasian Female	1
2 Years	African-American Male	1
College	Caucasian Male	1
	Caucasian Female	3
4 Years	African-American Female	4
College	Caucasian Female	1
Total	African-American Male	1
	African-American Female	4
	Caucasian Male	1
	Caucasian Female	4

mentors were African-American. The school's AAS partners provided five of the mentors, one African-American male and four African-American females. All five of these individuals had at least a Bachelor's Degree. Four of the mentors, one Caucasian male and three Caucasian females, were attending the university full-time and working part-time. All four of the university students were finishing their sophomore year. The final mentor, a Caucasian female, had heard about the Mentorship Program from a local volunteer organization.

The alternative school was comprised of approximately 125 students who had not been successful in traditional middle schools. Students ranged in age from 12 to 16 and came from all areas of the city. Approximately 70% of the student body received free or reduced lunch and roughly 45% received special education services. The students involved in the mentorship program were identified by the alternative school staff as students at risk of dropping out of school whom they perceived would benefit from a mentoring relationship. The students also met the following criteria:

- Residing in a single parent family, foster care, or group home;
- Attending school less than 85% of the time;
- Passing fewer than five of seven classes;
- Assigned to the alternative school during the first semester of the 1999 - 2000 school year;
- Behavioral referrals to the principal equal to or greater than one per week prior to entering alternative education;
- Permission from parent or guardian.

Students who met the above criteria filled out a student application and interest inventory. The staff at the alternative school called each qualifying student's parent or guardian and presented information regarding the program and a permission form to sign (see Appendix B). The students who met the above criteria, but chose not to participate were used as a control group.

The first mentor was a Caucasian male who attended one of the local universities. He was a student from another state and had no experience with inner-city and/or at-risk youth. He was 20 years old and the eldest of three children. He had been involved in several leadership positions throughout high school and college. He was very motivated and goal-oriented and enjoyed helping others. He was new to the city and to the state and wanted to make a difference in the community. On his application he wrote, "I feel there are many kids in middle school and high school who have what it takes to succeed in the world and their lives, but just need a helping hand to recognize their attributes and use them to make a difference."

The mentee assigned to him was a large 14 year-old eighth grade Caucasian male, who was attending the alternative school because of multiple offenses to the district's code of conduct and poor academic progress. His violations of the code of conduct had included, intimidating other students, obscene gestures and language, noncompliance with staff requests, truancy and disruption of the learning environment. The mentee was suspended 12 days out of school and was assigned to in-school suspension for four days at the traditional school. Mentee One was the youngest of three children who lived with his mother. The mentee's favorite

attribute was his size because he "could stick up for himself." His goal in life was to be a professional athlete.

The second mentor was also Caucasian and a university student. She was raised in a smaller city within the state. This young lady was 20 years old and majoring in Social Work. She had an interest in at-risk youth and the difficulties that they face on a daily basis. She had been a mentor at the Chicano Awareness Center and was a child advocate for the Center of Survivors working with physically and emotionally abused children in her hometown. She was also a certified First Aid and CPR instructor. She had completed over 500 hours of volunteer work in her hometown and wanted to continue with volunteer work in the city. Most of her volunteer work involved children and young adults. The mentor had a part-time job as a licensed daycare provider and was responsible for a 3 year-old boy with cerebral palsy.

The mentee assigned to Mentor Two was a petulant 14 year-old Hispanic female. The mentee was assigned to the alternative school as a result of her poor attendance, disruptive behavior and lack of academic progress. She was the middle child of three, with an older brother and a younger sister. Her brother had been in and out of jail, causing the mentee more anguish when he was at home. The mentee reported several fights within the family due to her brother's lack of respect for their mother's authority. The mentee was on probation for chronic truancy and lack of participation in a diversion program. She wanted to be a part of the Mentorship Program because she needed encouragement, an extra friend and support. She had no future goals.

The third mentor was a Caucasian/ American Indian female who heard about the Mentorship Program from a local volunteer group. This mentor was active in the American Business Women's Association, the local Jaycees, The Literacy Council, and the Ronald McDonald House. She had volunteered in a pediatric ward and been involved with her church's youth group. She was fluent in German, Spanish and Japanese. She worked full-time as a systems analyst and was excited to share her knowledge with youth.

The mentee assigned to her was a quiet 14 year-old Caucasian female, who had been assigned to the alternative school due to poor attendance. The mentee attended her traditional school 27% of the time and had difficulties acclimating to a middle school with over 900 students. The youngest of two children, both girls, she lived with her parents, her boyfriend and her sister. She was involved in a diversion program through the juvenile justice system due to her excessive absences. She wanted to be a part of the Mentorship Program because "it might be fun."

Mentor Four was a 20 year-old Caucasian female college student from a small town within the same state in which the study was conducted. She had two sisters and one brother. She had not declared a major yet and was hoping that participation in the Mentorship Program would help her decide an area of study. She was working part-time on campus at the university library. She was a former Sunday School teacher and cheerleader instructor. She had been active in high school athletics, choir, and drill team. She stated that she had "been through a lot" in life and felt that these life experiences could help her to be a successful mentor.

The mentee assigned to Mentor Four was a solitary 15 year-old Caucasian/African-American female who was assigned to the alternative school due to poor attendance. The mentee, her mother and 9 year-old brother moved to the city from out of state. The family moved when the father became physically abusive to the mentee and her mother. The family lived in a homeless shelter for several months and the mentee was embarrassed to attend school because of her family situation. She had never completed a full day at the traditional school, but she attended the alternative school 76% of the time. She said that she dreamed of attending a college of performing arts and of becoming a children's therapist. She wanted to be a part of the Mentorship Program because she hoped to make a friend because she did not have any.

Mentor Five was an African female from Tanzania. She was in her early twenties and worked as a Marketing Specialist in a major company. She had completed her degree in finance at one of the universities in town, and was involved in Junior Achievement, Urban Bankers Forum, a business fraternity and an international student association. She has widely traveled and had lived in several different countries. She had also worked and lived with people from diverse backgrounds. She had been a hospital volunteer and also taught English to elementary children in her hometown. She thought that she would be an effective mentor because she would "be able to give young people the view from both an adult perspective and a young person's [perspective], since I just crossed over from the young person to adult world very recently."

The mentee matched with Mentor Five was a free-spirited 14 year-old African-American female who was assigned to the alternative school due to multiple infractions to the school district's code of conduct. Her code of conduct infractions had included several verbal and physical confrontations, truancy, profanity towards staff and peers and disruption of the learning environment. The mentee was an only child who lived with her mother, whom she viewed as a friend rather than a parent because they did so many activities together. The mentee felt that her greatest attribute was her mind because, "it keeps me out of trouble." However, she wrote that she would like to change her "ways" because "they are really bad and gets me in trouble sometimes." This young lady wanted to be a part of the Mentorship Program because she needed someone to talk to that would listen to her.

Mentor Six was a 32 year-old African-American female who was married with one child. She was a design drafter utilizing a computer assisted design (CAD) program, and was also responsible for training new employees in basic measurement and blueprint reading. She had been an All-American in track and field at the university she had attended and from which she earned a bachelor's degree in drafting and design. She was enrolled in Master's level classes in the field of education at the time of this study. She also was a coach for her church's youth track team, as well as a member of the baptismal committee and Outreach Program. She felt that she could function well as a mentor because she herself had been considered an "at-risk" adolescent in middle school and high school. A friend from church had mentored her through difficult times as a youth and she felt that she

needed to do for someone else what her friend had done for her. She has mentored a young lady from 1992 to the present.

The mentee matched with Mentor Six was a petite 15 year-old African-American female who was assigned to the alternative school for cumulative misconduct. Her code of conduct infractions had included obscene gestures, verbal and physical confrontations with peers, verbal abuse towards staff, noncompliance, and disruption of the learning environment. The mentee lived with her mother, her older brother and two younger siblings. Her mother's boyfriend and his 14 year-old daughter occasionally lived in their house also. Her father had been diagnosed with terminal cancer six years ago and passed away during the time of this study. The student had career aspirations in the area of cosmetology. She felt that her personality was her best asset because, "it enhances all of [her] other qualities and features." The student wanted a mentor because she was motivated and self-confident, but she needed "help finding [her] a way out of the projects."

Mentor Seven was an African-American female in her mid-thirties. She was a customer service manager at a major company in the city. She had earned an Associate's Degree and was the mother of three children. The mentor assisted with youth church programs and had worked in summer youth programs. She had been a teacher's aide and a child care provider when she was younger. She has been a mentor to a youngster in her church for the past three years. She was out-going and had a passion for helping teens through the tumultuous stages of adolescence. She wanted to participate in the Mentorship Program because she enjoyed previous mentoring relationships and felt that she had a lot to offer to youth.

The mentee matched with Mentor Seven was a quick-tempered 14 year-old African-American female. She had been sent to the alternative school for repeated violations including noncompliance to staff directives and verbal abuse towards staff. Mentee Seven said that she wanted to go to law school after high school. She said that she liked everything about herself because she felt that she respected other people and got along with the people around her. If she could change anything about herself, she said that she would change the way she "treats people and the way [she] acts." The student lived with her mother and three younger siblings until at her own admission, she did not get her way. At that time she would leave her mother's house and go to live with her grandparents. If her wants were not fulfilled by the grandparents, she would move back to her mother's home. She said that she wanted to be a part of the Mentorship Program because she needed someone with whom she could talk.

Mentor Eight was an African-American male in his early thirties. He worked as a personal banker and was completing a degree in computer programming. A member of the Urban Banker Forum, he had participated in their mentoring program for a year. He was a soft-spoken yet self-confident gentleman with a persistent smile on his face. He wanted to be a mentor because he felt it would be an excellent way to share some of his life experiences with a youth and to offer advice to help the mentee with his life.

The student matched with the eighth mentor was a quiet African-American male who had been transferred to the alternative center after he physically assaulted another student and caused injuries. He also had had several unexcused and

unexplained absences. The mentee lived with his mother and his brother. When the mentee started skipping school, he moved in with his father. He would live with his mother on the weekends and have difficulty getting to school on Mondays. He was not sure what he wanted to do after high school or what his career aspirations might be. He wanted to be a part of the Mentorship Program because he thought his mentor could be a good friend.

Mentor Nine was a 20 year-old Caucasian female university student who recently relocated from another state. She was majoring in Criminal Justice at one of the local universities, and had a part-time job on campus and worked 20 to 30 hours a week. She grew up in a small town and was involved in many activities throughout high school. She had no previous experience with at-risk youth. She wanted to be a mentor because she realized that not all teens are as goal-oriented as she is, and wanted to help a young person become "organized, motivated and a leader so they can set goals of [his/her] own."

The original ninth mentee was a 14 year-old young lady of African-American and Native American heritage. She was sent to the alternative school for multiple violations to the code of conduct and for lack of academic progress. This young lady had been an honor roll student and leader of her class throughout elementary school. Once in middle school, however, she stopped working and seemed to take on a very angry persona, according to her teachers. In the 1999-2000 school year the mentee would not attend class or would arrive tardy, she spoke disparagingly to staff and peers, and would not complete any work. When the student was corrected, she would become angry and leave the room. While at the alternative

school, she took on some leadership roles such as participating in the 4H Science class and leading tours of college students through the school. She was excited about the idea of having a mentor and thought a mentor could "help [her] get back on track." The mentee attended the first group session with her mother. One of the mentee's friends was reassigned to the alternative school from the traditional school at the time of the second session. Thereafter, the mentee refused to meet with her mentor because she wanted to go to the bus stop with her friend. The mentee said she would not participate in any of the sessions if her friend could not attend.

The ninth mentor was then matched with a 13 year-old Caucasian female who was assigned to the alternative school when she was in possession of marijuana on school grounds. The mentee lived with her mother and was the middle child of three with an older brother and a younger sister. The mentee wanted to become a fashion designer after completing high school. She thought that her personality was her best feature because she "tried to be nice to everyone." This young lady wanted a mentor because she did not have many friends.

Mentor Ten was a single African-American female in her late thirties. She was an Associate Manager at a large bank within the city. She had earned a Bachelor of Science in Public Relations from a local university. She was an active member of Urban Bankers Forum and Toastmasters International. She wanted to be a mentor because she felt that she had a lot of experience in working with people "who have taken the road less traveled." She wanted to "assist by directing them on their journey."

Mentor Ten was matched with a poised 14 year-old Hispanic female. The mentee had been assigned to the alternative school because of her poor attendance at the traditional school. The student grew up in California and moved to the Midwest in the middle of her sixth grade year. She lived with her mother and younger sister. She did not adjust to life in the Midwest very well and would not attend school. She was incarcerated after the third time she ran away from home. The court ordered her to attend the smaller setting of the alternative school as well as family counseling. She was bilingual and was a Salsa dancer. Her dream was to dance professionally and then to teach Salsa to young Hispanic girls. She felt that she had a lot to offer to the world, but wished that she could erase her mistakes of the past.

The experimental group had 10 students and the control group had 11 students. The original experimental group consisted of two males, one African-American and one Caucasian, and eight females, three African-American, three Caucasian and two Hispanic. Ultimately, as explained later, only three of the mentors followed the provided protocol, so the protocol group was reconfigured to consist of one Caucasian male, one Caucasian female and one Hispanic female. The control group consisted of seven males, three African-American and four Caucasian, and four females, one African-American and three Caucasian. Table 2 contains the demographics of the protocol and the control groups. The mean age of the protocol group was 14 years 2 months, and the mean age of the control group was 14 years 9 months.

Table 2

Protocol and Control Demographics

<u>Group</u>	<u>Age 13</u>	<u>Age 14</u>	<u>Age 15</u>	<u>Total</u>
<u>Protocol Caucasian Male</u>		<u>1</u>		<u>1</u>
<u>Protocol Caucasian Female</u>		<u>1</u>		<u>1</u>
<u>Protocol Hispanic Female</u>		<u>1</u>		<u>1</u>
<u>Total</u>		<u>3</u>		<u>3</u>

<u>Group</u>	<u>Age 13</u>	<u>Age 14</u>	<u>Age 15</u>	<u>Total</u>
<u>Control African-American Male</u>	<u>1</u>	<u>2</u>		<u>3</u>
<u>Control African-American Female</u>			<u>1</u>	<u>1</u>
<u>Control Caucasian Male</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>4</u>
<u>Control Caucasian Female</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>
<u>Total</u>	<u>3</u>	<u>5</u>	<u>3</u>	<u>11</u>

All three of the African-American males in the control group had been reassigned to the alternative school because they had excessive violations to the district's code of conduct. Three of the Caucasian males, one African-American female and one Caucasian female from the control group also had been assigned to the alternative school because of inappropriate behaviors. Poor attendance was the reason that two Caucasian females and one Caucasian male had been assigned to the alternative school.

Procedures and Data Collection For Part 1

The Mentorship Program took into account the needs of at-risk adolescents and the needs for an effective mentoring program.

The Mentorship Program. The Mentoring Program started with a meeting with contact personnel from the Adopt-A-School (AAS) partners of the alternative school. The meeting was designed to inform AAS partners of the program and its goals. The staff of the alternative school presented the program to each AAS partner who had expressed an interest in the program. Applications for the program (see Appendix C) were distributed to those interested in mentoring an at-risk youth. The school staff relied primarily on the AAS partners to screen mentor applicants based on their perceived work ethic, their attendance records and their job performance ratings.

A training session was scheduled at the alternative school once all applications had been received and screened by the school staff. During the training session, Adopt-A-School employees who had volunteered to mentor students were encouraged to let the school staff know if they felt that they were unable to fulfill any of their obligations as a mentor. Volunteers were given a profile of the type of

student involved in the program and were asked to complete a Mentor Information Sheet (see Appendix D).

The volunteer mentors introduced themselves to each other and to the school staff and provided information about their backgrounds and reasons for volunteering. They then participated in two icebreaker activities to get to know one another and the Mentorship Program facilitator. Demographics of the alternative school were presented. Participants were also asked to take a short quiz on current slang terms to assist them in understanding their potential mentees. The facilitator discussed adolescent self-concept and the changes that can occur during the transition to middle school. The Mentorship Program facilitator then demonstrated how to do two of the planned sessions from the Mentorship Manual (see Appendix E) provided to the mentors. One of the mentors role-played the mentee while the facilitator taught the lessons. Questions from the mentors were answered as they arose throughout the training.

The Mentorship Program staff matched each mentor with a student based on similarities such as gender, race and interests. Each mentor was given a program manual outlining the program's goals. The program manual also delineated each of the 16 sessions complete with goals and objectives for each session. Tips were provided to help the session run smoothly and to incorporate previous sessions into the current session. The program goals were:

- To achieve and maintain a level of rapport with student mentees;
- To raise a student's self-esteem;

- To bolster a student's ability to gain economic independence and personal fulfillment;
- To incorporate the business sector in the education process.

Other goals for a mentor to accomplish while working with a student were:

- To increase the student's motivational level to work hard toward a successful school experience;
- To help the student develop the appropriate personal/social skills necessary to succeed both at school and on the job;
- To expose the student to a variety of experiences to test his or her social skills;
- To expose the student to a variety of experiences relating to the world of work;
- To help the student view the educational process as a valuable means for obtaining a desired and valued position in the adult workplace;
- To help the student improve communication and decision making skills.

The staff at the alternative school identified students for the program whom they thought showed leadership qualities and met the program criteria. The parents or guardians of the selected students were contacted and parental permission to participate was obtained. Students who chose not to participate became members of the control group. Students who received parental permission received a student application (see Appendix F) to complete. Students also completed a student information sheet (see Appendix G). These forms assisted the school staff in matching mentors and mentees.

The first session of the Mentorship Program was an informal introductory reception at the school where students, mentors and parents met. The introductory session was held after work and school hours so that all invited parties could be in attendance. A casual dinner of submarine sandwiches, chips and a beverage was served. Nameplates were placed on tables so that mentors, students and guardians were seated next to each other. After introductions were made, the mentor, mentee, and parent participated in an activity entitled "Me! Me! Me!" Each participant answered the questions in the activity orally. Because there were 24 questions, each group decided if it would answer all of the questions or only pick a few of major interest. The whole group reconvened after approximately 40 minutes of discussion and each member filled out an evaluation form (see Appendix H) for the session.

There were a total of 16 sessions to be completed in an 18-week period. The participants in the program met at the alternative school for the first four sessions until a relationship was established between each mentor and mentee. Each of the 16 sessions included an evaluation for the mentor and mentee to complete and return to the program facilitator. The mentor and the student also completed an end of the year evaluation (see Appendix I).

The Piers-Harris Self-Concept Scale

The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) is a self-report inventory utilizing 80 first-person declarative statements. The student is asked to answer "yes" or "no" to each statement indicating how the student feels about him- or herself. The scale has a third grade reading level and is

intended for use with children in fourth through twelfth grades. The inventory may be administered individually or to a group of students. The scale produces an overall self-concept score as well as a profile of six cluster scores measuring the student's sense of anxiety, popularity, happiness, satisfaction, physical appearance and attributes, behavior, and intellectual and school status (Roswal & Mims, 1995). The total score yields a global self-esteem score based on items answered positively. The total score is more widely utilized in research than are the cluster scores, perhaps because there has been more research regarding total score reliability and validity than there has been on the cluster scores.

Taken in 1969, the *Piers-Harris* normative sample consisted of 1,183 fourth through twelfth grade students in a Pennsylvania public school system. Further research on the test between 1972 and 1985 yielded additional mean total test scores and standard deviations for various groups of children.

Davis, Dokecki, Coleman, Smith and Wood (1975) studied the use of the *Piers-Harris* on ethnically diverse children, finding no significant difference in self-esteem between African-American and White children. The Davis et al. study yielded mean T-scores of 52.02 for white children and 51.58 for African-American children. A study from an unpublished dissertation conducted by G. Frith in 1973 yielded a mean score of 50.51 for white children and 52.87 for African-American children (Piers, 1996). The results of these and other studies on ethnically diverse children using the *Piers-Harris* were consistent with those of other self-concept scales. Rather than race or ethnicity, the youngster's experiences are the driving factor in self-esteem (Piers, 1996).

Reliability. According to the 1994 *Buros Desk Reference of Psychological Assessment in the Schools*, reliability studies verify the reliability of the *Piers-Harris*. Test-retest reliabilities ranged from .42 to .96, with a mean of .73. Reliability estimates based on groups that are more heterogeneous are higher than those based on smaller samples that are more homogeneous. Cooley and Ayres (1988) tested the reliability of the *Piers-Harris* cluster or sub-scale scores. The intercorrelations were moderate with alpha correlation coefficients of .50. Roswal and Mims (1995) reported .90 and .97 Spearman-Brown coefficients. The *Piers-Harris* yielded internal consistency coefficients ranging from .88 to .93.

Validity. Numerous studies have been conducted to test the validity of *The Piers-Harris Self-Concept Scale*. These studies have used a variety of approaches including item analysis, intercorrelations, and comparisons to other self-concept scales. Prior studies verify the validity of the *Piers-Harris Children's Self-Concept Scale*, making it appropriate to use with middle school students (Piers, 1996; Roswal & Mims, 1995). The *Piers-Harris Self-Concept Scale* was evaluated by Burn and Christenberry (1990) using psychological literature and data of other researchers. They reported that "psychological literature supports the authors' [Piers and Harris] purpose" (p. 8). The *Piers-Harris* yielded correlations between .32 and .73 when compared with similar self-concept scales (Piers, 1996). An *Inconsistency Index* and *Response Bias Index* were added to the test to identify contradictory and random responses. The indices were added as additional validity scales (Piers, 1996).

Application. The *Piers-Harris* is one of the most frequently used self-concept scales in research. The following are just some of the works cited by Burn and Christenberry.

- In 1983, children ages 2 through 12 who lived in a shelter for battered women were administered the *Piers-Harris* and compared to a norm group.
- In 1984, the *Piers-Harris* was administered to test the self-concept of third grade children born to adolescent mothers, taking into effect mothers' education.
- In 1989, the *Piers-Harris* was used to measure the self-concept of children ages 5 to 16 who were chronically ill.

Other studies include children who have experienced the death of a significant person, children of divorced or separated parents, children with learning disabilities, children with conduct disorders and children with emotional disturbances. The *Piers-Harris Self-Concept Scale* was also used in a study of children with cleft lip or palate because of "its outstanding psychometric characteristics and its appropriateness for a broad age range of children" (Schulte, Hart, & Schaefer, p.18).

The Teacher's Report Form

The *Teacher's Report Form* (TRF) (1991) is the teacher version of the *Achenbach Child Behavior Checklist* (CBCL) (1986), which is intended to be used with students between the ages of 4 and 18. The CBCL contains 112 behavioral and emotional items that are used to describe the child's behavior in the previous six months. The parent or guardian completes the CBCL by circling 0 if the behavior is

not true of the child, 1 if the behavior is sometimes true of the child or 2 if the behavior is often true of the child (Achenbach, 1991).

Teachers who have known the child for at least two months complete the TRF using the same rating scale as the CBCL. If the teacher is unsure if the behavior occurs, the teacher is to mark "0"- not true as far as the teacher knows. Many of the items on the CBCL are also on the TRF. There are 15 items in which the teacher must describe the behavior that is observed (Achenbach, 1991; Handwerk & Marshall, 1998).

A normative sample of 1,613 children was obtained in the spring of 1989. The TRF was normed based on input from teachers, psychologists and other users. Over 2,000 teacher report forms were used for this norm sample. The sample was deemed to represent varying groups with respect to ethnic background, socio-economic status, and residence (urban, rural or suburban). The final sample did not include any children who had received any mental health services or had been assigned to remedial classes in school in the past 12 months. The sample was primarily Caucasian (76%), middle class (43%) from the Southern (32%) and North Central (27%) states (Achenbach, 1991; Handwerk & Marshall, 1998). The scores from the TRF were normed by gender and by age into the following groups: boys ages 5 to 11; boys ages 12 to 18; girls ages 5 to 11 and girls ages 12 to 18.

The scores from the TRF are translated into a total score, two broad-band factors (Internalizing and Externalizing) and eight syndrome scale scores. The eight syndrome scores are *Withdrawn, Somatic Complaints, Anxious/Depressed, Social Problems, Thought Problems, Attention Problems, Delinquent Behavior, and*

Aggressive Behavior. The eight syndrome scales are not used as diagnostic labels, but only as descriptors of behaviors observed. Withdrawn, Somatic Complaints, and Anxious/ Depressed make up the Internalizing broadband factor while Deviant and Aggressive Behaviors make up the Externalizing broadband factor. The syndrome scores are problems that tend to occur together. The syndromes were derived from applied principal component analyses of the correlations among items. Factor analyses were applied to the syndromes to then obtain the broadband scores (Achenbach, 1991; Achenbach & Edelbrock, 1979; Handwerk & Marshall, 1998).

A study by Greenbaum and Dedrick (1998) supports Achenbach's broad-band factors of Internalizing consisting of Withdrawn, Somatic Complaints, and Anxious/ Depressed and of Externalizing made up of Delinquent and Aggressive Behavior. First-order loading had a mean of .823 and second-order loading for Internalizing to Withdrawn .960, Somatic .653 and Anxious/ Depressed .907. The second-order loadings for Externalizing to Delinquent Behavior were .934 and to Aggressive Behavior was .948. These show high correlations between the broad-band factors and the syndrome scores.

Greenbaum's and Dedrick's (1998) study also supports Achenbach's decision to not use Social Problems, Thought Problems or Attention Problems in either broad band because they did have "consistently high loadings on the Internalizing or the Externalizing factors" (Achenbach, 1991 p.52). The second-order loadings for Social, Thought, and Attention were .506, .462, and .497, respectively.

Reliability. The reliability of the TRF was evaluated using a test-retest method with a mean interval of 15 days. The mean Pearson r for the boys Total

Adaptive Scale was .93 while for the girls it was .94. The mean Pearson r for the boys Total Problems was .92 and for the girls was .99. All Pearson r s were significant at $p < .0001$ (Achenbach, Phares, Howell, Rauh, & Nurcombe, 1990). Reliability of the TRF was also evaluated using inter-teacher agreement. Pairs of teachers rated 207 students between the ages of 5 and 18. The teachers saw the students in different class settings and based their ratings on behaviors exhibited in each setting. The Pearson r for the Total Adaptive score, combining girls and boys, was .61 and for the Total Problems score was .60. Pearson r s were significant at $p < .05$ (Achenbach, 1991).

Validity. The Teacher's Report Form (TRF), the Child Behavior Checklist (CBCL), and the Youth Self-Report (YSR) are all part of a behavior rating scale of a child's behavior from the individual perspectives of the teacher, the parent, and the child himself/herself. Each version of the behavior scale has similar items to rate behavior and emotions of the child. Information regarding the child from different perspectives helps add to the construct validity of the tests. Construct validity was evaluated using the TRF and the Conner's Revised Teacher Rating Scale. Teachers completed both the TRF and the Connor's Scale at a mean interval of 6.8 days apart on 45 students between the ages of 5 and 16. Pearson r s were between .80 and .83 for Conduct Problems, Inactivity and Total Scores (Achenbach, 1991).

Britton, Newman, Latkovich, Bobner and Meyers (1994) tested the construct validity of the CBCL as reported by parents of 2,628 children between the ages of 6 and 16. Factor analyses of the syndrome scales were performed based on the child's gender and age group. The analyses determined that the CBCL sub-scales

were valid for both genders and age groups and were most stable for the 6 to 11 year old age group.

A study of 2,917 children between the ages of 6 and 16 supported the construct validity of the CBCL. In that study, Latkovich (1996) determined that the factor structures of the CBCL were effective in providing appropriate feedback for black and white children. There was no difference in the total behavior problem scores between African-American children and the normative sample, except in one group. The data with respect to African-American girls ages 6 to 11 supported the hypothesis that there is a difference in total behavior problem scores when compared to a normative sample (Latkovich, 1996).

The Mentorship Program Evaluations

The session evaluations and the end of the year evaluation are based on the guidelines established in the *Guide for Planning, Implementing, and Evaluating a Mentoring Program*, published by the United States Department of Education in 1991. Survey and evaluation guidelines were established from a number of successful mentoring programs throughout the United States.

Research Questions

The following questions were tested regarding the self-esteem of students enrolled in an alternative middle school:

1. To what extent, if any, does interaction with a mentor affect the self-esteem of the mentee, enrolled at an alternative middle school?
2. What effect, if any, do the planned Mentorship Program sessions have on the self-esteem of the mentee?

3. What effect, if any, will participation in the Mentorship Program have on the mentee's attendance?
4. What effect, if any, will participation in the Mentorship Program have on the number of behavioral referrals of the mentee?
5. What effect, if any, will the Mentorship Program have on teacher perception of the mentee's attitude and classroom behavior?

Data Analysis

The Mentorship Program examined the self-esteem of the youth involved in the program compared to students who chose not to participate. Responses to Questions 1 and 2 were investigated using 2 x 2 analyses of variance (ANOVA). The independent variables were group, mentorship or control, and testing condition, pretest or posttest. The dependent variables were the six subtest scores and total score on the *Piers-Harris Self-Concept Scale*. One 2 x 2 ANOVA was conducted for each subtest score and the total score. A .01 alpha level was employed to control for Type I errors, because multiple statistical tests were conducted.

Responses to Questions 3 and 4 were examined using 2 x 2 ANOVAs. The independent variables were group, protocol or control, and site, traditional school or alternative school. The dependent variables were attendance, referrals, and out of school suspensions. One 2 X 2 ANOVA was completed for each of the dependent variables. A .01 alpha level was employed to control for Type I errors, because multiple statistical tests were conducted.

Responses to Question 5 were examined using independent tests.

Independent t-tests between groups were conducted on the eight syndrome scales, the broad-band factors and the Total test scores of the *Teacher's Report Form*.

Procedures and Data Analysis For Part 2

There were still many unanswered questions upon completion of the Mentorship Program. The mentors and the mentees had completed open-ended questionnaires regarding the program and their participation. The questionnaires did not provide information pertaining to the mentors' perceptions of the training process, their initial expectations, and the session manual. A telephone interview was conducted upon completion of the program to garner the mentors perceptions.

The program facilitator did not complete a written evaluation at the end of the program, but she did keep a field journal of her impressions of the mentors, the mentees and their experiences. An interview with the facilitator was conducted to obtain her perceptions of the program and the mentor/mentee relationship.

Research Questions

The following questions were tested regarding the second purpose of the study, the participants' perceptions:

1. What are the perceptions of the mentors regarding the Mentorship Program?
2. What are the perceptions of the mentees regarding the Mentorship Program?
3. What is the perception of the Mentorship Program facilitator regarding the Mentorship Program?

Data Analysis

Question 1 of the participant's perceptions was answered utilizing a follow-up phone interview of the mentors at the completion of the Mentorship Program.

Questions for mentors who participated in the Mentorship Program were based on the following information.

Cosgrove (1986) found that males and females had different expectations of mentoring relationships and that there is not a consistent understanding of the roles assumed in the mentoring relationship. This led me to ask the following questions:

1. *Why did you want to participate in a mentoring relationship?*
2. *How did the relationship compare to your initial expectations?*

Mentoring practitioners concur that training of mentors is essential to an effective program. The success of the student is dependent upon the effectiveness of the mentor and the effectiveness of the mentor is dependent upon the effectiveness of the training (Asher & Flaxman; Freedman, 1993; McPartland & Nettles, 1979). Because training is crucial to a successful mentorship program, I asked:

3. *Do you feel the training that you received from the school was sufficient to work with an at-risk youth? Explain.*
4. *Did you prefer the group sessions or the one-on-one sessions? Explain.*

Research leads one to believe that the more structured a program is, the greater the chance for success. Roles and purposes need to be clearly defined for an effective mentorship program (Brown, 1996; Flaxman & Ascher, 1992; Freedman, 1993). This led me to ask:

5. *What is your opinion regarding the use of the session manual? Explain.*

"A basic tenet of psychological theories of identification is that people emulate models who are perceived to be similar to themselves in terms of personality characteristics, background, race, and sex" (Jacobi, 1991, p.519). The fore stated fact as well as possible implications regarding participation, led me to ask:

6. Describe your comfort level regarding the match with your mentee.

The following two questions may provide some insight as to the purpose for participation on the part of the mentors.

7. What was your first impression of your mentee?

8. What is your lasting impression of your mentee?

During a mentoring relationship, outside factors or alternative factors can cause or contribute to, changes in an adolescent. I wanted the mentor to explain any differences he/she saw throughout the mentoring relationship.

9. Do you think participation in the Mentorship Program had an effect on your mentee?

Explain.

Individual programs such as Big Brothers/ Big Sisters, One PLUS One, and Project RAISE proved to be more effective over the long term (McPartland & Nettles, 1979). This led me to ask:

10. Do you plan on continuing the relationship with your mentee? Explain

Brown (1996) found that the benefits of a mentoring relationship are often two-sided. A mentoring relationship can provide feelings of giving back to society, empathy, and self-satisfaction for the mentor. This led me to ask the mentors the following questions:

11. Do you think participation in the Mentorship Program had an effect on you? Explain.

12. *What do you think was the most valuable aspect of the Mentorship Program?*

Explain.

13. *Do you have any other comments regarding the Mentorship Program?*

Responses to Question 2 of the examination of participant perception were examined utilizing the Mentorship Program Evaluations (see Appendix I) completed by the students. Upon completion of the Mentorship Program, the mentees answered open-ended questions regarding their participation, the mentors' participation and any changes they had seen in themselves.

Responses to Question 3 of the examination of participant perception were examined using an interview with the Mentorship Program facilitator upon completion of the Mentorship Program. Questions for the Mentorship Program facilitator were based on the following information.

The definition of a mentor, for the purpose of this study was an unrelated adult who develops a sustained relationship with a younger person in which he/she acts as companion, supporter, teacher, challenger, and role model while engaging in activities of mutual interest (Hamilton & Hamilton, 1990). A mentor is also believed to be a friend and someone to teach the mentee the norms of the real world (Humm & Riessman, 1994). This led to the question:

1. *How were mentors selected to participate in the Mentorship Program?*

Mentoring practitioners concur that training of mentors is essential to an effective program. The success of the student is dependent upon the effectiveness of the mentor and the effectiveness of the mentor is dependent upon the

effectiveness of the training. Because training is crucial to a successful mentorship program, I asked:

2. *Explain the training process for the mentors.*

"A basic tenet of psychological theories of identification is that people emulate models who are perceived to be similar to themselves in terms of personality characteristics, background, race, and sex" (Jacobi, 1991, p. 519). The fore stated fact as well as possible implications for non-participation, led me to ask:

3. *How were mentors matched with students?*

4. *What was your perception of the comfort levels of the mentors and the mentees after they were matched?*

Research leads one to believe that the more structured a program is, the greater the chance for success. Roles and purposes need to be clearly defined for an effective mentorship program (Brown, 1996; Flaxman & Ascher, 1992; Freedman, 1993). This led me to ask:

5. *What is your opinion regarding the use of the session manual? Explain.*

6. *How was the session manual presented to the mentors?*

During a mentoring relationship, outside factors or alternative factors can cause or contribute to, changes in an adolescent. I wanted the facilitator to explain any differences she saw throughout the mentoring relationship.

7. *Do you think participation in the Mentorship Program had an effect on the mentees? Explain.*

Brown (1996) found that the benefits of a mentoring relationship are often two-sided. A mentoring relationship can provide feelings of giving back to society, empathy,

and self-satisfaction for the mentor. This led me to ask the facilitator the following questions:

8. Do you think participation in the Mentorship Program had an effect on the mentor?

Explain.

9. What do you think was the most valuable aspect of the Mentorship Program?

Explain.

10. Do you have any other comments regarding the Mentorship Program?

Chapter 4

Results

Introduction

This study examined two aspects of a structured mentorship program for at-risk youth attending an alternative middle school. The first purpose of the study was to evaluate the possible effect of the mentorship program on the self-esteem of the student, while the second purpose was to examine the perceptions of the program's participants. The first section utilized a quasi-experimental design and the second employed a qualitative methodology. The results of the self-esteem study are presented first and then are followed by a summary of the perceptions of the adults and students who participated in the program.

Part 1: Self-Esteem

The results reported in this section are based on the research questions that guided the first part of the study. Each question is presented with a statement of the results and details regarding the analysis.

The experimental group was recoded due to the fact that 7 of the 10 mentors in the study did not follow the prescribed Mentorship Program. These seven did not follow the activities outlined for them to engage the mentee. This had a major impact on the study. The original experimental group was made up of 10 adult mentors who were individually matched with an at-risk adolescent. When the seven mentors did not follow through with the provided protocol, it became impossible to statistically measure the effects of the program on the self-esteem of the students with whom they were matched. The seven mentors who did not follow

the program were removed from the statistical sample. The term "protocol" throughout this and the following chapter refers only to the remaining three pairs of individuals who followed the program.

Question 1

To what extent, if any, does interaction with a mentor affect the self-esteem of the mentee, enrolled at an alternative middle school?

Question 2

What effect, if any, do the planned Mentorship Program sessions have on the self-esteem of the mentee?

Result. All scores on the *Piers-Harris Children's Self-Concept Scale* remained relatively constant between the pre- and post-test conditions for the control group. All scores for the protocol group increased from the pretest to the posttest.

Analysis. The means and standard deviations for each of the subscales and for the total battery of the *Piers Harris Children's Self-Concept Scale* are reported in Table 3. A 2 X 2 ANOVA was conducted on each of the subscales and the total battery of the *Piers-Harris Children's Self-Concept Scale* to test for significant differences between the control and experimental groups. The independent variables were group, mentorship or control, and testing condition, pretest and posttest. The dependent variables were the six subscale scores and the total score on the *Piers Harris Self-Concept Scale*. None of the main or interaction effects was statistically significant for any of the subscales or total scores at the .01 alpha level (see Tables 4, 5, 6, 7, 8, 9, and 10). Some of the results approached significance such as

Table 3

Means and Standard Deviations for Piers-Harris Self-Concept Subscales & Total Score

Subtest	Group	n	Mean T-Score	SD
Behavior	Protocol	3	38.00	4.36
	Control	11	45.27	9.38
Post Behavior	Protocol	3	49.33	14.34
	Control	11	44.55	9.68
Intellectual /School	Protocol	3	41.67	7.10
	Control	11	49.36	10.25
Post Intellectual	Protocol	3	49.67	4.04
	Control	11	50.73	10.16
Physical Appear.	Protocol	3	47.67	11.93
	Control	11	55.64	7.27
Post Appear.	Protocol	3	60.67	8.02
	Control	11	55.18	7.08
Anxiety	Protocol	3	52.33	5.77
	Control	11	54.55	13.92
Post Anxiety	Protocol	3	60.33	10.26
	Control	11	57.09	8.87
Popularity	Protocol	3	46.00	8.66
	Control	11	52.64	10.61
Post Popularity	Protocol	3	52.67	10.69
	Control	11	51.36	7.62
Happiness	Protocol	3	41.33	11.02
	Control	11	46.82	11.07
Post Happiness	Protocol	3	53.67	10.69
	Control	11	50.91	9.61
Total	Protocol	3	45.67	9.50
	Control	11	52.91	9.38
Post Total	Protocol	3	54.33	9.61
	Control	11	52.09	6.73

Table 4

ANOVA Summary Table of the Piers-Harris Self-Concept Behavior Subscale

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F prob.</u>
Group	7.28	1	7.28	.07	.798
Error	1273.15	12	106.10		
Test	132.58	1	132.58	1.59	.231
Test by Group	171.43	1	171.43	2.06	.177
Error	998.42	12	83.20		

Table 5

ANOVA Summary Table of the Piers-Harris Self-Concept Intellectual Status Subscale

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F prob.</u>
Group	90.39	1	90.39	.57	.465
Error	1902.79	12	158.57		
Test	103.33	1	103.33	3.96	.070
Test by Group	51.91	1	51.91	1.99	.184
Error	313.27	12	26.11		

Table 6

ANOVA Summary Table of the Piers-Harris Self-Concept Physical Appearance Subscale

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	F prob.
Group	7.28	1	7.28	.08	.786
Error	1136.15	12	94.68		
Test	185.49	1	185.49	7.24	.020
Test by Group	213.35	1	213.35	8.33	.014
Error	307.36	12	25.61		

Table 7

ANOVA Summary Table of the Piers-Harris Self-Concept Anxiety Subscale

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	F prob.
Group	1.25	1	1.25	.01	.940
Error	2554.61	12	212.88		
Test	131.07	1	131.07	3.52	.085
Test by Group	35.07	1	35.07	.94	.351
Error	446.36	12	37.20		

Table 8

ANOVA Summary Table of the Piers-Harris Self-Concept Popularity Subscale

Source of Variance	SS	df	MS	F	F prob.
Group	33.52	1	33.52	.21	.653
Error	1895.33	12	157.94		
Test	34.29	1	34.29	2.16	.167
Test by Group	74.29	1	74.29	4.68	.051
Error	190.42	12	15.87		

Table 9

ANOVA Summary Table of the Piers-Harris Self-Concept Happiness Subscale

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	F prob.
Group	8.77	1	8.77	.05	.826
Error	2088.09	12	174.01		
Test	317.93	1	317.93	7.17	.020
Test by Group	80.07	1	80.07	1.81	.204
Error	531.79	12	44.32		

Table 10

ANOVA Summary Table of the Piers-Harris Self-Concept Scale Total

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	F prob.
Group	29.46	1	29.46	.24	.634
Error	1484.00	12	123.67		
Test	72.60	1	72.60	4.09	.066
Test by Group	106.03	1	106.03	5.97	.031
Error	213.05	12	17.76		

the Physical Appearance Subscale, Popularity Subscale, and the Total scores.

Question 3

What effect, if any, will participation in the Mentorship Program have on the mentee's attendance?

Result. The attendance percentage for the protocol group improved while assigned to the alternative school but the change was not statistically significant. There was no significant difference between the attendance rates of the protocol group and the control group at the traditional school or at the alternative school. There was also no significant difference between the attendance rate of the protocol group or the control group between settings. The main effects and the interaction of the 2 X 2 ANOVA were not statistically significant.

Analysis. The mean attendance rate and standard deviations for each group are reported in Table 11. A 2 X 2 ANOVA was conducted on the percentage of days in attendance at the students' previous school and at the alternative school (see Table 12). The independent variables were group, mentorship or control, and location, traditional school or alternative school. The dependent variable was student attendance. Although the change in the protocol group's attendance was not statistically significant, the improvement was greater than one standard deviation while the control group's attendance remained virtually stagnant.

Question 4

What effect, if any, will participation in the Mentorship Program have on the number of behavioral referrals of the mentee?

Table 11

Means and Standard Deviations of Percent Attendance, Number of Behavioral Referrals and Suspensions.

Variable	Group	Location	Mean	Standard Deviation
Attendance	Protocol	Traditional	63.23	31.50
	Protocol	Alternative	84.13	10.70
	Control	Traditional	65.45	26.86
	Control	Alternative	66.74	27.39
Behavioral Referrals	Protocol	Traditional	2.33	4.04
	Protocol	Alternative	3.00	2.65
	Control	Traditional	4.64	5.46
	Control	Alternative	4.09	4.44
Suspensions	Protocol	Traditional	4.00	3.61
	Protocol	Alternative	2.67	4.62
	Control	Traditional	6.82	8.64
	Control	Alternative	3.00	3.82

Table 12

ANOVA Summary Table of Students' Attendance Rate

Source of Variance	SS	df	MS	F	F prob.
Group	271.49	1	271.49	.30	.595
Error	10929.28	12	910.77		
Attendance	580.66	1	580.66	1.16	.302
Attendance by Group	452.93	1	452.93	.91	.360
Error	5999.68	12	499.95		

Result. A 2 X 2 ANOVA was conducted on the number of referrals received by the members of the protocol group and the members of the control group from the traditional school and the alternative school. There was not a significant difference in the number of referrals received by the protocol group and the control group from the traditional school to the alternative school. There was a slight increase in the number of referrals received by the protocol group from the alternative school (mean = 3.00, standard deviation = 2.65) than from the traditional school (mean = 2.33, standard deviation = 4.04). The control group had a slight decrease in the number of referrals received from the alternative school (mean = 4.09, standard deviation = 4.44) than from the traditional school (mean = 4.64, standard deviation = 5.46). There was no significant difference in the number of referrals received for either group from the traditional school and the alternative school. Both groups (protocol and control) attended the alternative school for approximately 60% of the school year. The main effects and interaction were not statistically significant for the number of referrals received.

A 2 x 2 ANOVA was also conducted on the number of days that the members from both groups were suspended from the traditional school and the alternative school. There was no significant difference between groups and settings in the number of days of out of school suspensions. Both groups experienced a decrease from the traditional school to the alternative school in the number of days suspended, but that difference was not significant. The main effects and interaction were not statistically significant for the number of days suspended out of school.

Analysis. A 2 X 2 ANOVA was conducted on the number of referrals received by each group at the traditional school and the number of referrals received at the alternative school (see Table 13). The independent variables were group, mentorship or control, and location, traditional school or alternative school. The dependent variable was the number of referrals received. The mean number of referrals and standard deviations are reported in Table 11.

A 2 X 2 ANOVA was conducted on the number of days of out of school suspension (see Table 14). The independent variables were group, mentorship or control, and location, traditional school or alternative school. The dependent variable was the number of days in which the students were suspended out of school. The protocol group had an increase in the number of referrals received, while both groups had a decrease in the number of days suspended out of school. Although there was a decrease in the number of days suspended (see Table 11), the amount was not statistically significant.

Table 13

ANOVA Summary Table of Students' Referral Rate

Source of Variance	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>F prob.</u>
Group	13.58	1	13.58	.54	.478
Error	303.42	12	25.29		
Referrals	1.73	1	1.73	.00	.977
Referrals by Group	1.73	1	1.73	.09	.773
Error	238.70	12	19.89		

Table 14

ANOVA Summary Table of Students' Suspension Rate

Source of Variance	<u>SS</u>	<u>df</u>	MS	F	F prob.
Group	11.71	1	11.71	.37	.555
Error	381.15	12	31.76		
Suspensions	31.28	1	31.28	.65	.436
Suspensions by Group	7.28	1	7.28	.15	.705
Error	579.15	12	48.26		

Question 5

What effect, if any, will the Mentorship Program have on teacher perceptions of the mentee's attitude and classroom behavior?

Result. There was no significant difference between the male protocol group and the male control group on any of the eight syndrome scales, the Internalizing and Externalizing scales, or the Total test score. There also was no significant difference between the female protocol group and the female control group on any of the eight syndrome scales, the Internalizing and Externalizing Scales or the Total test score of the TRF.

Analysis. One staff member who is responsible for student orientation and acclimation into the alternative school completed the Teacher's Report Form (TRF) of *The Child Behavior Checklist (CBCL)* for each of the students involved in the study. The staff member received input from classroom teachers regarding classroom behavior. The TRF classifies the child's behavior into eight syndrome scores, two broadband factor scores and a total score based on the child's age and gender.

The mean age for the male protocol group (n=1) was 14 years and the mean age for the female protocol group (n=2) was 14 years 3 months (SD = .04). The mean age for the male control group (n=7) was 14 years 3 months (SD = .51) and the mean age for the female control group (n=4) was 15 years 6 months (SD = .35).

The means and standard deviations for each of the subscales and for the total test of the TRF for the males are reported in Table 15 and the means and standard deviations for the TRF for the females are reported in Table 16.

Table 15

Teacher's Report Form- Mean T Scores and Standard Deviations- Male.

Subscale	Group	n	Mean T-Scores	SD
Withdrawn	Protocol Male	1	67.00	9.69
	Control Male	7	62.43	
Somatic Complaints	Protocol Male	1	67.00	11.60
	Control Male	7	61.86	
Anxious Depressed	Protocol Male	1	71.00	3.19
	Control Male	7	64.86	
Social Problems	Protocol Male	1	68.00	5.16
	Control Male	7	64.00	
Thought Problems	Protocol Male	1	50.00	5.79
	Control Male	7	59.29	
Attention Problems	Protocol Male	1	62.00	8.02
	Control Male	7	62.00	
Delinquent Behavior	Protocol Male	1	67.00	8.44
	Control Male	7	67.86	
Aggressive Behavior	Protocol Male	1	67.00	9.20
	Control Male	7	66.43	
Internalizing	Protocol Male	1	72.00	5.09
	Control Male	7	64.71	
Externalizing	Protocol Male	1	67.00	7.40
	Control Male	7	66.86	
Total	Protocol Male	1	71.00	6.31
	Control Male	7	67.14	

Table 16

Teacher's Report Form- Mean T Scores and Standard Deviations- Female.

Subscale	Group	n	Mean T-Scores	SD
Withdrawn	Protocol Female	2	71.00	9.90
	Control Female	4	63.00	6.22
Somatic Complaints	Protocol Female	2	62.50	17.68
	Control Female	4	64.50	9.88
Anxious Depressed	Protocol Female	2	64.50	3.54
	Control Female	4	64.25	5.50
Social Problems	Protocol Female	2	61.50	10.61
	Control Female	4	65.75	1.50
Thought Problems	Protocol Female	2	54.00	5.66
	Control Female	4	57.00	9.45
Attention Problems	Protocol Female	2	62.00	16.97
	Control Female	4	64.25	5.32
Delinquent Behavior	Protocol Female	2	64.00	19.80
	Control Female	4	69.25	4.50
Aggressive Behavior	Protocol Female	2	60.00	14.14
	Control Female	4	65.50	4.51
Internalizing	Protocol Female	2	69.00	8.49
	Control Female	4	65.25	7.63
Externalizing	Protocol Female	2	57.50	21.92
	Control Female	4	67.00	3.46
Total	Protocol Female	2	65.00	16.97
	Control Female	4	68.50	4.04

Independent t-tests were conducted by gender for the total score, the two broad-band factors (Internalizing and Externalizing) and the eight syndrome scale scores. The eight syndrome scores are *Withdrawn, Somatic Complaints, Anxious/Depressed, Social Problems, Thought Problems, Attention Problems, Delinquent Behavior, and Aggressive Behavior*.

There was no significant difference between the male protocol group and the male control group on any of the eight syndrome scales, the Internalizing and Externalizing scales and the Total test score of the TRF:

- Withdrawn $t(6) = 0.44, p = .675$
- Somatic Complaints $t(6) = 0.41, p = .693$
- Anxious/Depressed $t(6) = 1.80, p = .121$
- Social Problems $t(6) = 0.72, p = .496$
- Thought Problems $t(6) = -1.50, p = .185$
- Attention Problems $t(6) = 0.00, p = 1.000$
- Delinquent Behavior $t(6) = -0.10, p = .927$
- Aggressive Behavior $t(6) = 0.06, p = .956$
- Internalizing $t(6) = 1.34, p = .229$
- Externalizing $t(6) = 0.02, p = .986$
- Total test, $t(6) = 0.57, p = .588$

There was no significant difference between the female protocol group and the female control group on any of the eight syndrome scales, the Internalizing and Externalizing Scales and the Total test score of the TRF:

- Withdrawn $t(4) = 1.26, p = .275$

- Somatic Complaints $t(4) = -0.19, p = .860$
- Anxious/Depressed $t(4) = 0.06, p = .957$
- Social Problems $t(4) = -0.90, p = .420$
- Thought Problems $t(4) = -0.40, p = .710$
- Attention Problems $t(4) = -0.27, p = .801$
- Delinquent Behavior $t(4) = -0.57, p = .599$
- Aggressive Behavior $t(4) = -0.79, p = .476$
- Internalizing $t(4) = 0.55, p = .611$
- Externalizing $t(4) = -0.97, p = .389$
- Total test $t(4) = -0.44, p = .682$.

The syndrome scores of the *Teacher's Report Form* (TRF) are not diagnostic labels but indicators of behaviors over the two months prior to the completion of the TRF. The T scores for each of the syndrome scales, the broadband factors and the total are placed on a matrix to show where a student's scores fall based on the normative sample. Scores greater than 70 fall in the clinical range, meaning that the scores are significantly higher than the normative sample and are greater than the 98th percentile. T scores between 67 and 70 fall in the borderline range, meaning they fall between the 96th and 98th percentile of the normative sample. Many of the students involved in the study had syndrome scores, broadband scores and total scores in the clinical and borderline ranges (see Table 17).

Table 17

Teacher's Report Form Profile

Scale		Protocol Male (n=1)	Protocol Female (n=2)	Control Male (n=7)	Control Female (n=4)
Withdrawn	Borderline	1			2
	Clinical		1	1	
Somatic Complaints	Borderline	1		2	2
	Clinical		1	1	2
Anxious/ Depressed	Borderline		1	2	3
	Clinical	1			
Social Problems	Borderline	1	1		2
	Clinical			1	
Thought Problems	Borderline			1	1
	Clinical				
Attention Problems	Borderline			2	1
	Clinical		1		1
Delinquent Behaviors	Borderline	1		3	1
	Clinical		1	1	2
Aggressive Behavior	Borderline	1	1	3	1
	Clinical			2	
Internalizing	Borderline		1	3	
	Clinical	1	1	3	4
Externalizing	Borderline			1	1
	Clinical	1	1	6	2
Total	Borderline			1	
	Clinical	1	1	6	3

Part 2: Participants' Perceptions

The results reported in this section are based on the perceptions of all 10 mentors and all 10 mentees who participated in the program as well as the perceptions of the program facilitator.

Mentors

The mentors' perceptions of the program are presented below. These data were drawn from two sources: (1) the written evaluations the mentors completed at the end of the program and (2) a telephone interview with each mentor following completion of the program. Some of the questions asked in the telephone interview were derived from comments that surfaced in the written evaluations.

Question 1

What are the perceptions of the mentors regarding the Mentorship Program?

This question produced responses along several lines. The mentors' remarks included ratings of the program and themselves as mentors. The mentors also remarked about the comfort level they felt in working with the student to whom they were assigned, and the assistance they received from the program facilitator and alternative school staff.

Program Success

The mentors felt that the Mentorship Program was successful. Nine of the 10 rated the program as "successful" and the tenth as "very successful".

"Success" was perceived by the mentors as having made some "progress" with the student. Seven out of the 10 mentors felt that progress was made with their mentees. This was evidenced, they thought, through the increase in

communication, eye contact, goal setting and honesty. The mentors also saw a decrease in fighting, negative attitude, and negative behaviors. One of the mentors said that initially it was difficult to get a word out of her mentee, but then the mentee took the initiative in many of the sessions. Another mentor wrote that her mentee "went from no career aspirations to wanting a job at Burger King to wanting to become a doctor".

Program Benefits

All of the mentors wanted to participate in the Mentorship Program to make a difference either for themselves, the community, a family or a child. All of them also saw themselves as appropriate role models with social and/or work skills appropriate for a teen to emulate. The mentors felt that, overall, the Mentorship Program was beneficial to both the students and themselves.

For the child, the program allowed at-risk youth to see what a life outside of their current situation could be; to expand their visions of the world. Seven of the mentors stated that the one-on-one time provided the students with hope for the future.

For themselves, an important aspect of the program was the ability to so profoundly touch a child's life. One mentor appropriately summed up the feeling of the group by writing that the most valuable aspect of the Mentorship Program was "the opportunity to view life from a different perspective". One of the men felt that being a mentor was beneficial to him because he learned that he had qualities that he did not realize he had. He wrote, "I didn't think I could be so important in someone else's life". Another mentor added that her mentee trusted her instantly

and "told me things that I probably wouldn't have told anyone. I started to [affect] her thinking".

Six of the mentors made a comment of being more committed to at-risk youth and bettering the plight of the mentees. A common feeling was that they had gained greater awareness of alternative education, a greater understanding of the need for mentoring programs, and that they had developed more patience and had learned how to work with different personalities.

Mentor/Mentee Match

There was variation in the impressions mentors first developed about their mentees. The initial impressions ranged from, "What is wrong with her?" to "This is going to be rough!" to "Wow, what potential." Seven of the mentors thought that their mentees were quiet and somewhat insecure, but none of the mentors felt that they were unable to communicate with or to have an effect on their mentees.

Eight of the mentors felt that the match with their mentee was excellent or good; the remaining two felt that the match was fair. The mentors had been matched with the mentees first by gender, then by common interests and, if possible, by race. Five of the mentors said that they had a lot in common with their mentees, which helped establish relationships. Half of the mentors felt that the match with their mentees was better than they expected. They were surprised that the relationship grew closer and into more of a friendship than they had anticipated that it would.

Mentor Effectiveness-Self Assessment

The adults were asked how effective they felt as a mentor. Three felt that they had been very effective mentors, six felt that they were effective and one felt that she had not been effective as a mentor. The three mentors who followed the provided protocol felt that they were successful as mentors. The one mentor who did not feel effective as a mentor stated that she would continue to be a mentor to the child to whom she was matched. She felt like they were just starting to connect when the program ended. In fact, 6 of the 10 said that they planned on continuing their relationship with their mentee.

School Staff Assistance

The mentors felt that the assistance that they received from the alternative school staff was very effective (n=7) or effective (n=3). One mentor stated that she would have given up on her mentee had it not been for the staff at the alternative school calling her and urging her to continue. A good example of staff support was visible when one of the mentees moved during the program and did not tell her mentor. The mentor depended on the school staff for assistance in reestablishing contact with the girl.

Ideas for Improvement

Though their overall assessment of the program was favorable, the mentors also felt that some improvements were needed. Their assessment included the following:

Time Commitment. The general feeling was that the program would have been more successful if the mentors had dedicated more time to it. Six of them,

including one who had followed the protocol, were concerned about the commitment of mentor time. As they put it:

- "There were several of the sessions that did not run smoothly due to scheduling conflicts of the mentor."
- "The program is beneficial. Unfortunately I had a lot of scheduling conflicts due to work responsibilities."
- "I didn't have as much time to devote to the program."
- "I think the program is a good idea. It can be very successful if the mentor and mentee would put more into it."
- "My class schedule changed during the semester, making it hard to meet with [my mentee]."
- "I was unable to meet with [my mentee] on a regular basis."

The reasons varied, but business lives, personal obligations, health problems and even car problems seemed to hamper the mentors' abilities to meet with their mentees. At the same time, some of the obstacles were completely beyond the control of the mentors. One, for example, could not meet with his mentee on a regular basis because the mentee was incarcerated seven weeks into the program. Two others could not contact their mentees at the mentees' homes because of situations that arose with the mentees' parents.

Training. Eight of the mentors felt that the training they received was appropriate and helpful in learning to mentor an at-risk youth. Two of the mentors felt that the training could have been more comprehensive, utilizing real-life situations of at-risk youth. They were uncomfortable and uncertain what actions to

take regarding the lifestyles of their mentee. They also felt that they needed to be better equipped to act upon inappropriate behaviors and attitudes. These mentors also expressed dismay over the sudden mood swings of adolescents.

The mentors were given a Mentorship Manual that delineated 16 sessions to meet the goals and objectives of the program. All of the mentors said that the Mentorship Manual was well laid out with helpful information. Two who did follow the provided manual felt that it was essential to their success as a mentor. However, not all of the participants felt this way.

The third mentor who followed the provided protocol did so grudgingly. She felt that the manual had information that was beneficial to her mentee, but that the outlined activities were sometimes difficult to work through, as the mentee wanted to interact in a more social manner.

The remaining mentors read through the manual and attempted to meet the goals of the Mentorship Program in their own style. Some used the manual as a springboard to further discussion, while others used their time as an opportunity to be a sounding board for the mentee. One of the mentors added that the manual needed to have activities that were more applicable to everyday life.

Session Structure. The Mentorship Manual was comprised of three group sessions intended to allow the mentor and mentee to become more familiar and comfortable with one another. The plan was that the mentor would then individually schedule one-hour meetings with the student to complete the remaining 13 sessions. The mentors concurred that the individual sessions were much more effective than

the group sessions and only four of them met with their mentees on a consistent basis; of those four only three followed the provided protocol.

Mentees

The 10 mentees were students who attended an alternative middle school in a city in the mid-west. The students had been reassigned from traditional middle schools during the fall semester of the 1999-2000 school year for infractions of the school district's attendance policies or code of conduct. The students volunteered to participate in the program.

The mentees' perceptions of the Mentorship Program are presented below. The students involved in the Mentorship Program completed an open-ended evaluative questionnaire regarding the program, their mentors and themselves (see Appendix I). The students also completed evaluations after each individual session (see Appendix H). The material below draws on both of these sources.

Question 2

What are the perceptions of the mentees regarding the Mentorship Program?

Program Success

Overall, the mentees felt that the program could be successful. When asked their assessment, two felt that the program was "very successful". Both of the mentors matched with these two students felt that the program was "successful". Six mentees felt that it was "successful", while five of their mentors felt that the program was "successful" and one felt that it was "very successful". The two mentees who felt that it was "not very successful" were matched with mentors who felt that it was "successful". Of the three whose mentors followed the provided

protocol, one felt that the program was "very successful" and the other two felt that it was "successful".

Five of the pairs, mentor and mentee, agreed that the program was "successful". All of the mentees defined "successful" as having made a positive change in themselves. The two who felt that the program was "very successful" based it on the fact that they learned new things. Six felt that the program was "successful" because it helped them change their attitude for the better and it gave them someone to talk to. The two who felt that the program was "not very successful" stated that they would liked to have spent more time with their mentors.

Program Benefits

The mentees wanted to participate in the program so that they had someone to talk to (n = 5), so that they had a friend (n = 3), or so they could try something new (n = 2). Six of them felt that they were self-confident and somewhat motivated and needed some guidance, while four of them felt that they were highly motivated and needed some encouragement to set and accomplish goals.

Half of the mentees felt that meeting their mentors helped them progress in addressing some personal and academic goals, three felt that they did not make any progress, and two thought they might have made progress had they met with their mentors more frequently. One mentee stopped smoking on his mentor's advice.

Some important aspects of the Mentorship Program for the mentees were having someone to talk to who listened to them and having met a friend. Some of the mentees felt that they had someone on whom they could rely, and they wanted to be someone on whom their mentor could rely. As one put it, "[My mentor]

depended on me to get things done. I trusted her and she trusted me." Another felt that the program helped her "change her life around".

The most important aspect of the program for the mentees was time spent with their mentors. The mentees felt that the mentors should participate in their school day on a daily basis or at least two times a week.

Mentor/Mentee Match

The mentees reported being very excited about the prospect of a mentor and someone with whom they could share themselves. They felt that the match between themselves and their mentors was either excellent ($n = 7$) or good ($n = 3$). Five of the pairs, mentor and mentee, agreed that the match was excellent and three pairs agreed that the match was good. Two mentees who felt that the match was excellent were paired with mentors who felt that the match was good or fair. The mentees remarked that their mentors had personalities and backgrounds similar to their own. They also wrote that their mentors were caring, and had the same interests as they did.

Mentor Effectiveness-Communication

Half of the mentees felt that their mentors were very effective in communicating with them, while one felt that the mentor was effective and four felt that their mentors were not at all effective in communicating with them. The comments from the mentees ranged from, "She talked to me about important things" to "We never got nothin done".

One of the mentees who felt that her mentor was very effective in communicating with her wrote, "We talked about everything. Things I never told

anybody. She wouldn't give up on me and I wouldn't give up on her." The other mentees felt they never really got to know their mentors and that the mentors lost phone numbers. In hindsight, the youngster who was incarcerated stated, "[My mentor] told me the right things to do and I didn't listen."

Ideas for Improvements

The mentees wanted desperately for the program to be effective and suggested the following improvements.

Time Commitment. The only negative comments the mentees made regarding their mentors was the inadequate time that they spent with their mentees. A common thread throughout their session and program evaluations was the need to spend more time with their mentors. On the final evaluation, when asked, "What can be done to make the Mentorship Program more adaptable to your needs?" one student wrote, "add more time!! ANY TIME!" Other students added the following statements: "see mentor more often", "more alone time", and "see each other more than one time a week".

Implementation. When the students answered the question, "What can be done to make the Mentorship Program more adaptable to your needs?" , their answers addressed their needs but also touched on implementation issues and are as follows:

- "Get it goin in more places."
- "See each other two times a week and make sure everyone is there."
- " Mentors should "participate in school on a daily basis"
- "Can I keep [my mentor] 'til [I'm] in 12[th] grade?"

- "More sessions"

The general thought to make the program more adaptable to the mentees' needs was to provide more contact with their mentors.

Facilitator

The facilitator of the Mentorship Program was a certified staff member at the alternative school. She had many of the students in class and met with all of the mentees frequently to get feedback regarding the program. The facilitator also contacted each of the mentors at least once a week to review the progress or status of the mentoring relationship. The facilitator also offered assistance to the mentors during her weekly calls.

Question 3

What is the perception of the Mentorship Program facilitator regarding the Mentorship Program?

An interview with the program facilitator was conducted after the final session of the Mentorship Program to ascertain her perceptions of the program and its participants. The interview was not taped; however, extensive notes were taken.

Program Success

The program facilitator's overall assessment of the program was positive. She felt that at least eight of the mentees met with some increased school success as a result of participation in the Mentorship Program. Since one of the goals of the program was to increase the self-esteem of student participants, the facilitator defined "success" as the mentee having made a positive change, such as smiled more, improved effort in

class, and attended school more often. The facilitator felt that five of the mentees had dramatically improved their adult relations and three had improved their peer relations.

The facilitator noted that at least six of the mentees were more focused at school; setting goals and striving to achieve them. Three of the mentees did not throw temper tantrums as frequently and improved their peer relations. These positive actions alerted the alternative school staff to the capabilities of eight of the youngsters and they were recommended to return to the traditional school for the 2000-2001 school year.

The facilitator stated that she was amazed at the changes in one of the female mentees. This mentee was much less aggressive after meeting with her mentor. She would walk away from peer taunting, and she would allow adults to intervene with peer conflicts. This mentee carried herself with more confidence; she smiled, her head was held up and her shoulders were back. This mentee seemed more determined to set and reach goals.

Program Benefits

The facilitator felt that participation in the program benefited the mentees and the mentors in very different ways and what the mentors perceived as a benefit may not have been viewed as beneficial by the mentees. The changes in the mentors did not necessarily mean that they followed through for the students.

The facilitator's perception was that the more often the mentee saw or talked to his/her mentor, the more beneficial the program was to both participants. She felt that all of the participants, mentors and mentees, got out of the program what they put into it.

The facilitator felt that four of the mentees were exposed to many positive experiences that they may not have experienced were it not for their mentors. One of the females was able to go to work with her mentor on "Take Your Daughter to Work Day" as well as attend a Mary Kay party and attend a dinner outing with the mentor and the mentor's peers.

One of the male mentees attended one of the local universities for a day and visited the dorms. He also visited the campus of the private high school he hopes to later attend and for which he hopes to play football. The mentee then made the decision to quit smoking and work out a little harder.

The facilitator thought that the benefits of the program for the mentors were primarily intrinsic. She noticed that three of the mentors were determined to work with at-risk youth regardless of the "road-blocks" that the mentees put up. There were four mentors who became more empathetic in regard to the obstacles that at-risk youth face on a daily basis and two who became more aware of alternative education.

The facilitator felt that there was great growth in one of the male mentors. She felt that he grew more confident in himself and in his interactions with his mentee every time he met with his mentee. He even became more assertive in dealing with the mentee's inappropriate behaviors and mood swings.

The facilitator added that the program also benefited the school and the family in that the mentor, in effect, became another team member to assist the child in making the right decisions.

Mentor/Mentee Match

The facilitator felt that the female mentees seemed to make instant connections with their mentors where the males seemed a bit more reserved initially. Once established, the relationships were all very comfortable. The facilitator saw that the females really enjoyed the positive reinforcement of the attention from the mentors.

The mentors were not always very comfortable with the decisions that their mentees made nor were they comfortable with the mentees' lifestyles, but one-on-one each mentor was comfortable with his or her mentee. The facilitator added that some of the mentors initially had no idea the conditions under which some children lived. The mentors became somewhat uncomfortable when they saw that mentees were raising themselves and, perhaps, a sibling, that they were living below poverty level or that they did not have a responsible adult in their lives.

In assessing the mentors, the facilitator felt that there were three who knew what they wanted to accomplish with their mentees as soon as they met them, "session manual be damned."

Ideas for Improvements

Though the overall assessment of the Mentorship Program was positive, the facilitator realized that improvements were needed to make the program more effective.

Time Commitment. The facilitator had such a passion for at-risk youth and for giving them the skills to better themselves, that she was disappointed that the mentors did not commit to at least one hour a week for these children. She felt that four of the mentors were also disappointed with the circumstances that prevented

them from following through on their promise to meet with their mentees on a weekly basis.

Training. The facilitator felt that four of the mentors knew very little about the behaviors and attitudes of at-risk adolescents, making it difficult for them to understand their mentees. The facilitator stated that future training for the program should include a more comprehensive training program to include pubescent stages of development.

Session Structure. The facilitator had mixed feelings about the use of the session manual. Being a teacher, she understood the need for objectives and a lesson plan to reach a goal. On the other hand, knowing what it takes to be a friend to others, she understood that the manual could be a bit stilted. The manual contained some wonderful information that is necessary for at-risk youth who do not have anyone at home teaching them the social mores to better themselves. The facilitator commented that many of the mentors used the session manual as a guide, but did not follow the manual because it did not feel natural. "How often do you invite a friend over and pull out a book to figure out what you will talk about?" was her final comment to the question. The manual set parameters for those mentors who needed the structure, but needed to be presented as an option, not as the only "means to an end".

Chapter 5

Summary, Conclusions, and Discussion

This chapter is comprised of a short summary of the study leading to a discussion and then closes with a listing of the limitations, recommendations for further research and recommendations for practice.

Summary

Overall

Mentorship programs working with at-risk youth are becoming increasingly popular. Research has shown that mentorship without training or specific objectives for the mentor can be ineffective or, even worse, harmful to youth (Freedman, 1993; McPartland & Nettles, 1979). The program examined in this study matched each of 10 volunteer mentors with a volunteer at-risk youth from an alternative school. Each pair was matched on gender and common interests. Eleven other students from the alternative school were designated as members of a control group.

The mentors who participated in the Mentorship Program were provided a Mentorship Manual (see Appendix E). The manual provided a step-by-step guide, delineating activities in 16 sessions that the mentor was to use to engage the mentee in an examination of self. The manual identified goals and objectives targeted on increasing the self-esteem of the mentees.

This study initially was designed to investigate two dimensions of the Mentorship Program: (1) Any effect it might have on the students' levels of self-esteem and (2) Participant perceptions of the experience. However, only three of the mentors followed the protocol requested by the alternative school Mentorship

Program. Consequently, the protocol group was reduced to the three students whose mentors followed the protocol.

Self-Esteem Investigation

Cautions

It is important to keep in mind that the results of this part of the investigation can be considered only in a tentative manner. Because seven of the mentors did not follow the protocol established for the mentoring experience, it was impossible to measure the effects of the program on student self-esteem or to draw any conclusions that could be statistically supported. In spite of that, however, some interesting and potentially important items did emerge from the study.

Self-Esteem Measures

Result. While it cannot be substantiated that the Mentoring Program as originally designed had a positive effect on student self-esteem, what evidence there is does point in that direction. All three students whose mentors delivered the mentor program curriculum as it was intended to be delivered, showed an increase in their self-esteem scores. The growth was substantial, almost one standard deviation between pre- and post measures. At the same time, the 11 students in the control group showed no growth from pre to post in their self-esteem scores.

Possible Interpretations. Self-esteem in adolescents has been associated with the confidence of a youth to accomplish goals and with the reactions of significant others (Daniels, 1998). Many of the adolescents who participated in this study did not have strong support systems at home. So, perhaps there was an

increase in self-esteem when they were provided a caring adult who helped them set goals and reacted favorably to the accomplishments.

Another possibility could be that adolescents' own beliefs associated with high and low self-esteem, such as "I can" or "I can't", lead to behaviors that perpetuate these ideas (Daniels, 1998). Again, perhaps there was an increase in the mentee's self-esteem when provided an adult to help perpetuate an "I can" attitude.

Burnett (1998) found 13 behavioral indicators of self-esteem in a study of student behavior utilizing teacher observations. Five of those behaviors were also observed in the student participants of this study:

- Appeared proud of self.
- Appeared happy with her/himself.
- Displayed good communication skills.
- Interacted well with peers.
- Displayed leadership qualities.

The seven students whose mentors did not follow the provided protocol also had varying degrees of growth in self-esteem. This suggests that any positive interaction with a caring adult, regardless of a scripted protocol, may have a positive effect on the self-esteem of an at-risk youth. The Mentorship Program facilitator's perception was that the more often the mentee saw or talked to his or her mentor the more beneficial the program was to both participants.

Attendance Measures

Result. Consistent attendance is important for a student to perform well in school (Cox & Davidson, 1995), and the evidence is that doing well in school relates

to higher self-esteem among adolescents (Lord & Eccles, 1994; Roeser & Eccles, 1998). Thus, the students' attendance patterns are worthy of consideration. The results of the measures to assess whether the Mentoring Program would have a positive effect on student attendance are less clear than those relating directly to self-esteem. While the three protocol students' attendance rates improved, so did the rates of the students whose mentors did not follow the prescribed program, and so did the attendance rates of the students in the control group, though not as dramatically.

The protocol students' attendance improved more than one standard deviation from pre to post while the control students' attendance improved only one to two percentage points. The group with the seven students whose mentors did not follow the provided protocol improved their attendance from a mean percentage of 46.7 ($SD = 32.52$) to a mean percentage of 71.53 ($SD = 17.58$).

Possible Interpretations. Although an absolute answer cannot be determined, the results suggest that there may be several things that possibly contributed to the dramatic changes in the protocol students' attendance.

One possible explanation might be that the mentors talked to the mentees about the importance of attendance at work and school. The mentors explained that attendance to work resulted in better paychecks and promotions while attendance at school resulted in better grades and a return to a traditional school. The control group did not have that interaction with a non-authoritative adult. Although seven of the students had mentors who did not follow the provided protocol, they still had some contact and interaction with a non-authoritative adult and the information and

interaction from those mentors may also have influenced those mentees to improve their attendance.

Another possible contributor to improved attendance might be that seven of the total 21 students were on probation with the juvenile justice system. Of the seven, one was from the protocol group, two were from the group in which the mentors did not follow the program, and four were from the control group.

Unexcused absences to school are a direct violation of probation, thus students must attend on a regular basis.

A third possibility might be the change of setting from the traditional middle school to the alternative school. Research on alternative education suggests that small class size has a small positive effect on student school performance (Young, 1990). The teacher-to-student ratio at the alternative school was approximately 1:8, which made it easier for students to get assistance if needed. Teachers at the alternative school also taught to all modalities in an attempt to reach all types of learners. At-risk youth may have felt more comfortable in the smaller setting that attempted to better meet their needs.

The implication from this result is that increased attendance allows better opportunity to achieve, which in turn increases self-esteem. Also the increased contact with teachers at the alternative school who want to work with at-risk youth provides the student with appropriate attention, which also lays a foundation for improved self-esteem (Branden, 1994).

Behavior Measures

Result. Adolescent behavior problems have been negatively correlated to student self-esteem. Research clearly indicates a link between an adolescent's self-esteem and his or her behavior (Lord & Eccles, 1994; Kileen & Forehand, 1998; Roeser & Eccles, 1998). The number of discipline referrals for the protocol group increased over what they had been in the traditional school before transfer to the alternative school, while the referrals for the control group slightly decreased. At the same time, however, the seriousness of the infractions seems to have been reduced because the number of suspensions resulting from those infractions was less for all students than it had been at the traditional school.

Possible Interpretations. One might expect student behavioral referrals to decrease at the alternative school because of the organizational structure, supportive climate and multiple approaches to instruction. One possible explanation for the increase in behavioral referrals from the traditional school to the alternative school for the protocol group is the fact that they were simply there longer. The students were assigned to the alternative school for approximately 60% of the school year, while attending the traditional school for the beginning 40% of the 1999-2000 school year. At the same time, students also improved their attendance to school, and with improved attendance came more opportunities to violate the code of conduct.

There might also be a change in behavior while transitioning and adjusting to a new environment. While transitioning to the alternative school, students may be uncertain about the severity of the consequences for inappropriate behaviors, which could cause a change in behavior.

The implication of this result in regard to student self-esteem is difficult to discern. If the alternative school staff treated the student with respect and allowed him or her to take responsibility for his or her actions, it may have actually caused maturation as well as an increase in self-esteem (Branden, 1998). If the student felt that he or she was not treated with dignity with each behavioral referral, that might stimulate more rebellious behavior and, in turn, result in more referrals. Because the referral rate was not statistically significantly higher at the alternative school than at the traditional school, I would have to believe the former.

Teacher Perception of Student Measures

Result. The presence of a mentor in a given student's life seemed to have little or no effect on the teachers' perceptions of the mentee's attitude and classroom behavior. Results from the Teacher's Report Form (TRF) indicate that the teachers saw no discernable effect of program participation upon student behavior or attitude.

Possible Interpretation. This result is not surprising in light of the unchanged pattern of infractions of the code of conduct. One possible explanation for this could be the behavioral patterns of at-risk youth. Many of the students at the alternative middle school have a history of inappropriate social interactions and impulsive acts. These patterns of behaviors have either gotten them attention or helped them avoid work and are difficult to stop.

Another possibility is that the teachers rated the students on behaviors that they saw during the students' tenure at the alternative school rather than rating the students on behaviors that the teachers saw in the two months prior to completing

the TRF as instructed. It should be noted that the teachers at the alternative school did not know the students well enough to complete the TRF prior to the program, thus pretest scores were unobtainable. Though the TRF scores indicated problem areas, the behaviors may have been worse prior to the program.

The possible implication of this result in relation to student self-esteem is that the student may still be insecure in his or her interactions with adults, particularly authoritative adults such as teachers. Adolescence, particularly the middle school years, can be a time of crisis and psychological upheaval for many. Peer pressures and conflicts along with teacher control, discipline, and classroom requirements can add stress to a youngster's life. Stresses have been shown to have a negative effect on school-function, self-perception of well being, and self-esteem (Fenzel, Magaletta, & Peyrot, 1997).

General Conclusions and Implications

These results suggest three general conclusions deserving further investigation. The first is that it appears that a relationship with a mentor does have an effect on an at-risk youth and that the success of the student may be dependent upon the effectiveness of the mentor. This supports earlier research on mentoring programs (Flaxman & Ascher, 1992; Hamilton & Hamilton, 1990; McPartland & Nettles, 1979). The effect and the intensity of that effect varied among the mentees, dependent upon the involvement of the mentor to whom they were assigned. Although the provided protocol was not followed by all of the mentors, there is enough in the results that is positive to encourage re-implementation of the program. During the re-implementation process, the alternative school staff needs

to discover ways to get the mentors to meet with their mentees for a minimum of one-hour a week.

A second conclusion is that it appears that the use of a scripted protocol may not be necessary. The student who met with her mentor on a regular basis, but whose mentor did not follow the protocol, also showed improvement in her self-esteem scores, her behavior and her attendance. This supports McPartland and Nettles' (1979) research that showed positive interaction with a non-authoritative adult can have a positive effect on a child. The lack of progress of the students whose mentors only met with them a few times also supports Freedman's (1993) research that found that ineffective mentors could have a negative effect on adolescents.

A third proposition that might need further investigation is the idea of training for all participants involved. The facilitator of the program cannot be simply a person with an intense passion for the future of at-risk youth. Vision alone is not enough. The facilitator also needs proper organization and leadership skills. The facilitator needs to be able to analyze the current status of the program and to make adjustments as needed. The training for the mentors needs to delineate the stages in which adolescents progress as well as the needs of at-risk youth. The training should also provide guidelines and expectations for appropriate and inappropriate behaviors.

The mentees also need training on how to be active and appropriate participants in a relationship with an adult. The mentees must come to realize that they have to give of themselves to make the relationship effective. One mentor

made this point very clear in her evaluation by writing, "the mentees need to know that being successful means leaving some things behind and not being afraid to try something new".

Although the statistical data provided results that pointed in a positive direction, they also raised questions regarding the Mentorship Program. The most foreboding question is, "Why did the mentors not follow through and meet with their mentees for one hour a week?" This question led to speculation by the alternative school staff. Were the mentees past "at-risk" and too difficult for the mentors to work with? Was the provided protocol too stiff or too intense? Were the mentors unprepared for the task of mentoring an at-risk youth? Were there outside forces that interfered? These questions could only be answered by the participants of the program as to their perceptions of the program.

Participant Perceptions

Perceptions of the Training

Results. The training process for the mentors entailed a four-hour orientation to at-risk youth, the alternative school, the school's approach to social skills training, and the Mentorship Program itself. Although eight of the mentors felt that the training they received was appropriate to work with at-risk youth, four of those eight were shocked at the lifestyles or living conditions of the children with whom they worked. Two of the mentors stated that they felt the training could have been more comprehensive, utilizing real-life situations of at-risk youth. They were also uncomfortable regarding the lifestyles of their mentees, and commented how the mentees' home lives affected their daily functioning, usually in an adverse way.

They had not expected to hear of such conditions and then were unsure how to respond. As one mentor said, "[My mentee] manipulates every adult in her life and they let her get away with it. She has no rules outside of school".

These same two mentors were also unclear on procedures for dealing with inappropriate behaviors and attitudes. Although they both worked exceptionally well with their mentees, their reports regarding their training imply that they were not given appropriate insight into the possible behavior or into the plight of at-risk youth.

This was verified by the program facilitator who felt that two of the female mentors did not meet with their mentees on a regular basis because they were unsure how to interact with an at-risk youth. The facilitator felt that these two mentors were "in over their heads". These two mentors felt that the training they received was adequate in providing them the tools they needed to work with their mentees, yet they met with their mentees an average of 2 times in 18 weeks.

The remaining six mentors had previous experience with at-risk youth and adolescents that gave them a foundation for working with their mentee. They felt that the training they received was appropriate in introducing them to the alternative middle school and to the type of discipline used at the school.

Possible Interpretation. Those mentors who felt comfortable working with an at-risk youth may have met with their mentee more frequently, thus affording them a better opportunity to make a positive difference for that child. This is supported by research that found consistent and meaningful encounters with an adult can help an adolescent set and reach goals (Freedman, 1993; McPartland & Nettles, 1979).

Freedman (1993) also found that mentors who did not follow through with promises made, could have negative effects on youth.

Two of the mentors who met with their mentees on a regular basis were the two who felt that the training could have been more comprehensive. Perhaps the more frequent meetings provided the mentors with more opportunity to see the mentees as they truly are with both appropriate and inappropriate behaviors. There also was greater opportunity for the mentor to discover what the mentees' daily routines and interactions entailed. These insights and discoveries may have made the mentors more aware of the information that they did not receive in the training process.

Perceptions of Each Other

Result. The mentors had wide-ranging impressions of the students with whom they were expected to work. The initial reactions ranged from "Wow, what's wrong with her?" to "Wow, what potential!" All of the mentors felt that the mentees were in need of guidance, some more than others, but none felt that their mentees were beyond approach.

Initially the mentees showed a tough exterior that, through time, softened in their mentors' eyes. Those mentors who could not see past the toughness may have thought that not showing up would not concern the mentee. This speculation is based on the fact that nine of the mentors felt that they were "very effective" or "effective" as mentors even though only five of their mentees felt the same way. The mentees explained their answers by writing that they wanted to see or talk to their mentors more often.

Five of the mentor and mentee pairs agreed that the match between them was excellent and three pairs agreed that the match was good. Two mentees who felt that the match was excellent were paired with mentors who felt that the match was good or fair. The mentees remarked that their mentors had personalities and backgrounds similar to their own. They also wrote that their mentors were caring and had the same interests as they did.

The students saw the mentors as people with whom they could share some of their difficulties and perhaps from whom they could get advice. They primarily wanted a friend who would not judge them harshly. They were disappointed when their mentors did not call or did not show up for scheduled meetings. They became disheartened when their mentors did not return telephone calls. A few of the mentees would ask school staff to place telephone calls to their mentors because they thought that the mentors would be more likely to return the phone call if it was made by an adult. One mentee wrote, "All I know is that if I would of seen her more than once I would of [felt] much better".

The students, as they stated in their evaluations, just wanted more time with their mentors. All of the mentees felt that the match with their mentors was appropriate and that they had common interests, but that they did not see their mentors enough. Even the students whose mentors met with them on a regular basis wrote that they would like to spend more time with their mentors.

The facilitator validated the students' statements as she saw them almost desperate for positive adult relationships. The mentees would approach her and ask, "Is my person coming today?" The mentees would also ask her to call their

mentors and invite them to have lunch at school if the menu item was something that they enjoyed or to ask their mentor to pick them up from school and take them out to lunch to talk. The facilitator noticed how students lit up with excitement when their mentors showed up at school and the mentees were able to introduce them to friends. The facilitator's opinion was that the students were proud to be a part of the program and to have someone with whom they could share their lives.

Two of the mentors who followed the protocol realized how important they were to their mentees, which helped them remain consistent in their endeavors. They both also stated that the relationship made them feel important and gave them a greater desire to want to make a difference in the community. Both of these mentors had volunteered before.

Possible Interpretation. The mentees were invited to participate in the program and they accepted the invitation understanding that their mentors would meet with them one hour a week. The mentees may have volunteered to participate because they knew that they needed adults from whom they could get assistance. This may have made them more accepting of the mentors with whom they were matched. The same may have been true of the volunteer mentors since eight of the pairs agreed that the match between them was excellent or good based on common interests and backgrounds.

Perceptions of the Protocols

Results. The mentors felt that the Mentorship Program manual, the protocol, was well organized and well written, but not very practical. Most of the mentors

used the manual as a springboard for discussion or read what the objectives were and then followed their own paths to get there.

The facilitator agreed that the manual could be stiff when working one-on-one with a student, but felt that it had valuable information to help mentors meet the goals and objectives of the program. She thought mentors would adapt the provided sessions to their comfort levels, but did not think that they would abandon the manual altogether.

The three mentors who followed the protocol met with their mentees an average of 16 times in an 18-week period. Some of their meetings were informal and did not involve the protocol. Two of these mentors stated that they would not have been as comfortable or effective interacting with their mentees without the manual. The remaining seven mentors met with their mentees an average of 3.5 times in an 18-week period. One of those meetings, however, was the introductory session as a group where the protocol was used.

Possible Interpretation. The mentors who followed the provided protocol had a greater opportunity to judge the protocol as they used it more frequently, meeting with their mentees a mean of 16 times in an 18 week period. The seven mentors who did not follow the protocol met with their mentees an average of 3.5 times in 18 weeks, making it difficult to form an opinion on the protocol. The mentors read through the protocol, they did not however, implement any of the one-on-one sessions. It is the opinion of the researcher that it would be difficult for these mentors to make a judgement on the effectiveness of the protocol since they did not use it.

Perceptions of the Overall Experience

Result. One of the more interesting results is that, despite the flaws in mentor training, protocol implementation, and student preparation, both groups, mentors and mentees alike, judged the experience to be a positive one. Several expressed a desire to continue the relationship begun during the program.

The effect on the mentors was particularly striking. Most made a comment of being more committed to at-risk youth and bettering the plight of the mentees. Other comments regarding the positive effects cited greater awareness of alternative education, and more patience as well as the ability to work with different personalities. A few of the mentors also commented on the need for more mentoring programs for at-risk youth.

The mentors felt that the program allowed at-risk youth to see what a life outside of their current situation could be and expanded their visions of the world. A majority of the mentors stated that the one-on-one time provided the students with hope for the future.

The mentees also felt that the mentoring experience had positive effects on them. Some of the changes that the mentees saw in themselves were better grades in school, better attitude, better listening skills and better adult relations. Two of the mentees also felt that they fought less within their families. The mentees built a level of trust with their mentors regardless of the number of times they met with their mentors.

One mentor verified this by stating that her mentee told her things that the mentor would never have told anyone had they happened to her. Another mentor

stated that her mentee had entrusted her with information about the mentee's brother's gang activity and the effect on the family.

The facilitator also felt that the Mentorship Program provided an overall positive experience for all participants involved. She stated that many of the students improved their communication skills with adults and also seemed to have a better attitude toward school and peers. The facilitator's perception was that the students who met with their mentors more frequently experienced more substantial change.

Possible Interpretations. Perhaps the mentees enjoyed the experience because the program connected them with adults who listened to what they had to say and took a genuine interest in them. The mentees were informed that the program was for students who were leaders in the school or had the potential to be leaders. Maybe knowing that they had leadership ability was enough to make them have a positive outlook on the program.

It seems that the mentors received feedback from the mentees that said, "I need you". The mentors may have enjoyed the attention that they received from their mentees. This type of positive response from the mentee may have helped form the mentors' opinions of the program. The mentors may have seen positive changes in the mentees and attributed those changes to the Mentorship program, when in fact the change may have been due to another factor.

The facilitator received positive feedback from all of the participants and did see improved student school attendance and academic performance. There was no reason for her to think anything but that the program had caused these positive

effects. The facilitator did see more positives in the mentees' lives and, as the mentors, attributed those changes to the program, when in fact the changes may have been due to other circumstances.

General Conclusions and Implications

The perceptions of the participants supplemented the results of the self-esteem investigation and also offered encouraging results. Participants from all three groups- mentors, mentees and the facilitator- observed improvements in those students who were assigned a mentor. Some of the growth came in the areas of communication skills, social skills, anger management and attitude.

The perceptions of the participants seem to confirm that the program had a positive effect on students and mentors. The mentees, mentors and the facilitator all felt that the overall experience was beneficial to those who participated. Six of the mentors planned to continue the relationship with their mentee that was established during their participation in the Mentorship Program.

Even the students whose mentors did not follow the provided protocol were perceived to have made "progress". This was evidenced through an increase in communication, eye contact, goal setting and honesty. There was also a decrease in fighting, negative attitude, and negative behaviors in the mentee group. Many of these traits are indicators of high self-esteem (Branden, 1998).

The mentors were honest in their evaluations about their lack of time and commitment to the program. One mentor simply wrote, "I think the program is a good idea. It can be very successful if the mentor and mentee would put more into it."

It is the opinion of the researcher that five of the mentors could not fathom being so important in a child's life or that they participated in the program for self-gratification rather than to help an at-risk youth. This is supported by the fact that they had flatly stated in their applications that they wanted to participate in the Mentorship Program to make a difference either for themselves, the community, a family or a child. They later stated in the evaluation that an important aspect of the program was the ability to so profoundly touch a child's life and as one mentor wrote, "to have the opportunity to view life from a different perspective". Although these statements were made, the fact is that they did not follow through on the commitment to contribute at least one hour a week to the program. Although there were unforeseen circumstances that prevented mentors from meeting with their mentees, there were no circumstances that prevented these five mentors from returning the telephone calls of the mentees and/or the school. One can only wonder if the mentors thought that the students would not notice if the telephone calls were not returned.

Limitations

Self-Esteem Investigation

One limitation of the study is the small sample size compounded by the volunteer mentors' failure to observe the protocol provided. The sample size was small because it is difficult to find people to mentor at-risk youth because there are so many organizations vying for the precious commodity of time. There is an ample number of at-risk youth at the alternative school, but not enough mentors.

The Mentorship Program started with only 10 mentor/ mentee pairs. With seven mentors not following the procedures outlined and one mentee incarcerated, the group was down to three pairs from which to obtain statistical data. The data were not statistically significant, but did show marked improvements in the self-esteem scores of the protocol group.

Another limitation to this study is that it was conducted with students at the alternative school who may be beyond "at-risk", as seen in the results of the TRF. That is, many of the students in the protocol and in the control groups had scores that were approaching or actually in the clinical range of significant behavioral, social and/or emotional difficulties. These difficulties may have made the mentees unappealing to the mentors or may have made establishing a trusting relationship difficult for either or both the mentor and the mentee.

One mentor was astute enough to notice that her mentee was not willing to let go of some "baggage" from the past and meet the mentor half way. This caused some strife in their relationship. A concern of the researcher is that other mentors may have had the same issue with their mentees, but could not identify the problem clearly enough to articulate it.

Participant Perceptions

One limitation of retrieving the perceptions of the participants is getting them to be honest with themselves as well as with the researcher.

Mentors. Nine of the mentors felt that they were "effective" or better as mentors when seven of them met with their mentees an average of 3.5 times. Although the mentors may have felt some kind of self-gratification from their

participation in the program, the mentees did not agree with the mentors' self-evaluations. Five of the mentees perceived their mentors as being ineffective communicators primarily due to telephone calls that were not returned and the length of time between contacts.

The researcher also felt that two of the mentors were being rather patronizing in the telephone interview conducted upon completion of the program. All of their answers were very positive and in direct contradiction with their written evaluations. When questioned further to ascertain their true feelings, the mentors became short and vague in their answers.

Mentees. The mentees wanted so desperately to say that the program was successful for them that a few of them did not write answers to the questions "What changes have you seen in yourself since the beginning of the program?" and "Do you feel that you made progress since you met your mentor? Explain." Two of the mentees answered "maybe" to the question regarding progress made and explained it by writing, "I would have put a different answer if we met more than one time" and "Didn't get to meet a lot".

Facilitator. The facilitator knew many of the students very well and wanted them to have shown some progress. The facilitator also dedicated numerous hours into the preparation and implementation of the program, causing a bit of a bias. Her answers highlighted the positive aspects of the program, but may not have been completely realistic about the improvements that need to be made.

A second limitation to utilizing participant perceptions is that because of IRB regulations, the mentees could not be interviewed upon completion of the program.

Information regarding the mentees' opinions of the program were taken from their written evaluations at the completion of the program. Some of the mentees did not or would not answer all of the questions on the written evaluation. The facilitator and the researcher could have made assumptions regarding blank or one-word answers, but the assumptions needed to be confirmed or denied before they could be considered as valid. A follow-up interview with the mentees would have provided greater insight into their perceptions of the program.

Recommendations for Practice

As it stands, the Mentorship Program appears to have the potential for making a difference in the lives of at-risk youth. All of the participants involved realized that there are areas that need improvements and they are as follows.

Mentor Selection. When recruiting mentors for the program, the time frames and expectations need to be clearly delineated. The mentor needs to have a clear understanding that he or she must commit to at least one hour a week to meet with an at-risk youth. Options of meeting times should be given to the mentor, i.e. after school, during lunch, on the weekends, before school starts, etc. This may be better facilitated with the use of a mentor calendar that the mentor and mentee could fill out together.

An inquiry into the mentors' background and work attendance record need to be checked to assure that the mentor is trustworthy. The facilitator of the program should also be given permission to talk to people with whom the mentor works to ascertain information regarding commitments and follow-through.

The main pool of candidates for the Mentorship Program came from the Adopt-A-School (AAS) partners of the alternative school. It would help the program and the mentees if the AAS partners would allow release time to their employees to participate in the program without negative consequences.

Mentor Training. Training for mentors specific to the established mentorship program may help retain mentors in the program. The training should address the needs and characteristics of the mentee group. Mentors need to be aware of some of the behaviors, attitudes and lifestyles that they may encounter when working with at-risk youth.

The training should provide potential mentors a better understanding of mentoring at-risk youth and why the youth may make bad choices. The mentor needs to understand how to start the relationship as well as what his or her role as a mentor entails. The mentor needs to know the potential influence that he or she can have on an at-risk youth and to know when he or she is making a difference to that youth.

Mentorship Program Protocol. The information from the mentors was that even though the provided protocol was well written and organized, it was not used. Based on the mentors' written and oral responses, the protocol should be reviewed and, if kept, be re-written to better meet the needs of at-risk middle school students. The protocol may provide suggestions for those mentors who need a guide to follow in order to interact with an at-risk youth. The protocol may then become less formal and stiff, while still providing the goals and objectives of the program.

Implementation. A planned mentorship Program could be implemented in a traditional school as well as at an alternative school. The student population at a traditional school may not be as far at-risk as the student population at the alternative school. Adult volunteer mentors may also have easier access to the at-risk population at a traditional school. Implementation at a traditional building may also prevent students from being reassigned to an alternative school.

Recommendations for Further Research

Further research is needed regarding planned mentorship programs that provide established goals and objectives for the mentors to achieve. The findings were unclear whether it was the provided protocol or the contact with a non-authoritative adult acting as a mentor that caused the increases in student self-esteem and attendance. A larger sample size utilizing the planned protocol might produce statistically significant results.

With a larger sample size, research also could be conducted to investigate the effects of a mentoring program for varying racial and gender groups. Research has found that the largest and most consistent group of mentors is minority females (Flaxman & Ascher, 1992). Minority females comprised the majority of mentors in this study, but the numbers were not great enough to retrieve statistical information.

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1. My classmates make fun of me yes no
2. I am a happy person yes no
3. It is hard for me to make friends yes no
4. I am often sad yes no
5. I am smart yes no
6. I am shy yes no
7. I get nervous when the teacher calls on me yes no
8. My looks bother me yes no
9. When I grow up, I will be an important person yes no
10. I get worried when we have tests in school yes no
11. I am unpopular yes no
12. I am well behaved in school yes no
13. It is usually my fault when something goes wrong yes no
14. I cause trouble to my family yes no
15. I am strong yes no
16. I have good ideas yes no
17. I am an important member of my family yes no
18. I usually want my own way yes no
19. I am good at making things with my hands yes no
20. I give up easily yes no
21. I am good in my school work yes no
22. I do many bad things yes no
23. I can draw well yes no
24. I am good in music yes no
25. I behave badly at home yes no
26. I am slow in finishing my school work yes no
27. I am an important member of my class yes no
28. I am nervous yes no
29. I have pretty eyes yes no
30. I can give a good report in front of the class yes no
31. In school I am a dreamer yes no
32. I pick on my brother(s) and sister(s) yes no
33. My friends like my ideas yes no
34. I often get into trouble yes no
35. I am obedient at home yes no
36. I am lucky yes no
37. I worry a lot yes no
38. My parents expect too much of me yes no
39. I like being the way I am yes no
40. I feel left out of things yes no

THE WAY I FEEL ABOUT MYSELF

THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

Client's Name: _____

Today's Date: _____

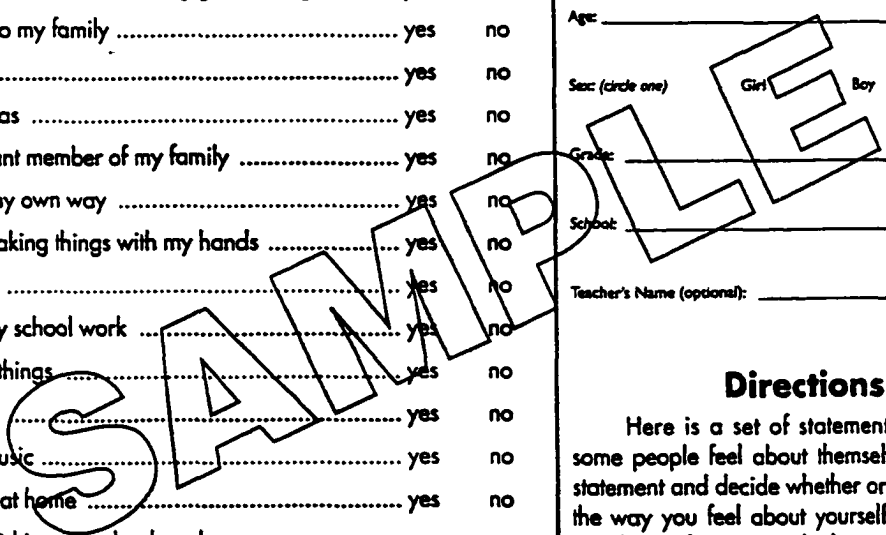
Age: _____

Sex: (circle one) Girl Boy

Grade: _____

School: _____

Teacher's Name (optional): _____



Directions

Here is a set of statements that tell how some people feel about themselves. Read each statement and decide whether or not it describes the way you feel about yourself. If it is true or mostly true for you, circle the word "yes" next to the statement. If it is false or mostly false for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement. If you want to change your answer, cross it out with an X, and circle your new answer.

Remember that there are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

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12345678

- | | | |
|---|-----|----|
| 41. I have nice hair | yes | no |
| 42. I often volunteer in school | yes | no |
| 43. I wish I were different | yes | no |
| 44. I sleep well at night | yes | no |
| 45. I hate school | yes | no |
| 46. I am among the last to be chosen for games | yes | no |
| 47. I am sick a lot | yes | no |
| 48. I am often mean to other people | yes | no |
| 49. My classmates in school think I have good ideas | yes | no |
| 50. I am unhappy | yes | no |
| 51. I have many friends | yes | no |
| 52. I am cheerful | yes | no |
| 53. I am dumb about most things | yes | no |
| 54. I am good-looking | yes | no |
| 55. I have lots of pep | yes | no |
| 56. I get into a lot of fights | yes | no |
| 57. I am popular with boys | yes | no |
| 58. People pick on me | yes | no |
| 59. My family is disappointed in me | yes | no |
| 60. I have a pleasant face | yes | no |
| 61. When I try to make something,
everything seems to go wrong | yes | no |
| 62. I am picked on at home | yes | no |
| 63. I am a leader in games and sports | yes | no |
| 64. I am clumsy | yes | no |
| 65. In games and sports, I watch instead of play | yes | no |
| 66. I forget what I learn | yes | no |
| 67. I am easy to get along with | yes | no |
| 68. I lose my temper easily | yes | no |
| 69. I am popular with girls | yes | no |
| 70. I am a good reader | yes | no |
| 71. I would rather work alone than with a group | yes | no |
| 72. I like my brother (sister) | yes | no |
| 73. I have a good figure | yes | no |
| 74. I am often afraid | yes | no |
| 75. I am always dropping or breaking things | yes | no |
| 76. I can be trusted | yes | no |
| 77. I am different from other people | yes | no |
| 78. I think bad thoughts | yes | no |
| 79. I cry easily | yes | no |
| 80. I am a good person | yes | no |

SAMPLE



Wilson Alternative Middle School Mentorship Program

"Flying High With the Doves"

Parent Agreement

The Wilson Mentorship Program is designed to provide a one-on-one relationship with a caring adult from the business community for your son/daughter. Your child was chosen by the Wilson School staff because of his/her leadership potential. The trained mentor will help your child on a weekly basis reach his/her highest potential through a series of program activities. The activities will explore teamwork, dependability, self-esteem, interviews, and careers. The Wilson staff will be available to answer any questions you or your child might have.

The results of this program may be written up or used in a study and/or dissertation. Your child's identity will be concealed and his/her privacy will be protected. By signing below, you state that you understand the above and give permission for your son/daughter to participate in the Wilson Mentorship Program and any study that might come from the program.

Parent/Guardian Signature

Date

MENTOR MATCH

Name _____

Home Address _____ **Zip Code** _____

Work Address _____ **Zip Code** _____

Place of employment _____ **Occupation** _____

Phone Number Work _____ **Best time to call** _____

Home _____ **Best time to call** _____

Gender (optional) _____ **Ethnic/Racial Identity** (optional) _____

Educational Background (high school, college, technical training- please include areas of study) _____

Describe any interests (Example: stamp collecting, baseball, needlepoint, music, foreign language, etc.) _____

List any activities in which you participate outside of work (community involvement, organizations, etc.) _____

Have you ever been convicted of a felony? _____ **If yes, please explain.** _____

What experiences in your background will help you in communicating with young people?

Other information that you would like to share about yourself. _____

Write a brief statement explaining why you would like to be involved with the Wilson Alternative Middle School Mentorship Program. _____

Please put a check mark beside the description of the student with whom you would be most comfortable working.

- Highly motivated & self-confident (knows what he/she wants)**
- Somewhat motivated & self-confident (knows what he/she wants, but needs some guidance.)**
- Highly motivated & needs encouragement (very capable but uncertain.)**
- Somewhat motivated & needs encouragement (very unsure- needs a push.)**

MENTOR PLEDGE

I understand that the Mentorship Program involves spending a minimum of one hour a week with my mentee. I understand that I will be involved in an orientation program to become familiar with expectations and goals of the program. I will be committed to the program, realizing that my mentee depends on me. The information on this Mentor Match is, to the best of my knowledge, true and accurate.

Signature

Date

Mentor Information Sheet

Here's what I'm all about...

Name _____ My friends call me _____

I work at _____ My job title and description is _____

I have _____ sisters and _____ brothers.

I am (single, married) I have _____ children. Their names are _____

In my spare time I like to _____

On Saturday mornings I like to _____

One thing I do well is _____

One thing I wish I could do better is _____

My favorite foods are _____

One fun activity that I haven't found time for is _____

But I do find time to _____

I attended _____ High School

In high school, I participated in the following activities _____

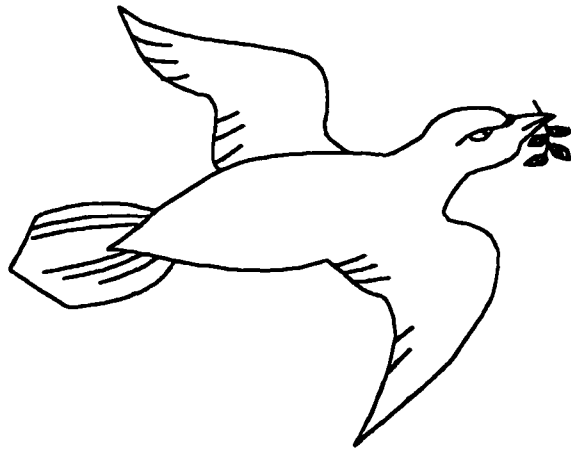
In high school, I had the following part-time job _____

If I could do high school all over again, I might _____

The most important thing to me is _____

I think I will be a good mentor because _____

Flying High With The Wilson Doves



**A Mentorship Program for
Wilson Alternative Middle School Students**

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Flying High Program Goals

- **To achieve and maintain a successful relationship with an at-risk student.**
- **To raise the self-esteem of an at-risk student matched with a non-authoritative adult as a mentor.**
- **To incorporate the business sector into the educational process.**
- **To increase the motivation level of an at-risk youth to work toward a successful school experience.**

Goals to Reach for the Mentee

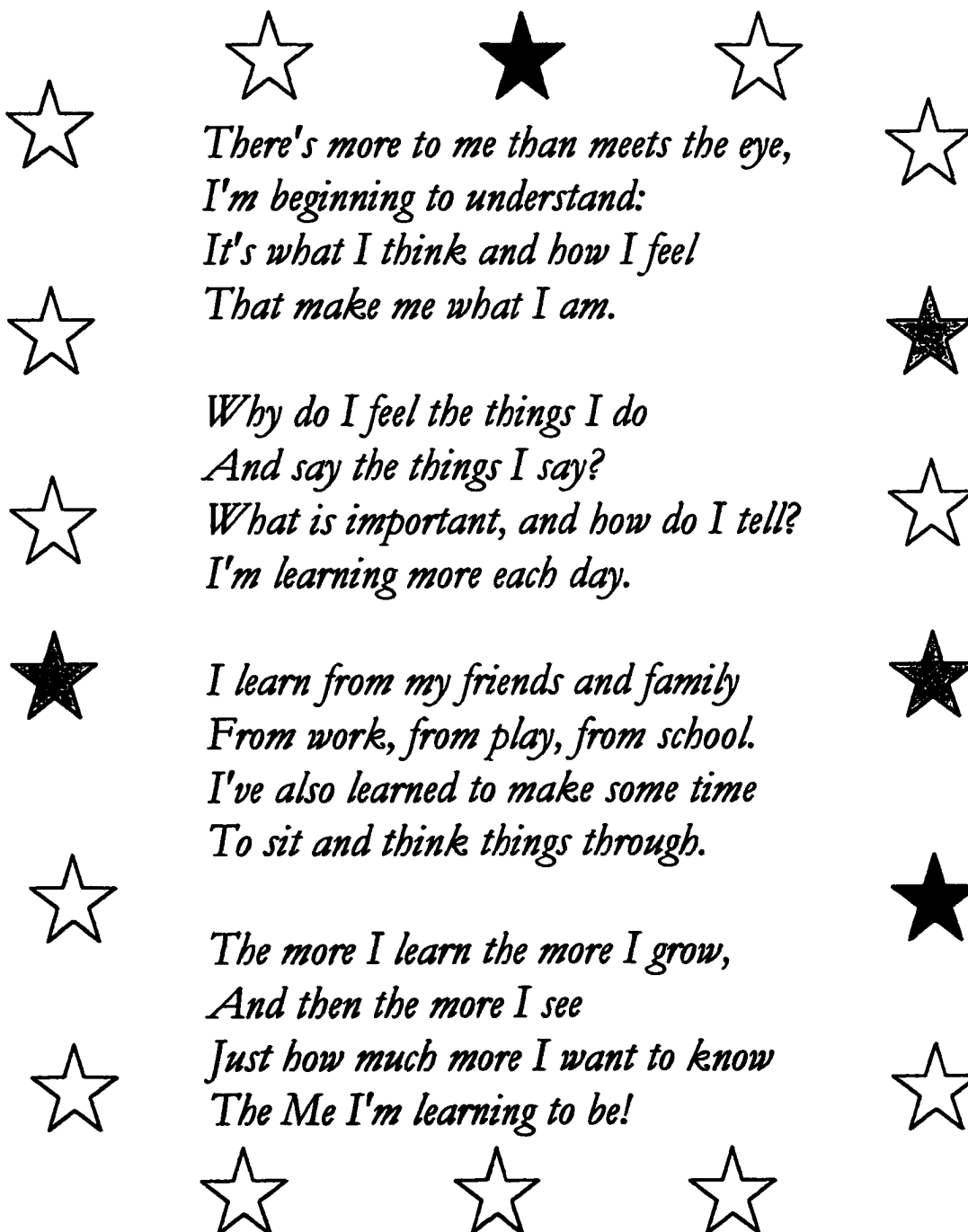
- **To develop appropriate personal and social skills necessary to succeed both at school and on the job.**
- **To be exposed to a variety of experiences related to the world of work.**
- **To view the educational process as a valuable way to obtain a desired and valued place in the workplace.**
- **To improve communication and decision making skills.**
- **To develop a positive relationship with an adult in the work force.**

Self-Esteem of Youth

Self-esteem, as defined by Nathaniel Branden in *The Six Pillars of Self-Esteem*, is "the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness" (p.27).

How can you as a mentor assist in positively developing your mentee's self-esteem/ self-concept?

1. Create a warm accepting atmosphere in which your mentee can feel he/she is recognized as a person. Most youth will say they just want to be treated with respect.
2. Help your mentee look at his/her assets and liabilities without being judged or labeled. Give your mentee a chance to utilize his/her skills to the fullest while finding ways to strengthen liabilities.
3. Assist your mentee in developing achievable goals that are of value to your mentee. The achievement of goals, regardless of how big or small will give him/her self-confidence. With success under his/her belt, your mentee will start setting higher goals and expectations for him/herself.
4. Provide a time, place and/or activity where your mentee can verbalize and work out ideas and feelings.
5. Allow mentees to try out some of his/her ideas with your support. If your mentee fails at an attempt, help him/her see why he/she failed at that endeavor. Point out what skills might be necessary to make the endeavor successful the next time it is attempted.
6. Be a positive role model.
7. Help your mentee realize that he/she is trusted, not suspected, and help him/her learn to trust him/herself and others.
8. Expose your mentee to success.



Helpful Hints For Mentors



1. Ask thought-provoking open-ended questions.
2. Wait for your mentee to respond and allow him/her to talk about him/herself.
3. Pay attention to responses and maintain eye contact.
4. Ask follow-up questions if your mentee is having difficulty with an answer.
5. If you must critique your mentee, do so in private not in public.
6. Give your mentee accurate and detailed feedback.
7. Set expectations high for your mentee.
8. Avoid power-struggles and confrontations with your mentee.
9. Be alert to non-verbal cues from your mentee, such as body language and facial expressions. Non-verbal cues usually mean something needs clarification.
10. Realize that both of you can learn from each other's mistakes.
11. Do not assume that your mentee knows something (manners, social graces, etc.).
Any situation can become a learning experience.
12. Most importantly, be yourself.

Problem Solving With Your Mentee

1. Listen to your mentee's concerns without being confrontational.
 2. Separate mentee's concerns into symptoms of the problem and then the confrontation.
 3. Brainstorm with your mentee about possible solutions and alternatives to the symptoms and the problem.
 4. Discuss together which alternative(s) should be selected that will assist your mentee in the resolution of the problem and help him/her avoid the problem again.
 5. Discuss who else will be effected by the decision and how they will be effected.
 6. Check back with the mentee to determine if he/she understands the process that you have just undertaken. Check back later to determine if the conflict was resolved.
 7. Provide detailed feedback to your mentee regarding his/her progress and the final outcome. Give praise and positive reinforcement for appropriate behavior.
-

Need help or have a question?

Wilson Alternative Middle School Contacts:

- Program Facilitator: Mrs. Judi Crick 733-1785
- Assistant Principal: Mrs. Lisa Sterba 733-1785 330-2802

Field Trip Procedures

- 1. Plan together for field trips. Plan destination, departure time, attire, transportation arrangements, appropriate conduct, and return time.**
- 2. Make arrangements in advance regarding field trip logistics i.e. transportation, dates and destination.**
- 3. Send permission slip home early enough to ensure it is signed and returned by the date of the field trip.**
- 4. Confirm the field trip with the contact person at your destination.**
- 5. Call your mentee the night before the field trip to solidify plans. This might also be a good time to touch base with your mentee's parent(s).**
- 6. Allow time following the field trip for debriefing. Utilize this time for self-esteem building, improving verbal and non-verbal communication, and evaluating the activity.**
- 7. Begin to plan your next contact.**

Session 1: Introductory Reception

Meeting Place: Wilson Alternative Middle School

Time:

Date:

This session is designed to introduce the mentor to the mentee and his/her parent in an informal and relaxed setting. The mentee will be given a copy of the "Me, Me, Me!" activity prior to meeting the mentor so that he/she may have some answers prepared. This is a fun way to share some information and get to know each other. Please do not feel that each of you has to answer all of the questions. Pick and choose the questions that are of greatest relevance to you.

POSSIBLE QUESTIONS

1. What do you like best about your teacher or your boss?
2. Who is your best friend and why?
3. What is your favorite story or book and why?
4. What would you like to do to change the world? Explain.
5. What would you do if you were lost in a big city?
6. What do you daydream about?
7. What is your favorite sport to play? ... to watch?
8. Tell me about your favorite possession.
9. Describe one of your hobbies.
10. Tell me what you like best about school/work.
11. What would you do with \$500?
12. How many hours of television do you watch each week? What is your favorite show?
13. Tell me about the best present you ever received.
14. What do you like best about yourself?
15. How many books do you own? What kinds of books do you like to read?
16. What makes you laugh?
17. What do your friends like about you?
18. If you could be any age, what age would you be and why?
19. If you could be invisible, what would you do?
20. Tell me about your family. How many siblings and their names? Pets?
21. Tell me about something that you did nice for someone.
22. What does your teacher/boss like about you?
23. Tell me about your favorite vacation or a dream vacation.
24. Tell me about a favorite gift that you gave to someone.

Mentee's Copy

"Me, Me, Me!"

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24. Tell me about a favorite gift that you gave to someone.

EVALUATION

SESSION #1 Introductory Reception/ "Me, Me, Me!"

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session 2: A Success Story

Meeting Place: Wilson Alternative Middle School. All mentors and mentees together.

Time:

Date:

Session Agenda: Mentors will be given a moment to reflect on a past success story. Volunteer mentors will be asked to share their story with the group. Each mentor and his/her mentee will break away from the large group and write the mentee's success story (see provided handout). At the end of the session, we will ask for volunteers to share the mentees' success stories.

Helpful Hint: If your mentee is having difficulty remembering a successful experience, review the *Achieving Success* handout. This may jog his/her memory of an event. A success may be passing a math test after past failures, or helping mom without being asked. Help the mentee realize that a success is something they can be proud of.

Closure:

A SUCCESS STORY

Write about at least one accomplishment you have had in your life. You may write about anything you like. The achievement can involve your family, sports, church, or other activity.

I was proud when I... _____

How did this accomplishment make you feel? _____

What was your parent's/guardian's reaction to your accomplishment? _____

Achieving Success

Set reachable goals

Avoid conflict in goal making

Divide work into small tasks and complete the smallest task first

Set deadlines

Believe in the relevance of the task

Establish a routine that helps you complete the task

Be organized

Surround yourself with achievers

Eliminate negative influences

Promote your achievement(s) in order to receive praise

Know within yourself that you can complete the task

Arrange to give yourself a reward when you complete the task (rent a video, play basketball for an hour, go to a friend's house, etc)

Find your stress reducer (music, a quiet spot in your room, your treehouse, etc)

Be alert to boredom and restlessness- get rid of the causes of your restlessness/boredom

Turn work into play and enjoy what you are doing

EVALUATION

SESSION #2 A Success Story

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #3 **Junior Pictionary**

Meeting Place: **Wilson Alternative Middle School**

Time:

Date:

Session Agenda: **Mentors and mentees will establish the rules, teams, and scoring. This is a fun and informal way for mentors and mentees to work as a team and establish a relationship.**

Closure: **We will discuss the aspects of working as a team. What were some of the benefits? Were there any downfalls? What was the outcome?**

Looking Ahead: **The Wilson Staff will be coming around to take two pictures of each mentee. The mentors are to keep the pictures for the activity next session.**

EVALUATION

SESSION #3 Junior Pictionary

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #4	I Am Special
Place, Time and Date:	To be decided by the mentor and mentee
Purpose:	To help your mentee realize the special qualities he/she possesses.
Directions:	Read handout on "Self-Concept/Self-Esteem" prior to meeting with your mentee. Place your mentee's picture in the middle of the "I Am Special" page. You may also want to place this sheet on a piece of construction paper or make a type of frame for this activity. Complete the "I Am Special" activity together. The "I Feel Good About Myself" activity is another activity that can be completed together at this time or at a later date, when time permits. Complete the "Low Blows" activity together. Guide the mentee into responding positively. The questions at the end will also be helpful in guiding the discussion.

Self-Concept/ Self-Esteem

A person's self-concept is his/her physical and psychological traits, complete with strengths and weaknesses, assets and liabilities. Self-concept includes one's self-esteem but is more global and can control a person's behavior. Self-esteem, whether it is good or bad, can become a self-fulfilling prophecy. Stanley Coopersmith in, *The Antecedents of Self-Esteem*, found that certain conditions exist in a child's life that are associated with high self-esteem. The five conditions are:

1. The child experiences acceptance of thoughts and feelings. The child also feels valued as a person.
2. The child has established expectations that are defined and enforced limits that are fair and negotiable. The child does not have unlimited freedom, but has security.
3. The child has self-respect learned from the adults in his/her life. Adults in the child's life do not use violence nor humiliation to "control" them. Adults show a genuine interest in the child and what they would like he child do. They do not focus on behaviors they do not want the child to engage in.
4. The child is challenged to be the best he/she can be by high standards that are set by the adults in his/her life.
5. The adults in the child's life model self-respect and reliance.

Many of the students in the mentorship program have not had adults in their lives to model these behaviors or they may be going through a phase where they are rebelling against their parent(s)/ guardian. Adolescence is a difficult time, but also a time where one caring adult can make a big difference. Adolescents are sensitive to adults treating them fairly and with respect. This simply means they will respond to common courtesies. Adolescents also like to feel visible and appreciated. This comes with appropriate feedback that concentrates on the positive. When speaking with a youngster, an adult should not use judgement statements but descriptions of what the adult sees or hears.

An example might be that Johnny says, "I'm pissed off that I got a 64% on my math test! I hate that teacher!"

Adult: "I hear that you are pretty angry, but let's take a look. On the math test prior to that you earned a 50%. You brought your grade up quite a bit. You also told me that you completed all of your homework for this unit. Math is tough, but you are making progress; don't give up now, you've come a long way."

Keeping a calm encouraging tone can make all of the difference in the world!

I Am Special

Place your picture in the middle of the page. Look at it and keep in mind that:

- ☆ *You are the only person in the whole wide world with that face!*
- ☆ *There is no one else with your mind or your smile!*
- ☆ *You were made to be you- important to your family, your friends, yourself and to the world!*

My name is _____

I wish that _____

Someday I'd like to do _____

Someday I'd like to be _____

I'd like to travel to _____

Because _____

My favorite daydream is

The most unique thing



about me is _____

The things that make me the happiest are _____

The things that make me the maddest are _____

I am especially good at _____

My hero is _____

Low Blows

This is an activity designed to alert your mentee to the negative statements often heard in students' conversations. Read the statement to your mentee. He/she is required to give a *positive* response. Pick the statements that seem most relevant to your mentee. This will give your mentee the opportunity to practice for these daily and difficult situations. It also allows your mentee to think through these situations with a positive attitude.

Possible Questions/ Statements

1. Give me that ball or I'll bust you!
2. You don't like me! Nobody likes me!
3. That is the ugliest outfit I've ever seen. I can't believe you wore that!
4. Do you think that I'm ugly?
5. You are *SO* fat!
6. You're so stupid.
7. Are you mean-mugging me?
8. You cheat!
9. If you won't play my way, I won't play.
10. I can run faster than you can.
11. Here, take a cigarette.
12. I have more money than you do.
13. Let's see who can hit that window/car with these rocks.
14. C'mon, I'll fight you. Or are you a sissy?
15. Here put this candy in your pocket and walk out of the store.
16. My big brother is going to come and kick your butt!
17. I hate you.
18. That is the dumbest thing I have ever heard.
19. You are such a baby.
20. You can't hang with us.
21. We don't have to go to school today. Let's skip.
22. Your hair looks ugly.
23. You stink.
24. Put the teacher's computer speakers in your bookbag.
25. N-o-b-o-d-y likes y-o-u!
26. Let's go tease the little kids in the park.
27. You are a waste of my time.
28. What are you lookin' at?

Discussion Questions:

1. Why do people talk like this?
2. What can you do if someone continues to talk to you like this?
3. Discuss who is responsible and/or in control of the situations and reactions.

EVALUATION

SESSION #4 Improving Self-Esteem

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #5	Decision Making
Place, Time and Date:	To be decided by the mentor and mentee
Purpose:	To assist your mentee to make or choose the best possible decision or solution when a problem arises.
Directions:	Read through the <i>Decision Making</i> handout with your mentee. Talk about each individual step. If the mentee mentions a problem or difficult situation he/she has at home or school, use that problem. After your discussion of the sample or real problem, go through each step again. Show the mentee how the process works. Encourage your mentee to use these steps each time he/she is confronted with a difficult situation or problem. You may want to refer back to this session if your mentee comes to you with a problem.

DECISION MAKING

There are several steps to successfully solve a problem or assist in making a difficult decision.

- STEP 1** Identify the problem
- STEP 2** Identify how you contribute to the problem
- STEP 3** Identify outside contributions
- STEP 4** Find alternatives to the problem
- STEP 5** Evaluate the alternatives
- STEP 6** Organize a plan of action
- STEP 7** Put your plan into action
- STEP 8** Monitor action plan regularly and make adjustments as needed

Discuss the problem/situation given or put in your own difficult situation and discuss the steps together.

STEP 1 Identify the problem: Getting yelled at "all the time" at home. I can't seem to do anything good enough for my mom.

STEP 2 Identify how you contribute to the problem:

- ☞ Leaving the doors open
- ☞ Not doing your chores
- ☞ Leaving food items/wrappers, etc. on the counter
- ☞ Not doing your homework
- ☞ Talking back to an adult
- ☞ It is possible that you may not have contributed to the problem, but you still need to follow all steps. The more honest you are about your contribution, the easier it is to find a solution.

STEP 3 Identify outside contributions:

- ☞ My brothers and sisters are just as messy and they do not have chores to do
- ☞ Sometimes it is okay if I do not complete my chores or homework, but the next time I really get in trouble. There is no consistency.
- ☞ My parent(s) are always working.

STEP 4 Find alternatives to the problem:

- ☞ Do nothing to solve the problem
- ☞ Try to change my behavior from Step 2. (This may take a lot of work on your part)
- ☞ Tackle my behaviors one at a time
- ☞ Ignore my brothers' and sisters' messes because I can only control my behavior.

- ☛ Talk with my parent(s) about the problem and come up with a schedule or a plan: assign jobs and times of completion, make a list of where things belong, etc.
- ☛ Seek outside help (friend, minister, aunt/uncle, counselor, teacher) to talk with your parent(s) if you are scared or nervous to do it alone.

STEP 5 Evaluate the alternatives: Find the positive and the negative of each alternative.

1. Do not solve the problem
Pros: Continue to do what I want
Cons: Problem won't go away
2. Try to change my behavior from Step 2
Pros: My parent(s) will not yell at me
Cons: It is difficult to change bad habits all at one time
I could become frustrated by trying to change all of my bad habits and then quit trying.
3. Tackle my behaviors one at a time
Pros: I will probably be more successful at changing my bad habits and will not get so frustrated.
Cons: I still might get in trouble for some of the bad behaviors/habits that I have not changed yet.
4. Ignore my brother's and sister's messes.
Pros: I will not fight with my brothers and sisters.
Cons: The messes will still exist and I might get yelled at for their messes.
5. Talk with my parent(s) about the problem and come up with a plan.
Pros: My parent(s) will be proud that I took the initiative to change and come up with a solution.
We will have used a team approach to solve a family problem.
My parent(s) will be proud that I want to change and that I want household harmony.
Cons: Parent(s) feel like you are trying to con him/her/them. (good communication skills are important here)
Parent(s) get angry at the interference.
6. Seek outside help.
Pros: I'll see another point of view.
Somebody else may be able to talk to my parent(s) without getting angry.
Cons: This person may give bad advice if he/she is not a professional.
Your parent(s) may feel threatened by someone else knowing family business.

- STEP 6** Organize a plan of action: After looking at the pros and cons of each alternative, pick an alternative put into action. Identify any obstacles that could prevent you from carrying out your plan.
- STEP 7** Put your plan into action: Do not get angry or give up if your plan does not go as expected. Control your part of the situation and go back to the drawing board if you need to.
- STEP 8** Monitor your action plan regularly and make adjustments as needed: Monitor your behavior. If other arrangements were made with other members of the family, talk to them regularly regarding the plan.

Sample Problem: Use this problem or a problem that your mentee might have.

You are invited to a party. Your parents have told you that you can not go to the party because they do not know if any adults will be present. You are considering sneaking out of the house and going to the party. What do you do? Follow the eight steps in decision making.

EVALUATION

SESSION #5 Decision Making

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #6	Communication Skills I
Place, Time and Date:	To be decided by the mentor and mentee
Purpose:	To prepare your mentee for a work (or school) environment and show your mentee the need for good communication skills and the power of nonverbal communication.
Directions:	Read through and discuss the "Communication Skills" handouts together. These are skills that will be useful to your mentee and should be used in future sessions.
Reminder:	If your mentee had a problem that you worked through together in the last session, ask him/her the outcome of his/her decision making.
Looking Ahead:	All mentors and mentees will meet together to exhibit their newly developed communication skills. You may want to read the next session with your mentee to see what Session #7 entails.

Communication Skills I

The following points are important areas of good communication skills and should be covered in this session:

- ✓ Making eye contact with the person with whom you are speaking
- ✓ Turn-taking and common courtesy
- ✓ Showing respect for co-workers or colleagues
- ✓ Starting with and maintaining a positive attitude
- ✓ Using appropriate manners
- ✓ Maintaining an appropriate voice tone and level

Discuss and demonstrate the need to ask questions for clarification in the work environment. Sometimes our colleagues say something, assuming that we have background knowledge that we might not have or give unclear directions. How do you appropriately ask for clarification?

Discuss and demonstrate the need for good listening skills by all people involved in a conversation.

Discuss and demonstrate the need for organization relating to both written and oral communication within the work environment

- ✓ Calendars
- ✓ Memos/ assignment notebooks
- ✓ Lists
- ✓ Notes/ letters

Discuss the hierarchy of communications within your work environment and your mentee's school environment. You probably would not talk the same way to the CEO of the company as you would your best friend.

Discuss formal and informal communication styles (a presentation to the company versus speaking with a buddy at lunch) and non-verbal communication. Sometimes body language speaks much louder than words.

COMMUNICATION SKILLS- WHAT ARE THEY?

Rate each response on a scale from 1 to 4 with 1 being the best response and 4 being the worst response.

1. **Eye Contact-** How a person looks at you when you are in a conversation with that person

- A. He/she looks at the floor when speaking with you.
- B. He/she rolls his/her eyes when you say something.
- C. He/she looks at you while speaking and listening to you.
- D. He/she looks around the room, at a book, or anything but you.

2. **Listening Skills-** How a person behaves while you are speaking and he/she is listening

- A. He/she is playing Nintendo while listening to you
- B. He/she nods and responds appropriately while listening to you
- C. He/she tries to tell you about a great movie while you are talking
- D. He/she responds to what you have said with something that is completely different than what you were talking about.

3. **Feedback-** How a person responds while in a conversation with you

How do feel when a person disagrees with you and:

- A. He/she says, "That is so wrong. "
- B. He/she says, "That's possible, but you might want to try..."
- C. He/she says, "That's a good idea, but I would do ..."
- D. He/she rolls his/her eyes and walks away from you.

4. **Interaction-** How a person treats you

How do you feel when you are with a friend at the mall and your friend sees some people that you don't know and:

- A. He/she introduces you and you all continue in the mall.
- B. He/she ignores you and starts talking to the other people.
- C. One of the people from the group says something disrespectful towards you, and your friend starts laughing.
- D. He/she walks away from you without saying anything to you.

- 5. Voice Tone and Level-** The volume and manner in which a person uses his/her voice when speaking to you.

How do you feel when a person speaks to you with a voice:

- A.** That you can not hear because he/she is mumbling or looking down.
- B.** That is screeching and loud.
- C.** That is short and stern or angry.
- D.** That is calm and an "inside" voice.

Putting Your Communication Skills Together

Use the five communication skills and your decision making skills to solve the following situations. You can role-play the situations or just talk through them using all 5 skills.

- 1. Your best friend tells you that another friend is the person who stole your pager.**
- 2. Your teacher calls you down in front of the rest of the class, embarrassing you.**
- 3. Someone approaches you and in an angry loud tone says, "I heard that you said I was dusty and that you wanted to fight me."**
- 4. You are telling your counselor and personal problem and he/she continues writing, not looking at you.**

EVALUATION

SESSION #6 Communication Skills I

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #7: **Communication Skills II**

Meeting Place: **Wilson Alternative School**

Time & Date:

Purpose: This session is designed to allow your mentee to practice his/her communication skills in a role-playing situation and demonstrate the power of non-verbal communication. Scenarios where poor communication skills are exhibited will be acted out first. The mentees will be asked to identify the inappropriate skill that was demonstrated. The scenario will then be re-enacted with the appropriate skill. The mentee who picked the skill will then pick a scene from the hat. The mentee and mentor will act the scene out inappropriately, then again with the appropriate communication skills.

Reminder: **Keep in mind the communication skills from Session #6:**

- ✓ Eye-contact
- ✓ Courtesy
- ✓ Respect for co-workers
- ✓ Positive attitude
- ✓ Voice tone and level
- ✓ Ask clarifying questions
- ✓ Listening skills
- ✓ Written and oral communication
- ✓ Hierarchy of communication
- ✓ Body language
- ✓ Formal and informal communication styles

EVALUATION

SESSION #7 Communication Skills II

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #8	Let's Do Lunch!
Meeting Place:	Wilson Alternative Middle School Cafeteria
Time & Date:	To be decided by the mentor and mentee.
Purpose:	To enjoy the company of your mentee over a gourmet OPS lunch (Wilson School will buy your lunch). This is a time to just check with your mentee and see how things are going. Please feel free to also talk to any of your mentee's teachers while you are at Wilson. It can also be very interesting to see your mentee in his/her school environment.

EVALUATION

SESSION #8 Let's Do Lunch

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session # 9**Setting Goals****Place, Time
and Date:****To be decided by the mentor and mentee****Purpose:****To establish some long-term and short-term goals and to see the correlation between the two types of goals.****Directions:****Discuss the "Goals" worksheet with your mentee. You may have to guide your mentee in realizing that long-term goals are better reached by establishing objectives and that long-term means that it will take time and effort. Each mentee may have a different definition of how far off a long-term goal is. Work with his/her definition within reason.**

Goals

Define long-term goals and short-term goals.

Long-term goals- _____

Short-term goals- _____

Discuss the importance of setting goals. _____

Write and discuss 5 long-term goals and objectives to reach those goals.

1. _____

A _____

B _____

2. _____

A _____

B _____

3. _____

A _____

B _____

4. _____

A _____

B _____

5. _____

A _____
B _____

Write and discuss 5 short-term goals.

1. _____

A _____

B _____

2. _____

A _____

B _____

3. _____

A _____

B _____

4. _____

A _____

B _____

5. _____

A _____

B _____

Discuss your progress on meeting your short-term goals during your next sessions. It is important to monitor your goals. You may not reach your goals on your first attempt, but DO NOT GIVE UP! You'll get there with effort.



EVALUATION

SESSION #9 Setting Goals

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session # 10	Career Interest Assessment
Place, Time and Date:	To be decided by the mentor and mentee
Purpose:	To allow your mentee to gain an awareness of where his/her career interests might lie.
Directions:	<p>Follow the directions of "The Career Game" booklet with your mentee. Remind the student to answer as close to their feelings/interests as possible, there is no right or wrong answer. Tally up the scores from the Interest Inventory and go through the Career Analysis, noting some possible career choices. If you run out of time before completing the Career Analysis, please turn the booklet into the Mentorship facilitator at Wilson School.</p> <p>This activity ties in well with the "Setting Goals" session. You may want to bring that out and take a look at it.</p>
Looking Ahead:	You will be visiting an educational site next session (high school, technical school, college, etc.). Talk to your mentee about the site that they would like to visit. You may have to call ahead to make arrangements. Some possible sites are listed on the next page.

Educational Site Visitation Possibilities

Omaha Public High Schools

Benson High School
6652 Maple Street
557-3000

Bryan High School
4700 Giles Road
557-3100

Burke High School
12200 Burke Blvd.
557-3200

Central High School
124 North 20th Street
557-3300

North High School
4410 North 36th Street
557-3400

Northwest High School
8204 Crown Point
557-3500

South High School
4519 South 24th Street
557-3600

Business and Vocational Schools

- ASCOLTA Training Company- Information technology training, software, Internet certification
9300 Underwood Ave. Ste 340..... 390-8600
- EQ School of Hair Design- Cosmetology and hair design
1849 North 73rd Street 390-0824
- ITT Technical Institute- CAD technology, network systems, electrical engineering
9814 M Street 331-6949
- Nebraska College of Business- Accounting, business admin., legal assistant, secretarial & more
3350 North 90th Street 572-8500
- North American Travel School- Travel agent training
2329 North 90th Street 397-4848
- Omaha College of Health Careers- Medical assistants, medical administration, dental assistants
225 North 80th Street 392-1300
- Omaha SER Jobs- Information age training, word processing, 10-key, job placement assistance
2211 Q Street 734-1321
- Travel Careers Institute- Travel agent training
2120 South 72nd Street Suite # 210 399-4600
- Universal Technical Institute- Refrigeration, heating & AC, auto mechanics & repair.
5141 F Street 731-3636

Vatterott College-Computer Aided Drafting (CAD), programming, networking,
management
136th and Q Street (Deerfield Place) 891-9411

Xenon International School of Hair Design- Cosmetology and hair design
333 South 78th Street 393-2933

Colleges and Universities

Bellevue University
1000 Galvin Road
291-8100

Buena Vista University
2700 College Rd. Council Bluffs
328-0788

College of Saint Mary
1901 72nd Street
399-2400

Creighton University
2500 California Street
280-2700

Grace University
1311 South 9th Street
449-2800

Iowa Western CC
2700 College Rd.
325-3200

Methodist College
8501 Dodge Street
354-4879

Metro Community College
3000 Fort St.- 457-2700
NW of 27th & Q St.- 738-4500

UNO
60th & Dodge
554-2800

EVALUATION

SESSION #10 Career Interest Assessment

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session # 11	Visitation of an Educational Site
Place, Time and Date:	To be decided by the mentor and mentee
Purpose:	To expose your mentee to a place of higher education and prepare them for educational experiences and opportunities.
Directions:	You and your mentee should have decided on an educational site to visit during the last session and you should have a field trip card filled out. Make a list of five to ten questions to ask while at the educational site (handout provided). Questions might address financial aid, requirements for entry, housing, etc. Remind your mentee to use the appropriate communication skills during the visit. You might even want to practice those skills on the drive over. After the tour, discuss if this facility might be a long-term goal for your mentee. If it is, discuss the steps that your mentee must take to meet that goal (handout provided). You could fill this form out in a quiet spot in the educational site in which you visited.
Looking Ahead:	Ask your mentee to think of a job-site that he/she would like to visit. The career assessment may give you both an idea the types of jobs your mentee has an interest and aptitude towards. Call ahead and make an appointment with a manager, owner, etc.

Questions for the Educational Site Visitation

You are now ready to prepare questions to ask while touring your educational institution. Write five to ten questions that are of greatest relevance to you. For example: What grants/scholarships are available for me? What types of classes would I need to take to begin a career in _____? What are the careers of the future?

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

I'll Be Prepared!

Write a step-by-step process you might follow based on the information you collected during your visit to the educational site. Start with today and write what you will have to do to get to the educational site in which you visited. Example: If I want to go to South High I have to pass six solids this semester to go on to high school. To pass those solids I will have to complete my homework; get an assignment notebook to write homework down;...

In high school and before college/technical school, I need to ...

EVALUATION**SESSION #11 Visitation of an Educational Site**

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #12	Preparing for Your Visit to the Job Site
Place, Time and Date:	To be decided by the mentor and mentee
Purpose:	To prepare your mentee to visit a job site of his/her choice. Mentors will need to call ahead and make arrangements for the tour. Complete the "Preparation For a Visit to the Job Site" handout together. Guide your mentee to relevant questions. Remind your mentee that he/she must dress appropriately and use appropriate communication skills. You might want to role-play with the mentor acting as the owner/manager and some possible interactions with the mentee to practice communication skills.
Helpful Hint:	If your mentee is unsure of a job-site to visit, please contact Judi Crick or Lisa Sterba at Wilson School.

Preparation For a Visit to the Job-Site

Now that you know what educational preparation you will need to fulfill your goals, let's prepare for a visit to a job-site. Make a list of five to ten questions that you would like to ask the employer.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

EVALUATION

SESSION #12 Preparing for Your Visit to the Job Site

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #13	Visitation to a Job-Site
Place, Time and Date	To be determined by mentor and mentee
Purpose:	To further expose the mentee to the business world.
Directions:	Call your mentee the night before the field trip to solidify plans for the visit. After the visit, discuss what the mentee observed and experienced. Discuss the type of education needed for the occupation in which your mentee was most interested.
Looking Ahead:	You will be preparing your mentee for a "Mock Interview" in the next session.

EVALUATION

SESSION #13 Visitation of the Job-Site

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #14	Preparing for an Interview
Place, Time: and Date:	To be determined by the mentor and mentee
Purpose:	To help the mentee prepare for a mock interview
Directions:	Assist your mentee in filling out the attached application (if you or your mentee can get an application from a job he/she wants, your mentee should complete that one). Explain the importance of neatness, spelling, using a pen, etc. Complete the "Mock Interview" handout together. Stress the need for social skills, proper attire, and appropriate verbal and nonverbal communication.
Looking Ahead:	Mock interviews will be held at Wilson School with AAS partners. Your mentee or you will need to bring your questions and application form to the next session.



Tele-Incorporated Employment Application

Thank you for your interest in Tele-Incorporated. This application contains information needed to consider all of your qualifications. Please provide all information as completely as possible. You may add any additional information that you feel is pertinent. Tele-Incorporated reserves the right to reject any application that is not fully or honestly completed.

Tele-Incorporated is an Equal Opportunity Employer that does not discriminate against applicants based on their age, color, creed, disability, gender, marital status, national origin, race, veteran status or any other basis prohibited by law.

Please type or print your application in ink.

LAST NAME _____ FIRST _____ MI _____

SOCIAL SECURITY # - - - HOME PHONE (_____) _____

ADDRESS _____ CITY _____ STATE/ZIP _____

HOW LONG AT CURRENT ADDRESS? _____ YRS _____ MOS. _____

If under 5 years please list 2 previous addresses

ADDRESS _____ CITY, STATE, ZIP _____ YRS _____

ADDRESS _____ CITY, STATE, ZIP _____ YRS _____

DRIVER'S LICENSE OR ID # _____

DATE OF BIRTH _____ / _____ / XXXX (YEAR NOT REQUIRED) _____

DATE OF APPLICATION _____ / _____ / _____ E-MAIL ADDRESS _____

POSITION(S) APPLIED FOR: OUT-GOING PHONES _____ IN-COMING PHONES _____

RECEPTIONIST _____ SECRETARIAL _____

MANAGERIAL _____ SUPERVISOR _____

AVAILABLE POSITIONS BASED ON QUALIFICATIONS _____

REFERRAL SOURCE WALK-IN _____ CAREERFAIR _____ NEWSPAPER _____

(Check One) _____ EMPLOYEE (NAME) _____

_____ RELATIVE (NAME) _____

DATE YOU CAN START: / / **SALARY DESIRED \$** _____

WOULD YOU WORK: **FULL TIME** **PART TIME** **TEMPORARY**

SHIFT PEF. #1 8:00AM-5:00PM #2 3:30PM-12:00AM #3 11:30PM-8:00AM
PART-TIME PLEASE SPECIFY AVAILABLE TIMES _____

WILL YOU WORK: **SATURDAY - YES** **NO** **SUNDAY - YES** **NO**

ARE YOU AVAILABLE TO WORK OVERTIME IF NECESSARY? **YES** **NO**

ARE YOU ABLE TO PERFORM THE JOB FOR WHICH YOU ARE APPLYING WITH OR WITHOUT ACCOMADATIONS? **YES** **NO**

ARE YOU CURRENTLY EMPLOYED? **YES** **NO** **MAY WE CONTACT YOUR EMPLOYER?** **YES** **NO**

HAVE YOU EVER BEEN CONVICTED OF A FELONY? **YES** **NO** *(IF YES, EXPLAIN)*

HAVE YOU EVER BEEN REQUESTED TO LEAVE A PLACE OF EMPLOYMENT? **YES** **NO**
(IF YES, EXPLAIN)

SPECIALIZED SKILLS

PERSONAL COMPUTER: **YES** **NO** **PLEASE SPECIFY TYPE:** _____

LIST SOFTWARE PACKAGES YOU HAVE USED: _____

LIST ANY OTHER SPECIAL QUALIFICATIONS/KNOWLEDGE _____

EDUCATION

HIGH SCHOOL GRADUTE? **YES** **NO** **PROJECTED GRADUATION DATE:** _____

CURRENT SCHOOL: _____ **MAJOR/DEGREE** _____
COLLEGE _____
ADDRESS, CITY, STATE _____

EMPLOYMENT EXPERIENCES

List last two employers, most recent experiences first.

Name of employer _____ Address, City, State _____

Starting Date: _____ Starting Position: _____ Starting Salary: _____

Ending Date: _____ Ending Position: _____ Ending Salary: _____

Responsibilities: _____

Phone: _____ Reason for leaving: _____

Name of supervisor: _____ May we contact the employer?

Yes__ No__



Name of employer _____ Address, City, State _____

Starting Date: _____ Starting Position: _____ Starting Salary: _____

Ending Date: _____ Ending Position: _____ Ending Salary: _____

Responsibilities: _____

Phone: _____ Reason for leaving: _____

Name of supervisor: _____ May we contact the employer?

Yes__ No__



REFERENCES

Please list references that are not relatives.

NAME	POSITION	PHONE	YRS.
------	----------	-------	------

1. _____

2. _____

3. _____

4. _____

State any other information that you feel may be helpful in considering your application.

Please read the information carefully and sign where indicated. An application without a signature is invalid.

Your signature below certifies that all of the information provided is true to the best of your knowledge and that you have reviewed the application for accuracy.

Signature Date

Mock Interview

Next week you will be interviewed by someone from the personnel department of one of our Adopt-A-School partners. Think of some questions that you think might be asked of you, and how you would answer those questions. An example might be, "What are your strengths?"

Question #1 _____

Response _____

Question #2 _____

Response _____

Question #3 _____

Response _____

Question #4 _____

Response _____

Question #5 _____

Response _____

There will be questions that you have for the interviewer also. Write some questions and/or comments that you would want to know about the job for which you are applying. Use the back of this page if you need more room.

1. _____

2. _____

3. _____

4. _____

5. _____

EVALUATION

SESSION #14 Preparing for an Interview

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #15 Mock Interview**Meeting Place:** **Wilson Alternative Middle School****Time:****Date:****Purpose:** **To practice all of the skills necessary for interview and to obtain feedback regarding the mentee's interviewing skills.****Directions:** **Your mentee should dress appropriately for an interview. All social and communication skills learned and practiced to this time should be used. Personnel from AAS partners will interview mentees for approximately 15 minutes each. Mentors will be allowed to go with their mentees into the interview, but may not say anything while there. The mentor and mentee will evaluate the process following the interview. Allow your mentee to give his/her comments first and then give your observations. Some mentees might be a little hard on themselves; try to help them realize how far they have come since the beginning of the program.**

EVALUATION

SESSION #15 Mock Interview

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

Session #16	Shadowing
Place, Time: and Date	To be determined by the mentor and mentee
Directions:	Arrange for your mentee to shadow you or someone at your place of employment for two hours. Your mentee should be involved by running errands or helping out however possible. Your mentee, again, should use all social and communication skills learned previously.
Looking Ahead:	Our next and last session is an end of the year celebration. Wilson staff will be contacting you for your input.

EVALUATION

SESSION #16 Shadowing

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

End of the Year Celebration!

Place: To be determined by mentors and program facilitator

Time and Date:

Directions: Take a day away from the office and from school and relax. Maybe a trip to the zoo or an Omaha Golden Spikes baseball game to just appreciate the person with whom you have worked all year. Parents will also be invited to the celebration to end a successful year!

STUDENT MATCH

Name _____ Male / Female (circle one)

Address _____ Zip Code _____

Home Phone _____ Birth Date _____

Racial/Ethnic Identity (optional) _____

Parent(s)/ Guardian(s) _____ Daytime Phone _____

_____ Daytime Phone _____

Emergency Contact _____

Names and ages of other family members who live with you.

_____	_____
_____	_____
_____	_____
_____	_____

Plans after high school: College _____ Vocational School _____ Work _____

Other (explain) _____

Career Interests _____

Favorite subjects in school _____

Describe any hobbies or activities in which you are involved (church groups, YMCA,

Boys/Girls Club, 4H, etc) _____

What do you like best about yourself? Why? _____

What would you change about yourself? Why? _____

Which statement best describes you?

_____ **Highly motivated & self confident (I know what I want)**

_____ **Somewhat motivated & self-confident (I know what I want, but need some guidance)**

_____ **Highly motivated & need encouragement (I'm very capable but uncertain)**

_____ **Somewhat motivated & need encouragement (I'm very unsure & need a push)**

Who do you admire the most and why? _____

Any other information that you would like to share _____

I understand and am willing to participate in the Wilson Mentorship Program, knowing that the results from the study may be used for research and/or a dissertation. I also understand that my identity or any identifying information will not be revealed.

Signature and date _____

Student Information Sheet

Here's what I'm all about...

Name _____

Age _____ Grade _____ How I get to school each day _____

I live with (name of parent/guardian) _____

I have _____ sisters and _____ brothers

In my spare time I like to _____

On Saturday mornings I like to _____

One thing I do well is _____

One thing I wish I could do better is _____

My favorite foods are _____

One fun activity that I haven't found time for is _____

But I do find time to _____

I'm involved in the following groups/activities _____

My favorite subject(s) in school is (are) _____

My least favorite subject(s) in school is (are) _____

One thing I'd like you to know about me is _____

In school I worry the most about _____

The person I admire the most is _____

After high school I might like to _____

The most important thing to me is _____

I'm looking forward to spending time with you because _____

EVALUATION

SESSION #1 Introductory Reception/ "Me, Me, Me!"

Would you like to see this session continued? Yes _____ No _____

What did you enjoy about the session? _____

What part of the session did you not care for or that just didn't seem to work?

Suggestions: _____

5. Do you feel that you made progress with your mentee? ___ Yes ___ No

Please explain your answer. _____

6. What changes have you seen in your mentee since the beginning of the Program?

7. What can be done to make the Mentorship Program more adaptable to your needs?

8. Please indicate how useful each of the sessions was to you: 1 = Very useful

2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful at all

___ 1. Introductory Session

___ 9. Career Interest Assessment

___ 2. A Success Story

___ 10. Educational Site Visitation

___ 3. Junior Pictionary

___ 11. Preparing For Visitation

___ 4. Improving Self-Esteem

___ 12. Visitation to a Job Site

___ 5. Decision Making

___ 13. Preparing for an Interview

___ 6. Communication Skills 1

___ 14. Mock Interview

___ 7. Communication Skills 2

___ 15. Let's Have Lunch

___ 8. Decision Making 2

___ 16. Shadowing

9. In general, the sessions were:

Too Long

About Right

Too Short

10. Topics that were not addressed and could be included were: _____

11. What activities, other than the planned sessions, did you do with your mentee?

12. What do you think is the most valuable aspect of the Mentorship Program?

13. What do you think could be changed in the Mentorship Program? _____

14. Overall, the Mentorship Program has made me (check those which are applicable)

more aware of educationally related issues.

better able to relate to teenagers.

better able to understand my values

feel better about myself for having influenced another person's life.

other (please indicate) _____

Personal Information.

I am: female male

My age group is: 21-30 31-40 41-50 51-60 61-70+

I am: Single Married Divorced/Widowed

Wilson Alternative School Mentorship Program Evaluation Student Form

Name of Mentee (optional) _____

Name Of Mentor (optional) _____

1. What is your overall assessment of the Mentorship Program?

Very Successful	Successful	Unsuccessful
Please explain your answer. _____		

2. How effective was the assistance you received from Wilson staff?

Very Effective	Somewhat Effective	Effective	Not Very Effective	Not at all Effect
Please explain your answer. _____				

3. How effective was your mentor's communication with you?

Very Effective	Somewhat Effective	Effective	Not Very Effective	Not at all Effect
Please explain your answer. _____				

4. How would you describe the match and your relationship with your mentor?

Excellent	Good	Fair	Poor
Please explain your answer. _____			

5. Do you feel that you made progress since you have met your mentor?

___ Yes ___ No

Please explain your answer. _____

6. What changes have you seen in yourself since the beginning of the Program?

7. What can be done to make the Mentorship Program more adaptable to your needs?

**8. Please indicate how useful each of the sessions was to you: 1 = Very useful
2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful at all**

___ 1. Introductory Session

___ 9. Career Interest Assessment

___ 2. A Success Story

___ 10. Educational Site Visitation

___ 3. Junior Pictionary

___ 11. Preparing For Visitation

___ 4. Improving Self-Esteem

___ 12. Visitation to a Job Site

___ 5. Decision Making

___ 13. Preparing for an Interview

___ 6. Communication Skills 1

___ 14. Mock Interview

___ 7. Communication Skills 2

___ 15. Let's Have Lunch

___ 8. Decision Making 2

___ 16. Shadowing

9. In general, the sessions were:

Too Long

About Right

Too Short

10. Topics that were not addressed and could be included were: _____

11. What do you think is the most valuable aspect of the Mentorship Program?

12. What do you think could be changed in the Mentorship Program? _____

13. Overall, the Mentorship Program has made me (check those which are applicable)

- better understand the importance of education in my future.**
 - more aware of career/ job-related issues.**
 - better able to relate to adults.**
 - better able to understand my values.**
 - feel better about myself and my life.**
 - it had no impact on me.**
 - other (please indicate) _____**
-

Personal Information.

I am: **female** **male**

My age is: **12** **13** **14** **15** **16**