

Abstracts and Articles
Preliminary Literature Review
on Mentoring

Creating "turning points" in the lives of youth residing in high-risk communities: Participation and response to school-based mentoring and impact on academic outcomes
by [*Hughes, Marcia M.*](#), Ph.D., University of Connecticut, 2006, 70 pages; AAT 3239560

Abstract (Summary)

This study examines a school-based intervention program that was designed to help youth residing in an inner-city do well in school, and plan and prepare for post secondary education. Research in adolescence, resiliency, education, and prevention, together, shows that youth development is mediated by relationships with others and influenced by the environment. However, in order to further our understanding of the supports and pathways that lead youth to the outcomes we want, we need to understand program impact in the contexts of youth's everyday lives. Contemporary models for youth programs are attempting to include three intervention paradigms---prevention, resilience, and promoting positive development (Gambone, Klem, & Connell, 2002). This study translated youth development constructs into a systematic approach for understanding the ways in which programs impact youth in the contexts of their everyday lives, and then linked these constructs to long term outcomes. There were identifiable patterns of change among subgroups, and there was meaningful overlap on student responsiveness, problem behaviors and risk factors, and promoting processes. Furthermore, the results of the analyses support the use of an intervention framework that incorporates the three paradigm strategies: prevention, resilience, and promoting positive youth development. Based on the results, the project was able to mitigate exposure to risk in some cases, and in other cases, the project was able to promote positive development.

How high school mentoring and internship programs prepare students for success after high school

by [Glading, Randall George](#), Ph.D., Fordham University, 2007, 188 pages; AAT 3255009

Abstract (Summary)

This qualitative research project inquired into the effects of high school internship programs on an individual's ability to make a successful transition to postsecondary education. This study took an in-depth look at three internship programs currently being offered in public high schools: Science Research, Senior Alternative and Community Service Programs.

The participants in this study had experienced one of the aforementioned programs during high school and are currently enrolled in college or recent graduates from a postsecondary institution. The 9 respondents were asked to reflect back on their high school internship experience and highlight certain aspects of the program and the contributions it may have made to their successful transition to college. The data for this qualitative study were collected during 2 interviews and additional data were provided via communication utilizing electronic mail.

Several themes emerged during the data collection process as the respondents reflected back on their overall high school experience: enhancement of their sense of independence, personal achievement and a passion for their unique experiential learning experience. The participants valued their participation in the internship program and felt that it made positive contributions to their secondary experience.

In addition, the participants felt that their internship experience in high school made positive contributions to their work ethic, enhanced their ability to work with adults, contributed to their college success and provided them with direction regarding career choices and options.

Several recommendations for future research included conducting surveys of the various constituent groups involved in high school internship programs. It was also recommended that a longitudinal, quantitative study be conducted incorporating a larger sample to provide statistical data regarding the impact of high school internship programs.

Several recommendations for practice were made for educational leaders which included strategic planning of internship initiatives, the use of professional consultants, assessment strategies, school scheduling implications and monitoring the academic rigor and relevance of these experiential learning experiences.

Educational institutions are constantly looking for innovative programs to enhance the educational offering they provide for their students. This study "places a stake" in the ground for internship programs to be given serious consideration as a curricular offering in secondary schools.

Title: Citizen Schools: An After-Hours Adventure--Professionals Mentoring Middle-Grades Students

Authors: [Cavanagh, Sean](#)

Abstract: Citizen Schools is an apprenticeship program offered outside school hours that seeks to build students' academic and leadership skills by connecting them with professionals from various fields. Launched in Boston in 1994, the program targets what some say is an underserved population in after-school education--middle school students--through a highly structured blend of academic tutoring and mentoring. Citizen Schools has grown steadily over the years. It now serves 2,000 students in the 6th, 7th, and 8th grades, the vast majority from disadvantaged backgrounds, in 30 schools and five states. Youths spend an average of 400 hours a year, taking part in projects, activities, and academic tutoring led by doctors, lawyers, architects, chefs, artists, and many others, who try to inspire them to think about college and careers of their own. The program has also broadened its training beyond students. In 2003, Citizen Schools established a master's-degree program in education, with a specialty in out-of-school education, with Lesley University, in Cambridge, Massachusetts. According to a recent study, the model improves the reading and mathematics test scores and the grades of the students participating. Grade-to-grade promotion and attendance rates also improved, as well as performance in high school.

Title: Check & Connect. What Works Clearinghouse Intervention Report

Authors: N/A

Source: What Works Clearinghouse

Publisher: What Works Clearinghouse. 2277 Research Boulevard, MS 6M, Rockville, MD 20850. Web site: <http://www.whatworks.ed.gov/>

Abstract: "Check & Connect" is a dropout prevention strategy that relies on close monitoring of school performance, as well as mentoring, case management, and other supports. The What Works Clearinghouse (WWC) reviewed six studies on "Check & Connect" that were designed to assess the program's effectiveness. Four of these studies passed WWC relevance screens--they focused on the program's effectiveness among middle and high school students and examined outcomes from at least one of the three relevant domains: staying in school, progressing in school, and completing school. Of these four studies, one met WWC evidence standards and another met WWC evidence standards with reservations. These latter two studies included a total of more than 200 students attending Minneapolis high schools. In both studies the students entered the program at the beginning of the ninth grade. The studies examined the program's effects in three dropout prevention domains considered by the WWC: staying in school, progressing in school, and completing school. These two studies found positive effects on staying in school and potentially positive effects on progressing in school. The studies found no discernible effects on completing school on time (within four years of entering ninth grade). (Contains 8 footnotes.) [This publication was produced by the What Works Clearinghouse. The following two studies are reviewed in this intervention report: (1) Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout Prevention for Youth with Disabilities: Efficacy of a Sustained School Engagement Procedure. "Exceptional Children," 65(1), 7-21; and (2) Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting School Completion of Urban Secondary Youth with Emotional or Behavioral Disabilities. "Exceptional Children," 71(4), 465-482.]

Title: Mentoring Young Children: Impact on College Students

Authors: [Trepanier-Street, Mary](#)

Abstract: Current theory on mentoring describes the process as a mutual learning relationship in which both the mentor and the mentee gain knowledge. Many research studies have supported the benefits of mentoring programs for at-risk elementary school children. One particularly interesting mentoring project with preschool children is Jumpstart, a national mentoring project that pairs a college student with an at-risk child. Participation in Jumpstart can help at-risk preschool children achieve academic success. While the college student mentor is not the child's classroom teacher, the mentor works with the child in a teacher-like position in two-hour, twice-weekly sessions, conducting developmentally appropriate activities with the child to build language, literacy, initiative, and social skills. In addition, each college mentor works in the child's classroom for 2 four-hour sessions per week, assisting the preschool teacher and other children in the classroom. College students work with the children throughout the school year for about a total of 300 hours, 25 of which include service in the community, such as helping at family and community events or making materials for the classroom or school. An evaluation of the Jumpstart Program reported that the children enrolled in Jumpstart initially scored significantly lower than the non-Jumpstart children on all three subscales of the School Success Checklist, a modified version of the Child Observation Record. By the end of the year, however, the gains achieved by Jumpstart children on the language/literacy, social, and initiative subscales were significantly greater than for those of the non-Jumpstart children. While much research has supported the benefits of mentoring for the at-risk child, little research has investigated the benefits of mentoring for the adult mentor. This article summarizes a national research study conducted with college student mentors participating in the Jumpstart mentoring program. The research provides evidence that the mentor benefits both personally and professionally from the mentoring relationship. As a result of working with young children, mentors increased their knowledge and understanding of children's development and of developmentally appropriate education practices. This research can provide insight into the benefits of field experiences for preservice and inservice teachers and has implications for teacher preparation programs.

Title: Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals

Authors: [Eby, Lillian T.](#); [Allen, Tammy D.](#); [Evans, Sarah C.](#); [Ng, Thomas](#); [DuBois, David L.](#)

Abstract: The study of mentoring has generally been conducted within disciplinary silos with a specific type of mentoring relationship as a focus. The purpose of this article is to quantitatively review the three major areas of mentoring research (youth, academic, workplace) to determine the overall effect size associated with mentoring outcomes for proteges. We also explored whether the relationship between mentoring and protege outcomes varied by the type of mentoring relationship (youth, academic, workplace). Results demonstrate that mentoring is associated with a wide range of favorable behavioral, attitudinal, health-related, relational, motivational, and career outcomes, although the effect size is generally small. Some differences were also found across type of mentoring. Generally, larger effect sizes were detected for academic and workplace mentoring compared to youth mentoring. Implications for future research, theory, and applied practice are provided.

The Zimmermann Mentors/Fellows Program

Below is the original paper written by Reginald Jones in 1991 for the Bridgeport Academic Mentoring Project upon which our model is based.

The importance of this document is evident in three ways: 1) it forms the basis for our conceptual research framework; 2) it provides the evidence of an earlier, successful pilot project in an urban environment; and 3) it provides a blueprint which we can use to successfully build future programs.

To quickly review an individual element of this paper, click the link below. To review the entire paper, scroll down the page.

Overview of the Program

The Zimmermann Mentors/Fellows Program will train a cohort of 15 Wheelock undergraduates to work as tutors and mentors with middle school students in a Boston city school. All 15 mentors will work in one school site, the Tobin School, and will be assigned to work with sixth grade students and the sixth grade teaching team. These sixth grade students come from a wide range of racial, cultural, linguistic and economic backgrounds. Wheelock students will begin participation in the program during their first year and upon successful completion of their first year, they will be encouraged to stay with the same students for two more years as Zimmermann Fellows working with the same children (from grades 6'h-8'h). This will serve to build strong mentor/mentee relationships that will develop the leadership and mentoring abilities of the Wheelock students and promote academic achievement for the middle school students.

Wheelock mentors will work as a cohort of 15 students who will receive extensive training in mentoring and literacy skills and will be supported in the field by Wheelock faculty. Students who participate in this program will receive a stipend of \$1,500 per semester during their first year, and \$2,000 per semester for

The Jones/Zimmermann Academic Mentoring Model

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Objectives of the Program

1. To encourage middle school students to aspire to higher education levels and to graduate from high school.
2. To reduce high school "drop out" rates.
3. To remediate competency in two foundational skill areas: language skills and mathematics quantitative skills.
4. To build self-confidence and positive social values in tutored students.
5. To develop an appreciation among college students for the teaching profession.

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Scope and Structure of the Program

The program will operate over a three-year horizon so that a class of students will progress through 6th, 7th and 8th grades staying in the program to get the maximum benefit of the assistance. The program is developed for students in the middle school who are at risk and below grade level and if not involved in the tutor/mentor program, would prospectively have a high risk of failure and ultimate drop out from high school. The tutored subjects will be language skills and quantitative skills as taught in each of those grade levels in the English and mathematics courses. The student tutor/mentors will work with the actual curriculum being taught in those two subject areas in the middle school at the appropriate grade level.

The program will operate two afternoons per week for approximately two hours each and each tutor/mentor will work with two students from the middle school starting with grade 6 in the first year of the program. The purpose of having a tutor/mentor work with two students instead of one on one is to create a process of bonding which we call "triangular bonding" in which each of the two students tends to work together with the tutor and help the understanding of each other.

The tutor/mentor should be of the same sex as the students that he or she is working with. The purpose is to increase the ability of the students to see the tutor as a role model and to aspire to a college education.

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Selection of a Middle School

The University and Superintendent of Schools in the city will select a middle school for the purpose of this program. The school selected should have an adequate number of at-risk and below grade level students to make the program worthwhile and should be located at a place where tutor/mentors can easily come and go to perform their work. The middle school selected will provide school appropriate space for the twice-weekly tutoring/mentoring sessions.

A faculty member in the middle school, either the Principal, Assistant Principal, or a teacher, should be assigned as the teacher/ coordinator to manage the work of 'the students in the program. That faculty coordinator should receive a stipend for taking part in the program. He or she will be fully responsible for the behavior of the students and for the assignment of tutoring space in classrooms within the middle school. Also to be developed by the middle school administration should be a busing schedule to transport selected students in the program home at the end of each of the two days when tutoring sessions occur. The cost of such busing may be budgeted for by the foundation.

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Selection of Tutor/Mentors

The University will name a Director of the Tutor/Mentor Program. The responsibilities of that director will be to work with the university administration in the selection of students to be tutor/mentors. In general, students selected at the university level for this role should have strong academic records and leadership qualities. It is expected that the vast majority should be undergraduate students from the sophomore class. The subject major of the college students should not be a bar to entry into the program, although it may appeal more to students in the school of education. Since one of the objectives, however, is to increase the interest of talented college students in a teaching career, it is hoped that students in other fields of majoring might wish to qualify for this tutoring experience. College students who apply will be eligible for a scholarship grant and enrollment in a special seminar at no cost to the student. The seminar participation should offer three college credits in subject matter related to tutoring and mentoring. The seminar course would include a significant portion of its time commitment in the fieldwork of carrying out the tutoring/mentoring program.

It is hoped that tutor/mentors will agree to serve in that role for several years if at all possible so that there can be a continuity over the three year cycle that this program operates. At a minimum, the university student who applies must agree to serve in the tutor/mentor role for two full semesters or one school year. Payments should be made upon completion of each one-half year.

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Selection of Students and Control Group

The middle school students who are to be selected for the program will be youngsters who are at-risk and below grade level academically. All such students in the middle school selected should be arrayed in a frequency distribution based on their scores on the 4th grade Connecticut Mastery Test or equivalent to identify a reasonable distribution of selected students. Students who are accepted in the program should have parental approval with an understanding of the parents of the objectives and purpose of the program. Their written approval should include their agreement to cooperate and support the participation of their children.

At the same time the selection of students for the tutor/mentor program is made a similar selection of like students at-risk and below grade level will be made for what shall be called the "control group". Again, a frequency distribution based on the 4th grade Connecticut Mastery Test or equivalent should present a panel of the same number of students in a normal frequency distribution. The purpose of the control group is to measure the success of the tutor/mentor program in the work of the students in the program against comparable students who are not beneficiaries of the tutor/mentor program. This is important because in order to get an objective measure that this entire program is worth the investment and does in fact increase the academic capability and social consciousness of youngsters in the program requires comparative analysis. In

addition to the 4th grade CMT, the students should be rated at the end of the 5th grade year by their teachers in both groups to show that they still are at-risk and in need of special help.

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The Relationship of Tutor/Mentors to Tutees

Each tutor/mentor will be responsible for two middle school students, working with those students on the basic subjects of English and Mathematics as presented in the grade school curriculum. This means that each tutor/mentor must be thoroughly familiar with the curriculum guides and homework assignments given in those two subjects. It is expected that the tutor/mentor will assure that the tutees gain an understanding of the concepts and requirements of homework assignments so that the students in the program can perform the work well in class. If necessary, the tutor/mentor will meet with the teacher of the tutees in either subject area to identify any specific problems and seek specific help with respect to the curriculum. In order to accommodate these needs, the tutor/mentor will be expected to spend the necessary time to familiarize himself or herself with the 6th grade curriculum, or the 7th or 8th depending on the grade level with which the tutor/mentor is working. The manner in which the tutor/mentor helps the tutees to understand the subject matter is left quite free form. It is expected that college students will use initiatives and ideas to be sure that the academic subject matter is thoroughly understood by the students. In this connection, tutor/mentors may consult with each other or with the university faculty member to identify improved ways to help explain material, including the use of games, analogies or illustrations, etc.

In addition to addressing the academic content, it is expected that on occasions the tutor/mentors will invite their tutees to visit the college campus and perhaps have a meal in the college cafeteria and/or attend a college event such as a play, an athletic contest, etc. In this way, the mentoring should help to develop the interest of the youngster in ultimately going to college and illustrate the advantages of education to the student's future.

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The Importance of Program Measurement

The success of this program on a continuing basis and the potential for broader funding and greatly increased participation in other cities will depend upon the ability of program management to demonstrate by various measurement criteria that the tutor/mentoring on a rigorous, regularly scheduled basis offers unparalleled advantages to youngsters who are below grade level and at risk of failure. The system of measurement should include both objective and subjective measures of academic learning, as well as social indicators of behavior. All measures should capture data for both the students in the tutor/mentor program and in the control group.

The following data sets will be collected in order to identify the progress of the program. The data sets will include for each student in the program and in the control group both incoming performance levels and outgoing performance levels, as well as social measures. All such data sets should be treated confidentially as part of program privacy.

For objective academic measures, the data set would include the score on the 4th grade Mastery Test, on the 6th grade Mastery Test, and on the 8th grade Mastery Test in Connecticut and equivalent testing elsewhere. In each such scoring the relative position of the student and the population as a whole should be shown. Furthermore, the relative improvement of the tutored group should be compared with the improvement or deterioration in the control group.

With respect to social measures, a record should be kept or compiled from data already available of the following factors: school absences, school tardiness, truancy, school disciplinary incidents and other appropriate measures as reflected by number of times referred to the principal's office. Of these five measures a record may be kept of the students in the tutor/mentor program and the students in the control group on a total basis so that incident reporting will be for each group rather than for each student.

The ultimate measure of program effectiveness will be demonstrated in reduced high school "drop out" rates measured over time. A cohort methodology measurement, for both tutored and control groups as a whole, will be developed to project the number of "drop outs" in each of grades 9 through 12.

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Program Budget

The following program budget items are illustrative of typical expense categories:

Tutor/Mentor Scholarships (25 tutors) Compensation for public school faculty coordinator Compensation for faculty Director of the university Subsidy for three-credit seminar course to be given to tutor/mentors Bus Service Cost of refreshments Reimbursement for overhead for the host university Program management expenses Misc. Expenses

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Program Management

Overall management of the program will be carried out by a committee of:

The university President or his designee The Superintendent of Schools or his designee The University coordinator The middle school coordinator A representative of the Zimmermann Foundation

In addition to managing the program locally, this committee will select a person to be responsible for coordination with similar committees in other cities.

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SUMMARY OF TUTOR PROGRAM PRINCIPLES

OBJECTIVES:

1. To encourage middle school students to aspire to higher education levels and to graduate from high school.
2. To reduce school "drop out" rates at high school level.
3. To remediate competency in two foundational skill areas: English communication skills and mathematics quantitative skills.
4. To build self confidence and positive social values in tutored students.
5. To develop an appreciation among college students for the teaching profession.

THE NEED:

1. It has been estimated that less than 50% of Hartford 9th graders will graduate from high school.
2. The need for supplementary instruction for students to enhance their potential for success is well documented.
3. Seventh grade marginal students are the targeted group for two reasons: Seventh grade starts the transition from self-contained elementary classrooms to departmental instruction and it is the age level where parental influence diminishes in favor of peer group acceptance.
4. Data show that many low income and talented minority students in urban settings fail to reach their full academic potential.

THE PROGRAM:

1. Should be focused on three primary attributes for successful learning: Motivation, Concentration, and Mastery of skills.
2. Subject tutoring should focus on homework assignments and skill development needs derivative thereto.
3. The tutor should have considerable flexibility in motivating the tutees.
4. Should include some social activities to encourage interest in college.

PROGRAM STRUCTURE:

1. Each tutor should be responsible for two students, creating "triangular bonding", where the students can help each other in understanding, learn to cooperate and be more aggressive in pursuing goals.
2. The tutor must be of the same sex as his or her tutees.
3. Tutoring sessions should be held in a public school building twice a week after school and include a "refreshment break"
4. School busing after tutor sessions should be provided.
5. Written parental approval should be required before enrollment of tutees

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FACULTY SUPERVISION

1. One or more public school teachers should be named a program coordinator.
2. A college professor should be responsible for coordination of tutor performance as a part of a college course, such as "Tutoring and the Inner City Child."

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GOALS OF THE JOHN AND MARIE ZIMMERMANN FOUNDATION:

1. To provide evidence: that a "structured" tutor program in urban school systems will improve educational performance and increase high school graduation rates, and that such a program be staffed by college students as part of a college educational experience.
2. To produce approaches to cost/benefit analyses through quantifiable measurements of success, as well as subjective commentary.
3. To produce a "cook book" of the program and key features that can be published for other cities (this might be a separate grant).

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Proposed Process for Student Selection and Project Evaluation

Student Selection:

Criteria:

- 1 Entering sixth grade students whose work is below grade level.
2. Study and Control groups which demonstrate equivalence in their selection.
 - a. A reasonable distribution of students below grade level without major behavioral problems.
 - b. Length of residence in school district should be considered to lessen impact of in/out migration of selected students during the three year study period.
 - c. Fourth or fifth grade State mastery test results or equivalent.
 - d. Fifth grade teachers' evaluation and year end recommendation.
 - e. Parental consent and support contract (study group only).

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Project Evaluation:

Presentation of information and data base development:

- 1.,. Direct comparison of Study and Control Groups year by year for grades six through eight.
 - a. State mastery tests or equivalent.
 - b. Report cards, grades, attendance and behavior.
 - c. Provision for students joining the program during the first year.
2. Direct comparison with below grade level students, school or district-wide, as above.
3. Develop and maintain survival rate data for grades six through twelve starting with the sixth grade in 1993 in order to project drop-out rate for the study and control groups.
4. Report the actual survival data for each student in the control and study group for grades nine through twelve.

The Importance of Program Measurement

The success of this program on a continuing basis and the potential for broader funding and greatly increased participation in other cities will depend upon the ability of program management to demonstrate by various measurement criteria that the tutor/mentoring on a rigorous, regularly scheduled basis offers unparalleled advantages to youngsters who are below grade level and at risk of failure. The system of measurement should include both objective and subjective measures of academic learning, as well as social indicators of behavior. All measures should capture data for both the students in the tutor/mentor program and in the control group.

The following data sets will be collected in order to identify the progress of the program. The data sets will include for each student in the program and in the control group both incoming performance levels and outgoing performance levels, as well as social measures. All such data sets should be treated confidentially as part of program privacy.

For objective academic measures, the data set would include the score on the 4th grade Mastery Test, on the 6th grade Mastery Test, and on the 8th grade Mastery Test in Connecticut and equivalent testing elsewhere. In each such scoring the relative position of the student and the population as a whole should be shown. Furthermore, the relative improvement of the tutored group should be compared with the improvement or deterioration in the control group.

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The ultimate measure of program effectiveness will be demonstrated in reduced high school "drop out" rates measured over time. A cohort methodology measurement, for both tutored and control groups as a whole, will be developed to project the number of "drop outs" in each of grades 9 through 12.

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3. To produce a "cook book" of the program and key features that can be published for other cities (this might be a separate grant).

Related Websites

www.nwrel.org

<http://www.ppv.org/content/mentoring.html>

<http://transition.alaska.edu/www/Portfolios.html>

each subsequent year.

Description of the Wheelock Based Program

First year students who are selected to participate in the program will form a special cohort in the Professional Studies course, PRO 120, required of all first years. This section will provide a context for the mentoring/tutoring program and incorporate training in how to work effectively with the students at the school site. Students will also take a year-long 4 credit course to be trained in literacy tutoring that will assist them in their work with middle school students across the subject areas. These students will also participate in an August retreat to be held just prior to the beginning of the fall semester.

Mentoring activities with their middle school students will take place on a weekly basis for approximately 4 hours per week. Mentors will work with students in their academic work and will also engage in social activities that may include recreational activities, sporting events, museum visits, performances, college-readiness activities at Wheelock, and career talks with local professionals.

Benefits

In addition to having an opportunity to develop mentoring and tutoring skills, Wheelock students will be able to develop meaningful relationships with urban middle school students, their school and their community. Additional compensation will include the following:

Mentors will receive a \$3,000 stipend during the first year of the program. 1 Mentors will receive a \$4,000 stipend during year two and a \$4,000 stipend during year three of the program. 1 Students needing to consider additional work-study income may be eligible to earn this by additional work at the same school site.

Application Process

Applicants will complete a short application process that will include an interview (in person or by telephone) and a short follow-up assignment. A selection committee consisting of Wheelock faculty and staff and School site representatives will make final selection decisions in mid-summer.

Students will be selected with consideration to a candidate's interest in working with this age group, desire to make a

The Program's Process and Structure

Process

Recruitment

The opportunity to become a Zimmermann mentor was made available to every incoming first-year Wheelock student. A brochure with a description of the program and the site location, the Tobin Middle School was included in the packet that was sent out as part of the students' preparation for first-year advising, which takes place the last week of June on the Wheelock campus.

Selection

Every first-year student who expressed interest in becoming a Zimmermann mentor completed an application and submitted it while they were on campus for first-year advising. At that time Nelda Barron, program director, individually interviewed them. The students also met several other Wheelock staff members. These staff members then shared their impressions and observations about the students with Ms. Barron. The written applications were completed and reviewed by the committee. Following this review, candidates received a follow-up questionnaire which they completed prior to final acceptance into the program. All students selected expressed an interest in working with the middle school age group, desire to make a three-year commitment to the project, and willingness to grow and learn as part of a cohort model.

Wheelock students were not given background checks because the Boston Public School Department does not require or administer background checks on interns and college students working in their schools. All students selected to participate in the mentoring/tutoring program are fully enrolled in Wheelock College.

Initially, thirteen students were selected to participate in the program. Midway through the first semester one student dropped out of the college. Because there is space for fifteen Zimmermann interns, the program is being made available to first-year-status students who are transferring into the college mid-year. They have been given the same information as that given to students who entered in the fall, and are being put through the same selection process.

Training

Accepted students received a letter in mid-August and participated in a three-hour orientation to "mentoring" in early September. They also completed an independent on-line mentoring "course" that took approximately four hours to complete. All interns, as part of their firstyear program, took two academic credit-bearing courses in the fall

semester that directly related to training for the mentor/tutoring program. The first course, PRO 120 Children and Their Environments (2 credits), is required for all first-year students. It includes a fieldwork component, provides an overview of environmental and development issues, and allows students to develop a framework and the initial skills for working with children and their families. The PRO 120 section taken by the Zimmermann Interns taught by the director of the program, Ms. Barrón, focused on developing mentoring skills and included fieldwork with the 6th graders at the Tobin School.

The second course, EDU 360 Literacy Tutoring in After School Settings I (2 credits), introduces literacy assessment and instruction of elementary and middle-school students through tutoring in after-school programs. It was taught by Ms. Kathleen McDonough. It emphasizes a constructivist model of literacy development, exploring the cueing system readers use and the effects of linguistic and cultural background on strategies readers and writers employ.

In the second semester students will take PRO 121 Children and Their Environments II (1 cr.), which is primarily a field experience with a related seminar where students discuss and process their experiences. Again, there will be a special section for the Zimmermann Interns, also taught by Ms. Barrón. The students will also continue their tutoring instruction in the course EDU 361 Literacy Tutoring in After School Settings II (2 cr.), taught by Ms. McDonough.

The initial plan was to have the field work component, connected to both courses each semester, with sixth graders at the Tobin School, Boston. Two group visits were made to the school and the Roxbury Community where the school is located. One was a neighborhood visit, the other an orientation to the school. Students also were given an assignment related to the public library located in front of the school. However, due to issues with teachers at the school that were beyond the control of the program, it became apparent that this partnership developed over the summer would not work. Therefore, a relationship with another school, The John W. McCormack Middle School, was sought and developed. Students will begin their work with the sixth graders at the McCormack Middle School when they return to the college for the spring semester on January 23, 2002,

Structure

Operational

The mentoring/tutoring program at Wheelock is called the Zimmermann Fellows Program. Students are Interns in their first year and will be promoted to the status of Fellows in their second and third years, after they have completed the first-year Children

and their Environments and literacy tutoring courses and have demonstrated that they can work successfully with the children they mentor/tutor.

In addition to the academic courses that the Wheelock students are taking, the mentoring activities with the McCormack Middle School students are planned to take place on a weekly basis for approximately four hours per week. Mentors will work with students after school, supporting their academic work. They will also engage in social activities that may include recreational activities, sporting events, museum visits, performances, college readiness activities at Wheelock, and career talks with local professionals.

Because we believe in the value of analyzing the progress of the program at each of the three institutions, the Wheelock faculty and administrators involved in the Zimmermann Fellows Program recommend standardized evaluation criteria. These would include:

- students' academic grades
- attendance and tardiness records
- standardized test scores, i.e., Stanford Nine, Qualitative Reading Inventory, and MCAS (Massachusetts)

Our control group will be the aggregate of Boston Public Schools 6th grade students. In addition to tracking changes within the 6th grade class at the McCormack Middle School (percentage decrease in absence, percentage increase in test scores, etc.), we will compare these results with the control group.

Other comparative research data may include a variety of profile forms such as:

- motivation to read
- parent interview
- family information
- reading survey
- writing survey

At Wheelock we have begun to work closely with the administrators at the McCormack Middle School. They, in turn, will help the mentors connect with the classroom teachers so that they can hold conversations about the students' attitude in class and motivation to engage in classroom work. We will be interviewing the students and their families to determine such things as: race, age, gender, how long they've lived in Boston, how they came to Boston, did they migrate from another part of the country, did they immigrate

into the United States, what language is spoken at home, parents' education level, number of siblings in their family, what is this child's birth order, involvement with other social organizations such as the church or the Boys & Girls Club. We will also find out what their access to computers is, how they use the computers (to play games, for writing, to go on the Internet). We'll talk with them about how many books they read a week, a month, if they have a library card, how often they go to the library, etc.

Middle School and Students

The Jones/Zimmermann Fellows Program at Wheelock College currently has 12 Wheelock students who are each paired up to work with 2 sixth-grade students, for a total of 24 sixth graders. Initially the program was to take place at the Tobin School, an at-risk school located in the Mission Hill/Roxbury neighborhood of Boston. However, this partnership did not work out. Therefore, starting the second semester, the program will take place at the John W. McCormack Middle School, an at-risk school located in the Harbor Point neighborhood of Boston. Historically one of the poorest sections of Boston, this neighborhood, located near the Kennedy Library, is in transition. Although some of the housing is becoming upscale, this neighborhood continues to have a large concentration of public housing. The College has had a long-standing relationship with the principal of the McCormack School, Ms. Muriel Leonard, a former principal of a Wheelock partnership school, the Trotter School. Although working with the McCormack school is a new relationship for Wheelock, Ms Leonard, her assistant principals (one who is a Wheelock alumna), and the director of the afterschool program have made the Zimmermann Program faculty and administrators feel very welcome. There is no doubt that Wheelock's presence is highly valued.

The McCormack school is a racially diverse population of approximately 800 students. Of the 283 sixth graders who took the test, 7% achieved the Advanced level, 13% the Proficient level, 20% the Needs Improvement level, and 60% the Warning/Failing level. Although sixth graders do not take the English Language Arts MCAS, they do take the Stanford Nine. The reading scores on the Stanford Nine for 1999-2000 for the McCormack School published by the Boston Public Schools indicate that 11% are at Level 4 (highest), 32% at Level 3, 41% at Level 2, and 16% at Level 1. The principal, Ms. Leonard, told Wheelock that of the 256 children this year in sixth grade, 50 are level one readers, which means that they must be given extra support in reading in their after school program. These are the children who will be paired up with the Zimmermann Interns.

Faculty and Administrative Personnel

Three staff members have been hired for the program. The overall administrator of the program is Dr. Susan Harris-Sharples, dean of education. The director is Ms. Nelda Barr6n, education faculty. The Literacy Tutoring in After-School Programs instructor is Ms. Kathleen McDonough, education faculty. Ms. McDonough is the tutorial supervisor, and Ms. Barr6n serves as the mentoring clinical supervisor. In addition, there is a teacher liaison at the McCormack Middle School.

Research Design

Wheelock plans to use a number of evaluative methods to determine the success of the Zimmermann Fellows Program in regard to results as compared with the Trinity and Sacred Heart programs as well as the education and experience of Wheelock students.