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Mentoring At-Risk Students

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Author Note

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Abstract

This project entails a case management support intervention, providing one-to-one mentoring, academic assistance, and access to community resources for students at-risk of dropping out of High School. In Monterey County, there is a pressing issue: too many students are at risk of dropping out. Contributing factors encompassed socioeconomic disparities, inadequate resources and support services, as well as absenteeism and truancy. These factors pose significant risks for students' future prospects, potentially leading to unemployment and involvement in criminal activities.The project's expected outcome was to observe increased student attendance, improved grades, and consistency in completing activities on Edgenuity among students at-risk of dropping out of High School at Learning for Life Charter School (LFLCS). Data was gathered through access to student records and creating an Excel sheet to compare activity levels pre and post-mentorship and college tours. Findings indicate positive and negative outcomes, with increased student engagement, improved academic performance, and aspirations for higher education observed among participants, though challenges in consistency were encountered during implementation. While improvements in grades and attendance were not fully achieved, it is hoped that the mentorship provided laid a foundation for future academic success.

Keywords: High School Dropouts, Mentorship, Academic Assistance, Higher Education, Community

Agency & Communities Served

Learning for Life Charter School (LFLCS) in Marina, California, was founded in 2001. It has been actively serving Monterey, San Benito, and Santa Cruz districts for the past 23 years. The school has committed to being a better establishment that offers digital learning to those who are college-bound. It has been accredited by the Western Association of Schools and Colleges (WASC) since 2015 (LFLCS, 2024). This independent learning school has helped students succeed by allowing them to complete their school work at a pace that works best for their schedule. The majority of the population served by the school are categorized as "high-risk students" (Dr. Pennington, personal communication, September 13, 2023), meaning they struggle with low academic performance, behavioral problems, homelessness, and parenting at a young age. This population can get the assistance they need to get back on track. The organization's mission statement is "enabling students in grades 7-12 who had dropped out or were at risk of dropping out of traditional schools to become motivated again to learn, to develop a desire to complete their education, and to earn a high school diploma" (LFLCS, 2024, para. 1). The vision for LFLCS is to inspire students to thrive on their lifelong learning paths, which include becoming community members (LFLCS, 2024, para. 4). The organization is helping the students succeed by removing specific barriers. The program that Learning for Life offers is one-to-one support with a supervising teacher, tutor, the school's psychologist, counselor, and school community liaison, also known as the school social worker. They provide support for students who are considered for an Individualized Education Program (IEP), which describes the plan for the student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive (California Department of Education, 2023) or 504 plan for students who have a disability identified under the law and is

attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment (Access Computing, 2023). They have programs where they learn to fly drones, do art, and learn more about photography. The school's community liaison supports each student and family with medical care, transportation, food, and housing resources. Each of these programs allows each student to succeed as they can as they get the full support of their staff and faculty. This school has a diverse variety of students, but the majority of the population is Hispanic/Latino. According to U.S. News and World Report, 60.4% of Learning for Life Students students identify as Hispanic/Latino (2024 a). In Monterey County, 59.7% of individuals identify as Hispanic or Latino (U.S. Census Bureau, n.d.). This data shows an alignment of demographic composition in Monterey County and Learning for Life.

<div align="center">Problem Model Background and Literature Review</div>

Problem Statement

In Monterey County, a pressing social problem persists: too many students are dropping out of High School before completing their education. This issue not only affects individual students but also has far-reaching consequences for the community as a whole. According to the U.S. News and World Report, the Monterey County Office of Education has data showing that the High School graduation rate is 53.1% and 82% of their students are Hispanic/Latino (2024 b, para. 4). Amongst this population, researchers have also seen "stagnation over the last three decades of the twentieth century, significant race-, income-, and gender-based gaps…specifically among blacks and Hispanics" (Murnane, 2013, p. 370). Many students face significant challenges that hinder their ability to stay in school and graduate. These challenges can be seen in Figure 1: Problem Model: socioeconomic disparities, lack of access to resources and

supportive services, and an exponential amount of absenteeism and truancy. The consequences of High School dropout rates extend beyond the individual students. Dropout students are more likely to face an increased risk of unemployment, and an increased likelihood of involvement in criminal activities. By addressing the root causes of high school dropout rates and implementing targeted interventions, we can work towards ensuring that all students in Monterey County have the opportunity to succeed academically and build a brighter future for themselves and their communities. Through collaboration and concerted efforts, we can make meaningful strides toward reducing dropout rates and promoting equitable access to education for all students.

Figure 1: Problem Model

Contributing Factors	Problem	Consequences
Socioeconomic Disparities	Too many Monterey County students are at risk of dropping out of High School.	
Lack of resources and supportive services		Unemployment
Absenteeism and truancy		Crime

Contributing Factors

Socioeconomic Disparities

A substantial portion of K-12 students in Monterey County are economically disadvantaged, as the Monterey County Office of Education sees 67.7% of their students falling under the category of eligible to participate in the federal free and reduced price meal program (U.S. News and World Report, 2024 b). Economically disadvantaged, according to the Code of Federal Regulations, is defined as "socially disadvantaged individuals whose ability to compete in the free enterprise system has been impaired due to diminished capital and credit opportunities as compared to others in the same or similar line of business who are not socially disadvantaged"

(Title 13, C.F.R., para. 1). In the education system, there has been a consistent experience among high school students who have dropped out or are at risk of dropping out. They often face significant socioeconomic disparities that exacerbate their challenges in pursuing education. These disparities widen the educational achievement gap, perpetuating cycles of poverty and limiting opportunities for social mobility among disadvantaged youth. The United States is socially stratified by race and socioeconomic status, which then results in schools in low-income neighborhoods that have high portions of people of color having fewer economic resources, less prepared teachers, and less hope for the student's future success (Valencia et al., 2023). Low-income students, who then fall under the category of being a dropout, face institutional barriers, racism, and economic responsibilities outside of school. Students under this category are stereotyped as failing because they are assumed to be not working hard enough. "When youth from low-income communities' experiences do not conform to middle-class expectations and values, the youth themselves are often viewed as deficit, or somehow individually lacking" (Valencia et al., 2023, p. 1606). Because of this mindset in the schools, the students will then be faced with a lack of support from the overall community. They will be met with low expectations to succeed as it is not the societal norm to be as successful as they would dream coming from a low-income background. Addressing these socioeconomic disparities is not just a matter of educational equity but a moral imperative to ensure that every student, regardless of background, has the opportunity to thrive and contribute meaningfully to society.

Lack of Resources and Supportive Services

In a focus group study of Latiné youth with low-income backgrounds, the students reported feeling as though they were being pushed out of their education (Valencia et al., 2023). They did not choose to leave school. However, the school may not be able to retain the student

due to not providing accessible resources and not understanding the cultural differences. There is a difference between families with and without an understanding of education and what is required for success in the educational system. The reason for this is that certain families or parents did not have the opportunity to benefit from an educational background, which explains why there is a lack of support from the families because of the lack of knowledge.

A student's psychological well-being is the most important aspect of growth in one's education. As an adolescent, they are going through the most pivotal time of realization within themselves and their surroundings. It is important during this time period that students know they are supported. Although not a lot of High Schools, specifically within Monterey County, have the capability to have supportive services that focus on the well-being of their students due to the lack of funding and number of educators that have the time and training to provide such a service. The article, *Student Mobility and School Dropout*, shows that there is a strong link between mobility and student dropout due to the students characterizing mobility (or relocation) as a stressful life event as it threatens their peer networks, self-concept and self-esteem (South et al., 2007, para.12). This adds to the lack of supportive services and resources for students who are continually moving schools as they then struggle with isolation from a system of education that causes higher levels of distress, slightly lower GPA's and lower expectations for graduating which then lead to higher dropout rates. In a study investigating academic amotivation regarding this finding, they were able to find the correlation between academic amotivation and related psychological and behavioral constructs through this research (Legault et al., 2006, p. 572). The issue disproportionately impacts student migrant farmer families in Monterey County, where there is a correlation between the student population and migrant workers. The parents' limited engagement in their children's education and the broader community stems from their primary

focus on employment. Frequent relocation hinders their ability to establish meaningful connections with schools, consequently impeding the schools' capacity to offer tailored resources for academic success. Students experiencing multiple moves, especially during summers, exhibit characteristics typically associated with at-risk students.

Absenteeism and Truancy

Within Monterey County, 24 school districts are serving approximately 78,000 students. Throughout the district, Monterey Peninsula Unified District serves around 9,300 students, according to the California Schools Dashboard 2023 report. According to this same report, 26.7% of students are chronically absent, which is about 6,283 students who miss 10% or more of the days they should be in school. The majority of this percentage of students fall under the category of being socioeconomically disadvantaged, students with disabilities, homeless, and English learners (California School Dashboard, 2023). This correlation between absences and challenges is particularly important because of the students who are being served within Monterey County. There are a higher number of students who are of lower economic status. This explains a lack of resources and, at times, a lack of transportation. In a study, a survey was conducted to test whether the perceptions and enforcement of policies directly affected attendance and graduation rates (Utesch, 2021). The results revealed that educators and administration did not look into why students were not coming to school. Through this study, they understood the reason why students tend to be absent from school is the lack of motivation that they face. There is a lack of connection to other students and the environment itself, which consistently avoiding would turn into a pattern that will cause a student to drop out. Another article highlighted Black and Latino former High School students who were pushed out of their education due to the multiple disparities faced (Mireles-Rios et al., 2020). As they became

another statistic in the system, the findings provide insight into the barriers that are faced. At times, there is this stigma that students are absent from school because they are not "good students," yet that is not the case for all students. There are issues regarding transportation challenges, strained personnel-student relationships, and punitive truancy control. These issues expand on the importance of how the system will best serve students, which emphasizes the need for policymakers to address the inequities within schools, particularly for at-risk students. Early intervention and a comprehensive support system for this vulnerable population will help prevent barriers students face when navigating the K-12 system. Understanding the population they are serving is vital to making a tool kit to aid students in achieving a successful education system.

Consequences

Unemployment

High School graduates are typically employed at a higher rate than individuals who have dropped out of High School (Statista, 2023). Generally, the majority of jobs require a high school diploma or something equivalent to that. In 2022, 18.5 percent of high school dropouts in the United States were unemployed compared to 15.2 percent of graduates. The rate of high school dropouts not being employed has been something constant that the U.S. has seen, except for in 2020, where there was a 9.4 percent difference between high school graduates and dropouts. There was a grave difference in the unemployment of graduates because of the loss of jobs within the workforce. Projections indicate that advanced education at the postsecondary degree level will be required for jobs at the entry level, indicating that high school graduates and dropouts will find it difficult to obtain even traditional entry-level jobs (Carnevale et al., 2010). There is a key to being employed, which is education in any aspect. It is seen that about 90 percent of jobs in four out of the five growing occupations require postsecondary education.

Some of those professions that will need postsecondary education are healthcare professionals, technical occupations, STEM occupations, community services and arts and education occupations. Within these growing professions, there is a need to see what can be done in the early education system to make it more feasible to obtain a post-secondary education.

As a result of dropping out of high school there is a trend of educational deficiencies as well as a limit in one's social and economic well-being in their adult lives (Rumberger, 1987). Multiple sources see dropping out as a bad thing for students. Some students need to be put into a different environment because they do not get anything out of school. There are some cases where students who have dropped out had felt a greater sense of self-control and self-esteem compared to high school graduates (Rumberger, 1987). This was a study that was done years ago, more research needs to be done to see if that is the case for students today. Although with the economy and the competitive job market it will not be beneficial for students to dropout of High School.

Crime

An article in The Review of Economics and Statistics investigated the relationship between the minimum high school dropout age and the local juvenile arrest rates, utilizing state-level variation in dropout age laws (Anderson, 2014). The results highlight the negative effects of minimum dropout age requirements on property and violent crime arrest for individuals aged 16 to 18. This shows that high dropout rates are a likely cause of crime. In California alone, $1.1 billion in annual juvenile crime costs are estimated to be dropout students that have an adverse impact on outcomes later on in life (Anderson, 2014). School quality and area have an impact on students as they can be used to predict how their criminal behavior will be. One's environment is a great influence on what interests someone and what they will pursue.

Ensuring students stay in school and actively participate in its activities is the key to decreasing delinquent behavior. Due to the high number of students who commit a crime and are dropouts, policies have been put in place to make sure that students stay in school a little longer to prevent them from continuing to go out into their community and commit a crime. The compulsory schooling requirement is the minimum dropout age of 16 to stay in school if they have not yet graduated. It requires students older than 16 to stay in school for one more year (Forhad, 2021). This policy has seen a positive impact in multiple communities, seeing a decrease in crimes committed by 16 to 18-year-olds as the crime rate decreased by 9% (Forhad, 2021), which allows for the community to have fewer crimes committed by the younger generation.

Project Description and Implementation Process

Project Description

The capstone was conducting a Case Management support intervention for students at risk of dropping out of High School. The students involved are in 9th through 12th grade and have dropped out or were on the verge of dropping out and are now in the independent study learning setting. I had a caseload of ten to twelve students. I provided mentorship that helped with their academics, community service work, resumé building, Free Application for Federal Student Aid (FAFSA), college readiness, and general mentorship. The inputs of this project were getting information from my mentor and staff about what practices I should implement to serve the students best as well as continuous research about at-risk students around the area. I used community resources to provide service work and field trips. The activities conducted in this project were set as my mentor identified which students were in need of mentorship and would be doing one-on-one meetings that would cover the guidance and emotional support that students

needed. I conducted small workshops on resumé building, college application support, and filling out the FAFSA application. A few students went on a college tour to San Jose State University, which would hopefully encourage and engage them to do better in their coursework. The outputs were to be identified by how many students participated in mentoring and by creating a survey on the satisfaction of the service. It was also identified by how many students at the school had dropped out and how many attended the workshops conducted throughout the year. The expected outcome was that students attend class more regularly and they see improvement in their grades/test scores. With this mentorship, students will get on track to graduate within four years, and the school will see more students enrolled at a university. The program goal or the project's impact is to see a reduction in the number of high school dropouts and an improvement in one's social well-being by seeing students get more engaged with school and see themselves going to a higher education.

Project Justification & Benefits

The primary purpose of this project, conducted at Learning For Life Charter School, is to implement a new support system for students classified as high-risk students outside of their teachers, tutors, and other staff. In this project, I aim to identify the root causes of High School dropout rates in Monterey County and propose actionable solutions to address this critical issue. One effort is a research-based intervention that could help students with disabilities graduate on time. This was seen through multiple-lens mentorship programs, student engagement, and interpersonal skills instruction (Wilkins & Bost, 2016). This project aligns with the organization's highest standards because of my unwavering commitment to prioritizing student support. By focusing on each student's needs foremost, teachers can confidently direct their attention to all students, knowing that I serve as an additional pillar of support for them.

The project aims to validate the findings that mentorship brings benefits for at-risk youth

and adolescents as there is can be an increase in education attainment or improvements in social relationships with parents and peers (Gross & Andren, 2014, p. 119). Suggesting that the presence of an additional support person alongside students is intended to foster a strong bond aimed at providing mentorship and guidance to enhance their academic and personal development through the proper training. Students should be offered support regardless of where they are. The ultimate objective is to minimize the high school dropout rate, enabling students to achieve their diplomas within a four-year timeframe and equipping them with the skills and vision for a successful future in college and beyond. The agency will benefit from these services because they will see success, which can be tracked by the success rate of students applying/getting into college, increased grades, and feelings toward school. As a result, they will continue to offer this support and hire more individuals to focus on the mentorship program where many students can get that one-to-one support. These services are poised to bring significant advantages to the community, as mentoring has been shown to enhance academic, social, and economic prospects. The relationships fostered through this program can lead to the development of leadership skills, improved social interactions, and increased opportunities to contribute to the betterment of the community. This project will tackle the underlying factors that lead to high school dropout rates, which can vary from a student's socioeconomic status to frequent absences, a lack of motivation, and many other factors.

At the end of the year, the benefits of implementing this project for the agency will be given in a research report on how beneficial the mentoring services were, specifically to the students served. This will provide them with a direct satisfaction report with the number of students whose attendance and academics have improved. It will give them a point of reference to guide what should be done to support the mentors and students best. Positive impacts are that students will be able to see a prosperous future after mentoring with a CSUMB intern and

possibly getting into a college. At a community level, the community members will recognize the vital role of independent study schools for dropout students in their future prospects.

Expected Outcomes & Assessment Plan

I attempted to meet with students every other week as I was able to provide them with tutoring, college support, and provided the students with more skills and knowledge for everyday life. These supportive services varied depending on the needs of the student. Through these meetings, I saw the need for exposure to different college campuses. In communication with campus partners, I successfully planned a college tour to San Jose State University. The expectation was that 12 students would participate in this field trip and that every one of these students would want to try harder in school to achieve the goal of attending college after completing High School. The success of the trip would be measured by the total number of students who attended the college trip and conversations that happened on the ride back to the school. I also planned to look through their academic records to see if these college trips the students to become successful. The outcome of students' success was to be measured by improvement in test scores, attendance, participation, and completion of assignments.

Implementation Process

This project was inspired in April of 2023 when I planned the school's first end-of-the-year dance. Through debriefs with students and staff in the agency, I looked forward to helping the students in a more direct and personal way. After gaining approval from my mentor, Dr. Sarah Pennington, that I could conduct a mentorship program, I received a list of students deemed most in need of extra support throughout their educational journey. The next step after this was understanding the students. So, I attempted to meet with six students bi-weekly. Unfortunately, consistency was not present, so I could not develop a good relationship with all the students to fully achieve what I initially wanted. Appendix A Figure 1 shows the

process I followed to get the needed results. I developed a sense of community among certain students and opened up opportunities for more students by implementing two college tours. I aided the students in understanding the changes to the FAFSA and, if needed, sat down with the students to complete the FAFSA application then to assist them in the completion of the college applications. I conducted an interview with my mentor, where I had an opportunity to collect data quantitatively. Analyzing the interview results I conducted with my mentor, I compared the student's records to see how the mentorship services aligned with what Dr. Pennington saw and how the students were performing. Within the Appendix, Figure 2 demonstrates the logic model that was created to expected outline the approach to completion. It started with the project's inputs, gathering information from my mentor and staff about the practices I should implement to serve the students best. Continuous research about at-risk students was conducted, and community resources were utilized to provide service work and field trips to nearby universities.

The activities conducted in this project were established as my mentor identified which students most needed mentorship, and one-on-one meetings covered the guidance and emotional support that students needed. Small informational on resume building and filling out the FAFSA application were conducted. Although the goal was to provide support for students filling out college applications, it still needs to be accomplished although a few students attend college tours which hopefully encouraged and engaged them to do better in their current coursework. The outputs were identified by how many students participated in mentoring, and an email was sent to the students that I worked with directly to assess the satisfaction of the services. It was identified by the survey that was conducted with my mentor on how Dr. Pennington, as an administrator, saw the benefit in mentoring students at this campus. The outcome was that students attended class more regularly and saw improvement in their grades and test scores.

Project Results

My expected outcome of this project was that students at Learning for Life Charter School would attend their classes more regularly, consisting of coming to their in-person pod bi-weekly and meeting with their teachers bi-weekly. Another outcome I expected from this project would be improved grades and consistency in completing their activities on Edgenuity weekly. I was able to measure the success of this project through direct feedback through an interview I conducted with my mentor Dr. Sarah Pennignton regarding the school counselors perspective of how the program had impacted the students. Furthermore, I emailed the students I had mentored and those who attended the field trips to San Jose State University and Monterey Peninsula College about how the services and college tours impacted them as students. Through these initiatives, I was able to understand the issue of why too many Monterey County students are at-risk of dropping out of high school due to a lack of mentorship.

After analyzing the school records of eight out of the eleven students, focusing on their attendance and weekly activities before and after participating in the mentorship or college tour, it was observed that there was no significant difference in the students' attendance before and after the mentorship, as indicated in Table 1: Attendance Records. However, there was an average increase of 1.17 in the attendance records of students after they received direct services. It is important to note that this data may not be entirely accurate due to inconsistencies in data updates and unequal time frames between the weeks analyzed. The meetings with these students took place from mid-September to mid-April, while the school year started in early August. Interestingly, it was discovered that some students were only able to receive attendance credit if they submitted their logs on time. This sheds light on the importance of timely submission of

logs, as observed in the instances where students were present but failed to receive credit due to late submissions.

Table 1: Attendance Records

Student	Absences Before Mentorship/College Trip	Absences After Mentorship/ College trip
A	11	12
B	n/a	n/a
C	0	0
D	1	3
E	2	4
F	n/a	n/a
G	1	3
H	0	0

Average Before Mentorship/ College Trip	Average After Mentorship/College Trip	Difference	Total Average
2.5	3.67	1.17	3.083

I continued to analyze and calculate the average number of activities completed per week by each student. According to Learning for Life recommendations, students should ideally complete an average of 12 to 15 daily activities, translating to 60 to 75 weekly assignments. However, as depicted in Table 2: Weekly Activities, the majority of students who utilized my

services did not meet these recommendations. Despite the support provided, there was no significant increase in the number of activities completed weekly by the students. In fact, the data indicates that the services offered did not effectively motivate students to complete more activities on a weekly basis. Specifically, there was a difference of negative 8.47 in the number of activities completed before and after they received my assistance.

Table 2: Weekly Activities Completed

Student	Before Mentorship/College Trip	After Mentorship/College Trip	
A	49.286	31.885	
B	47.16	51.39	
C	29	15.29	
D	32.71	20.75	
E	55.91	46.71	
F	15.69	28.1	
G	79.39	49.43	
H	44.5	42.38	
Average Before Mentorship/ College Trip	Average After Mentorship/ College Trip	Difference	Total Average
44.21	35.74	-8.47	39.97

Although the tables indicate that the mentoring services and college tours had no significant positive impact on the student's coursework and attendance, feedback from the

students and my mentor's interview shed light on the positive effects of the services I provided through Learning for Life. Upon asking the students if they wished to continue receiving mentorship, there was a consensus among their responses indicating a desire to continue the program, either with myself or another intern. However, a common request from the majority of students was for a more flexible meeting schedule, as frequent rescheduling often caused delays of one to two weeks. One student saw essential growth in wanting to improve their academics and personal goals. As they had started off with little courage and were shy towards the end of the academic year, they can see that they have been doing better in their classes and are slowly getting more comfortable with themselves.

Additionally; my mentor noted significant progress in certain students who had previously disengaged from their education. By supporting these students, I was able to offer both the students and the agency a fresh perspective. As my mentor observed, my mentorship with these students and the time within the agency had brought a "positive force" (S. Pennington, personal communication, March 13, 2024) with benefits that may not always be quantifiable. In addition to helping students feel at ease and self-assured enough to ask clarifying questions, whether directly to their teacher or any other staff at the agency, Dr. Pennington directly observed students who would not usually visit her office, yet were now approaching Dr. Pennington with questions about their education and their own aspiration to attend a University.

Four students participated in the college trip to San Jose State University, and all four demonstrated a more positive outlook toward envisioning themselves as future college students. Their discussion about the trip during the ride back to campus was empowering as it motivated me to continue to provide such opportunities for more students. I observed its positive impact on each student, as it encouraged more communication when they were on campus together.

Moreover, they gained the valuable insight that it is acceptable not to have a definitive career plan and that higher education is a platform for personal growth and exploration. Despite not meeting my initial expectation of increasing students' academic engagement and attendance, I witnessed an improvement in each student's vision for their future. That is more significant than any academic metric. The fact that each student has a goal or aspiration to pursue a path that is different form their norm is a rewarding outcome of this project.

Conclusion & Recommendations

In conclusion, the project conducted at Learning for Life Charter School provided valuable insights into the complex issues of high school dropout rates among at-risk students in Monterey County. While there was a hypothesis that these issues resulted from a lack of mentorship and limited access to resources, the results indicated both successes and challenges. Yet this project showed the influence of mentorship on students being more confident, having aspirations, and a vision for their future. The overall issue was the lack of consistent meetings with students in a timely manner, which aided in demonstrating one of the various barriers students face to success. I recommend that there is a continued effort from the next student interns to listen to the students needs and provide a student-centered support system to address the disparities within the education system effectively. Show these students that the life they know now is not the one they must live.

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Appendix A

Figure 1: Project Implementation Plan

Tasks	Timeline/ Deadlines	Parties Involved	Materials/ Services Needed	Deliverables
Meet with students	September 20th - March 27th (weekly)	Dr. Sarah Pennington, Students, Ana Muñoz	Google meet, pre-writing questions, Edgenuity report	Meetings minutes - google doc, tutored, engaged with students on life after high school
Plan and Implement College Campus Tours	11/8/23 and 2/28/24	Dr. Sarah Pennington, Maribel Santos, Julia Keller, agency, Ana Muñoz	Contact info with campus, laptop, emails, vans	Students first hand experience with a college campus
Create Workshops on FAFSA	2/14/24	Dr. Sarah Pennington, Ana Muñoz	Canva	Presentation
Create Interview	11/28/24	Dr. Igancio Navarro, Dr. Sarah Pennington, Ana Muñoz	Google document	Survey
Deliver FAFSA presentation	2/28/24 and 3/6/24	Students, faculty, and Ana Muñoz	Classroom, Slides	Bring awareness towards changes within FAFSA
Deliver Interview	3/6/24	Dr. Sarah Pennington and Ana Muñoz	Laptop, office	Get feedback from my mentoring services
Analyze Interview Results	3/13/24-3/20/24	Dr. Sarah Pennington and Director Kenneth Lawarence-Emmaunel, Ana Muñoz	Google Sheets, Edgenuity	Progress of each student I worked with
Analyze Student records from November - March	3/13/24-4/2/24	Dr. Sarah Pennington and Director Kenneth Lawarence-Emmaunel, Ana Muñoz	Student records and attendance	See progress within each student
Aid students in completing college application	4/2/24	Dr. Sarah Pennington and Ana Muñoz	College Application and google spreadsheet	More students getting into higher education

Appendix B

Figure 2: Logic Model

Inputs	Activities	Outputs	Outcomes
School database

School resources for college trips

Intern time (what I do when I am at the site | Case management support group

Identify potential at-risk student participants

Financial Aid Awareness

Evaluation
Compile data on participants (grades, attendance, etc)

Data analysis and reporting | A Group of 5-10 students is identified for participation

One workshops are conducted with participants (FAFSA, Resume Building, college readiness)

A trip to SJSU is completed on 11/7/23

Database from the school is downloaded

The final report is presented to the agency staff during the all staff meetings | Participant attendance, grades, and attitude toward higher education are improved.

As well as social well-being.

On track to graduate in-time |

Appendix C

Table 1: Attendance Records

Student	before	after		
A	11	12		
B	n/a	n/a		
C	0	0		
D	1	3		
E	2	4		
F	n/a	n/a		
G	1	3		
H	0	0		
	Average Before	Average After	difference	total average
	2.5	3.666666667	1.166666667	3.083333333

Table 2 Weekly Activities Completed

Average weekly activites completed				
Student	Before	After		
A	49.28571429	31.88461538		
B	47.16666667	51.39285714		
C	29	15.29166667		
D	32.71428571	20.75		
E	55.91666667	46.70588235		
F	15.69230769	28.1		
G	79.38461538	49.42857143		
H	44.5	42.375		
	Average Before	Average After	difference	total average
	44.20753205	35.74107412	8.466457929	39.97430309