

**PROPEL Mentoring in Collaboration with the Birmingham Airport Authority  
Summer Youth Program**

**Evaluation Report**

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**Introduction:**

This report describes the impact of PROPEL's social and professional development course organized in collaboration with the Birmingham Airport Authority's Summer Youth Program. The program is targeted toward youth in the Birmingham Metropolitan area and is scheduled for two sessions, June and July. This report gives an account of the June session and will provide information on improvements to be applied in July.

The program offered services to twelve area youth with a gender ratio of 1 to 1. The participants met for four weeks Monday through Friday with mentoring services provided on Fridays. The participants received a total of six mentoring sessions (two sessions per Friday, morning and evening).

**Theory:**

The mentoring sessions were based on the theory that individual behavior can be altered or improved if the individual acts in accordance to his or her future goals. Thus, the mentoring is structured to align present behavior with future goals. This helps participants develop an identity based on positive aims while structuring their lives in a manner that facilitates goal attainment.

**Evaluation Methods:**

In order to quantitatively measure the needs of the students and the success of the mentoring program, the participants were asked to complete a pre- and post-session questionnaire to assess their level of professional and social development (a copy of the questionnaire and breakdown of the sessions can be found in the Appendix). The assessment measured student's conflict resolution skills, self-esteem, professional skill set, communication skills, and goals. Questionnaire responses were based on student's self-assessment of the above criteria.

The evaluation contained four different types of questions. A) Likert scales were scored in increments of 2 starting at 0 for all answers reading "Strongly Disagree." B) Basic "yes" or "no" questions were used with "yes" scored as 5 and "no" as 0. C) "One

through ten” rankings were employed with the answer used as the score. D) The questionnaire employed “fill in the blank” questions where scores were based on the number of responses the student provided.

Scores for each of the students were tallied using the calculus explained above. Four ranges of scores were used to assess the students. The ranges and their corresponding appraisals are as follows:

- 0-60 = Student needs substantial improvements.
- 61-75 = Student needs improvement in several areas regarding professional and social development.
- 76-85 = Satisfactory. Student needs improvement in several areas concerning professional and social development.
- 86-100 = Satisfactory. Student needs minor improvements concerning professional and social development with continued mentoring.
- 100-above = Student has a solid skill base and a good idea of what will be needed to succeed socially and professionally.

Impact appraisal ranges are as follows:

- 0-5 Mild impact
- 6-10 Moderate impact
- 11-20 Solid impact
- 16-25 Significant and noticeable impact
- 25-above Major impact

Pre- and post-test assessments were given to each student. Post-test scores that are higher than pre-test scores suggest that students improved during the course of the mentoring. Conversely, post-test scores that are lower than pre-test scores suggest declines in professional and social development. The impact of mentoring can be measured as the difference in scores between the two tests whereby the larger the difference between scores, the larger the impact of the mentoring.

**Results:**

Table one gives a breakdown of the evaluation scores for the twelve participating students. According to the evaluations, each student exhibited growth in their

professional and social development. There is, however, much variation in terms of individual growth and impact when considering each participant. The pre-test average score was 77 while the post-test average score was 92. All of the respondents scored over 85 on the post-test. The highest impact score (the difference between the pre- and post-test) was 29 while the lowest was 2. The average impact for the program was 16.

Table 1		Pre	Post	Impact
Mentee				
	X1	72	101	29
	X2	60	82	22
	X3	79	99	20
	X4	72	91	19
	X5	76	94	18
	X6	67	84	17
	X7	85	101	16
	X8	79	93	14
	X9	79	93	14
	X10	91	97	6
	X11	79	85	6
	X12	83	85	2
Average		77	92	16

Specifically, every student was able to add items to their professional, talent, and conflict resolution skill-sets. In terms of self-esteem, each student was able to identify positive attributes about themselves on the post-test. All of the students had the needed information to complete a professional portfolio and resume.

**Recommendations:**

Birmingham Airport Authority should maintain contact with the participants in order to monitor their progress over the

summer and into the next school year. It is recommended that follow-up calls be made to the participants. This is especially true for August and January during the reopening of school. These “check up” calls can also be used to offer advice and counsel where necessary.

Furthermore, it is recommended that the PROPEL incorporates more group activities to maximize positive peer interaction and to provide in-house tools so that students can fully type their resumes while under the supervision of mentors.

**Appendix**

Session Evaluation. Answer each question to the best of your ability.

1. Do you have a professional portfolio that may be used to gain employment?  

Yes                       No
  
2. My resume is strong enough to help me get a good job for my age.  
Strongly Disagree   
Disagree   
Agree   
Strongly Agree
  
3. On a scale of 1-10 (1 being lowest) rank how important you feel mentoring is to your success. \_\_\_\_\_
  
4. How would you rank your level of talent?  
Not talented   
Somewhat talented   
Average   
Talented, but just a little above average   
Extremely talented
  
5. List some of your talents (Skip if you picked not talented above)

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6. At what are you most skilled? That is, what have you learned in school or through some other formal training that will be most beneficial to your success in the workforce?

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7. On a scale of 1-10 (1 being lowest) rank how likely this skill will help you achieve your goals in life?

8. List your main goals in life. Please be specific.

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9. I know how to handle conflict well enough to ensure that in the end both parties are satisfied.

Strongly Disagree

Disagree

Agree

Strongly Agree

10. List in detail your favorite methods for resolving conflicts.

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11. On a scale of 1-10 (1 being the lowest) rank your ability to communicate with others.  
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12. How important are relationships [other than kin or friends] in achieving success?

- Not important
- Somewhat Important
- It doesn't matter
- Important
- Very Important

13. I know how to build solid relationships outside of relatives.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

14. I feel that I am prepared to give an interview for an important job.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

15. On a scale of 1 -10 (one being the lowest) rank how important effective communication is to your success. \_\_\_\_\_

## **Appendix**

### **SESSION I**

#### **PART 1 INTRODUCTIONS**

Mentors will introduce themselves to the participants and then conduct a short icebreaker. Participant will then be asked to introduce themselves by stating one positive thing about who they are.

#### **PART 2 WHO AM I**

Participants should visualize and craft three ways in which people have struggled for them. Participants will be encouraged to think about the special aspects of their social position as well as the need to overcome certain barriers.

**JOURNAL ENTRY 1:** My thoughts on the First Day.

### **SESSION II**

#### **PART 1 IDENTIFYING TALENTS/STRENGTHS AND CHARTING A COURSE.**

Directions will be given on how to construct a map with a start point and end point. Participants will be asked to “chart a course” on their map between these two points. Participants, therefore, must take into account constructive methods of goal attainment as they use their talents and strengths to overcome obstacles.

**JOURNAL ENTRY 2:** What are my talents and strengths, how will they help me succeed?

#### **PART 2 APPLICATION**

Participants will be given examples of resumes and professional portfolios. They will then be directed in creating their own resume and portfolio. Participants will be coached on professional etiquette regarding resumes (e.g. paper quality, length etc.) 2 hour.

**JOURNAL ENTRY 3:** “What is my most marketable skill?”

### **Session III**

#### **PART 1 INTERVIEWING SKILLS**

Participants will take turns giving recorded mock interviews with the staff. Mentors will give written and verbal feedback on how participants may improve their interviewing skills.

**JOURNAL ENTRY 4:** Who do I Communicate with the Best and Why

#### **PART 2: BUILDING AND PRESERVING RELATIONSHIPS**

A presentation will be given on how to develop and maintain productive relationships. This will be followed by a short question & answer segment.

**JOURNAL ENTRY 5:** Who do I Value the Most? What do I do to Maintain These Relationships?