Wilder Research

ScholarShop in partnership with the Youth Leadership Initiative

Lessons learned from the pilot year

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Summary

In 1995, Scholarship America introduced the ScholarShop curricula to "provide access to information about postsecondary opportunities to middle school, junior high, and senior high school students" (Scholarship America, 2004). Following the recommendation of an external evaluator, Scholarship America partnered with the Youth Leadership Initiative (YLI) at Amherst H. Wilder Foundation to learn more about meeting the needs of a diverse group of youth. During the 2009-10 school year, YLI staff conducted seven ScholarShop sessions and Wilder Research provided evaluation services for the project. This report includes survey findings as well as issues to consider based on survey results and a summary of themes and lessons learned from the formative evaluation process.

Survey results

Survey results indicate that almost all ScholarShop participants plan to earn at least a four-year college degree. When asked what might inhibit their education plans, respondents cited family issues, financial issues, and uncertainty of plans. Findings also indicated that most participants have a positive self-concept and know "a lot" or "some" about college-related topics. Survey respondents explained that the information received in ScholarShop sessions was the most helpful aspect of the program. Youth also cited positive experiences and relationships with the ScholarShop Coordinator, Youth Mentor, and peers.

Logistically, survey respondents indicated that ScholarShop sessions should be offered every week or every other week for two hours per session instead of two hours per month as offered in 2009-2010. They also reiterated the importance of providing transportation to and from sessions. Most respondents disagreed that it is a good idea to put the ScholarShop curriculum online.

Although we are unable to objectively measure the impact of ScholarShop, respondents indicated that ScholarShop helped them prepare for college. All participants explained that participating in ScholarShop had positively impacted their future.

Issues to consider

The *Issues to consider* section is based on survey results, focus group findings, Youth Mentor key informant interview, and conversations with Scholarship America and Youth Leadership Initiative staff between November 2009 and May 2010.

Program strengths

- *Strong support system*. ScholarShop participants emphasized the importance of social support and findings suggest that ScholarShop provides a strong support system.

- *Youth Mentor model*. Almost all ScholarShop participants found it very helpful to have a Youth Mentor co-plan and co-lead sessions with the ScholarShop Coordinator.

- *Participants at various stages*. Participants agreed that the mixed-age group is beneficial and indicated it was especially helpful when sessions were differentiated.

Curriculum

- *Balance preparation, exploration, and guidance*. Feedback from youth indicates that in addition to the strong community of support, they would appreciate more focused guidance, especially on short-term concrete steps to take in preparation for college and a career. In particular, more information on financial aid was requested. Scholarship America may want to develop an assessment tool to help Coordinators select the best lessons for their students' needs and interests.

- *Applicability, amount, and organization of the curriculum*. A review and revision of the ScholarShop curriculum is warranted in the near future. During this process, Scholarship America may want to create a searchable Online Coordinator's Guide.

- *ScholarShop online*. Youth indicated that it is not a good idea to put the curriculum online as they value the opportunity to interact with one another and discuss topics in person. Staff also expressed concern that an online format would pose significant challenges for low-income students and English language learners.

- *Track academic progress*. Although YLI's plan to track academic progress was not implemented as planned, Scholarship America may want to explore ways to track academic data to help demonstrate the importance of academics in college preparation.

Assessment and evaluation

Although ScholarShop includes pre- and post-module surveys, it may be more useful to include two or three fact-based assessment questions with each lesson so coordinators can gain immediate feedback. In addition, Scholarship America may want to work with an evaluator to develop a program theory and logic model for ScholarShop. Based on the logic model, Scholarship America can work with the evaluator to develop an evaluation plan and assessment tools that gauge how the project is working at different stages.

Introduction

Background on ScholarShop

In 1995, Scholarship America introduced the ScholarShop curricula to "provide access to information about postsecondary opportunities to middle school, junior high, and senior high school students and increase – over time – the high school retention rate and the college-going rate of ScholarShop participants" (Scholarship America, 2004). ScholarShop was designed by a team of curriculum specialists with input from key stakeholders including teachers, parents, and students. The design team identified key needs for the curricula to address including positive self-perception reinforcement, career awareness, and an understanding of postsecondary opportunities, including college and university options. These curricular areas were developed into seven modules that are interconnected, but can also stand alone (Scholarship America, 2004).

In 2007, an external evaluation of ScholarShop identified the program as well-received and indicated that the content is on target. The evaluation also identified the need to refresh and reformat the ScholarShop curricula to more fully meet the college-readiness curricula needs in today's marketplace. In September 2009, Scholarship America partnered with the Youth Leadership Initiative (YLI) at Amherst H. Wilder Foundation to learn more about meeting the needs of a diverse group of youth. Through this partnership, Scholarship America provides YLI with the following: use of the ScholarShop curriculum, resource library, and ParentShop; training for YLI staff; monthly visits to observe and work with YLI students and staff; and opportunities for discussion with the local Dollars for Scholars chapter to create access to scholarship opportunities for YLI participants. The Youth Leadership Initiative provides Scholarship America with access to YLI participants for surveys, evaluations, and feedback on current ScholarShop curriculum. Also, YLI staff advise and assist with the creation of new ScholarShop Sr. activities. Through this partnership, ScholarShop sessions were held for two hours each month between November 2009 and May 2010.

Background on the Youth Leadership Initiative

The Youth Leadership Initiative is a "multicultural program designed to help youth develop strong, effective leadership skills to work in diverse community settings. The program assists youth in learning about themselves, working with others, and engaging in meaningful action" (2010). Former program participants with demonstrated leadership skills and a commitment to self improvement are given the opportunity to apply for the Youth Mentor position each spring. Youth Mentors serve as role models and develop,

implement, and deliver program curriculum in partnership with YLI staff for various program components including ScholarShop sessions. The Youth Leadership Initiative is an Amherst H. Wilder Foundation program.

Overview of the YLI ScholarShop sessions

During the 2009-10 school year, Youth Leadership Initiative staff conducted seven ScholarShop sessions. Each session was created by combining and modifying multiple lessons from the ScholarShop Sr. curriculum and other sources to meet the needs of the participants. The YLI ScholarShop Coordinator and Youth Mentor were the lead lesson planners with support from additional YLI and Scholarship America staff. As shown in Figure 1 below, each ScholarShop session contained parts of up to five ScholarShop lessons, often from multiple modules in the curriculum. Most sessions were one hour long followed by a one hour focus group.

1. Summary of ScholarShop sessions

Date	Session title	ScholarShop curriculum[a]
November 2009	1. Looking at self, goals, and support	About the Author (Module 1, pg. 6), Inside My Head (Module 1, pg. 8), Family Shield (Module 1, pg. 10), and The Real Me (Module 1, pg. 15).
December 2009	2. Exploring your options for the future	The Real Me (Module 1, pg. 15), Career Interest Inventory (Module 1, pg. 23), and Window Panes (Module 1, pg. 22).
January 2010	3. Planning first steps towards your future	Why Should I Stay in School (Module 2, pg. 5), Learning and Earning (Module 3, pg. 4), Windows of Career Interests (Module 2, pg. 9), Interviewing People "On the job" (Module 2, pg. 7), and Experience Life-long Learning (Module 3, pg. 11).
February 2010	4. Exploring your dream career and planning how to get there	Windows of Career Interests (Module 2, pg. 9), Prep for College Calendar (Module 4, pg. 21-23), Interviewing People "On the job" (Module 2, pg. 7), and Experience Life-long Learning (Module 3, pg. 11).
March 2010[b]	5. Organizing the future	Prep for College Calendar (Module 4, pg. 21-23), Yolanda's Story (Module 3, pg. 15-16), and Interviewing People "On the job" (Module 2, pg. 7)
April 2010	6. What college might I want to go to	Interviewing people "On the job" (Module 2, pg. 7) and Identify your dream college (Module 4, pg. 8-12).
May 2010[c]	7. What does financial aid REALLY mean and how do I get it	Financial aid awareness (Module 5, pg 28)

[a]   *Please refer to the ScholarShop Coordinator Guide for lesson materials.*

[b]   *This lesson was 2 hours; Wilder Research conducted a key informant interview with the ScholarShop Youth Mentor instead of conducting a focus group.*

[c]   *This lesson was 1.5 hours; Wilder Research conducted a survey of participants instead of a focus group.*

Current evaluation

In November 2009, Scholarship America contracted with Wilder Research to provide evaluation services for the project. The evaluation focused on key questions including what are the strengths of the session, which areas could benefit from further attention or improvement, and what suggestions are there for change and further curriculum development. Particular attention was placed on the mode or medium of delivery (e.g., online or classroom delivery) and if the session was relevant to culturally and ethnically diverse youth.

Each month during the project, a representative from Wilder Research observed the ScholarShop session, provided a formative evaluation report, and discussed the report with Scholarship America and Youth Leadership Initiative staff. Five focus groups were conducted with program participants between November 2009 and April 2010. Each focus group had between 6 and 11 participants. To supplement the focus groups, Wilder Research conducted a key informant interview with the YLI Youth Mentor in March 2010 and a survey of participants in May 2010. Nine youth completed the survey (see Appendix for survey instrument). This report includes survey findings as well as issues to consider based on survey results and a summary of themes and lessons learned from the formative evaluation process.

Survey results

Fourteen Youth Leadership Institute participants signed up to participate in ScholarShop in fall 2009 although a few students were not regular attendees. In May 2010, nine youth completed a self-administered questionnaire that included questions on educational aspirations, program satisfaction, recommendations, and demographics. Three of the respondents indicated they had attended all seven ScholarShop sessions, five indicated they had attend most sessions (4-6 sessions), and one respondent indicated she had attended few sessions (1-3 sessions). Results are reported for all respondents and not by subgroup due to the small sample size.

Respondent characteristics

All nine survey respondents are students of color or identify as multiracial; most students (7 of 9) are Asian American including Hmong, Karen, and Cambodian. Two-thirds of respondents were born in the United States and just over half usually speak English at home. Two-thirds of respondents are girls. Almost all of the respondents attended high school in 2009-2010 including four in 11th grade and two in 12th grade; one respondent was a college student. Most respondents (7 of 9) indicated they are eligible for free or reduced-price lunch or were eligible when they were in high school (Figure 2).

2. Respondent demographics

(N=9)		Number
Race and ethnicity	Asian[a]	7
	Black or African American	1
	Multiracial	1
	Hispanic of any race	1
Language usually spoken at home	English	5
	Hmong	2
	Karen	1
	Khmer	1
Country of origin	USA	6
	Other[b]	3
Gender	Female	6
	Male	3
Grade level	9th	1
	10th	1
	11th	4
	12th	2
	1st year college	1
Eligible for free or reduced-price lunch	Yes	7
	No	2

[a] *Asian includes Cambodian, Hmong, and Karen.*

[b] *Other countries of origin include Burma and Thailand.*

Respondents were asked if anyone in their immediate family had gone to college and two-thirds indicated someone had. Of these six respondents, two indicated that a mother or father had attended college; two indicated that a brother or sister had attended college; and two only indicated that another family member such as an aunt, uncle, or cousin had gone to college.

Survey respondents were also asked to identify all of the pre-college or college readiness programs they had participated in. Eight of nine respondents had participated in one to four additional pre-college programs while one respondent had not participated in any other college readiness programs besides ScholarShop. Results indicated that the most common pre-college programs attended by ScholarShop participants include MEP (Multicultural

Excellence Program), AVID (Advancement Via Individual Determination), and ETS (Education Talent Search) (Figure 3).

3. Pre-college program participation

(N=9)	Number of participants
MEP (Multicultural Excellence Program)	4
AVID (Advancement Via Individual Determination)	3
ETS (Education Talent Search)	3
Get Ready	2
Admission Possible	1
Breakthrough St. Paul	1
Destination 2010	1
Upward Bound	-
None	1

Educational aspirations and plans

Respondents were asked to indicate how far they *want* to go in school with response options ranging from "won't finish high school" to "complete a graduate of professional degree." Four respondents indicated they want to complete a graduate or professional degree and four indicated they want to complete a four-year bachelor's degree. One respondent indicated that she wants to graduate from high school or earn a GED (Figure 4).

4. How far respondent wants to go in school

(N=9)	Number
Graduate from high school or earn GED	1
Complete a vocational or technical program that's shorter than 2 years	-
Complete a two-year college degree (associates)	-
Complete a four-year college degree (bachelors)	4
Complete a graduate or professional degree beyond a bachelor's	4
Won't finish high school	-

Next, respondents were asked to indicated how *likely* it is that they will be able to go as far as they want to in school. Response options included, "very likely, somewhat likely, and not likely." Four of nine respondents indicated it is "very likely" they will go as far

as they want to in school and five respondents indicated it is "somewhat likely." No respondent indicated that it is "not likely" they will go as far as they want to in school.

Respondents were given the opportunity to describe what, if anything, might stop them from achieving their educational goals. Respondents could give multiple reasons. Four of nine respondents explained that they might be inhibited by family issues and four respondents described how financial issues might stop them from achieving their educational goals. Three respondents explained that they are uncertain of their future plans while one respondent indicated that nothing would stop her from reaching her goals. Sample comments are included below.

> My family issues because there are nine people in my family and only one of them has a job.
>
> My parents and I have not come to an agreement on my career path.
>
> Family issues or finances.
>
> Most likely financial issues but uncertain of future plans still.
>
> Finances are the main thing that's bothering me at the moment. Another is the fact that I'm unsure of my future plans.
>
> There is nothing that might stop me. I am confident enough about achieving my educational goals.

High school respondents were asked to indicate what they plan to do immediately after high school from a list of response options including, "enroll in college, join the military, get a job, take a year or two off to explore options, or other." Three-quarters of respondents (6 of 8) indicated they plan to enroll in college; one responded described how she "might go off to school or take a year off" and the other indicated she plans to "travel for awhile."

Self-concept

Survey respondents were given a series of statements, based on ScholarShop sessions, regarding personal development and how they view themselves in relation to education goals. They were asked to indicate if the statement was "very much, somewhat, or not like" them. Eight of nine respondents indicated that thinking a college education is important and feeling confident that they can do well on standardized tests is "very much" like them while one respondent indicated it was "somewhat" like her. Seven of nine respondents indicated that fitting in on a college campus is "very much" like them and two respondents indicated "somewhat." Two-thirds of respondents (6 of 9) indicated

that having long-term goals for the future and having people encourage them to attend college is "very much" like them while one-third said it was "somewhat" like them.

Slightly over half of respondents indicated it is "very much" like them to have strong energy and drive to achieve their goals, are confident they can go to college, and are confident that they can take control of their life; less than half of respondents indicated these statements were "somewhat" like them. Half of respondents indicated it is "very much" like them and half indicated it is "somewhat" like them to want to take challenging classes. Nearly half of respondents indicated it is "very much" like them to see themselves as a unique individual with specific qualities, values, and abilities while five of nine respondents indicated it was "somewhat" like them.

One-third of respondents indicated it is "very much" like them to feel confident they can graduate from college while two-thirds indicated it is "somewhat" like them. Similarly, one-third of respondents (3 of 9) indicated it is "very much" like them to have good time management skills, five respondents indicated it was "somewhat" like them, and one respondent indicated it was "not like" them. This is the only statement in which a respondent stated it was unlike her. Finally, just one respondent indicated that it was "very much" like her to be confident she will be able to pay for college with the help of financial aid while eight respondents indicated it was "somewhat" like them (Figure 5).

5.   How much the statement is like the respondent

Statement (N=9)	Very much like me	Somewhat like me	Not like me
Think a college education is important	8	1	-
Confident I can do well on standardized tests	8	1	-
See myself fitting in on a college campus	7	2	-
Have long-term goals for my future	6	3	-
Have people encouraging me to attend college	6	3	-
Have strong energy and drive to achieve my goals	5	4	-
Confident I can go to college	5	4	-
Confident that I can take control over my life[a]	5	3	-
Want to take challenging classes[a]	4	4	-
See myself as a unique individual with specific qualities, values, and abilities	4	5	-
Confident I can graduate from college	3	6	-
Have good time management skills	3	5	1
Confident that I will be able to pay for college (with the help of financial aid)	1	8	-

[a]   *Respondents who indicated "don't know" were excluded. N=8.*

Knowledge

Next, respondents were given a list of statements about preparing for college and careers. The statements are based on information from ScholarShop lessons and respondents were asked to indicate if they "know a lot, some, or not much." Four of nine respondents indicated they know "a lot" and five respondents indicated they know "some" about the benefits of going to college, what to do today to help prepare for college, and how to make a timeline to plan for the future. One-third of respondents (3 of 9) indicated they know "a lot" about what going to college is really like while two-thirds indicated they know "some." Similarly, one-third of respondents indicated they know "a lot" about what high school classes to take to prepare for college, potential career options, and how to conduct a professional or information interview while five respondents indicated they know "some" and one respondent "does not know much" about the topics. One-third of respondents also indicated they know "a lot" about how to find a college that is right for them and how to get financial help to pay for college while four respondents know "some" and two respondents "do not know much" about the topics.

Two of nine respondents indicated they know "a lot" about the following topics: how to apply for scholarships, prepare for the ACT or SAT, and make the transition from high school to college while two-thirds of respondents (6 of 9) know "some" and one respondent "does not know much." Two of nine respondents indicated they know "a lot" about gender disparities in income, three respondents know "some," and four respondents "do not know much" about this. Finally, just one respondent indicated she knows "a lot" about how to fill out a high quality college application while six respondents know "some" and two respondents "do not know much" about how to do this (Figure 6).

6.   How much the respondent knows about the topic

Topic (N=9)	Know a lot	Know some	Do not know much
The benefits of going to college	4	5	-
What I can do today to help prepare for college	4	5	-
How to make a timeline to plan for the future	4	5	-
What going to college is really like	3	6	-
What high school classes to take to prepare for college	3	5	1
Potential career options	3	5	1
How to conduct a professional or informational interview	3	5	1
How to find a college that is right for me	3	4	2
How to get financial help to pay for college	3	4	2
How to apply for scholarships	2	6	1
How to prepare for the ACT or SAT	2	6	1
How to make the transition from high school to college	2	6	1
Gender disparities in income	2	3	4
How to fill out a high quality college application	1	6	2

ScholarShop logistics

In 2009-10, ScholarShop was offered once per month. Respondents were asked how often ScholarShop sessions should be offered from a list of response options including "more than once per week, once per week, every other week, once per month, or less than once per month." Five of nine respondents indicated that ScholarShop sessions should be offered "once per week" and four respondents indicated "every other week."

Respondents were also asked to indicate how long each ScholarShop session should last from a list of response options including "less than one hour, one hour, one and a half hours, two hours, and more than two hours." Eight of nine respondents indicated that ScholarShop sessions should last "two hours." One respondent indicated that sessions should last "more than two hours," the longest response option available. In 2009-10, each session lasted 2 hours, but usually one hour of the session was for the ScholarShop lesson and one hour was for the ScholarShop evaluation.

The Youth Leadership Initiative provided transportation to and from ScholarShop for participants who requested it during the 2009-10 program. Survey respondents were asked to indicate how important it is that transportation is provided to and from ScholarShop sessions. Five of nine respondents indicated that it was "very important"

and four respondents indicated it was "somewhat important." No respondent indicated it was "not important" to provide transportation.

ScholarShop online

Respondents were asked if they think it is a good idea to make the ScholarShop curriculum available to students online. Two-thirds (6 of 9) of respondents indicated no, it is not a good idea; two respondents indicated they did not know; and one respondent indicated yes, it is a good idea to make the curriculum available online.

Survey participants were then asked to explain why they thought it was or was not a good idea to make the ScholarShop curriculum available online. The respondent who indicated the curriculum should be available online explained it was a good idea "because there is a lot of information people should/need to know." Of those who indicated it was not a good idea to make the ScholarShop curriculum available to students online, five respondents explained that students would likely be less motivated, distracted, off task, or confused if the curriculum were online. In addition, one respondent explained that the interaction and group discussion helps students learn more. Sample comments are included below.

> No, because people would be less motivated and not on task.
>
> No, because people will definitely get distracted.
>
> No, students don't really use the net to do a program online.
>
> No, it is easy to get distracted online so students might not be as focused.
>
> No, because they might be confused.
>
> No, because being in a group discussion environment helps youth learn and interact more effectively.

Respondents were asked to indicate if they think they would use ScholarShop if it was only available online as a resource for individuals. Four of nine respondents indicated no, they would not use it and four respondents didn't know if they would or not. One respondent indicated yes, she thinks she would use an online version of ScholarShop.

Experiences with staff and peers

Survey respondents were given a series of statements and asked to indicate how well the statement describes their experience with ScholarShop staff and peers using the following response options: "yes, a lot; yes, some; or no, not much." All nine respondents indicated they respect their ScholarShop Coordinator, their ScholarShop Coordinator respects them, and they like that ScholarShop was led by a youth and a staff member "a lot." All

eight respondents also indicated that they respect their ScholarShop Youth Mentor "a lot." Eight of nine respondents indicated their ScholarShop Coordinator does whatever it takes to help them; knows about getting into college; and along with the Youth Mentor and peers, provides an important support network "a lot" while one respondent indicated "some." Similarly, seven of eight respondents indicated their ScholarShop Youth Mentor respects them "a lot" while one respondent indicated "some."

Seven of nine respondents indicated their ScholarShop peers help them develop goals and do their best and encourage them to reach their goals "a lot" while two respondents indicated "some." Seven of nine respondents also indicated their ScholarShop Coordinator is available when they need help "a lot" and two respondents indicated "some." Slightly over half of respondents (5 of 9) indicated their ScholarShop Coordinator helps them figure out what their goals and needs are "a lot" while just under half (4 respondents) indicated "some." Finally, five of eight respondents indicated they can talk to their ScholarShop Youth Mentor about things important to them " a lot" and three respondents indicated "some" (Figure 7).

7. Experience with the ScholarShop Coordinator, Youth Mentor, and peers

(N=9)	Yes, a lot	Yes, some	No, not much
I respect my ScholarShop Coordinator	9	-	-
My ScholarShop Coordinator respects me	9	-	-
I like that ScholarShop was led by a youth and a staff member.	9	-	-
I respect my ScholarShop Youth Mentor[a]	8	-	-
My ScholarShop Coordinator does whatever it takes to help me	8	1	-
My ScholarShop Coordinator knows about getting into college	8	1	-
My ScholarShop Coordinator, Youth Mentor, and peers provide an important support network for me	8	1	-
My ScholarShop Youth Mentor respects me[a]	7	1	-
My ScholarShop peers help me develop my goals and do my best	7	2	-
My ScholarShop peers encourage me to reach my goals	7	2	-
My ScholarShop Coordinator is available when I need help (for example, she returns calls and emails)	7	2	-
My ScholarShop Coordinator helps me figure out what my goals and needs are	5	4	-
I can talk to my ScholarShop Youth Mentor about things important to me[a]	5	3	-

[a]   *The Youth Mentor did not answer this question. N=8.*

Additionally, respondents were asked to indicate how helpful it was to have a Youth Mentor co-lead the ScholarShop sessions. Excluding the Youth Mentor, seven of eight respondents indicated it was "very helpful" and one respondent indicated it was "somewhat helpful." No respondents indicated it was "not helpful" to have a Youth Mentor co-lead sessions. Respondents were then asked to explain why it was helpful in their own words and half of respondents described how the Youth Mentor taught them important information. An additional three respondents explained that it is helpful to have someone their own age help in the planning and implementation of the program since they can better relate to teens. The respondent who indicated that having a Youth Mentor was "somewhat helpful" explained that the information provided in ScholarShop sessions was the most important program aspect, not who was teaching it. Sample comments are included below.

> Very helpful, because the Youth Mentor can tell you what they know.
>
> Very helpful, because the Youth Mentor explains things and tells you what to do.
>
> Very helpful because they learned while teaching and leading us; they were there with us each step of the way.
>
> Very helpful, because we could talk in person and relate on how they were going through the process of [preparing for] college.
>
> Very helpful because we get to have someone our own age help with the planning.
>
> Very helpful, the mentor understands the situations we are in and can somewhat better relate to us teens.
>
> Somewhat helpful, it didn't matter to me much because it was the information that was given was what's important.

Most helpful components

Respondents were asked to describe what about ScholarShop was most helpful to them and almost all respondents explained that the information they received was the most helpful. One respondent described how the motivational environment was also helpful. Five of nine respondents specifically described how the information on financial aid, including scholarships and FAFSA was particularly useful. Other respondents explained that learning about preparing for college, researching careers and colleges, and making a plan and timeline for the future were the most helpful parts. Sample comments are included below.

> Having the motivational environment to research careers and colleges, obtaining the resources, and knowing where to get the information.

> It helped me learn how to apply for scholarships and helped me prepare for college.

> The information on financial aid [was the most helpful].

> The process of scholarships and looking at colleges [was the most helpful].

> Going over the ACT, talking about financial aid, and how to apply for scholarships.

> That FAFSA information and actually getting to see what career paths might work well for me, researching colleges, getting scholarship do's and don'ts, and professional interviews.

> Helping inform us about what would be needed to be done before going to college – preparing us.

> [It was most helpful] when we all had a plan for college and made a timeline for it.

Least helpful components and suggestions for additional activities

Respondents were asked to describe what about ScholarShop was least helpful to them and seven of nine respondents said "nothing" or "it was all good." One respondent explained that the beginning introductions were the least helpful because the participants already knew one another and one respondent stated that she sometimes forgot what was covered in previous sessions since ScholarShop only met once per month. Sample comments are included below.

> The beginning introductions and getting to know one another – only because our group was already familiar with one another.

> We don't get to meet so often that I sometimes forget what we did in the last meeting.

Survey respondents were asked to describe any additional activities or services that would have been helpful and seven respondents offered suggestions while two indicated "none" or "don't know." Three respondents explained that they would like more or longer ScholarShop sessions and three respondents described how they would like more time to research colleges and careers. In addition, two respondents explained that they would have liked to fill out a college application at ScholarShop. One respondent explained that she would also like additional information on transitioning to college. Sample comments are included below.

Information on transitions into college, how to deal with bumps in the road, meetings more often, and information on how to fill out applications or make a resume.

Longer sessions.

More meetings and more time to do informational searches.

College research online and in the college book.

More research time on careers and colleges.

If we could do an example of filling out college applications or financial aid.

Overall impact

Although we are unable to objectively measure the impact of ScholarShop, respondents were asked to indicate how much they thought ScholarShop helped them prepare for college. From the response options, "a lot, somewhat, and not much," seven of nine respondents indicated that ScholarShop helped them prepare for college "a lot" and two respondents indicated "somewhat." No respondent indicated that ScholarShop helped them prepare for college "not much."

Survey respondents were also asked if their participation in ScholarShop impacted future decisions and if so, how. All nine respondents indicated that ScholarShop had positively impacted their future and common response themes include: helped me gain knowledge about college, encouraged me to think more about college and the future, and motivated me to prepare for college. In addition to these themes, one respondent explained that ScholarShop showed her the importance of research. Sample comments are included.

Yes, it has helped me gain more knowledge and made a clearer path for my foggy future.

Yes, I'm more prepared and know more about getting into college.

Yeah, kind of. It helped me to think more about my future and to be more positive.

Yes, to keep thinking more about college.

To get off my butt and do something to help others and help myself. It has helped me to feel a little less scared about going to college.

Yes, it has motivated me to obtain a higher education.

Getting me motivated to apply for scholarships.

Yes. It showed me the importance of research.

Additional comments

Respondents were also given an opportunity to add any other comments. Eight of nine respondents made an additional comment and seven respondents described ScholarShop in positive terms; respondents explained that they like the program, are thankful for it, and enjoyed participating. Two respondents reiterated that they would like additional ScholarShop time. One respondent indicated that it would be beneficial for ScholarShop to be more "upbeat." Respondents' comments are included below.

> It was very helpful and informative and I enjoyed it a lot.
>
> I love ScholarShop. It's been interesting.
>
> I would like to thank the mentors and peers for participating.
>
> It was the best time.
>
> I really like ScholarShop and I hope we have more time for it.
>
> It helped prepare me well, but with more time I feel I would be a little less scared and more prepared for my future. It was a great opportunity and I've learned a lot.
>
> It needs to be more upbeat because the youth are not as talkative so we need activities that would have them talk more.
>
> Thank you.

Issues to consider

The *Issues to consider* section is based on the survey results presented above and findings from five focus groups with ScholarShop participants conducted between November 2009 and April 2010 (see "Evaluation of ScholarShop sessions with Youth Leadership Initiative participants" formative evaluation reports for additional information). This section also draws on findings from the Youth Mentor key informant interview (Broton, March 2010) and conversations with Scholarship America and Youth Leadership Initiative staff. Following is a list of issues and ideas to consider in future planning.

Program strengths

Strong support system

ScholarShop participants emphasized the importance of social support as they complete high school and pursue postsecondary education and findings from the survey and focus groups suggest that ScholarShop provides a strong support system for youth. Some respondents explained that participating in ScholarShop motivates and helps them stay on track for the future. Students also indicated that the supportive network is one of the ways in which ScholarShop helps them begin to overcome their obstacles related to college access and success. In addition, some youth acknowledged the role that the Youth Leadership Initiative played in creating a strong foundation of support for ScholarShop participants.

A couple of students explained that they would appreciate being part of a network that includes adults and older students who could guide and mentor them. Some effective college access and success programs include a strong network of participants, alumni, staff, and mentors to guide and provide opportunities for participants (see Broton & Mueller, 2009). This type of network may be especially useful for youth who lack resources and connections commonly available to those from more privileged backgrounds. In addition to the support ScholarShop participants already receive, some students indicated that they would appreciate further support from adult mentors and regular check-ups from staff. ScholarShop may want to consider ways to further develop a supportive network through e-mentoring, connecting ScholarShop participants from different sites, and encouraging ScholarShop alumni to participate in the network.

Youth Mentor model

Survey results indicate that almost all ScholarShop participants found it very helpful to have a Youth Mentor co-plan and co-lead sessions with the ScholarShop Coordinator.

The youth explained that they can more easily relate to someone their own age and learned useful information from their Youth Mentor.

In addition, the Youth Mentor indicated that one of the greatest strengths of the model is the peer-to-peer relationships and opportunities for participants to talk with someone who is going through a similar process. She also explained that being a Youth Mentor has been extremely rewarding. By sharing her experiences and knowledge, she has helped support other youth and has learned new information through her co-leader teaching responsibilities. She reported that the Youth Mentor position gave her opportunities for personal development. She also strongly recommended that the Youth Mentor model continue to be used and expanded to other ScholarShop sites.

Participants at various stages

The YLI ScholarShop program is unique in that the participants range in educational level from ninth grade to college freshman. Hence, they are at a variety of stages in terms of preparing for college, selecting a career, applying for and enrolling in college, etc. Although this age range may make it more difficult to plan sessions, participants agreed that participating in a mixed-age group is beneficial. Even the college freshman recommended that ScholarShop continue to allow college students to participate in the program along with high school students.

Participants indicated that it was especially helpful when ScholarShop sessions were differentiated by age and interest. For example, students with similar career interests worked together to learn more about that career field, regardless of age. Similarly, students explained that it would be helpful to break into stage-specific subgroups so that they can focus on what they need to know and the steps they need to take next (e.g., take the ACT or complete college applications). In addition, participants appreciated it when ScholarShop staff provided them with specific information catered to their individual needs. Specifically, one-on-one check-ins and the resource table provided opportunities for individualized guidance.

Logistics

Increase frequency and length

One of the most common requests from ScholarShop participants is to increase the frequency and length of ScholarShop sessions. Survey results indicate that most youth would like ScholarShop sessions to last two hours and be held once per week or every other week. In focus groups, youth supported the idea of supplementing ScholarShop sessions with an activity such as a college tour, job shadow opportunity, or workshop on a

specific topic such creating a resume or completing the FAFSA. Alternating sessions and activities may also help ScholarShop become "more lively" as recommended by students and increase the pace at which material is covered which was also a recommendation.

Continue to provide transportation

All survey respondents indicated that providing transportation to and from ScholarShop was either very or somewhat important to them. The importance of transportation as a way to get to ScholarShop and as one less excuse not to attend was also mentioned in focus groups.

Curriculum

Balance preparation, exploration, and guidance

ScholarShop participants explained that they need academic and social support; help navigating the college admissions process; and financial assistance to help them overcome their obstacles to college access and success. Research on key features of effective pre-college outreach programs also emphasizes these components (Schultz & Mueller, 2006). The Youth Leadership Initiative ScholarShop built a strong community of support and motivation that focused on the process of self-development and exploration. Although the program has a limited amount of time with students, feedback from youth indicates that they would appreciate more focused guidance, especially on short-term concrete steps that they can take to help prepare for college and a career. For instance, this could include providing guidance on course selection, conducting activities that promote critical thinking and writing skills, or encouraging youth to participate in extracurricular or service activities. A strong instructional or informational component is especially important when working with students and families who have limited experience with the college process.

Provide more information on financial aid

Just one of nine survey respondents indicated that it was "very much" like them to feel confident that they will be able to pay for college with the help of financial aid. During focus groups, participants also explained that they would like to learn more about financial aid, how to pay for college, and how to find and complete scholarship applications. A strong instructional component on financial aid is critical as "students and their parents appear to lack significant information on financial aid and college costs. Increasingly, this fact is being recognized, and information has been acknowledged as a substantial barrier for many students who need financial aid" (Long, 2008, p. 19).

Furthermore, low-income and minority families are less likely to accurately estimate the cost of college or know about different ways to pay for college (Long, 2008).

Start with a student interest or needs assessment

Scholarship America and Youth Leadership Initiative staff indicated that ScholarShop is often used as a supplementary curriculum in pre-college and extracurricular programs. Given the nature of extracurricular programs like the Youth Leadership Initiative, coordinators may be unable to cover all of the ScholarShop material with their students. Due to the limited amount of time, it may be useful for students to complete an interest or needs assessment during the first ScholarShop session. This would help the coordinator tailor the sessions to the specific interests and needs of the participants. ScholarShop could create an assessment based on the curriculum and what research indicates is critical to college access and success. Based on assessment results, a suggested set of lessons and activities could be recommended to the coordinator.

Applicability, amount, and organization of the curriculum

Scholarship America indicated that the ScholarShop curriculum will be revised or rewritten in the near future. During this process the entire curriculum will be reviewed providing a unique opportunity to update, rearrange, combine, and prioritize current information. This should help to "refresh" the curriculum as recommended by a previous evaluator. In addition, YLI staff suggested that when similar lessons are combined, the curricular nuances of the original lessons be included in the coordinator's instructions. That is, the coordinator's instructions could include recommendations on how to adapt the core activity for different age groups, learning styles, or lengths of time.

Online Coordinator's Guide

The ScholarShop curriculum contains nearly 100 activities and the Coordinator's Guide generally contains one or one and a half pages of information per activity. Each YLI ScholarShop session included up to five activities as well as supplementary non-ScholarShop information. Although the ScholarShop Coordinator and Youth Mentor appreciate the extensive curriculum, they indicated that it was overwhelming and very time consuming to read and navigate. In addition, it is cumbersome to carry the large binder around. To address these issues, the Coordinator and Youth Mentor suggested that the Coordinator's Guide be placed online. Ideally, the Online Coordinator's Guide would be searchable by topic or grade level and include "outcomes at a glance" to help the coordinator choose a lesson that reflects participants' needs and interests. It would also be useful if handouts were available in soft copy online so coordinators can make small edits and changes to the pre-existing documents without having to recreate the entire

worksheet. It would also be useful if the Online Coordinator's Guide included a message board associated with each activity where coordinators could provide feedback on or rate the lesson, explain how they modified it, or give tips on how to best implement it. The ScholarShop Coordinator and Youth Mentor explained that an online guide would reduce their planning time, be easier to navigate, and provide an opportunity to connect with other ScholarShop Coordinators.

ScholarShop online

Scholarship America is exploring the idea of putting the ScholarShop curriculum online and participants were asked to give feedback on this idea. Both survey and focus group results indicate that most youth do not think it is a good idea to put ScholarShop online. They explained that they like interacting and discussing topics with one another and fear that they will lose the strength of the support system if ScholarShop were placed online. In addition, participants indicated that students would likely be less motivated, distracted, off task, or confused if the curriculum were online. However, student responses also indicated that they have had little exposure to or experience with online learning while they are very comfortable and familiar with traditional in-person ScholarShop sessions. It is likely that the positive experiences associated with traditional ScholarShop sessions and the unknowns surrounding an online ScholarShop curriculum influenced their responses. Some respondents indicated that it may be useful to have additional information and activities available for students to access online, but ScholarShop sessions should continue to occur in person.

Scholarship America staff indicated that the idea of putting the ScholarShop curriculum online is still in the early planning stages and the curriculum would likely need to be re-written for an online format. Further discussion of the topic suggested that an online format may pose significant challenges for low-income students with limited computer and internet access and English language learners or students with low literacy skills who may struggle in a text-based online setting. Similar to the students, staff also discussed the value of the ScholarShop support network and the challenges of creating such an environment if the curriculum was solely online.

Track academic progress

The Youth Leadership Initiative ScholarShop planned to implement a *Plan for Academic Success* which would collect data from the schools to help monitor participants' progress. This is a good idea since research indicates that a "college preparatory curriculum, especially rigorous math courses, is the most critical variable for helping students gain access to and complete a postsecondary education" (Broton, 2009a, p. 2). However, the

public schools were unwilling to share academic data with YLI, even though parent permission was given, leaving them without a valid method to track academic data.

Although the *Plan for Academic Success* did not work out as planned, ScholarShop may want to explore other ways to track academic and attendance data to help demonstrate the importance of academics in college preparation. It may be useful to work with the local school district to work out a plan and agreement for ScholarShop to track student data.

Assessment and evaluation

ScholarShop has developed pre- and post-module surveys that focus on participants' satisfaction and self-assessment of growth (see Appendix). However, YLI ScholarShop did not use a full module of curriculum making it impractical to administer the survey. Even if a ScholarShop site did administer a full module, it may be unrealistic to expect students to remember and distinguish between each activity or lesson covered in the module. It may be more useful to include two or three assessment questions with each lesson. That way, coordinators can ask these questions at the beginning and end of each session and get immediate feedback from the students.

Also, many of the assessment questions subjectively ask for students' opinions of their own self development, which is difficult to accurately judge. It may be more meaningful to ask fact-based questions on the pre- and post-assessments. For example, the assessment could ask students to list all the different ways to pay for college instead of asking participants how much they know about paying for college.

In addition, ScholarShop may want to work with an evaluator to develop a program theory and logic model, which explains how the program is intended to produce particular results. Based on the logic model, ScholarShop can work with the evaluator to develop an evaluation plan and assessment tools that gauge how the project is working at different stages. For example, the pre and post-session assessments can provide good information about immediate impact. Additionally, ScholarShop may want to collect student names and dates of birth so they are able to evaluate the long-term outcomes of college enrollment, retention, and completion.

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Appendix

Youth Leadership Initiative
ScholarShop Survey
May 2010

Please take a few moments to complete this survey. The information you provide will help us learn more about ScholarShop. The survey is anonymous and your name will not be included in the reporting of results. There are no "right" or "wrong" answers, please be as honest and candid as possible.

1. How far do you want to go in school?
   ☐[1] Graduate from high school or earn GED
   ☐[2] Complete a vocational or technical program that's shorter than 2 years
   ☐[3] Complete a two-year college degree (associates)
   ☐[4] Complete a four-year college degree (bachelors)
   ☐[5] Complete a graduate or professional degree beyond a bachelor's
   ☐[6] Won't finish high school
   ☐[8] Don't know

2. How likely is it you will be able to go as far as you want to in school?
   ☐[1] Very likely
   ☐[2] Somewhat likely
   ☐[3] Not likely
   ☐[8] Don't know

3. What, if anything, might stop you from achieving your educational goals (ex: family issues, finances, uncertain of future plans)?

   _____
   _____
   _____
   _____

4. What do you plan to do (or did you do) immediately after high school?
   ☐[1] Enroll in college
   ☐[2] Join the military
   ☐[3] Get a job
   ☐[4] Take a year or two off to explore options
   ☐[5] Other (Please specify: _____)
   ☐[8] Don't know

5. For each statement, please check the box to rate **how much the statement is like you**.

	Very much like me	Somewhat like me	Not like me	Don't know
a. Have long-term goals for my future	☐1	☐2	☐3	☐8
b. Have strong energy and drive to achieve my goals	☐1	☐2	☐3	☐8
c. Confident that I can take control over my life	☐1	☐2	☐3	☐8
d. Think a college education is important	☐1	☐2	☐3	☐8
e. Want to take challenging classes	☐1	☐2	☐3	☐8
f. Have good time management skills	☐1	☐2	☐3	☐8
g. Confident I can go to college	☐1	☐2	☐3	☐8
h. Confident I can graduate from college	☐1	☐2	☐3	☐8
i. Have people encouraging me to attend college	☐1	☐2	☐3	☐8
j. Confident I can do well on standardized tests	☐1	☐2	☐3	☐8
k. See myself fitting in on a college campus	☐1	☐2	☐3	☐8
l. Confident that I will be able to pay for college (with the help of financial aid)	☐1	☐2	☐3	☐8
m. See myself as a unique individual with specific qualities, values, and abilities	☐1	☐2	☐3	☐8

6. For each statement, please check the box to rate **how much you know about the topic.**

	Know a lot	Know some	Do not know much	Don't know/ Unsure
a. The benefits of going to college	☐1	☐2	☐3	☐8
b. What I can do today to help prepare for college	☐1	☐2	☐3	☐8
c. How to find a college that is right for me	☐1	☐2	☐3	☐8
d. How to fill out a high quality college application	☐1	☐2	☐3	☐8
e. How to apply for scholarships	☐1	☐2	☐3	☐8
f. What high school classes to take to prepare for college	☐1	☐2	☐3	☐8
g. How to prepare for the ACT or SAT	☐1	☐2	☐3	☐8
h. How to get financial help to pay for college	☐1	☐2	☐3	☐8
i. How to make a timeline to plan for the future	☐1	☐2	☐3	☐8
j. Potential career options	☐1	☐2	☐3	☐8
k. How to conduct a professional or informational interview	☐1	☐2	☐3	☐8
l. How to make the transition from high school to college	☐1	☐2	☐3	☐8
m. What going to college is really like	☐1	☐2	☐3	☐8
n. Gender disparities in income	☐1	☐2	☐3	☐8

7. How often should ScholarShop sessions be offered?
   ☐1 More than once per week
   ☐2 Once per week
   ☐3 Every other week
   ☐4 Once per month
   ☐5 Less than once per month
   ☐8 Don't know

8. How long should each ScholarShop session last?
   ☐1 Less than one hour
   ☐2 One hour
   ☐3 One and half hours
   ☐4 Two hours
   ☐5 More than two hours
   ☐8 Don't know

9. How important is it that transportation is provided to and from ScholarShop sessions?

☐[1] Very important

☐[2] Somewhat important

☐[3] Not important

☐[8] Don't know

10a. Do you think it is a good idea to make the ScholarShop curriculum available to students online?

☐[1] Yes

☐[2] No

☐[8] Don't know

10b. Why or why not?

_____

_____

_____

11. If ScholarShop was only available online as a resource for individuals, do you think you would use it?

☐[1] Yes

☐[2] No

☐[8] Don't know

12a. How helpful was it to have a youth mentor co-lead ScholarShop sessions?

☐[1] Very helpful

☐[2] Somewhat helpful

☐[3] Not helpful

☐[8] Don't know

12b. Why or why not?

_____

_____

_____

13. Please check the box on the scale that best describes your experience with the ScholarShop Coordinator (Nell), Youth Mentor (Corina), and peers (classmates).

	Yes, a lot	Yes, some	No, not much	Don't know
a. I respect my ScholarShop Coordinator	☐1	☐2	☐3	☐8
b. My ScholarShop Coordinator respects me	☐1	☐2	☐3	☐8
c. I respect my ScholarShop Youth Mentor	☐1	☐2	☐3	☐8
d. My ScholarShop Youth Mentor respects me	☐1	☐2	☐3	☐8
e. My ScholarShop peers encourage me to reach my goals	☐1	☐2	☐3	☐8
f. I can talk to my ScholarShop Youth Mentor about things important to me	☐1	☐2	☐3	☐8
g. My ScholarShop Coordinator helps me figure out what my goals and needs are	☐1	☐2	☐3	☐8
h. My ScholarShop peers help me develop my goals and do my best	☐1	☐2	☐3	☐8
i. My ScholarShop Coordinator does whatever it takes to help me	☐1	☐2	☐3	☐8
j. My ScholarShop Coordinator is available when I need help (for example, she returns calls and emails)	☐1	☐2	☐3	☐8
k. My ScholarShop Coordinator knows about getting into college	☐1	☐2	☐3	☐8
l. My ScholarShop Coordinator, Youth Mentor, and peers provide an important support network for me	☐1	☐2	☐3	☐8
m. I like that ScholarShop was led by a youth and a staff member.	☐1	☐2	☐3	☐8

14. Overall, how much did ScholarShop help you prepare for college?

☐1 A lot

☐2 Somewhat

☐3 Not much

☐8 Don't know

15. What about ScholarShop was most helpful to you?

_____

_____

_____

_____

_____

16. What additional activities or services would have been helpful?

    _____
    _____
    _____
    _____
    _____

17. What about ScholarShop was least helpful to you?

    _____
    _____
    _____
    _____
    _____

18. Has your participation in ScholarShop impacted your decisions for the future? If so, how?

    _____
    _____
    _____
    _____
    _____

19. Do you have any other comments about your time in the ScholarShop program?

    _____
    _____
    _____
    _____
    _____

20. About how many ScholarShop sessions did you attend?
    ☐[1] All sessions (7 sessions)
    ☐[2] Most sessions (4-6 sessions)
    ☐[3] Few sessions (1-3 sessions)

21. What other pre-college or college readiness programs have you participated in? [Check **ALL** that apply]

☐ [1] Admission Possible

☐ [2] AVID (Advancement Via Individual Determination)

☐ [3] Breakthrough St. Paul

☐ [4] Destination 2010

☐ [5] ETS (Education Talent Search)

☐ [6] Get Ready

☐ [7] MEP (Multicultural Excellence Program)

☐ [8] MMEP (Minnesota Minority Education Program)

☐ [9] Upward Bound

☐ [10] Other (Please specify: _____)

☐ [11] None

22. What grade are you currently in?

☐ [1] 9th grade

☐ [2] 10th grade

☐ [3] 11th grade

☐ [4] 12th grade

☐ [5] 1st year college

☐ [6] 2nd year college

23. Are you (or were you when you were in high school) eligible for free or reduced-price lunch?

☐ [1] Yes

☐ [2] No

☐ [8] Don't know

24a. Has anyone in your immediate family gone to college?

☐ [1] Yes →→ →→   24b. Who has gone to college? [Check **ALL** that apply]

☐ [2] No   ☐ [1] Mother or father

                              ☐ [2] Brother or sister

                              ☐ [3] Other (Please specify: _____)

25. Are you:

☐ [1] Male

☐ [2] Female

26. What race do you consider yourself? [Please check **one**]
☐ [1] African immigrant (Please specify: _____)
☐ [2] Asian (Please specify: _____)
☐ [3] Black/African American
☐ [4] Caucasian
☐ [5] Multiracial (Please specify: _____)
☐ [6] Native American (Please specify: _____)
☐ [7] Other (Please specify: _____)

27. Are you of Hispanic origin?
☐ [1] Yes
☐ [2] No

28. What language do you and your family speak at home most of the time?
☐ [1] English
☐ [2] Hmong
☐ [3] Karen
☐ [4] Spanish
☐ [5] Other (Please specify: _____)

29. What country were you born in?
☐ [1] USA
☐ [2] Other (Please specify: _____)

SCHOLARSHOP

MODULE ONE: LOOKING FORWARD

Student Name: _____ **ScholarShop Location:** _____ **Grade in School:** _____ **Male:** ____ **Female:** ____

ABOUT ME

Before you begin this module, answer these questions about yourself. Answer by how you see yourself at the present time. After you complete the module, you will be asked to answer the same questions to see if your answers change as a result of your involvement.

CIRCLE THE NUMBER THAT MOST REPRESENTS YOUR ANSWER.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I see myself as a unique individual with specific qualities, values, and abilities.	4	3	2	1
2. I see myself as having the ability to take control of my life.	4	3	2	1
3. I have one or more long-term goal for myself.	4	3	2	1

PLEASE GIVE YOUR COMPLETED SURVEY TO YOUR SCHOLARSHOP COORDINATOR <u>BEFORE</u> YOU BEGIN THE MODULE!

SCHOLARSHOP

MODULE ONE: LOOKING FORWARD

Student Name: _____   **ScholarShop Location:** _____   **Grade in School:** ___   **Male:** ____   **Female:** ____

Approximately how many hours have you worked on this module? _____

CIRCLE THE NUMBER THAT MOST REPRESENTS YOUR ANSWER.

About Me

After completing this module, rate how you see yourself.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I see myself as a unique individual with specific qualities, values, and abilities.	4	3	2	1
2. I see myself as having the ability to take control of my life.	4	3	2	1
3. I have one or more long-term goals for myself.	4	3	2	1

How Helpful Were the Activities?

Rate each of the activities in this module.

	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Did Not Do The Activity
4. About the Author	4	3	2	1	0
5. Inside My Head	4	3	2	1	0
6. Family Shield	4	3	2	1	0
7. My Hero	4	3	2	1	0
8. The Real Me	4	3	2	1	0
9. Opening Windows	4	3	2	1	0
10. I Think I Can, I Think I Can	4	3	2	1	0
11. Window Panes	4	3	2	1	0
12. Career Interest Inventory	4	3	2	1	0
13. Autobiographical Sketch	4	3	2	1	0
14. ScholarShop Talk	4	3	2	1	0
15. Reflections	4	3	2	1	0
16. Affirmations	4	3	2	1	0
17. Enrichment	4	3	2	1	0

How Easy Was It To Use This Module?

	Too Easy	Somewhat Easy	Just Right	Somewhat Hard	Very Hard
18. The reading level of the materials	5	4	3	2	1
19. The directions for Student Guide activities	5	4	3	2	1
20. The use of the resource library	5	4	3	2	1
21. The use of the computer	5	4	3	2	1
22. The use of the computer programs:					
• Career Interest Inventory	5	4	3	2	1
• ScholarShop Talk	5	4	3	2	1
23. Finding the community resources	5	4	3	2	1

Write Your Opinion

24. Why did you select this module? How did this module interest you?

25. What specific information helped you the most?

26. What do you plan to do with the information you gained form this module?

27. In what ways has the information helped you develop or change your goals after high school?

28. Describe how your family or friends got involved with you in this module.

If you would like to attach a copy of your ScholarShop Talk Newsletter, please clip it to this survey.

PLEASE GIVE THIS COMPLETED SURVEY TO YOUR SCHOLARSHOP COORDINATOR