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REACH FOR YOUR DREAMS
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Mountain View Elementary is a Title I school with a dual immersion program featuring several languages including Spanish. These programs help students to become fluent in speaking, reading, and writing in another language. Title I schools are federally funded programs that provide additional resources to schools that are impacted by poverty in surrounding communities. 90% of these students qualify for free or reduced lunches. Many of the students don't see college as an option for themselves. Another challenge faced by the school are low reading, math, and science levels compared to the Salt Lake City District. This project works to increase students' understanding of what college is, introduce careers that require a college education, help them understand that college is a viable option for them, serve as role-models and mentors to these third grade students, and assist them in increasing their reading skills. If they're not at grade level by the end of the third grade research has shown that they will never be on track or their chances of getting to where they need to be will decrease tremendously. For this project, two main methods were used to help boost reading scores and help foster an interest in higher education. In order to help with reading, mentors assisted with weekly reading and reading tests, for roughly two hours a week. To help the students become more interested in higher education there were four presentations done about varying careers that require higher education or technical schooling (Engineering, Architecture, Healthcare and Science, and Law Enforcement) along with weekly mentoring and a survey was given before the start of the mentoring and presentations and after the completion of the presentations. The data was then analyzed with an unpaired T-test to see if there was statistically significant change in the overall answers. When comparing the mean of the answers for the initial and final survey, we saw that results varied from question to question with no statistical significance. While there were a lot of variables that couldn't be controlled for with the survey answers, we could definitely see a change within these kids throughout the year. One example of this was a student that in the beginning was very quiet and unwilling to participate much in class and in the weekly mentoring, but slowly he did open up to us and was more willing to participate in class and did well with the weekly mentoring.