

IMPACT REPORT 2025



# STUDENTS WITHOUT MOTHERS, **INC.**



PREPARED BY: PC EVAL CONSULTING, LLC



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# EXECUTIVE

# SUMMARY

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The primary goal of Students Without Mothers, Inc. is to provide college readiness and other resources for college bound high school seniors who are without their mothers due to death or other unfortunate circumstances. They are dedicated to helping high school students without mothers help themselves by empowering them to overcome their personal tragedy and to not only continue their education but to attain the skills necessary to lead healthy and productive lives. Ultimately, their goal is to alleviate poverty, overcome challenges, and eliminate barriers to higher education.

To achieve this primary goal, Students Without Mothers, Inc. (SWM) provides life coaching, grief counseling and scholarship opportunities for selected Metro-Atlanta high school students. Students are accepted into the life coaching and grief counseling program now referred to as the college readiness program, at the end of their junior year of high school. Their wraparound services consists of courses and guidance on college preparation, life skills development, mentoring and guidance, grief counseling, and access to emergency funds, social services and other resources. The participants gain the tools and skills to live as independently as possible while making the best choices possible. They are expected to participate in monthly life coaching sessions, on various topics, prior to receiving financial support and assistance at the end of their senior year of high school. Their programming includes guidance and support throughout the time leading up to graduation and throughout college.

To assess the short and long term impact of these program offerings and how they can be improved, a quantitative assessment was conducted. Surveys were administered to both current and former recipients. The analysis revealed that exposure to the SWM program resulted in a successful transition to college. Overwhelmingly, 100% agreed that the SWM program increased their ability to prepare for college and to set and achieve goals. Over 85% agreed that the SWM program increased the amount of resources available to them, increased healthy choices made, improved their communication skills, financial literacy, and their mental wellbeing. Over 70% agreed that the SWM program increased their ability to manage their time and stress effectively.

They learned skills and strategies such as how to pick a major, how to make career decisions, how to prepare a resume, prepare for interviews including how to dress and communicate professionally, how to budget, and life skills for time management, stress management, and how to cope with life in general. Additionally, the findings indicated that exposure to the SWM program resulted in a successful transition to adulthood. There was 100% of participants who completed their education with 50% receiving a bachelor's or master's degree while the remaining half received an associate's degree. Over 70% are currently employed while over 60% are married. From participation in the program, 50% or more gained skills and strategies in the following areas: college preparation, communication, goal achievement, stress management, healthy choices, financial literacy, mental well-being, and decision-making.

All (100%) expressed their satisfaction with the program and emphasized not only the financial support but the camaraderie and networking with other people in a similar situation, the support and mentorship, grief counseling sessions, life skills learned, greater confidence and a stronger sense of self.





# INTRODUCTION

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Research suggests that an estimated 6.4 million children in the United States will experience the death of a parent or sibling by age 18.<sup>1</sup> Many students at SWM have lost both parents. The typical participants are low-income, first generation college attendees, youth of color from struggling schools, and who have many barriers and limited prospects for their future.

SWM has a demonstrated history of helping Metro Atlanta high-school students, currently admitted to the program as juniors, and without mothers, help themselves by empowering them to continue their education. The majority of these students come from low-income, impoverished homes, and are first generation college attendees. Most students have lost both parents, leaving them very few resources, and little or no chance of obtaining a college education.

## PURPOSE

For the vast majority of these students, the seriousness of their day-to-day challenges leaves little time to dream about their future. As a result, they lose any hope of going to college perpetuating generational poverty. For those who do hold on to this aspiration, they receive little guidance as to the steps required or the practical information needed to pursue higher education. Without this guidance, research indicates that the students will be relegated to a life of subsistence living. SWM empower their students to continue their education so essential to leading healthy and productive adult lives. SWM offers life-changing support for students by establishing a path for success by assisting with life skills development, the financial burden of higher education, and the support needed to remain in school.

Acknowledging that to thrive in today's economy requires more than just a high school diploma, SWM focuses on equipping students with the resources, skills, and knowledge needed to enroll and succeed – without remediation – in a postsecondary program that leads to a degree and higher earning potential. Caring for young people as a mother would, SWM prepares youth, many of color, who have lost their parent(s) and who lack resources, physically, socially, mentally, and emotionally for college and adult independence. SWM provides programming and support for admission to college and ultimate success so youth can compete in 21st century careers and contribute back to their communities.

SWM offers hope by providing the guidance and support for college preparedness, transition to adulthood, and life success for low-income young people in Metro Atlanta who have lost their mother.

<sup>1</sup> JAG Institute. Available at <https://judishouse.org/research-tools/cbem/>



## GOALS

- Youth graduate from high school ready for college.
- Youth remain in college and graduate.
- Youth are prepared for the transition to adulthood.

Goals also center on helping to increase the number of minority students entering and remaining enrolled in college by lessening their financial burden and stress associated with wondering how they might afford to attend college.

## OBJECTIVES

- Youth craft a plan for their future
- Youth enter college prepared
- Youth are tangibly academically, physically, socially, emotionally, and mentally ready for their college journey.
  - Academically – graduate from high school and apply for college.
  - Tangibly – receive admittance letters, financial aid in place, have access to resources needed for college (including laptops, supplies, and day to day necessities)
  - Physically – Wrap-Around Services, basic needs are met, craft plan for financing college including housing.
  - Mentally/Emotionally – Grief Counseling.
  - Socially – mentoring, life skills training.
- Youth develop the skills needed to succeed.

# DESCRIPTION OF THE PROGRAM

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Student's Without Mother's Inc's evidence-based and results-oriented College Readiness program model provides wraparound services to students who have lost their mothers and is designed to provide both advocacy and supports to help students consistently make the best choices as they plan for their future. Their programming affords students the advantage they need to succeed in college and ultimately in the workplace as successful leaders. The organization develops relationships with each student and follows them through their four years in college/higher education. This enables SWM to track students as well as help to address barriers and obstacles to school completion. Our holistic service continuum creates opportunities for youth to develop their talents and college readiness competencies through specific skill building and life transition programming. It includes life skills development, mentoring, guidance on applying and getting into college, emotional support, and more. Diverse and historically underserved students are motivated to complete their high school education on-time, to prepare for post-secondary education and life, and to ready themselves to pursue a career in high growth/high demand fields.

All areas of programming are trauma informed and delivered by trained and licensed professionals. There are few programs that exist to help youth who have lost a parent overcome their various challenges, which include the loss of the family structure, the loss of a stable home environment (which may include dependable shelter, clothing and/or food), and the absence of a nurturing adult.

## WRAP AROUND SERVICES

The emotional support and personal attention students receive through the program helps ensure they will get through a critical period in their lives and transition to a college environment, and ultimately into young adulthood. They are afforded the guidance and direction needed to succeed - the kind of support a mother would give.

- **College Preparation** – Programming offers life-changing assistance for students by establishing a path for success through ongoing sessions, supports, and guidance that develop college readiness. The aims of our programming are to encourage and prepare our students to attend a two- or four-year institution of higher learning, and to increase the number of minority students entering and remaining enrolled in college. Topics covered include Transitioning to Adulthood, Selecting a College and a Major, Scholarships and Financial Aid, Technology and Social Media Etiquette, and more.

- **Life Coaching** – The curriculum covered in the life coaching sessions serve to ensure that program participants get through a critical life period and are adequately prepared to transition to college and into young adulthood. Participation in our career and life readiness program helps students grow their strengths and mitigate their life challenges, and they learn the skills they need to direct their path. It provides students with the advantage needed to succeed in college and the workplace as successful leaders. Topics include Life Skills, Financial Literacy, Relationship Development, Conflict Resolution Skills, and Healthy Choices.
- **Mentoring and Guidance** – Research demonstrates that the number one reason for success for students with many barriers is having a caring, loving adult to provide support and guidance. SWM pairs each student with a Student Advisor Volunteer who has undergone necessary training and a background check, to offer this support.
- **Grief Counseling** – Students engage with trained counselors that assist them in healing from the trauma of losing a parent as well as build resiliency skills for success.
- **Emergency Funds, Social Services, and Access to Resources** – Programming mitigates barriers to success including helping to meet basic needs, linkages to other services, and ensuring access to resources. For instance, students receive a laptop computer donated by their technology partner. (Ucensys Research) and additional school/dorm supplies gathered through in-kind support.

**Participants are supported in their college journey ensuring that they perform well in school and graduate becoming successful contributors to their communities, despite their barriers and loss of traditional nurturing parents. Since its inception in 2004, Students Without Mothers has provided 130 students with four year scholarships in the amount of \$4,000 each.**



# METHODOLOGY

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To better understand the short and long term impact of the SWM program, we addressed the following areas: program benefits, skills/strategies learned, program aspects most valuable, personal changes observed, program improvement, and program satisfaction.

To recruit participants for this evaluation, a convenience sample of current and former participants were obtained. Current participants who have been in the program for three or more years and past recipients who have been out of the program at least three years were contacted to participate in the evaluation. The recruitment process involved SWM staff sending out a recruitment email asking for their participation in the completion of a survey. Those individuals who agreed to participate received a gift card. Reminder emails were sent to participants during the recruitment phase to encourage participation. These individuals received a link to the online survey along with a deadline date for completion.

Online surveys were administered to current and former participants in the SWM program. The online surveys were completed by current participants who provided insight on the short term impact of the programs whereas the former participants provided perspectives on how the program impacted them long term. They provided a cogent perspective regarding how the program benefitted them, strategies or skills learned from exposure to the program, their growth and development from participation in the program, how to improve it, and their overall satisfaction with the program. Surveys were administered to 16 participants consisting of 8 current and 8 former recipients of the SWM program.

The table below highlights the focus areas by participant group for current and former participants.

**Table 1: Focus area by participant group**

<b>Participant Group</b>	<b>Focus Area</b>
	<ul style="list-style-type: none"><li>• Demographics</li><li>• Education Status</li><li>• Comments and Recommendations for Improvement</li><li>• Career Goals/Aspirations</li><li>• Program Benefits</li></ul>
<b>Former Participants</b>	<b>Focus Area</b>
	<ul style="list-style-type: none"><li>• Demographics</li><li>• Education Status</li><li>• Comments and Recommendations for Improvement</li><li>• Career Status</li><li>• Program Benefits</li></ul>

# EVALUATION DESIGN

To assess the effectiveness of the college readiness program, an impact evaluation was conducted. The evaluation was conducted to determine the impact of these programs on current and previous participants examining certain indicators for successful transition into college and adulthood. More specifically, we utilized the following indicators to assess if exposure to the program resulted in a successful transition: preparing for college, developing life skills, obtaining financial support and guidance, obtaining mentoring support, achieving financial independence, completion of education, securing stable employment, establishing a stable living situation, developing healthy relationships, demonstrating responsible decision-making, and cultivating a sense of self-identity and purpose in life.

To determine the short and long-term impact of the college readiness program for current and past recipients, a quantitative assessment through the use of surveys and document review were incorporated.

The evaluation planning tables below provides an overview of the impact questions, sources of data, data collection methods and the timeline for the college readiness program.

**Table 2: College readiness program evaluation planning table**

## College Readiness Program Evaluation Planning Table

Evaluation Questions	Data Source	Data Collection Method	Timeline
Impact Questions			
To what extent did exposure to the program result in a successful transition to college?	Current and Former SWM Recipients	<ul style="list-style-type: none"> <li>Surveys</li> <li>Document Review</li> </ul>	<ul style="list-style-type: none"> <li>January - July</li> </ul>
To what extent did exposure to the program result in a successful transition to adulthood?	Current and Former SWM Recipients	<ul style="list-style-type: none"> <li>Surveys</li> <li>Document Review</li> </ul>	<ul style="list-style-type: none"> <li>January - July</li> </ul>

## DATA COLLECTION APPROACH

The data collection approach consists of utilizing a quantitative method for the collection of data. Quantitative method will include the administration of surveys and document review. A couple of factors must be considered and addressed in planning the data collection approaches identified in this evaluation design:

- Follow up with former recipients may be impacted due to difficulty in contacting them or by low response rate.
- Length of time since exposure could potentially reduce recipient's ability to recall specific details about the program.

In consideration of these factors, the approaches will include:

- Contacting former recipients of the program through other networks such as colleges attended or other organizations or query former participants to provide this information.
- Provide an incentive.
- Providing an overview of the programs for recipient's recall.

### Data Collection Tools and Instruments

The following tool and instrument were developed to implement the data collection described:

- Surveys were administered to current and former program recipients.

# FINDINGS

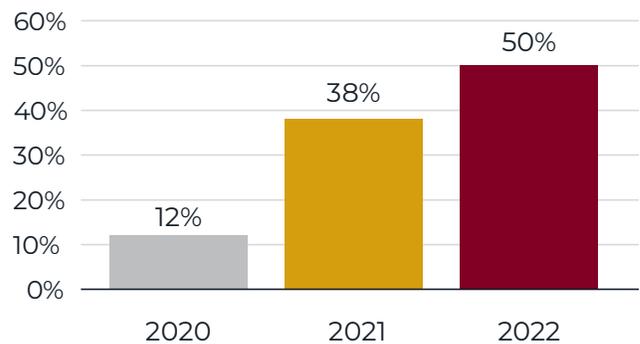
The data below provides an overview of the findings from survey participants.



Current participants provided feedback about the SWM program and its impact in multiple areas including recommendations for program improvement. In addition, they also provided demographic information including major, college classification, career goals, and date of graduation.

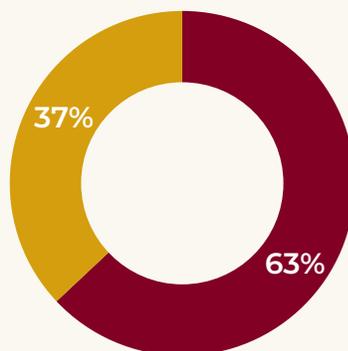
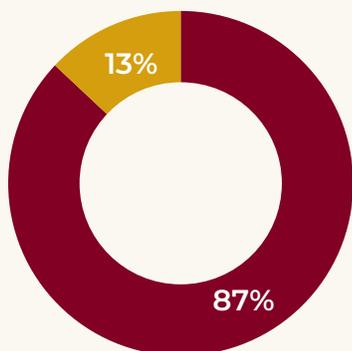
Most of the participants were Female (87%), African American (63%), Juniors in college (75%) and have been in the program between 2020 – 2022 (100%).

**Chart 1:** Year of Participation



**Half (50%)** of the current recipients started the SWM program in 2022.

**Chart 2 & 3:** Gender and race



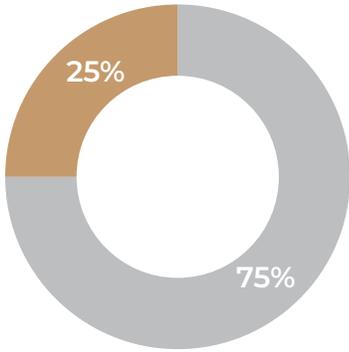
## Race

- Caucasian
- African American
- American Indian/Alaskan Native
- Asian
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Biracial

## Gender

- Male
- Female

**87%** were Female and **63%** were African American.



**Chart 4: College classification**

- First year undergraduate
- 3rd Year Undergraduate
- Second year undergraduate
- 4th Year Undergraduate
- Fifth year undergraduate

**75%** of the respondents are Juniors in College followed by **25%** as Seniors



**Chart 5: Major**

- Radiology
- Financial Planning
- Advertising
- Associate in Business Administration
- Cloud Computing
- Cybersecurity
- Communication
- Accounting

**Career Goals**

- ✔ Pursue a degree in radiology and pursue an LPN.
- ✔ Pursue a degree in Financial Planning and obtain a CFP. certification with a specialty in Financial Advisory or Wealth Management.
- ✔ Become a receptionist and realtor.
- ✔ Pursue a career in media and content creation with video production and graphic design.
- ✔ Pursue a career in public relations and marketing.
- ✔ Become a platform engineer.
- ✔ Become a certified CPA.

**The participants have the following majors in college:**

- ✔ Radiology
- ✔ Financial Planning
- ✔ Business Administration
- ✔ Advertising
- ✔ Cloud Computing
- ✔ Cybersecurity
- ✔ Communication

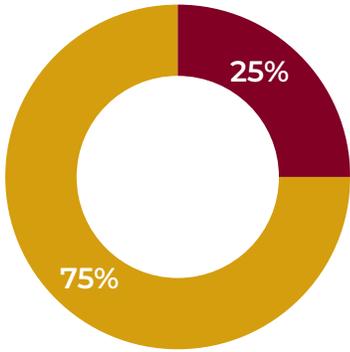
**Overcome Challenges Faced**

- ✔ Assisted with purchasing books.
- ✔ Provided skills on how to navigate through college.
- ✔ Utilized time management skills.
- ✔ Helped to develop personal life skills.
- ✔ Access to counseling sessions to relieve mental stress.

- ✔ Provided care packages for food and hygiene products.
- ✔ Helped to relieve financial stress.
- ✔ Connect with other people who may be experiencing the same issues.

**A quote from SWM current recipient:**

“I have appreciated being connected with other students in the same boat. That makes us feel less alone as we start to navigate our adult lives.”



**Chart 6: Date of graduation**

■ 2025    ■ 2026

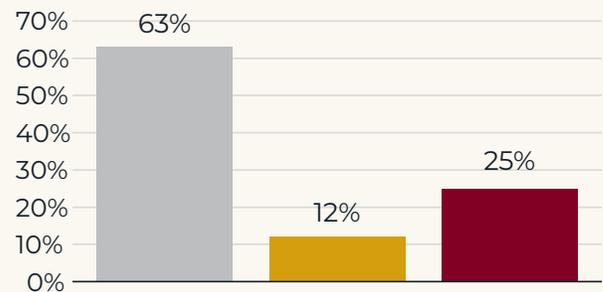
**75%** of the participant's expected date of graduation is 2026.

## SWM PROGRAM OVERVIEW – CURRENT PARTICIPANTS

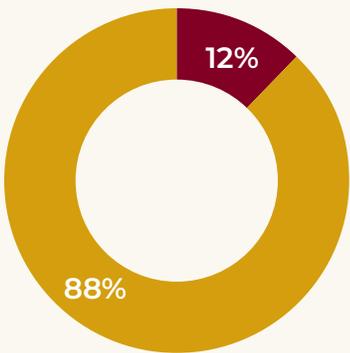
**Chart 7:**

**Percentage of responses to the SWM program increased my ability to manage my time**

■ Strongly Agree  
 ■ Agree  
 ■ Neither agree nor disagree



**75%** either strongly agree or agree that the SWM program has increased ability to manage their time.



**Chart 8: Percentage of responses to the SWM program increased my ability to set and achieve goals**

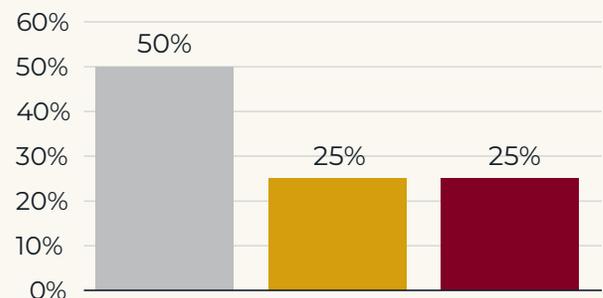
■ Agree    ■ Strongly Agree

**100%** either strongly agree or agree that the SWM program increased ability to set and achieve goals.

**Chart 9:**

**Percentage of responses to the SWM program increased my ability to manage stress**

■ Strongly Agree  
 ■ Agree  
 ■ Neither agree nor disagree

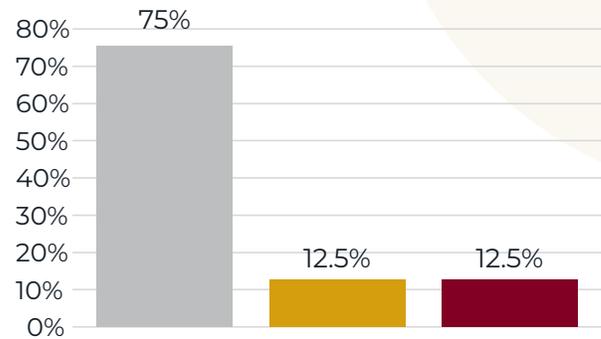


**75%** either strongly agree or agree that the SWM program increased their ability to manage stress.

**Chart 10:**

**Percentage of responses to the SWM program increased the amount of resources to me**

- Strongly Agree
- Agree
- Neither agree nor disagree

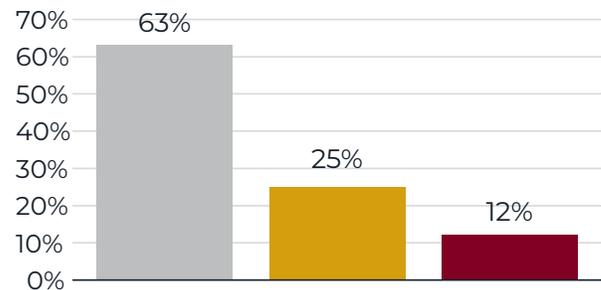


**87.5%** either strongly agree or agree that the SWM program increased the amount of resources available to participants.

**Chart 11:**

**Percentage of responses to the SWM program improved my mental well-being**

- Strongly Agree
- Agree
- Neither agree nor disagree

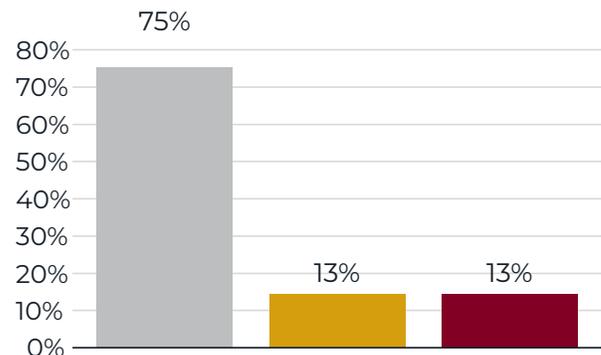


**88%** either strongly agree or agree that the SWM program improved mental wellbeing.

**Chart 12:**

**Percentage of responses to the SWM program improved my financial literacy**

- Strongly Agree
- Agree
- Neither agree nor disagree

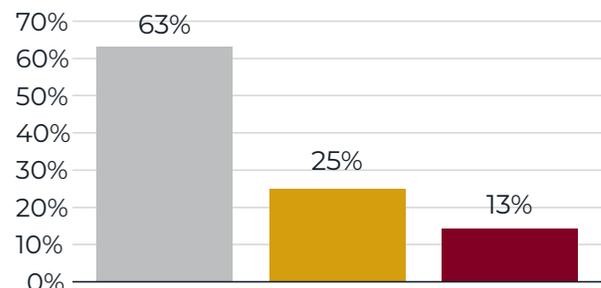


**88%** either strongly agree or agree that the SWM program improved financial literacy.

**Chart 13:**

**Percentage of responses to the SWM program increased my communication skills**

- Strongly Agree
- Agree
- Neither agree nor disagree



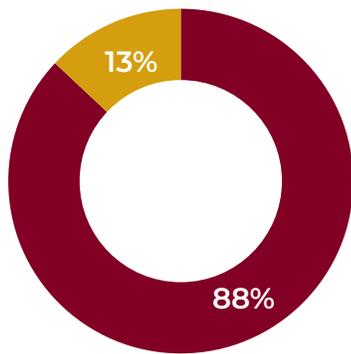
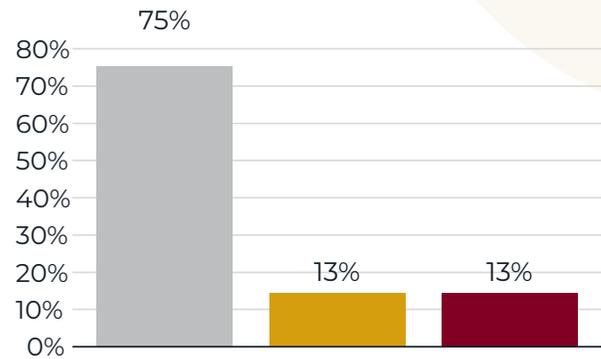
**88%** either strongly agree or agree that the SWM program improved communication skills.

**Chart 14:**

**Percentage of responses to the SWM program increased my ability to make healthy choices**

- Strongly Agree
- Agree
- Neither agree nor disagree

**88%** either strongly agree or agree that the SWM program increased healthy choices made.



**Chart 15: Percentage of responses to the SWM program increased my ability to prepare for college**

- Strongly Agree
- Agree

**100%** either strongly agree or agree that the SWM program increased ability to prepare for college.

**A quote from SWM current recipient:**

“The Students Without Mothers Scholarship has helped relieve some of the financial stress that comes with going to college in a single parent household.”

**Specific Skills or Strategies Learned**

- How to communicate feelings about past and present situations
- Time management
- Manage procrastination
- How to budget
- How to develop a resume
- How to prepare for interviews
- How to apply for internships
- How to dress and communicate professionally
- How to pick a major
- How to make career decisions
- How to cope with life
- How to be proud of oneself and their accomplishments

**How the Program has Helped**

- Increased awareness that there are others who have lost their Mom
- Helped to set goals
- Helped with personal development
- Helped with how to obtain credit
- Helped to decrease financial burden
- Helped to connect and bond with other people
- Helped with graduation from college
- Helped to feel supported
- Helped provide an outlet to talk

## Aspects of the Program Most Valuable or Effective

- ✓ Financial literacy curriculum
- ✓ Care packages
- ✓ Grief counseling sessions
- ✓ Life coaching sessions
- ✓ Curriculum for preparing for interviews
- ✓ Curriculum on managing stress
- ✓ Curriculum on planning career path
- ✓ Connection with other students
- ✓ Scholarship
- ✓ Mentorship
- ✓ Wellness checks

## Ways the Program Could be Improved

- ✓ More life coaching sessions
- ✓ Host a group event for all participants both current and former
- ✓ Send out care packages each semester which includes school supplies and other essentials
- ✓ Create interactive spaces like a group chat or networking platform to connect with other students

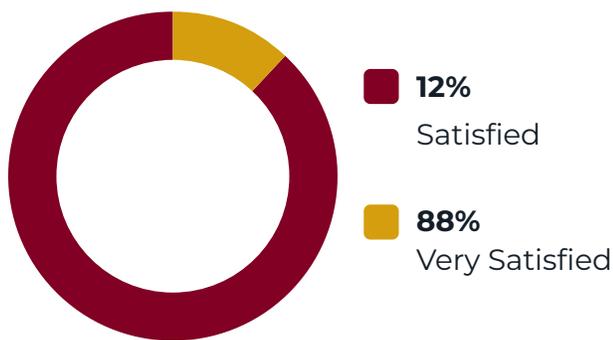
### Changes Observed from Being in the Program

- ✓ Improved time management
- ✓ Improved decision-making skills
- ✓ Improved resume development
- ✓ Increased happiness
- ✓ Improved organizational skills
- ✓ Increased ability to navigate college
- ✓ Increased confidence

### Chart 16:

#### Percentage of responses to satisfaction with the SWM program

Satisfaction with the SWM Program



100% were either very satisfied or satisfied with the SWM program.

“

*I am truly thankful for this program as it has helped in my development into my adulthood.*

”



## PROFILE OF FORMER PARTICIPANTS – DEMOGRAPHICS

Former participants in the program provided feedback about the SWM program and its impact on their lives. They were also asked to provide information about their degree and major, job and career, and current situation.

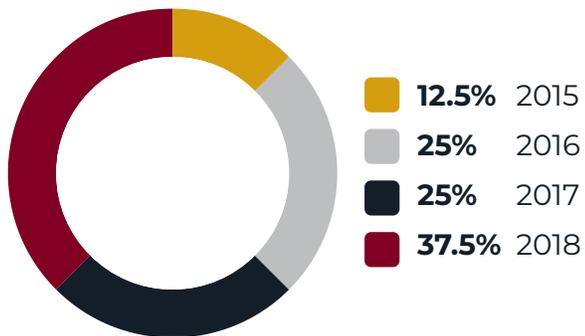
The data below provides an overview of the findings from survey participants.

Most of the participants were between the ages of 25-34 (62.5%) with the remaining between the ages of 18 – 24 (37.5%), African American and Female (75%), married (62.5%) and had mostly been in the program between 2016 and 2017 (50%).

**Chart 17:**

### Percentage of responses to year of participation

Year of Participation

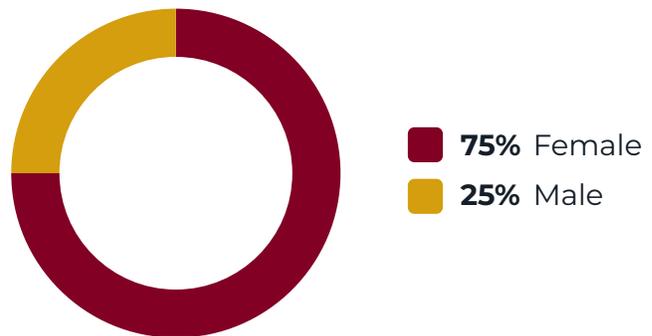


- ✓ **37.5%** of the former recipients started the SWM program in 2018;
- ✓ **50%** in 2016 and 2017;
- ✓ **12.5%** in 2015.

**Chart 18:**

### Percentage of responses to gender

Gender

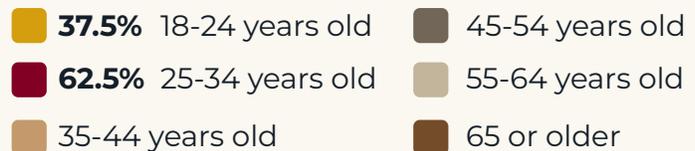
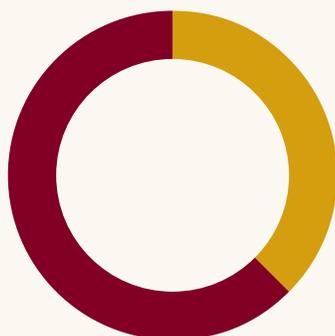


- ✓ **75%** were Female and **25%** were Male.

**Chart 19:**

### Percentage of responses to age range

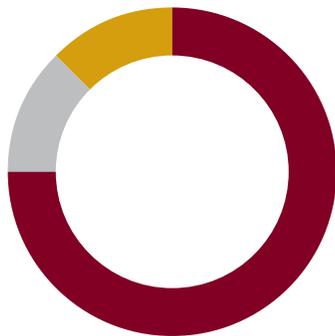
Age Range



- ✓ **62.5%** were in the 25-34 age range and
- ✓ **37.5%** were between 18-24 years old.

**Chart 20: Percentage of responses to race**

Race

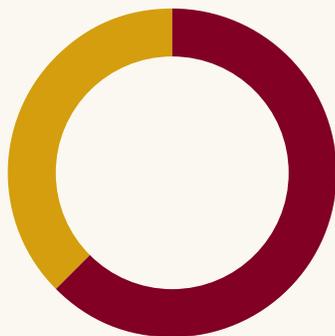


- African-American/Black
- Caucasian
- Hispanic/Latino
- American Indian/Alaskan Native
- Asian
- Native Hawaiian/Pacific Islander
- Biracial
- Other

- ✔ **75%** were African American
- ✔ **12.5%** were Caucasian or Hispanic/Latino.

**Chart 21: Percentage of responses to marital status**

Marital Status

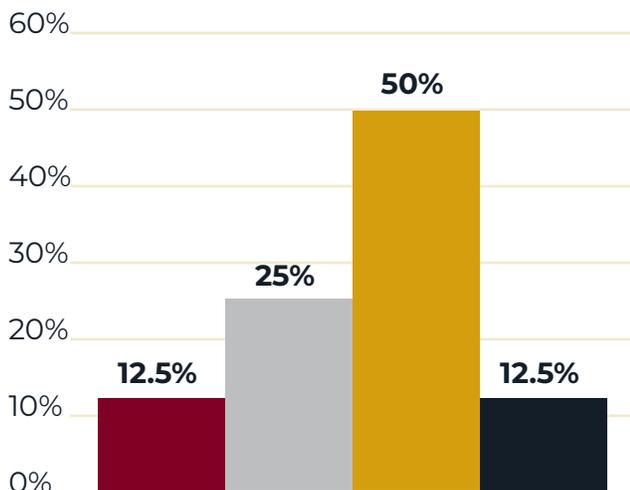


- Married
- Divorced
- Single
- Windowd
- Separated
- Other

- ✔ **62.5%** are Married and ✔ **37.5%** are Single.

**Chart 22: Percentage of responses to annual salary range**

Annual Salary Range



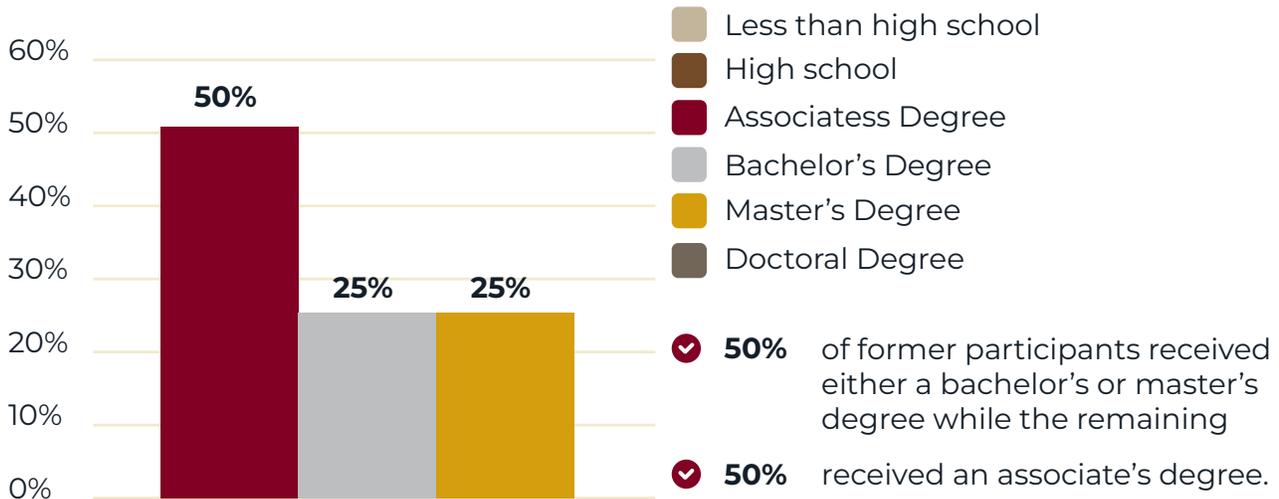
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999
- \$70,000 - \$79,999
- \$80,000 - \$89,999
- \$90,000 - \$99,000
- \$100,000 or more

- ✔ **50%** of their salary range were between \$50K - \$59K;
- ✔ **25%** were between \$40K - \$49K
- ✔ **12.5%** were between \$60 - \$69K and \$30K - \$39K.

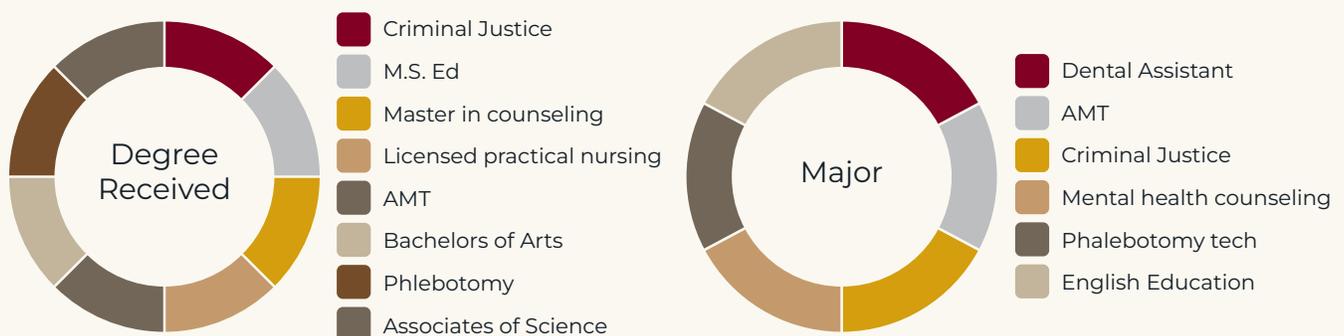
## PROFILE OF PARTICIPANTS – DEGREE AND MAJOR

**Chart 23:** Percentage of responses to highest grade completed

Highest Grade Completed



**Chart 24 & 25:** Percentage of responses to degree received and major



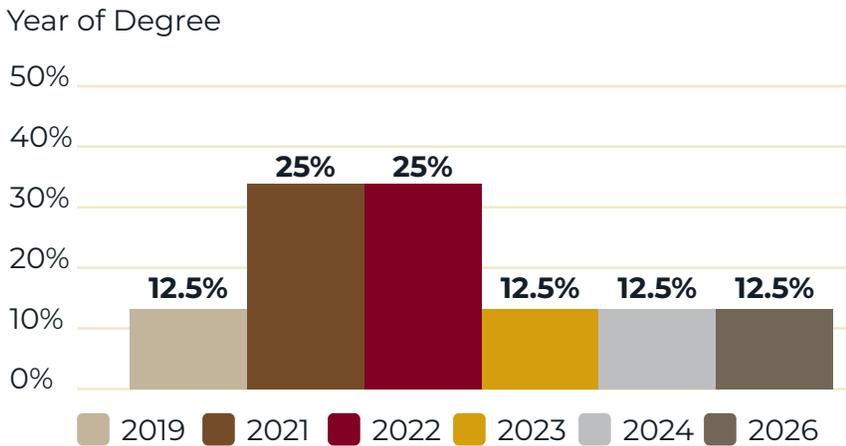
### Type of Degrees Received

- ✓ Licensed Practical Nurse
- ✓ Criminal Justice
- ✓ Education
- ✓ Counseling
- ✓ Phlebotomy
- ✓ Associate of Science
- ✓ AMT
- ✓ Arts

### Majors

- ✓ Criminal Justice
- ✓ AMT
- ✓ English/Education
- ✓ Phlebotomy
- ✓ Mental Health Counseling
- ✓ Dental Assistant

**Chart 26: Percentage of responses to year degree received**



**A quote from SWM former recipient**

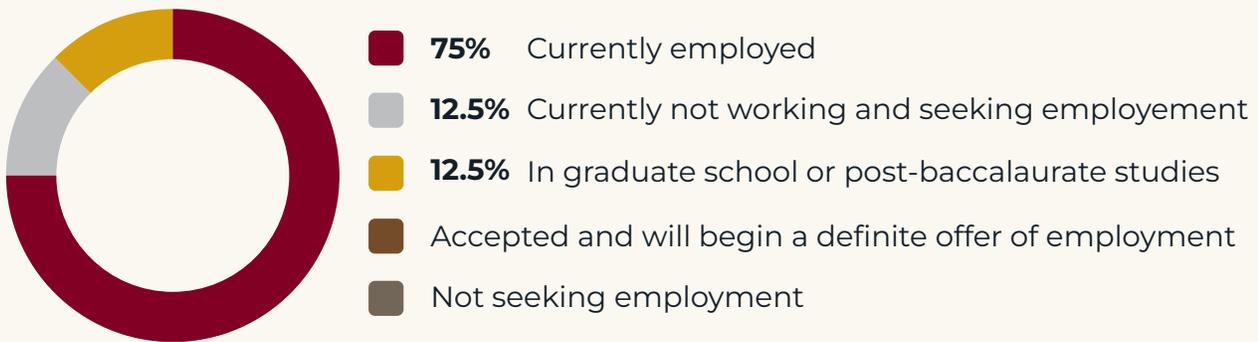
“  
*Students without Mothers has been the little light that I've needed in times of uncertainty to keep going.*  
 ”

✔ **25%** of recipients received their degree in 2021 or 2022 while the remaining 12.5% received or will receive their degree in 2019, 2023 – 2024, 2026.

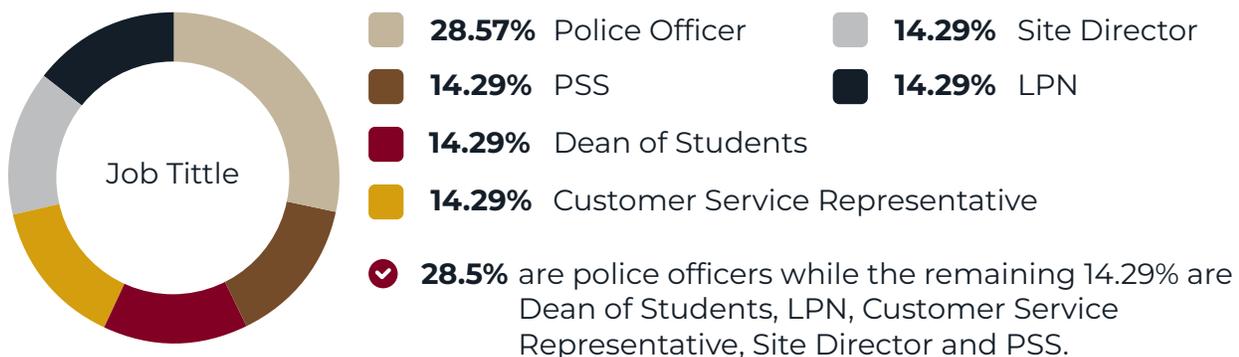
## PROFILE OF PARTICIPANTS – JOBS AND CAREER

**Chart 27: Percentage of responses to current situation**

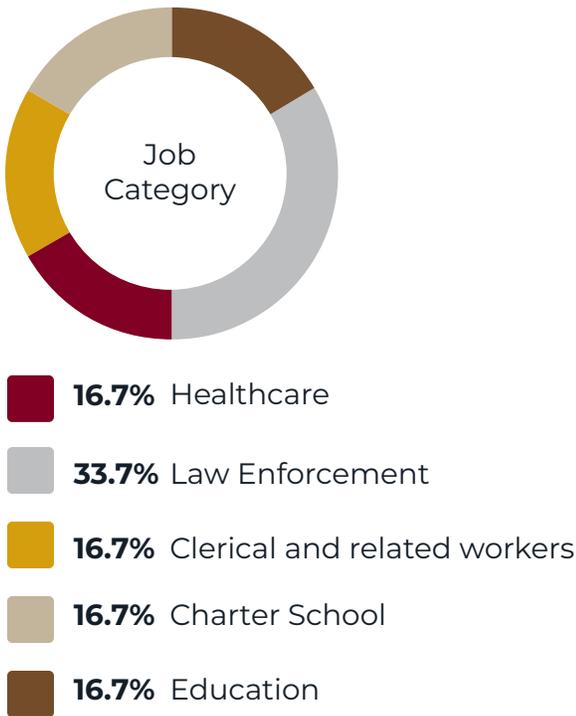
Current Situation



**Chart 28: Percentage of responses to job title**



**Chart 29: Percentage of responses to job category**



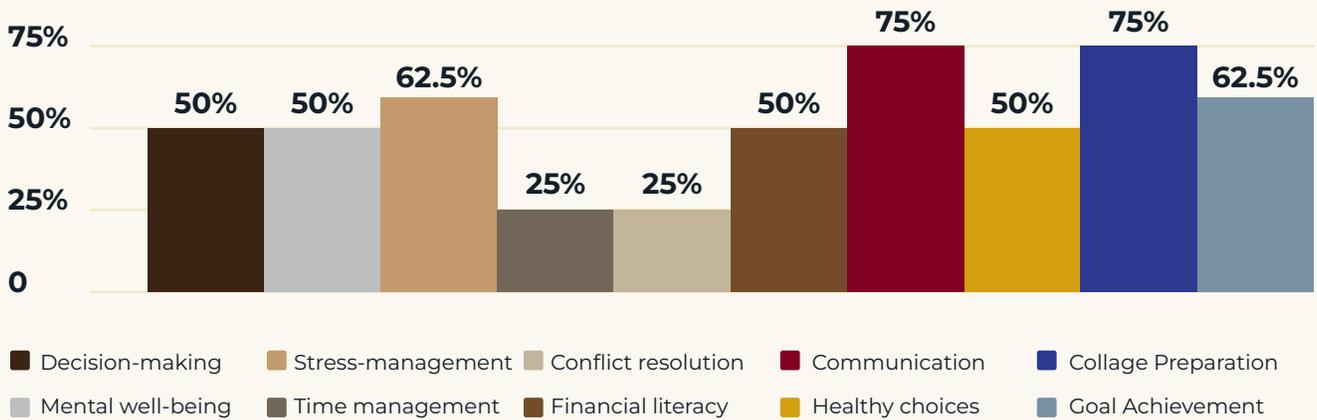
✔ **33%** are currently in law enforcement and the remaining 16.7% are in Education, Charter School, Healthcare and Clerical.

**A quote from SWM former recipient**

“  
*Student without Mothers supported me through college and even afterwards . It pushed me to keep chasing my dreams no matter how hard life may have been.*  
 ”

**SWM PROGRAM OVERVIEW – FORMER PARTICIPANTS**

**Chart 30: Percentage of responses to areas where SWM program increased skills/abilities**



- ✔ **75%** identified college preparation and communication as areas program increased skills/abilities;
- ✔ **50%** identified healthy choices, financial literacy, mental well-being, and decision-making as areas the program increased skills/abilities
- ✔ **62.5%** identified goal achievement and stress management as areas program increased skills/abilities;
- ✔ **25%** identified conflict resolution and time management as areas program increased skills/abilities.

### **Areas where program increased/enhanced skills or abilities**

- ✓ Mental well-being
- ✓ Communication
- ✓ College Preparation
- ✓ Time management
- ✓ Financial literacy
- ✓ Goal Achievement
- ✓ Decision-making
- ✓ Stress management
- ✓ Healthy choices
- ✓ Conflict resolution

### **How the Program Helped**

- ✓ Helped to provide financial support
- ✓ Helped to provide materials
- ✓ Helped through grief process
- ✓ Provided mentors
- ✓ Provided opportunities for networking
- ✓ Provided skills to persevere
- ✓ Provided community
- ✓ Helped with personal wellbeing
- ✓ Provided life skills training to succeed in life
- ✓ Helped improve family connections
- ✓ Helped to prepare for college

### **Changes Observed in Oneself**

- ✓ Improved emotional growth
- ✓ Increased confidence
- ✓ Increased resiliency
- ✓ Increased motivation to achieve goals
- ✓ Increased financial management
- ✓ Importance of being prepared
- ✓ Increased time management
- ✓ Improved relationships
- ✓ Improved sense of self
- ✓ Improved social skills

### **Other Specific Skills or Strategies learned**

- ✓ Increased networking
- ✓ Increased ability to cope with grief
- ✓ Increased critical thinking
- ✓ Improved public speaking
- ✓ Being resilient
- ✓ Improvement in interpersonal skills

### **Aspects of the Program Most Valuable or Effective**

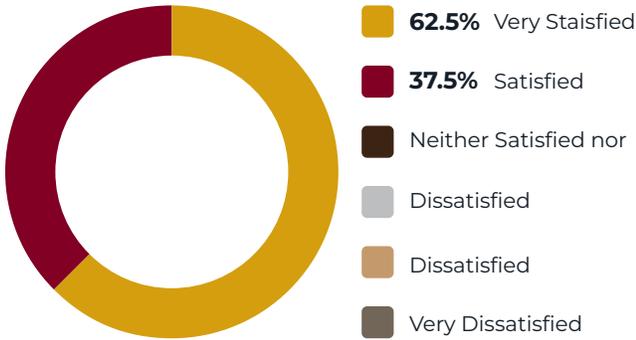
- ✓ Emotional Support
- ✓ Counseling
- ✓ Financial Assistance & Scholarships
- ✓ Mentorship
- ✓ Role Models
- ✓ Life Skills Trainings
- ✓ Career Support
- ✓ Community & Social Support
- ✓ Check-ins
- ✓ Life Coaching
- ✓ Networking
- ✓ Grief Counseling
- ✓ Group Meetings
- ✓ Connecting with others

### **Recommendations**

- ✓ Provide aid for transportation to the sessions
- ✓ Provide other resources such as tutoring
- ✓ Host an annual field trip
- ✓ Provide ongoing grief counseling beyond college
- ✓ Increase networking opportunities for current and former students
- ✓ Increase volunteer opportunities
- ✓ Host more group activities
- ✓ Offer mentorship between staff and students
- ✓ Host more zoom meetings

**Chart 31: Percentage of responses to satisfaction with the SWM program**

Satisfaction with the SWM Program



**100%**

were either Satisfied or Very Satisfied with the SWM program.

**A quote from SWM former recipient**

“  
*Students Without Mothers helped me see the support that is available in the community. It gave me hope.*  
”

# CONCLUSION

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Surveys were administered online to current and former recipients to obtain their feedback on their career/career goals, education status, program benefits, and how the program can be improved. Ultimately, the data from these findings will be used for programmatic and sustainability efforts.

The quantitative analysis of data revealed that the SWM program has provided both current and former recipients with many skills and strategies needed for a successful transition to college and into adulthood. They have increased their skills in the following areas: time management, goal achievement, stress management, decision-making, conflict resolution, resource availability, mental well-being, financial literacy, communication, healthy choices, and college preparation. As a result of learning these life skills and strategies, they have acquired the knowledge on how to manage time effectively, how to dress and communicate effectively, how to prepare for interviews, how to develop a resume and apply for jobs, how to budget, how to pick a major, how to make career decisions and how to engage in personal self-discovery. For the former participants, their strategies were similar but they referenced increased ability to network, improved mental wellness, improved public speaking, improvement in their interaction with others, ability to cope with grief, and being better equipped to handle life's challenges. Subsequently, they noted that exposure to the SWM program increased their ability to navigate college, improved decision-making skills, increased confidence, improved organizational skills, improved resume development abilities, improved social skills, improved sense of self, improved relationships, importance of being prepared, increased financial management, increased motivation to achieve goals, and improved their emotional growth.

When asked what aspects of the program were most valuable for current recipients, they indicated that financial literacy curriculum, care packages, grief counseling sessions, life coaching sessions, curriculum for preparing for interviews, curriculum on managing stress, curriculum on planning career path, connection with other students, scholarship, mentorship, and the wellness checks. For former recipients, their focus was more so on the social skills and interpersonal interactions such as connecting with others, networking, community and social support, as well as emotional support, mentorship, group meetings, check-ins including the grief counseling, financial assistance and scholarships, career support, and the life skills training. They indicated that the program increased their confidence, felt better equipped to process and express their emotions, mental wellbeing, and communication skills increased. An important aspect for current students was the assistance received in preparing for college through exposure to the curriculum, financial support, care packages, laptop, counseling sessions, mentorship, and access to other resources. These aspects of the program were deemed as most valuable and contributed to their successful transition to college and beyond.

Overall, the SWM program has resulted in a successful transition for both current and former recipients. The short term impact for current recipients were that 100% were prepared for college, developed life skills such as decision-making, conflict resolution, time management, communication, obtained financial support and guidance, and mentoring support. The long term impact for former recipients revealed that 100% of participants completed their education; 75% are currently employed working in fields such as law enforcement, school system, healthcare, and administrative fields and 50% make between \$50K - \$59K per year; while 62.5% are married. The former participants indicated that the program has made them more confident and resilient, better equipped to deal with life's challenges while providing them with the foundation for maintaining financial wellness.

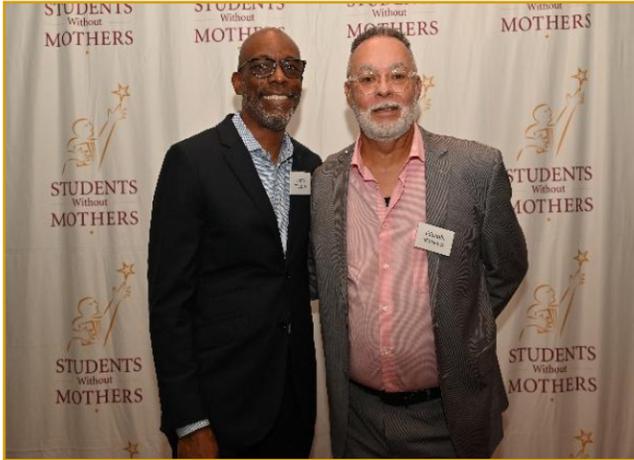
The recommendations included offering more life coaching sessions, hosting a group event for both current and former recipients, increase the number of care packages to each semester which includes school supplies and other essentials, create interactive spaces like a group chat or networking platform to connect with other students, provide aid for transportation to the sessions, expand resources to include tutoring, host an annual field trip, provide ongoing grief counseling beyond college, increase networking opportunities for current and former students, and increase volunteer opportunities.

It is important to note that the findings highlighted in this report are based on data from 16 participants. Because of the limited size of this sample, the collected insights may not fully represent the full range of perspectives from SWM recipients. Furthermore, the findings may not capture the diverse experiences and perspectives of the recipients most impacted by the program. This potential lack of representation highlights the need for caution when interpreting the findings, as they may reflect only a subset of views or behaviors.

To thoroughly understand the long-term impact of the program on SWM participants, a larger sample size along with the inclusion of a qualitative approach is essential. This will allow for an enhanced understanding of the factors that have led to a successful transition to college and beyond that can be tailored for current and future participants. Ultimately, investing in enhanced data collection will lead to more informed decision making and improved outcomes for individuals within these specific groups.

# ACKNOWLEDGEMENTS

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Their journey would not have been possible without the valued volunteers, interns, board members, staff, dedicated donors, and the many professionals who have helped their cause.

# REFERENCE

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**JAG Institute. Available at:** <https://judishouse.org/research-tools/cbem/>.

## APPENDIX A

### **SWM Impact Survey – Current Participants**

**To view a copy of the SWM impact survey for current participants, click on the link below.**

#### **SWM Impact Survey – Current Participants**

<https://forms.gle/woomrZBzEeTesbhu7>

## APPENDIX B

### **SWM Impact Survey – Former Participants**

**To view a copy of the SWM impact survey for former participants, click on the link below.**

#### **SWM Impact Survey – Former Participants**

<https://forms.gle/qriRE1KDMA5cgGbKA>



<https://studentswithoutmothers.org/>



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