

THE ACE MENTOR PROGRAM WORKS!

Research results show that ACE Mentor Program participants graduate high school at a greater rate than non-ACE participants. ACE also increases the diversity in architecture, construction and engineering program enrollment.



It's the degree of success that the ACE Mentor Program has had in young peoples' lives that is notable.

Survey Overview

The ACE Mentor Program's mission is to engage, excite and enlighten high school students to pursue careers in architecture, construction, and engineering. One critical aspect of achieving this goal is to appeal to and mentor minority and female students.

This benchmark research study was undertaken in January 2010 to quantify ACE's impact to-date. ACE students who had completed the program between 2002 and 2009 were surveyed.

3,666 individuals were invited to participate in an anonymous, web based survey; 933 (26%) completed the survey. Of the individuals who completed the surveyed 454 (49%) of the respondents completed the ACE program in 2009.

The research indicates that ACE is not only accomplishing its mission, it is also helping to advance additional objectives, as highlighted within.

“The experience at ACE enabled me to know exactly what it was I was going into and that I loved doing it.”



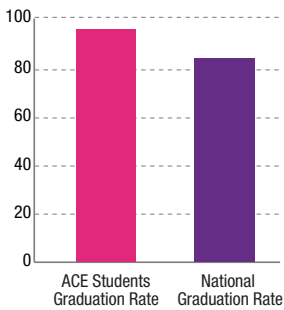
“ACE expanded my view of engineering and architecture and opened my eyes to a whole new array of potential careers.”

1

ACE Mentor Program participants *graduate high school* at a higher rate than their non-ACE counterparts.

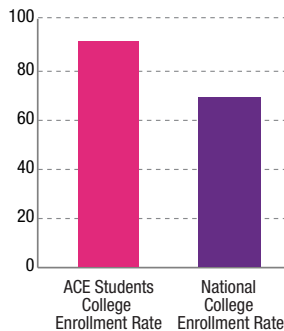
ACE Mentor Program participants *attend college* at a higher rate than their non-ACE counterparts.

High School Graduation Rate



ACE students who were seniors in high school in 2009 graduated at a rate of 97% compared to the 73.4% national graduation rate for the class of 2009 as reported by the National Center for Education Statistics. ¹

College Enrollment Rate

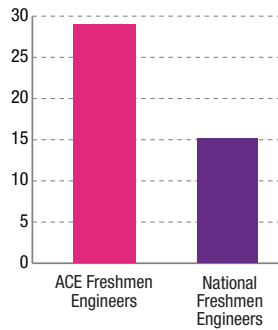


ACE students who were seniors in high school in 2009 enrolled in college at a rate of 94% compared to the national college enrollment rate of 68% for the class of 2009. ¹

2

Female ACE Mentor Program participants enter college engineering programs at double the national rate of their non-ACE counterparts.

Females in Engineering Programs



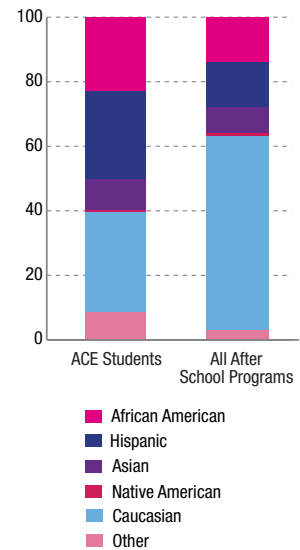
29% of ACE college freshmen planning to major in civil, electrical or mechanical engineering were female, versus 15% of college freshmen nationwide who planned to major in civil, electrical or mechanical engineering, according to the Higher Education Research Institute at UCLA. ²

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More minorities are enrolled in The ACE Mentor Program than other after-school programs as a whole.

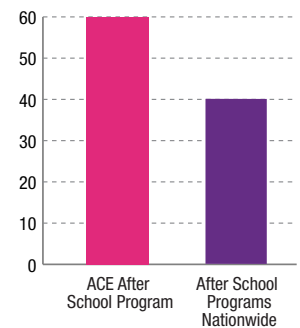
More low-income students are enrolled in the ACE Program than other after-school programs as a whole.

Race/Ethnic Make-Up of After-School Programs



Of students participating in the ACE program in 2008-09, 61% were minorities and 31% were Caucasian, versus the national average for after-school programs of 40% minority and 60% Caucasian, according to a recent study by the JC Penney Foundation & The After School Alliance. ³

Participation of Low-Income Students



59% of students in the ACE Mentor Program were from low-income families or attended Title I schools, versus 41% of youth in after-school programs across the country who were from low-income families. ³

“ACE really opened my eyes to all the opportunities that lie in the fields of architecture, construction and engineering.”

¹ US Department of Education, National Center for Education Statistics: *The Condition of Education 2009*, June 2009

² Higher Education Research Institute at UCLA: Research Brief: *The American Freshman National Norms, Fall 2009*, January 2010

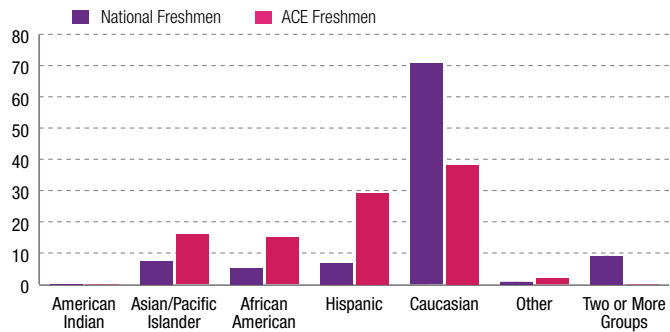
³ The JC Penney Foundation & The After School Alliance: *America After 3 P.M.*, Fall, 2009

4

Almost 10% of all college freshmen who intended to enroll in architecture programs in 2009 are ACE Mentor Program alumni.

Of the ACE students, the minority mix (Asian, African American and Hispanic) was 2 - 4 times greater than for national freshmen, who are 70% Caucasian.

Freshmen Majoring in Architecture in 2009



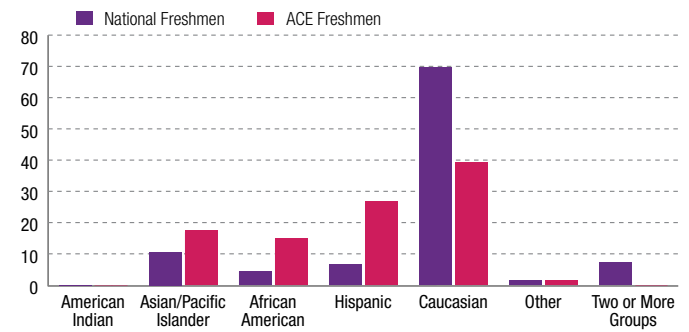
The number of college freshmen planning to enroll in architectural programs who are ACE alumni (113) is almost 10% of the total of all college freshmen entering architectural programs on a national level (1,226), according to the Higher Education Research Institute at UCLA.²

Of those students, the minority mix (Asian, African American, Hispanic) was 2 - 4 times greater for ACE students than for national freshmen, who are 70% Caucasian.²

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The ACE Mentor Program attracts more African American and Hispanic freshmen into civil, mechanical and electrical engineering programs than their non-ACE counterparts.

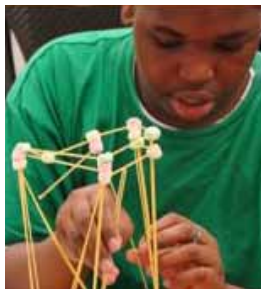
Freshmen Majoring in Engineering in 2009



The percentage of Hispanic ACE alumni entering civil, mechanical and electrical engineering programs is almost four times the rate of their non-ACE counterparts.

The percentage of African American ACE alumni entering civil, mechanical and electrical engineering programs is almost three times the rate of their non-ACE counterparts, according to the Higher Education Research Institute at UCLA.²

“ACE guided me to an interesting career, and made me want to pursue this kind of work.”

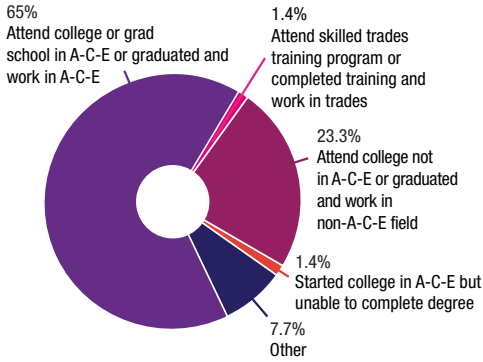


“During the ACE Mentor Program I met a female construction manager who helped me realize that I can pursue a career in facilities management.”

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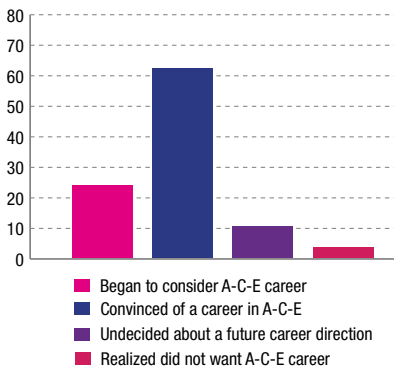
The ACE Mentor Program contributes a high percentage of new recruits for the architecture, construction and engineering industry.

ACE Mentor Program Alumni



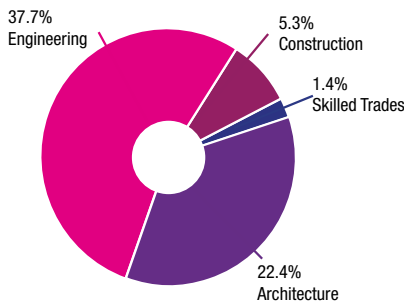
66% of ACE alumni are either studying architecture, engineering, construction and the skilled trades, or are already working in one of these fields.

ACE Impact on Alumni Career Choices



86% of ACE alumni were convinced of a career in A-C-E or began to consider one AFTER participation in the ACE program.

ACE Alumni A-C-E Career Choices

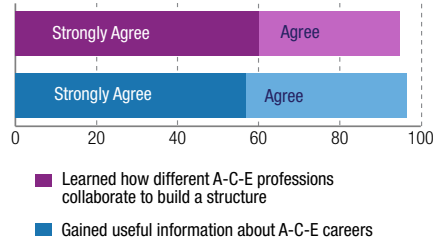


65%+ of ACE alumni are pursuing A-C-E majors as graduate or undergraduate students.

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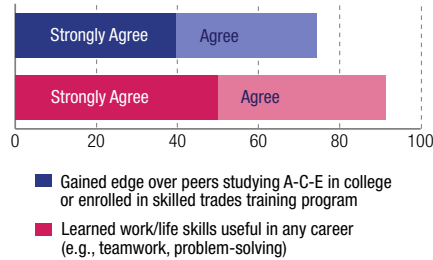
ACE Mentor Program students indicate that the experience gives them an edge over their non-ACE counterparts.

Gained Knowledge of the A-C-E Industry



95%+ of ACE alumni agreed that they gained valuable knowledge about A-C-E careers and about how the industry works.

Gained Valuable Work/Life Skills

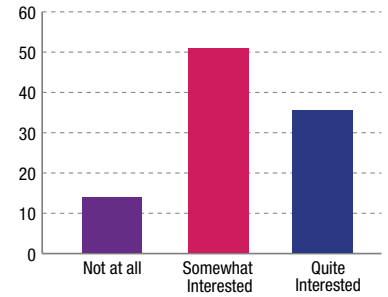


90%+ of ACE alumni agree that they gained valuable work/life skills to use in a career and gained an edge over their peers studying A-C-E in college as a result of the ACE Program.

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ACE Mentor Program alumni “give back” or express a willingness to volunteer more than their non-ACE counterparts.

Potential Interest in Serving as an ACE Mentor



88% of ACE alumni who were college freshmen in 2009 indicated that they would consider serving as mentors in the ACE program, versus 72% of national college freshmen who indicated an interest in volunteering in 2009 as reported by the Higher Education Research Institute of UCLA.²

“I was excited to be around fellow students who shared the same interest and to meet mentors with great passion for what they do.”

The ACE Mentor Program is a unique partnership among industry professionals — architects, interior designers, landscape architects, mechanical, structural, electrical, environmental and civil engineers, construction managers, college and university representatives, and other professionals from related corporations and professional organizations — who work together to attract young people to their professions. Industry professionals volunteer to become mentors to high school students in order to introduce them to the professions and encourage them to pursue studies and careers in these fields. In return, the industry gets a much-needed boost of new talent.

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