

HYA EVALUATION MEMORANDUM

DATE: December 5, 2012

TO: Director, Help Yourself Academy

FROM: Andrea Slaven, Evaluator

RE: Analysis of the mentor program to determine success in achieving program objectives.

It has been an exciting opportunity to observe and evaluate the *Help Yourself Academy* (HYA). As requested, I have evaluated the strengths and weaknesses of the mentor training that prepares emerging teachers from the College of St. Rose to be effective mentors. As part of a formative study to help the program with its continuing effort to improve training so as to reach the program objectives as best as possible, I conducted a qualitative survey with the mentors. The results from the questions were contrasted and compared to the objectives set within the program, specifically:

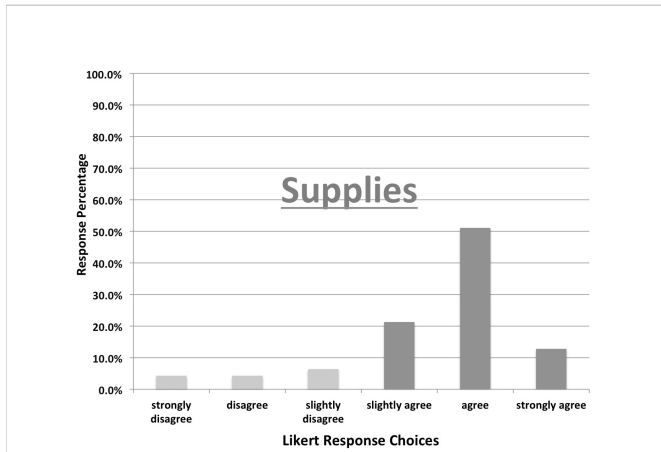
1. To provide children with engaging instruction in science or math so as to boost children's academic performance in school.
2. To encourage learning and motivation to achieve.
3. To nurture from an early age the children's aspirations to attend college.

The following memo explains the results from the survey questions to provide an assessment of strengths and weaknesses from the three objectives listed above. A summary of each is provided followed by my recommendations.

Overall Instructional Environment

Providing an organized learning environment is essential to conducting effective lessons. From the survey, I was able to determine that the environment and organization established was conducive to learning. As shown in Table 1, a large majority, 85%, of the mentors surveyed felt that the program provided adequate supplies and materials. The facilities used for mentoring were also found to be adequate, but not as strong, with only 76% having a positive response. What seems to be of great concern, however, is the response given for overall organization of the program. Table 2 shows that the responses did not show a strong preference for any particular qualitative response on the Likert scale. The responses show that a majority of the mentors did not feel the program was well organized for one reason or another.

Table 1



Totals for Adequate Supplies

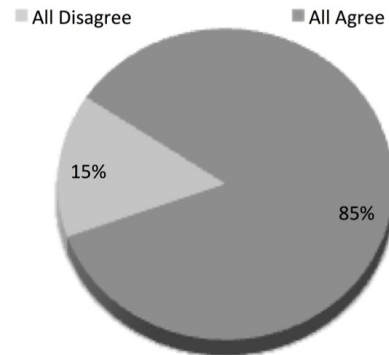
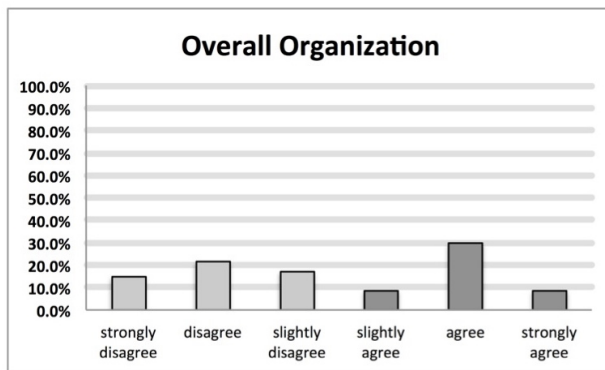
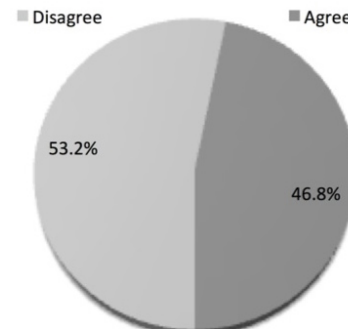


Table 2



Total Percentages for Organization

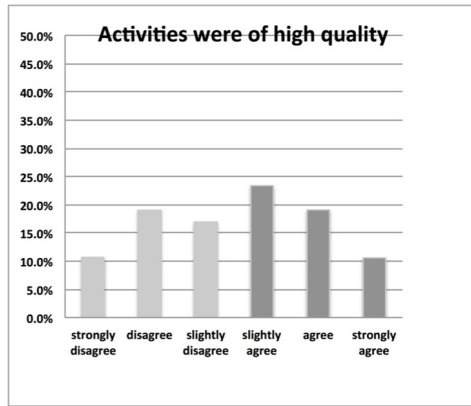


Student Achievement and Activity Assessment

High quality activities are needed to demonstrate and reinforce skills especially for high-risk students so as to keep interest and be a valuable skill-building tool. This would be an area in which the program would want to have a clear response toward being positive. However, Table 3 shows that only slightly more responses were positive with only 53% of those survey agreeing with the statement the activities were of high quality.

The objective to help students gain knowledge in areas of math and science varied among mentors. Table 4 shows that there were many who felt students did not gain knowledge in science and/or math, and very few strongly agreed. This was compared to how mentors felt the program prepared them to teach math and/or science. Table 5 shows a negative response to this which is concerning.

Table 3



Total Percent

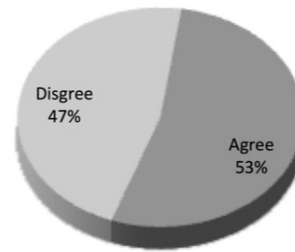
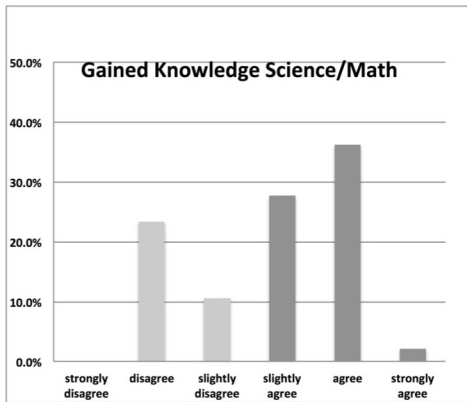
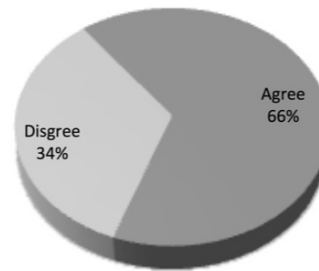


Table 4



Total Percent

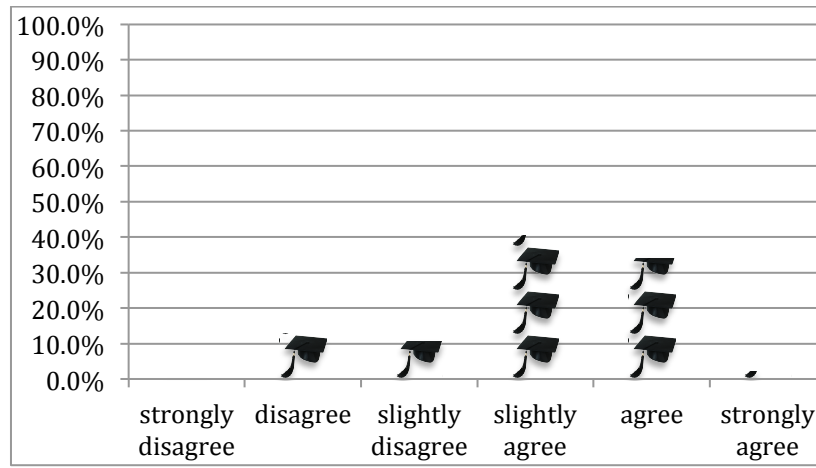


College Aspirations

One of the goals of the program is to provide a college experience to young children that they may aspire to attend college. Question #9 on the survey directly addressed this goal. The program is given a very positive experience by a majority of the mentors. However, Table 5 shows this conclusion does not go without room for improvement, as there was very few that agreed strongly. In fact, most of the mentors choose “*slightly agree*” to this question.

Table 5

College Experience to Nurture Aspirations for Future Attendance



Conclusion and Recommendation

One of the main concerns found was the organization of the program. This would need further study. I recommend a follow-up formative survey to include open-ended questions in regards to organization. It is hard to determine from this survey what deterred the program from being organized. It may be important to look at communication between Lead Teachers and mentors in a subsequent survey.

Though the program was able to have a positive impact on student achievement, an area that needs attention would be to create better activities. As a formative evaluation process takes place, further information would need to be gathered to determine exactly what areas need improved activities. Further test analysis on the data can be run to determine how each of the grade levels responded to this question. It would also help to know in subsequent surveys whether it was science or math activities that need improvement. In looking at the skills results, it would be in the best interest of the students to develop activities and learning aids that require students to develop *following direction* skills and *staying on task*. Breaking down directions into smaller chunks, using task charts and other aids would be useful.

In conclusion, students came to St. Rose to gain additional help in areas of science and math, but mentors did not feel their students gained much, nor did they feel better prepared to teach science/math. I would recommend greater communication with Lead Teachers and development of more meaningful activities in areas of science or math. The program objective to nurture aspirations to attend college has been achieved, but a closer look at the facilities and overall organization of the program is still in need of improvement.