Project HERE Quarterly Report:

Report based on progress for the months of April, May, and June of 2000. This report includes 6 basic areas that will be described in the following order: major activities, number of individuals served, outcomes, alignment of outcomes with goals of project, modifications expected to happen because of these outcomes, and funds expended.

Major Activities: Project HERE officially began serving the children on April 3, 2000. Tutors met with the children Mondays and Tuesdays from 2:00-4:00 pm, with the exception of Easter Week (April 17-21) until June 6, 2000. A total of 17 days of tutoring sessions have been completed to date. During these sessions our volunteers helped children with homework, ESOL assignments, and reinforcements requested by their homeroom teachers. These sessions also included cultural awareness activities for small and large groups such as readings of stories of Latino writers and/or characters. More specific activities were done on the following days:

Saturday, April 29, 2000. Field trip to the Greensboro Latino Festival. For this activity parents, volunteers, and school faculty were invited to join us. This field trip began at 11:00am and ended at 5:00 pm.


Monday, May 22, 2000. Guest musician-percussionist, Rafael Schiavone. Presented congas and bongos. Explained their origin, similarities, differences, materials used to make them, and sounds. At the end of the presentation he created a mini percussion band with the children.
Monday, June 5, 2000. Craft day. Children learned to cardboard weave as the natives from Central America and Mexico have for centuries.

Tuesday, June 6, 2000. Closing Day. A celebration of the end of the school year, our volunteers, and a farewell to our 5th graders. We played various outside games and enjoyed cake and refreshments.

Number of children in the project:

The project began on April 3, 2000 serving 13 children. By the end of the school year (June 6, 2000) we had a total of 17 children attending the project on a regular basis.

Outcomes:

The children’s third quarter school report cards were used as a form of pre-evaluation and basis for the beginning of our program, we used the fourth quarter evaluation as the post evaluation and end of year results. Comparing these two reports we were able to determine the academic outcomes for these children. These are the results:

Out of 17 children enrolled in Project HERE, 6 children (35 %) demonstrated a one-grade letter increase in one or more subjects. Two of these 6 children demonstrated a one-grade letter increase in two subjects but a decrease in one grade letter in one subject. Two children (12%) demonstrated a one-grade letter decrease in one subject area. The remaining 9 children (53 %) maintained their evaluations at the same grade letter.

The children also demonstrated a positive increase in their attitudes towards their own culture by increasingly participating more frequently in discussions and activities related to cultural awareness. All children have attended the tutoring sessions over 76% of the time since their first day of enrollment and tutors attended over 95 % of the tutoring sessions.
Teachers were asked to fill out a student participation questionnaire on every child as a way to see if there have been any changes in the child’s self-esteem and security since the project began. This data collector also inquired about the number of homework assignments for each child and those assignments completed. These were the results: 70.5% of the children did all of their weekly homework. 29.5% of the students did more than three quarters of the weekly assigned work. In relation to the classroom participation, teachers expressed that 52% of the children have frequent participation and usually correct. The other 48% showed an acceptable amount of attempts that were usually correct.

At the same time, teachers and parents were also asked to fill out a questionnaire about the perception they have of the relationship with each other. The teacher’s results were as follows: The communication with the parents was initiated 58% of the times by the teachers and the remaining 42% never had communication with the parents of these children. Teachers complained of there being a language barrier that impeded that communication from happening. 58% of the teachers felt that the parents that they had established communication with felt comfortable coming to them and talking about their children’s progress, and 76% of the time there was a good working relationship. The remaining 42% felt that the comfortableness was sometimes or never there and that a good working relationship only existed 24% of the time. 35% of the teachers met with the parents once a week or more, 12% twice a month, 30% once a month, and 23% less than once a month.

The results of the parent’s evaluation of their relationship with the teachers of their children were as follows: 80% the parents felt that teachers always got in touch with
them when their child was in trouble or falling behind in school, the remaining 20% felt that teachers reached out to them only sometimes. 67% of the parents said that they felt comfortable going to their children’s school and 33% expressed feeling uncomfortable. 87% of the parents expressed feeling that when they met with the teachers, they were able to find a solution to the problem, and the remaining 13% said that a solution was usually or most of the time found. 87% of the parents felt that the teachers always let them know when their child was making progress and 13% felt that this only happened sometimes. Parents rated their frequency of contact with the teachers the following way: 47% of the parents met the teachers once a week, 27% twice a month, 26% only once a month.

Field trip: 76% of the children and their families attended the Greensboro Latino Festival, our first field trip. The evaluations for this field trip were 100% positive. Families enjoyed spending time together. They learned something new about the Latino community services and/or places and learned about different career choices for parents and children.

A side benefit of Project HERE is that Amistad has been able to link the parents of the children with an ESL program funded by Guilford Technical Community College. The children are more encouraged to learn English and continue their education when they witness their parents having a dedication to the same goals.

Alignment of outcomes with the goals and objectives of Project HERE:

I will proceed to describe our short terms goals and objectives and how they align with our quarterly outcomes.

1. 75% of the youth increases a grade letter in courses were ever possible: As seen in our outcomes, 35% of the children increased a grade letter in the
end of year report card. 12 % decreased a grade letter and 53% maintained their evaluation at the same grade level. As seen we are below our benchmark of 75 %. One of the reasons for this is that 9 of the 17 children were already receiving straight As and had no room for grade improvement.

2. Attendance of students in tutoring sessions and activities (75%): All children attended over 76% of the tutoring sessions and we had a 76 % attendance to the field trip.

3. Identification of career goals (100%): All evaluations were 100 % positives in which parents and children found to have learned something new about the Latino community and different career choices for them and for their children.

4. Volunteer project completed (100%): All of our volunteers were present over 95 % of the time they promised to the project. Most of the volunteers were students that expressed complications with the end of the semester but always called to cancel ahead of time.

5. Parents’ change in behavioral approach to education (80%): As seen in our outcomes, 80% of the parents felt that teachers always got in touch with them when their children were in trouble or falling behind in school, 67 % expressed feeling comfortable going to their child’s school, 87 % felt that when they met with their child’s teachers they were always able to find a solution to the problem, and 87 % felt that the teachers always let them know when their child was making progress.
**Modifications expected to happen because of these outcomes:**

The first change needed in the project is to rewrite the grant proposal into an educational language. Some of these goals, even though we met the standards for most of them, are in a language that makes them very complicated to achieve.

There is discordance between the results of the evaluations made by the teachers about their relationship with the parents and those made by the parents. We believe this is because of a cultural difference. Therefore, we want to provide more cross-cultural education for parents and teachers to help facilitate the understanding of communication styles that accounts for the difference of perceptions in both groups related to their communication.

**Funds Expenditures:**

During the months of April, May, and June of the year 2000 Project HERE has spent a total of $9,064.00. This total represents a 15.83% of the money awarded. The following is a breakdown of the expenses.

1. $7,080.00 on salaries of the project coordinator, senior and student tutors. This amount is equivalent to 78% of the money spent.
2. $544.00 on educational supplies. This is 6% of the money spent.
3. $520.00 on travel expenses or reimbursement of mileage. 5.8% of the money spent.
4. $300.00 on phone, faxes, and stamps. 3.3% of the money spent.
5. $280.00 on staff development. 3.1% of the expenditures.
6. $224.00 on transportation. 2.5 of the money.
7. $118.00 snack for the children. 1.3% of the expenditure.