Project HERE Quarterly Report

This report is based on the progress for the months of October, November, and December of the year 2000. This report will include the following requested information: major activities, number of individuals served, outcomes, alignment of outcomes with goals of project, changes and modifications, and percentage of project funds expended.

Project HERE is a one on one tutor/mentoring program that serves Hispanic children attending Oak Hill Year Around Elementary School in High Point, North Carolina.

Major Activities:

Tutors met with students each Monday and Tuesday from 2:00- 4:00 pm until the 11th of December. The school was closed from Monday, December 18th until Friday January 5th for Christmas break. This quarter was dedicated using positive reinforcement to encourage good behavior, pride, and enthusiasm for schoolwork. Minimal attention was given to negative behavior. Positive behavior was recognized and awarded with small tokens such as stickers, ribbons, and certificates. Children were also recognized with the same awards for efforts put forth in completing their school assignments. To reinforce positive behavior students were now the opportunity to take on a leadership role. Classroom monitors, line leaders, and peer tutor were some of the roles assigned to the students.

Activities:

Monday, October 30th:

Children were introduced to role-play. The assignment was to act out a classroom situation where other students were being disruptive while their classmates were trying to
study. Students eagerly volunteered as actors and played out the scene while other students observed. They later discussed their feeling about what they observed.

**Tuesday, November 14th:**

Guest speaker, Trini Oyola, was scheduled to give a presentation. Mrs. Oyola is a local entrepreneur and a native of Puerto Rico. She was to lead a discussion on the advantages of growing up bilingual and the importance of education. Due to illness, Mrs. Oyola was not able to speak. Her presentation has been rescheduled.

**Monday, November 20th (Thanksgiving Week):**

Magazines were brought in. Students were asked to brows magazines for pictures that were symbolic of things that they valued. These pictures were cut and glued on to a colorful piece of construction paper. After completion, projects were collected and laminated and returned to the students. It was suggested, to the students, that they take these project homes and display them in a permitted area.

**Tuesday December 12th 2000:**

Christmas students enjoyed refreshments and singing. Christmas cards were made and students wrote Christmas wishes to their parents in both their native Spanish and English language.

**Number of Individuals Served:**

A total of 17 Hispanic children were served with an attendance record of 98%.

**Outcome:**

In the month of October teachers were asked to complete a student participation questionnaire. They were to evaluate each child to determine possible changes in attitudes and self-esteem. The evaluation also included questions about the number of
homework assignments given and the number of homework assignments completed. Also, teachers were asked to evaluate and rate the students level of class participation.

Eighty-eight percent of students completed All weekly homework assignments while others missed one assignment or less per week.

In terms of class participation, ninety-one percent of the students were given a rating level of “frequent”, “acceptable”, and “correct”. These evaluations reflect the months of August, September and October of the year 2000.

October 17th students were issued their first quarter report cards. The grades received are used as a tool for evaluating progress of students. This report will not be based on letter grades received to measure the progress of this program. These grades, however, will be evaluated and compared to the grades received in the next quarter and the results will be discussed in the next quarterly report.

For the record, 97% of the students enrolled in Project HERE received comments, from their teachers, that they were working really hard, doing well in their school work, and making good progress.

Alignment of Outcome with Goals of Project:

1. Very low absentee rate. Attendance of students in tutoring sessions over 95%.

2. Volunteer tutors present 90% of the time. Most volunteers are students, consequently, some days were missed because of conflict with school.

* This quarter, no written data has been collected to determine parent’s change in behavior in their approach to education or perception of overall program

Changes and modifications:
Project HERE continued to go through some administrative changes. Once again, a new
senior tutor and a new student tutor were hired. The new senior tutor, the new student
tutor and the new coordinator have adjusted well to the job and so far have been a
successful working team. There has been no indication that this change in staff has had
any negative effects on the students enrolled in Project HERE, academically or
emotionally.

**Funds Expenditures:**

During the months of October, November, and December, of the year 2000, Project
HERE has spent a total of $5,450. This total represents a 9.3% of the money awarded.
The following is a breakdown of the expenses:

1. $3,965 on salaries of the Project Coordinator, Senior and Student Tutors. This
   amount is equivalent to 72.75% of the expenditure.
2. $861 on bus transportation. 15.79% of the expenditure.
3. $323 on travel expenses or reimbursement of mileage. 5.93% of the expenditure.
4. $183 on school and office supplies. 3.35% of the expenditure.
5. $100 on communication (phone, fax, stamps) 1.84% of the expenditure.
6. $18 on snack. 0.34% of the expenditure