Quarterly Report
Hispanic Education Retention and Excellence
(Project H.E.R.E)
January 2001- March 2001

Contact Person: A. Denise Oldham, Coordinator
(336) 274-1188
adoldham@hotmail.com

Major Activities:

Tutors met with students each Monday and Tuesday from 2:00- 4:00 pm until the 3rd of April when the school closed for spring break. The major activities of this quarter include daily arts and crafts, daily reading time, cultural appreciation day, activities to promote positive reinforcements, maintain teacher involvement in project.

Listed are specific examples of Activities described above:

January 2001

Letters sent to principal and teachers wishing them a Happy New Year and thanking them for their continued support of Project HERE.

January 15, 2001

Students were given a special lesson in measurement. In this activity the older children measured the heads of younger children. They used the results to make crowns. The younger children decorated the crowns and wore them home.

February 12, 2001

Students crafted Valentine cards. Each child wrote a poem or a riddle inside the card and signed his or name. They decorated a large box and placed the cards inside. On
February 13, a Valentine party was given. During the party, each student reached into the box for a Valentine card and read the contents out loud to their classmates. This activity was inspired by a Valentine story read in the previous week called “A Valentine for Ms. Vanilla.”

February 18, 2001
Letters sent to teaching requesting a meeting time to discuss progress of students.

March 6, 2001
Local entrepreneur and a native of Puerto Rico, Mrs. Trini Oyola, served as a guest speaker on. In her native Spanish Language, she spoke to the children about the advantages of being bilingual and the importance of staying in school and receiving an education. At the end of her presentation Mrs. Oyola gave each child a bright, festive pencil and suggested that they use it to write down their career goals.

March 21, 2001
Student evaluation forms were completed by teachers and returned to Project HERE coordinator.

Number of Individuals Served:
A total of 17 Hispanic children were served with an attendance record of 98%.

Outcome:
The week of March 21, 2001 teachers completed evaluation forms. These evaluation forms were designed to assess possible changes in student 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 student’s level of class participation. The evaluation included and questions
to access the teacher’s perception or his/her relationship with the parents. Only ten of the evaluation forms were returned. The results showed no indication of a problem with student’s attitudes or self-esteem or level of participation. In terms of relationship with parents, 90% of the teachers felt they were comfortable and had good working relationship with the parents.

The week of March 20th was the end of the third grading period. Children in grades K-2 received student assessment cards. Student in grades 3-5 received letter grade report cards. Both reports indicated that the students were had working and progressing nicely. Ninety five percent of the students (graded 3-5) maintained an average grade of B or better.

**Alignment of Outcome with Goals of Project:**

1. Attendance of students in tutoring sessions over 98%

2. Students maintained an academic ranking of “above average”

3. Volunteers available 98% of the time. There was small decline in the available number of volunteer tutors this quarter. A stronger campaign drive was needed to recruit more volunteers. However we did experience a higher level of consistency with the tutors that were available.

**Changes and modifications:**

This quarter, a special emphasis was placed on reading. Students were encouraged to read silently or aloud. Older children were given an opportunity to read to the younger students. Tutors began to read to the student in an effort to inform, to entertain, and to teach correct pronunciation of English word.
In February, we incorporated an activity called the “token exchange”. In this activity, any student caught in the act of being good was rewarded with a small, round, colorful token. This included helping a classmate, offering help without being asked, and asking or answering questions. Students were not limited to the number of tokens that they could receive. At the end of each tutorial session students returned their tokens in exchange for a small reward such as a sticker, a school supply, or a small toy. (The more the tokens, the larger the rewards). For the most part we did not have behavior problems with the students enrolled in Project H.E.R.E. The students loved this activity and continued to behave well, even on days that tokens were not given out.

Group arts and craft activities were added into the daily curriculum. The use of visual aids was increased in the tutorial sessions. Song and dance was incorporated into lessons. A variety of crossword puzzles, math puzzles, and brainteasers were placed in folders and made available to the students. This gave students an opportunity to choose an activity of their own liking to reinforce subjects being studied. The goal was to maximize student involvement and make learning fun and exciting. The student began to show more enthusiasm about being a part of this program. In the past, students often asked if he or she could go outside to play after finishing homework. This question became less and less frequent as the quarter progressed.

**Funds Expenditures:**

During the months of January, February, and March, of the year 2001, Project HERE has spent a total of $5,922. This total represents a 5.1% of the money awarded. (Year one plus year two funding combined) The following is a breakdown of the expenses:
1. $4,183 on salaries of the Project Coordinator, Senior and Student Tutors. This amount is equivalent to 70.63% of the expenditure.

2. $1,200 on bus transportation. 20.26% of the expenditure.

3. $218 on travel expenses or reimbursement of mileage. 3.68% of the expenditure.

4. $166 on school and office supplies. 2.81% of the expenditure.

5. $155 on communication (phone, fax, stamps) 2.62% of the expenditure.
**Project HERE**  
**Final Report (2000 – 01)**

**Lessons Learned**

The biggest lesson learned in this project was that the concept of a one on one tutorial program was ideal but almost impossible to achieve. Thought there was a high response of interest in volunteering from the community, most people were just simply unavailable during the program’s hours. Not to mention, finding one tutor per child served puts a major time constraint on the coordinator.

The time of day was mostly convenient for college students who were reliable but, had conflict with school schedules. Retired adults had conflict with transportation. A number of Hispanics would have been available, but could not help because of inability to speak English. (This included the parents of the children enrolled in Project HERE). We were fortunate, however, to achieve a daily ratio of one tutor per three/four children served.

The after school tutorial program was especially successful because of the strategy used to connect with students. This includes trust-based relationships, lots of positive reinforcement, creative learning techniques, and activities that maximized student involvement.

Overall, the key to the success of this program is the ability to link this project, the school, and the parents together and form a community. The principal and the parents have the most influence. If the principal endorses the program than it is most likely that you will have the support of the teachers. If the parents, who have the most important role, support the program than it is likely for the child to have a successful academic year.
At the same time, teachers have an obligation to maintain communication with the parents and parents need to be able to understand the language and the educational system. One weak link becomes a treat to the success of this project.

In this particular quarter, more parental involvement in the tutorial program would have better aligned this project with its goals. Non the less, Project HERE was a successful attempt to address the educational, emotional, and cultural needs of the Hispanic child. Despite the challenges, this project was able to make a difference in the lives of the Hispanic children it served.