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ABSTRACT

This report evaluates the effectiveness of the Academic Volunteer and Mentor Program at Giano Intermediate School in California. It presents program goals and objectives, and evaluation findings and conclusions. Mathematics and reading test data are presented and evaluated. This report is made up of a series of tables and charts filled with test scores and detailed statistical analysis. Many of the results are incomplete because not all the necessary data were available by the date the report was due. (KFT)

Year Two Program Evaluation Report

Academic Volunteer and Mentor Program

Project Number OCDE-9657

Giano Intermediate School

Rowland Unified School District
Rowland Heights, California

July 1998



Presented to

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Deputy Secretary
Governor's Office of Child
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Year Two Program Evaluation Report
Academic Volunteer and Mentor Program
Giano Intermediate School
Rowland Unified School District
July 1998

~Introduction~

As Giano Intermediate School's Academic Volunteer and Mentor Program moved from its first to its second year, it acquired new management. Mr. Chris Sweet took over the program administrative tasks from Clara Ogaz, who had managed the program in its first year. During the second year of the program, the new program manager and the external program evaluator, Dr. Don Kester (an evaluator consultant with the Los Angeles County Office of Education), met several times to discuss the program's goals and objectives and the progress that was being made toward the attainment of those objectives. Mr. Sweet also arranged for Dr. Kester's on-site visits. During one on-site visit to meet with the program's mentees, the evaluator requested and received written answers to survey questions that described mentee experiences.

Program Goals and Objectives; Evaluation Findings and Conclusions

Goal 1

Academic achievement and attendance will increase.

Note

Annual objectives based on the original, end-of-the project objectives are used to guide this year's evaluation. (See Appendix A.)

Objective 1.1.

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change information on mathematics test scores for mentees and those students in the comparison group. (Evidence: Normal Curve Equivalent [NCE] scores in mathematics.)

Objective 1.2.

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change information on reading test scores for mentees and those students in the comparison group. (Evidence: Normal Curve Equivalent [NCE] scores in reading.)

Findings

During the 1997-98 school year, the project manager contacted the funding agency to say that test score data would not be available quickly enough to be analyzed and reported by the funding agency's early July 1998 reporting due date. The project manager reported to the evaluator that the funding agency accepted this.

Conclusion

Test score data in both mathematics and reading were not yet available as this second year evaluation report went to press. It was therefore impossible to determine whether Objectives 1.1 and 1.2 were attained as of the end of Year 2 of the project.

Comment

The Academic Volunteer and Mentor Program is unusual in its short timeline between the end of the program and the due date of the evaluation report. For example, the federal government typically allows 90 calendar days between the end of a federally funded project and the due date of the evaluation report. In

contrast, this mentor project, funded by the state of California, allows only 10 calendar days between the end of the project, June 30, 1998, and the due date of the evaluation report, July 10, 1998.

For this reason, the evaluator views the project manager's statement on Objectives 1.1. and 1.2 as very reasonable. There simply was not enough time to receive, analyze, and report norm referenced, standardized test scores in mathematics and reading.

Objective 1.3

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change information on grades in English for mentees and those students in the comparisons group. (Evidence: English grades)

Findings

In Tables 1 and 2 below are the fall to spring 1997-98 semester English grade change data for both the Giano mentor program participants and the Giano comparison group students.

Table 1

Fall to Spring Semester Change in English Grades by Mentor Program Participants, 1997-98

Student Code	Gender	Grade Level	Fall Semester		Spring Semester		Change in GPA
			Letter Grade	GPA	Letter Grade	GPA	
A	M	8	F	0.0000	D	1.0000	1.0000
B	M	8	F	0.0000	D-	0.6667	0.6667
C	M	7	F	0.0000	D	1.0000	1.0000
D	M	7	F	0.0000	F	0.0000	0.0000
E	M	7	D	1.0000	D	1.0000	0.0000
F	M	8	D	0.6667	F	0.0000	-0.6667
G	M	8	-				
			D	0.6667	F	0.0000	-0.6667
H	M	7	F	0.0000	F	0.0000	0.0000
I	M	8	C	2.0000	C-	1.6667	-0.3333
J	M	8	C	2.0000	C	2.0000	0.0000
K	F	7	C-	1.6667	C+	2.3333	0.6666
L	F	7	A	3.6667	A-	3.6667	0.0000
M	M	8	F	0.0000	F	0.0000	0.0000
N	F	8	A	3.6667	C+	2.3333	-1.3334
O	M	8	D	0.6667	D-	0.6667	0.0000
P	M	8	F	0.0000	F	0.0000	0.0000
Q	M	8	D+	1.3333	F	0.0000	-1.3333
R	F	8	C-	1.6667	C+	2.3333	0.6666
S	F	7	F	0.0000	F	0.0000	0.0000
T	F	8	F	0.0000	D+	1.3333	1.3333
U	F	8	F	0.0000	D-	0.6667	0.6667
V	M	7	D	1.0000	D	1.0000	0.0000
W	F	8	F	0.0000	F	0.0000	0.0000
X	F	8	C	2.0000	C	2.0000	0.0000
Y	M	8	D	0.6667	D-	0.6667	0.0000
Z	M	7	F	0.0000	A	4.0000	4.0000
AA	M	8	F	0.0000	D-	0.6667	0.6667

Table 2

Fall to Spring Semester Change in English Grades by Comparison Group Students, 1997-98

Student Code	Gender	Grade Level	Fall Semester		Spring Semester		Change in GPA
			Letter Grade	GPA	Letter Grade	GPA	
A	M	8	F	0.0000	F	0.0000	0.0000
B	M	8	F	0.0000	F	0.0000	0.0000
C	M	7	C	2.0000	F	0.0000	-2.0000
D	F	7	C	2.0000	C	2.0000	0.0000
E	F	7	C	2.0000	C-	1.6667	-0.3333
F	M	8	F	0.0000	D	1.0000	1.0000
G	F	7	C	2.3333	F	0.0000	-2.3333
			+				
H	F	8	F	0.0000	F	0.0000	0.0000
I	M	8	D	0.6667	F	0.0000	-0.6667
			-				
J	F	8	C-	1.6667	D+	1.3333	-0.3334
K	F	8	D	1.0000	C	2.0000	1.0000
L	F	7	C	2.0000	D+	1.3333	-0.6667
M	F	7	F	0.0000	F	0.0000	0.0000
N	F	8	B	3.0000	B	3.0000	0.0000
O	F	7	D	1.0000	F	0.0000	-1.0000
P	M	8	F	0.0000	F	0.0000	0.0000
Q	M	8	B-	2.6667	C	2.0000	-0.6667
R	M	8	F	0.0000	D+	1.3333	1.3333
S	M	8	C	2.0000	D	1.0000	-1.0000
T	F	7	D	0.6667	F	0.0000	-0.6667
			-				
U	M	8	F	0.0000	C-	1.6667	1.6667
V	M	8	F	0.0000	F	0.0000	0.0000
W	M	8	D	0.6667	F	0.0000	-0.6667
			-				
X	F	8	D	0.6667	D	1.0000	0.3333
			-				
Y	F	7	D	1.0000	B	3.0000	2.0000
Z	M	8	F	0.0000	F	0.0000	0.0000
AA	F	7	D	0.6667	F	0.0000	-0.6667
			-				
AB	F	7	F	0.0000	F	0.0000	0.0000

Nonparametric Statistical Analysis

Since the sample sizes of the mentee and comparison groups were below 35 (n=27 for the mentees, n=28 for the comparison group), the program evaluator used nonparametric statistical analysis for all of the comparison objectives. Comparison objectives are those which compare the gain of both student groups, the mentees versus those in the comparison group.

According to Kirk (1968), nonparametric methods “...(are) statistical procedures that do not depend on a knowledge of population distributions and associated parameters (mean, standard deviation)... (these methods) are called nonparametric or distribution-free methods... If nonparametric methods are used, an experimenter is generally unable or unwilling to assume that the underlying populations are normal, have equal variances, and so forth.”

Starting with this comparison objective, and for the other comparison objectives, what will be presented are the results of three nonparametric statistical tests; the Mann-Whitney U, the Kolmogorov-Smirnov Z, and the Wald-Wolfowitz Z. Please see Appendix B for a brief description of each test.

The decision rule used by the evaluator will be based on the results of the three nonparametric statistical tests. If one of the three tests is statistically significant at $p \leq .05$, the decision will be that there is a difference between the mentee and comparison groups.

Nonparametric test results are shown below.

Table 3

Mann-Whitey U Test for Differences in Fall to Spring Semester Gain in English Grades for Mentees and Comparison Group Students, 1997-98

Student Group	No.	Σ Rank	Mean Rank	U	U-Prime	No. Tied Groups	Z corrected for ties	p
Mentee	27	845	31.3					
Comparison	28	695	24.8	289	467	8	-1.56	.1189

The p values for the other two tests were: Kolmogorov-Simirnov, $p \leq .3643$; and Wald-Wolfowitz, $p \leq .0001$.

Conclusion

Because one of the three tests (The Wald-Wolfowitz) did produced a p value equal to or less than 0.05, the decision is that the two distributions of English grades are different. This objective was attained. The project director did gather English grade change information for both groups.

Caution

The use of the term, “comparison or control group” could lead one to assume that at-risk students were randomly assigned to either the experimental group (those who were mentored) or the control group (those who were not mentored). In which case, the research design in use here would be, “Design 2-Randomized Control-Group Pretest-Posttest Design” (Campbell and Stanley, 1966). This assumption, however, would be incorrect. Random assignment of students did not take place at Giano. Instead, membership in the comparison/control group was determined by “matching;” that is, the project director attempted to select control group students who matched students in the experimental group.

The research design in use here was not Design 2, which provides “rigorous control” over threats to “internal” and “external validity” (Campbell and Stanley, 1966) but Design 5, which provides only “partial control” over those threats (Van Dalen and Meyer, 1966). Design 5—in use here—is called the “Nonrandomized Control-Group Pretest-Posttest Design” (Ibid). One major difficulty with Design 5, which uses matching instead of random assignment, is that the two groups of students, those being mentored and those in the control group, may not be the same in the beginning; that is, they may be different even before one group is mentored and the other is not. Later differences between the two groups may be a result of the initial differences rather than whether they were mentored or not.

Objective 1.4

By June 30, 1998, the program will gather, for comparison purposes, fall to spring semester change information on grades in mathematics for mentees and those students in the comparison group. (Evidence: mathematics grades)

Findings

In Tables 4 and 5 below are the fall to spring 1997-98 semester mathematics grade change data for both the Giano mentor program participants and the Giano comparison group students. Nonparametric test results are given in Table 6 and immediately thereafter.

Table 4

Fall to Spring Semester Change in Mathematics Grades by Mentor Program Participants, 1997-98

Student Code	Gender	Grade Level	Fall Semester		Spring Semester		Change in GPA
			Letter Grade	GPA	Letter Grade	GPA	
A	M	8	C	2.0000	C	2.0000	0.0000
B	M	8	F	0.0000	D	1.0000	1.0000
C	M	7	C	2.0000	C+	2.3333	0.3333
D	M	7	F	0.0000	D-	0.6667	0.6667
E	M	7	C	2.0000	C-	1.6667	-0.3333
F	M	8	F	0.0000	F	0.0000	0.0000
G	M	8	D	1.0000	D	1.0000	0.0000
H	M	7	F	0.0000	D-	0.6667	0.6667
I	M	8	D-	0.6667	C-	1.6667	1.0000
J	M	8	D	1.0000	D	1.0000	0.0000
K	F	7	B-	2.6667	C+	2.3333	-0.3334
L	F	7	C	2.0000	A	4.0000	2.0000
M	M	8	F	0.0000	F	0.0000	0.0000
N	F	8	A	4.0000	A-	3.6667	-0.3333
O	M	8	D+	1.3333	D	1.0000	-0.3333
P	M	8	C-	1.6667	C-	1.6667	0.0000
Q	M	8	D	1.0000	F	0.0000	-1.0000
R	F	8	D	1.0000	D	1.0000	0.0000
S	F	7	F	0.0000	F	0.0000	0.0000
T	F	8	D-	0.6667	F	0.0000	-0.6667
U	F	8	F	0.0000	F	0.0000	0.0000
V	M	7	F	0.0000	F	0.0000	0.0000
W	F	8	F	0.0000	F	0.0000	0.0000
X	F	8	D	1.0000	C-	1.6667	0.6667
Y	M	8	C-	1.6667	C	2.0000	0.3333
Z	M	7	D-	0.6667	B	3.0000	2.3333
AA	M	8	F	0.0000	C-	1.6667	1.6667

Table 5

Fall to Spring Semester Change in Mathematics Grades by Comparison Group Students, 1997-98

Student Code	Gender	Grade Level	Fall Semester		Spring Semester		Change in GPA
			Letter Grade	GPA	Letter Grade	GPA	
A	M	8	B	3.0000	C	2.0000	-1.0000
B	M	8	F	0.0000	F	0.0000	0.0000
C	M	7	C-	1.6667	F	0.0000	-1.6667
D	F	7	F	0.0000	F	0.0000	0.0000
E	F	7	C	2.0000	C	2.0000	0.0000
F	M	8	C	2.0000	F	0.0000	-2.0000
G	F	7	C	2.0000	C-	1.6667	-0.3333
H	F	8	D	1.0000	F	0.0000	-1.0000
I	M	8	D	1.0000	D	1.0000	0.0000
J	F	8	C-	1.6667	D	1.0000	-0.6667
K	F	8	B-	2.6667	A	4.0000	1.3333
L	F	7	C-	1.6667	C-	1.6667	0.0000
M	F	7	F	0.0000	C+	2.3333	2.3333
N	F	8	C	2.3333	D+	1.3333	-1.0000
O	F	7	C	2.0000	D	1.0000	-1.0000
P	M	8	D	1.0000	D	1.0000	0.0000
Q	M	8	D	1.0000	F	0.0000	-1.0000
R	M	8	C	2.0000	B	3.0000	1.0000
S	M	8	D+	1.3333	D	1.0000	-0.3333
T	F	7	F	0.0000	F	0.0000	0.0000
U	M	8	F	0.0000	F	0.0000	0.0000
V	M	8	C-	1.6667	D	1.0000	-0.6667
W	M	8	D	0.6667	D	1.0000	0.3333
X	F	8	F	0.0000	F	0.0000	0.0000
Y	F	7	C-	1.6667	D+	1.3333	-0.3334
Z	M	8	D	1.0000	F	0.0000	-1.0000
AA	F	7	F	0.0000	F	0.0000	0.0000
AB	F	7	F	0.0000	F	0.0000	0.0000

Table 6

Mann-Whitey U Test for Differences in Fall to Spring Semester Gain in Mathematics Grades for Mentees and Comparison Group Students, 1997-98

Student Group	No.	Σ Rank	Mean Rank	U	U-Prime	No. Tied Groups	Z corrected for ties	p
Mentee	27	898.5	32.28					
Comparison	28	641.5	22.91	235.5	520.5	9	-2.48	.0130

The p values for the other two tests were: Kolmogorov-Smirov, $p \leq .294$; and Wald-Wolfowitz, $p \leq 1028$.

Conclusion

Because the Mann-Whitney U test did produce a p value equal to or less than 0.05 (.013 actually), the decision is that the mean ranks of the two groups are, in fact, different. Because the mentee mean rank of 33.28 is greater than the comparison group mean rank of 22.91, one can say that the mentees gained significantly more pre-to-post in mathematics grades than did the control group.

This objective was attained.

Objective 1.5

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change data on attendance for mentees and those students in the comparison group. (Evidence: Records of attendance)

Findings

Two types of attendance measures were analyzed, “unexcused absences,” and “total attendance.” In Tables 7 and 8 below are the fall to spring change in unexcused absence data as well as total attendance rate. Nonparametric test results for unexcused absences are given in Table 9 and immediately thereafter.

Table 7

Two Types of Attendance for Mentor Program Participants, 1997-98

Student Code	Gender	Grade Level	Total Attendance Rate %	Unexcused Absences		
				Semester		Change
				First	Second	
A	M	8	93%	1	0	-1
B	M	8	100%	0	0	0
C	M	7	91%	0	2	2
D	M	7	95%	2	1	-1
E	M	7	96%	0	0	0
F	M	8	98%	2	0	-2
G	M	8	91%	0	2	2
H	M	7	87%	4	4	0
I	M	8	95%	2	1	-1
J	M	8	92%	4	1	-3
K	F	7	94%	1	0	-1
L	F	7	97%	3	0	-3
M	M	8	92%	3	1	-2
N	F	8	85%	0	0	0
XX	M	8	82%	0	8	8
O	M	8	95%	0	0	0
P	M	8	96%	0	1	1
Q	M	8	95%	0	0	0
R	F	8	99%	0	0	0
S	F	7	90%	3	1	-2
T	F	8	99%	0	0	0
U	F	8	89%	0	3	3
V	M	7	97%	0	1	1
W	F	8	80%	1	3	2
X	F	8	98%	2	0	-2
Y	M	8	99%	0	0	0
Z	M	7	82%	0	0	0
AA	M	8	91%	6	5	-1

Table 8

Two Types of Attendance for Comparison Group Students, 1997-98

Student Code	Gender	Grade Level	Total Attendance Rate %	Unexcused Absences		
				Semester		Change
				First	Second	
A	M	8	94%	0	0	0
B	M	8	98%	0	0	0
C	M	7	98%	0	0	0
D	F	7	99%	0	0	0
E	F	7	92%	0	3	3
F	M	8	91%	1	0	-1
G	F	7	92%	1	4	3
H	F	8	82%	0	4	4
I	M	8	89%	0	2	2
J	F	8	77%	1	6	5
K	F	8	93%	0	0	0
L	F	7	98%	3	0	-3
M	F	7	82%	0	1	1
N	F	8	93%	0	4	4
O	F	7	99%	0	0	0
P	M	8	87%	3	0	-3
Q	M	8	99%	0	0	0
R	M	8	94%	1	1	0
S	M	8	99%	0	0	0
T	F	7	94%	0	1	1
U	M	8	93%	2	4	2
V	M	8	100%	0	1	1
W	M	8	97%	0	1	1
X	F	8	79%	6	4	-2
Y	F	7	99%	0	0	0
Z	M	8	90%	0	13	13
AA	F	7	84%	0	2	2
AB	F	7	63%	2	56	54

Table 9

Mann-Whitey U Test for Differences in Fall to Spring Semester Change of the Number of Unexcused Absences, 1997-98

Student Group	No.	Σ Rank	Mean Rank	U	U-Prime	No. Tied Groups	Z corrected for ties	p
Mentee	28	664	23.71					
Comparison	28	932	33.29					
				258	526	8	-2.25	.0242

The p values for the other two nonparametric tests—on the variable of unexcused absences—were: Kolmogorov-Smirnov, $p \leq .3496$; and Wald-Wolfowitz, $p \leq .3452$.

Conclusion

Because the Mann-Whitney U Test did produce a p value equal to or less than 0.05 (0.0242 actual), the decision is that the mean ranks of the two groups are, in fact, different. Because the control group mean rank of 33.29 is greater than the mentee group mean rank of 23.71, one can say that the mentee group improved more than did the control group in so far as unexcused absences are concerned.

Statistical analysis on total attendance produced no statistically significant difference. The p values for the three nonparametric tests were: Mann-Whitney U Test, $p \leq .1624$; Kolmogorov-Smirnov, $p \leq .4227$; and Wald-Wolfowitz, $p \leq .8927$. And, although inappropriate because of the small sample sizes, a parametric unpaired t test on total attendance also produced a nonsignificant p value, $p \leq .4285$. The total attendance rate means were very nearly the same; mentee group, .9279 (92.97%); and control group, .9125 (91.25%).

This objective was attained.

Comment

It is interesting to note that unexcused absences of the two groups were different, whereas total attendance figures for the two groups were essentially the same. This may indicate that the mentees were more conscientious in trying to clear unexcused absences from their record.

Goal 2

Student self-perception will become increasingly positive.

Objective 2.1

By June 30, 1998, the project director will gather data on mentee attitudes. (Evidence: Record of each mentee's responses to the Student Attitude Survey.)

Findings

Late spring 1998, nineteen mentees completed the Student Attitude Survey. Those survey data were then analyzed at the Los Angeles County Office of Education by the administrative analyst in the Program Evaluation and Research Unit.

While complete results for each item on the Student Attitude Survey are located in Appendix D, results for several key questions on the Student Attitude Survey are presented below in both Table and Figure form.

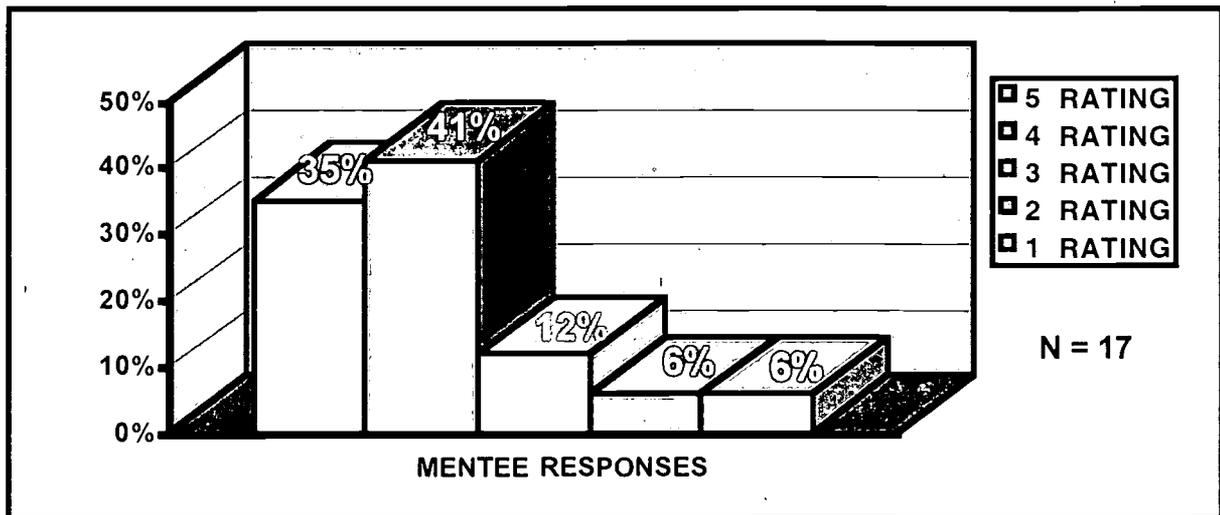
Table 10

Mentee Responses to Item 9
 “Do you feel that meeting with your mentor has helped you increase your academic skills or grades?”

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	6	35%	7	41%	2	12%	1	6%	1	6%

Figure 1

Mentee Responses to Item 9
 “Do you feel that meeting with your mentor has helped you increase your academic skills or grades?”



Seventy-six percent (76%) of the 17 mentees responded with a “5” or a “4” rating. Eighty-eight percent (88%) responded with a “5,” “4,” or “3.”

Data analyses on improvement in both English grades (Objective 1.3) and mathematics grades (Objective 1.4) support the mentees’ perception that “meeting with your mentor... (may have) helped you increase your... grades.” Mentees did improve mathematics grades more than those in the comparison group.

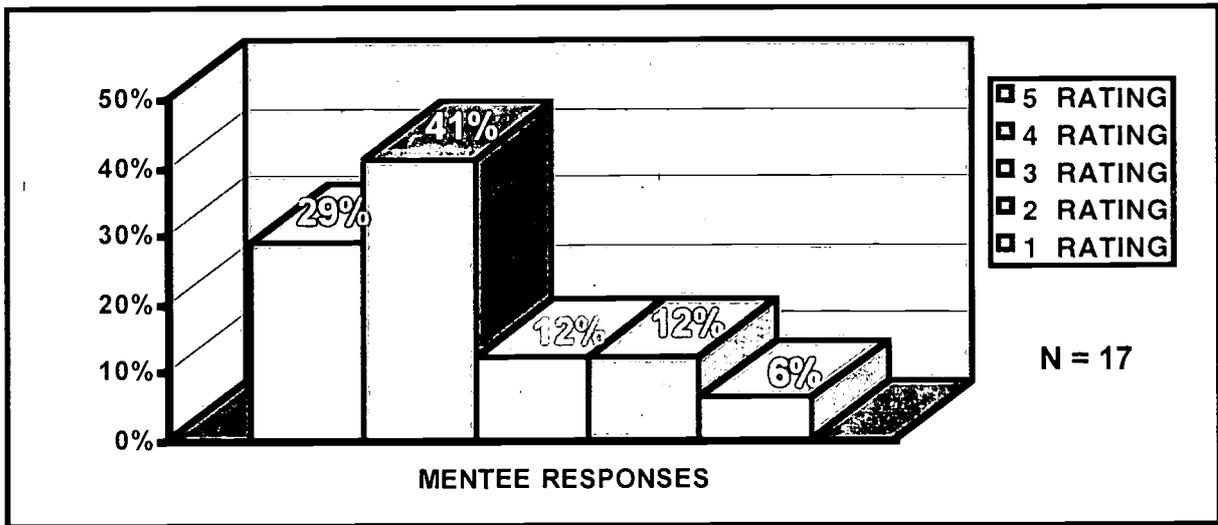
Table 11

Mentee Responses to Item 10
 “Do you feel that meeting with your mentor has helped your attendance at school?”

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	5	29%	7	41%	2	12%	2	12%	1	6%

Figure 2

Mentee Responses to Item 10
 “Do you feel that meeting with your mentor has helped your attendance at school?”



Seventy percent (70%) of the 17 mentees responded with a “5” or “4” rating. Eighty-two percent (82%) responded with a “5,” “4,” or “3.”

Data analyses on unexcused absences (Objective 1.5) support the mentees’ perception that at least one measure of attendance improved.

Table 12

Mentee Responses to Item 11

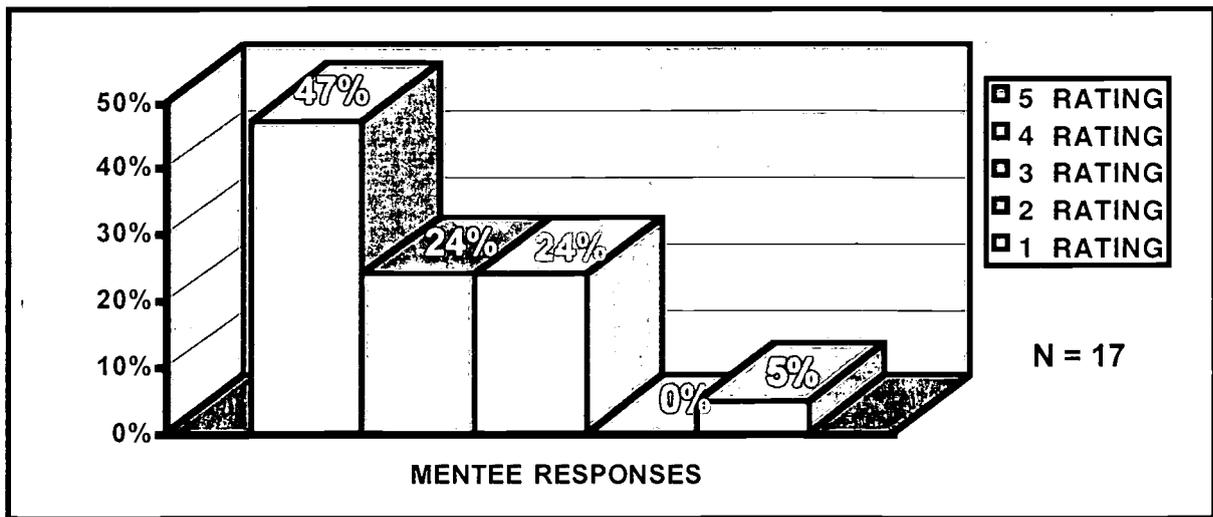
“Do you feel that meeting with your mentor has helped you change as to how you feel about yourself?”

Scale - 5 Highest	5		4		3		2		1	
	N	%	N	%	N	%	N	%	N	%
TOTAL	8	47%	4	24%	4	24%	0	0%	1	5%

Figure 3

Mentee Responses to Item 11

“Do you feel that meeting with your mentor has helped you change as to how you feel about yourself?”



Seventy-one percent (71%) of the 17 mentees responded with a “5” or a “4” rating. An impressive ninety-five percent (95%) responded with a “5,” “4” or “3.”

Written responses by mentees, as gathered by the evaluator’s open-ended questions, tend to support the mentees’ positive perception of improvement in “feelings-about-self” (See further discussion related to this objective, Objective 2.1)

Table 13

Mentee Responses to Item 12

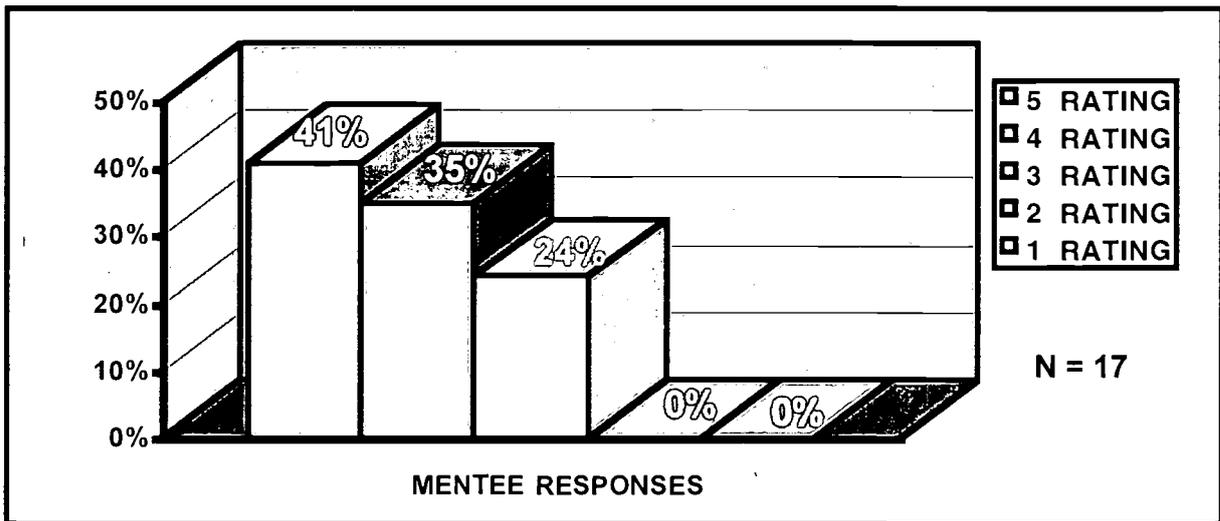
“Do you feel that meeting with your mentor has helped you decrease discipline problems at school by fewer detentions, referrals, or suspensions?”

Scale - 5 Highest	5		4		3		2		1	
	N	%	N	%	N	%	N	%	N	%
TOTAL	7	41%	6	35%	4	24%	0	0%	0	0%

Figure 4

Mentee Responses to Item 12

“Do you feel that meeting with your mentor has helped you decrease discipline problems at school by fewer detentions, referrals, or suspensions?”



Seventy-six percent (76%) of the 17 mentees responded with a “5” or a “4” rating. An impressive one hundred percent (100%) responded with a “5,” “4,” or “3.”

Data analyses on referrals (Objective 31.) failed to support mentees’ positive perception. However, data analyses on suspensions (objective 3.2) did support mentees’ positive perception.

As mentioned earlier, survey information from student mentees was collected by the external program evaluator also. The mentees completed the evaluator's questionnaire on May 20, 1998, during lunch in the project's "Teen Center" on Giano's campus. The six questions asked were:

1. When did you start working with your mentor?
2. On what areas did you work?
3. How many times total did you meet with your mentor?
4. About how long did a typical meeting with your mentor last?
5. How do you feel about this experience?
6. What could be done to make the mentoring experience better?

Items two and five clearly overlapped with the survey given by the school's program manager and evidence gathered by the evaluator's survey was confirmatory of that received via the director's Student Attitude Survey. For example, responses to item two on the evaluator's questionnaire, areas you worked on with your mentor, included the following written verbatim student responses:

- "We worked on my homework and solving problems. We also worked on her desk which is in the project office."
- "We workt (sic.) in the Library Room 34 and we played scrabble."
- "We didn't really work we talked. We talked about our lives or what we like to do or go and how we've been doing during the week."
- "Math, science, english (sic.), spelling."
- "I finished my homework in class so we played games and talk (sic.) about problems and we help (sic.) each other."
- "We worked on math and homework, projects, some personal stuff."
- "In math and scince (sic.)."

- “Room 34.”
- “We talk (sic.), Doe (sic.) science homework, playgames, come to the Teen Center.”
- “English/Math.”
- “We just talked.”
- “We work (sic.) on homework.”
- “We worked on homework, and I learned how to play checkers.”
- “We work (sic.) on homework (sic.) after that we play (sic.) game.”
- “Work (sic.) on better grade’s (sic.) Play game’s (sic.) Talk (sic.) about important stuff.”
- “Homework, promblems (sic.), games.”
- “Science.”
- “We mostly worked on Math and Eglish (sic.).
- ^a “On homework or we would go to the Teen Center.”



Written verbatim student responses to item five, the open-ended question, “How do you feel about the experience?” included the following:

- “first (sic.) I felt like I dont (sic.) know this person but now I feel like it was a good experience.”
- “I liked (it) alot (sic.) I might have liked (it) more if we meet (sic.) more.”
- “Good and OK.”

- “I feel it was help (sic.) me on personal promblem (sic.) and homework. I hope they keep this promgram (sic.) it really works.”
- “I feel good.”
- “It was a good thing for me.”
- “It was fun. I wish I could see her every day.”
- “Well I started a few weeks away (sic.) and for the first time I have felt better and my grade came up.”
- “Perty (sic.) cool (sic.) I wish I saw my mentor every day of the year.”
- “Fine.”
- “It was OK.”



- “The experience this (sic.) good for kids that (sic.) dont (sic.) no (sic.) how to wirth (sic.) or read good (sic.)”
- “i (sic.) feel very good (sic.) it help (sic.) me a lot and i (sic.) thank the people who gaved (sic.) the money for this program thanks to everybody.”
- “I feel it has helped me a lot like in school the most and I feel good because I have a person to talk too (sic.)”
- “I feel mouch (sic.) better because when I didn’t have a mentor I use (sic.) to get too much refferals (sic.) and now I just get like one a month.”
- “I am glad that this program exists. It is fun because my mentor is really nice. She cares about me. I wouldn’t change anything about it.”
- “I feel good because thanks to my mentor for playing scrabble I learnt (sic.) how to spell ...better.”

- “I feel good because I told her all my personnel (sic.) problems and she gave me solution for all of them and they worked.”
- “I actually felt good and it was fun with her. She was a nice person and I could really get along with her. We had a lot of things in common.”



Results from items one and three on the evaluators' survey, “When did you start working with your mentor?” and “How many times total did you meet...?” follow. First, responses to “When did you start...?” could be summarized as follows:

- 12 started in October, 1997
- 2 started in November, 1997
- 2 started in January, 1998
- 1 started in February, 1998
- 1 started in April, 1998
- 1 started in May, 1998

Commendation

This is a great improvement over the starting dates for Year 1, during which seven of the fourteen respondents started in May, 1997.

Responses to item three, "How many times total did you meet with your mentor?" are summarized in the table below.

Table 14

Total Number of Mentor-Mentee Meetings During the 1997-98 School Year.

Total number of meetings	Number of Mentees
30 or more	4
20-29	4
10-19	7
1-9	3

The average number of meetings were found to be 18.4 during Year 2. Again, this is a great improvement over Year 1, when more than half of the mentees met with their mentors fewer than ten times.

Finally, student mentees' responses to item six, "What could be done to make the mentoring experience better?" included the following:

- "Nothing, because I really like it and I also enjoyed to be (sic.) in this program. It really helped me with school work and to keep my grades up."
- "I think it is fine how it is."
- "Nothing I think it's the best program I've ever been in (sic)."
- "I think it is good how it is."

- “it’s good how it is cause (sic.) it helps everybody thats (sic.) in this program.”
- “We should get more mantor (sic.) and mantes (sic.) I thing (sic.) we should have ... fun and sometime we should have meeting.”
- “ go (sic.) to field trips every Friday.”
- “expand (sic.) places to be.”
- “go (sic.) on more field trips.”
- “for (sic.) me it’s better this way.”
- “go (sic.) on more field trips.”
- “Have more fun and do other thing.”
- “more meeting’s (sic.)”
- “Have more communication with each other.”
- “go (sic.) on fied (sic.) tip (sic.) on Firday (sic.)”
- “The thing that could be batter (sic.) is if (we) meet more.”
- “Mybe (sic.) more meetings or longer ones.”



Conclusion

This objective was attained.

Objective 2.2.

By June 30, 1998, the project director will gather data on each mentee’s participation in classroom activities. (Evidence: Teacher observation on each mentee’s participation. As reported on the Tearcher Survey.)

Findings

The Teacher Survey included the following item, “1. Please indicate any level of improvement in the following areas according to the scale: 1—None, 2—Average, 3—Some, and 4—Great... participation in class.”

Before the end of spring semester 1998, those teachers who had mentees were given the survey. The results, based on 99 respondents, are shown in Table 15 and Figure 5 below: (Please see Appendix E for the detailed results of the Teacher Survey.)

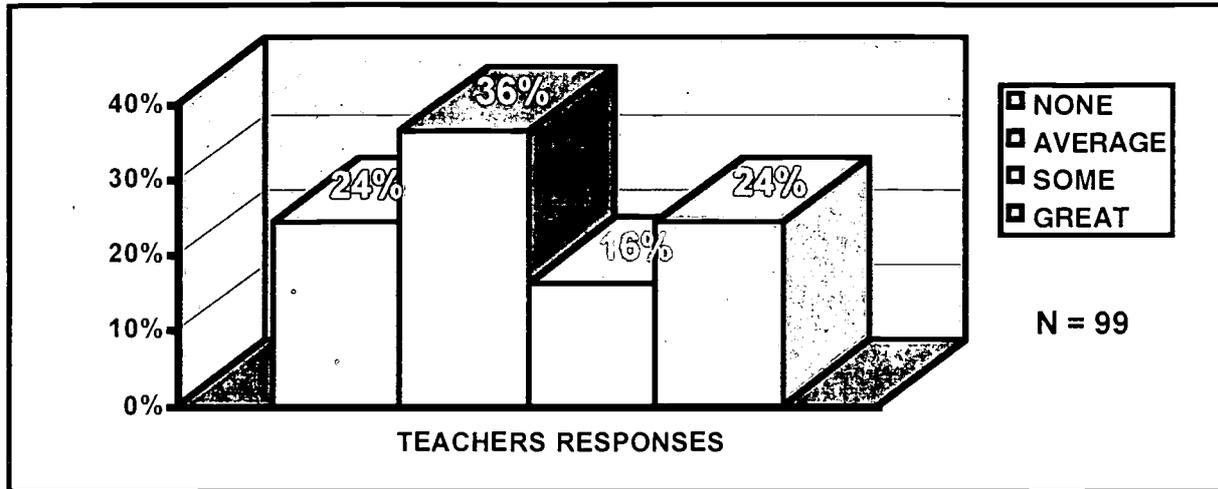
Table 15

Teacher Responses to Item 1
“Please indicate any level of improvement in mentees’ participation class”

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
99	24	24%	35	36%	16	16%	24	24%

Figure 5

Teacher Responses to Item 1
“Please indicate any level of improvement in mentees’ participation class”



It is clear from the table and figure, that forty percent (40%) of responding teachers selected “great” or “some” in answer to the item about “level of improvement” in class participation by mentees in their classroom.

Conclusion

This objective was attained since the program director did collect information from the teachers about the level of improvement in mentee’s participation in class.

Goal 3

Project student discipline and suspension incidences will be reduced.

Objective 3.1.

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change data on the number of discipline referrals to the office for mentees and those students in the comparison group. (Evidence: Records of referrals.)

Findings

In Tables 16 and 17 below are the fall to spring 1997-98 semester change data for both the Giano mentor program participants and the comparison group students. Nonparametric statistical test results are given in Table 18 and immediately thereafter.

Table 16

Fall to Spring Semester Change in the Number of Discipline Referrals to the Office by Mentor Program Participants, 1997-98

Student Code	Gender	Grade Level	Referrals		
			Semester		Change
			Fall	Spring	
A	M	8	1	0	-1
B	M	8	1	0	-1
C	M	7	25	16	-9
D	M	7	8	2	-6
E	M	7	2	0	-2
F	M	8	13	13	0
G	M	8	30	16	-14
H	M	7	9	40	31
I	M	8	12	2	-10
J	M	8	28	13	-15
K	F	7	4	2	-2
L	F	7	0	0	0
M	M	8	12	12	0
N	F	8	1	3	2
XX	M	8	0	2	2
O	M	8	3	4	1
P	M	8	3	7	4
Q	M	8	6	10	4
R	F	8	0	0	0
S	F	7	20	31	11
T	F	8	6	2	-4
U	F	8	16	42	26
V	M	7	16	22	6
W	F	8	31	35	4
X	F	8	2	6	4
Y	M	8	0	0	0
Z	M	7	0	0	0
AA	M	8	33	6	-27

Table 17

Fall to Spring Semester Change in the Number of Discipline Referrals to the Office by Comparison Group Students, 1997-98

Student Code	Gender	Grade Level	Referrals		
			Semester		Change
			Fall	Spring	
A	M	8	2	4	2
B	M	8	1	3	2
C	M	7	0	26	26
D	F	7	2	1	-1
E	F	7	8	4	-4
F	M	8	14	5	-9
G	F	7	9	12	3
H	F	8	2	2	0
I	M	8	10	7	-3
J	F	8	6	18	12
K	F	8	1	0	-1
L	F	7	0	12	12
M	F	7	7	12	5
N	F	8	1	0	-1
O	F	7	6	0	-6
P	M	8	3	18	15
Q	M	8	2	11	9
R	M	8	0	1	1
S	M	8	0	0	0
T	F	7	5	5	0
U	M	8	15	37	22
V	M	8	10	4	-6
W	M	8	1	0	-1
X	F	8	2	23	21
Y	F	7	0	0	0
Z	M	8	6	2	-4
AA	F	7	3	2	-1
AB	F	7	25	3	-22

Table 18

Mann-Whitey U Test for Differences in Fall to Spring Semester Change in Number of Referrals for Mentees and Comparison Group Students, 1997-98

Student Group	No.	Σ Rank	Mean Rank	U	U-Prime	No. Tied Groups	Z corrected for ties	p
Mentee	28	766.5	27.38					
Comparison	28	829.5	29.63					
				360.5	423.5	11	-.5184	.6042

The p values for the other two tests were: Kolmogorov-Smirnov, $p \leq .593$; and Wald-Wolfowitz, $p \leq .6858$.

Conclusion

None of the three nonparametric tests produced a p value equal to or less than .05, so there is no statistical evidence of a difference in change of discipline referrals between the mentee group and the control group from fall to spring semesters, 1997-98.

This objective was attained since the program director did gather the necessary data.

Objective 3.2.

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change data on the number of suspensions for mentees and those students in the comparison group. (Evidence: Records of suspensions.)

Findings

In Tables 19 and 20 below are the fall to spring 1997-98 semester suspension change data for both the Giano mentor program participants and the comparison group students. Nonparametric statistical test results are given in Table 21 and immediately thereafter.

Table 19

Fall to Spring Semester Change in Suspensions by Mentor Program Participants, 1997-98

Student Code	Gender	Grade Level	Suspensions		
			Semester		Change
			Fall	Spring	
A	M	8	0	0	0
B	M	8	0	0	0
C	M	7	1	2	1
D	M	7	1	0	-1
E	M	7	0	0	0
F	M	8	2	0	-2
G	M	8	0	2	2
H	M	7	6	5	-1
I	M	8	2	1	-1
J	M	8	4	0	-4
K	F	7	0	0	0
L	F	7	0	0	0
M	M	8	0	2	2
N	F	8	0	0	0
XX	M	8	0	0	0
O	M	8	0	0	0
P	M	8	0	0	0
Q	M	8	0	0	0
R	F	8	0	0	0
S	F	7	0	3	3
T	F	8	0	1	1
U	F	8	0	0	0
V	M	7	0	3	3
W	F	8	4	7	3
X	F	8	0	0	0
Y	M	8	0	0	0
Z	M	7	0	0	0
AA	M	8	8	4	-4

Table 20

Fall to Spring Semester Change in Suspensions by Comparison Group Students, 1997-98

Student Code	Gender	Grade Level	Suspensions		
			Semester		Change
			Fall	Spring	
A	M	8	0	0	0
B	M	8	0	0	0
C	M	7	0	0	0
D	F	7	0	0	0
E	F	7	2	0	-2
F	M	8	0	2	2
G	F	7	0	7	7
H	F	8	0	0	0
I	M	8	0	2	2
J	F	8	0	0	0
K	F	8	0	0	0
L	F	7	0	0	0
M	F	7	0	0	0
N	F	8	0	0	0
O	F	7	0	0	0
P	M	8	0	0	0
Q	M	8	0	0	0
R	M	8	0	0	0
S	M	8	0	0	0
T	F	7	0	0	0
U	M	8	0	0	0
V	M	8	0	0	0
W	M	8	0	0	0
X	F	8	4	3	-1
Y	F	7	0	0	0
Z	M	8	0	0	0
AA	F	7	0	0	0
AB	F	7	7	1	-6

Table 21

Mann-Whitey U Test for Differences in Fall to Spring Semester Change in Number of Suspensions for Mentees and Comparison Group Students, 1997-98

Student Group	No.	Σ Rank	Mean Rank	U	U-Prime	No. Tied Groups	Z corrected for ties	p
Mentee	28	810	28.93					
Comparison	28	786	28.07					
				380	404	7	-.2332	.8156

The p values for the other two tests were: Kolmogorov-Smirnov, $p \leq .593$; and Wald-Wolfowitz, $\leq .0003$. Since the last test provided a p value equal to or less than .05 ($\leq .0003$ actual), one can say that the change data from the mentees come from a different distribution than the change data from the comparison group.

This objective was attained since the program director did gather the necessary data.

Objective 3.3.

By June 30, 1998, the program director will gather, for comparison purposes, fall to spring semester change data on the number of expulsions of mentees and those students in the comparison group. (Evidence: Records of expulsions.)

Findings

Not a single student in either group was expelled; that is, both the mentee group and the comparison group had zero expulsions. There were, therefore, no differences between the two groups.

Conclusion

This objective was attained since the program director did gather the necessary information.

~Additional Comments~

Commendation

Sometimes when a person, the director or someone else involved in a program, accomplishes more than is expected, the evaluator awards a "Commendation" for a job well done. In this case, the program director is commended for the following:

- 1.) Substantially increasing (actually doubling) the number of mentees and mentors (n-28 each) from the year before when the total was 14;
- 2.) implementing the program much earlier in the year (see Objective 2.1) than was the case in Year 1:
- 3.) utilizing an extensive recruiting effort through advertising in the:
"La Opinion," the "Pennysaver," at local colleges, the Chamber of Commerce, on the Spanish TV program, "Good Morning LA," in a brochure, and on a 10 foot by 30 foot banner;
- 4.) team building via (a) conducting field trips to a UCLA football game and to a Midsummer Nights Dream at the LA Mirada Children's Theater and (b) hosting two awards banquets during the school year; and
- 5.) the generally positive attitude of mentees toward being in the program (see Objective 2.1).

The recruiting effort may have led to a larger mentee group being served in Year 2 while the positive mentee attitudes may lead to real change in future attitudes and/or behavior of these at-risk students.

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Appendices

Appendix A
Original Program Goals and Objectives
Contained in the Grant Proposal

In the grant proposal there were three goals and four objectives. All objectives had the due date of June 1999, which was the end of the grant. After funding, first year project manager, Clara Ogaz, having met with the external project evaluators from the Los Angeles County Office of Education, contacted the funding agency to say that new objectives had been written for Year 1 and to ask the funding agency to approve those by letting her know within a certain time if they were not acceptable. Objectives for Year 2 were later written to guide the Year 2 program evaluation.

The original goals and objectives for this program are listed below.

Goal 1

Academic achievement and attendance will increase.

Objective

By June 1999, 90 percent (90%) of the mentee participants will increase their standardized test scores in math and reading by ten percent (10%) after one hour of weekly tutoring during the school year and raise their GPA by one point, as measured by pre and posttest and GPA data.

Objective

By June 1999, 90 percent (90%) of the mentee participants will increase their actual attendance rate by three percent (3%), as measured by pre and post attendance rate data.

Goal 2

Student self-perception will become increasingly positive.

Objective

By June 1999, 90 percent (90%) of the mentees will increase improved attitudes about school and will increase their participation in classroom activities by 20 percent (20%), as measured by pre and post data from the Student Attitude Survey and teacher observations.

Goal 3

Student discipline incidences will be reduced.

Objective

By June 1999, 90 percent (90%) of the mentees will demonstrate 25 percent (25%) fewer discipline problems, as measured by pre and post suspension data as compiled by Rowland Unified School District (RUSD), and referral data compiled by the Giano Student Service Center.

Appendix B

Nonparametric Tests Used

Three nonparametric statistical tests were used to analyze data related to five project objectives. Those objectives called for comparisons between the mentor project participants and those in the control groups on the five student outcomes of: 1) English grades, 2.) mathematics grades, 3.) attendance 4.) disciplinary referrals, and 5.) disciplinary suspensions. Each of the three nonparametric tests is described below. These descriptions are taken from the software manual, "Statview" by Abacus Concepts, Inc., Berkeley, CA, 1992. Statview has become a trademark of the SAS Institute, Inc.

Mann-Whitney U-test

The Mann-Whitney U test is useful in the same cases as an unpaired t-test. It is the nonparametric version of the two group unpaired t-test. Recall that a t-test tests the hypothesis that the means of the two groups are equal, assuming normality of the observations. The Mann-Whitney U tests the hypothesis that the distributions underlying the two groups are the same. The requirements for validity of the Mann-Whitney test are that the two groups of observations come from continuous distributions and are independent of each other, both within and between groups. Since the Mann-Whitney test does not look at the observations but instead considers their ranks, it is resistant to outliers in either of the groups being compared.

Kolmogorov-Smirnov test

The Kilmogorov-Smirnov test tests whether the distribution of a continuous variable is the same for two groups. That is, it tests hypothesis that two

distributions are the same under the assumption that the observations from the two distributions are independent of each other. It is calculated by comparing the two distributions at a number of points and then considering the maximum difference between the two distributions. (The actual data points are not compared, but a function of the points is calculated and compared.) Since this test relies on the maximum value in a set of numbers, it may be heavily influenced by outliers and should be used with caution if outliers are suspected.

Wald-Wolfowitz runs test

The Wald-Wolfowitz runs test tests whether the distribution of a continuous variable is the same for two groups. This test compares two groups assumed to be independent of each other by combining the data for both groups, ranking the data and counting the number of runs present in the ranked data. A run is a sequence of consecutive observations in the ranked data coming from one of the other of the groups. (Only the number of runs is important, not their lengths.) If the two samples come from different distributions, we would expect many groups of small runs, while if observations from one group tend to be larger than those from the other group, we would see only a few runs in the data. Since the test is based on ranks, it is resistant to outliers.

The Wald-Wolfowitz test looks at the data across the entire range, whereas the Kolmogorov-Smirnov test looks at the maximum difference between the distributions. If there are only one or two outliers, the Kolmogorov-Smirnov may mistakenly state that the two distributions are different.

Appendix C Item 1—Mentee Spreadsheet

1997-98 MENTOR PROGRAM PARTICIPANTS SPREADSHEET												
NAME-CODE	GRADE	SEX	1ST SEM				GRADES				SEMESTERS	
			REFERRALS	SUSPENSIONS	ENG	MATH	SOC	STUDIES	SCIENCE	1ST GPA	2ND GPA	
A	8	M	1	0	F	C	C+	D-		2.00	2.17	
B	8	M	1	0	F	F	D	F		0.67	1.83	
C	7	M	25	1	F	C	F	F		0.83	1.67	
D	7	M	8	1	F	F	C	F		1.50	1.17	
E	7	M	2	0	D	C	D	D		1.83	1.67	
F	8	M	13	2	D-	F	D+	D-		1.50	1.50	
G	8	M	30	0	D-	D	D+	C-		1.17	1.00	
H	7	M	9	6	F	F	D-	F		0.67	0.16	
I	8	M	12	2	C	D-	3 CLASSES ONLY			0.83	1.33	
J	8	M	28	4	C	D	C	C		2.17	1.83	
K	7	F	4	0	C-	B-	C-	C-		2.83	2.83	
L	7	F	0	0	A-	C	A-	C-		2.67	3.33	
M	8	M	12	0	F	F	F	F		0.50	0.67	
N	8	F	1	0	A-	A	C	C		3.33	3.00	
XX	8	M	0	0						0.00	1.00	
O	8	M	3	0	D-	D+	C-	C+		1.50	2.17	
P	8	M	3	0	F	C-	D	F		1.33	1.50	
Q	8	M	6	0	D+	D	C+	D		2.00	1.67	
R	8	F	0	0	C-	D	C	C		2.00	1.50	
S	7	F	20	0	F	F	F	F		0.67	0.33	
T	8	F	6	0	F	D-	D	D		1.67	1.67	
U	8	F	16	0	F	F	F	C-		1.17	1.17	
V	7	M	16	0	D	F	C	B-		1.17	0.33	
W	8	F	31	4	F	F	F	D-		1.00	0.67	
X	8	F	2	0	C	D	C+	B-		2.33	2.50	
Y	8	M	0	0	D-	C-	C	C+		2.17	2.33	
Z	7	M	0	0	F	D-	D	D-		0.83	2.83	
AA	8	M	33	8	F	F	F	F		0.33	1.50	

1997-98 MENTOR PROGRAM PARTICIPANTS SPREADSHEET													
NAME-CODE	2ND SEMESTER			GRADES				UNEX. ATTEND 97-99		TOTAL ATTENDANCE		EXPULSION	
	REFERRALS	SUSPENSIONS	DISCIPLINE	MATH	SOC	STUDIES	SCIENCE	ENG	1ST SEM	2ND SEM	ENROLLED		PRESENT
A	0	0	C	C	C	D+	D	D	1	0	180	168	NO
B	0	0	D	D	D-	C-	D-	D	0	0	180	180	NO
C	16	2	C+	C+	D-	F	D	D	0	2	180	163	NO
D	2	0	D-	D-	D-	D-	F	D	2	1	170	162	NO
E	0	0	C-	C-	D+	D	D	D	0	0	180	172	NO
F	13	0	F	F	D+	C	F	F	2	0	180	177	NO
G	16	2	D	D	F	D	F	F	0	2	180	163	NO
H	40	5	D-	D-	F	F	F	F	4	4	180	156	NO
I	2	1	C-	C-	D	D	C-	C-	2	1	180	171	NO
J	13	0	D	D	D	D-	C	C	4	1	180	166	NO
K	2	0	C+	C+	C	B-	C+	C+	1	0	180	169	NO
L	0	0	A	A	A+	B	A-	A-	3	0	180	175	NO
M	12	2	F	F	F	F	F	F	3	1	180	165	NO
N	3	0	A-	A-	B	C+	C+	C+	0	0	180	153	NO
XXX	2	0	F	F	F	F	F	F	0	8	85	70	NO
O	4	0	D	D	D	D	C+	D-	0	0	180	171	NO
P	7	0	C-	C-	B	B	F	F	0	1	180	173	NO
Q	10	0	F	F	B-	D	F	F	0	0	180	171	NO
R	0	0	D	D	C+	C	C+	C+	0	0	180	179	NO
S	31	3	F	F	F	F	F	F	3	1	180	162	NO
T	2	1	F	F	D-	A	D+	D+	0	0	180	178	NO
U	42	0	F	F	F	D	D-	D-	0	3	180	160	NO
V	22	3	F	F	D-	F	D	D	0	1	180	175	NO
W	35	7	F	F	F	F	F	F	1	3	180	144	NO
X	6	0	C-	C-	C	B	C	C	2	0	180	176	NO
Y	0	0	C	C	D	D	D-	D-	0	0	180	179	NO
Z	0	0	B	B	A	B	A	A	0	0	180	148	NO
AA	6	4	C-	C-	C	C	D-	D-	6	5	180	164	NO

Item 2—Comparison Group Spreadsheet

1997-98 COMPARISON GROUP SPREADSHEET												
NAME-CODE	GRADE	SEX	1ST SEM				GRADES				SEMESTERS	
			DISCIPLINE	REFERRALS	SUSPENSIONS	ENG	MATH	SOC STUDIES	SCIENCE	1ST GPA	2ND GPA	
A	8	M	2	0	F	B	C	C+	2.33	2.00		
B	8	M	1	0	F	F	F	D-	1.33	0.16		
C	7	M	0	0	C	C-	NM	NM	1.00	0.83		
D	7	F	2	0	C	F	C	C	2.00	1.33		
E	7	F	8	2	C	C	C	F	1.66	1.83		
F	8	M	14	0	F	C	D+	D-	1.50	1.50		
G	7	F	9	0	C+	C	C-	D-	2.00	1.00		
H	8	F	2	0	F	D	D	F	1.33	0.66		
I	8	M	10	0	D-	D	D+	D	1.33	0.66		
J	8	F	6	0	C-	C-	F	D-	1.66	1.66		
K	8	F	1	0	D	B-	D	A-	2.33	2.50		
L	7	F	0	0	C	C-	C	C	2.66	2.00		
M	7	F	7	0	F	F	F	F	0.83	0.50		
N	8	F	1	0	B	C+	C	B	3.00	3.00		
O	7	F	6	0	D	C	F	D-	1.33	1.00		
P	8	M	3	0	F	D	D	C+	1.83	1.50		
Q	8	M	2	0	B-	D	D	C	2.16	1.50		
R	8	M	0	0	F	C	C-	D	2.00	1.83		
S	8	M	0	0	C	D+	B	C	2.50	2.00		
T	7	F	5	0	D-	F	D	F	0.67	0.33		
U	8	M	15	0	F	F	D	C-	1.66	1.33		
V	8	M	10	0	F	C-	C	D-	1.33	1.50		
W	8	M	1	0	D-	D-	D+	D-	1.16	2.00		
X	8	F	2	4	D-	F	D-	D-	0.66	1.33		
Y	7	F	0	0	D	C-	C+	D	2.33	2.00		
Z	8	M	6	0	F	D	C-	D-	1.50	0.66		
AA	7	F	3	0	D-	F	B-	F	1.50	1.00		
AB	7	F	25	7	F	F	F	D-	1.16	0.00		

1997-98 COMPARISON GROUP SPREADSHEET													
NAME-CODE	2ND SEMESTER				GRADES				UNEX. ATTEND 97-99		TOTAL ATTENDANCE		EXPULSION
	REFERRALS	SUSPENSIONS	MATH	DISCIPLINE	SOC STUDIES	SCIENCE	ENG	1ST SEM	2ND SEM	ENROLLED	PRESENT	97-98	
A	4	0	C	C	C	D+	F	0	0	143	134	NO	
B	3	0	F	F	F	F	F	0	0	180	177	NO	
C	26	0	F	D	D	F	F	0	0	103	101	NO	
D	1	0	F	F	D-	C	C	0	0	180	178	NO	
E	4	0	C	D-	D	F	C-	0	3	180	165	NO	
F	5	2	F	D	D	D	D	1	0	180	164	NO	
G	12	7	C-	D-	D	D	F	1	4	180	166	NO	
H	2	0	F	D	D	F	F	0	4	180	147	NO	
I	7	2	D	D	D	D	F	0	2	180	161	NO	
J	18	0	D	C-	D	D	D+	1	6	180	138	NO	
K	0	0	A	A	C+	C	C	0	0	171	159	NO	
L	12	0	C-	C-	C+	D+	D+	3	0	180	177	NO	
M	12	0	C+	F	F	F	F	0	1	180	148	NO	
N	0	0	D+	B	B	B	B	0	4	180	167	NO	
O	0	0	D	D	D	F	F	0	0	180	179	NO	
P	18	0	D	D	C+	F	F	3	0	180	156	NO	
Q	11	0	F	D-	D	D	C	0	0	180	179	NO	
R	1	0	B	D	D+	D+	D+	1	1	180	170	NO	
S	0	0	D	D	C+	D	D	0	0	180	178	NO	
T	5	0	F	F	F	F	F	0	1	180	169	NO	
U	37	0	F	F	D	C-	C-	2	4	180	168	NO	
V	4	0	D	C	D	F	F	0	1	180	180	NO	
W	0	0	D	C+	D+	F	F	0	1	180	175	NO	
X	23	3	F	F	F	D	D	6	4	180	143	NO	
Y	0	0	D+	B	F	B	B	0	0	180	179	NO	
Z	2	0	F	D-	F	F	F	0	13	180	162	NO	
AA	2	0	F	C-	F	F	F	0	2	180	151	NO	
AB	3	1	F	F	F	F	F	2	56	180	113	NO	

Appendix D Mentee Survey Results

GIANO INTERMEDIATE SCHOOL ACADEMIC VOLUNTEER AND MENTOR SERVICE PROGRAM SCHOOL YEAR 1997-98 MENTEE SURVEY

N = 18

Gender	FEMALE		MALE	
	N	%	N	%
TOTAL	5	33%	10	67%

Grade	7th		8th	
	N	%	N	%
TOTAL	5	29%	12	71%

Item 1: How would you describe your relationship with your mentor?

TOTAL	EXCELLENT		GOOD		FAIR		POOR	
	N	%	N	%	N	%	N	%
18	11	61%	7	39%	0	0%	0	0%

Item 2: Over the past year, how often, on average, did you and your mentor meet?

TOTAL	MORE THAN ONCE A WEEK		WEEKLY		EVERY OTHER WEEK		MONTHLY		LESS THAN ONCE A MONTH	
	N	%	N	%	N	%	N	%	N	%
18	3	17%	12	66%	3	17%	0	0%	0	0%

Item 4: Did you have a regular time when you usually met?

TOTAL	YES		NO	
	N	%	N	%
17	15	88%	2	12%

Item 5: During your mentoring time, how much time did you spend focusing on your academics (tutoring, study skills, and projects)?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	4	23%	5	29%	2	12%	3	18%	3	18%

Item 6: During your mentoring time, how much did you spend talking about personal issues?
(Family, friends, personal stuff)

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	5	28%	4	24%	2	12%	4	24%	2	12%

Item 7: During the past year, how much time did you spend on other activities with your mentor (telephoning, movies, meals, games, hanging out)?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	1	6%	5	29%	7	41%	1	6%	3	18%

Item 8: How often did you have conversations/discussions with your family centered on your mentor and your relationship to her/him?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	5	29%	0	0%	4	24%	6	35%	2	12%

Item 9: Do you feel that meeting with your mentor has helped you increase your academic skills or grades?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	6	35%	7	41%	2	12%	1	6%	1	6%

Item 10: Do you feel that meeting with your mentor has helped your attendance at school?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	5	29%	7	41%	2	12%	2	12%	1	6%

Item 11: Do you feel that meeting with your mentor has helped you change as to how you feel about yourself?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	8	47%	4	24%	4	24%	0	0%	1	5%

Item 12: Do you feel that meeting with your mentor has helped you decrease discipline problems at school by fewer detentions, referrals, or suspensions?

Scale - 5 Highest	5		4		3		2		1	
TOTAL	N	%	N	%	N	%	N	%	N	%
17	7	41%	6	35%	4	24%	0	0%	0	0%

Item 15: Would you like to participate in the Mentor Program again next year?

	N	%
N/A	2	13%
Yes, and I would like to have the same mentor if possible.	7	44%
Yes, and I would like to have a different mentor if possible.	2	13%
No	5	31%
	16	

Appendix E Teacher Survey Results

GIANO INTERMEDIATE SCHOOL ACADEMIC VOLUNTEER AND MENTOR SERVICE PROGRAM SCHOOL YEAR 1997-98 TEACHER SURVEY N = 108

Item 1: Please indicate any level of improvement in the follow areas according to scale:

PERSONAL GROWTH

Self confidence

	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
TOTAL								
103	22	21%	35	34%	27	26%	19	19%

Self control

	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
TOTAL								
99	30	31%	27	27%	21	21%	21	21%

Cooperation

	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
TOTAL								
103	28	27%	30	29%	20	20%	25	24%

Responsibility

	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
TOTAL								
101	31	31%	34	33%	18	18%	18	18%

Interest

	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
TOTAL								
100	25	25%	42	42%	15	15%	18	18%

Other

	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
TOTAL								
0	0	0%	0	0%	0	0%	0	0%

WORK HABITS

Overall effort

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
98	30	31%	28	29%	19	19%	21	21%

Listens

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
101	27	27%	30	29%	21	21%	23	23%

Follow Directions

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
100	25	25%	34	34%	17	17%	24	24%

Completes tasks

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
101	30	30%	30	30%	20	19%	21	21%

Participation

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
99	24	24%	35	36%	16	16%	24	24%

Other

TOTAL	NONE		AVERAGE		SOME		GREAT	
	N	%	N	%	N	%	N	%
1	1	100%	0	0%	0	0%	0	0%

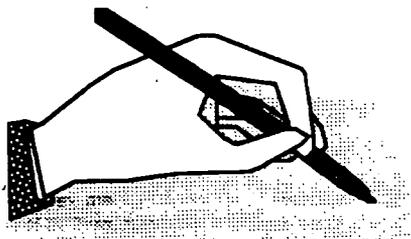
Item 2: How much contact have you had with the mentor and/or coordinator?

TOTAL	A LOT		SOME		VERY LITTLE		NONE	
	N	%	N	%	N	%	N	%
99	1	1%	10	10%	20	20%	68	69%

MENTOR QUARTERLY

Issue #1

Giano Intermediate School



A NOTE FROM OUR COORDINATOR:

Let me take a moment of your time to introduce you to our Mentor Program. In 1996 the Program was founded on the belief that people helping people one-on-one can create a safer and more vibrant society. We currently have 27 mentors matched with 27 mentees. The mentors meet their mentees once a week for one hour after school. During these sessions they may do the following:

- Tutoring
- Play board games
- Discuss school business
- Visit the teen center
- Work on reading
- Build personal relationship

Our mission is to inspire and educate individuals to realize their dreams and fulfill their responsibilities to society. We proudly join the parents and community in preparing each generation to meet the challenges of today and tomorrow.



Mentor

Program

Activities

The following are a few of the Mentor Activities we have done since the beginning of our program:

TRAINING SESSIONS

- 10/29/97 - "Building Trust and Communication"
- 11/19/97 - "Feeling "I" Statements"
- 12/03/97 - "Emotional Needs and Self Esteem"

ACTIVITIES AND FIELD TRIPS

- 11/15/97 - UCLA Career Day/Football Game Field Trip
- 12/16/97 - Winter Banquet @ Holiday Inn
- Biweekly Mentee Lunch Meeting
- 03/13/98 - Children's Theater "Once Upon A Midsummer's Nights Dream"
- 03/18/98 - "Respect Yourself and Others Will Follow" Assembly

UPCOMING EVENTS

- Wednesday lunch meetings for team building activities.
- Daily tutoring available for Mentees.
- Parent training classes

Appendix F

Mentor Project Newsletter

(Continued)

What You Need To Know To Become A Mentor

Where do mentors come from?

Mentors come from local businesses, civic groups, and churches. District employees have also been a terrific source of volunteers.

What specific qualifications do mentors need?

Mentors must be at least 18 years old & make a commitment to 1 hour a week for at least one full year.

How are mentor screened?

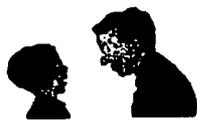
Mentors must attend an orientation session, at least one training session, and interviews with the Program Coordinator and Directors. All mentors must pass reference checks, a fingerprint check and a TB test.

How are students selected for the program?

All students who are enrolled in the Community Schools are able to participate.

How are the matches made?

Mentors and students complete an interest survey form and, based on their responses and any special requests they make, program staff make the best match possible. Matches are closely monitored to make sure they are effective.



Benefits Of The Program

Mentoring Can Change A Person's Life!

Mentors benefit by passing on knowledge, experience, work ethics, and provide guidance and friendship for a younger person. A mentor helps each student develop as an individual and a responsible citizen.

Mentees improve their attendance, academic skills, grades, self esteem, and are more likely to go on to college. These improvements during the student years lay the foundation for positive social skills and a fuller, happier life.

Words from our Mentors...

Expressing themselves freely about our program and their mentees:

Maggie Macles: Monique and I talk about everything that happens to us in the week. She is extremely intelligent and has finally allowed herself to be more outgoing. This program has really helped her. I'm looking forward to continuing this program next year!

Elizabeth Acevedo: My mentee, Andy Enriquez is very smart. He works well and I admire his willingness to try better at everything.

Manuel Cardenas: I am very impressed with Angel's positive attitude in wanting to improve in his work.

Sheridi Pippenger: I really enjoy spending time with Jessica. She is a bright girl with a lot of potential who sometimes seeks encouragement. I enjoy being a part of this program.

Pricilla Lopez: I really enjoy spending time with my mentee Carolina. It gives me something to look forward to every week.



Words from our Mentees...

We asked our mentees how they felt about our program and their mentors, and this is what they had to say...

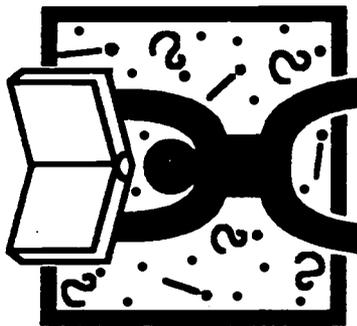
Andy Enriquez: Elizabeth is very nice. She helps me with my homework, and now my grades have improved.

Jessica Teverez: I think having a mentor is cool because you have a cool older person to talk to and to help you with your homework.

Carolina Reyes: I think this program is really cool! At the lunch meetings, I get to learn new things and make new friends, we all have fun. Pricilla is really cool! Usually she let's me decide what I want to do or we decide together.

**Appendix G
Mentor Project Awards Banquet
June 9, 1998**

**Giano
Intermediate**



**Academic Mentor
Awards Banquet 97/98**

June 9



**BIENVENIDOS
WELCOME**

**CENA
DINNER**

**UNAS PALABRAS DEL DIRECTOR
PRINCIPAL'S ADDRESS**

**CERTIFICADOS
AWARDS**

**CONCLUSION
CLOSING**

**THANK YOU
FOR ATTENDING THIS EVENING'S DINNER!**

Administration and Staff:

- Chris Sweet -Program Coordinator
- Steve Hansen -Principal
- Tracy Feller- Vice Principal
- Bryan Hanamura- Counselor
- Anthony Santorufu- Asst. Superintendent
- Sarah Paredes- Office Assitant
- Meggie Medias- Bilingual Assistant



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