

An Evaluation of Perspectives of Individuals Participating In an Extracurricular Tutoring Program

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Introduction

Research Question

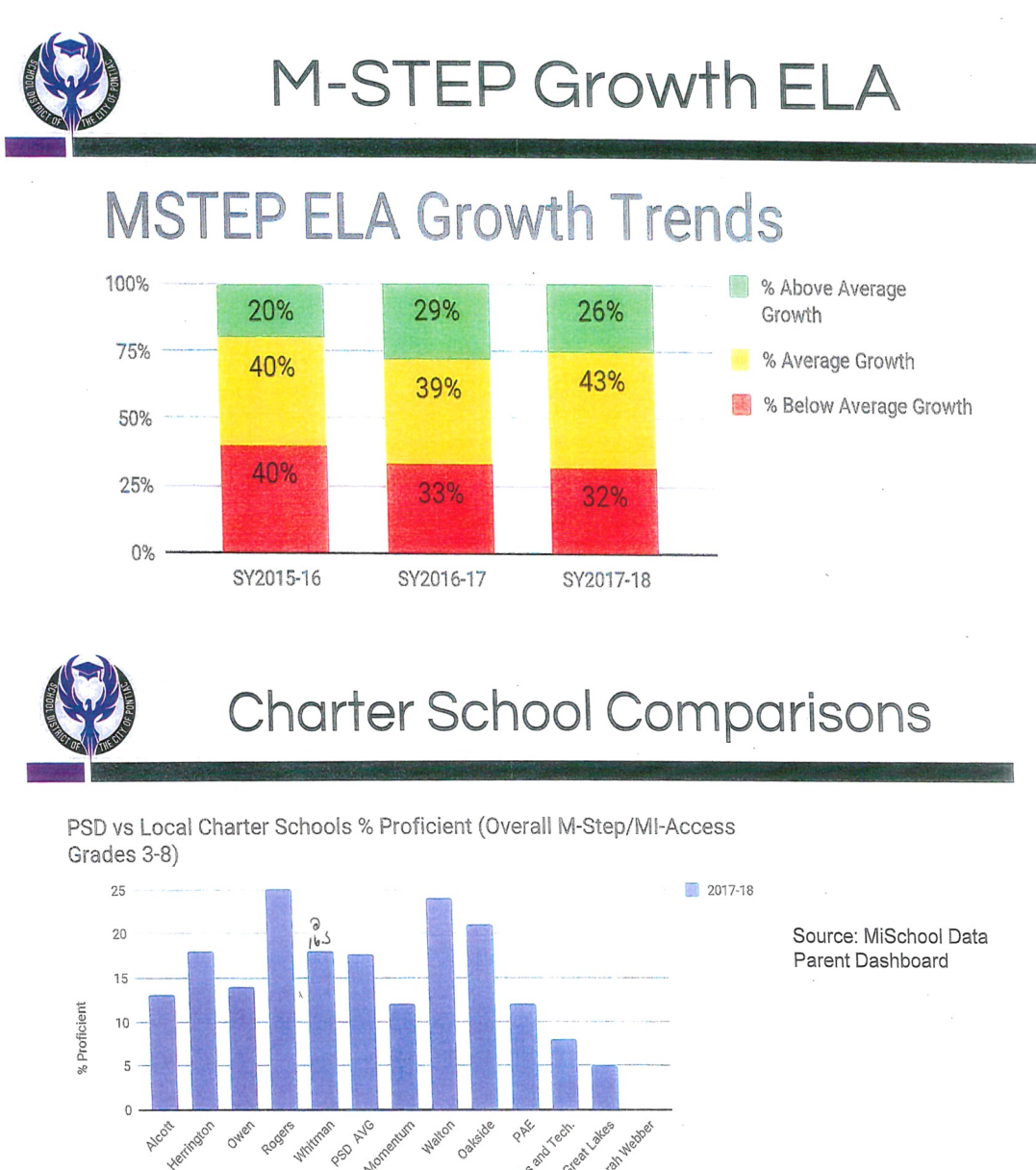
- Do afterschool tutoring programs have an impact on the perceived academic success of at-risk elementary school students?

Rationale

- Due to limited resources, evaluation studies are frequently done to evaluate effectiveness of extracurricular tutoring programs on academic success in order to reach conclusions of value, feasibility and sustainability of the respective programs.

Background

- Education as a critical component of health⁵
 - Disruption in the cycle of poverty and health inequities⁵
- Gaps in the literature
 - Lack of input from parents and students¹¹



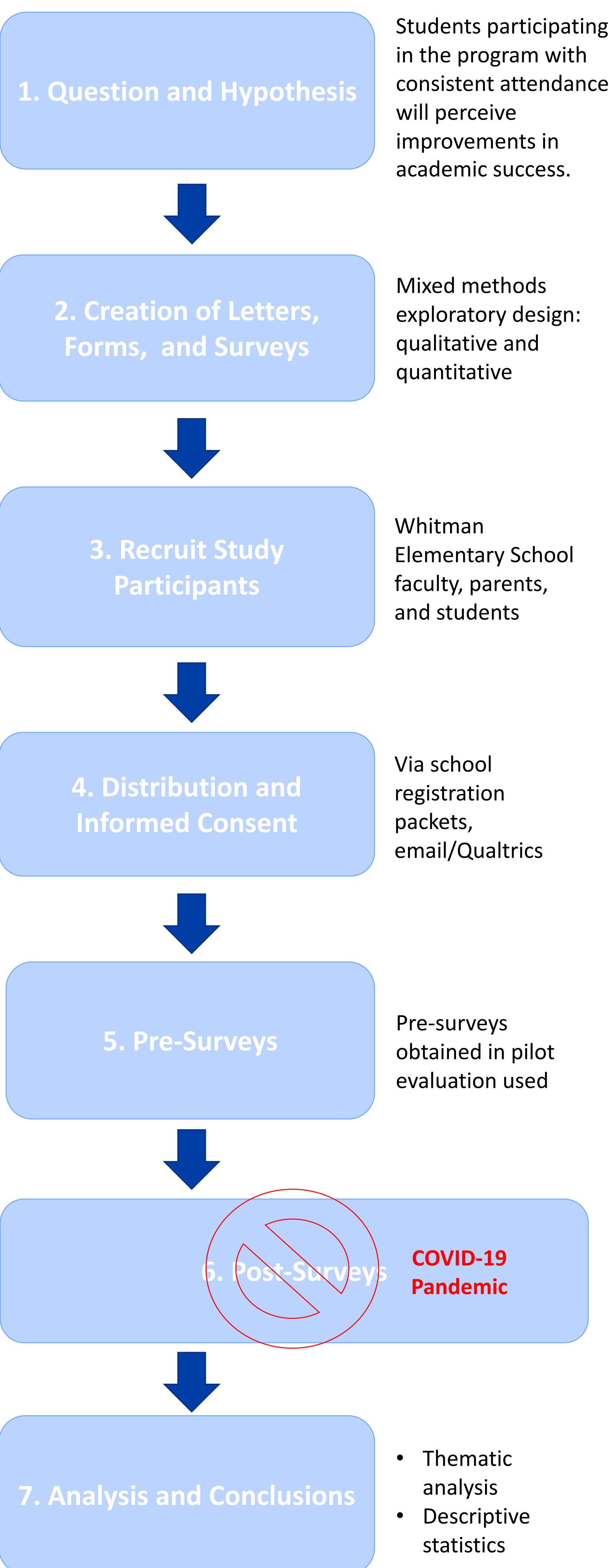
Aims and Objectives

Objective: Evaluate and assess the perceived effectiveness of an extracurricular tutoring program that will provide resources and opportunities for young students to navigate through the elementary school education system.

Aim: Evaluate and assess an educational program that will facilitate long-term improvement and maintenance of health in underserved communities.

- Aim I:** How would parents, students, teachers, and volunteer tutors describe the effectiveness of the tutoring program?
- Aim II:** Is there a difference in recorded perspectives between students who consistently attended sessions and those who do not?
- Aim III:** Gather feedback from key stakeholders on the feasibility and sustainability of the tutoring program

Methods



Results

Table #1: Teacher Demographics (Total N=9)

	n (%)
Gender	
Male	2 (22.2)
Female	7 (77.8)
Role	
Classroom Teacher	6 (66.7)
Paraprofessional/Teacher's Assistant	3 (33.3)

Table #2: Student Demographics (Total N=17)

	n (%)
Gender	
Male	12 (70.6)
Female	4 (23.5)
Prefer not to answer	1 (5.9)
Year in School	
3 rd Grade	7 (41.2)
4 th Grade	1 (5.9)
5 th Grade	9 (52.9)

Table #3: Importance of Tutoring (Student Total N=17, Teacher Total N=9)

	n (%)	
How important are tutoring programs	Students	Teachers
Important	4 (23.5)	1 (11.1)
Very Important	13 (76.5)	8 (88.9)

Table #4: Teacher Perspectives of Barriers Faced By Students and Families (Total N=9)

	n (%)
Transportation	8 (88.9)
Childcare	3 (33.3)
Motivation/enthusiasm	3 (33.3)
Awareness	2 (22.2)

Table #5: Student Barriers to Going to Tutoring (Total N=17)

	n (%)
I do not have a ride	7 (41.2)
I have to babysit	5 (29.4)
I have to do chores	3 (17.6)

Table #6a: Students' Favorite and Least Favorite Subjects (Total N=17)

	Favorite, n (%)	Least Favorite, n (%)
Math	7 (41.2)	2 (11.8)
Reading	4 (23.5)	5 (29.4)
Writing	4 (23.5)	5 (29.4)
Science	1 (5.9)	1 (9.4)
Gym	4 (23.5)	0 (0.0)
Art	1 (5.9)	1 (5.9)
Music	1 (5.9)	1 (5.9)
None	3 (17.6)	

Table #6b: Subjects Students Have a Hard Time With (Total N=17)

	n (%)
I have a hard time with math	12 (70.6)
I have a hard time with reading	6 (35.3)
I have a hard time with writing	10 (58.8)

Table #7: Reasons Students Went to Tutoring (Total N=17)

	n (%)
I came to tutoring to do something fun	4 (23.5)
I came to tutoring to learn new things	14 (82.4)
I came to tutoring to get help with schoolwork	10 (58.8)
I came to tutoring to spend time with friends	6 (35.3)

Table #8: Student Emoji Likert Responses (Total N=17)

	🙄 n (%)	😬 n (%)	😏 n (%)	😭 n (%)
I feel good about my grades	0 (0.0)	1 (5.9)	6 (35.3)	10 (58.8)
I feel good about myself	0 (0.0)	0 (0.0)	5 (29.4)	12 (70.6)
I like going to school	0 (0.0)	6 (35.3)	3 (17.6)	8 (47.1)
I want to come to tutoring.	0 (0.0)	1 (5.9)	4 (23.5)	12 (70.6)



<https://www.facebook.com/PontiacSchools/photos/a.1864364850485577/2262898567298868/?type=3&theater>

Conclusions

Immediate Impact

- Long-term implementation of program at Whitman Elementary
- Establishment of similar programs

Long-term Impact

- Disruption in the cycle of poverty
- Higher income opportunities
- Positive long-term health outcomes
- Achievement of health and social equity
- Consideration of programs as a core feature of public school instruction



Limitations and Challenges	Solutions
<ul style="list-style-type: none"> Participant discomfort and hesitancy Completion of both pre- and post-surveys 	<ul style="list-style-type: none"> Reassurance and assistance from medical student researcher and mentor
<ul style="list-style-type: none"> Participant bias in post-survey responses 	<ul style="list-style-type: none"> Tutor education National Tutoring Association's Basic Level Tutor Training

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