GSU T.E.A.M. AMERICORPS

ANNUAL REPORT 2014 - 2015

Crystal Bradley, Program Director
Amber Mason, Program Data Manager
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**Mission, Vision, and Program Summary**

**TEAM (Technology Environment and Mathematics) AmeriCorps** is a national service program based at Georgia State University focusing on STEM education.

**Our Mission** is to improve educational outcomes in math and science in middle schools and high schools while promoting service to one’s community.

We put our mission in action by transforming students and in turn school communities by providing the preparation and direction necessary for mastery of skills, which facilitate the achievement of personal, academic, artistic and athletic talent.

**Our Vision** is to provide an unparalleled experience for members and students that leave both groups with the skills and resources to continue to positively impact their communities. We hope to create a cadre of advocates and entrepreneurs who can build community.

**Our Programs** for AmeriCorps members include school day tutoring, after school programs, community service and professional development trainings.

During the school day members serve at metro-Atlanta high school and/or middle school sites to provide mentoring and tutoring in the fields of math and science. The AmeriCorps members will be responsible for meeting with the teachers to assist with lesson planning and provide supplemental education to students by their own initiative or through bringing in appropriate and relevant guest speakers/presenters.

After school, AmeriCorps members help coordinate student offerings in the fields of environmental science/social entrepreneurship, math, and science tutoring.

During the summer, AmeriCorps members assist students via the D.R.E.A.M.S. Summer institute. D.R.E.A.M.S. (Developing Relationships to Enhance All Mentee’s Success) Summer Institute is a summer program focused on developing relationships and promoting social competency to metro-Atlanta high school students (rising 10th - 12th graders).
Program Overview

The mission of the Alonzo A. Crim Center for Urban Educational Excellence at Georgia State is to ensure the availability of prosperous and equitable school environments for students through development of educational leaders, scholarly theory, and innovative strategies with a foundation built upon research and effective practices. The Alonzo Crim Center and AmeriCorps partnered in order to develop comprehensive school day and after school programming for middle and high schools known as the TEAM (Technology, Environment and Math) AmeriCorps Program. AmeriCorps members recruited for this program are (1) mathematics and science majors, (2) trained in “Best Practices in Urban Education” and (3) effective tutors and mentors.

What services do we provide?

- Supplemental Math, Science, STEM, and technology classroom instruction
- One-on-one/small group differentiated instruction
- After school program (i.e. math and science tutoring, robotics, gardening, mentoring)
- Volunteer recruitment
- One or more school-based community service projects
- Partnering school students are invited to GSU DREAMS Summer Institute free of charge

The components of the TEAM program are as follows:

I. Classroom Assistance

Each AmeriCorps member (full-time and part-time) is assigned to a math or science classroom for the entire school year. AmeriCorps members serve in the capacity of teacher assistants and will not function as the primary instructor in any class.

In this capacity, the AmeriCorps members work with the teachers to assess the needs of each student in the classroom and put together a schedule for classroom assistance. Members work with teachers to develop lesson plans that incorporate real world applications of math and science. They primarily supplement the instruction provided by the classroom teacher through small group follow-up, activity facilitation, and related activities. Any field trips to Georgia State University and relevant partners of the University will be planned by AmeriCorps members.

*TEAM AmeriCorps members will not be alone with students at any time, a certified teacher must always be present.
II. After-School Programming/Clubs

The Members help to facilitate student-led clubs 2-4 days a week from school dismissal time until 5:30 pm in conjunction with a supervising staff member. The afterschool component focuses on homework assistance as well as real world applications to math and science. After-school activities are provided to students at no financial cost.

Enrollment numbers will vary depending on the size of the AmeriCorps team and volunteers, but may never exceed 10 students to 1 adult, per Georgia School Age Care Association (GSACA) standards. At least two AmeriCorps members and one school staff member will be present during each club meeting. Principals and teachers are encouraged to help promote and enroll students in the program and enrollment will take place on a first-come, first-serve basis. The after-school club meetings will be held in available classrooms or other spaces designated by the administrative staff at the schools.

III. Additional Service Opportunities

One of the objectives of Georgia State’s TEAM AmeriCorps program is to encourage and involve students in community service projects. As a supplement to the work described above, these additional projects provide excellent opportunities to strengthen parental and community involvement in schools.

At each school, AmeriCorps members work with school administrators to develop at least one service project per school year, and student/school/community participation is encouraged. The service projects will be created in conjunction with the school leadership and focused in the areas of math and science. All projects will have a focus of encouraging entrepreneurship in the areas of math and science. Schools will therefore be encouraged to participate in projects planned at school sites and in the surrounding communities during the following events: Salute to Service the Martin Luther King, Jr. Service Summit (January) and AmeriCorps Week.

Members also provide support to the DREAMS Summer Institute, a 3-6 week summer program free of charge for partnering school’s students.

School Investment

AmeriCorps members (full-time and part-time) serve at the schools until the completion of the school year. For the 2014-2015 school year, the school financial commitment is as follows:

- Full-time member: 40 hours per week at a cost of $8,000 – 10,000
- Part Time member: 20 hours per week at a cost of $4,000 - $6,000
School Partnerships

The following list reflects school partnerships during the 2014-2015 program year.

- **Atlanta Public Schools**
  - Carter G. Woodson Elementary
  - Wesley International Academy

- **DeKalb County Schools**
  - Clarkston High School
  - International Community School

- **S.T.E.A.M. Truck**

- **100 Scholars Robotics Alliance**
  (sponsored by 100 Black Men of Atlanta)

- **Create Your Dreams (CYD)**

- **SEBA Academy**

- **Raising Expectations**

- **S.E.E.D. Academy**

- **Ivy Preparatory Academy**

- **John Hope Community Center**
## Member Profiles

<table>
<thead>
<tr>
<th>Name</th>
<th>College/Alma Mater</th>
<th>Major</th>
<th>Site Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexis Agredo</td>
<td>Spelman College</td>
<td>Political Science</td>
<td>Create Your Dreams</td>
</tr>
<tr>
<td>JuLeia Allen</td>
<td>South Carolina State</td>
<td>Physics</td>
<td>Carter G. Woodson Elementary</td>
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<td>Leesi Barinem</td>
<td>University of West Georgia</td>
<td>Anthropology</td>
<td>International Community School</td>
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<tr>
<td>Deiverick Brown-Burnett</td>
<td>Georgia State University</td>
<td>Mathematics</td>
<td>Clarkston High School</td>
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<tr>
<td>Devon Dassaw</td>
<td>University of Florida</td>
<td>Theater</td>
<td>Carter G. Woodson Elementary</td>
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<tr>
<td>Jennifer Ford</td>
<td>University of Georgia</td>
<td>Biological Science</td>
<td>Clarkston High School</td>
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<tr>
<td>Veron Frith</td>
<td>Spelman College</td>
<td>Mathematics</td>
<td>Raising Expectations</td>
</tr>
<tr>
<td>Alaron Hubbert</td>
<td>Morehouse College</td>
<td>Physics</td>
<td>John Hope Community Center</td>
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<tr>
<td>Mahendra Jagnandan</td>
<td>Georgia State University</td>
<td>Business</td>
<td>100 Black Men of Atlanta</td>
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<tr>
<td>LeBrandon Ladson</td>
<td>Johnson C. Smith University</td>
<td>Accounting</td>
<td>International Community School</td>
</tr>
<tr>
<td>Zaire Lemond</td>
<td>Georgia State University</td>
<td>Psychology</td>
<td>Create Your Dreams</td>
</tr>
<tr>
<td>Marquita Martin</td>
<td>University of West Georgia</td>
<td>Biology</td>
<td>International Community School</td>
</tr>
<tr>
<td>Kesha Mathis</td>
<td>Georgia State University</td>
<td>Mathematics</td>
<td>Clarkston High School</td>
</tr>
<tr>
<td>Kevin Ngo</td>
<td>Georgia State University</td>
<td>Biological Science</td>
<td>S.T.E.A.M. Truck</td>
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<tr>
<td>L'Dominique McDaniel</td>
<td>Georgia State University</td>
<td>Interior Design</td>
<td>Wesley International Academy</td>
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<tr>
<td>Brianna McFadden</td>
<td>Georgia State University</td>
<td>Biology</td>
<td>Carter G. Woodson Elementary</td>
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<tr>
<td>Seantel Williams</td>
<td>Georgia State University</td>
<td>Education</td>
<td>SEBA Academy</td>
</tr>
<tr>
<td>Ruquayyah Ya-Sin</td>
<td>Georgia State University</td>
<td>Neuroscience</td>
<td>Ivy Preparatory Academy</td>
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</table>
Great Story: Ruqayyah Ya-Sin

"For this month, an AmeriCorps service day that especially stood out to me was a Saturday spent building a house! Yes, that’s right – building a house! Together with my fellow T.E.A.M AmeriCorps members we partnered with Habitat for Humanity to build a house for a local family. Over 30 service men and women came out on this rocky weather day to assist this beautiful family with finishing the last stages to their home. We painted, gardened, cleaned – you name it, we did! And had a great time not only building but also bonding with these awesome people as we gave back to a cause we all esteemed. The best part of the day was seeing the tears and smiles on the family faces as the last piece was completed and they were finally handed the key to their new home! Service that brings so much joy and happiness makes me proud to be a part of T.E.A.M. AmeriCorps."
“After three months of practice, the Future Tech Masters (FTM) of John Hope Community Center competed at the 100 Black Men of Atlanta First Lego League (FLL) Qualifier last Saturday (12/13). The Future Tech Masters (FTM) placed 2nd overall with over thirty teams. It was such a wonderful moment to hear the FTM name called for second place and to see the kids’ reaction! Now the youth want to compete more and are more serious in practice. I have enjoyed volunteering with this bright and hardworking group of young men since last year! I am very proud of FTM and I hope they continue to keep up the good work. The Future Tech Masters will compete again at Clayton State University on January 10th. Based on their hard work and progress, I believe my kids will leave with a 1st place win!”

Alaron Hubbert
2015 Evaluation Summary

Glyph and Associates, LLC was hired by the Alonzo Crim Center to conduct this evaluation of this program. The evaluation methodology includes both quantitative and qualitative measures using document/data reviews, surveys, and focus groups. The primary outcomes of interest for this project include – academic pre/post scores and volunteer recruitment. CRIM Center staff provided student assessment and volunteer recruitment data for analysis. Glyph and Associates conducted a focus group with TEAMS AmeriCorps Members to document their opinions and beliefs regarding their experiences during the program. Our guiding evaluation questions:

1) What did the TEAMS AmeriCorps program accomplish?

2) Did the program reach its goals and objectives?

The focus and purpose of this evaluation was to improve the implementation of this program and document the extent it met its intended outcomes. Beyond meeting the intended outcomes, from many indications, the experience was a success. The student outcome data and survey results suggest that the program was effective in exposing students to a positive environment and enriching their STEM abilities. The program demonstrated that it is appreciated by students, members and teachers, as evidenced by students and staff surveys. These outcomes are the result of the collaboration between GSU program staff, host sites, and the AmeriCorps Members, as each worked to facilitate a positive experience for students. This data suggests that giving students exposure to STEM and opportunities to interact with young adults in a classroom setting can have meaningful consequences. Notable successes during the program were as follows:

- The results from the student’s academic outcomes revealed positive changes in students’ skills from the beginning of the program to the end.
- The STEM programming provided enriching experiences for students and many indicated they would consider it as a career.
- Teachers expressed higher levels of satisfaction with the impact of TEAM members on students in the classroom.
In 2015, based on the data reviewed by the evaluation team, 1,209 students were served by TEAM members at eleven sites. TEAM members served a total of 23,102.25 hours. All TEAMS members met their AmeriCorps service requirements of service hours.

Impact of TEAM AmeriCorps Members

Overall, teachers expressed higher levels of satisfaction with the impact of TEAM members on students in the classroom. As displayed in the table below, teachers responded in overwhelming agreement with positive statements regarding student’s academic benefit due to TEAM members being in the classroom. Additionally, when asked to respond to the question “Have your student’s math scores improved since your TEAM member began assisting you?”

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Percent Rating Excellent or Good</th>
</tr>
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<tbody>
<tr>
<td>Have your student’s benefited academically due to the placement of the TEAM member in your classroom?</td>
<td>92%</td>
</tr>
<tr>
<td>Have your student’s benefited emotionally due to the placement of the member in your classroom? i.e. increased self-esteem, built a mentor/mentee relationship</td>
<td>89%</td>
</tr>
<tr>
<td>Have your student’s math scores improved since your TEAM member began assisting you?</td>
<td>76%</td>
</tr>
<tr>
<td>Have your student’s science scores improved since your TEAM member began assisting you?</td>
<td>70%</td>
</tr>
</tbody>
</table>

Below are some of the comments from teachers when asked the area(s) their TEAM member excelled:

- Knowledge of STEM
- Attendance and dress, student enthusiasm
- Analytic Geometry
- Math, Science, Team building, technology and building positive relationships with parents and teachers
- Responsibility, professionalism, work ethic, remaining positive in the middle of very difficult circumstances, respecting me as a teacher while still giving her input, supporting the most struggling students and building meaningful relationships with them, leading small group math sessions, getting kids excited about science