

Summary of Findings of 2018- 2019 Evaluation Parent Mentor Program

Parent Engagment Institute of Southwest Organizing Project and
the Logan Square Neighborhood Association

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INTRODUCTION

This report provides a summary of the findings from the evaluation of the Parent Mentor Program (PMP) of the Parent Engagement Institute (PEI - a partnership between the Southwest Organizing Project (SWOP) and the Logan Square Neighborhood Association (LSNA). This program was supported by a grant for the Illinois State Board of Education (ISBE).

The Parent Mentor Program is designed to reach low-income parents with the goal of promoting stronger parent-school-community relationships through a context-specific and process oriented Ecological Model for Parent Engagement. The program supports low-income parents achieve the goals of: 1) developing skills and strategies that will support their students in improving academic outcomes, engagement and persistence; and 2) promote transformative forms of mutual engagement, integration, and investment between families, schools, and communities. LSNA developed the program model beginning in 1995 and SWOP replicated LSNA's model in 2005.

The two PEI organizations partnered with 23 community-based organizations to form to implement Parent Mentor Program during the 2018-2019 academic year.

These community-based organizations partnered with schools in the city of Chicago, suburbs, and the state to provide teachers and students with classroom parental assistance for two hours, Monday through Thursday. After reaching 100 volunteer hours, parent mentors receive a \$500 stipend for every additional 100 hours in the classroom, with a two stipend maximum per school year. The training, mentoring and oversight for the organizations' programs was provided through the Parent Engagement Institute that is operated by the Southwest Organizing Project and Logan Square Neighborhood Association.

Statistically Significant Teacher Outcomes

The following are a series of comparisons of the change in the nature of the teacher programmatic activity over the course of the 2019 program cycle. Data from each teacher were collected at the beginning and end of the program cycle. Means are reported in the table and the Student t statistic was computed to determine whether there was a statistically significant (at the $p=.05$ level or better) over the course of the program.

Changes in Classroom Support Over the Course of the 2018/19 Program Year

All Respondents- N=663

Classroom Support In Previous Week	Pre Mean	Post Mean	Test of Significance (T)
Had another teacher or paraprofessional work with me in my classroom	2.65	2.83	.040*
Had Parent Mentor or volunteer in classroom working with students	1.20	3.31	.000*
Number of students you had time to work with one-on-one for 10 minutes or more, during school hours	3.12	3.62	.000*
Number of students another adult / PM had time to work with one-on-one for 10 minutes or more, during school hours	2.62	3.52	.000*

Changes in Teacher Interactions with Parents and Community Knowledge Over the Course of the 2018/19 Program Year

All Respondents- N=663

Number of Encounters in the Previous Week	Pre Mean	Post Mean	Test of Significance (Paired Sample T)
Number of parents (parent of a student, parent mentor, volunteer, etc.) you talked with face-to-face?	3.41	3.73	.000*
Had a face to face conversation with a parent to discuss something OTHER than their child's progress or behavior	2.12	2.61	.000*
Number of parents you greeted by name	2.86	3.26	.000*
Number of parents for which you had a phone number or email	4.08	4.28	.013*
Learned something new about the community where the school is located	1.33	1.43	.092

Statistically Significant Parent Outcomes

The following are a series of comparisons in the change in the nature of the PM programmatic activity over the course of the 2019 program cycle. Data from each parent mentor were collected at the beginning and the end of the program cycle. Means are reported in the table and the Student t statistic was computed to determine whether there was a statistically significant (at the $p=.05$ level or better) over the course of the program.

Changes in Parent Mentor Communications Over the Course of the Program Year

All Respondents- N=683

Number of communications	Pre Mean	Post Mean	Test of Significance (Paired Sample T)
Communicate with your children's teachers	2.60	3.19	0.000*
Communicate with your children's teachers about how their getting along with other children	2.27	2.87	0.000*
Communicate with your children about how they are doing academically	2.55	3.13	0.000*
Communicate with the school principal	1.34	1.85	0.000*
Communicate with other parents from the school	3.14	3.79	0.000*

Changes in Frequency of Parent Mentor Encounters Teachers and Other Parents Over the Course of the Program Year

All Respondents- N=683

Mean number of parents or students in the last week did you...	Pre Mean	Post Mean	Test of Significance (Paired Sample T)
Number of parents in the school greeting by name	2.26	4.18	0.000*
Number of teachers in the school greeting by name	3.06	4.17	0.000*
Number of parents for which you had a phone number or email	2.90	3.60	0.000*
Number of teachers for which you had a phone number or email	2.47	3.93	0.000*

Changes in Parent Mentor Activities Over the Course of the 2018/2019 Program Year

All Respondents- N=683

Activities (in the last week)	Pre Mean	Post Mean	Test of Significance (Paired Sample T)
Spend time inside the school building	2.98	4.47	0.000*
Spend time inside the classroom with students	1.73	4.22	0.000*
Help your children with schoolwork at home	4.18	4.26	0.179
Read with your children at home	3.93	4.09	0.003*
Have a conversation with your children	4.61	4.66	0.239
Have a conversation with your child about their thoughts or feelings about school	4.34	4.35	0.981
Lead a creative activity with your children	1.75	2.35	0.000*
Visit a library or museum with your children	1.75	2.12	0.000*
Attend a school parent committee meeting	2.29	2.84	0.000*
Help plan/lead a school parent committee meeting	1.78	2.06	0.000*
Help plan/lead a school event/activity	1.81	2.38	0.000*
Attend a meeting/event in the community outside of school	1.96	2.46	0.000*
Share information about the school or community resources with another parent	2.12	2.82	0.000*
Attend class for self	1.88	2.56	0.000*
Volunteer or participate in child's classroom	1.82	2.70	0.000*
Help with or engage in school activity	2.03	2.78	0.000*