

# Conducting a College Prep Program During Covid- 19

## An Analysis on Austin Test Prep (ATP) at Austin High School

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### Introduction

Education disparity is one of the contributing factors to cyclical poverty.

Attaining a college education is seen as one of the ways to escape this cycle.

Many students from low-income families do not have the resources to effectively prepare for standardized tests or apply for college and any scholarships that might be available.

### Our Program

The Bonner ATP program was developed out of a previous college prep program by undergraduates (Lobo Prep) and intends to reduce these barriers to college entry. The program is intended to be easily accessible and at no additional cost to families that can't afford expensive college prep programs.

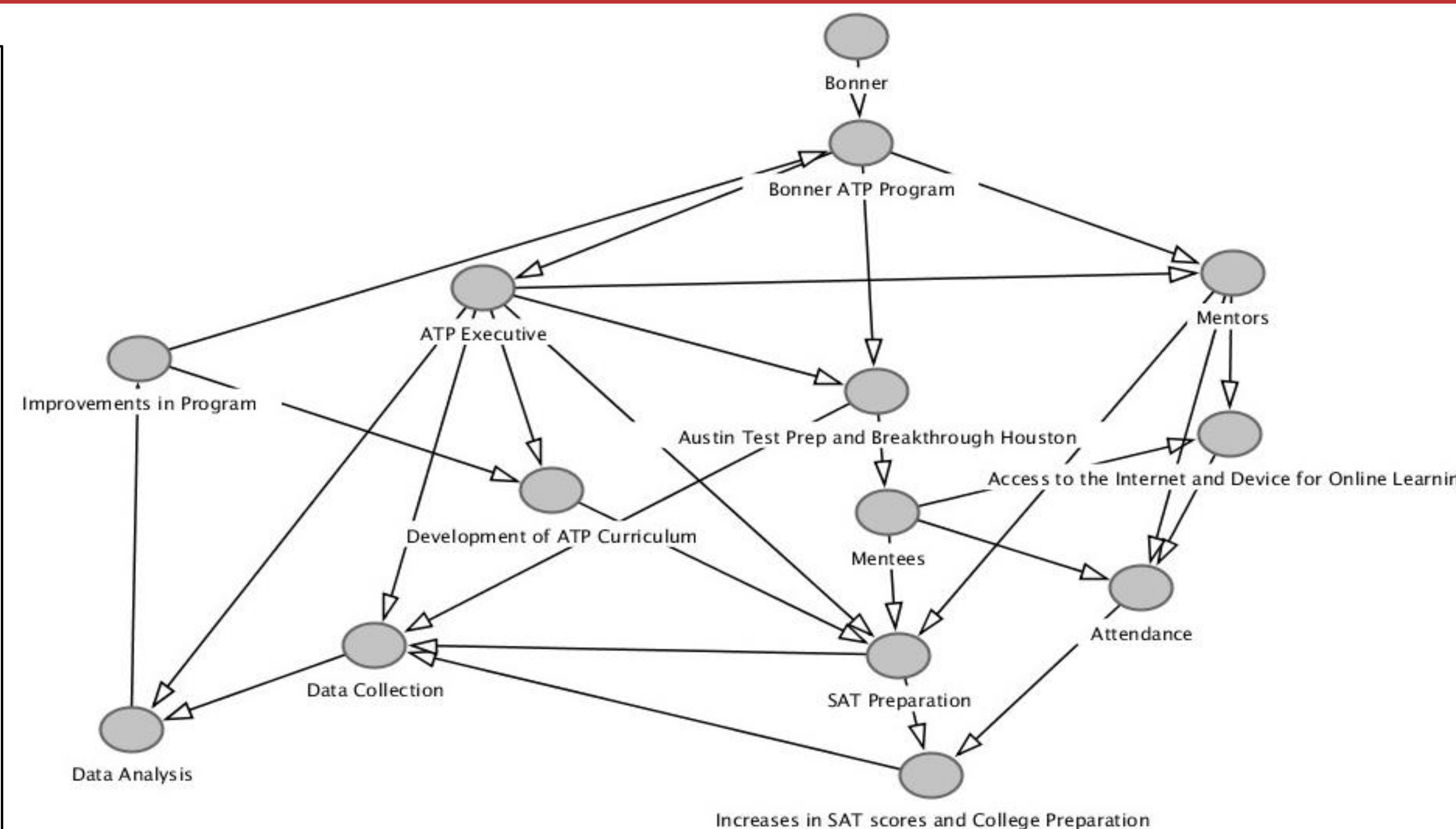
ATP is a college preparation program that pairs mentors from the University of Houston Bonner Leader Program and high school mentees from underprivileged schools. The mentors aid the mentees in preparing for the SAT and help them progress through both college and scholarship applications.

### Timeline

- February 1st- First day of mentoring/orientation
- February 26th- College Essay Workshop
- March 13th- SAT test date
- April 26th- Last day of session

### Methodology

A falsifiable logic model is one in which the program is evaluated according to the logic model. This allows the program to develop through an iterative process and avoid a blind focus on impact evaluation. The green represents a goal that has been reached, the yellow is one that is somewhat reached, and the red is one that has not been reached.



**ATP Logic Model Spring 2021**

A Bonner Program with a mission to provide personalized college preparation mentoring for students in an underprivileged/under resourced community in order to bridge the educational achievement gap.

Inputs: What we invest	Outputs	Short- Term Goals	Long- Term Goals
<ul style="list-style-type: none"> <li>• Permission from Austin High School and Breakthrough Houston to implement program</li> <li>• Location/Classroom to hold program.</li> <li>• Facilitators:</li> <li>• Students participating in the program sign up to receive assistance with their SAT scores through tutoring and their college application through mentoring.</li> <li>• Mentors</li> <li>• Incentive: Get students from low-income areas into college and give them the drive and resources to get them through college.</li> <li>• Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly communications with mentors and mentees</li> <li>• End of program survey for mentors</li> <li>• Program start , middle, and end surveys for mentees.</li> <li>• 2 hours a week, afterschool tutoring on Monday, 4-6pm               <ul style="list-style-type: none"> <li>• Mentors will teach relevant SAT content or help the student with their college application in accordance with the fixed agenda.</li> <li>• 30 minutes of mentor-taught content from a preprepared presentation.</li> <li>• One hour and a half of mentor and mentees in breakout rooms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give students confidence in their academic skills</li> <li>• Simplify the college application process by providing experience and assistance</li> <li>• Developing social responsibility and leadership skills for mentors</li> <li>• Decrease social isolation of both mentors and mentees</li> <li>• 80% attendance for every session.</li> </ul>	<ul style="list-style-type: none"> <li>• Get the students to college and give them the encouragement to get through college</li> <li>• Build a close relationship between the mentor and mentee so that the mentees will utilize their mentor's experience and advice in getting to and through college.</li> <li>• Provide social support that mentees can call upon in the future if necessary</li> <li>• Continuing engagement between community and students</li> <li>• Develop a steady and useful curriculum that can be exported to different schools in the event of program expansion.</li> <li>• Create a program with effective avenues for improvement to ensure the longevity and success of the program.</li> </ul>
		Medium- Term Goals	
		<ul style="list-style-type: none"> <li>• Improve the students' SAT scores and get their college applications submitted</li> </ul>	
<b>Potential Partners and Resources</b> Austin High School University of Houston's Bonner Leaders Program Breakthrough Houston			

**ATP Falsifiable Logic Model**

Input (Resources)	Processes (Critical Actions)	Outcomes
15 mentors ( currently 10 mentors)	Mentors provide feedback to help program adapt and improve	Mentee attendance ( 33 individual students filled out the initial survey but another survey has not been conducted to record changes in attendance)
50-60 mentees	4 mentees per mentor in each breakout room (5-6 mentees per mentor in actuality)	Mentor fidelity (attendance of mentors has not been recorded this semester. Only two out of seven mentees last semester missed a session.)
Mr. Stickney, Breakthrough Houston (Community partners)	Mentees are taught off subject-specific PowerPoints and specific worksheets each session	Mentor feedback on program (has not been collected this semester. Feedback from last semester indicates a desire for more active mentees.)
Resources: ATP Worksheets, Teaching PowerPoints, College Preparation tips	Mentor socials provided once every three weeks	Mentee feedback on program (Initial survey this semester indicates mentees are most confident in reading, then math, and then writing. Subsequent surveys have not been provided.)
Location of Sessions: Microsoft Teams	Weekly meetings of Executive Team to update each other on the project	
Executive Team (6/6 members)	Obtain consent for SAT scores	
120 minutes per week, 30 minutes of prepared PowerPoint teaching, 90 minutes of mentor and mentees in breakout rooms		

### Conclusion

This program demonstrates that mentor support for students can result in increased confidence in both college readiness and SAT scores.

Unfortunately, the shift to an online environment due to the Coronavirus pandemic has reduced the program's effectiveness. This has led to difficulty in collecting subjective feedback on the program.

Mentee and mentor attrition have both increased as well as the disconnect felt between both mentor and mentee.

Data are also lacking due to reduced sample sizes of mentees. Furthermore, this poster was prepared during the start of the Spring 2021 program and more data will be collected as the semester progresses.

Objective data concerning the mentees' SAT scores is unavailable as currently they are yet to sit the SAT. After their March test, a survey will be conducted about their thoughts on the program and will provide subjective data on the program's effectiveness.

A return to an in-person program should alleviate some of these problems as well as allow for more effective data collection.

### Acknowledgements

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