

STEM Action Center's AmeriCorps Math Mentors Program



THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

Program Overview

In 2021, the STEM Action Center developed and began to implement the AmeriCorps Math Mentors Program (AMMP). The program builds upon the STEM Action Center's successful K-12 Math Personalized Learning Software Program by pairing a mentoring intervention with a math software intervention. In 2022-2023, the AMMP placed 26 mentors in 7 LEAs. Mentors provided tutoring to hundreds of students. The Utah Education Policy Center (UEPC) is serving as the external evaluator for the program.

Program Goals

Key program goals include:

- 1 increasing mentors' self-efficacy,
- 2 increasing students' interest in, engagement with, and confidence in mathematics,
- 3 increasing students' mathematics achievement.

Evidence-Informed Design Principles

To achieve these goals, the AmeriCorps Math Mentors Program employs evidence-informed design principles for high-quality, high-dosage tutoring programs.[†] For example, the program is designed to ensure that

- Mentors receive rigorous pre-service training and ongoing support.
- Mentors meet with students individually or in small groups.
- Mentoring is aligned with students' learning needs.
- Data collected from mentors and students is used to inform instruction and to guide improvement.

[†] <https://studentsupportaccelerator.com/>

Findings from 2022-2023

Data from mentor and student surveys provide preliminary evidence that the AmeriCorps Math Mentors Program is effective in meeting several key program goals. Among survey respondents,

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| 82% | of mentors indicated that they enjoyed their mentoring sessions "quite a bit" or "a tremendous amount." |
| 75% | of students indicated that their mentor made it "quite a bit" or "a lot" easier for them to understand their classwork in math. |
| 76% | of students maintained or increased their confidence in math. |
| 86% | of students maintained or increased their effort in math. |

Daily reports from mentors provide further evidence that participating students gained confidence in math and worked hard to improve their skills. For example:

"[One of my students] has shown growth of 10 points on the i-Ready diagnostic... When we did our data chat, he was really proud of himself and got a little emotional. We had a moment to celebrate his success."

"[One of my students] has a hard time with confidence and some pretty bad anxiety around school and math but her teacher, myself, and other support staff have come up with a game plan to help her. She's been awesome to work with and I can tell her confidence is growing."