

Homework Club Montebello Outcome Report

Term 1, 2009-2010 School Year

Background

Homework Club has been operating at Montebello apartments since September 2008. The club has been held Mondays and Wednesdays from 3:00-4:45 PM since then excluding holidays and other school breaks. The club is available to all resident youth enrolled in grades 1-6. During the 2009-2010 school year, the club has been staffed by program services manager Gracie Garcia, program coordinators Jorge Tello, Juan Carlos Aguilera, and Maria Moreno, as well as three youth program coordinators. Currently the youth program coordinator, Amanda Schuft, leads the club on Wednesday and Juan Carlos Aguilera leads it on Monday. The Montebello homework club has had wonderful volunteers with relevant experience this term: Debi Myers, Paula Green, Carrie Miller, Julia McCoy, and Kate Schiewe. The volunteers at Montebello are dedicated to the success and improvement of this program. We have 24 students on the roster as of February 4, 2010. Snacks are provided for the students every session due to our partnership with the Oregon Food Bank.

We focus on ensuring the children complete their weekly school work assignments. We also make a concerted effort to help the kids comprehend what they are being asked to do. Students begin homework after finishing their snacks for which we allow 15 minutes. The kids work at tables according to grade level, and staff and volunteers circulate to help the children with their work. If the students do not have homework they can work on the worksheets that we provide. Currently we are working toward tailoring the worksheets specifically to each individual student's development needs. Each student has a folder where they can put their worksheets at the end of homework time if they are unfinished so they are able to continue working the next time they do not have homework. After 30 minutes of homework time we have 30 minutes of reading time. During reading time the children read for half an hour. The volunteers and the Youth Coordinator each read with one or more students. Students can read one of the books we provide, or a book they bring from school. Our volunteer Carrie Miller brings a service dog that the students take turn reading to. The students enjoy reading to the dog and it is a great motivational tool for them. The last half hour is free time for the students and they can play an array of educational games that are provided.

Outcome

Attendance:

There are currently 24 students enrolled in our Montebello homework Club.

Grades: (see analysis on website for specific results)

The children submit their report cards at the conclusion of every term. We analyze them and check for improvement in individual subjects, overall GPA and homework grades. We collected report cards from 20 of 24 children who were enrolled last term. We used the last term of the 2008-2009 school year as the base to measure student performance. As mentioned, improvement is monitored in individual subjects.



We use “net improvement” to determine this in our analysis. For example, if a student improved in 2 subjects but declined in 1, they would have a (+1) score under net improvement.

Because this is the first term of the school year, we have nothing to compare grades to except for last year’s marks. We found a general trend for our students to have a stronger report card in term 3 of the 2008-2009 school year. However, because our students are English language learners and many come from monolingual households, the amount of English they are speaking dramatically decreases during the summer break from school. They also have fewer opportunities to read with adults, especially in English. These circumstances greatly impact the students’ performance in school during the first term. Not only that, but after the summer break they are advancing on to a higher grade and more difficult material in their classes.

Although, this is a very difficult obstacle to overcome we have been able to pinpoint other possible causes of lower grades for which we are able to develop plans to improve. As mentioned above, during this term Bienestar has had three different youth coordinators and three staff members filling in. The current youth coordinator is committed to the positive progress of the program as well as the students. The youth coordinator is working toward knowing each child’s academic strength’s and weaknesses to help them improve. In conjunction with this, Bienestar orchestrated a staff and volunteer training in reading and classroom management this fall. Taught by Herb Jahncke an elementary school teacher at Catlin Gabel, this training supports staff and volunteers in more effectively helping the students. It has also created a more open forum for the discussion of ways to improve homework club among the adults involved specifically here at Montebello. The staff and volunteers are working together to improve reading instruction at homework club based on information given at a training. We also have developed a program where kids can work toward rewards by focusing well on their homework and reading during reading time.

On our Report card analysis for Montebello we also noticed that many children went from Always Consistent for their homework grade to Usually Consistent. To remedy this staff and volunteers are asking each child where their homework is before they enter homework club so they can go home and get it if they left it at home. This way they can also remind their peers to get their homework until it becomes more habitual.

Also at Montebello we are working toward finding individual tutors for the children who most need them. We have matched one child who cannot read with a volunteer who has teaching experience and she will begin tutoring her twice a week.

Respectfully Submitted,

Amanda Schuft

'09 – '10 School Year Term 1
Report Card Analysis (Montebello)

Student	Grade	Last Report Card	Net Improvement in Subjects*	Homework Grade**	Previous Homework Grade	GPA Equivalent ***	Previous GPA (Term 3)
Student 1	3	N/A	N/A^^	Usually Consistent	N/A	N/A	N/A
Student 2	3	Term 1, '09-'10	N/A^^	Usually Consistent	Always Consistent	N/A	N/A
Student 3	5	Term 1, '09-'10	0	Usually Consistent	Always Consistent	1.95	1.78
Student 4	1	Term 1, '09-'10	N/A	Usually Consistent	N/A	2.23	N/A
Student 5	3	Term 1, '09-'10	0	Usually Consistent	Usually Consistent	3	2.93
Student 6	1	Term 1, '09-'10	N/A	Always Consistent	N/A	3.11	N/A
Student 7	5	Term 1, '09-'10	0	Usually Consistent	Always Consistent	2.54	2.14
Student 8	4	Term 1, '09-'10	N/A	Always Consistent	N/A	N/A	N/A
Student 9	2	Term 1, '09-'10	-6	Usually Consistent	Always Consistent	1.83	2.73
Student 10	3	Term 1, '09-'10	0	Always Consistent	Always Consistent	3	3
Student 11	3	Term 1, '09-'10	2	Usually Consistent	Always Consistent	2.2	1.86
Student 12	4	Term 1, '09-'10	-12	Inconsistent	Always Consistent	2.77	3.5
Student 13	2	Term 1, '09-'10			Always Consistent		
Student 14	5	Term 1, '09-'10	-5	Inconsistent	Always Consistent	2.59	2.91
Student 15	3	Term 1, '09-'10	-4	Always Consistent	Usually Consistent	2.31	2.93
Student 16	3	Term 1, '09-'10	0	Always Consistent	Usually Consistent	3	3
Student 17	2	Term 1, '09-'10	N/A^^	Always Consistent	Always Consistent	N/A^^	N/A^^
Student 18	4	Term 1, '09-'10	-3	Always Consistent	Usually Consistent	2.48	2.6
Student 19	4	Term 1, '09-'10	N/A	Always Consistent	N/A	3	
Student 20	3	Term 1, '09-'10	-3	Always Consistent	Always Consistent	3	3.21
Student 21	4	Term 1, '09-'10	N/A	Inconsistent	N/A	1.37	N/A
Group Totals						2.52	2.72

* Net improvement in subjects refers to the number of subjects students improved or worsened their grades in.

** Homework grade is referred to as “Homework Work Ethic” by the Hillsboro School District and appears on the students’ reports cards.

*** The GPA Equivalent has been created by Bienestar for evaluation purposes. The school district uses four “letter grades” for academic evaluation.

A grade of “E” signifies the student is exceeding state standards, “M” signifies the student is meeting state standards, “NM” signifies nearly meeting standards, and “NY” signifies not yet meeting standards. Bienestar has created a GPA by using a 4.0 scale and assigning a point value for each letter grade. “E” = 4 pts., “M” = 3 pts., “NM” = 2 pts., “NY” = 1 pt. This system should not be equated with similar 4.0 scales based on a standard “A-F” grading system.

^ Student was out of school for over a month due to illness, and their homework and school grades suffered in response.

They didn’t attend Homework Club for almost two months.

^^ Student has special needs and receives modified report card with no letter grades