



Bienestar

Building housing, hope and futures

Bienestar and Forest Grove School District Homework Club Outcome Report

BACKGROUND:

2009 marked the first year of collaboration between FGSD and Bienestar in the implementation of a Homework Club. After couple of meetings between the two directors and staff from both parties, and searching for a program coordinator, recruiting and registering, Bienestar was ready to provide services to the children.

Homework Club was implemented at the Jose Arciga I Community Center, 2922 19th Avenue Forest Grove, Oregon on February 2009. The club ran for 15 weeks ending on May 29, 2009. The program was an after school tutoring club modeled after the Multnomah County's Schools Uniting Neighborhoods (SUN) program. Classes were offered on Tuesdays and Wednesdays, and were attended by resident students ranging from 1st to 6th grade from Bienestar apartments at Elm Park I & II, Willow Park, and Jose Arciga I & II. The students came from the following schools: Fern Hill, Joseph Gale and Tom McCall. Forest Grove School District transportation department, parents and Bienestar coordinated the children to get dropped off at the site. Parents were responsible for picking up their child after class.

Bienestar Promotores were instrumental in recruiting and registering children for the homework club. Promotores conducted home visits and explained the program to the parents and then assisted them in completing the registration paperwork.

The focus of the club was to ensure that the students were completing their weekly homework assignments and also to help them develop good school habits. A concerted effort was also made to build lesson comprehension and dedicate time for reading practice.

Students arrive approximately at 3:45 p.m. at the site and were given a snack provided by Bienestar. At 4:00 p.m. students would start working on their homework. During snack time, staff would identify those students needing to complete homework and focus their time with these students. Other students would be given math and reading activities. All homework and activities were checked for correctness and comprehension. At 4:30, each student would select a book from Bienestar's mini library to read. Staff would work on reading skills development with students by having them read out loud. Other students would read silently while waiting for a staff member became free to assist. Once students

completed these stages they were allowed to play educational games and puzzles. Parents arrived around 5:15 p.m. to pick up their children. The volunteers would then debrief together on their observation, make process notes in each student's file.

Bienestar paid one coordinator who was referred/recommended by Forest Grove School District. Bienestar also provided two staff plus four volunteers from Pacific University. This averaged four adults per day providing assistance to the students.

Eleven students also participated in a financial literacy class held on Wednesday's for five weeks. The purpose of this class was to introduce the concept of making better decisions for earning income, and spending, saving, borrowing, investing and managing their money.

OUTCOMES:

Enrollment Numbers: 16

Forest Grove School District provided us with a list of 27 students and out of these we were able to enroll 16. The other students were either already enrolled in other programs or the families were still out of state and/or arrived in the area too late to enroll; only one family declined the services.

Attendance: 90%

Students attended two times per week for 15 weeks. We averaged about 14 students per week with an average of 90% weekly attendance rate over the course of the fifteen week program.

Grades:

There are four possible levels of explanation of marks ranging from NE=Not Evaluated at this time; O=Outstanding; S=Satisfactory and N=Needs Improvement. Included are also four levels of performance such as: AB=Above Grade Level; AT=At Grade Level, BE=Below Grade Level and ME=Modified Expectation. Each student studies 11 subjects, and the number of performance evaluations varies per subject. Students are also marked on the characteristics of a successful learner. Factors that go into the grade include the student's work ethic, the assignments' correctness and whether or not the student turns the homework in by the due date. School district agreed to provide us with most recent report card at the beginning, middle and final trimester to determine progress levels.

