



## **Homework Club Reedville Outcome Report**

### **Term 1 and 2, 2010-2011 School Year**

#### **Background**



Homework Club has been operating at the Reedville apartments since September 2008. The club has been held at the Reedville Community Room located at 21141 SW Alexander St. in Aloha, Oregon on Mondays and Thursdays from 3:30-5:15 PM excluding holidays and other school breaks. The club is available to all resident youth from Reedville Apartments enrolled in grades 1<sup>st</sup> - 8th. The students come from Reedville Elementary and Middle School.

During the 2010-2011 school years, the club has been staffed by Program Coordinators Amanda Schufft, Javier Urenda, and Alekski Merilainen. The Reedville Homework Club depends greatly on the outstanding volunteers from Catlin Gabel School. About five to seven students come every Thursday accompanied by a coordinator. Each volunteer works at a different table to help all children with their homework. During this term the Reedville Homework Club also has had two volunteers come as part of a PCC Service Learning Project as part of their Spanish class. The PCC students completed the optional project by working at least 10 hours at the Homework Club. Shannon Ferguson has completed her hours and Kevin Arrowsmith has attended the Homework Club every Monday from 2010 through June, 2011. The volunteers at Reedville worked very hard to make the program a success.

At the end of the second term for the 2010-2011 school year, we had 22 students on the roster. During each session of the first term, snacks were provided for the students through our partnership with the Oregon Food Bank. In the second term, we implemented a healthy snack program with the USDA generously providing snacks such as cheese and crackers, peanut butter sandwiches, and carrot sticks for the students.

We focused on ensuring that the children complete their school assignments each week. At the Reedville Homework Club it is a rule that the students must bring their backpacks and homework. We were successful in making sure the children complete their school work during Homework Club. With consistent volunteers we were able to help the students with homework and reading, creating good relationships between volunteers and students. Bienestar staff members circulated the room, assisting children who had questions and checked their work for accuracy.

All staff and volunteers worked hard to make sure kids were able to comprehend what they were being asked to do. The group setting and repetition of these learning

activities helped the children strengthen their basic math skills as well as increase their confidence among their peers.



The students from first and second grade showed noticeable improvements in basic addition and subtraction. Students from third through six grades memorized basic multiplication tables for their grade level. Most of the children improved their reading although children in first grade needed a little help during reading time. In case the students did not have homework, they worked on worksheets that we provided. During term one and two, worksheets were geared toward reviewing the materials the students had learned during the year. Each student had a folder where they could put their worksheets if at the end of homework time they were unfinished. This way they could continue working on them the next time they did not have homework.

Students arrived at 3:30 and washed their hands before sitting down and eating their snack for 15 minutes. At 3:45 students started working on their homework. After 30 minutes of homework time, there was 30 minutes of reading time. During reading time, the students could read one of the books they brought from school or a book provided by Bienestar. Thanks to Catlin Gabel School's donation of hundreds of books to our library, the students can take a book home if they see one that they become interested in during reading time to help support their motivation to read. Students could read independently, with a partner, or with an adult. The volunteers and staff each sat with one or more students reading aloud or listening and coaching to further develop their reading skills. The last half hour is free time for the students and they were able to play an array of educational games that were provided. The students were also given the opportunity to make beaded bracelets for Mother's Day and each month we provide different activity opportunities depending on the holidays for that month. The students looked forward to making these crafts such as skeletons, turkey hats, bracelets and frames for Christmas, Valentine hearts, and Easter bunnies and eggs.



A variety of motivational tools were implemented to create more of a community in the Homework Club and to encourage the students to be more respectful and kind to the staff, volunteers and each other. Every month, depending on their behavior, we arranged different activities such as movie party, dress party, pizza party etc. These activities help us to improve the students' homework habits and give the children an incentive to improve their behavior by motivating them with fun entertainment.

## Attendance

During the 2010-2011 school year, there were 22 students enrolled in the Reedville Homework Club at the end of the first term, and 20 enrolled at the end of the second term. Attendance was consistent with an average of 21 students per day during the first term and 19 per day during the second. During the second term a few of the fourth and fifth graders would arrive late on Monday due to after school tutoring, but would attend the full day on Thursday. In the second term, children from middle school stopped attending and two students were forced to leave because of behavior issues. This gave children on the waiting list an opportunity to register. In a total, seven children were registered as new students for whom we implemented a transition plan to explain the Homework Club routines and rules.

**Grades Outcome:** (see analysis on website for specific results)

The children submitted their report cards at the conclusion of each term. We analyzed them looking for improvements in individual subjects, overall GPA and homework grades. Collecting report cards at the end of the second term was more difficult than the first term because many report cards were lost (They were sent home a few days before Spring Break, during which time Homework Club is not in session). We collected report cards from all 22 students who were enrolled in Homework Club during term one and 20 from those in term two. We used the previous term as a basis to measure student performance. We use "net improvement" to determine improvements 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.



In Term 2 the average net improvement in GPA was 1.11; thirteen students remain with the same homework grade and six lowered theirs. The group GPA average increased this term from 1.99 to 2.09 with 9 students increasing their individual GPA, one student remaining the same, and eight decreasing slightly. Those 9 students with an improved GPA also had positive net improvement in subjects. Most students received better grades in term 2 than term 1.

The staff and volunteers worked together to improve the effectiveness of Homework Club. Everyday volunteers and staff stayed after Homework Club to discuss and write notes about student progress and what improvements needed to be made. Each person who worked at this Homework Club has been very dedicated to seeing the program and the children succeed.

Respectfully,

Javier Urenda  
Program Coordinator