

Shelter Tutoring

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EXECUTIVE SUMMARY

Objective

It is evident that the nature of rescuing orphaned and vulnerable kids includes bridging educational gaps caused by lack of access to education. The heart of Oasis for Orphans is to see children restored and prepared to be change agents in their communities. Inherent in this mission is quality education. Additionally, Oasis for Orphans values assisting children who are behind educationally to catch up to appropriate grade levels as they are able.

Goals

- By the middle of June, use the pre-established measurements of the CORE and JESMA assessments to determine the current standing of all Shelter children, and identify which children are significantly behind their appropriate grade level.
- By the last week of June, create and implement individual and group Saturday tutoring sessions for identified children based on their educational gaps found during assessment.
- As on-site homeschool progresses, increase tutoring for those children who would benefit from multiple sessions a week.

Solution

To address educational gaps in the Shelter population, a tutoring program should be established. Children with similar gaps can be served in small groups while those who require individual assistance should be served individually. These individuals and groups will be identified by the objective assessments and also the agreement of the site director and children's development officer. Due to current time constraints of their schooling, Saturday afternoon sessions will be the most productive until onsite schooling is established. Summer 2018 educational intern/support may become a part of implementing this proposal as appropriate.

Project Outline

Identification of Children

- Educational coordinator and summer intern will conduct the CORE and JESMA assessments by mid-June.
 - Educational coordinator and the children's officer will meet to discuss the appropriate or goal grade level of the children.
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OASIS FOR ORPHANS

- A proposed list of individual/groups will be submitted based on the results of the assessments to the site director and children's development officer for their approval and adjustments.

Curriculum

- After gaps have been identified, the educational coordinator will determine if a pre-constructed curriculum exists to bridge the gap or if one should be created specifically to meet the needs of the group.

Implementation

- A Saturday afternoon timetable will be created, approved, and communicated.
- Saturday groups will commence the 23rd of June.
- The educational coordinator and summer intern will facilitate the groups.
- As phase one of homeschool begins, consideration will be made as to the facilitation of the groups*
- As phase two and three of homeschool commence creation of additional meetings of groups as facilitation is possible and capable.

Evaluation and Program Exit

- The CORE and JESMA assessments which serve to enter a child into the tutoring program will also serve as the evaluation of efficacy and the support for exiting the program as students are capable of performing at the appropriate grade level.

Considerations

*The educational coordinator wants to be sure that the homeschool phases, team teaching in particular, get the best focus and energy. The hope is to have the tutoring program set and planned so that its continued facilitation is not a deterrent to the success of the homeschool implementation. However, all parties are encouraged to be open to ongoing conversations about project priorities specifically during the implementation phases.

Shelter Tutoring Analysis and Proposal

June 26, 2018

CORE and JESMA results by those underperforming

ECD: Florence, Babito, Mercy Anyango*, Bony, Bradox, Christopher, Clinton, Dennis, Harley*, Johana*, Margret, Rose

Primary: Alfred, Ambrose, Braiton, Calvince*, Faith, Rael, Zablon, Aska*, Bosco*, Ezekiel, Peter, Regan, Ngina, Albanus, Emanuel, Joan, Millicent, Sharon, Brenda, Stallon, Branish, Mary Auma, Mercy Achieng.

*denotes severe testing deficient.

Time Constraints:

ECD children are occupied until 4:30pm weekdays and Primary children are occupied until 6:30 weekdays*. Saturdays all PreUnit and Primary children are occupied until 3pm.

*assumes school bus brings them at stated times.

Term 2 Tutoring Recommendations:

It is my understanding that the Saturday school sessions are for the distinct purpose of tutoring. Additional intervention should be introduced very carefully to encourage and support and not to frustrate and over schedule children. The children chosen here are those who are 1) new to Oasis/Shelter, 2) not achieving growth at the same rate as their peers, 3) identified as a special case by site director.

- Saturday interventions: Mercy Anyango (individual)
- Sunday interventions: Braiton, Calvince, Zablon, Aska (group), Bradox, Harley, Johana, Faith (group) Branish, Veronica, Mercy (group), Stallon (individual) 11-12pm, optional Book Club* 12-1pm.

*when I first came, I started a book club for the older students to practice critical thinking skills and encourage close reading and vocabulary building. I have been approached by these achieving students to continue this program.

Curriculum

Practice work will be taken from the Targeter Revision Series and adapted to academic gaps found in CORE and JESMA assessments.

Additional activities will be created to fit the growth and development needs of groups/individuals.

Future Recommendations:

As we move forward with homeschool on site, we will be better equipped with staff and time resources to address less severe cases, and monitor achievement more closely, and intervene more rigorously and time appropriately.

Recommendations for grade promotion testing:

Based on school and home assessments the following students are recommended to be tested at Bridge Academy for possible promotion to next grade. Threshold for recommendation was 90% or above on JESMA and grade level or above on CORE.

Elizabeth Awino
Mishele Akoth
Beatrice Atieno
Clintone Ocholla
Evanca Ayieta
Evanca Odhiambo
Margret Adhiambo
Sheila Mboga
Isaac Mwita

John Okeyo
Aron Mpatiany
Mark Laurent*
Elfa Shannon*

*denotes children who seem bright and are having behavior issues in class though their test scores are borderline.
