

Title VII: Indian Education Formula Grant Program

Summary School Year 2014-2015

The afterschool-tutoring program is for all students in grades K thru 12th who are part of the Coachella Valley Unified School District Title VII Indian Education Program. Afterschool tutoring was held at the Education/Library Center on the Torres Martinez Desert Cahuilla Indian Reservation each Wednesday beginning October 8th from 2:30 to 5:00 pm for 12 weeks (extended to February due to school breaks). The focus was centered on homework help to include Native American Literature, test prep, tutoring core subjects via workbooks and a technology curriculum. Tutoring included practice in writing skills, vocabulary building, reading comprehension, math and educational games to supplement with homework assignments. We also included a visual arts component.

Commentary:

- Scheduling:
 - Scheduling was done on a rotating basis to accommodate more students and maximize duration of services.
 - There was no consistency of students arriving at the same time. Instruction time varied per group.
 - Dismissal Times:
 - High School 1:40 pm
 - Middle School 3:45 pm
 - Elementary School 2:45 pm
 - Students usually attend very hungry; therefore time for snack preparation, and student snack time must be allocated.
 - The snacks that were provided were the same every week and the students grew tired of them.
 - Grades K-6th: Homework help was limited to incorporate test prep and tutoring core subjects via workbooks.
 - Because of the excessive homework packets there was no time to incorporate Native American Literature.
- Homework:
 - Wednesday was chosen because it's the middle of the week to maximize attendance, completion of school and homework assignments.
 - From K thru 6th: students weren't doing any homework at home and relied on this program to complete 5 days of homework.
 - Homework packets that were brought in were too much for students to complete in one day.
 - Teacher time was disseminated between groups of students varying in grades.
 - Homework assigned to complete on a daily basis at home was not being completed. It was brought to us blank; therefore it was difficult to determine where the student needed assistance.

- Grades 7th thru 12th: did not bring homework. Test Prep materials were provided. A comprehensive learning packet was provided: science, math reading, and writing. CAHSEE Prep materials were available for students.
- Technology:
 - Grades K thru 6th: students enjoyed the math and reading apps on the iPads. It encouraged them to engage the materials, rather than completing a worksheet.
 - The iPads were used for tutoring once the student completed their homework. The tutoring aspect of the iPads assisted in Math and Language Arts.
 - Grades 7th thru 12th: Apps were downloaded for use during instruction time focusing on: Math, Language Arts, and Art.
 - Instructors used the iPad for Classroom Management.
 - Students could access worksheets on EdModo for completion.
- Tutoring:
 - Grades K thru 6th: Tutoring consisted in completing homework packets for students. Students consistently need additional time in addressing the mastering of reading, writing, and math.
 - Grades 7th thru 12th: Limited and lack of participation.

Suggestions for 2015-2016:

- Continue the rotation to remain on Wednesdays.
- Recommend improved nutritious snack with variety.
- Encourage parents and volunteers to assist in snack preparation and supervision of students during snack time.
- Continue to incorporate iPads for technology education.
- NLRSP Teachers to Attend CVUSD iPad Training.
- Improved communication about Title VII program to each student's teacher and school site.
- Incorporate knowledge of program during teacher/parent conferences and open house.
- Advocate that the homework packets be utilized in the manner that they were designed.
- Continue with Test Prep.
- Ask CVUSD to submit the timeline for Standardized Testing to appropriate sufficient time for tutoring.
- Assist parents in becoming more familiar with homework intended assignments.
- Incorporate one parent seminar per quarter on issues that would promote parent confidence in addressing homework in the home environment.
- Maintain application process within the school and on the reservation, to include the Parental Permission to Contact School.
- Maintain the allocation for supplies and materials.
- Any increase in allocations or CVUSD support, recommended for iPad and Technology Purchases (Adobe PhotoShop & Adobe Illustrator).