

Franklin After-School Enrichment Program

FASE Tutor Manual



Fall 2004

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PBHA: <http://www.pbha.org/>

Massachusetts Service Alliance: <http://www.msalliance.org/>

Massachusetts Department of Education: <http://www.doe.mass.edu/>

“It has become a common feeling, I believe, as we have watched our heroes falling over the years, that our own small stone of activism, which might not seem to measure up to the rugged boulders of heroism we have so admired, is a paltry offering toward the building of an edifice of hope. Many who believe this choose to withhold their offerings out of shame.

This is the tragedy of our world.

For we can do nothing substantial toward changing our course on the planet, a destructive one, without rousing ourselves, individual by individual, and bringing our small, imperfect stones to the pile.”

Alice Walker, [Anything We Love Can Be Saved](#)

Introduction to Franklin Hill and Franklin Field

Boston's public housing residents live in nearly every neighborhood of Boston. More than half of the 25,957 residents are younger than 17 years old. They compose a third of the students enrolled in Boston's public schools. Seventy-nine percent of public housing households are headed by women and nearly half of these homes include children. Ninety percent of all residents live below the poverty line. At least 30% of families have been directly affected by welfare reform. Of residents aged 18 and older, 40% lack a high school diploma. The majority of residents are Latino (36% or 9,356), followed by Black (32.4% or 8,381), white (22.7% or 5,880), Asian (8.4% or 2,189), and Native American (.4% or 4).

FASE unites students from the Franklin Hill and Franklin Field family public housing developments, which are located on either side of Blue Hill Avenue in Dorchester. Like most public housing residents, Franklin Field and Franklin Hill residents face many obstacles to self-sufficiency tied to their racial and ethnic, economic, educational, and employment status. The Franklin Field development is inhabited by 953 residents, while 992 residents live in Franklin Hill. Both communities are made up of African Americans and Latinos. In Franklin Field the racial demographics are as follows: 51 % African Americans, 45% Latinos, 3% Asian, 1% white and other races. In Franklin Hill the racial breakdown is 54% Latino, 43% African-American, 2% Asian, and 1 % white and other races: At least 137 (or 28%) of the families in Franklin Hill and 135 (or 2496) of the families in Franklin Field have or will soon reach their two-year time limit on welfare benefits. The median household income of the two developments is \$7,000. In addition, more than 70% of the population in both developments are youth under the age of 18.

* Adapted from Project FREE's proposal to the Hyams Foundation

FASE MISSION STATEMENT

Empower, Educate, Expand

Mission Statement:

FASE is a Harvard University student-run project whose mission is to create a safe and meaningful after-school learning environment for youth living in the Franklin Field and Franklin Hill Housing Developments. We seek to encourage the integration of diverse populations, the cohesive extension of the learning day for Dorchester's elementary school students, the development of leadership skills in the high-school age tutors, and the service of Franklin-area communities. By ensuring that the learning day does not end with the school bell at 3 o'clock, we hope to instill in our students the idea that learning is an exciting and on-going process. Three afternoons each week, a diverse staff of Harvard students, high school students, and Dorchester community members lead one-on-one tutorials and community-based service learning projects designed to empower, educate, and expand the minds and hearts of the young people we serve. We hope to work cooperatively with the youth of Franklin Hill and Franklin Field so that they might build a greater understanding and greater expectations of the community and their own futures.

Goals:

We seek to...

Community

- Serve the Dorchester community through service-learning projects.
- Support a civic process that raises a generation of Franklin youth committed to being life-long positive community members.
- Educate Harvard tutors about the Dorchester community, particularly by engaging in the community process, so as to engender knowledge of and care for those with whom we are working.
- Create strong connections and partnerships between FASE, community members, civic organizations, parents and youth

Education

- Empower, Educate, and Expand the minds and hearts of the young people we serve.
- Build a staff of knowledgeable and qualified tutors through a comprehensive America Reads training process.
- Create long-lasting relationships between students and tutors.
- Make the learning process exciting and meaningful through long-term service-learning projects designed to support academic achievement.

Communication

- Promote communication between FASE tutors, staff, students, teachers, and parents so as to extend the learning day cohesively into the afternoon.
- Create a dialogue between FASE staff and Dorchester community members and leaders while simultaneously remaining open and flexible, molding our program to changing community needs.

Diversity

- Recruit a diverse, multi-ethnic staff of Harvard Students and Dorchester Community members.

TUTOR EXPECTATIONS

- Make a HUGE effort to get to FASE every week. Consistency is vital to the relationship that tutors have with their child. Though it is easy to rationalize a missed day as just "one afternoon," it is also easy for children to interpret absences as lack of consideration.

An unexcused absence will warrant a meeting with the directors (*please note that homework is not a valid excuse for missing FASE*). We want our program to be strong and successful, and doing so requires consistency on the part of everyone.

- Be a trustworthy and supportive role model. Be mindful in all of your actions because your child looks to you as an example for everything: speech, actions, etc.
- Be attentive. While you are at FASE, you are responsible for your student. At all times you should be mindful of their physical safety and observant of their environment. Be proactive and sense potential problems before they start. Also, make sure that your student follows FASE's behavior policy.
- Engage with the curriculum. Help your tutee complete the curriculum for the day. Also, feel free to offer suggestions!
- Come to Parent's Night and field trips. Again, we understand that things come up and that every FASE tutor has many other obligations, but it means a lot to your student and their family if you attend these events, so make every effort to come to them.
- Be fun, be creative, and have fun

FASE DISCIPLINE

Congratulations on being accepted as a FASE tutor! As you work with these kids, remember that it is just as important to teach them appropriate behavior as it is to teach them multiplication.

WHAT DO WE CARE ABOUT IN THE BIG PICTURE?

- Honesty
- Responsibility
- Respect

WHAT ARE THE RULES?

- (These rules are written as directed to the tutee.)
- No writing on tables or chairs, leaving your trash, or damaging the property in any way.
- No hitting, kicking, or wrestling with each other.
- Listen to your tutor. If your tutor asks you to stop talking to another child who is working, you must stop talking to him. If your tutor asks you to pay attention to her while she is talking, you must pay attention to her.
- Bring your homework everyday. If you don't have homework one day, you still must work quietly during homework time.
- Stay seated while inside.
- Ask your tutor if you need to go to the bathroom.
- You are NOT allowed to go to the vending machines during FASE.
- Do not take snack that is not yours without asking.
- In the van, you must remain seated and buckle up.
- No yelling, running or playing with the balls inside.
- No swearing.

WHAT DO I DO IF MY TUTTEE BREAKS A RULE THE FIRST TIME?

- **S: Stop** whatever you are doing and ask the child to stop what they are doing.
- **M: Memory.** Quickly tell them what rule they have broken and let them know the consequence.
- **A: Attitude.** As for your attitude, remember that you are in charge. Establish your authority not by repeatedly reminding your tutee, but by consistently, firmly, and immediately stopping them when they break the rules. As for your tutee's attitude, ask them **WHY** they did what they did, so that they can start to understand why they act out, and they can begin to take responsibility for their actions.
- **R: Reason** with them. Explain **WHY** they are "in trouble," or better yet, get them to tell you!
- **T: Talk** to a conclusion. Don't just point out what they did wrong. **LET THEM KNOW WHAT THEY CAN DO RIGHT!** In a loving, calm, and specific manner, let them know how to better handle the same situation next time. Let them know that if they break the rule a second time, they will have to deal with a director, and have to face more serious consequences like time out, or being sent home.

WHAT DO I DO IF MY KID KEEPS BREAKING THE RULES?

- Immediately come get a director (Ryan, Rob, Lisa, Kyle, or Amanda).
- We will enforce the tougher rules of time outs, calling home, or possibly having to send a child home. If you feel comfortable at any point enforcing these rules on your own, then email us at fase-directors@toad.hcs.harvard.edu and we'll give you info on what goes on after warnings.

DO NOT DO THE FOLLOWING:

- DO NOT ask if they “do a certain thing” outside of FASE. Chances are if they cuss at FASE, they cuss at home. Tutees need to understand that there is a certain behavior expectation at FASE, whether or not it is the same standard at their home or school.
- DO NOT make empty threats.
- DO NOT worry about the kids disliking you if you discipline them. The kids will be initially angry or upset following correction. But if you warn the kids in a loving, calm, and consistent manner, your tutee will respect and value your relationship more. **KIDS LOVE AND CRAVE BOUNDARIES EVEN IF THEY DON’T ACT LIKE IT! GIVING THEM BOUNDARIES SHOWS THEM THAT YOU CARE.**
- DO NOT be afraid to use a firm voice. (In fact use one!) The kids will not take you seriously if you sound like you are joking or intimidated when you enforce the rules.

AS YOU DISCIPLINE, KEEP THE FOLLOWING IN MIND:

- The best way to discipline is to have a relationship and a conversation.
- It might be hard to enforce boundaries with your tutee, but it will feel more natural the more you do it, and the directors will ALWAYS back you up!
- Every child is unique and there are definite trends with different ages. The younger they are the more you have to be direct and succinct with them.
- Judge whether the kid is giving you lip service not...if you think they are -- SAY SO! Be honest with your feelings, but don't accuse when you truly don't know for sure.
- Kids have the right to experience ANY thought and emotion, but not the right to express or act on them as they see fit.

FALL 2004 CALENDAR

These days are subject to change. As a general rule, FASE operates on school days: when there is no school, there is no FASE.

Monday, September 27	FASE begins
Monday, October 11	No FASE (Columbus Day)
Saturday, October 16	Field Trip
Wednesday, October 27	Parents Night
Saturday, November 13	Field Trip
Wednesday, November 24	No FASE (Thanksgiving)
Wednesday, December 15	Holiday Party/FASE Last Day

Dates for other events will be announced later in the semester.

<u>September 2004</u>							<u>October 2004</u>						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	<u>16</u>
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	<u>27</u>	28	29	30
													31

<u>November 2004</u>							<u>December 2004</u>						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	<u>13</u>	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	<u>15</u>	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

Dates in **BOLD** are FASE days.