

Baldwin Tutoring Program
Final Report
May 13, 2009

The Baldwin Tutoring Program held its last session on April 29, 2009. Over the course of the program, Ferris students visited Baldwin High School and Elementary School and conducted two-hour sessions of tutoring and instruction a total of 23 times, providing Baldwin students a total of 46 hours of tutoring. At the elementary school we served an average of ten fourth-graders and eight fifth-graders during each session. At the high school, our participating tutors served from two to six students each visit. There were ten Ferris students who participated. All of them went to Baldwin at least once a week for the entire semester.

Our Ferris students provided both instruction in mathematics and served as role models for the students. Many of the Baldwin students had never met a college student before, and appreciated the one-to-one attention. Most of the students improved their math skills over the course of the program, particularly in the areas of basic facts knowledge, problem-solving and word-problems. They also increased their confidence –levels and enjoyed the activities we provided. At the high school, students worked on Algebra and Pre-algebra skills, got one-to-one instruction, and also increased their confidence levels.

The Ferris students learned about the educational environment in a disadvantaged school—the lack of supplies, for one—and experienced working with a group of diverse students in a rural, poor, community. This was a new experience for our students, most of whom are from homogeneous suburbs, and attended school there. They also learned to deal with behavior problems and other classroom challenges. This was a very positive experience for our Ferris students, even though we did incur some challenges, especially in regards to classroom behavior. They enjoyed the positive responses they personally got from the students and could see that just being there did make a difference to the Baldwin students, who definitely benefited from the personal help and attention. Most of the Ferris students would be interested in continuing this work next semester, which is a good indication of their commitment and that it was a positive learning experience for them.

Thank you for your support of this program, as it not only provided our students with experiences working with diverse students, but also provides Baldwin students with much-needed help and positive role-modeling. It is a small way the Ferris can serve the broader community.

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