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Tutoring in the Dayton Public Schools: The Norms and the Disparities of Inner City Education

Amy Keckler

A Service Learning Project of the Sophomore Social Justice Cohort

Introduction

As a member of the Sophomore Social Justice Learning and Living Cohort a part of our mission is to support, encourage, and facilitate literacy in the Miami Valley. My support of the program's goals was to tutor inner city children in Dayton's Cleveland Elementary School. During my first visit to Cleveland school I noticed the vast differences the students at this school experience from my own suburban school experience. Through a combination of experiences at Cleveland Elementary School and lessons learned in my sociology and social work courses, I have reflected on the norms and disparities that seem common place in inner city schools.



Learn
Lead
Serve

Class Material

Service Learning:

- Individual need versus Systematic Need
- Volunteering cannot replace the need for governmental change

Education is a social institution perpetuating inequality

Reflections

See, Judge, Act, ReFlect

- After school tutoring programs are a major asset to DPS, providing extra one-on-one tutoring to students that promotes education and yields better test results.
- These programs only cater to individual need. Systematic changes need to take place on a larger level to redesign inner city education programs which aid learning in many non-college educated families.
- Athletics and arts programs offered during school are for some of these students the only way they can take part in these activities. Reduced cost meals through school may also be the only guaranteed meal.