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ABSTRACT

Gathered from practitioners in Washington state, this resource book contains composite lists of volunteer tutor management ideas and practices for teachers of literacy and English as a second language. The guide brings together into one reference work the ideas and resources gathered from 28 programs. The guide is organized around the three major sections of the Washington state standards for high quality volunteer adult tutoring programs: management, students, and volunteers. Included in the management section are ideas and practices related to the following: mission statements, program goals, governance, community relations, resource development, liability, personnel management, facilities, and management evaluation. The students section covers the following: student outreach, first contact with students, student intake, student assessment, student orientation, matching tutors and students, ongoing support, student participation, and student evaluation. In the volunteers section of the guide, the following lists are included: volunteer recruitment, job descriptions, volunteer intake, volunteer interviews, volunteer orientation, training, ongoing support, materials, support contact, and volunteer evaluations.

(KC)

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## INTRODUCTION

If you're looking for a new volunteer recognition idea, trying to get the students in your program more involved in its operations, or looking for a new program facility, we're sure that the thousands of ideas contained in the two companion volumes of **BEST PRACTICES** will instruct and inspire you.

**BEST PRACTICES: A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS** contains composite lists of volunteer tutor management ideas and practices. The companion volume **BEST PRACTICE SAMPLES** contains copies of actual program materials which supplement some of the elements covered in **BEST PRACTICES: A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS**. **SAMPLE** is available on loan from Tacoma Community House Training Project, Washington Literacy, and ABLE Network.



**BEST PRACTICES** is the product of several years of work by people in the volunteer literacy and ESL field in Washington state. In 1991-92, a work group of practitioners from around the state developed the *Elements of Quality*, a set of written standards for quality volunteer adult tutoring programs. In addition to serving as a self-assessment and planning tool, the *Elements* became the criteria for monitoring programs which receive Volunteer Tutor Coordination grant funding from the Office of Adult Literacy, Washington State Board for Community and Technical Colleges.

**BEST PRACTICES** brings together into one reference work the ideas and resources gathered from 28 programs in 1993 during monitoring visits by Tacoma Community House Training Project and Washington Literacy staff. The entire work follows the three major section divisions of Management, Students, and Volunteers found in the *Elements*.

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\* **SAMPLES** are located in the companion book **BEST PRACTICES: SAMPLES** available through Tacoma Community House Training Project, Washington Literacy, and ABE Network.

# ACKNOWLEDGEMENTS

All ideas presented in **BEST PRACTICES** were collected in 1993  
from the coordinators of the following programs:

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Adult Literacy Project - Tacoma Community House Tacoma	Bob Strobe*
Bellevue Community College Bellevue	Judy Potter
Catholic Community Services Seattle	Ella Rosana
Clark College Vancouver	Linda Optiz
Eastside Literacy Council Bellevue	Andy Brown
Grant / Adams Literacy Coalition Moses Lake	Jean Staab
Highline Community College DesMoines	Patty Worthington
Lewis-Clark Valley Literacy Clarkston	Anne Narramore
Lewis County Literacy - Centralia College Centralia	Sandy Crowell
Literacy Action Center Seattle	Anne Heimholtz
Literacy Council of Kitsap Bremerton	Helen Achterman
Mason County Literacy Shelton	Lynn Busacca
Outreach Read - Lower Columbia College Longview	Lynnette Johnson
Peninsula Adult Literacy Services Port Angeles	Victoria Lincoln
Project READ of Walla Walla Walla Walla	Jim Rowan
Read to Succeed - NE Washington Rural Resources Colville	Rodney VanAlyne
Refugee / Immigrant Service Center Olympia	Carol DeMent
Refugee Women's Alliance Seattle	Sue Wilkes
St. James Refugee Program Seattle	Jennifer George-Heilman
Skagit Valley Literacy Council Mt. Vernon	Jenene Gibbs
Snohomish County Literacy Coalition Everett	Karen Davies
South King County Multiservice Center Federal Way	Stephanie Boschee
Southwest Seattle Literacy Coalition Seattle	Donna O'Leary
Thurston County Literacy Network Olympia	Rena Miles
Wenatchee Valley Literacy Council Wenatchee	Susan Kidd
Whatcom Literacy Council Bellingham	Wilma Totten
Yakima Valley Community College Yakima	Mary Brunelle

\*This list contains names of current coordinators in June 1994.

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# MANAGEMENT

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# MIA

## SAMPLE MISSION STATEMENTS

---

- ◆ To reach out to adult members of our diverse community in need of improving their English reading and writing skills by providing them with individualized tutoring. Volunteer tutors are actively recruited and provided with quality training and support to help these adults achieve their educational goals, creating new opportunities for personal growth.  
*Clark College*
  
- ◆ To promote and advocate for literacy in our communities through direct tutoring services, public education and awareness activities. To provide to those of us who are not yet literate the positive support to become self-sufficient and to enhance their quality of life.  
*Eastside Literacy Council*
  
- ◆ To provide the opportunity for assistance to functionally illiterate adults to improve their skills in reading, computation, and communication to such a level that allows them to function successfully in society.  
*Lewis County Literacy*
  
- ◆ To provide literacy training to adults in Cowlitz/Wahkiakum counties who need one-to-one tutoring in basic reading, writing, spelling and math skills. To facilitate and coordinate and promote adult literacy in Cowlitz and Wahkiakum counties.  
*Outreach Read - Lower Columbia College*
  
- ◆ To enable native speakers of English and adult learners of English as a second language to acquire necessary basic skills in reading, speaking, and writing, so that they may be able to participate more fully in society.  
*Snohomish County Literacy Coalition*
  
- ◆ To reach individual people who lack functional literacy skills and assist them to empower themselves to seek skills that will foster participation in lifelong learning opportunities.  
*Read to Succeed - NE Washington Rural Resources*





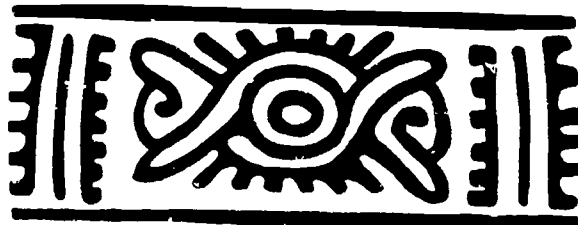
# **M2A**

## **ACTIVITIES OF BOARD OF DIRECTORS /**

---

### **ADVISORY GROUPS**

- Acquire in-kind contributions
- Assist with student recruitment
- Assist with recruitment of tutors
- Change financial reporting system to meet funders' requirements
- Communicate with students for program evaluations (bilingual)
- Conduct grant search
- Conduct program audit
- Contribute tutoring and training space
- Contribute equipment
- Contribute professional expertise
- Contribute computer skills and resources
- Coordinate with employee funding campaigns (e.g., Federal Employees Combined Fund Drive)
- Create and manage speakers' bureau including the training of students and others for presentations
- Create and staff a speakers' bureau (bilingual)
- Create and produce all program publicity materials
- Develop list of places to make presentations
- Develop personnel policy
- Develop slide show
- Develop list of media contacts with radio, TV and newspaper
- Develop new brochure
- Find Training Coordinator
- Help organize special event fundraisers
- Help organize workshops
- Help develop policies and procedures
- Locate school space for tutoring
- Locate resources for meeting space, copying and cash for videos
- Locate printing sources



## **M2A**

---

Maintain telephone contact with volunteers and students  
Maintain (multi-program) endowment fund  
Make referrals to program  
Monitor and advise program on goals and standards  
Offer ideas / suggestions  
Order books through school system  
Plan student recognition  
Plan and direct fundraising strategies  
Plan year end party  
Plan volunteer recognition event  
Prepare radio and TV public service announcements  
Prepare program budget and financial statements  
Prepare tutor orientation video  
Process program payroll / taxes / registrations  
Produce newsletter  
Provide child care for Talk Time Tutoring  
Provide personal financial support  
Provide outreach into community for student and tutor recruitment (bilingual)  
Redesign newsletter  
Review grant applications  
Serve as liaison between program and community college  
Serve as liaison between program and community college president  
Serve as sounding board  
Set up bookkeeping system  
Set long-term goals  
Solicit tutor input  
Speak to local clubs, chambers of commerce, civic groups  
Staff fair / event booths  
Support mission philosophically  
Write fundraising letters



# **MBA**

## **COMMUNITY RELATIONS CONTACTS**

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**Make presentations and distribute information to a wide variety of audiences including:**

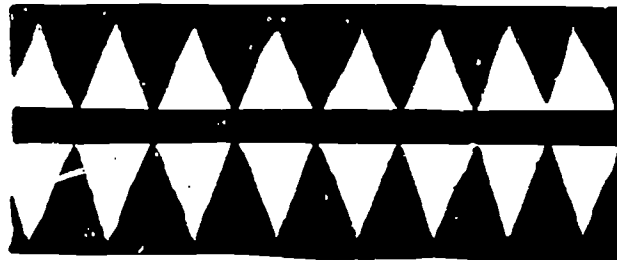
Altrusa	hospitals
Asian American Commission	job service centers
association of retired teachers	Justice Department
banks	juvenile justice system
bookstores	King County Refugee Forum
Boys and Girls Club	Kiwanis
business journals	laundromats
chambers of commerce	libraries
Chapter 1 Programs	local cable TV stations
church groups	local newspapers
college newspapers	local radio stations
college quarterly bulletins	malls
Combined Federal Campaign	Milltown Merchants Association
community service centers	multi-service centers
community meetings	neighborhood newspapers
community colleges	Neighborhood Houses
correction centers	probation offices
county literacy coalitions	public health offices
county library system	Public Housing Authority
department stores	Rotary
Emblem Club (women's	school districts
branch of Elks)	search and rescue groups
employers of students	Soroptimists
Employment Security	substance abuse programs
ethnic community	TV stations
organizations	United Way
family centers	welfare offices
fire departments	women's business groups
food banks	Young Parents' Support Group
Fort Lewis	Zonta
Friends of Library	
Goodwill Industries	
grocery stores	
Head Start	
Hispanic Commission	
homeless shelters	

Continued

## M3A

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American Association of University Women  
community social service coalitions  
community businesses and companies  
DAR ♦ Daughters of the American Revolution  
Department of Social and Health Services offices  
Early Childhood Education and Assistance Program  
employers of refugees and immigrants  
fairs (health, county, multicultural)  
Harborview Refugee Health Clinic  
Job Opportunities and Basic Skills  
Learning Disabilities Association of Washington  
RSVP ♦ Retired Senior Volunteer Program  
school district parenting support programs  
social workers at local public schools  
Tacoma Community House Training Project Coordinator Share Meetings  
transitional bilingual school meetings  
university and community college classes  
Volunteer Coordinating Council  
Washington State Extension Service



## **M3B**

# **PUBLIC RELATIONS ACTIVITIES**

---

- Make presentations and distribute information to a wide variety of locations  
(see previous list for locations)
- Conduct cultural awareness workshops for service providers
- Make conference presentations: local and national
- Write articles in community newspapers
- Write articles in *The Practical Philanthropist*
- Provide cultural awareness training for college classes
- Develop curriculum for publication / distribution
- Give presentations to probation department
- Send letters to Justice Department to promote linkages
- Submit articles on student / volunteer pairs to local paper
- Hold a literacy fair at Safeway
- Adopt a city street: staff, volunteers and students clean up the street for  
publicity
- Create a float for neighborhood street fair
- Make presentations to schools with student speakers
- Organize bookmark drawing contests in public elementary schools
- Make presentations at judges conference
- Make presentations at cultural awareness club at a correction center
- Create videos with students speaking
- Create and present slide show of fiesta
- Present program information within the ethnic community via bilingual ESL  
Advisory Board
- Write letters to local businesses, lawyers and doctors to raise awareness  
and help locate potential students
- Present Navideña Fiesta which was planned by the ESL Advisory Committee  
to recruit students and raise public awareness of the new ESL program;  
the event included Latino music, displays from other service providers,  
donations of toys and food from the community, press coverage and  
bilingual announcements
- Distribute newsletter to hundreds of agencies and businesses in the area
- Develop an Ethnic Cookbook during a series of Talk Time sessions with  
multi-ethnic students and their conversation partners; during the Bite of  
Bellevue on campus, people sample recipes, buy the cookbook and learn  
about the program
- Conduct Coffee Hour at large church for 200 people with program displays;  
both students and volunteers participate

## **M3B**

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- Send brochure "Literacy for a More Productive Workforce" to area employers and businesses detailing possible benefits of the Literacy Coalition to them and listing ways they can support the Coalition
- Send annual report which lists contributions, supporters, statistics and profiles some students' accomplishments
- Distribute "Read To Me" First Steps packets to mothers of new babies in the hospital
- Send notices to local company newsletters: Weyerhaeuser, Boeing, Puget Power, Washington Natural Gas
- Recruit Interaction Club at high school to distribute program fliers
- Identify and contact "critical few" agencies that might become good referral sources of students and provide services for students
- Meet with Cambodian community leaders at housing project
- Attend Lao mass
- Have booth at County Fair
- Participate in mall events
- Work with improvisational theater group to do shows that get stories on local cable TV stations
- Hang posters in community
- Get PSAs on local radio and TV stations
- Have table at mall during banned books week
- Put ads in community newspapers
- Put ads in college newspapers
- Have people write letters to editor of local newspaper about what literacy program has meant to them
- Have booth at college's open house
- Have listings in quarterly college bulletins
- Send press releases to newspaper on regular, planned basis
- Present literacy awareness seminars
- Hold open houses
- Publish articles in library newsletters
- Publish articles in business journals
- Advertise in Volunteer Coordinating Council bulletin
- Attend social service provider group meetings
- Contact minority / ethnic groups
- Make United Way presentations
- Speak on radio (interviews)

## M3B

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- Appear on city TV channel
- Include student / volunteer quotes in materials
- Develop community / public relations plan
- Participate in literacy awareness campaigns
- Write articles for Chamber of Commerce newsletters
- Participate in Washington READS events
- Provide translations for community groups
- Conduct spelling bees
- Set up information tables, conduct ice cream socials, and make presentations to classes at colleges and universities
- Advertise in community and technical college catalogs
- List events on community college open line



# M4A

## SOURCES OF PRIVATE FUNDING

---

Aiphone Corp.  
Altrusa  
B. Dalton Bookstore  
Bald Trust  
Bellevue Athletic Club  
Blue Mountain Area Foundation  
Boeing  
Cad Ink  
CareUnit Hospital of Kirkland  
Celebration of Caring  
churches  
Continental Engineering Co.  
Coors  
Darigold  
Digital Equipment  
Elliott Bay Book Co.  
Emblem Club  
Ernst and Young  
Financial Resources Group  
First Lutheran Church Women  
Fluke Capital Management LP  
Foster Foundation  
Galilea Christian Bookstore  
Global Diving and Salvage  
Hewlett Packard  
Holiday Inn  
Gottschalk's  
Green Giant  
grocery store rebates  
Half-Price Books, Inc.  
IBM  
individual contributions  
J.C. Penney Golden Rule  
Junior League  
Junior Club Grant  
Larry's Market  
local newspapers  
Marshall Paris Campaign  
Metlife Capital Corp.

Microsoft Corp.  
Myers Distributing  
North Bend Thriftway  
Pacific NW Newspaper Guild  
Pan Pacific Electronics, Inc.  
Pelo Trust  
PICSHA Foundation  
program dues  
Puget Power  
Rotary  
SAFECO  
Safeway (Oregon)  
Seafirst Bank  
Security Pacific Bank  
Simpson Timber Company  
Sterling Recreation  
Sundstrand Data Control, Inc.  
Telephone Pioneers of America  
Terronomics Crossroads  
Tutor contributions  
Unigard Insurance  
United Olympic Life Insurance  
United Way contributions  
United Savings Bank  
US WEST  
Waldenbooks  
Washington Mutual Foundation  
Washington Natural Gas  
Wells Estate  
West One Bancorp  
WestGate Lodge #128  
women's groups  
Yancy Winans Trust

Continued



## M4A

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Boeing Employees Good Neighbor Fund

Mid-Mountain Contractors Inc.

Public Employees Combined Campaigns

- sponsoring agency support (cash in-kind)

- sponsoring community college foundation support

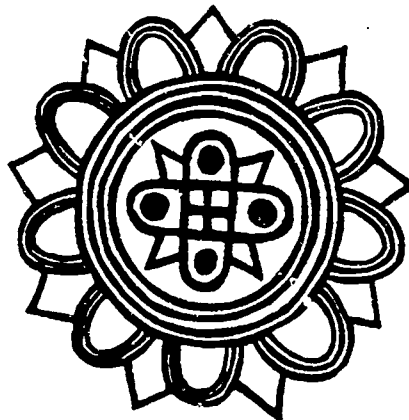
- Combined Federal Campaign

- Washington State Employment Combined Funding Campaign

Puget Sound Education Service District

sponsoring agency's endowment fund

Wallace, Wheeler, Grimm Real Estate



# **M4B**

## **SOURCES OF PUBLIC FUNDING**

---

Adult Basic Education funds  
Adult Basic Education 306 funds  
Alternative High School  
City of Marysville  
City of Dayton  
City Block Grant  
Community Service Block Grant  
Community Development Block Grant  
Community Youth Services  
Employment Security  
Federal Work Study  
Housing Authority  
JTPA ♦ Job Training Partnership Act Summer Youth Program  
JTPA ♦ Job Training and Partnership Act / Private Industry Council  
Job Opportunities and Basic Skills  
Literacy Work Study  
Mason County CMASA  
Office of Refugee Assistance  
Office of Refugee Resettlement  
Olympic College Chance Program  
School District  
Second Chance  
SPI Homeless ♦ Super Attendant of Public Instruction  
State Work Study  
Thurston County Health Department  
Washington Council for the Prevention of Abuse and Neglect  
Washington Service Corps  
**ACTION**  
City of Bellevue  
City of Kirkland  
community colleges  
county disposal company  
King County  
Lower Columbia College  
Office for Adult Literacy, State Board for Community and Technical Colleges  
Seattle Public Schools  
Serve America grant, federal funds through OSPI  
Student Literacy Corps  
US Department of Education

## **M4C**

# **FUNDRAISING ACTIVITIES**

---

- Produce an ESL ethnic cookbook to sell
- Conduct auction with multicultural activities, items and food
- Hold raffle for free lunch at one of three local restaurants
- Write grant proposals
- Promote PALS ♦ Patron for Achieving Literacy Sponsorship ♦ program to generate donations
- Sell Ethnic Cookbooks developed in Talk Time
- Sponsor Seaport River Run: tutor program gave 40 volunteers to manage the race and program was given the profits of the race
- Conduct Chocolate and Jazz Event attracting lovers of good music and chocolate desserts around Valentine's Day
- Hold Spelling Bee
- Place donation boxes in community
- Seek donations from groups
- Ask for company contribution whenever a student comes to program through employer's personnel department
- Ask for underwriting support for books
- Hold fundraising dances
- Solicit from individuals and businesses through annual campaigns
- Hold auctions
- Hold skate nights
- Hold holiday raffles
- Have tutors ask friends and family for money
- Have volunteers solicit donations from their employers
- Conduct Read-A-Thon
- Solicit corporate contributions
- Participate in United Way campaigns
- Make presentations to community groups
- Seek support from community college foundations
- Write fundraising letters



## **M4D**

### **IN-KIND RESOURCES**

---

access to library / free library cards for all students  
administrative services  
books  
college graphic design and printing facilities  
computer / computer use  
copy machine / copier use  
documented volunteer tutor time at \$10 an hour used for matching grants  
electricity / heat  
financial processing  
food  
free advertising in all library newsletters  
graphic artist  
grant writer time  
instructor advice and assistance  
invitations to students to sit in on some college classes  
liability insurance  
library site for program  
long-distance phone calls  
mailing  
message-taking  
newsletter printing  
office furniture  
office secretary  
office space  
paper  
phones  
prizes for spelling bee  
professional development  
program site at Public Housing Authority / Neighborhood House  
reception furniture  
renovation materials  
software  
staff time for trainer  
supplies  
telephone use  
translator services  
travel expenses  
tutoring space  
use of car / van

# M4E

## SOURCES OF STAFF

---

church-affiliated volunteer groups

Jesuit Volunteers

US IIs - Methodist

college interns

community college

JTPA ♦ Job Training Partnership Act: Summer Youth and other

National Pacific Asian Resource Center on Aging

Retired Senior Volunteer Program

sponsoring agency ( non-college)

VISTA

VISTA Literacy Corps

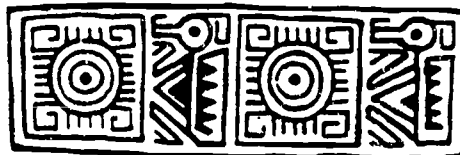
volunteers

Washington Service Corps

work study

literacy work study

other "regular" work study



# **MSA**

## **IDEAS FOR REDUCING PROGRAM LIABILITY RISK**

---

Program keeps accurate records of each board meeting so the coordinator knows how people voted on decisions.

Program offers tutoring off-site only with staff present.

Volunteers are told not to drive students.

Program has established written guidelines and procedures for in home tutors.

Sponsoring (non-college) agency carries director and officers liability insurance.

Sponsoring agency's board of directors have established specific policies regarding volunteer transportation and confidentiality.

Program does not make home tutoring assignments.

Program insures large banner used in annual street display.

Volunteers and students sign waivers.

Program has access to State Patrol criminal records checks.

Program coordinator covered on site by sponsoring agency's insurance.

Program seeks legal advice regarding the control of tutoring sites.

College has liability insurance for the building.

Program distributes written volunteer guidelines.

Program has discussed possible strategies with other literacy programs.



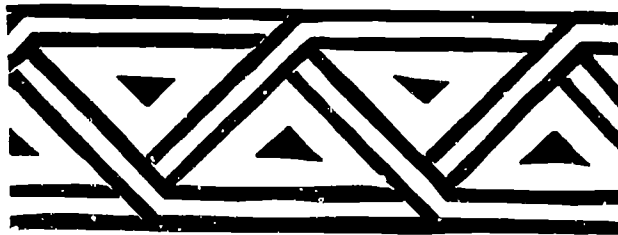
# **M6A**

## **STAFF ORIENTATION AND TRAINING ACTIVITIES**

---

### **WITH SAMPLES**

Attend half day orientation on office procedures  
Attend ESL and literacy training  
Observe orientations for new volunteers and students  
Take field trips to all program sites and other social service agencies  
Meet with key community and resource people  
Attend community meetings  
Observe student and tutor intake sessions  
Write article of introduction for newsletter  
Attend Talk Time  
Watch "El Norte", movie about refugees from Central America  
Attend and plan weekly staff meetings including staff planning meetings  
Suggest areas for their work  
Attend board meetings  
Attend meetings with ethnic community representatives  
Become familiar with procedures manual  
Recruit and train own successors (volunteer staff position)  
Receive orientation to program and to specific job from current staff  
Meet other staff  
Learn about program's philosophy and approach  
Observe classes and tutoring sessions  
Attend special workshops (e.g. family literacy) when available  
Receive training on computers and software  
Read current literacy publications  
Tour site, including sponsoring agency  
Read written personnel policies / guide to new staff  
Participate in new employee training provided by community college  
Meet sponsoring agency executive director and other key agency staff



## **M6B**

### **STAFF EVALUATION ACTIVITIES WITH SAMPLES**

---

Work study students have formal quarterly evaluations.

Staff members regularly discuss their strengths and weaknesses at staff meetings.

On an annual basis, staff members formally evaluate themselves individually, comparing their work to their job descriptions; then Coordinator and each staff member talk individually about how they can better serve the program's mission.

Coordinator is evaluated annually (on a written form) by supervisor (college administrator), the library director, the coalition president, and the tutors.

Sign-in logs and record keeping are important evaluation tools.

Coordinator does regular monitoring of staff and discusses needs for improvement at individual meetings with them.

Sponsoring agencies have their own evaluation procedures for their staff.



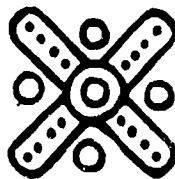


# **M6C**

## **STAFF DEVELOPMENT OPPORTUNITIES**

---

- Distribute reading material to all staff
- Encourage staff to meet with experts in the community
- Provide staff with opportunity to learn a second language
- Encourage job sharing among the staff
- Encourage staff to attend DOVIA meetings
- Conduct staff Advances (instead of Retreats) which all staff help plan and conduct; agenda includes time to discuss what pinches / what fits
- Allow staff to visit other programs
- Provide opportunities for staff to share information among the group
- Subscribe to professional publications
- Have Fundraisers Association sponsor board development training workshops
- Provide tuition for bookkeeping classes
- Have a line in the budget for staff development
- Encourage staff to attend trainings, conferences, and coordinator meetings sponsored by:
  - ABLE Network
  - Washington Literacy
  - Tacoma Community House Training Project
  - Washington Association of Educators of Speakers of Other Languages (WAESOL)
  - State Board for Community and Technical Colleges
  - community colleges
- Try to keep salaries up
- Offer networking opportunities whenever possible
- Put funds for training in grants whenever possible
- Encourage staff to go to at least one conference every year
- Conduct regular in-service trainings at internal program / sponsoring agency meetings
- Make time allowances for staff training
- Facilitate staff consultation with outside experts



## **M7A**

### **SOURCES OF OFFICE SPACE**

---

churches  
community colleges and universities - both on and off campus sites  
other Rented Space  
public libraries  
public school district  
social service agencies:  
    Neighborhood Housing Authority  
    Multi-service Center  
    Community Action Council  
    State Employment Security Department  
sponsoring agency

## **M7B**

### **SITES FOR MEETING / TRAINING**

---

banks  
board members homes  
board member's homes (tutor meetings)  
churches  
community social service agencies  
community colleges and universities: both on and off campus  
hospitals  
housing authority facilities  
libraries  
literacy program office site  
local restaurants  
public utilities district building  
public schools  
public libraries  
public housing development  
public utilities district building  
school board / school district  
social service agencies

# MBA

## SITES FOR TUTORING

---

alternative high schools  
bank buildings  
book stores  
Boys and Girls Clubs  
church classrooms with nursery and preschool room available  
churches  
community college libraries  
community colleges: both on and off campus; classrooms, libraries and other space  
correction centers  
emergency sheiters  
employment security center  
ethnic community centers  
family involvement room with children's area in special services section of school district offices  
fire departments  
hospitals  
jails  
Job Corps facilities  
libraries  
literacy program's office site: main and branch  
missions  
multi-service centers  
nursing home activity rooms  
public housing development building  
public schools  
retirement homes  
school district administration buildings  
senior centers  
shopping centers  
social service agency offices  
students' workplaces

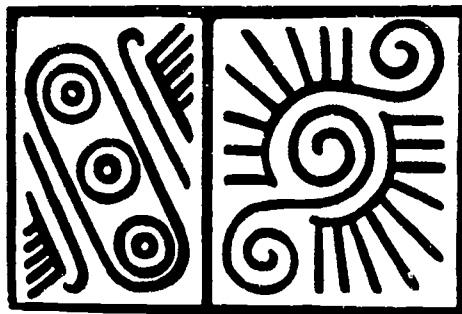


## **M8B**

# **ELEMENTS FOR GOOD TUTORING SPACE**

---

bulletin board for notices  
centrally located in community/neighborhood  
child care is provided  
coffee/tea, snacks available  
couch  
handicapped access into and throughout space  
kitchen  
mail box for each tutor  
open during hours when students and tutors are available  
phone  
private, but not secluded, work areas within a larger public space visually and auditorially private  
public space  
quiet  
safe  
separate work areas for one-to-one tutoring  
shelves and filing cabinets for materials storage  
space for small groups  
staff available for support  
table for working  
teaching resources and materials readily available: books, realia, pictures files, art materials  
video equipment  
well lit at night



## M8C

# PROCESS FOR ARRANGING IN-HOME TUTORING

---

Most volunteer tutor programs now recognize the value of site based tutoring for both students and tutors. A few volunteer tutor programs place volunteers and students in a home (either the volunteer's or the student's) when extraordinary circumstances warrant it. Those that do it conscientiously describe the following elements:

- ◆ First a staff member, bilingual if necessary, visits each home to discuss expectations of child care and noise and to negotiate solutions.
- ◆ At a comprehensive placement process at the home or program site with staff, bilingual aid, student and tutor, the pair make arrangements to meet regularly.
- ◆ Within the first month after placement, the coordinator makes one visit to the home during a tutoring session to monitor the tutor and the environment.
- ◆ After that visit, the coordinator calls all the tutors monthly.
- ◆ The staff also contacts all the students regularly to get their perspective.

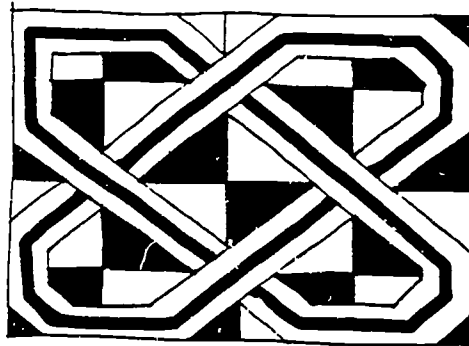


## **M8D**

# **ELEMENTS OF GOOD OFF-SITE TUTORING SPACE**

---

- ◆ Program only opens off-site space when a staff person is available to be present during all of the tutoring time.
- ◆ Program provides a list with detailed descriptions of all the available sites (child care is provided) materials are available for use in most sites.
- ◆ Staff makes regular visits to each off-site location at least weekly.
- ◆ Site has volunteer supervisors.
- ◆ Sites are easy to get to.
- ◆ Coordinator contacts sources of space regularly to assure their continued use.
- ◆ Program uses only public places.
- ◆ Program has letters of agreement with site sponsors.



# **M9A**

## **PROGRAM EVALUATION INPUT FROM STUDENTS, VOLUNTEERS, STAFF, AND OTHERS WITH SAMPLES**

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### **STUDENTS**

Student goes through an end of the quarter evaluation process in groups to decide topics for the next quarter.

Evaluations are sent in the newsletter for student feedback.

A bilingual phone survey is designed and conducted by staff and the advisory board.

Translated evaluation forms for the tutoring Talk Time program are given to literate ESL students for their input into program design.

Students in the in-home tutoring program are called by the bilingual aide after the first month of tutoring to gather their comments.

Students are involved in planning and evaluating Talk Time sessions.

The coordinator visits the student's home yearly to conduct an interview and the comments are written up.

Students in Talk Time are asked the following questions:

What did you like about Talk Time this year?

What did you not like about Talk Time?

How do you feel Talk Time helped you to improve your conversation skills?

Students have opportunity to give input through a suggestion box.

Program involves students in staff planning retreat.

Program distributes student feedback questionnaire.

### **VOLUNTEERS**

Program provides a suggestion box.

Program conducts an exit interview with volunteers.

Program involves volunteers in staff planning retreats.

Program distributes program evaluation / volunteer opinion questionnaire.

Program solicits comments on monthly or quarterly report form.

Program conducts joint volunteer / board meetings.

Program solicits comments during monthly phone calls.



## **M9A**

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### **STAFF**

Program holds an annual staff planning retreat.

Program has regular staff meetings and staff "advance meetings."

Staff uses SBCTC Program Quality Standards self-evaluation form as a guide.

Staff looks at procedures manual and program goals annually.

Program provides a suggestion box.

Program conducts an annual survey.

Staff submits a quarterly reports.

Coordinator reports quarterly to the board.

### **OTHERS**

Publicity committee evaluates events and activities.

Board holds strategic planning meetings.

Board holds retreat for yearly planning.

Program surveys college ABE staff

Program meets with ethnic community leaders to get their advice on needed services.

Other community agencies provide demographic information and data on basic community needs.

Board conducts mid-year fiscal and program evaluation.





## M9B

# EVALUATION PROCESS ACTIVITIES WITH SAMPLES

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Based on the Volunteer Tutor Coordination *Elements of Quality*, board and staff conduct a self-evaluation of the program and identify areas for improvement.

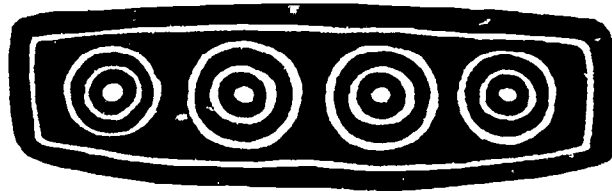
Program uses the Volunteer Tutor Coordination site visit format to review program.

Program collects and compiles information monthly including:

- hours / activities (tutoring, program support, etc)
- number of students / tutors
- student and program goals met
- comments solicited from students and tutors
- evaluations of program events
- staff input during meetings

Program conducts annual Board / Staff Retreat to:

- review progress
- develop annual goals and objectives



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# STUDENTS

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## **S1A**

### **STUDENT POPULATIONS PRIORITIZED FOR OUTREACH**

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developmentally disabled people  
DSHS referrals  
employees in the workforce  
ESL students on waiting lists for community ESL classes  
foodbank and emergency housing referrals  
inmates  
isolated Latina women  
JOBS clients  
juvenile offenders  
Korean wives of military personnel  
low income people  
migrant workers  
new mothers  
newcomers to the country or community  
newly employed  
newly arrived refugees during their first 8 months in the United States  
parents  
particular ethnic communities: Lao, Cambodian, Ethiopian, Latino  
people without access to instruction  
public assistance recipients  
refugees who have been in the US many years  
residents of isolated areas of a community  
rural mothers  
single mothers  
single parents on assistance  
student types targeted  
students in college class but needing extra assistance  
students in developmental education classes  
students with 0-6th grade reading levels  
teen parents  
under employed or laid off workers  
unemployed timber workers



## **\$1B**

# **STUDENT OUTREACH CONTACTS**

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**Make presentations and distribute information to a wide variety of audiences including:**

alternative high schools  
Amigas Latinas  
chambers of commerce  
Children's Home Society  
church bulletins  
churches  
college newspapers  
college bulletins  
community centers  
community fairs  
Coors displays at Safeway  
county fairs  
county refugee forum  
County Public Health  
Crisis Clinic  
doctors' offices  
domestic violence agencies  
drug rehabilitation programs  
employment security  
ethnic community associations  
family clinics  
feeding programs  
food banks  
grocery stores  
Head Start  
health fairs  
Hispanic Affairs Commission  
homeless shelters  
hospitals  
Housing Authority  
Human Rights Commission  
instructors at a college  
Job Centers  
JOBS programs  
juvenile courts  
laundromats

Legal Aid  
libraries  
local newspapers  
local employers  
isolated parts of the city  
malls  
multi-service centers  
Neighborhood House  
Planned Parenthood



Continued

bilingual caseworkers in social service agencies  
    community service provider meetings  
    Community Mental Health Center  
    community health clinics (ethnic)  
    DSHS Community Action Council  
    DVR ♦ Division of Vocational Rehabilitation  
    ethnic community health care providers  
    ethnic community social service meetings  
    ethnic restaurants, groceries, newspapers  
    Immigration and Naturalization Service  
    MAA's ♦ Mutual Assistance Associations of refugee communities  
    members and leaders of ethnic churches and temples  
    Portland Community College hotline  
    probation offices  
    public schools  
    public access TV stations  
    public utilities department building  
    public school social workers  
    public defenders office  
    refugee programs  
    school district special services  
    school counselors  
    social service agencies  
    Tenants' Union  
    Victims Assistance Unit  
    Washington State Literacy Hotline  
    WIC ♦ Women, Infants, and Children  
    women's shelters  
    WSU County Extension Service  
    YMCAs, YWCAs

# 5K

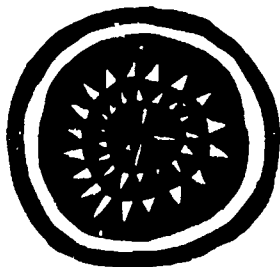
## STUDENT OUTREACH ACTIVITIES

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- Develop very detailed PSA mailing worksheet area with space for recording follow-up activities and results
- Ask student input on where and when to send the messages
- Have a booth at the local Safeway
- Participate in a neighborhood parade advertising the program
- Ask students to help develop PSA messages by writing why they finally decided to get tutoring
- Send area employers a special brochure which includes tutoring service information they can pass on to their employees
- Participate in local radio talk show
- Have students in high school Interaction Club put posters in community store and office windows
- Design display for county courthouse
- Distribute fliers to school children to take their parents and older siblings
- Identify "critical few" social service programs that will have the greatest impact on your program
- Arrange meetings with key staff of social service agencies who may make referrals
- Encourage current students to spread the word about the program
- Have tutors put flyers around community
- Arrange for students to tell stories to children and distribute flyers at mall
- Put flyer in PUD billing
- Conduct workplace literacy workshop for employers
- Distribute bookmarks
- Develop videotape of students talking about the program
- Coordinate with social service agencies
- Encourage referrals
- Involve public agencies in outreach / recruitment
- Have booth with sign up sheet at county fair
- Distribute client release forms to local social service agencies for student referrals



- 
- Translate printed announcements of program services in Russian, Lao, Vietnamese, Cambodian, and Spanish
  - Contact public health nurses and county extension service nutritionist for referrals of rural families
  - Distribute "Read to Me" program packets to new mothers in the hospital with information about literacy program
  - Distribute literacy program referral forms to area social service agencies
  - Conduct student intake in apartment building so neighbors hear about the service
  - Have ethnic community leaders tell others
  - Send speakers to Simpson Timber Company employee work groups
  - Make announcements to union members at meetings and with fliers
  - Send letter to employers through personnel office with paycheck
  - Distribute articles with pictures of successful students distributed in Simpson Timber Company employee newspaper of Simpson Timber Company employee
  - Produce video of Simpson students and send to prospective students' homes to view in private
  - Distribute translated fliers for Talk Time
  - Send letters to Headstart / ECEAP parents
  - Distribute bilingual bookmarks on the bus system
  - Hold Fiesta Navideña planned and presented by ESL Advisory Committee comprised of members of the ethnic community
  - Make Spanish announcements on radio



## **S2A**

# **FIRST CONTACT WITH STUDENT: ACTIVITIES**

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The program's message phone has a Spanish message on it asking students to leave a message on the machine.

If a student walks into the program, the staff may ask a student at the center to come over to talk with the student.

Drop in hours are available in addition to regularly scheduled times for student intake by the staff during the week.

Potential students are invited to attend community college's new student orientation to hear about all the programs, services, and classes available if they register as a student at the college; students can enroll in class as tutorial students on or off campus; then they can access the library, counseling, and other services available to registered students.

Student intake time is arranged on a regular schedule each week.

Staff members are trained to focus on putting students at ease by working on approach, tone of voice, etc.

Staff get name and phone number right away when receiving a call.

Program always has answering machine on.

Program has interview times available day and night.

Staff makes a point of not standing in dominating positions in relation to students (over them, behind a desk, etc.).





## **S3A**

# **TYPES OF OTHER EDUCATION PROGRAM REFERRALS AT INTAKE**

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Association of Retarded Persons  
college reading labs  
community colleges' ABE programs  
community and technical colleges  
developmental education programs at colleges  
developmental disabilities education programs  
Division of Vocational Rehabilitation  
educational services and programs offered by sponsoring agency (e.g., ABE,  
pre-employment, Even Start, GED preparation)  
Even Start  
JTPA ♦ Job Training Partnership Act  
Learning Disabilities Association  
Orton Society  
other adult education programs closer to students' home  
other social service agencies: program offers to train their staff to tutor their  
own clients, e.g. other developmentally disabled people

## **SOURCES OF TRANSLATION**

bilingual staff  
bilingual volunteers  
bilingual staff at sponsoring agencies  
college employees  
college students  
former students asked to become translators available by phone if necessary  
Harborview clinic translators  
list of people on campus and in community  
Neighborhood House  
program's staff  
Red Cross language bank  
Snohomish County Refugee Forum  
students' friends or family members



## **S3B**

# **INFORMATION GATHERED ABOUT STUDENT AT INTAKE**

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### **PERSONAL INFORMATION**

Name

Address

Mailing address

Emergency contact

Date

Phone: work / message / home

Birthday

Age

Sex

Racial / ethnic identification

Married / single

Spouse's name

Social security number

Occupation

Institutional client? / Incarcerated

Contact person

Can we call you at home? Work?

Who is your sponsor? Name? Address? Telephone #?

When would be the best time to call?

How long have you been in the Country?

Nationality (optional)

Ethnic group

Date of arrival to U.S.

Port of entry

What do you remember about life in your country?

What were the circumstances of your departure from your country?

Were you in a refugee camp? Where? How long?

Do you have family here, or are you alone?

What are some memorable experiences you have had here in the U.S.?

Race / ethnic background

Is English your native language?

Citizenship status / residence status

May we call during business hours?

\_\_\_\_\_  
\_\_\_\_\_

**FAMILY INFORMATION**

Are other family members interested in the program?

Name? Address? Phone?

How do your family and friends feel about your enrollment in the program?

How many children do you have at home? How old are they?

Do you have any dependent children?

Do you have supportive family and friends?

Do you have children? How many? Ages

Can we contact you at home?

Is confidentiality needed at home?

What is your household size? 1-8, 9 or more

Do you have children under your care? Y/N Ages?

Do you have supportive family or friends?

Transportation: What kind of transportation do you use? (bus, car, other)

**LANGUAGE INFORMATION (ESL)**

What languages do you speak?

In which languages are you literate?

What is your ESL level? Speaking? Read? Writing? Listening?

Can you read? Which languages?

Have you studied English before? Where? How long? When?

What is your first language?

What previous English study or contact have you had?

**EDUCATION**

What is your educational background?

Have you attended school, college, or university?

What was the highest grade completed in school? Why did you stop?

What was the last school you attended?

Did you receive special help in school?

What kind and did it help?

What are some reasons you left school?

Are you planning or signed up to go to another study program? Where?



Are you presently studying? N Y Where? What times?  
 What were your best subjects in school?  
 What were your poorest subjects in school?  
 Are you receiving basic skills training now? If yes, what type?  
 Where did you attend school?  
 What was your attendance record in school? (good, fair, poor)  
 How many schools have you attended?  
 In what other states have you attended school?  
 What were your best subjects?  
 What were your poorest subjects?  
 Have you had previous remedial instruction? Where? When? How long? .  
 What type?  
 Tell me something about your school years. Where did you grow up? What  
 was school like for you? What grade did you finish?  
 Have you ever been to adult education classes or tutoring before? Where?  
 When? What was it like for you?  
 Did you receive special help in school? What kind?  
 How do you learn best? (by being shown, by being told, hands-on, some  
 combination)  
 What level of education have you completed (outside U.S.)? Where?  
 Were you able to attend most of the time?  
 Did you get any special help / special classes / tutoring?  
 Have you been in other educational or reading programs since left school?  
 Other tutors?  
 What was the last year you attended school?

**INCOME / EMPLOYMENT**

What is your work background?  
 Are you Employed? Where? When do you work? Position? Duties?  
 What was you job in your native county?  
 If not employed, are you looking for work? On public assistance?  
 What kinds of jobs do you like?  
 Are you currently employed? Y N PT FT Hours \_\_\_\_\_  
 Does your job require writing / reading skills? Describe \_\_\_\_\_  
 Currently looking for work. Y N What kind?  
 Currently in job or skills training. What kind?

What is your income level: Low \_\_\_ Very low \_\_\_ Above \_\_\_ (with chart)

What is your monthly household income? 0-650, 651-700, 701-1000,  
1001-1500, 1501-2000, 2001 or more

Are you the head of the household?

If your reading skills were better, what kind of work would you like to have?

If unemployed, when/where did you last work?

What is your source of income?

How many hours are you working per week?

Are you currently receiving any job training?

Do you have a job now? If so, what kind of work do you do? What kinds of  
jobs have you had? Do you need to use reading and writing at work?

What is your occupation?

Who is your employer? What is your current place of employment?

If not employed, how long since?

Are you a JOBS client?

Do you receive public benefits? (e.g., AFDC, Disability, Unemployment,  
Food Stamps)

## **SPECIAL NEEDS**

Do you have childcare available?

Is childcare a problem?

What arrangements do you have for childcare?

Do you have any disabilities?

Do you wear glasses? Hearing aid?

Are you on any medication?

Do you have any impairments?

Do you have any other special needs?

Sometimes problems keep people from meeting with their tutors-- problems  
with transportation, childcare, overtime, illness, etc. Do you have any  
special problems or health concerns?

Have you ever been told you have a disability? Have you ever been told that  
you were slow?

Do you have any medical condition or instructions that we should know  
about?

Who is your doctor?

Do you have a diagnosed disability?

When was your last ear exam?

**GOALS**

- What skills do you need?
- Why do you want to improve your English?
  - to get your drivers license
  - to get a better job
  - to read to your children
- What are your plans for the future?
- How can our program help you?
- What do you want to learn?
- What are your reading writing and math needs?
- What are some of your goals?
  - short-term goals
  - long-term goals
- What is your most important reason for wanting to learn to read and write better?
- What are some things you want to be able to do that being able to read and write better will help you do?
- What are your hobbies or special interests?
- What would you like to be able to read?
- What are your interests and strengths?
- What are your educational goals?
- What are your job goals?
- What are your reasons for enrolling?
- What do you like to read?

**REFERRAL INFORMATION**

- How did you hear about the program?
- What made you call now?
- How were you referred?
- What brought you in now?
- Who referred you?



**LITERACY INFORMATION**

What is your reading level?

Who fills out your job application?

What troubles you most about reading?

Do you read a newspaper? Which sections? Is it easy or hard?

What do you feel is your reading problem?

Do you have difficulty in reading? If so, why?

How do you usually feel about your test results?

When were your reading problems first noted?

What problems have you encountered due to a lack of reading skills?

Do you do any reading on your own now? (at home, in stores, mail, newspapers, labels, ads, etc.)

Do you do any writing on your own now? If so, what kinds of things do you write? (signs, name, forms, shopping lists, checks, letters)

Does your level of reading affect work / ability to find kind of work desired?

**PREFERENCES**

Smoker Y N

Times available AM\_\_\_ Aft\_\_\_ PM\_\_\_ MTWThF\_\_\_

Tutor preference (male / female, smoker / non-smoker / age)

Do you have any tutor preferences?

Do you have a preferred lesson time?

What time are you available for tutoring?

What place do you prefer for tutoring? Why?

How many tutoring days would you like to request?

Where would you like your site of instruction to be?

Are you comfortable getting tutoring at college or do you want to be elsewhere?



**OTHER**

Comments

Interviewer

Consent for release of information

What is the nearest library to your home?

Do you have anything you would like to ask me?

Can you give 5 hours a week to achieve your goals?

Is there anything you would like to add? Any thoughts about choosing a tutor who is right for you?

Are you able to make a donation for books?

+Student information forms may be translated.





**STUDENT ASSESSMENT TOOLS: LITERACY**

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- Adult Placement Indicator*
- Botel Reading Inventory*
- Breakthrough to Math Placement*
- Britton Test* ✦ *Britton Informal Reading Inventory*
- CASAS* ✦ *Comprehensive Adult Student Assessment System*
- CAL PEP* ✦ *California Adult Learner Progress Evaluation Process*
- Challenger Placement Test (Laubach Literacy Action)*
- Job Corps ET Handbook No 402 Reading Screening Assessment*
- language experience story*
- Laubach Way to Reading screening lists*
- Lit Start*
- Literacy Volunteers of America READ Test*
- Nelson Denny*
- New Readers Press Math Inventory*
- PLATO*
- reading comprehension selections*
- RDPA* ✦ *Rosenthal Diagnostic Phonics Assessment*
- RDCA* ✦ *Rosenthal Diagnostic Comprehension Assessment*
- Reading for Understanding*
- Schonell's Graded Word Reading*
- Schonell Spelling*
- sentence completion*
- silent reading sample passages*
- Slosson word recognition inventory*
- SRA: Locator for Pre GED*
- Steck-Vaughn pre-GED assessment*
- student reads passage into tape recorder*
- TABE* ✦ *Test of Adult Basic Education*
- Test of Adult Basic Education*
- Teach Someone to Read: Diagnostic Test Booklet*
- Washington State Core Competencies*
- Wide Range Achievement Test: reading, math, spelling*
- Writing samples / Portfolio*



## **§4B**

# **LIST OF TOOLS USED FOR ESL**

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*BEST Test*

*Division Of Refugee Assistance ESL Placement Test*

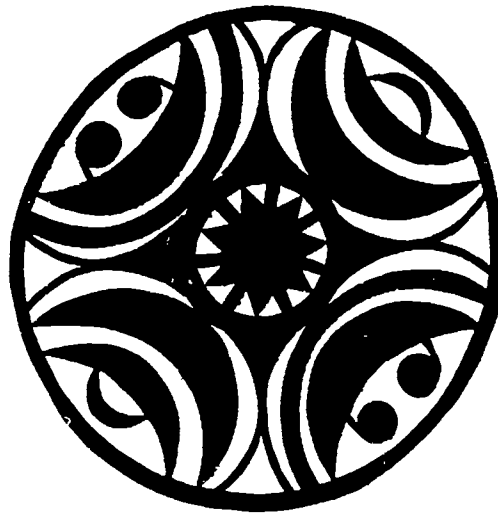
*InterCom (headphones)*

*job site ESL questionnaire*

*Language Assessment Form - Refugee and Immigrant Services Center*

*Literacy Volunteers of America - ESL Test*

*Tacoma Community House Training Project - ESL Placement Test*



## **55A**

### **STUDENT PROGRAM ORIENTATION ACTIVITIES**

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#### **WITH SAMPLES**

- Give new students translated program information
- Offer newly enrolled students a study skills class
- Bring groups of matched new students and volunteers together for a group orientation at the time of placement to present information
- Present and discuss the Cross Cultural Tutoring Program Guidelines bilingually if necessary
- Present bilingual group student orientations where responsibilities of attendance, setting up tutoring space and arranging child care are addressed
- Visit each student in the home for the initial intake; at this time the coordinator provides an orientation to the program's expectations, responsibilities, and preferences for tutors; students are also advised to call the coordinator if any problems arise; arrange to have a translator with the coordinator if English speaker not available in the home
- Orient all potential students to community college, including both ABE and volunteer tutoring program services
- Tour the site
- Present expectations
- Show materials
- Explain attendance requirements
- Stress commitment to attendance
- Talk about services, options (tutoring, small group,...)
- Tell about library loan system
- Introduce materials in resource center
- Tell about waiting list process
- Introduce to library staff
- Show how to use library
- Introduce to staff
- Provide students with "Learner Handbook"
- Provide students with handout sheets:
  - "New Student Orientation"
  - "Now What?"

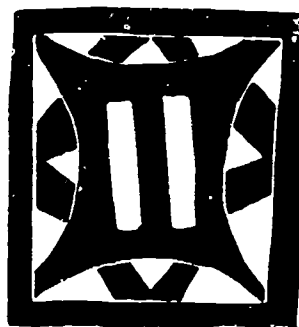


## **56A**

### **MATCHING: FACTORS TAKEN INTO ACCOUNT**

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background  
compatibility  
cultural aspects, preferences, attitudes  
cultural issues (e.g. mix of men with women in Hispanic culture)  
factors student and tutor have in common  
familiarity with classroom topics  
geographic location  
independence of tutor  
interest in low level students  
interests  
languages spoken  
learning styles  
motivations  
personal interests  
personality  
preference for basic literacy or ESL  
preference for student level  
preferences for working one-on-one or with small groups  
sex / age / staff observations of volunteer's abilities  
special requests of both student and volunteer  
staff assessment  
transportation

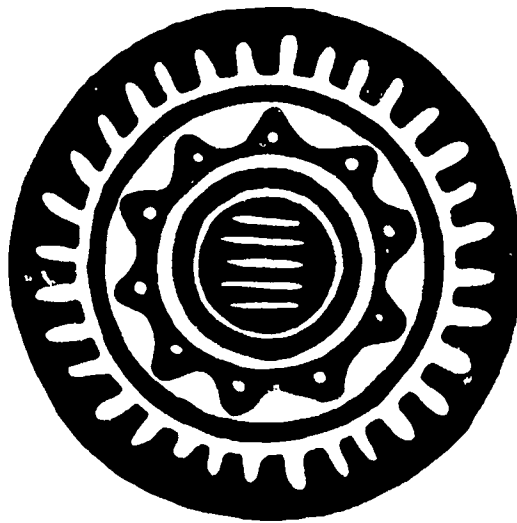


## 56B

### IDEAS FOR FIRST MEETING

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- ◆ All in home tutors must attend one of the four group match sessions offered each year after trainings; tutors meet their students and share life histories (with pens on a big sheet of paper) which they've drawn. Interpreters are available for low level students. Next, schedules for tutoring times are arranged and timesheets explained. The students leave and the tutors sign contracts and look at materials.
- ◆ Program staff meet with tutor and student, discuss student's background and learning styles, and go over and sign *Tutor / Student Agreement*. Staff describes the time commitment involved, gives a list of suggested meeting locations, and discusses the procedure for getting a new partner.
- ◆ Coordinator meets with tutor and student to explain *Tutor / Student Contract*, which both parties sign. Coordinator goes over program procedures, waiting time, and when and how to request a new partner. Tutor and student leave to have a short first lesson, and then to discuss with coordinator how it went.



# 57A

## TYPES OF SUPPORT SERVICES PROVIDED DIRECTLY BY PROGRAMS

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aptitude testing  
bilingual counseling  
bus tokens  
child care built into family literacy grant  
child care through college basic needs class  
clothing  
college counseling  
daycare provided on site  
emergency assistance  
family kitchen  
foodbank  
foodstamps applications available  
free hearing and vision tests  
funds for further education / training  
housing assistance, including Section 8  
program services available at flexible times to accommodate child care  
public housing applications available  
public school registration  
social services support/referral from bilingual staff of sponsoring agency  
some children's activities supplies available  
the following community college services for registered tutorial students:  
    counseling services  
    various student clubs and organizations  
    free access to the library, fitness and health activities  
    cultural events  
    family life programs  
    multicultural services  
translation  
transportation  
youth suicide prevention



## **57B**

### **DIRECTORIES USED FOR MAKING REFERRALS TO SUPPORT SERVICES**

---

Chamber of Commerce directory

Chelan-Douglas County Social Services Directory

DSHS ♦ State Department of Social and Health Services

Aid to Families with Dependent Children brochure (in Spanish)

Eastside Directory of Human Services

Gant County Community Action Agency directory

King County Crisis Clinic directory

Kitsap County Community Resource Guide

Northeast Washington Early Childhood Program Directory

Opportunity Council service directory

Pierce County Literacy Coalition educational services directory

Program produced own directory

Resource Directory for Seattle / King County

Resources for Refugee and Immigrant Services

Skagit County Community Action Guide

social service directory published by newspaper

sponsoring agency directory

Thurston County Community Services List

## **57C**

# **SUPPORT SERVICE ACTIVITIES**

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- Information and referral information is included in program procedures manual for staff and volunteers.
- Local PTA provides childcare.
- Program gives bus schedules to students and tutors.
- Volunteers and staff make referrals to social service agencies.
- Speakers make presentations on Talk Time topics which cover students' interests and needs including how they can access services.
- Field trips to service providers are conducted.
- Tutors are trained to recognize students' needs and make appropriate referrals.
- Students are encouraged to bring in items related to actual needs like insurance forms or applications to use in lessons; tutors are encouraged to use resource lists and phone books to help students locate resources.
- A community resources vertical file includes pamphlets, brochures and other information from various service providers for students and tutors to use.
- During student intake with bilingual staff, needs are identified and students referred to other agency caseworkers.
- Tutors are informed of special students' needs, such as nutrition, maternity care and driver's test, and asked to design lessons around them.
- Talk Time students identify the needs they want to cover as topics.
- Students encouraged to use LEA to get problems out on paper.
- Program facilitates meetings with appropriate community college departments.
- Program coordinates with social service agencies.
- Tutors help fill out job applications.
- Program helps get children into programs.
- Program coordinates with local council of social agencies.





# **S8A**

## **STUDENT PARTICIPATION IN PROGRAM**

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### **PLANNING / OPERATIONS**

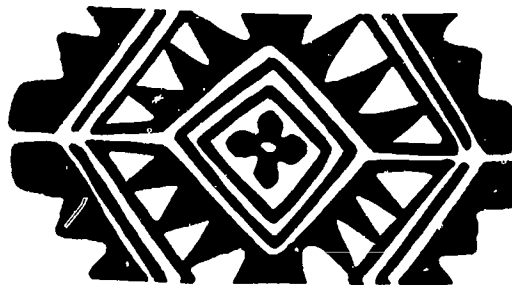
**Students participate in the following ways:**

- Participate in yearly staff / board retreat
- Make presentations at yearly retreat
- Provide daycare
- Work as office assistants
- Work as bilingual assistants in classes
- Volunteer in site restoration process
- Participate on the Board of Directors
- Participate on ESL advisory board
- Generate topics to cover and decide curriculum direction
- Decide how to address need for childcare in ESL program and provide the care
- Become tutors
- Participate on Washington Reads Committee
- Contact other students who have been absent
- Generate ideas for materials donations
- Help design new ESL flier
- Participate in new staff interviews
- Give interviews for newspaper articles
- Present at volunteer orientations
- Make public presentations
- Write PSA messages based on why they became motivated to come to the program
- Evaluate all aspects of the program in writing (some translated forms) and during bilingual phone surveys
- Decide Talk Time topics
- Help with fundraising events (ethnic dinner)
- Provide ethnic recipes and illustrations for Ethnic Cookbook, then cook food to sell at Bite of Bellevue fundraiser on BCC campus
- Complete written and oral evaluation of Talk Time including topics suggestions
- Plan volunteer appreciation event
- Help decide how to use money raised
- Set up Talk Time room, decide topics, directions, plan social events
- Help with bulk mailings
- Help with field trips
- Assist with new student orientation as interpreters
- Conduct student support meetings

## **S8A**

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- Help with clerical jobs including the assembly of "Read To Me" packets for new babies and their moms
- Give interviews for student recruitment video tape
- Help set up Spelling Bee display
- Organize BINGO game
- Participate in focus group to determine program direction
- Plan holiday party
- Work on radio and TV ads
- Participate on advisory board
- Knit afghans to sell at Chocolate Jazz Event
- Give suggestions during an exit interview when they leave program
- Fill out annual questionnaire
- Participate in newsletter production and design of forms
- Lock up the program site once a week
- Assist in selecting and installing video equipment
- Serve as "tutor managers"
- Involve literacy students in ESL conversation groups
- Help with mall events, garage sales, etc.
- Translate letters / notices to non-English speaking students
- Write articles for newsletter



## **§8B**

### **STUDENT ACHIEVEMENT RECOGNITION ACTIVITIES**

---

**Programs recognize students' achievements in the following ways:**

- Give students certificates at yearly graduation
- Make public announcements when students graduate to new class
- Plan holiday party in December where children and students receive gifts
- Give homemade cookies, coffee and certificates to inmate students at a corrections center
- Write newspaper articles about students
- Write comments about progress to tutors and students on lesson summaries submitted monthly
- Produce a video profiling successful students at the worksite
- Create a scrapbook of student pictures
- Display a bulletin board of student pictures
- Create a Hall of Fame / Wall of Fame area with student pictures
- Send congratulation cards
- Give certificates for yearly participation
- Invite students to Meet and Eat social events
- Announce citizenship or new jobs in program newsletter and bulletin board
- Write newsletter articles about student progress
- Give pins at end of six months
- Give certificates for hours of tutoring at annual ceremony
- Give Student of the Year Award
- Give students book scholarships to B. Dalton
- Get students published in New Voices
- Give students flower and tassel for getting GED
- Give students plaques and certificates for achievements
- Participate in Washington READS
- Give students opportunity to speak publicly about experiences
- Give students opportunity to read aloud at "Night of 1000 Stars" public library event
- Hold annual recognition events
- Organize recognition picnic
- Provide student writing page in newsletter
- Hold parties for individual students
- Provide personal, positive feedback
- Give students job references
- Note student achievements in sponsoring agency newsletter

## 59A

### STUDENT EVALUATION ACTIVITIES WITH SAMPLES

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- Ask tutors to gather anecdotal information from the students on their progress
- Explain "Discovering Student Goals" form to new tutors before placement
- Encourage tutors to use real materials such as manuals, menus which match the students' goals and are available at the program
- Get anecdotal information from the students using the *Goal Progress Evaluation*
- Write comments on *Lesson Plan Summaries* that are filled out monthly for the program staff by the tutors
- Help students fill out student outcomes list at the first meeting with the tutors; keep a copy of the list and give one to the tutor; call each Tutor monthly to report any accomplishments and record them on the program's student outcome copy
- Meet informally with each student \ tutor pair every six months to review progress made on the goals list from the checklist, goal sheet, and contract
- Interview each student yearly to document progress made toward goals listed on the student assessment form
- Call students monthly, with bilingual staff if necessary, to see how the tutoring is going
- Get input from the students on the *Student Questionnaire* which includes questions about self improvement
- Use *Student Evaluation Form***
- Use Lesson Summary which includes a response form where staff writes comments concerning the methods and materials used during each month's sessions
- Give Student Test Report on request or after about 6 months
- Have tutor write about student progress in monthly reports
- Have staff review monthly reports and follow up on the comments
- Have New Matches Coordinator call both tutor and student to check up on new teams every two weeks during first six months
- Review student files twice a month
- Get ESL students to take CASAS after every 100 hours
- Encourage tutors to use student outcomes checklist for ongoing evaluation
- Collect quarterly student progress forms from tutors
- Ask students to write something every month for on-going portfolio documenting progress

Retest students using Literacy Volunteers of America READ assessment tool at periodic intervals

Review student progress every three months

Use PLATO (computer system) assessment

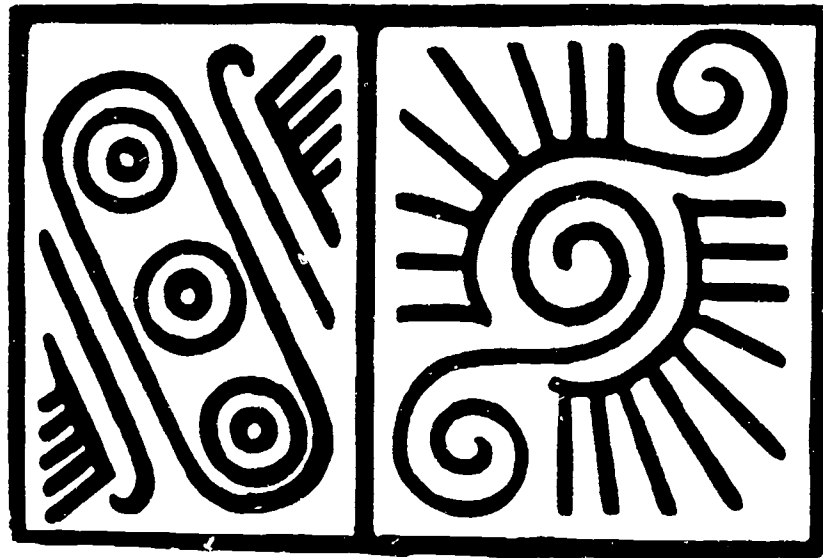
Conduct weekly assessments of students in ABE classes who also receive tutoring

Distribute student self-assessment "Student Progress Report" questionnaire

Note progress indicated by ability to use new supplementary resources, e.g. community college's reading laboratory

Note progress indicated by choice to access additional or higher level educational services

Observe tutoring sessions, classes



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# VOLUNTEERS

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# V1A

## VOLUNTEER RECRUITMENT CONTACTS

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**Make presentations and distribute information to a wide variety of audiences including:**

Antioch University booth  
art supply stores  
Boeing Horizon Program for employees soon to retire  
book stores  
bus stations  
*Business Times* newspaper  
university / community college: ethnic studies student association  
Chambers of Commerce  
children's used clothing stores  
church newsletters  
churches  
city personnel offices  
college and university campuses:  
    Asian Studies Department  
    Ethnic Studies Department  
    Education Department  
    Sociology Department  
    Anthropology Department  
company groups  
college student orientations  
college students  
community calendar on cable TV stations  
community college bulletins  
community family centers  
corporate newsletters including United Savings Bank, Washington  
    Natural Gas, Weyerhaeuser  
espresso places  
ethnic restaurants  
ethnic food markets  
extension on newspaper's phone information line  
fairs  
Fiesta Navideña  
financial aid office at colleges  
food co-ops  
former students  
futon stores

## V1A

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health food stores  
juvenile offenders (for peer tutoring)  
libraries  
local conferences  
local college ESL certificate and degree programs  
military sites  
newcomers' associations  
newspapers  
other literacy programs  
other social service agencies  
other sponsoring agency staff  
outdoor equipment stores  
Peace Corps recruitment office and Plowshears (returned Peace Corps group)  
Portland Community College hotline  
radio stations  
record stores  
retired teachers' associations  
Rotary clubs  
RSVP ♦ Retired Senior Volunteer Program  
SCORE ♦ Service Corps of Retired Executives  
Seattle Youth Challenge  
selected markets  
selected restaurants  
senior centers  
Sorooptimist clubs  
St. James Parish social action programs:  
    family kitchen and social justice groups  
teen moms (for peer tutoring)  
The Seattle Weekly newspaper  
travel agencies  
TV stations  
United Way Volunteer Center  
volunteer columns in newspapers  
Washington State Literacy Hotline  
Women's Resource Center  
YMCA's  
Zonta clubs

♦ *for volunteer recruitment activities,  
see Public Relations Activities*



# V1B

## VOLUNTEER INTAKE PROCESS

---

**When a prospective volunteer tutor calls in response to recruitment activities:**

- ◆ **Present a brief overview of the program:**
  - mission statement: The \_\_\_\_\_ program provides \_\_\_\_\_ for \_\_\_\_\_ so they can \_\_\_\_\_.
  - description of students
  - location and times of tutoring
  - minimum requirements and expectations
  
- ◆ **Ask a few open ended questions:**
  - How did you find out about our program?
  - Why do you want to tutor the students in our program?
  - Why did you call today?
  - Why do you want to be involved with our program and not another?
  
- ◆ **Determine if caller is appropriate:** if not, make a referral to another program; if possibly appropriate, then promptly send a packet of program materials including:
  - cover letter
  - volunteer information form
  - job description
  - coordinator's card
  - program information:
    - overview of volunteer opportunities, responsibilities and benefits
    - answers to frequently asked questions
  
- ◆ **Ask volunteers to return the completed information form if still interested after reading the material**
  
- ◆ **Complete Tutor Applicant checklist**

name	who took call
date of contact	date information sent
  
- ◆ **Call prospective tutor within two weeks of receiving the completed form to (A) arrange for an interview or (B) invite to a group program orientation with an interview scheduled later**

## V2A

# INFORMATION GATHERED AT VOLUNTEER INTAKE

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### PERSONAL INFORMATION

Date

Name

Home Address

Mailing Address

Phone: work / home / message

Best time to call

Emergency contact

Date of birth (optional)

Nation of origin

Ethnicity / Race

Sex

Please list name and phone number of one work reference and one personal reference.

Anything else you'd like us to know.

Hobbies, special skills or interests

Smoker / non-smoker

Medical limitations

Do you have reliable transportation?

What other programs or organizations do you collaborate with?

Do you belong to an organization interested in having a speaker? Do you have a company, church, or service club newsletter interested in articles about this program?

Retired from \_\_\_\_\_.

Employment status: current employer, position

Occupation / former occupation

Work reference: name, address, phone

How did you learn about the program?

### EXPERIENCE

Teaching / tutoring experience (volunteer or salaried)

Place

Number of students

Ages of students

Date of service

Other volunteer or work experience

Skills, interests, hobbies which might be useful as a volunteer in this program. Be creative.

Languages studied or spoken

Languages read

Travel or other cross cultural experience

## V2A

---

Have you had any previous ESL training? When and Where?

What paid or unpaid experience do you have that is relevant to assisting the adult learner?

What other interests or abilities do you have (such as languages or math) that may help in tutoring?

Have you ever taught adults?

Highest grade completed

School

College, College attended, Area of study

Graduate school

Other

What do you like best about teaching?

What do you hope to gain from volunteering here?

### PREFERENCES

Which of the following volunteer opportunities are you interested in?

Availability: days of the week, hours per week, minimum time commitment (number of months)

I prefer to work with a student whose English level is:

Basic \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_ Any \_\_\_\_\_

What ethnic group would you prefer to work with?

Preferred geographic area

Maximum time commitment: hours per month, number of months, willing to travel to other sites

Student preferences

Subject preferences

What volunteer positions are you interested in?

Board

Public speaking

Special projects

Fund raising

Newsletter

Art work / Graphic arts

Publicity

Phoning

Training

Refreshments



## **V3A**

# **INFORMATION GATHERED AT VOLUNTEER INTERVIEW**

---

affiliations with other organizations

attitudes about religion

attitudes about teaching

attitudes about people on welfare

attitudes and preferences for working with developmentally disabled

details about ESL / literacy or other teaching experiences

evidence that volunteer shares the values of the philosophy of the program

expectations

experience with multicultural / ethnic environment

familiarity with classroom topics

familiarity with limited English speaking students

medical conditions / emergency instructions

motivational needs of the tutor

personal information

preferences for working with particular nationalities

references

travel, work, and previous volunteer experience

work situation attitudes / preferences



## V3B

# QUESTIONS ASKED AT VOLUNTEER INTERVIEW

---

### CULTURAL EXPERIENCE AND ATTITUDES

Do you have overseas experience? been to a different country?

Tell me about it.

What did you gain from the experience?

How are you different as a result of that experience?

What experience have you had in a cross cultural environment?

What kind of experience have you had with people of other cultures?  
economic levels?

What motivated you to work there? do that?

Why do you feel that was important work? it was important to do?

Have you had neighbors or co-workers who were from a different culture?

What was it like? What did you enjoy? What was uncomfortable?

Did you have a situation where miscommunication happened?

How did you resolve it?

If no experience, what if you were in Mexico and needed to \_\_\_\_\_.

How would you do it?

### TEACHING EXPERIENCE ATTITUDES

Why do you think people haven't learned to read well as an adult?

How are their lives affected by this?

What do you think they need?

What do you expect to be teaching someone to do ....read?

Why do they want to learn?

What's your definition of a good teacher?

What have you learned how to do lately? How were you taught? How do  
you learn best?

What languages have you studied? How did you learn best?

What teaching experience have you had. What was rewarding / frustrating?

What factors are most important to a positive learning environment? Why  
are they important?

In what ways can students participate in both the teaching and learning  
process?

What are the advantages to teaching adults to read using the whole  
languages approach?

Why do you think newcomers to this country need to learn English?



## OVERALL INTERESTS

- What do you hope to gain from this experience?
- What experience have you had working with women's issues?
- Why do you want to work with an agency that focuses on refugee women?
- What attracted you to our organization?
- Why do you want to tutor here now? What brought you here at this time?
- How does our program fit into your long range plans?
- How did you happen to think about volunteering for the \_\_\_\_\_ program?
- What are your reasons for deciding to tutor?
- Why are you interested in doing volunteer work? What are your long-range objectives?
- Our program's philosophy is \_\_\_\_\_. How do you feel about this statement? How do you agree / disagree with the statement.

## PERSONAL PREFERENCES

- What are your perceptions of the this program and the people we serve?
- What kind of job experiences have you had that you enjoy?
- How do you envision yourself working in this program? What skills do you want to share?
- Do you prefer working alone or in groups? (follower? leader? self-contained?)
- Do you like to have projects all your own from start to finish, or do you like to be an integral part of a team project? How much direction do you like?
- How many hours a week do you expect to volunteer? How do you feel about committing to at least \_\_\_ months of service?
- How do you like to be recognized or rewarded as a volunteer?
- What do you consider to be your greatest strengths and weaknesses?
- What other organizations do you work for or with?
- How did you hear about this program? What did you hear?
- What other skills / interests do you have that you might be able to share?
- List the benefits you hope to gain from this volunteer experience.
- What special skills, qualities or resources can you offer this program?
- What other experiences have you had that would prepare you for this volunteer effort?
- What activities do you enjoy during your work time or leisure time?
- What kind of people do you work with best as co-workers? What kind of people are you most interested in as students and why? Are there types of people you feel you'd be unable to work with and why?

What do you like to do in your leisure time?

What makes you really angry - on the job or at home - and how do you deal with this anger?

Tell me about your family.

What kind of supervision do you prefer?

What do you consider to be the ideal volunteer job for you? Why?

What do you think are your greatest qualities that you bring to tutoring and what are your greatest needs.

What have you enjoyed most in previous volunteer assignments? What have you enjoyed least?

Describe your temperament. What do you like best about yourself? If you could, what would you improve.

**SELF ANALYSIS QUESTIONS: Could be asked on Volunteer Information Form so volunteers can write their responses; then coordinators can comment on responses during the interview.**

Why am I volunteering to be an ESL / literacy tutor?

What are my strengths as a volunteer tutor?

What are my weaknesses as a volunteer tutor?

How can I measure my effectiveness as a volunteer tutor?

What is my favorite activity? Why?

What skills are most important in my volunteer activities?

Are there any skills I would like to acquire? How could I gain this skill or knowledge?

What sort of students would I enjoy working with most? Why?

What response from my student / program coordinator do I expect for my tutoring effort?

In what way will my volunteer tutoring effort make a difference to others?



## V3C

# IDEAS FOR HANDLING INAPPROPRIATE VOLUNTEERS

---

### Ways to say, "You are not appropriate for us"

At our agency we believe \_\_\_\_\_.

Our experience with students leads us to the belief that \_\_\_\_\_.

My sense and from others around me is that your attitude is not contributing to the mission of this agency. You need to be referred to another agency.

A match is not in the best interest of the student.

I have concerns about your attitude.

We're state funded so we have particular goals in our program.

This is what I'm looking for in tutors for our program.

We'll contact you if a suitable student comes along.

I'm sorry but you won't be able to volunteer for our program. Our

philosophy doesn't approve of inappropriate comments about students and their welfare status.

Well, I guess you're not going to be comfortable working with a \_\_\_\_\_ person.

### STRATEGIES

Talk with them about other opportunities in the community.

If they want to know why they are not matched, try to be as specific as possible with information collected during the screening process.

If you have concerns after the first interview, ask the volunteer to come back for a second interview with another staff person.



## **V4A**

# **VOLUNTEER ORIENTATION ACTIVITIES WITH SAMPLES**

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- Urge all volunteers to arrange time to observe tutoring sessions
- Conduct tour of the building
- Take time for individual introductions so they get a chance to know each introductions
- Conduct group warm-up activity
- Present background information about the students and their cultures, perhaps presented by bilingual staff
- Introduce social services provided by sponsoring agency, perhaps presented by other staff members
- Introduce board members
- Present volunteer expectations, mission statement, policies and philosophy
- Describe trainings and volunteer events
- Allow a time for questions and answers
- Offer refreshments, ethnic foods for a break time
- Administer "A Quick Assessment of My Motivational Needs"
- Discuss benefits of the program: training opportunities, resource library, experience for a résumé
- Show movie "Rite of Passage", depicting the adjustment of the Cambodian refugee community in Seattle
- Show program - produced video of students with their tutors
- Conduct tour of the site to see tutors and students in action
- Distribute samples of paperwork
- Conduct a tour of the materials available to the tutors including books, computers, pictures, supplies and other materials
- Explain the process for accessing the program materials, books, and resources
- Describe benefits available for those involved with RSVP
- Explain program's recommended process for making referrals to social service providers to meet the students' needs
- Provide information about learning disabilities
- Explain the program's commitment requirements
- Describe the program's volunteer screening procedure
- Show Laubach Literacy Action video of students talking
- Go over program's organizational chart
- Describe volunteer opportunities
- Talk about literacy and why it's important
- Have students speak
- Give history of program and sponsoring agency

## V4A

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Discuss difference between program and ABE classes at community colleges  
Give literacy information and statistics

Discuss whole language approach

Show videos such as the following:

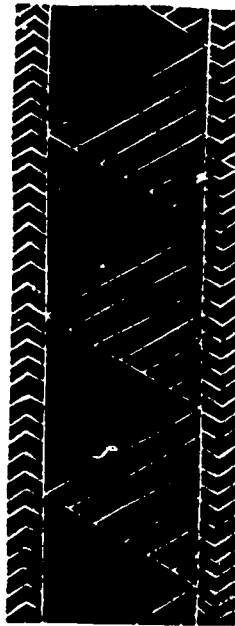
Program produced video of students with their tutors

"Typical Day" and "Talk Time" by Tacoma Community House Training Project

Literacy service overview produced by local coalition

Clip from "Bluffing It"

Have local trainers attend / interact / observe at orientation

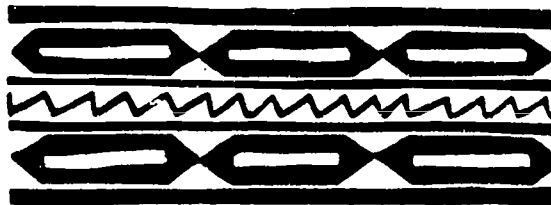


# VSA

## **IN-SERVICE TRAINING PROCESS / ACTIVITIES**

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- Offer breakfast meetings
- Offer brown bag lunch meetings
- Announce farm workers event to ESL tutors
- Organize Sunday afternoon teas as social and in-service event
- Distribute newsletter which contains many tutor tips
- Present Educational Forum on health care and welfare
- Inform tutors about TCHTP Annual Volunteer ESL / Refugee Concerns Conference
- Inform tutors about TCHTP regional in-service workshops
- Inform tutors about Hope Clinic Open Forum
- Offer Film Nights to show "Bluffing It" and "Stanley and Iris"
- Use college's ABE/ESL staff to provide in-services
- Offer tutor share meetings to replace in-services as a regular time for people to talk about their areas of expertise
- Encourage tutors to attend conferences
- Hold annual conference rather than individual in-services
- Hold bimonthly tutor meetings sometimes with speakers on particular topics and sometimes with tutors sharing information, ideas
- Let tutors know about opportunities at other programs
- Publicize educational events at community college



# V5B

## **IN-SERVICE TRAINING WORKSHOP TOPICS**

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**Conduct own in-service workshops / conferences or arrange for outside presenters to provide workshops on the following topics among others:**

assessing students

book talks

Cambodian and Lao New Year

community resources

comprehension groups

computer system on campus

computers

conversation starters

creative writing

cultural sensitivity

current political situation in Vietnam

ESL

evaluation

expansion of what is touched upon in preservice training

family literacy

filling out reports

learning disabilities

Literacy in Stages

job information center

materials available

math

methods / materials

newspaper use

planning lessons

practical writing

pronunciation

reluctant learners

setting goals / lesson plans

Spell Right

spelling

student outcomes

study tips

Talk Time activity design and planning

Tutor Tool Box Activities using the Washington State Core Competencies

using the library

writing

## **V6A**

# **VOLUNTEER RECOGNITION ACTIVITIES WITH SAMPLES**

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- Program gives volunteers certificates at yearly student graduation.
- Program invites volunteers to monthly staff meetings.
- Job descriptions of paid teaching jobs are posted.
- Recommendation letters are written for experienced volunteers.
- Certificates of appreciation are given to volunteers.
- Newsletter feature "Getting to Know You" profiles particular volunteers.
- Students write letter to the editor of local newspaper thanking their tutors.
- Volunteers can add experience to their résumé.
- All volunteers are honored at annual recognition event / dinner.
- College jazz group plays at free recognition event with original song written for the event.
- President of college thanks all at recognition event.
- Program newsletter mentions appreciation for volunteers' work as a group.
- Newspaper staff attends recognition event.
- Volunteers appear on cable TV show.
- Program participates in Washington READS recognition.
- Tutors receive pins, certificates, flowers, bookbags, gift certificates, etc..
- Program participates in city-wide volunteer recognition event.
- At events, program acknowledges how long individuals have been volunteering.
- Program gives volunteers books related to their interests.
- Volunteers are recognized at annual meeting.
- Program lists volunteers in annual report.
- Program writes stories on volunteers for media.
- Program sends Christmas cards to volunteers.
- Program holds ethnic dinners for volunteers.
- Program makes nominations for United Way Volunteer of the Year.
- Coordinator responds to individual recognition preferences by taking individual volunteers out to lunch.
- Tutor given a report from the student's employer of the way his student has changed since receiving tutoring.
- Student writes a letter to the editor thanking their tutors.
- Letters of recommendation written.
- Volunteer given thank you card after exit interview.
- Student gives her tutor a flower and thank you card with the number of hours tutored.
- Donated datebooks inscribed with "Valued Volunteer" are given each tutor by his student.

## V6A

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Twice each year, one student and tutor are inducted into the Hall of Fame and receive a plaque and flowers at a recognition event.

Special volunteers are taken out to dinner at a Vietnamese restaurant.

Tutors are asked to explain why they decided to tutor and what they've gotten out of the experience; these responses are published in the newsletter.

Students give their tutors invitations to a recognition event.

Good experienced tutors are asked to consider becoming a tutor mentor for new tutors; this new role includes training and supervising activities.

Program organizes holiday party for families of volunteers and students with speaker, door prizes, carnations presented.

Pictures are taken of all volunteer and student pairs; then holiday cards sent to all with the picture inside.

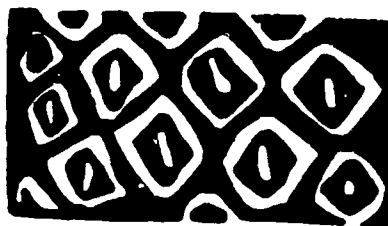
Program organizes Western Night including picnic food and square dancing for all volunteers and students.

Thank You and Birthday cards are sent.

Umbrella Head job available for experienced tutors with ideas to share.

Information on ESL certificate programs and teaching ESL overseas is provided.

Program gives "Volunteers Make Spirits Bright" pin and bookmark along with invitation to Bathhouse play and program open house with refreshments, holiday door prizes, and gifts.



## V6A

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- Success stories of student achievements collected from the tutors are reported in the program newsletter.
- College credit is given for training and tutoring.
- Program gives volunteers access to college student support services including the library / media center.
- Program has a summer picnic with students and volunteers.
- Program holds annual kickoff luncheon.
- Volunteers invited to potlucks.
- Volunteers are given tickets ball games.
- Volunteers' pictures are posted on program "Wall of Fame."
- Program encourage use of tutoring / volunteering experience on résumés.
- Volunteers invited to take students to chamber of commerce / women's club luncheon meetings for dual recognition.
- Volunteers recognized at program's annual "Recruitment Night."
- Program hosts a recognition dinner for Advisory Board members.
- Coordinator and community college president write personal letters to volunteers.
- Program makes personal telephone calls to volunteers.
- Program hosts recognition breakfasts.



# V7A

## TEACHING MATERIALS

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### **INSTRUCTIONAL PRINT: BOOKS / MATERIALS**

annotated listing of materials available in program's library  
audio tapes of books and other authentic reading materials organized by reading level  
deposit collections from public library  
dictionaries  
encyclopedias  
large type, easy read, synopsis books available at local library  
lesson newsletter produced by sponsoring agency  
library's resources (program is in public library)  
listing of materials available at public library  
new readers sections at local libraries  
newspapers  
Northwest News  
novelettes  
professional journals on reading  
resource file cabinets (learning and life skills pamphlets, etc.)  
Talk Time lesson plans and ideas in a file  
Tutor Resource File with ideas, games, articles on cultural information  
workplace literacy materials  
writings by adult new readers

### **TOPICS INCLUDE**

children's books  
citizenship  
civics  
drivers education  
employment  
GED  
grammar  
handwriting  
health  
high interest/low level fiction  
life issues (childbirth, divorce, etc.)  
life skills  
math  
parenting  
pronunciation  
science



## V7A

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self improvement materials on stress and divorce  
Spanish / English folk tales  
spelling  
SRA  
The Constitution  
Vietnamese / English folk tales  
work  
writing  
writing checks

### **TITLES INCLUDE**

*Baby on the Way Basics* (magazine written at low level)  
*Basic Language Skills Program*  
*Be a Better Reader series*  
*Before Book One*  
*Building Basic Skills*  
*Challenger*  
*Contemporary's All Spelled Out*  
*English Spoken Here*  
*Entry to English*  
*Everyday English*  
*Family Talk Time Curriculum*  
*Family Stories Curriculum*  
*Focus on Phonics*  
*Impact*  
*In the Know*  
*Laubach Way to English*  
*Laubach Way to Reading*  
*Hooked on Phonics*  
*Look Again Pictures*  
*LVA Tutor*  
*National Geographic Magazines*  
*New Beginnings in Reading*  
*News for You*  
*Number Power*  
*Personal Stories*  
*Reading for Tomorrow*  
*Reading for Today*

## V7A

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*Real Life English*  
*Refugee Center Tutoring Talk Time Curriculum*  
*Side by Side*  
*Skill-by-Skill*  
*TV Guide*

### **REALIA / GAMES**

a box with lots of objects for discussion and manipulation  
collection of manuals and directions, menus, and other authentic real life  
reading materials  
cultural realia (objects)  
flash cards with pictures  
flash cards  
games with words, pictures, objects  
jigsaw puzzles  
magazines  
manipulative board  
matching games  
math kits  
National Geographic pictures  
picture file  
road signs  
telephones  
world globe  
world and local maps

### **OTHER SUPPLIES**

art work supplies  
puppet making supplies  
tape recorders and blank tapes

### **MEDIA**

computer assisted instruction system (PLATO)  
computers and soft ware  
Language Master (headphones program)  
videos

## **V8A**

### **ONGOING SUPPORT CONTACT WITH VOLUNTEERS**

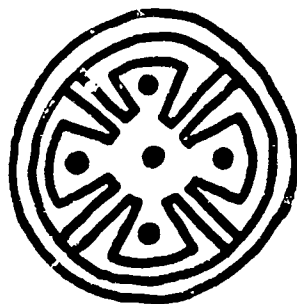
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- Chat with individual volunteer 5-10 minutes before each class
- Visit with groups of volunteers weekly
- Debrief with volunteers at the end of each Talk Time or classroom session
- Call volunteers every two weeks at home
- Send volunteer quarterly memo
- Have individual mail boxes for all tutors and evening office managers in which to place messages, lesson plan responses, thank you notes, reminders, newsletters, monthly calendars, gifts and candy
- Give each tutor written comments about her tutoring methods
- Contact in an informal way in the office and around the coffee pot
- Conduct quarterly observation visits to each volunteer / student pair
- Write comments on daily lesson chart written by tutors
- Hire on-site coordinator to be present during tutoring hours
- Visit each site regularly (at least once a week)
- Meet with Talk Time volunteers before each session
- Develop a small file box with cards for all volunteers to split into sections; each week, contact all the tutors in one section, writing comments after each call then place the card in the back of the box
- Call each volunteer every month
- Conduct in-home site visits the first two months
- Fill out In-Home Tutor On-Site Assessment Form:
  - discuss strengths, changes, comments and recommendations
- Call each tutor monthly to collect and record information on what they're working on , what materials are used, field trips taken, outcome sheet information, and problems in the situation or site, successes and support needs
- Recruit Umbrella Head volunteers (experienced tutors) to make regular contact with ten newly-placed tutors
- Use Tutor Check-in Form to outline phone conversation
- Have Area Coordinator volunteers call all tutors monthly
- Send newsletter monthly along with letter
- Read monthly reports from tutors; respond to questions
- Make contact with all new tutors after one month
- Send newsletter which gives hints, calendar, etc.
- Recruit Tutor Mentor from each group of trainees at end of workshops to be responsible for maintaining some level of contact among group
- Arrange for New Match Coordinator to contact tutors for 6 weeks
- Give tutors information on training opportunities, new books, computer information, etc.

## V8A

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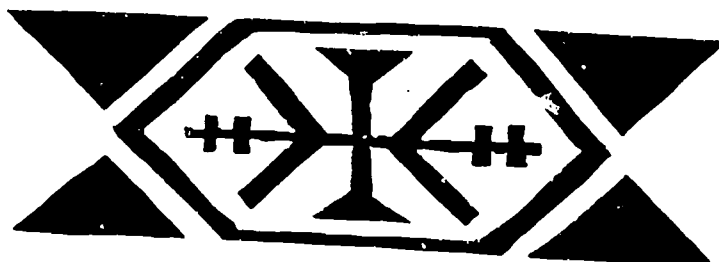
- Review files and makes notes to tutors in them every other week
- Display useful information on program bulletin board
- Talk with tutors when calling to collect quarterly hours
- Follow up with new tutors in 1-2 weeks
- Recruit and train mentor volunteers to assist and support new and in-home tutors
- Contact volunteers during "quiet times" like Holiday vacations
- Conduct 3-month reviews
- Distribute feedback questionnaires to tutors
- Write letter (quarterly and/ or "special") to volunteers
- Post program information at community college
- Provide tutor follow-up sheets in newsletter
- Maintain follow-up spreadsheets on computer
- Train work study students and college interns for regular contact with volunteers
- Train other volunteer for regular contact with volunteers



## V8B

# GROUP INTERACTION OPPORTUNITIES FOR VOLUNTEERS

- Adopt A Street: the program officially "adopted" a neighborhood street so groups of staff, tutors and students periodically gather to clean the streets
- annual meeting/general membership meeting
- annual conference
- Bosnovian Potluck
- fiesta
- Holiday Party and Western Night with a bar-b-que and square dancing
- in-service workshops
- Literacy in Stages performances at a local theater
- Meet and Eat gatherings in restaurants
- Meet 'N Eat social potluck events
- monthly field trips
- open house with refreshments, door prizes, and gifts
- open time to talk with staff about students, materials, etc.
- parties
- picnics
- pot lucks
- recognition events
- spelling bee
- student / tutor parties
- Sunday Afternoon Teas: in-service social events
- Washington Reads
- weekly meeting for breakfast or brown bag lunch

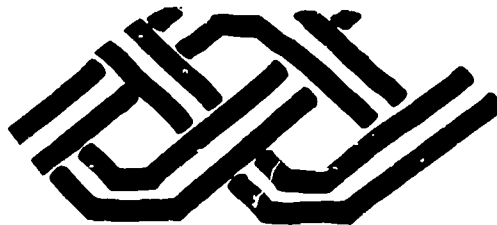


# **V8C**

## **METHODS OF RECORDING VOLUNTEER SUPPORT CONTACT**

### **WITH SAMPLES**

- Keep card on file for each tutor; take notes after each call
- Collect information from tutor by phone about student outcomes and record on program copy of student out-come forms
- Write details of all contacts with tutors on a tutor service narrative form kept in the tutor's file
- Keep the in-home on-site assessment form in tutor's file
- Write reports after coordinator's observation visit of each student
- Collect volunteer time sheet
- Have Umbrella Head during phone contact complete monthly Tutor Check-In form which gives information about tutor needs and activities as well as student's progress
- Record information on tutor logs
- Maintain individual follow-up sheets
- Maintain summary information on computer spreadsheet
- Keep copies of letters sent
- Maintain comment logs / telephone logs



## **V9A**

# **VOLUNTEER EVALUATION ACTIVITIES**

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Coordinator visits the in-home tutor for an on-site monitoring visit; after observing the session, the coordinator fills in an In-Home / On-Site Assessment Form then shares this information with the tutor.

Students asked to provide detailed input on the performance of their tutors.

During interviews by bilingual staff with students, questions are asked about the tutor as well as the tutoring.

Tutor fills out Self-Evaluation Form- signed by student.

Coordinator examines tutor files, ongoing log (time, events, etc.).

Coordinator makes notations in tutor's file.

Tutors write in journals for reflection and self-evaluation.

Coordinator talks to tutor and documents discussion in writing.

Community and technical college teachers provide oversight and observation to formally assess Work Study tutors.

Coordinator gathers feedback through timesheet reports then calls the tutor if there's a problem and records the date and comments on the situation.

Coordinator observes tutoring sessions and consults with tutor afterwards.

Student performance used as partial indicator of tutor effectiveness.

Staff members read and write comments on all tutors' monthly lesson summary forms.

