

Module

2

WASHINGTON READING CORPS

Office of Superintendent of Public Instruction



Creating a Volunteer Reading

WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Creating a Volunteer Reading Tutor Program

Beth Kelly, VISTA Sustainability Coordinator
Washington Reading Corps • Office of Superintendent of Public Instruction
Old Capitol Building • PO Box 47200
Olympia, WA 98504-7200
Phone: 360.725.6058 • Fax: 360. 725.6047
<http://www.k12.wa.us/curriculum/instruct/reading/readingcorps/>

The Washington Reading Corps Toolkit

Module 1: Volunteer Reading Tutor Training Handbook:
A Sample Guide for Schools
Module 2: Creating a Volunteer Reading Tutor Program
Module 3: A Guide to Community Partnerships and the Media
Module 4: A Guide to Family Literacy and Involvement
Module 5: Volunteer Recruitment and Management
Module 6: Peer and Cross-Age Tutoring

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Introduction

This module has been designed to use as a tool for schools interested in developing a volunteer-based tutoring program. It contains key preliminary steps, tools, and resources as well as ideas for on-going school and community support, which are necessary for building a sustainable tutoring program. The following materials provide schools with resources to assist them in establishing a volunteer tutoring program.

The module has been developed using models and examples from Washington Reading Corps (WRC) schools. WRC schools develop their own reading tutoring programs using volunteer reading tutors in grades K-6. Much of the material in this module can be modified to develop and support general tutoring programs across all grades.

Key:

 **New Section:** New topic in a chapter

 **Subsection:** A sample or another element of the topic that provides additional specific information

 **Formats and Strategies:** Offers information on sample formats and strategies to aid in the development of a tutoring program



Preliminary Program Development

This chapter provides information needed in order to initially develop a volunteer-based tutoring program, including:

- Planning Committee
- Goals and Objectives
- Identification of Staff Roles

Planning Committee

In order to create a volunteer-based tutoring program, successful schools have the following:

- A **leader** to help oversee development and help guide the program. This person serves as a program coordinator or director.
- A **core planning committee** of people who share a common vision and purpose for the program. This planning committee should be representative of a diverse cross-section of stakeholders such as parents, teachers, school administration, community partners, and possibly students.
- **Goals and objectives**; knowledge about what **resources** are available and what resources are needed to start the program.

Identifying Stakeholders

Stakeholders are individuals and/or organizations that tutoring programs and or schools serve or those who have an interest in the mission of the tutoring program. They influence or are influenced by the outcome of the partnership. Working with stakeholders helps create sustainability for your program. It can also help generate interest, participation, and resources. Below are 3 easy steps for identifying stakeholders:

- 1) Answer several key questions:

SAMPLE QUESTIONS TO HELP IDENTIFY STAKEHOLDERS

- Who is already involved or interested in our work?
- Who will we serve?

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- Who are local experts?
- What role do we want stakeholders to play in creating the program?
- Maintaining the program? Providing feedback?
- Who would be interested in being part of managing planning committee?

Adapted from NWREL LEARN'S: *Day One in the Life of a Program Coordinator*, retrieved from <http://nwrel.org/learns/resources/startup/dayone.html#assess>

- 2) Create a list of possible stakeholders to contact.
- 3) Make initial contact by phone, mail, and/or a personal visit.

Program Goals and Objectives

At this time, the planning committee should define the scope of the tutoring program within the existing school structures. Together, the program coordinator and the planning committee will develop an overall vision and plan for the program. Steps for defining the program may include:

- 1) Outline your volunteer-based tutoring program’s goals and objectives. Clarify short- and long term goals. See *Tool 1: Sample Visioning Worksheet* and *Tool 2: Sample Goal Setting Worksheet* in the Appendix.
- 2) Create action steps to accomplish those goals.
- 3) Determine how to assess achievement.

📁 CREATING A PROJECT VISION
<p><i>A vision:</i></p> <ul style="list-style-type: none"> ▪ Tells what, not how (i.e., what will the outcome be?) ▪ Is a snapshot of the desired future ▪ Embodies a person’s or a group’s ideal for the future ▪ Comes from the heart not the head ▪ Needs to be compelling in order to obtain buy-in from stakeholders ▪ Is positive phrased

📁 SAMPLE QUESTIONS TO HELP DEFINE YOUR TUTORING PROGRAM
<ul style="list-style-type: none"> ▪  What is your vision for the tutoring program at your school at the beginning of next year? ▪  What is your individual role in making the vision a reality? ▪  What grades or populations will your program serve? ▪  What is the focus of the tutoring program? ▪  When will tutoring happen? Frequency? ▪  Where will tutoring take place? ▪  How will sessions be structured? ▪  How will students be referred to the program? ▪  How will tutors be selected?

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- What training will be offered and who will train tutors? Ongoing training?
- Who will observe and supervise tutors directly?
- How will teachers, parents, and tutors communicate with each other?
- What are the expected outcomes of the program? (Expected outcomes should be realistic and measurable.)
- How will you assess the program? How often?

Adapted from NWREL LEARN'S: *Day in the Life of a Program Coordinator*, retrieved from <http://nwrel.org/learns/resources/startup/dayone.html#assess>

 **Identification of Staff Roles**

After the planning committee has identified the goals and general needs of the program, they should determine the various roles that are necessary to support the program. Use *Tool 3: Identifying Positions Worksheet* to brainstorm with your planning committee about what positions are needed to meet the program's needs. It may help to identify which roles are essential and which are desirable. Then, work to find qualified interested candidates.

 **SAMPLE STAFF AND VOLUNTEER ROLES**

- Program coordinator or manager
- Site supervisor to work with program coordinator, tutors, and teachers
- Reading specialist or consultant
- Tutor-training coordinator
- Trainers
- Project evaluator
- Support staff
- Tutor (volunteer or paid)

Adapted from NWREL: *How to Spend \$50,000* retrieved from http://www.nwrel.org/ecc/steccr/how_to_spend.html

 **Position Descriptions**

Once the necessary roles are determined, the planning committee should write a position description. This brief description clarifies the role by providing a clear understanding of the expectations and skills required. For an example, see *Tool 4: Sample Position Descriptions*. Each description should explain or provide the following:

- Importance of the role
- Time expectations
- A comprehensive picture of the purpose
- Requirements
- Time commitments that should be expected.

Chapter
2

Acquiring Resources

This chapter provides information on how to determine and acquire needed resources, including:

- Needs Assessment
- Resources for Funding
- Volunteers
- Community Partnerships

Needs Assessment

After the core planning committee has developed an initial concept and vision of the tutoring program's goals and objectives, a more detailed needs assessment should follow. Examine which resources are needed and which are currently available within the school. For more information on assessment and planning, see *Tool 5: Action Planning*. Common areas in which to assess needs include:

- Human
- Physical
- Time
- Financial resources

Adapted from Gaustad, J. (1992). *Tutoring for at-risk students*. Eugene, OR: Oregon School Study Council.

Budget

Each tutoring program should prioritize its needs and its use of funds based on available and potential sources of funds. The following are some examples of key areas of expenditures. See *Tool 6: Budget Planning Worksheet* in the Appendix for help in identifying a program's budget.

Adapted from NWREL: *How to Spend \$50,000* retrieved from http://www.nwrel.org/ecc/steccr/how_to_spend.html

 KEY AREAS OF EXPENDITURES
<ul style="list-style-type: none">▪ Program marketing and recruitment▪ Staff▪ Training and its materials▪ Tutoring session resources▪ Volunteer recognition▪ Assessment▪ Other operating and miscellaneous expenses

Resources for Funding

In addition to existing school building funds, funding to support the tutoring program may come from a variety of sources. To find grant information, look at listservs, local resources, alumni and community organizations, faith centers, public libraries, and the internet for grant announcements and funding opportunities. For additional information, see the *Glossary of Funding Terminology* on pages 38 and 39. Possible resources include:

-  Individual donors
-  Local businesses
-  Local or national nonprofit or regional organizations
-  Local, state, or regional foundations
-  National arts and humanities associations
-  Other federal funding agencies
-  Public libraries
-  State and local humanities councils.

Identifying local resources for your literacy program. (2002, March). Retrieved June 11, 2003 from <http://www.nwrel.org/learns/resources/r&progsup/IDLlocalResources/funding.html>

Donations

Donations may come in many forms. An organization or individual may wish to contribute monetarily or they may wish to provide in-kind donations. When searching for potential contributors,

-  Target local business and/or organizations for donations and/or sponsorship.
-  Explain what the program has to offer in return. For example, the buy-in for a local business to sponsor a book drive or provide raffle prizes could include support for a local cause, free advertisement, and tax-deductible donations.
-  Acknowledge a business's assistance. For example, send thank-you cards from tutors and students, print book plates with the business name, or write an article in the newsletter
-  See *Tool 7: Sample Fundraising Letter*.

Adapted from *Program start-up*. (2003, January). Retrieved June 12, 2003 from <http://nwrel.org/learns/resources/startup/inexpensive.html>

Grants

There are different types of grants available. They can come from Federal, State, or private sources. Listed below are six basic principles that are applicable to most grant applications. Be sure to read the guidelines for the grant that you select. For additional information see the National Associations of Elementary School Principals' Grant Info-Link website (<http://www.naesp.org/grntinfo.htm>).

1) Define Your Project

-  Clarify the volunteer-based tutoring program's purpose and write a mission statement. Defining the scope of work, can aid in focusing your funding scope.

-  Establish your broad project goals and specific objectives. These should be realistic and tangible. Define your strategy for accomplishing these goals.

2) Identify Funding Sources

- Possible resources for funding searches include: a foundation directory, internet databases, public libraries, and periodicals. Avoid limiting your search to just one source.
- Try to find a potential funder whose grant guidelines best match your tutoring program's needs.
- Make contact with funders, verify the grant is still available, and check timeline.
- Request proposal guidelines and the range of grant award amounts.
- Decide whether the grant is appropriate for your tutoring program.

3) Contact Funders

- Contact the funder before and during the proposal writing process to establish communication and show interest. Some funders will also offer technical assistance with the grant application.
- Find out how proposals are reviewed, how the selections are made, funding schedule, and if there are any budgetary requirements.

4) Acquire Proposal Guidelines

- Guidelines generally provide information on the following:
 -  Submission requirements and deadlines, eligibility, proposal format, review and selection timeframe, budgets, award levels, evaluation process and criteria, and or contact information
- Read directions thoroughly and ask for clarification if needed.
- Organize your tutoring program's records. Keep this information updated to be used in this and in future grant applications.

5) Know the Time Frame and Contact Information

- Allow yourself enough time to complete the proposal.
- Be aware of the submission deadline and submit your proposal on or before the deadline.
- Verify the funder's policy on late submissions and exceptions.
- Find out how the funder will alert you regarding the status of your proposal. This information should be added in your timeline.
- Identify someone to contact if you have questions about writing the proposal or its process.

6) Writing the Proposal

- Structure, attention to detail, persuasive writing, and a reasonable budget are essential in writing grant proposals.
- Since each grant is different, be sure to read the guidelines for specifications about required information and how it should be arranged.

The following are examples of standard proposal components are: the narrative, budget, appendix of support material, and authorized signature. Some proposals may require abstracts or summaries, an explanation of budget items, and certifications.

1. Narratives

Be sure that your tutoring program’s goals align with the purpose, and goals of the funding source. It is a critical aspect of any proposal narrative because it determines how compelling reviewers will perceive your proposal to be.

-  Statement of need - purpose, goals, measurable objectives, and a compelling, logical reason why the proposal should be supported. Background provides perspective and is often a welcome component.
-  Approach - method and process of accomplishing goals and objectives, description of intended scope of work with expected outcomes, outline of activities, description of personnel functions with names of key staff and consultants, if possible.
-  Method of evaluation - some require very technical measurements of results. Inquire about expectations.
-  Project timeline - paints a picture of project flow that includes start and end dates, schedule of activities, and projected outcomes. Should be detailed enough to include staff selection and start dates.
-  Credentials - information about the applicant that certifies ability to successfully undertake the proposed effort. Typically includes institutional or individual track record and resumes.

↳ TIPS ON WRITING THE NARRATIVE
<p><i>Narratives typically must satisfy the following questions:</i></p> <ul style="list-style-type: none"> ▪  What do we want? ▪  What concern will be addressed and why? ▪  Who will benefit and how? ▪  What specific objectives can be accomplished and how? ▪  How will the results be measured? ▪  How does this funding request relate to the funders purpose, objectives, and priorities? ▪  Who are we and how do we qualify to meet this need?

2. Budget

Budgets are cost projections. They show how projects will be implemented and managed and reflect well-planned projects. Many funders provide mandatory budget forms that must be submitted with the proposal.

 FACTORS USED TO ASSESS BUDGETS
<ul style="list-style-type: none"> ▪ Can the program be accomplished with this budget? ▪ Are costs reasonable? ▪ Is the budget consistent with proposed activities? ▪ Is there sufficient budget detail and explanation?

3. Supporting Materials

Supporting materials are often arranged in an appendix. These materials provide additional information about your program. Since policies about the inclusion of supporting materials vary from grant to grant, find out if supporting materials are desired or even allowed. Be prepared to invest the time to collect resources if needed.

4. Authorized Signatures

Authorized signatures are required. Proposals may be rejected for lack of an authorized signature.

5. Specifications

Adapt proposal writing to the specifications found in the guidelines. For example, include only the number of pages allowed and follow the required format.

6. Submission Checklist

- a. Is the proposal neat? Complete? On time? Is the required number of copies included and signed?
- b. Is the proposal addressed as directed in the guidelines?
- c. Is all of the required documentation included?

7. Follow-up

Contact the funders about the status, evaluation, and outcome of your proposal. It is important to request feedback about a proposal's strengths and weaknesses (although this information is sometimes unavailable, especially with a large volume of submissions).

Adapted from the National Associations of Elementary School Principals' Grant Info-Link, retrieved from <http://www.naesp.org/grntinfo.htm>

 **Volunteers**

For more detailed information see the Module 5: Volunteer Recruitment and Maintenance.

 **Recruitment**

The planning committee should identify sources of possible volunteers who are likely to be interested in tutoring who meet the specified requirements and/or qualifications for sup-

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porting the tutoring program. The committee should determine what possible tools will aid in volunteer recruitment. The following are potential sources of and tools for recruiting volunteers:

 SAMPLE SOURCES FOR RECRUITMENT
<ul style="list-style-type: none">▪ High school or college students▪ Service organizations▪ Religious communities▪ Community centers▪ Retirement homes▪ Local businesses

 SAMPLE TOOLS FOR RECRUITMENT
<ul style="list-style-type: none">▪ Flyers and posters▪ Word of mouth▪ Newsletters▪ Media, local newspapers, press releases▪ Public service announcements

 **Interviewing Volunteers**

Prospective volunteers should complete an application and be interviewed before starting to tutor or work. This opportunity allows the program manager to discover a potential volunteer’s interests, experience, and level of commitment. This information can aid in appropriately matching tutors to students, as well as finding volunteers to best support the needs of the tutoring program

 SAMPLE INTERVIEW TOPICS
<ul style="list-style-type: none">▪ Time commitments and other position requirements▪ Orientation and training information▪ Schedule▪ Past experience and qualifications

 **Background Check**

Prospective volunteers should be subjected to a screening before beginning work with students. The screening may include a reference check as well as a criminal history and background check. In the State of Washington, a school may choose to use WATCH, a part of the Washington State Patrol Identification and Criminal History Section, which is the official internet website that provides criminal history conviction records for the state. For more information, schools should consult with their school district central office and go to: <https://watch.wsp.wa.gov/>

 **Volunteer Tutor Training**

Volunteer training should begin with an orientation to the school or tutoring program site. At this initial meeting, the site supervisor, volunteer coordinator or trainer should explain:

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- Volunteer rights
- Responsibilities
- Key position duties and expectations
- School-specific information such as procedures, policies, and contact information.

Then, preliminary training should include information on such areas as:

- Tutoring session set-up and content
- How children learn to read
- Reading strategies

Programs should also provide on-going training and support for volunteer tutors. For more detailed information, see *Module 1: Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools*.

Adapted from *Elements of Successful Volunteer Tutoring Programs*, retrieved from Seattle School District Volunteer Services 2002. And from Fountas, I.C. & Pinnell, G.S. (1997). *Coordinator's guide to help America read: A handbook for volunteers*.

Community Partnerships

Partners are stakeholders that influence or are influenced by the outcome of the partnership. They are able to help reach outcomes due to position, relationships, knowledge, or skills. Success depends on involving a good mix of people and/organizations in the partnership to put together and implement the plan. For more detailed information see the *Module 3: A Guide to Community Partnerships and the Media*.

Adapted from *Networking, partnerships, and collaboration workbook*. (n.d.). AmeriCorps*VISTA Early Service Training Tool Time.

Finding Potential Partners

There are three main sources of partnerships for a tutoring program. They are the school, families, and the communities. Partners contribute differently to the program based on their resources, experiences, and levels of commitment. For more information see *Tool 8: Partnerships and Benefits* and *Tool 9: Sample Partnership Letter*.

SUCCESS FACTORS IN PARTNERSHIPS

- Respect and trust
- Cross-section of members
- Skilled and neutral convener
- Sufficient funds
- Open and frequent communication
- Seen as in self-interest
- Flexibility
- Shared vision
- Concrete and attainable goals
- Informal and formal communication
- Multiple layers of decision making
- Share stake in process and outcome

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- History of collaboration in community
- Unique purpose
- Adaptability
- Ability to compromise
- Favorable political and social climate
- Group seen as leader in community
- Clear roles and policies

From the work of Mattessich, P., Monsey, B. 1992. *Collaboration: What makes it work-A review of research literature on factors influencing successful collaboration*. St. Paul, MN: Amherst H. Wilder Foundation.

 **Partnership Agreement**

Frequently, partnerships with volunteer programs or schools are guided by a *partnership agreement*. This document should be created jointly by the managing planning committee and the program's partners. It articulates what the volunteer program expects to accomplish over the long term and how the partners plan to work with the school to advance their work in these key areas. The agreement also includes a set of one-year objectives with measurable outcomes and clearly defined roles and strategies detailing how the volunteer program and the partners will work together.

Adapted from *Partners in School Innovation (2003)*. Retrieved June 16, 2003 from <http://www.partnersinschools.org/index.html>

Program Evaluation and On-Going Improvement

This chapter provides information on program evaluation and improvement, including:

- Communication
- Ongoing Training and Support
- Volunteer Retention and Appreciation
- Evaluation Tools



Communication

Effective communication is essential for the success of a volunteer tutoring program. Communication between volunteers, teachers, and program coordinators:

- Provides a supportive learning environment and increases the level of the amount of personalization a tutoring session can offer for each student.
- Aids in volunteer retention and prevent some problems from occurring.
- Creates opportunities for volunteers to offer feedback and suggestions. The following are examples of different methods of communication.

SAMPLE METHODS OF COMMUNICATION

- A notice board in a lounge or office,
- A simple one-page newsletter with current information to announce events, and provide recognition,
- An orientation session for volunteers and staff,
- A telephone tree,
- An email or listserv,
- A meeting with staff and volunteers,
- A mailbox in office or lounge,
- A log or communication notebook,
- Surveys or feedback forms

Adapted from Fountas, I.C. & Pinnell, G.S. (1997). *Coordinator's guide to help America read: A handbook for volunteers.*

Volunteer Retention and Appreciation

Ongoing communication, recognition and appreciation are vital to volunteer retention in a program. Generally, volunteers want and need both formal and informal recognition. As a result, their level of productivity, motivation, and commitment increases.

SAMPLE WAYS TO SHOW APPRECIATION

- Have a recognition event
- Write thank-you or personal notes
- Award certificates
- Have a special treat like flowers or balloons
- Offer compliments-be specific
- Thank volunteers

Evaluation Tools

Establish a plan for evaluating the program’s achievement. These accomplishments should be measured against the planning committee’s original objectives. The evaluation tools used should align with the program goals and examine information from all of your partners including, volunteers, teachers and other staff, students, parents, and community partners. Whatever tool used, it is important to use it over a significant amount of time to guarantee reliability. To improve the already existing program use *Tool 10: Program Evaluation*. There are many different methods to collect data. Each has their own characteristics, advantages, and constraints. The method you chose should be based on what aspect of your program you are evaluating, on your program’s resources, and on who is responding. Ideas for different evaluation tools include:

SAMPLE EVALUATION TOPICS

- Tutor training
- Reading level, comprehension or fluency
- Family literacy event
- Volunteer appreciation
- Volunteer recruitment

SAMPLE EVALUATION TOOLS

-  Comparisons with a control group
-  Self-evaluations
-  Pre- and post tests, interviews, or surveys for volunteers or students
-  Demonstration sessions or role playing for tutors
-  Evaluation questionnaires or surveys
-  Rubrics
-  Logs or journals
-  Interviews
-  Reflection activities
-  Informal questions, feedback, and discussion
-  Academic assessments
-  Measurements of social gains

Adapted from Miller et al., 1993; Gaustad, 1992; Topping 1988. *Elements of successful volunteer tutoring programs*. (2002). Retrieved from Seattle School District Volunteer Services.

Performance measurement toolkit: (n.d.). Retrieved on June 24, 2003 from <http://www.projectstar.org/star/special.htm>

Creating an Evaluation Tool

Deciding how evaluation will fit into a tutoring program should be part of the initial planning process. For more information see *Tool 11: Sample Evaluation Tools*. The following steps can guide training evaluation design:

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-  Agree on what your program hopes to learn from the evaluation and why.
-  Review program objectives and desired training outcomes.
-  Distinguish outcome-focused evaluation (were objectives met and outcomes achieved?) and quality assessment (were participants pleased with training design and delivery?).
-  Consider the kinds of feedback you will need in order to determine whether certain aspects of your tutoring program such as training approaches or content need immediate revision.
-  Consider methods that might be used to evaluate the long-term impact and value of your program.
-  Create a plan for reviewing and aggregating evaluation results, identifying situations requiring discussion or action, and sharing this information with trainers and other staff to improve future sessions.

This tool is based on material from DeSantis, D., Douglas, R., Henry, N., Martin, N., & Melo, R. (2001, summer). *The verdict is in: Trained tutors=increased student learning*. Retrieved June 24, 3003 from <http://www.nwrel.org/learns/tutor/sum2001/sum2001.pdf>

 **Evaluation Tool Development Checklist**

Consider the following items when you *develop* your evaluation tool:

1. **Instrument title**
 - ✓ Use clear and concise words.
 - ✓ State the program name and type of service.
 - ✓ Indicate the evaluation method and content.
2. **Introductory statement**
 - ✓ Include information about the purpose of the evaluation.
 - ✓ Include information on how the information will be used.
 - ✓ Include information on confidentiality, if offered.
3. **Demographics**
 - ✓  Include questions that ask respondents for relevant information about themselves and their background, such as age and grade.
 - ✓  If appropriate, identify the length of the respondent participation in the program.
4. **Directions**
 - ✓ Include general directions on how to complete the evaluation including where, when, and how to return it when completed.
 - ✓ Include specific directions on how to complete each section.
5. **Questions**
 - ✓  Use language appropriate for respondent; do not use biased words or jargon.
 - ✓ Ask one thing per question.
 - ✓ Allow enough space for responses and comments.
 - ✓ Keep question/answer options on the same page
 - ✓ Limit questions to cover only needed information.
6. **Format**
 - ✓ Use icons or graphics for easy identification.
 - ✓ Use a legible font such as Arial.

- ✓ Allow enough space between questions.
- ✓ Keep the evaluation tool easy to read.
- ✓ Indicate the date of evaluation.
- ✓ Indicate whether it is a pre-, post-, or ongoing evaluation.
- ✓ In the header or footer, include the name of the program that developed the tool, a computer file location if applicable, and the date of the version.

This tool is based on material from http://www.projectstar.org/star/Instrument_Dev/Instrumentchecklist.pdf

Ongoing Training and Support

Training and preparation will help volunteer tutors feel and be successful. It is important for tutoring programs to continue to provide additional resources, training, and support for volunteer tutors after the initial orientation and training session. This added on-going training facilitates the most helpful tutoring sessions possible. For more detailed information, resources, and examples of ongoing training and support, see *Module 1: The Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools* and *Tool 12: Sustainability Practices*.

ONGOING SUSTAINABILITY PRACTICES

Since every school and community is unique, it is difficult to write a formula for sustainability that will work for universally. The following are a few possible practices that can help give your tutoring program sustainability.

- Develop a timeline of sustainability planning and activities. Project what it might look like the year after you leave.
- Communicate your vision in all that you do. This will outlast many of the tasks and keep the project on target.
- Write a volunteer training manual and teach others how to use it
- Develop volunteers that train volunteers.
- Teach other how to use your guide.
- Build on existing partnerships to sustain activities for your program.
- Add new partners to assist in communication activities, training, grant writing.
- Cultivate media relations that will last beyond your relationship building.
- Set others in the community up for success so they will carry on project activities.
- Work on telling your project story for next year's volunteers, school staff, etc., who will take over each aspect of your program.
- Build a base of support from the beginning with existing school staff and leadership. Clearly communicate the need which the tutor program fills within the school.

Appendix

Contains additional resources to assist in the development a volunteer-based tutoring program.

 **Tool 1: Visioning Worksheet**

Our vision for _____ (program name) over the next _____ years.

Date: _____

Participants

Vision Statement

Challenges (Prioritize)

Needs

Assets

Strategies for Meeting Challenges

This tool is based on material from *Beyond the Bell: A Toolkit for Effective after School Programs*. (Online). Available: <http://www.ncrel.org/after/bellkit.htm>

 **Tool 2: Goal Setting Worksheet**

Directions

This worksheet can be used to record short- and long-term goals. First, write down your vision statement. Next, brainstorm with your planning committee about in which areas you would like to set your goals. Record the areas in the first column. Next, in the middle column, record the specific that corresponds to that area. Finally, record a timeframe by which each goal can be accomplished.

Vision Statement

Goal Area	Specific Goals or Objectives	Timeframe or Target Date

This tool is based on material from *Beyond the Bell: A Toolkit for Effective After School Programs*. (Online). Available: <http://www.ncrel.org/after/bellkit.htm>

 **Tool 3: Identifying Positions Worksheet**

Directions

Use this worksheet to help identify which positions are needed in your program and to help determine where to find qualified candidates. First, brainstorm with your planning committee about what positions are needed for the various areas of your program. Identify needed volunteer and staff positions and develop job descriptions for each. Make a list of potential sources for candidates. Record the information below.

Position	Position Duties, Requirements, and Benefits	Skills and Experience Needed	Possible Sources for Candidates

 **Tool 4: Sample Position Descriptions**

↳ BASIC FORMAT
<ul style="list-style-type: none"> ▪ Title ▪ Objective/Goal ▪ Duties ▪ Qualifications ▪ Benefits ▪ Training ▪ Additional information

NOTE: POSITION DESCRIPTIONS SHOULD BE:
<ul style="list-style-type: none"> ▪ Be clear and concise regarding expectations and duties ▪ Specify time expectations and frequency of session

Position Title: WRC Volunteer Reading Tutor

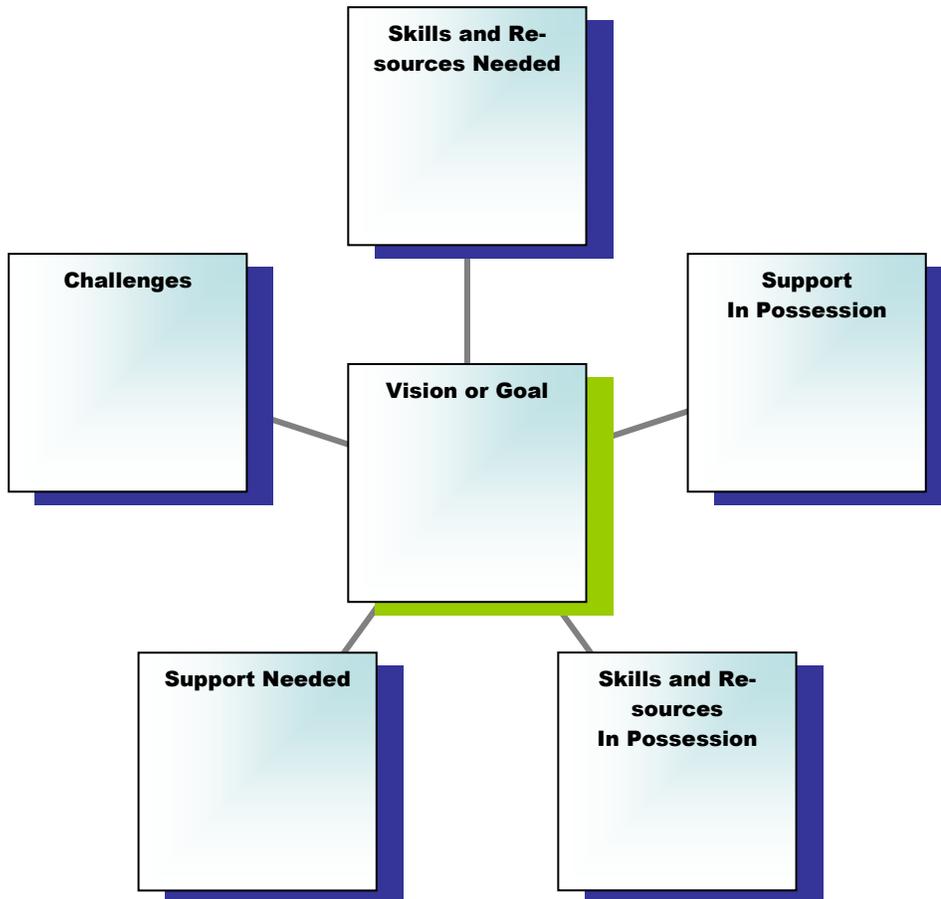
Accountable to:	Site Supervisor, VISTA/volunteer coordinator, or Principal
Objective:	To work with students for a minimum of one hour per week. To help motivate and guide students, challenging them to increase their learning skills and academic success.
Duties:	<p>Commit to a regular and consistent schedule of the length of the tutoring session.</p> <p>Assist individual students or small groups with academic needs.</p> <p>Be a role model. Help motivate students to improve study skills, self-esteem, and goal attainment.</p> <p>Communicate with teachers and Volunteer Coordinator regarding student needs, progress, and tutoring strategies.</p> <p>Maintain tutoring log describing session and student progress</p>
Qualifications:	<p>Reliable, patient, and flexible</p> <p>Have a desire to motivate students to learn</p> <p>Basic knowledge of reading, writing, and math skills</p> <p>Effective communication skills</p> <p>Complete a WA State patrol background check</p> <p>Ability to maintain confidentiality</p>
Benefits:	<p>The personal satisfaction of helping students</p> <p>Gain valuable work experience</p> <p>Make a positive contribution to your community</p>
Training:	Orientation and tutor training is provided
Additional Info:	For example: time commitment

 **Tool 4: continued**

Position Title:	Volunteer Coordinator	Position Description
Accountable to:	School Principal/ District Volunteer Services Manager	
Objective:	To oversee volunteer-based reading tutor program	
Duties:	Volunteer Recruitment and screening Volunteer Orientation and training Volunteer Placement/ Matching Volunteer Recognition Liaison between school staff/ volunteers/ community partners Program evaluation (qualitative and quantitative)	
Qualifications:	Computer literate Able to work flexible hours Can multitask Ability to communicate effectively with a diverse student / parent/ community population Effectively on the phone communication skills Professional presence Able to attend staff and cluster meetings	
Benefits:	The personal satisfaction of helping students Gain valuable work experience Make a positive contribution to your community	
Training:	Orientation and tutor training is provided	
Additional Info:	Individual must complete documentation required to comply with funding contract(s) Individual must compile and submit all district requested data (i.e. volunteer activity reports) Attend trainings as offered by district Volunteer Services Office	

Tool 5: Action Planning Worksheet

Directions



 **Tool 6: Budget Planning Worksheet**

Directions

This worksheet will help your planning committee think about the costs associated with operating your volunteer-based tutoring program. The first part of the worksheet provides a place to create an itemized list of expenses. There are sample common expenditures provided. Your planning committee should collaborate to determine the estimated costs and possible resources. The second portion lists potential funding sources. In the next column, your planning committee should estimate the contribution from those sources.

PART ONE

Item or Service	Estimated Cost	Potential Resource
<i>Planning and Development</i>		
Community needs assessment		
Staff time		
Printing/publicity		
Building space		
Recruitment and training		
Planning and Development Subtotal		
<i>Operation</i>		
Program materials		
Salaries (if applicable)		
Office supplies		
Tutoring supplies		
Transportation		
Utilities		
Telephone and fax machines		
Computer(s)		
Insurance		
Operational Subtotal		
TOTAL COSTS		

 **Tool 6:** continued

PART TWO

Potential Funding Sources	Estimated Contribution
Local government	
School district	
State grants	
Federal grants	
Foundations	
Parent/teacher organizations	
Local civic and service clubs	
Local business	
Other	
TOTAL REVENUE	

This tool is based on material from the U.S. Department of Education. (1997, July). Appendix B: Community learning center budget worksheet. *Keeping our schools open as community learning centers: Extending learning in a safe drug-free environment before and after school.* Washington, DC: Author. (Online). Available: www.ed.gov/pubs/LearnCeners/

Tool 7: Sample Fundraising Letter



TUTORING PROGRAM NAME

Date

Recipient's address

Dear Name,

This year as the new VISTA coordinating committee for the Washington Reading Corps at School's Name, we find there is already a strong bond of commitment between teaching staff and our volunteer tutors to promote literacy among our students. We have an incredible reading program, but we need the resources to enable us make improvements and be sustainable.

This year we need funding; therefore, we are requesting donations from outside sources to help support our reading program. The donations will only be used to enhance the reading program. The contribution would be used towards books and other tutoring supplies, incentives and rewards, after school programs, family literacy events, and volunteer appreciation.

The children are our future. Strong support from local businesses and/organizations show our children that they are important and that we care about their success. We encourage and greatly appreciate community support for our students and our program. We are thankful for any donation you are willing to make.

Enclosed is a brochure from the Governor's office about the Washington Reading Corps. The brochure tells about the reading program in place at our school.

Thank you for supporting the needs of our students. If you have any questions or concerns about our program or needs, please feel free to contact us.

Sincerely,

Enter your name

Job title

Contact information

Adapted from sample letters from WRC schools

 **Tool 8: Partnerships and Benefits**

Directions

Use this worksheet to help identify possible partnerships and contributions. First, brainstorm with your planning committee about who is a possible partner. Make a list of potential partners, what they can contribute to your program, and what you have to offer them. Record the information below. Some samples are provided below.

Possible partner	What does the partnership contribute to this partner?	What does the partner contribute to this partnership?
Mass media	<ul style="list-style-type: none"> ▪ Human interests stories ▪ Stories with wide-spread appeal and local interests. 	<ul style="list-style-type: none"> ▪ Coverage of community events ▪ Understanding of local information needs ▪ Ability to get information out quickly ▪ Reach potential funding sources ▪ Recruit volunteers
Retired persons	<ul style="list-style-type: none"> ▪ Opportunity for volunteerism ▪ Active role in community 	<ul style="list-style-type: none"> ▪ Time and talent for planning committee work ▪ Understanding local conditions ▪ Credibility in community

Adapted from *Networking, partnerships, and collaboration workbook*. (n.d.). AmeriCorps*VISTA Early Service Training Tool Time.

Tool 9: Sample Partnership Letter



Date

Potential Partner's Name

Job Title

Name of Organization/Business

Address

Dear Name,

Please consider our organization, Title of Tutoring Program, for a future partnership with the Potential Partner's Organization/Business. The mission and vision of our program is well respected and a wonderful gift to every community it serves. We have many needs that we would appreciate the opportunity to share our program with you at sometime.

Program background, philosophy, and/or accomplishments

Explain the benefits this organization would receive as a result of the partnership, such as:

As an event Partner, your company will be promoted throughout the conference as a supporter to hundreds of club board members and professionals. Your company's name will appear in program materials and will be displayed on signage you provide during the conference. Should you so choose, your company may even participate as an exhibitor during this conference. This is a perfect venue for your company to build awareness and goodwill among hundreds of leaders in the organization who will be attending from throughout the state.

We hope you will consider supporting us at this conference. Conference Partnerships enable our program to keep registration and other conference fees to a minimum – maximizing the number of board volunteers and professionals that are able to attend. It's going to be a great conference – so don't miss out on this exciting opportunity

Enclosed is information about our program and recent events. Please let me know if you have any questions or would like to come over and take a tour of our facility to determine the level of possible involvement. I can be reached at phone number or email address. For more information, our website can be found at program's website.

Thank you for your consideration,

Your Name

Job Title

Initials

Enclosure

Creating a Volunteer Reading Tutor Program

8. Structured tutoring sessions:

Sessions are broken down into chunks of time and tasks are outlined such as, 10 minutes reading, 15 minutes homework help, 10 minutes skill building.

1 2 3 4 5
Strongly Disagree Strongly Agree

9. Student goals:

Students work toward achieving academic goals during their tutoring session. Goals are based on teacher input/ assessments of students needs.

1 2 3 4 5
Strongly Disagree Strongly Agree

10. Tutoring resources:

Tutors have access to skill-building activities games, worksheets, or books to reinforce learning.

1 2 3 4 5
Strongly Disagree Strongly Agree

11. Student incentives:

System set up to motivate students to learn. When students achieve specific goals they are rewarded or recognized for their accomplishments.

1 2 3 4 5
Strongly Disagree Strongly Agree

12. Student progress log:

Tutors write down what was accomplished after tutoring sessions and other tutors, volunteer coordinators and teachers read student log.

1 2 3 4 5
Strongly Disagree Strongly Agree

13. Effective discipline policy:

Rules and consequences are clearly understood and followed by students and tutors. Students stay on task.

1 2 3 4 5
Strongly Disagree Strongly Agree

14. Communication with teachers:

System of communication is set up so that getting and giving information from teacher is easy.

1 2 3 4 5
Strongly Disagree Strongly Agree

15. On-going support:

Volunteer coordinators are available to de-brief and answer tutor questions after session, and check-in calls or emails are made.

1 2 3 4 5
Strongly Disagree Strongly Agree

16. On-going tutor training

Tool 11: Sample Evaluation Tools

Teacher Questionnaire

Purpose: During this school year, [tutee’s name] received tutoring through the [tutoring program name]. We would like to gauge the effectiveness of this tutoring on with respect to academic performance, interest in school, and completion of homework assignments. Your attention and comments are very much appreciated.

1. Did you know the student named above was receiving tutoring through the [program name]? ____Yes ____No

	What kind of improvement did you see?					
	N/A	No	Little	Mild	Significant	Extra-ordinary
2. What improvement, if any, did you notice in the student's motivation and enthusiasm for school?						
3. What improvement, if any, did you notice in the student's completion of homework assignments?						
4. What improvement, if any, did you notice in the student's attendance rate?						
5. What improvement, if any, did you notice in the student's academic skills?						
6. Have the student's grades improved since they began tutoring? If yes, by how much?						
7. What was the student's grade in your class?						

Please feel free to write additional comments about the effect of tutoring on the student:

This tool is based on material from: *Performance measurement toolkit*: (n.d.). Retrieved on June 24, 2003 from <http://www.projectstar.org/star/special.htm>

 **Tool 11: continued**

Sample Survey

Please complete the following and return it to the school office 3 p.m. this Friday.

Please rate the following regarding the success of the family literacy event that you attended:

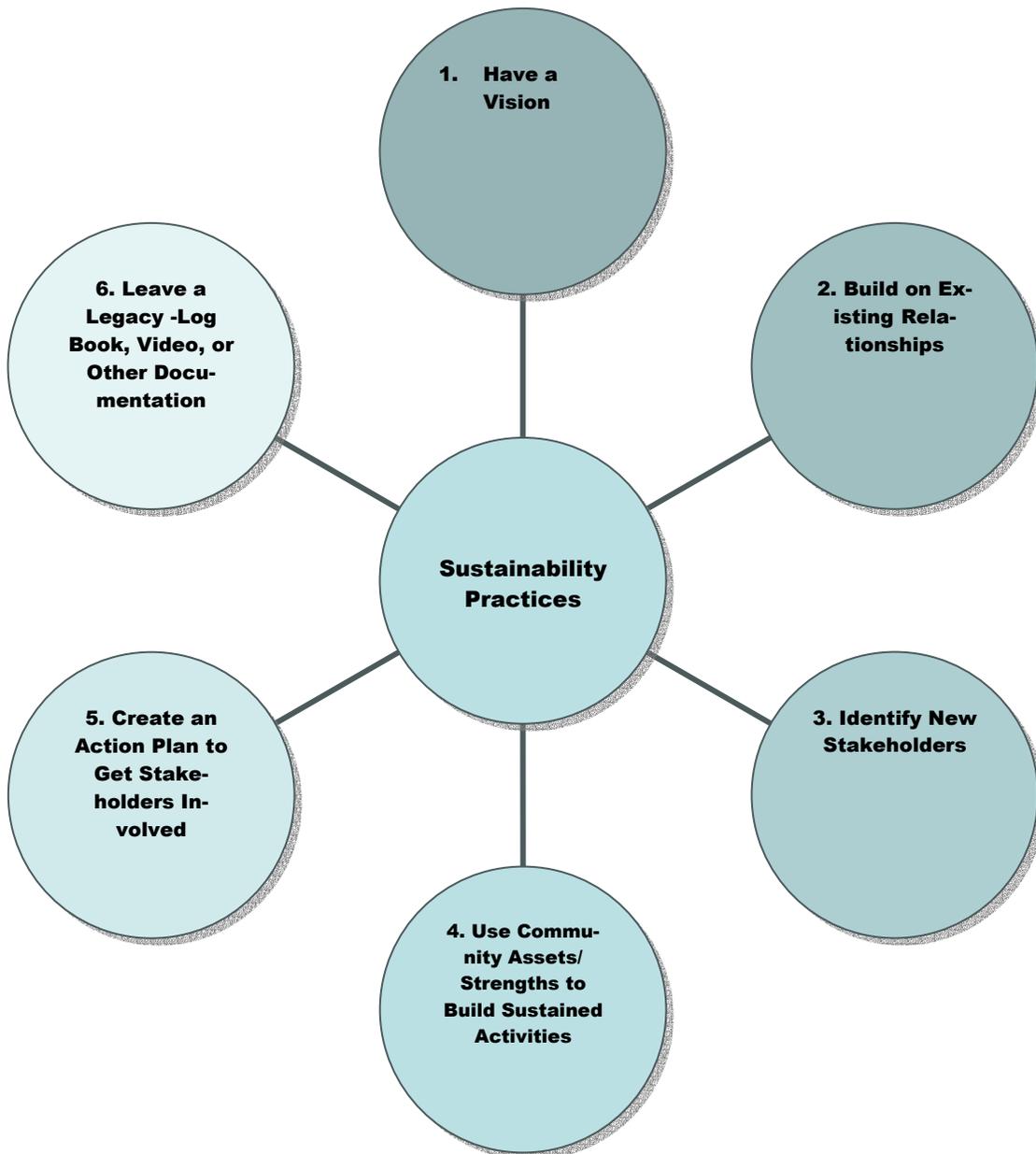
	Circle your response				
	Poor				Excellent
Organization of the family literacy event	1	2	3	4	5
Benefit to your child	1	2	3	4	5
Benefit to the families	1	2	3	4	5
How did you hear about this event?					

Please feel free to write additional comments in the space provided:

This tool is based on material from: *Performance measurement toolkit*: (n.d.). Retrieved on June 24, 2003 from <http://www.projectstar.org/star/special.htm>

Tool 12: Sustainability Practices

To consciously create sustainability in your tutoring program, you must methodically build on several simple practices. They include the following:



Glossary of Funding Terminology

bank trust department

Bank and other financial institutions manage trust funds that may be pre-designated for a specific purpose or charitable causes.

bequest

A gift made to a charity through a donor's will.

capital grant

Usually made to established organizations to meet future demands. Includes funding for land acquisition, building construction, and equipment purchase.

challenge/matching grant

Pledge of a specified sum is paid only if the nonprofit raises an equal or otherwise designated amount.

charitable gift annuity

Cash or securities given in exchange for a fixed amount of annual income and tax benefits.

charitable trust

Money or property given in trust to a charitable organization in return for tax benefits and a fixed dollar or percentage income for the donor's lifetime, or as otherwise specified. They can be short-term and are irrevocable for the term of the trust.

community foundation

Funded by gifts and bequests from many sources that want their contribution to benefit a particular city or region. Gifts

may be restricted to a special agency or field of service.

community organization

Civic, service, and religious organizations are good prospects for small grants. Most likely to be funded are programs that provide for a known community need.

company foundation

Funded by profit-making companies for the purpose of giving. Often responsive to grant requests from organizations who: serve employee needs; conduct research in company-related areas; and organize community projects located near company headquarters, plants, or branch offices. Typically give a large number of small grants.

conditional grant

Similar to a challenge grant, but the grantee must satisfy some condition other than matching funds.

corporation

Not all corporations have company foundations to channel their charitable giving. Even those that have foundations often reserve part of their gift dollars for direct allocation by the corporation.

earmarked grant

Made to a third party for use by a nonprofit just getting organized and that has applied for 501 (c) (3) tax exempt status. Allows the grantor to meet contribution requirements, and still help an organization it believes in.

endowment grant

Funds donated for investment will provide the nonprofit with regular income.

foundation

A nonprofit organization created for the purpose of establishing or maintaining

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charitable, educational, religious, social and other activities for the common good. Because foundations enjoy special tax privileges, they are required to donate at least five percent of the market value of their assets to charitable causes.

funding crises grant

A number of grants to assist nonprofits experiencing unexpected or temporary financial problems, including: cash reserve, debt reduction, and emergency grants.

general support/unrestricted grant

The most liberal of grants where the funds may be used for a broad range of organizational needs, including general operating-usually at the recipient's discretion.

government funding

The government offers small to large grants at local, state and federal levels.

independent/family foundation

Usually funded or endowed by a single source, such as an individual or family. Sometimes limits support to special purposes, such as the founder's designated cause or charity.

life estate contract

Real estate donated in return for tax advantages and the lifetime use of the property by the donor.

life insurance

A nonprofit can be assigned annual policy dividends, annuity payments, maturing endowments, and cash surrenders.

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