

## Senior Corps Work Plan SAMPLE

<b>Work Plan Name:</b> ESL – Sample 1 (FGP)	<b>Work Plan ID:</b> AZC06033
<b>Issue Area:</b> Education	<b>Total # Stations:</b> 1
<b>Service Category:</b> ESL	<b>Total # Volunteers:</b> 15
<p><b>Community Need:</b> According to Big Spring County School District records, more than 2,000 elementary students in schools in the Big Spring community have few or no English language skills, and/or are studying English as a second language. According to the Big Spring County Department of Education Report (2003), 70% of these students will remain behind in basic skills, unless they receive individual assistance in the early years (K-6). The school district’s annual report notes that there are fewer than 50 volunteers to serve these 4,000 students. Without additional support and assistance in developing their skills in spoken language and in reading and writing, these students are likely to have difficulty succeeding in school.</p>	
<p><b>Service Activity:</b> Foster Grandparents will assist students in grades 1-6 at three elementary schools with English language development. This will include pronunciation, oral language skills, reading, writing phonetics, defining words, and English as a second language. Elementary school staff will identify students who have the greatest need as candidates for tutoring and assistance. Foster Grandparents will be paired with students and work individually with 50 students, for 20 minutes two times per week, and in small groups for three hours per day.</p>	
<p><b>Anticipated Input:</b> 15 Foster Grandparents will provide approximately 5,000 hours of individual (one-on-one) language skills tutoring to 50 students. Foster Grandparents will receive at least ten hours of pre-service training; 20 hours of ongoing “in service” training; and ongoing supervision/consultation from elementary school staff.</p>	
<p><b>Anticipated Accomplishments/Outputs:</b> Students will receive language skills assistance from Foster Grandparents.</p> <p><b>Indicator:</b> Number of students receiving one-on-one tutoring and small group assistance in language skills</p> <p><b>Target:</b> 50 students will receive at least 20 hours of one-on-one tutoring and 50 hours of small group assistance in language skills.</p> <p><b>How Measured?</b> <i>Student Tutoring Logs</i>, completed by Foster Grandparents</p>	
<p><b>Anticipated Intermediate Impact/Outcome:</b> Students receiving language skills assistance (individual tutoring and small group) will improve English pronunciation, vocabulary and grammar.</p> <p><b>Indicator:</b> Percent of students who demonstrate improvements in pronunciation, vocabulary and grammar.</p> <p><b>Target:</b> 70 percent of students who receive language skills assistance (individual tutoring and small group) will improve by at least 10 points on the pronunciation, vocabulary and grammar sections of the ELSA.</p> <p><b>How Measured?</b> <i>English Language Skill Assessment</i> (for ESL and native speakers) administered by staff pre, mid, and post</p>	

**Anticipated End Impact/Outcome:** Students receiving language skills assistance (individual tutoring and small group) will improve reading comprehension and writing skills.

**Indicator:** Percent of students who demonstrate improved reading comprehension and writing skills.

**Target:** 55 percent of students who receive language skills assistance (individual tutoring and small group) will improve reading comprehension by 20 points and will be able to write simple sentences.

**How Measured?** *Reading and Writing Assessment*, administered by staff pre, mid, and post