

## Senior Corps Work Plan SAMPLE

<b>Work Plan Name:</b> Tutoring and Child ELEM Literacy – Sample 3 (FGP)	<b>Work Plan ID:</b> CAC17051
Issue Area: Education	<b>Total # Stations:</b> 10
<b>Service Category:</b> Tutoring and Child (Elementary) Literacy	<b>Total # Volunteers:</b> 80
<p><b>Community Need:</b>            Within the Rose County School District, approximately 30% of students are reading 1-3 grade levels below their grade level, according to the 2002 SAT-9 scores. Further, about 44% of students identified with academic deficits are not receiving additional academic services to bring them up to grade level. And of those youth identified with academic problems, about 50% of them also have social/behavioral problems. Classrooms still remain crowded, with limited time for under-performing students. FGP volunteers can work within the schools to meet some of these needs.</p>	
<p><b>Service Activity:</b>            80 FGP volunteers will work with 160 children within the three Rose County School District elementary schools. FGP volunteers will be assigned to two students who have been referred by 3<sup>rd</sup>-6<sup>th</sup> grade teachers because the student is reading at least one grade below their grade level. FGP volunteers will work with each student for one hour three times per week throughout the school year—for a total of 17,280 hours per year. The classroom teacher will provide guidance and materials. FGPs will provide one-on-one assistance, read to students, and assist with games/activities that enhance reading skills. FGPs will communicate with teachers monthly about the progress of tutored students. If a student achieves goals, the FGP will be assigned to a new student.</p>	
<p><b>Anticipated Input:</b>            80 FGP volunteers will provide 17,280 hours of service during the nine-month school year. Three teachers from East Elementary School will provide the volunteers with 4 hours of orientation training, 16 hours of training for reading tutoring, including understanding reading difficulties and learning styles, and 6 hours of training for child development. They will also be available to volunteers to support and guide their efforts during the year.            FGP provides volunteers with mileage reimbursement and recognition.</p>	
<p><b>Anticipated Accomplishments/Outputs:</b> Students will be matched with FGP tutors and receive tutoring services regularly.</p> <p><b>Indicator:</b> Number of students matched with an FGP tutor and meeting three times a week.</p> <p><b>Target:</b> By the end of the second month, 160 students will be matched with an FGP tutor and will be meeting 3 times a week.</p> <p><b>How Measured:</b> <i>Foster Grandparent Assignment Log</i></p>	

**Anticipated Intermediate Impact/Outcome:** Students matched with an FGP will show increased confidence in their reading skills.

**Indicator:** Percent of students demonstrating increased confidence in reading ability, such as student request new reading material and/or material geared to a higher reading level; student volunteers to read aloud in class and student agrees to read to younger students.

**Target:** 60 percent of the students will demonstrate increased confidence in their reading ability by moving one level up on 4 of the 8 observed areas.

**How Measured:** *Pre-Post Oral Reading Observation Checklist* (to be completed by FGP tutors during the first week and after five months).

**Anticipated End Impact/Outcome:** Students matched with an FGP will improve reading skills.

**Indicator:** Percent of tutored students who score high enough to move to the next reading level.

**Target:** By the end of the school year, 60% of tutored students will demonstrate improved reading skills by scoring at least 70 on the Rose County School District-wide reading test.

**How Measured:** *Teacher's Report on Student Reading Test Scores*