

Senior Corps Work Plan SAMPLE

Work Plan Name: GED – Dropouts – Sample 1 (FGP)	Work Plan ID: GAC08030
Issue Area: Education	Total # Stations: 1
Service Category: GED/Dropouts	Total # Volunteers: 4
<p>Community Need: The Queens County community has a large proportion of young adults who have dropped out of high school; in 2003, for example, approximately 1 in 5 students dropped out before graduating, according to school district records. According to the most recent year's results of the Test of Adult Basic Education (TABE), 80 percent of the students enrolled in the Adult Learning Center (ALC) of Queens County function at or below the eighth grade level in reading, writing, and mathematics and are not prepared to pass the GED. Volunteers are needed to tutor these young adults in reading, writing, and mathematics.</p>	
<p>Service Activity: Four Foster Grandparents, under the supervision of classroom teachers, will provide individual tutoring in reading, writing, and mathematics, to a minimum of 60 young adults (16 to 20 year olds), who have scored below the eighth grade level on the TABE. Foster Grandparent tutors will help tutees build skills and confidence to pass the GED. Tutoring activities will include periodic practice GED tests to determine where individuals need the most help; integrated reading and writing lessons; and math practice using worksheets with step-by-step problem-solving examples. Tutoring will be conducted at the Adult Learning Center Annex and at one of the ALC satellite centers.</p>	
<p>Anticipated Input: Four Foster Grandparents will each volunteer a minimum of 20 hours per week for approximately 3,000 hours of service. Foster Grandparents will serve approximately fifteen youth per quarter. Foster Grandparents will participate in orientation and training, provided by the program coordinator and classroom teachers. In addition, Foster Grandparents will enroll in an educational course at the local community college, focusing on preparing and assisting young adults to pass the GED.</p>	
<p>Anticipated Accomplishments/Outputs: Young adults will receive tutoring.</p> <p>Indicator: Number of young adults tutored and number of tutoring hours completed.</p> <p>Target: Sixty young adults will be tutored (15 per ten-week quarter) for 3,000 hours of tutoring.</p> <p>How Measured? <i>Student Tutoring Log</i>, completed each week by Foster Grandparents</p>	

Anticipated Intermediate Impact/Outcome: Tutees will have confidence in their ability to pass the GED test.

Indicator: Percent of tutees who respond “confident” or “very confident” to 6 of 8 survey questions

Target: Seventy percent of tutees will indicate confidence in their ability to pass the GED test by responding “confident” or “very confident” to at least 6 or 8 survey questions.

How Measured? *Learning Confidence Survey*

Anticipated End Impact/Outcome: Tutees will pass the GED exam.

Indicator: Percent of tutees who pass the GED exam

Target: Sixty percent of tutees will pass the GED exam.

How Measured? Record of participants’ GED exam results, collected by program coordinator approximately four months after completion of tutoring.