

## Senior Corps Work Plan SAMPLE

<b>Work Plan Name:</b> Tutoring and Child ELEM Literacy – Sample 1 (FGP)	<b>Work Plan ID:</b> NCC17002
<b>Issue Area:</b> Education	<b>Total # Stations:</b> 3
<b>Service Category:</b> Tutoring and Child (Elementary) Literacy	<b>Total # Volunteers:</b> 20
<p><b>Community Need:</b>  A report from the North Carolina Department of Public Instruction for 2002-2003 showed that 18 percent of the students in grades 1-3 in the Burke, McDowell and Hickory Elementary Schools scored below the “proficient” level on North Carolina end-of-grade reading performance tests. During this same period, only 8 percent of children in grades 1-3 at two other area elementary schools, Jackson and Washington, scored below proficiency. The report attributed this difference to the fact that Jackson and Washington had recruited reading tutors for students who showed signs of falling behind. The administrative staff of Burke, McDowell, and Hickory Elementary Schools has indicated a need for volunteer tutors to help improve their students’ performance, particularly in reading.</p>	
<p><b>Service Activity:</b>  20 FGP will provide one-to-one tutoring and support to students in grades 1-3 at the Burke, McDowell, and Hickory Elementary Schools who are performing below grade level in reading. These students will be selected by teachers, based on previous standardized assessment scores and teacher observations. Tutoring activities for each child will be based on the Accomplishment Care Plan and daily teacher instruction to volunteers. Typically, these activities will include: reading to the child, listening to the child read, helping the child sound out difficult words, vocabulary and spelling exercises, and reading comprehension exercises. FGP volunteers will meet with students at the three elementary schools four or five days a week (depending on school’s preferred schedule). Each child will receive at least 120 hours of one-on-one tutoring over the school year; some children may require more than 120 tutoring hours, depending on teachers’ assessments of how they are progressing.</p>	
<p><b>Anticipated Input:</b>  20 FGP volunteers will serve 40 students daily. FGP volunteers will spend approximately 20 hours per week for 40 weeks, for a total of 16,000 hours in direct service. School sites will provide all FGP volunteers with a six-hour tutor training course and a three-hour training session on child development and related issues. Teachers will monitor volunteers’ technique and provide input. The FGP program will provide transportation reimbursements and an annual recognition dinner.</p>	

**Anticipated Accomplishments/Outputs:** Student will receive tutoring.

**Indicators:** Number of students who receive one-on-one tutoring; hours of tutoring received by each child.

**Targets:** 80 students will each receive at least 120 hours of one-on-one tutoring over the school year.

**How Measured?** *FGP Tutoring Log*

**Anticipated Intermediate Impact/Outcome:** Tutored students will increase engagement with school.

**Indicator:** Percent of student who complete reading homework assignments.

**Target:** Seventy-five percent of student who receive at least 90 hours of tutoring will complete 80 percent of their reading homework assignments.

**How Measured?** *Homework Log*, compiled bi-monthly by FGP volunteer tutors (from homework check-off list recorded daily by teachers)

**Anticipated End Impact/Outcome:** By the end of the school year, tutored students will show proficiency in reading skills

**Indicator:** Percent of students scoring at “proficient” level on North Carolina end-of-grade reading performance tests

**Target:** Sixty percent of students receiving 120 hours of tutoring will be able to read at the “proficient” level by June 1, as determined by reading performance tests.

**How Measured?** North Carolina end-of-grade reading performance tests, administered by teachers in late May