

Service Category: Tutoring and Child Literacy (Elementary)**Community Need:**

Describe the problem at the state level (*written for all*): According to Kids Count, 33% of New York fourth graders scored below basic reading level in 2003, the latest year for which data is available. Tutoring has been shown to help students increase academic success. According to the Supplemental Educational Services Quality Center (established through a grant from the U.S. Department of Education): “Students at risk of academic failure have the most to gain from tutoring programs. Some of these students may not learn well in traditional classrooms and, through tutoring, can learn in different, perhaps more effective ways.”

Describe community need at project level (city, district, county) and client served (*each project writes their own*):

[EXAMPLE] The Oak County Risk Assessment Team’s 2004 report indicates that 35% of Oak County’s first graders and 37% of second graders (a total of over 1,400 children) scored below proficiency on the English Language Arts Assessment. Among other recommendations, the report urged the three school districts that had the largest numbers of children falling behind in reading ability (Pine, Evergreen, and Maple districts), to intensify tutoring efforts, including offering regular one-on-one tutoring after school.

Describe how the need will be addressed, the contribution of the project toward the effort (foreshadow the service activity) (*each project writes their own*):

[EXAMPLE] The elementary principals in three school districts have approached the RSVP director requesting the development of an after-school tutoring program focused on helping their first and second grade students achieve reading proficiency.

What will change (end outcome) (*written for all*): Tutoring will provide the extra help students who are struggling need to catch up in reading ability.

Service Activity:

Service description and beneficiaries: RSVP volunteers will provide one-on-one tutoring to teacher-identified students in grades (*enter grade levels*) most in need of reading assistance at the following sites: (*enter site names*). Tutoring activities will include reading with the child, reading to the child, and (*list typical activities*). Each child will receive approximately (*enter #*) hours of tutoring.

Scope of service (how often, how long): Tutoring occurs after school (*enter #*) times a week, for (*enter #*) hours per session, and lasts for (*enter #*) months.

Add details if needed (*each project writes their own*):**Anticipated Inputs:**

Volunteer numbers/number of hours: (*enter #*) RSVP volunteers will contribute a total of (*enter #*) volunteer hours to the tutoring activity.

Training/supervision: A state registry check will be conducted by RSVP. RSVP volunteers will be trained in tutoring techniques by (*enter party responsible for providing training*) for (*enter duration of training*). The tutoring program will be supervised by (*enter name/title of supervising teacher/staff*).

Resources: Tutoring supplies such as space, computers, books, other educational resources will be provided by (*enter site or organization name*). Other supplies for student (e.g. snacks, incentives) will be provided by (*enter site or organization name*).

Add details if needed (*each project writes their own*):

Anticipated Accomplishments/Outputs:

Students will participate in the tutoring program.

Indicator: Number of students regularly attending the tutoring program (at least one session a week)

Target: (Enter #) students will participate in the tutoring program.

How Measured: Tutoring site records (e.g. attendance logs), volunteer timesheets, and/or **(optional)** *Tutoring Attendance Summary Sheet*

Anticipated Intermediate Impact/Outcome:

Tutored students increase their enjoyment and interest in reading.

Indicator: Percent of students who have participated in the program for at least eight weeks that demonstrate increased enjoyment and interest in reading activities (e.g. actively participate in reading activities; talk about what they have read; pick out own reading material).

Target: 75% of students will increase reading enjoyment and interest, or maintain high levels (“always”), in at least 5 of 10 areas, as observed by tutoring staff.

How Measured: Student Pre-Post Observation Form, completed by teacher after four tutoring sessions, and again at the end of the program year

Anticipated End Impact/Outcome:

Students who complete the tutoring program will improve reading proficiency.

Indicator: Improvement in reading proficiency is defined as:

- Percent of tutored students who demonstrate grade level or higher reading proficiency who participated for at least 16 weeks.
- Of the tutored students who are still reading below grade level, the percent who score at least (enter number*) points higher on the post test than on the pretest who participated for at least 16 weeks.

Target:

- After completing the tutoring program, 33% of students will read at grade level or higher.
- Of those students that are *not* reading at grade level proficiency after completing the tutoring program, 33% will have made significant improvements in their reading skills, scoring (*enter same number here) points higher in a post test than on the pretest.

How Measured: Pre and Post Standardized Test Scores, Teacher Summary Sheet

Tutoring Attendance Summary Sheet

Site/Station: _____

Supervisor: _____

Program Year: _____

Instructions: In the first column, write the name or identification code for each student enrolled in the tutoring program. Under each week (Wk 1, Wk 2, Wk 3, etc.), enter the number of tutoring sessions each student attended that week. Total the number of sessions attended in the last column (“Total”). After the sheet is complete, fill in the “Summary Total” box at the bottom of this form.

Student Name or Identification Number	Number of tutoring sessions attended from Week 1 (date): __/__/____ to (date): __/__/____																	
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	TOTAL	
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		

Summary Totals: Total number of students enrolled: _____ Total number of students who attended at least (X*) weeks: _____

(enter program name) Tutoring
STUDENT PRE-POST OBSERVATION FORM
 Student Reading Interest

PRE TEST Date: _____

Teacher: We would like to know about students' enjoyment and interest in reading. Please share your observations about _____ The information you provide is confidential and will help improve the tutoring program.
(Student name or identification number)

Please describe how well each statement describes this student:	<i>(check one box <input checked="" type="checkbox"/> per item)</i>				
	Never	Rarely	Sometimes	Usually	Always
1. Participates voluntarily and actively in the program's reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Enjoys picking out his/her own reading material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Takes out books to read outside of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Believes that he/she is a good reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Talks enthusiastically about what he/she has read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pays attention when being read to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Asks questions about the meaning of new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asks questions about new letters/sounds, and how written words are pronounced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses new vocabulary from recent reading material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is able to recall and retell stories from reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have additional comments about this student's progress in the tutoring program, please write them on the back of this sheet. Please return this form to: _____ Thank you!

(enter program name) **Tutoring**
STUDENT PRE-POST OBSERVATION FORM
Student Reading Interest

POST TEST
Date: _____

Teacher: We would like to know about students' enjoyment and interest in reading. Please share your observations about _____ The information you provide is confidential and will help improve the tutoring program.
(Student name or identification number)

Please describe how well each statement describes this student:	<i>(check one box <input checked="" type="checkbox"/> per item)</i>				
	Never	Rarely	Sometimes	Usually	Always
1. Participates voluntarily and actively in the program's reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Enjoys picking out his/her own reading material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Takes out books to read outside of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Believes that he/she is a good reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Talks enthusiastically about what he/she has read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pays attention when being read to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Asks questions about the meaning of new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asks questions about new letters/sounds, and how written words are pronounced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses new vocabulary from recent reading material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is able to recall and retell stories from reading activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have additional comments about this student's progress in the tutoring program, please write them on the back of this sheet. Please return this form to: _____ Thank you!

Teacher Summary Sheet Pre and Post Reading Scores

School/Site: _____

Teacher: _____

Grade: _____

Reading Test Name: _____

Teacher: The students listed below have been receiving tutoring in reading and we would like to see if the tutoring has had the anticipated effect on reading skills. Please fill in the information requested for each student in the first three columns. Pretest and Post test scores refer to the reading test (named above) that students take at the beginning and end of the school year, or before and after receiving tutoring. All information you provide is confidential.

Student Name or Identification Number	Pretest		Post test		RSVP OFFICE USE ONLY: Score Differences. For those students whose <u>post test reading level</u> is checked below , subtract the <i>pretest</i> score from the <i>post test</i> score and enter that number here (e.g. "+10," "-12").
	Date Administered: ____/____/____	Pretest Score	Date Administered: ____/____/____	Post test Score	
		Pretest reading level is: <i>below, at, or above</i> his/her grade level		Post test reading level is: <i>below, at, or above</i> his/her grade level	
1.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	
2.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	
3.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	
4.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	
5.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	

Student Name or Identification Number	Pretest		Post test		RSVP OFFICE USE ONLY: Score Differences. For those students whose <u>post test reading level</u> is checked below , subtract the <i>pretest</i> score from the <i>post test</i> score and enter that number here (e.g. "+10," "-12").
	Date Administered: ____/____/____	Pretest Score	Date Administered: ____/____/____	Post test Score	
6.		<u>Pretest reading level</u> is: <i>below, at, or above</i> his/her grade level <input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<u>Post test reading level</u> is: <i>below, at, or above</i> his/her grade level <input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	
7.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	
8.		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above		<input type="checkbox"/> Below <input type="checkbox"/> At grade level <input type="checkbox"/> Above	

RSVP OFFICE USE ONLY: Calculate the End Outcome Targets

1. For how many of the students listed is there pretest and post test data recorded? _____ (#)
 - 2a. Look at the "Post test" column. How many boxes are checked *at grade level* or *above* in the post test? ____ (#)
 - b. Divide the number in 2a by the total number of students for whom you have pre and post test data (the number in 1). This is the percentage of tutored students who demonstrated grade level or higher reading proficiency at the end of the tutoring program: _____ (%).
 - 3a. Look at the "Post test column. How many boxes are checked *below*? _____ (#) This is the total number of students who were not reading at grade level at the end of the tutoring program.
 - b. Look at the last column, "RSVP OFFICE USE ONLY: Score Differences." Of the score differences entered in this column, how many are "+ (**enter number from work plan's end outcome indicator**)" or higher? _____ (#).
 - c. Divide the number in 3b by the total number of students (the number you entered in 1). This is the percent of tutored students who are still reading below grade level but improved by scoring at least (**enter same number here**) points higher on the post test than on the pretest.
- TARGETS:** The percentages you calculated in questions 2b and 3b are the actual results, or the percentages of students who met your end outcome target definitions of improvement.

Please return this form to: _____.

Thank you!