

Senior Corps Work Plan SAMPLE

Work Plan Name: Special Education – Sample 2 (FGP)	Work Plan ID: STC16020
Issue Area: Education	Total # Stations: 8
Service Category: Special Education	Total # Volunteers: 40
<p>Community Need: The Green Lake County Public School System enrolls 65,000 students. School officials have identified 9,200 students as eligible for “Special Programs.” These programs target students who have physical and/or mental disabilities. Students with disabilities often have difficulties in acquiring basic skills: listening, thinking/concentrating, speaking, reading, writing, spelling and doing mathematics. As a result, these students are at a significantly greater risk for school failure. Green Lake County Schools report that last year, during the 2002-2003 school year, 1,900 (21%) of these students were retained one or more grades, 2,400 (26%) were absent 20 or more days, 425 (5%) received in-school suspensions, and 145 (2%) dropped out.</p>	
<p>Service Activity: During the 2003-2004 school year, 40 Foster Grandparents, in partnership with 33 Green Lake County Public Schools (two high schools, three middle schools, and 25 elementary schools), will serve as role models, mentors, and tutors for school-identified target students with specific learning disabilities. Each Foster Grandparent will work one-on-one and in small groups with a maximum of five target students to strengthen basic academic and social skills. As tutors, Foster Grandparents will concentrate lessons on reading skills (as directed by the teacher); as role models and mentors, they will encourage verbal communication and conflict resolution skills.</p>	
<p>Anticipated Input: During the 2003-2004 school year, 40 Foster Grandparents will each spend approximately four hours a week with five Specific Learning Disability (SLD) target students. An additional one hour per week will be used to complete “bi-weekly activity logs” for each student. Foster Grandparents will receive special education instruction and training addressing basic academic skills and social competency. Specifically, they will receive training on children’s learning styles and disabilities, reading tutoring strategies, and conflict resolution skills for children. In total, Foster Grandparents will each spend 162 hours that includes their time with children, their time spent completing weekly logs, and their time in training. Reading tutoring materials will be provided by the school district; training materials will be funded through a state grant.</p>	

Anticipated Accomplishments/Outputs: SLD target students will receive weekly mentoring and tutoring services from Foster Grandparents during the school year.

Indicator(s): Number of SLD students served; number of service hours (tutoring/mentoring hours provided)

Target: Two hundred target students will each receive at least 40 hours of 1:1 mentoring/tutoring and 80 hours of small group mentoring/tutoring

How Measured? Daily activity logs to track student tutoring/mentoring sessions 1:1 and small group

Anticipated Intermediate Impact/Outcomes: Students will demonstrate improved interpersonal skills.

Indicator(s): Percent of students improving their social/behavioral skills (communication, listening/concentrating, conflict management, and self-control)

Target: Sixty percent of students will improve interpersonal skills by improving in 5 of 10 interpersonal indicators measured.

How Measured? *Social Skills Rubric* (completed monthly)

Anticipated End Impact/Outcome: Students will increase reading skills to succeed in school.

Indicator: Percent of students who increase reading skills as identified by reaching the next grade level

Target: Sixty-five percent of students who worked with Foster Grandparents at least 100 hours will be promoted to the next grade level.

How Measured? School records