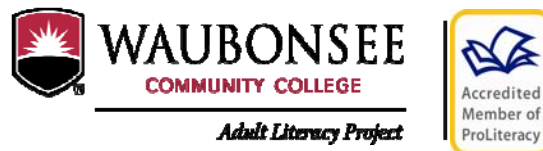


# Adult Literacy Project

## Tutor Handbook



*This project was made possible by a grant awarded by the Illinois State Library, a division of the Office of Secretary of State, using state funds designated for literacy. For the purposes of compliance with Section 51 of Public Law 101-166 (the Stevens Amendment), approximately 21 percent, or \$394,087, of the FY09 funding for the adult education program comes from federal sources.*

Waubonsee Community College Adult Literacy Project is an affiliate of ProLiteracy America  
Handbook revised summer, 2010

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## Welcome

Waubonsee Community College Adult Literacy Project, the staff, and especially our students, are delighted that you have chosen to become a volunteer tutor. We are confident that your experience at Waubonsee will be a rewarding one. The staff is here to assist and support your work. Please feel free to ask questions at any time.

Since so much information is presented in training, we hope this book will be helpful as a concise review of the administrative aspects of our program. It contains current policies and procedures applicable to volunteers. We'll provide updates as they occur. We hope this book will be helpful to newer tutors and will provide more experienced tutors with information that may have changed since they started tutoring.

## Section I - Adult Literacy Project

### **Adult Literacy Project Contact Details**

Address:	5 East Galena Blvd. Aurora, IL 60506
Phone:	(630) 801-7900 Ext. 4106 (630) 801-7900 Ext. 4107
E-mail:	Sherry Woodward – <a href="mailto:swoodward@waubonsee.edu">swoodward@waubonsee.edu</a> Diana Krantz – <a href="mailto:dkrantz@waubonsee.edu">dkrantz@waubonsee.edu</a>
Website:	<a href="http://www.waubonsee.edu">http://www.waubonsee.edu</a>
Office Hours:	Monday – Friday 8 AM – 4:30 PM
Adult Literacy Staff:	Sherry Woodward – Manager Room 208 Diana Krantz – Secretary - Room 201
ABE/GED Office:	(630) 801-7900 Ext. 4130 - Room 236
ESL Office:	(630) 801-7900 Ext. 4204 - Room 001
Adult Education Office:	(630) 801-7900 Ext. 4119 - Room 201

After hours, go to front receptionist desk for help.

## **Adult Literacy Project Mission**

Waubonsee Community College Adult Literacy Project mission is to empower adults to be responsible citizens and parents through the process of improved literacy skills.

## **Adult Literacy Project Core Values**

These Core Values guide our actions and services:

### **Literacy**

We believe that the ability to read and write, to understand and be understood, is critical to achievement of personal growth.

### **Excellence**

We will continue our focus on efficiency and creativity in the delivery of free instructional programs to low literacy and/or limited English-language individuals; to grow and expand in order to significantly increase literacy levels; and to remain receptive to our students' needs.

### **Student Focus**

We help adults and their families acquire basic literacy skills, and by doing this enable them to achieve their personal goals.

### **Diversity**

We value diversity in all of our relationships, and will strive to meet staff, student, and volunteer needs fairly and without bias.

### **Volunteerism**

We will offer training and support to help build the skills and abilities that will enable volunteers to grow and succeed.

## **Hours of Operation**

### **Sugar Grove Campus**

5:30 a.m. – 11:00 p.m., M-F

6:30 a.m. – 11:00 p.m., Sa

8:00 a.m. - 10:00 p.m., Su

### **Aurora Campus**

6:45 a.m. - 10:00 p.m., M-Th

7:30 a.m. - 5:00 p.m., F-Sa

### **Copley Campus**

7:30 a.m. - 10:00 p.m., M-F

7:30 a.m. - 5:00 p.m., Sa

## **Tutor Job Description**

Type of work  
Volunteer tutor

### **Purpose**

To help an adult eighteen years of age or older:  
Improve his/her literacy skills  
Learn the English language  
Use newly learned skills to meet self-identified goals

### **Training**

Complete 18 hours of training.

### **Qualifications**

- Be at least 18 years of age
- Graduated high school or earned a GED
- Be able to speak and understand English well enough to communicate clearly.
- Be dependable, prompt, interested in helping others, sensitive to different cultures and backgrounds, respectful of confidentiality, patient, and optimistic.
- Read at an appropriate grade level in order to help an individual improve his/her literacy skills.

### **Place of Work**

Tutoring takes place in Waubonsee Community College classrooms or at an approved site in the community. Tutoring does not take place at the student's or tutor's home.

### **Hours**

For one-on-one the tutor and student should meet for a minimum of 2 hours per week and for classroom tutoring a two hour time commitment once a week. In addition, the tutor will need to spend time preparing for each lesson.

### **Duration of Work**

We would like each tutor to volunteer for a minimum of 1 year. This allows tutor-student teams to build a trusting relationship and to see progress.

## **Requirements**

Report to the program quarterly the number of hours spent tutoring, traveling, and preparing lessons. Inform the program manager of any problems or concerns with the students or classroom and any changes in meeting days or times. The tutor also needs to inform the program manager if tutoring has ended. Inform the program manager of any progress made by student.

## **Benefits**

A heightened perception of the world around you; deepened understanding of the values and lifestyles different from your own; broadened imagination for creative problem solving; lots of fun and a deep feeling of satisfaction from helping transform a life.

## **Section II - The Tutor**

### **Philosophy for Tutors**

A most important part of the volunteer program is your genuine devotion to and concern for your student(s).

Our basic goal is to help adult non-readers acquire basic literacy and English Language skills. Part of accomplishing this is to build a ladder of successful learning experiences. This gives students a more positive self-image, based on greater self-confidence and improved competence.

Tutoring must be a relaxed, friendly experience, if it is to be a climate for learning. Be honest and sincere. Take the time to be both genial and warm – these qualities provide the basis for good student-tutor rapport.

Your student's feeling of success is one of the most important aspects of the tutoring process. Success raises one's level of aspiration. Whatever successes you can help the student to achieve will help raise his/her level of aspiration and strengthen his/her self-image.

Look for gains in skill, however small, that are the evidence of growth and encourage your student in them.

### **Tutor Responsibilities**

Provide encouragement and support to the student and Adult Literacy Project by:  
Helping student(s) develop confidence and a positive attitude toward learning by affirming his/her thinking and progress in each lesson.  
Helping student(s) become an independent learner.

- Showing respect for the student by listening to what he/she has to say and by actively involving him/her in decision about the learning process.
- Accepting his/her culture and beliefs.
- Encouraging the student to respond to difficult materials by being supportive rather than critical of his/her mistakes.
- Giving immediate and appropriate feedback throughout each tutoring session.
- Seeking to understand the psychological, emotional, physical, and/or cultural conditions that may cause a student to have difficulty learning to read and/or speak.
- Participating in learning opportunities to enhance your knowledge about adult literacy.
- Complete quarterly reports.

### **One-on-One Tutor Responsibilities**

- Working with the student to set short and long term goals, being well prepared for each lesson, and planning lessons designed to help the student meet his/her self-identified goals.
- Keeping accurate records of the student's progress and sharing that information with the Adult Literacy Project.
- Reporting tutoring and preparation hours, noteworthy progress, achievements, and any schedule changes to the coordinator on a quarterly basis.
- Agreeing to meet at a Waubensee classroom or another approved tutoring site.
- Attending scheduled tutoring sessions regularly, arriving on time, and notifying the student or Adult Literacy staff in advance of absence or delay.
- Agreeing to return borrowed materials in a timely manner.
- Notifying Adult Literacy staff of:
  - √ Changes in your or your student's phone number, address, or email
  - √ Changes in your or your student's involvement in the program.
  - √ Concerns about curricular issues such as student progress, lesson methodology, or supplementary materials.
  - √ Concerns or requests for reassignments.

### **Classroom Tutor Responsibilities**

- Inform classroom teacher of impending absences.
- Assist the classroom teacher as needed with:
  - √ Helping student one-on-one
  - √ Facilitating small groups
  - √ Checking homework assignments
- Complete quarterly reports in a timely manner

## **Tutor Reimbursement Policy**

It is the policy of the Waubensee Adult Literacy Project that program volunteers will not be reimbursed for travel expenses including mileage, food, registration fees, and/or hotel expenses; services rendered for tutoring, attending trainings, or teaching classes and/or in-service trainings; food; decorations; and/or any other expenses they choose to incur while volunteering for the program.

Tutors are prohibited from asking for or accepting a fee from the student for their tutoring services or transportation cost.

This policy is effective for all program volunteers including but not limited to tutors, advisory board members, tutor trainers, community members who choose, at their will, to sit on other state or local boards, students, and office volunteers.

## **Tutor Matching Policy**

After completing the tutor training or showing proof of prior tutor training, a tutor will be placed according to the needs of the program and the tutor preference. Tutors have the choice to be placed:

- One-on-one with an English language learner or literacy student.
- In an ESL classroom on or off site.
- In an ABE/GED classroom on or off site.
- As a facilitator for a conversation group.
- As a facilitator for a writing group.
- One-on-one math tutoring.

Every effort will be made to accommodate the request of the tutor. Occasionally no suitable placement can be found immediately.

## **Room Assignment for One-on-One Tutoring**

Rooms at the Aurora Campus can be reserved by the coordinator of volunteer tutors for one-on-one tutor sessions. If tutoring takes place at a local library, the tutor will be responsible for reserving a room.

## **Tutor Dismissal Policy**

A tutor may be dismissed for misrepresenting his/her qualifications, for not completing training, not complying with stated responsibilities, or disregarding tutor policies.

- Complaints or grievances regarding a tutor should be presented in writing to the program manager.
- The program manager will provide documentation of tutor infraction(s).
- The tutor will meet with the program manager to discuss infraction(s) and remedy a solution.
- The manager and coordinator of volunteer tutors will decide if the tutor will be relieved of their responsibilities or if further action is needed.

## Section III - Waubensee Community College Information

### **Non-Discrimination Policy**

Waubensee Community College does not discriminate on the basis of race, color, religion, sex, national origin, veteran's status, disability or any other characteristic protected by law in its programs and activities. For more information on the college's nondiscrimination policies, contact the Director of Human Resources at (630) 466-7900, ext. 2367. For more information on disability accommodations, contact the Access Center at (630) 466-7990, ext. 2564.

### **2010/2011 ABE/GED and ESL Class Schedule and Spring Break**

August 23, 2010	Classes begin
December 19, 2010	Classes end
January 18, 2011	Classes begin
March 14 to 19, 2011	Spring Break
May 13, 2011	Classes end
June 6, 2011	Summer classes begin
July 31, 2011	Summer classes end

**Note:** Offsite ESL/GED classes occasionally follow a different schedule. Please check with your site for a schedule.

### **Severe Weather Shelter Areas**

In the event of a tornado, the administrator in charge will determine when personnel should be advised to take shelter in the designated areas. If this determination is made, a designated building supervisor or public safety staff will direct you and your student(s) to a severe weather area. These areas are clearly labeled "Severe Weather Shelter Area" and can be located easily from each hallway. Please locate the nearest "Severe Weather" area before you begin tutoring. If you cannot get to a shelter, please take refuge in interior hallways and stairwells that do not have openings directly to the outside.

### **Closing Due to Campus Emergencies**

Decisions regarding emergency cancellation of classes and/or official closing of the campus and extension sites are made exclusively by the college administration. Volunteer tutors should use their own discretion.

### **Closing Due to Weather**

Should the college cancel classes and/or close due to inclement weather or another type of emergency, information regarding the closing will be communicated through the methods listed below. The college Web site is viewed as the most effective method for faculty, staff and students to receive information regarding an emergency closing.

- The college Web site: [www.waubensee.edu](http://www.waubensee.edu)
- The Emergency Closing Center: [www.emergencyclosings.com](http://www.emergencyclosings.com)
- Department Telephone Calling Trees

- Local TV and radio stations as listed below:

Radio		Television
WGN-AM 720	WJTX-FM 93.5	CBS-TV 2
WBBM-AM 780	WDKB-FM 94.9	NBC-TV 5
WZZN-FM 94.7	WKKD-FM 95.9	AC-TV 7
WBIG-ABA 1280	WLLI-FM 96.7	WGN-TV 9
WJOL-AM 1340	WBVS-FM 100.7	FOX-TV 32
WLBK-AM 11360	WSPY-FM 107.1	CLTV Cable
WKKD-AM 1580		

Day class cancellations will be posted as early as 5:00 a.m. Evening class cancellations will be posted as early as 3:30 p.m. Information included in the closing information will include indication of cancellation of day and/or evening classes and campus or class locations that may be affected (i.e. Sugar Grove Campus, Aurora Campus, Copley Campus, and other extension sites).

### **Emergency Response**

If you are working in a classroom, inform the teacher of the situation. If you are working one-on-one, call 911 or the Public Safety Desk at extension 0. With the assistance of the program manager and/or coordinator of volunteer tutors an incident report will be required.

If an emergency involving personal injury or property damage occurs while you are on campus, contact the Public Safety Desk at extension 0. The Public Safety Office is located in Dickson Center on the Sugar Grove Campus and in the lobby of the Aurora Campus.

Should it be required that the building be vacated in an emergency situation, please make yourself and your students aware of the stairways and building exits located nearest your classroom. Look for emergency exit diagrams located near the doorways inside the classroom.

### **Smoking Policy**

Waubonsee has a “no smoking policy” to create a healthier environment for employees, students, and others who use the college facilities. Smoking on college grounds and inside college facilities and college vehicles is prohibited. Smoking is only permitted inside private vehicles. Possession and/or use of tobacco products by any person under the age of 18 is strictly prohibited.

## **Section IV - Resources & Services**

### **Adult Education Learning Center**

The Waubonsee Adult Education Learning Center (AELC) is located in Room 310 at the Aurora Campus. The AELC uses over 25 software applications and a large number of academic Websites geared toward low ability literacy students. Programs center on job

skill information, basic grammar, vocabulary and speaking/listening skills. Software applications include: ELLIS and Auralog/Tell Me More, Side by Side, English Express and English Discoveries, Reading Horizons, and OMTI-Rogers multi-sensory skills. Students and tutors can drop-in during any open hours, which include 9-2 p.m. and 6:15-9:15 p.m. Monday through Thursday, and 9-12 p.m. Friday mornings. This learning center has proven to be an invaluable resource to the Waubonsee Adult Education program. Open entry works quite well for adults who have jobs and family obligations. The Center also provides a variety of books, tapes, and other electronic equipment (such as speaking dictionaries) that can be used by volunteer tutors as well as the students. Blogs for sharing and developing skills using Internet tools and academic Websites, including <http://wccniuesl.blogspot.com/> or <http://wccaelc.blogspot.com/>, benefit tutors and students both.

### **Access Center for Students with Disabilities**

The Access Center for Students with Disabilities serves students with disabilities. The Access Center integrates students into mainstream college life and assists them toward independence and self-sufficiency. Services include academic assistance, advocacy services, counseling, and accommodations. For more information about the Access Center for Students with Disabilities, how students enroll for services, or for specific services call (630) 466-7900, extension 2564, or visit the Access Center Web site at [http://www.waubonsee.edu/prostudents/access\\_center/](http://www.waubonsee.edu/prostudents/access_center/).

### **Bookstore**

The college bookstores on the Sugar Grove and Aurora Campuses carry required and recommended texts (bound and some e-books) for courses as well as reference materials, study aids, miscellaneous school supplies, gift items, and imprinted sportswear and glassware. Educationally priced software and Palm Pilots are also available. Used textbooks are bought and sold each semester. Students are encouraged to order their books from the Bookstore Web site. Books ordered online must be prepaid and can be picked up at the Sugar Grove Campus bookstore, the Aurora Campus bookstore or at the administration office at Copley Campus. Online orders may also be shipped to the student home or office (shipping charges will be added). Please advise students to allow sufficient time for orders to be processed and delivered to remote sites, or for shipping via Fed Ex. The college bookstores accept cash, checks (with proper ID), MasterCard, Visa and Discover. The bookstore can be reached by calling (630) 466-7900, extension 2908 or by fax at (630) 466-2947. E-mail questions or comments can be directed to [bookstore@waubonsee.edu](mailto:bookstore@waubonsee.edu). You may visit the Bookstore Web site at <http://www.waubonsee.edu/bookstore>.

### **Counseling**

If you or your students have questions about services available to students, a counselor or advisor is available to briefly discuss educational support services or academic and career counseling. The counseling center can be reached at the Sugar Grove Campus (630) 466-7900, extension 2361, or at the Aurora Campus (630) 801-7900, extension 4183 to arrange a convenient time.

From time to time you may have students in distress experiencing personal difficulties. Tutors are encouraged to refer these students to WCC counselors who can do crisis intervention, short-term personal counseling, and connect students with local agencies for follow up services.

### **Parking at Aurora Campus**

Hollywood Casino Parking Garage:

Motorists will be charged \$2 per each exit from the Casino garage.

Stolp Island Place Garage:

√ Park on levels three, four, or five.

√ Get your parking garage ticket stamped at the Aurora Campus front receptionist desk and you pay a reduced fee of 20 cents per hour. Maximum daily fee is \$1.50; maximum nightly fee is \$1.50.

√ The garage is open from 7 a.m. to 10:30 p.m.

√ Parking closes at 10:30 p.m. and the garage is locked. Be sure your car is out by then.

### **Street Parking**

Downtown Aurora area has several one-way streets and metered street parking requirements.

√ Metered/pay parking is available along most of the streets surrounding the campus. The meters must be paid Monday through Friday, 8:00 a.m. to 5:00 p.m. Some meters offer one hour parking while others provide two hours. The meter rate is \$.25 per hour. Overnight street parking is prohibited.

### **Parking at Sugar Grove Campus**

√ Free parking for staff and students is available in any of the lots on the north and south sides of the campus.

√ Parking tags are not needed. Parking is prohibited in unmarked areas or in designated non-parking areas; vehicles parked in unauthorized spaces will be ticketed.

√ Adhere to all "Rules of the Road" on Campus. Drive and park according to posted signs.

### **Parking at Copley Campus**

Free parking is available in the parking lots near the Copley Campus.

### **Materials Policy**

As part of the training, each tutor will receive the appropriate materials for being a tutor. There is no fee. The materials are yours to keep. If you decide not to continue with the program after the training, please return the materials to the program.

## **Copy Machines**

Copy machines are available at the Aurora Campus at the following locations:

Student Resource Center	Room 101
Front Desk/Mailroom	Room 119
Computing Lab/Library	Room 303
Adult Education Suite	Room 201

## **Copyright Policy**

Making copies for educational use does not guarantee exemption from the copyright laws, standards, and guidelines. The Doctrine of “Fair Use” segment of the U.S. copyright law permits limited copying of copyrighted work without the copyright owner’s permission. To avoid copyright infringements, follow the minimum “Fair Use” guidelines of brevity, spontaneity, and cumulative effect when making copies for the classroom. Copying significant portions of copyrighted works, copying materials from semester to semester, using compilations of copies to substitute for the purchase of textbooks, or making multiple copies of consumable works such as workbooks, exercises, and test booklets are prohibited under copyright law.

## **Childcare Center**

The Child Care Center provides quality childcare and enriching program activities to a limited number of children ages three through six years at the Sugar Grove and Aurora Campuses when classes are in session. Child care is available in Building A on the Sugar Grove Campus from 8:00 a.m. to 2:00 p.m. Monday through Friday and at the Aurora Campus from from 8:00 a.m. to 3:30 p.m. Monday through Thursday. To schedule child care, contact (630) 466-7900, extension 2500 (Sugar Grove Campus) or (630) 801-7900, extension 4145 (Aurora Campus). Volunteers can utilize if needed.

## **Resources**

The Adult Literacy Project has a library of materials for tutors to use. It is located on the 3<sup>rd</sup> floor of the Aurora Campus in the Learning Resource Center (LRC) Room 303. New materials are added often. Any of these items may be checked out by signing your name in the black binder located at the learning resource center desk. Simply write your name, phone number, title of book/books, and check out date in the binder. You may use the books/materials for up to six weeks before returning or renewing. This will ensure that other volunteers will have access to all the available materials.

Feel free to visit the library during the following hours:

Monday - Thursday	7:30 a.m. to 10:00 p.m.
Friday - Saturday	7:30 a.m. to 5:00 p.m.

When returning books, please put them back on the shelves and mark returned next to your name in the black binder. Additional materials are available in the Adult Literacy Project office. Contact the manager or coordinator.

## **Websites**

There are a number of very helpful websites for tutors and students. Below is a list of a few websites you might find helpful.

[www.newreaderspress.com](http://www.newreaderspress.com) – New Readers Press is the publishing organization for ProLiteracy America. It provides sample lesson plans, information about materials, and self-guided information regarding specific materials.

[www.proliteracy.org](http://www.proliteracy.org) – ProLiteracy America and ProLiteracy Worldwide is the organization that oversees adult literacy programs throughout the world. Their website offers information regarding literacy needs, federal funding information, as well as tutor tips.

[www.literacynetwork.verizon.org](http://www.literacynetwork.verizon.org) – Verizon has created a website for tutors that offer information about tutoring for an adult literacy organization as well as several self-paced courses for tutors.

**Section V - Attachments & Forms**

## Goal Setting and Student Interview

Please complete during the first month of meeting with you student(s).

Student's Name \_\_\_\_\_

Tutor's Name \_\_\_\_\_

Date Completed \_\_\_\_\_

1. Why did you decide to come to the Adult Literacy Project?
2. What do you want to improve the most – reading, writing, speaking, math, life skills?
3. Can you think of ways in which you are presently using these skills? (If no response, suggest road signs, recipes, notes from others, etc.)
4. What is the first thing you would choose to learn to read?
5. Do you have a favorite magazine?
6. What do you do in your spare time? What are your hobbies?
7. What do you do best? What are some of your special talents or abilities?

8. Would you like to learn more about any of the following items?

a. Community Resources

\_\_\_\_\_ using the phone book

\_\_\_\_\_ reading utility bills

\_\_\_\_\_ using maps

\_\_\_\_\_ learning about library services

\_\_\_\_\_ reading the newspaper

\_\_\_\_\_ getting a driver's license

b. Personal and Health skills

\_\_\_\_\_ writing letters

\_\_\_\_\_ first aid information

\_\_\_\_\_ information on parenting

\_\_\_\_\_ filling out medication forms for you or your family members

\_\_\_\_\_ reading recipes and shopping for groceries

\_\_\_\_\_ reading medicine labels

\_\_\_\_\_ managing your money – using bank services

\_\_\_\_\_ general health information

\_\_\_\_\_ Other \_\_\_\_\_

c. Occupational knowledge

\_\_\_\_\_ filling out job applications

\_\_\_\_\_ job interviews

\_\_\_\_\_ employment opportunities

\_\_\_\_\_ reading safety signs

\_\_\_\_\_ reading help with work related material

\_\_\_\_\_ learning about computers

\_\_\_\_\_ Other \_\_\_\_\_

9. Have you ever been to a library other than the one in your old school? Would you like to go with me to help you get a library card?

10. What are your goals in education, work and for your future?



## One-On-One Student and Tutor Contract Waubonsee Community College Adult Literacy Project

### Tutor

I, \_\_\_\_\_ with the aid of the Adult Literacy project staff, make a commitment to \_\_\_\_\_, my student in the tutoring program.

1. To meet on the agreed number of tutoring sessions per week.
2. To direct my student and provide evaluations before and after 40 hours of tutoring so my student and I can see progress and together decide what skills still need work.
3. To work with my student in every way possible to help him/her benefit from the tutoring.
4. To complete quarterly state reports.
5. To call my student with a minimum of an hour advance notice in case an emergency arises and I cannot attend a session.
6. To arrive on time.
7. To keep the student's personal information confidential. Information regarding the student and the student's progress should only be shared with the Adult Literacy staff.

\_\_\_\_\_  
Name of Site

\_\_\_\_\_  
Tutor Phone

\_\_\_\_\_  
Name of Tutor

\_\_\_\_\_  
Date

### Student

I, \_\_\_\_\_ make a commitment to my tutor, \_\_\_\_\_:

1. To make every effort to attend the agreed upon number of tutoring sessions per week.
2. To arrive on time for all scheduled sessions.
3. To practice my newly learned skills.
4. To call my tutor with a minimum of an hour advance notice in case an emergency arises and I cannot attend a session.
5. To take part in evaluations so that I can see my progress and, together with my tutor, decide what skills still need work.
6. To tell my tutor if I change my address or telephone number.
7. To tell my tutor if I am unable to continue my studies.
8. To be responsible for my own transportation to and from the tutoring site.
9. To keep my tutor's information confidential.

\_\_\_\_\_  
Name of Site

\_\_\_\_\_  
Student Phone

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date

## Adult Literacy Project Commitment Statement

I understand that I am enrolling in a program that will do its best to help me reach my goals. However, I must do my part. I should not enroll in this program if I am not ready to commit the time and energy to learn. That means I will meet with my tutor regularly, study outside of class, ask when I need extra help, and always inform my tutor when I need to miss class. I understand that my volunteer tutor is giving up valuable time to work with me on my goals. I understand that if I do not attend my tutor sessions, my seat will be given to someone on the waiting list. After my seat is given away, I will not return to the Adult Literacy Project without going through the full enrollment process again. Once I give up my seat due to not following the above stated rules, I may not be allowed to re-enter the program. Staff will reassess my progress and decide whether or not to allow me to re-enter. ALC has "three strikes and you are out of the program" policy due to the high need of other students who will abide by the rules. We do not anticipate any problems working with you. I, also, understand that progress assessments are a regular, required part of this program, and I will be expected to do them as determined by my tutor and the ALP staff. By signing below, I show that I understand my commitment to this program.

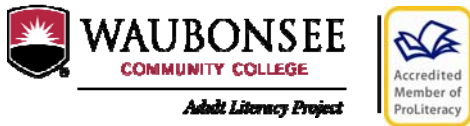
Signature: \_\_\_\_\_

Name Printed: \_\_\_\_\_ Date: \_\_\_\_\_

This document was read to the student by:

\_\_\_\_\_ Date \_\_\_\_\_

Adult Literacy Project Staff



## Classroom Tutor Contract Waubonsee Community College Adult Literacy Project

### Tutor

I, \_\_\_\_\_ with the aid of the Adult Literacy project staff, make a commitment to volunteer in the ESL and/or ABE/GED classroom.

1. To attend during scheduled classroom time.
2. To work with the students in every way possible to help them benefit from the assistance.
3. To complete quarterly state reports.
4. To inform classroom instructor of my absences.
5. To arrive on time.
6. To keep students personal information confidential. Information regarding any student and their progress should only be shared with the Adult Literacy staff or classroom instructor.

\_\_\_\_\_  
Name of Classroom Instructor

\_\_\_\_\_  
Volunteer Phone

\_\_\_\_\_  
Name of Volunteer

\_\_\_\_\_  
Date

## Student Policies

1. To be eligible to receive one-on-one basis reading services from the Adult Literacy Project at Waubonsee the student must meet all of the following criteria.
  - Be at least 16 years of age
  - Be out of school
  - Be able to get to a tutoring site without assistance from tutor. Home tutoring is not permitted.
  - Take the SORT assessment test.
  - Commit to regular attendance and agree to telephone his or her tutor several hours before a session if unable to attend a session.
2. Demonstrate behavior appropriate to learning. Reasons for exclusion:
  - Insensitivity or disrespect toward others
  - Use of offensive language
  - Harassment (any behavior perceived as offensive, after being asked to stop)
  - Disruptively loud behavior
  - Possession of a weapon or threatening behavior
  - Disregard for personal hygiene
  - Being under the influence of alcohol or illegal drugs
3. To be eligible for one-on-one tutoring a student agrees to keep scheduled tutoring sessions or call to cancel and must meet at least one of the following criteria:
  - Have low level literacy in English language
  - Be referred by his classroom teacher
  - Need help with one specific skill such as pronunciation or writing
4. Students prior to being matched with a volunteer tutor or in a class may attend the Adult Education Learning Computer Center for reading or ESL instruction and may continue to attend the computer center during their enrollment in the literacy program.
5. Students can attend open conversation and writing groups led by volunteers at various times at the Aurora Campus as well as conversation groups at the Aurora Public Library.

6. Tutoring sessions or classes are for the student and tutor only. Children, family members, or friends are not permitted to attend tutoring sessions or wait for students while tutoring is in session.

Waubonsee Community College Adult Literacy Project reserves the right to make exceptions to the above stated policies on a case-by-case basis.

The Adult Literacy Project does not discriminate on the basis of race, color, religion, sex, national origin, veteran's status, disability or any other characteristic protected by law in its programs or activities.

## Tutor Policies

1. To be eligible for participation in the Adult Literacy Project at Waubonsee the potential tutor must meet all of the following criteria.
  - Be at least 18 years of age
  - Be able to speak and understand English well enough to communicate clearly.
  - Have a high school diploma or GED
  - Demonstrate the desire to teach by participating in and completing 18 hours of tutor training
2. Maintain confidentiality. Any discussion pertaining to a student should be held in private only with coordinator of volunteer tutors and/or program manager.
3. Complete the state report each quarter indicating the number of hours spent on preparation and travel. Mail or give to Adult Literacy Project by the deadline given. This is important for several reasons:
  - It supplies information on the progress of your student
  - It gives important information necessary for reports needed to obtain and maintain funding.
4. Transportation of tutors by students or students by tutors is prohibited.
5. Demonstrate behavior appropriate to working with a student(s) which excludes such behavior as:
  - Insensitivity or disrespect toward others
  - Use of offensive language
  - Harassment (any behavior perceived as offensive, after being asked to stop)
  - Disruptively loud behavior
  - Possession of a weapon or threatening behavior
  - Disregard for personal hygiene
  - Being under the influence of alcohol or illegal drugs
6. Be willing to consent to a background check.
7. Be willing to commit to at least one hour of instructional time per week for one year.

8. Agree to meet at the authorized tutoring site. Home tutoring is not permitted. Be able to and agree to get to the designated tutoring site without assistance from the program or the student.
9. If your student has personal problems or needs a referral for other services, notify the Adult Literacy staff rather than become involved yourself.
10. Do not bring children or guests to tutoring sessions, students have been given the same instructions.
11. Respond to reasonable needs and requests of the student (regarding materials, learning strategies, the learning environment, etc.)
12. Work with student to set long and short term literacy goals and to plan the content of tutoring sessions.
13. Accept the Waubensee Community College Adult Literacy Project policy of non-discrimination:  
The Adult Literacy Project does not discriminate on the basis of race, color, religion, sex, national origin, veteran's status, disability or any other characteristic protected by law in its programs or activities.
14. Agree to return borrowed materials on a timely basis for the use of others.



## Classroom Tutor Quarterly Report Form

Reporting period: \_\_\_\_\_

Name: \_\_\_\_\_

Address (if changed): \_\_\_\_\_

Home Phone: (     ) \_\_\_\_\_                      Work Phone: (     ) \_\_\_\_\_

Email address: \_\_\_\_\_

Active:            Circle YES or NO

If NO, date you became inactive: \_\_\_\_\_      Reason you became inactive: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Tutoring, Preparation and Other Hours

Tutoring Hours: \_\_\_\_\_ Travel Time: \_\_\_\_\_ Preparation Hours: \_\_\_\_\_

Conferences, Workshops or Additional Training: \_\_\_\_\_

\_\_\_\_\_

Other: (Clerical, Committee Work, etc.) \_\_\_\_\_

\_\_\_\_\_

### Classroom Information

Classroom Instructor's Name: \_\_\_\_\_

Day: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_



## One-on-One Tutor Quarterly Report Form

Reporting period of: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Address (if changed): \_\_\_\_\_

Phone number – Home: (\_\_\_\_) \_\_\_\_\_ Work: (\_\_\_\_) \_\_\_\_\_ Active: YES or NO  
(Circle one)

Email address: \_\_\_\_\_

If No, give date you became inactive: \_\_\_\_\_ and the reason you became inactive: \_\_\_\_\_

\_\_\_\_\_

### Tutoring, Preparation and Other Hours

Tutoring Hours: \_\_\_\_\_ Travel Hours \_\_\_\_\_ Preparation Hours: \_\_\_\_\_

Additional training (In-service, Conferences, Workshops) \_\_\_\_\_

\_\_\_\_\_

Other: (Clerical, Committee Work) \_\_\_\_\_

### Student Information

Your Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: (\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Ethnic Origin: H, W, B, A, O (circle one) Sex: M or F Birthdate: \_\_\_\_\_

Employed: Part Time Full Time No Public Assistance: Yes No

Name of test given: SORT Best Literacy Test Score: \_\_\_\_\_

Meeting Day: \_\_\_\_\_ Meeting Time: \_\_\_\_\_ Meeting Place: \_\_\_\_\_

**Check any of the following that apply to your student:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Began ABE/GED Class                               | <input type="checkbox"/> Prepared for a job                    | <input type="checkbox"/> Obtained a library card        |
| <input type="checkbox"/> Began ESL Class                                   | <input type="checkbox"/> Obtained Job                          | <input type="checkbox"/> Received citizenship           |
| <input type="checkbox"/> Obtained H.S. diploma                             | <input type="checkbox"/> Job Promotion                         | <input type="checkbox"/> Removed from public assistance |
| <input type="checkbox"/> Registered to vote or<br>voted for the first time | <input type="checkbox"/> Other accomplishments<br>or goals met | <input type="checkbox"/> Left the Program               |