

Linking Together Federal Work-Study Tutors and Community Partners

NASFAA

national conference 2000

Washington, DC - July 9-12



Goals for this Session

- ★ To share updated information about requirements;
- ★ To share updated information about resources available
- ★ To provide a forum for participants to ask questions and share successes



President's & Secretary's Priorities for Reading and Mathematics

- All students will read independently and well by the end of 3rd grade.
- All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade.

Payment for Time Spent in Training and Travel

- ★ School may pay FWS students for a reasonable amount of time spent for training for any FWS employment
- ★ School may pay FWS students for travel time that is directly related to employment in community service activities (including tutoring in reading and family literacy activities)

Paying for Time Spent in Training

- ★ Does not change previous Department Policy
- ★ Allowed for every FWS job for a reasonable length of time
- ★ Not limited to employment in community service activities



Paying for Time Spent Traveling

- ★ FWS students may be paid for a reasonable amount of time spent traveling to and from community service employment
- ★ Travel hours must be reported on time record

Effective 07/01/99

FWS Community Service Expenditure Requirements

- ★ School must use at least 7% of total FWS allocation (initial and supplemental) for community service employment
- ★ School must have at least one student employed in a reading tutoring or family literacy project
 - ***Jobs must provide community service***

Effective 07/01/00

New Reading Tutoring Project Requirement

- ★ **Project must employ one or more FWS students as reading tutors for children who are preschool age or in elementary school**
- ★ **To the extent practicable:**
 - **School must give employment priority to reading tutors in schools participating in a reading reform project**
 - **designed to train teachers how to teach on the basis of scientifically-based research**
 - **funded under Elementary and Secondary Education Act 1965**
 - **School must ensure FWS student receives training in instructional practices used by the employing school**

New Family Literacy Project Requirement

★ “Family Literacy Project” discussed in:

- Dear Colleague Letter CB-98-6
- FWS Regulations and Preamble in 10/28/99 Federal Register

Reallocation of FWS Funds

- ★ Returned 2000-2001 FWS funds will be reallocated to schools that used at least 5% of their total FWS allocation for students employed as reading tutors or in family literacy activities
- ★ Replaces prior requirement to reallocate FWS returned funds to schools that used at least 10% of their total FWS allocation for students employed in community services

Effective 07/01/00

Waiver of Institutional-Share Requirement for Literacy Activities

- ★ **School may pay Federal share of up to 100% of FWS student's wages**
- ★ **Student must be performing family literacy activities in a family literacy project**
- ★ **Waiver of institutional-share requirement no longer limited to tutoring in a family literacy project**
- ★ **Jobs do not have to be in community service activities**

Effective 07/01/00

Early Implementation Allowed 10/28/99

Up to 90% Federal Share for Employment at a Public or Non-Profit Organization

★ **School may pay Federal share of up to 90% of FWS student's wages for employment at a nonprofit or public organization that cannot afford to pay regular non-Federal share as long as:**

- **organization is not wholly or partially owned, operated, or controlled by the school;**
- **organization's inability to pay regular non-Federal share is documented and determined on a case-by-case basis; and**
- **no more than 10% of school's total FWS students are paid at this increased Federal share**

Effective 07/01/00

Early Implementation allowed 10/28/99

The America Reads Challenge

- ★ The America Reads Challenge was launched in 1996 by the Clinton Administration to increase the reading proficiency among America's youth and to ensure that every child reads well and independently by the end of third grade.

The America Reads Challenge

- ★ More than 1,400 colleges and universities (including community colleges and proprietary schools) voluntarily signed-on to the America Reads Challenge between 1997 and July 1, 2000.
- ★ In the first two years of the Challenge - 1997 to 1999 - more than 48,000 federal work-study students participated as reading tutors.

The America Reads Challenge

★ **Federal work-study reading tutors work with children in elementary schools (prekindergarten through grade 6) child care centers, head start centers, well-child clinics, libraries, after school programs, and in community centers.**

The America Reads Challenge

- ★ **Federal work-study students also work in Family Literacy programs.**
- ★ **Family Literacy programs provide opportunities for students to tutor children from infancy through elementary age and their parents and caregivers. Special consideration is taken to prepare adults to read with their children.**

Family Literacy Programs

- ★ **Family Literacy Programs provide the following components, tutors may be involved in one or more of the components.**
 - **Literacy or pre literacy education for children;**
 - **Literacy training for parents or caregivers of children in the program;**

Family Literacy Programs

- ★ **Equipping parents or caregivers with the skills needed to partner with their children in learning;**
- ★ **Literacy activities between parent or caregivers and their children.**

In addition to tutoring, FWS students working in Family Literacy Programs may perform administrative tasks.

Work-Study Students Who Tutor

- ★ Receive financial aid to defray the cost of their education and an opportunity to pursue community service.**
- ★ 95 percent of the reading tutors said they would recommend jobs in tutoring to other FWS students.**
- ★ Documented that FWS students who tutor change their major to education.**

Tutoring Works

- ★ **Research shows that tutoring programs that incorporate research-based elements produce improvements in reading achievement.**
- ★ **Tutoring leads to improvement in self-confidence about reading and self, motivation for reading, and changes in behavior.**

The America Reads Challenge

Provides to colleges and universities:

Assistance

Information

Guidance

Free training materials

Wealth of resources and

Opportunities to connect with others.



AMERICA READS

★ LEARN MORE ABOUT
AMERICA READS AT
www.ed.gov/americanreads

national conference 2000
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★ Or call (202) 401-8888

or

★ 1-USA-LEARN





Relationship between America Counts and America Reads

- America Reads and America Counts are companion programs.
- Participation in America Counts is completely optional.
- Until this year, participating in America Reads has been option. Beginning July 2000, every institution that receives FWS funding must employ at least one America Reads tutor.
- A FWS student can serve as either an America Reads tutor, an America Counts tutor, or both.



*Building Campus-Community
Partnerships*

AMERICA COUNTS
Tutoring Roadmap

Elements of a Strong Partnership

- A shared understanding of each partner's role, responsibilities, and accountability.
- Active partner participation and frequent communication.
- Partners who represent the community's various interests and have a diverse knowledge base.
- An effective advisory committee or working group.
- A plan for sustainability and capacity building



Recruiting Tutors

AMERICA COUNTS
Tutoring Roadmap

- ★ Recruit Early
- ★ Hold an Informational Meeting
- ★ Be Selective
- ★ Have Prospective Tutors Complete Applications
- ★ Verify Academic Qualifications
- ★ Interview
- ★ Have Tutors Sign Commitment "Contracts"



Recruiting Tutors

AMERICA COUNTS
Tutoring Roadmap

- Place a letter from the campus President or information flyer in every student's FWS award packet.
- E-mail eligible FWS students.
- Post flyers around campus and on the FWS job board.
- Make announcements in classes, particularly in courses related to math, science, or education.
- Contact service-oriented student clubs and organizations.
- Use campus communication media, such as radio, television, student newspaper, etc.
- Make presentations at new-student orientations.
- Set up a booth at campus job fairs.



Training ought to include the following components:

- An upbeat and focused atmosphere;
- A balance of administrative housekeeping with generic and content-specific instruction;
- An overview of the program's structure and goals;
- Explanation of program rules and tutor responsibilities.
- Modeled instructional techniques that tutors can emulate;
- Opportunity to practice newly learned tutoring techniques through role playing;
- Training on how to keep accurate records of student progress;
- A manual or handbook for easy reference.



Training Tutors

AMERICA COUNTS
Tutoring Roadmap

The most successful programs also emphasize ongoing support for their tutors, some examples include:

- Creating opportunities for regular interaction between tutors and program coordinators and/or trainers.
- Creating a forum for discussing successes and challenges, such as a listserv or roundtable meetings.
- Employing coordinators at tutoring sites to provide immediate guidance and feedback.
- Conducting in-service training that is based on tutor feedback and assessment of student progress.



Placing Tutors

AMERICA COUNTS
Tutoring Roadmap

“A campus that tries to send tutors to help everyone ends up helping no one.”

- Dick Cone, Director of the "Readers +" program
University of Southern California

Research Potential Tutoring Sites

- Which student populations can benefit most from *America Counts* tutoring?
- Are there tutoring sites that the campus has worked with in the past?
- Can the program accommodate the tutoring demand?
- Which sites seem most receptive and supportive?
- Which sites are most accessible from campus?



Placing Tutors

AMERICA COUNTS
Tutoring Roadmap

Resolving transportation issues beforehand may help you recruit and retain tutors who generally favor the conveniences of on-campus employment.

Some options:

- Organize Ride Sharing
- Provide Van Service
- Encourage Use of Public Transportation

Available Resources



www.ed.gov/americacounts/roadmap
1-877-220-9684