Tutoring
Process

Below is a suggested process list for churches planning to launch a Tutoring Program for a public school, or to support an existing one. It's helpful to start initial planning at least one month before the launch date to allow time for volunteer recruiting and setup.

1. Work through the Be|Undivided "Prelaunch Planning" page (document below).
2. Meet with school contacts, working with them to find out their precise needs and how your resources and vision line up with theirs.
3. Start to fill key volunteer roles, beginning with the Tutoring Program Director. The volunteer recruiting and training process will be an ongoing one parallel with all other steps.
4. Meet with church volunteers to develop a plan.
5. Determine what resources will be required, if any.
6. Develop partnerships with third parties for any desired donations, volunteers, connections, etc.
7. Meet with school contacts again, asking any last-minute questions, finalizing rules and any referral requirements, and determining how communication about the Tutoring Program will be established with students and families.
8. Open tutoring with a limited referral scope for two or three weeks, in order to work out any potential problems.
9. After the timespan allotted for Step 8, communicate tutoring availability to the broader student community.
10. Open for business!
11. Maintain a clear communication cycle with the school about availability, hours, problems, student referrals, etc.

<u>Tutoring</u>
Materials List

The material needs required to carry out an effective Tutoring Program (textbooks, etc.) are typically minimal, and are supplied by the school. However, below are a few materials that could potentially enhance the effectiveness of your Tutoring Program:

- Curriculum aides based on classwork
- Tools such as laptops
- Dictionaries
- Study materials
- Snacks and treats
- Pens and pencils
- Planners to help students organize
- Notebook paper
- Calculators
- Graph paper
- Folders and other organization tools

Tutoring
Volunteer Positions

Tutoring Program Director
- Wants to support the school's efforts toward student achievement, and to make things run smoothly with volunteer coordination, creating efficiency in the project.
- Duties:
  - Is onsite during all tutoring shifts until trusted volunteers are trained to manage things smoothly on their own
  - Makes sure there are enough tutors for the amount of students needing help
  - Coordinates, trains and recruits all other volunteers
  - Makes sure the school and Site Coordinator stay updated and comfortable with this aspect of the partnership
- Skills needed:
  - Organization
  - Leadership
  - Inspiration
  - Positivity
- Hours required:
  - 10-20 hours/week

Tutors
- Wants to connect with students one on one to inspire and encourage their success, and to help them develop the skills and knowledge to achieve it.
- Duties:
  - Meets with the Tutoring Program Director and reports on how their students are doing so the Tutoring Program Director can keep teachers and staff updated
  - Meets with students one on one at the school to help them achieve teacher-led goals and their own goals
  - Maintains a level of interest for the student, causing the student to want to come back to tutoring sessions
- Skills needed:
  - Good with people
  - Welcoming
  - Willing to serve no matter who comes in
  - Nonjudgmental
  - Knowledgeable in subject matter
  - Selfless
  - Organized
- Hours required:
  - 2-3 hours/week, depending on program structure

Tutoring
Additional Requirements

- **Financial:** The financial needs of a Tutoring Program will be determined by whether you are setting up an entirely new and separate program, or whether you are going to be supplying volunteers for an existing program at the school. It's possible to meet the financial needs of running a tutoring program without being a drain on the church.
  - Procurement from businesses
  - Procurement from service organizations
  - Procurement from church attendees
  - Grants
  - See "Partnerships" section below
- **Facilities:** Most schools will have counseling offices, computer labs or classrooms available for tutoring sessions. All tutoring should be conducted at the school itself.
  - Storage: You may need some storage space for materials, but not much. Most materials will most likely be kept in classrooms, but extra space may be needed.
    - A small cabinet or bookshelf would be ideal to use for materials. It would be good to coordinate with the school in terms of location.
      - Counseling offices, classrooms or computer labs would be good potential places for small storage needs.
      - This may be something where the materials are spread out depending on which classrooms are using the Tutoring Program.
  - Appropriate tutoring spaces: Where will tutors be able to focus the most with students? Studying in a quiet space like a classroom or library where students can maintain focus is important. All tutoring should be done on school grounds to avoid liability issues regarding student transportation, etc.
- **Transportation:** Depending on how far away the school is, it could be helpful to consider how many volunteers will be able to commit to coming to the school on a regular basis. Creating car-pooling options for your congregation could increase the likelihood of volunteers.
- **Partnerships:** Many organizations have a heart to help tutor students and keep them committed to going to school and graduating. Who can you partner with?
  - Local after-school programs
  - Clubs (Rotary, Elks, etc.)
  - Other churches
  - Other local tutoring programs
  - PTA

Tutoring
General Information & Resources

General Considerations

- **Summer/winter breaks:**
  - Will you offer services when the school is on a break?
    - Are facilities available?
    - Is school staff support available?
- **Important relationships to build:**
  - Counselors
  - Teachers
  - After-school program directors
  - Principal
  - Vice principal
  - Custodian
  - Office staff
- **Determining open hours:**
  - Are students in sports or other activities? They may need flexible meeting hours.
  - Are there students who have free periods where they could be tutored?
  - Is there a class period where a teacher would like a portion of it to be dedicated to one-on-one tutoring within the classroom?
- **Desired outcome:** Do you want to create a place for the students to hang out and do group work, or to have a space where they can work on their homework and ask for help if they need it? Is this a place to build relationships or simply a place to aid one student at a time? Some determining factors for this are:
  - Facility availability. How big is your space?
  - Atmosphere. Are the volunteers people with relationship skills? Are they people who can inspire students in their school work?
  - Ratio: How many tutors are there in relation to the number of students? Is group work more beneficial to get most students' needs met, or is one-on-one tutoring necessary for students to meet their goals?
- **Communicating to students:** How will the students know that tutoring services are available? Some ideas to talk through with your school contact:
  - School-wide announcements
  - Teacher/staff referral
  - Counselor referral
  - Letter home to parents
  - Word of mouth

<u>Mistakes to Avoid</u>

- **Trying to reinvent the wheel:** *There may already be a successful tutoring program at the school that church volunteers can support.*
- **Overcommitting:** *Struggling programs and students will unintentionally put on pressure for additional volunteer resources that may not be available. We recommend starting small, and building as you are able.*
- **Unrealistic expectations:** *Volunteer or student turnout may not be as high as planned. Every program needs development time to see where its long-term strengths and weaknesses will be.*