

Clackamas Community College Volunteer Tutor Program Manual

Mission: The Mission of the Clackamas Community College Volunteer Tutor Program is to provide expanded educational opportunities and services to adult students who will benefit from individual attention and support. The special relationship between student and tutor will enable the student to develop self-esteem and improve basic skills; become an effective citizen in the community, a valuable family member and a successful worker.

Welcome to Volunteer Tutoring at Clackamas Community College. As a volunteer tutor, your help and dedicated support enable us to reach a diverse population of students who have limited educational backgrounds and often limited time, but a very real desire to learn. These students need you, and CCC needs you!

The information in this booklet will help explain the background and purposes of the tutoring program, answer some frequently asked questions, and describe what you might encounter as a tutor. Also included are your responsibilities to the program that go beyond tutoring. At any time, please feel free to discuss program concerns or student progress with the tutor coordinator or classroom instructors you are working with.

We hope you will benefit from your tutoring experience, and we welcome you as a member of the growing community of individuals whose lives have been enriched by their efforts to help others.

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Oregon Fact Sheet

1. One in twelve adults in Oregon has less than an eighth grade education.
2. Approximately 59% of state corrections inmates do not have a high school diploma or GED credentials, and 70% scored in the lowest two literacy levels of the National Adult Literacy Survey.
3. Approximately 50% of Oregon welfare recipients do not have a high school diploma.
4. While only 5-8% of Oregonians can be termed illiterate, approximately 35% of our unemployed and underemployed adults read at less than ninth grade equivalency. 60% of the same population does not have basic math skills (sixth grade equivalency).
5. Oregonians who dropped out of high school earned an average monthly salary of \$452 compared to \$2,822 - \$4,961 for those with bachelor's degrees.

In May 1992, Oregon reported the results of a statewide survey of the literacy skills of its English-speaking adult population, 16-65 years old. It was one of the first such statewide, comprehensive literacy surveys in the nation.

The results showed that almost all adult Oregonians can read and interpret simple texts and can read and answer simple math problems. But once the tasks become more complex, such as using a bus schedule or filling out a catalog order form, their skills falter. Many could not consistently handle the more complex situations that routinely arise in daily life. For example:

1. 5% could **NOT** determine the payment due date on a utility bill.
2. 20% could **NOT** interpret instructions from an appliance warranty.
3. 40% could **NOT** use an advertisement to determine the least costly product.
4. 53% could **NOT** list evidence cited in a newspaper column to support the author's argument.
5. 65% could **NOT** determine the correct medicine dosage using a dosage chart and a child's age and weight.
6. 82% could **NOT** use a bus schedule to select an appropriate bus, given time of travel, origin, and destination.

Volunteer Tutor Position Description

- Position Title:** Volunteer Tutor for Adult Basic Education (ABE), including basic skills, GED and English for Speakers of Other Languages (ESL).
- Placement:** Work in classrooms as a teacher aide or one to one with students under teacher supervision; work with small groups outside of class; work one to one with a student at a time and place convenient to both of you.
- Position Objective:** Assist persons with limited educational and/or English language backgrounds in learning how to read, write, calculate, and master other basic skills in order that they may function better in school, in their families, at work, and in their communities.
- Time Commitment:** At least 1 hour per week, preferably more, for at least six Months
- Responsible to:** Lynda Campbell, Literacy Coordinator, (503) 594-6319
Dye Learning Center, CCC

Position Responsibilities:

1. Complete a minimum of 12 hours of tutor training.
2. Be a positive support in helping the student carry his/her lesson plans.
3. Become familiar with different learning styles and techniques, so that you can choose the appropriate method to use with your student.
4. Become familiar with the materials students will use, and work with instructor or volunteer coordinator to find appropriate materials.
5. Be reliable and punctual for appointment times. Give as much notice as possible if you are unable to meet with your student.
6. Make sure your student completes appropriate assessments, either through the department or through the coordinator, at the beginning and end of each term, or as necessary.
7. Complete the record keeping responsibilities and turn hours in to the Tutor Coordinator at the designated times.

Benefits:

- An opportunity to promote intercultural understanding
- Training and materials
- Excellent experience to include on a resume
- The chance to make new friends and have fun, and the satisfaction of helping others

The Students

GED/Adult Basic Skills Students

Our GED and adult basic skills students are a diverse population ranging in age from 16 to 60, and up. They come from all backgrounds, and include a wide range of skill levels. We have few truly illiterate students, those who cannot read at all. We do, however, have “functionally illiterate” students. These are students who are unable to figure out a bus schedule, cannot read the prescription instructions on a bottle of medicine, and struggle to read the newspaper. They often do not know their multiplication tables, cannot figure out a discount at a supermarket or department store, and struggle to understand their phone bill.

Students enter our programs for a variety of reasons. Some are mandated to be here by a parole board or a welfare office. Some have recently lost a significant other who has handled their paperwork and reading for them. Some have lost jobs and find they cannot get another without significantly improving their skills. Others have simply come to the realization that there are many things in the world they are missing by not reading and writing at a higher level.

Their motivation to stay in the program is similarly varied. They may reach their personal goal before you feel you have accomplished what you set out to do, and leave the program with no notice at all. They may stay as long as someone is checking on them, and drop out when that ceases. They may get a job, or move, or lose their car, or any or any of a myriad of things that might prevent them from attending any longer.

Regardless of what you, as a tutor, think they should be aiming for; students have their own goals and objectives. It is your responsibility to help them reach those goals, in a way that works for your student. You will have disappointments, and incredible successes.

English for Speakers of Other Languages (ESL) Students

This population is similarly varied in age, background, and motivation. We have students from all over the world, from every socio-economic stratum, and at every literacy level. Some of our students are university graduates from their country and need help with pronunciation and writing. Some are migrant laborers with no literacy skills in their native language. All are immigrants or refugee seeking a better life in the U.S.

Flexibility and acceptance of diversity are the keys here. Openness and willingness to learn as well as teach are crucial characteristics of the successful ESL tutor. You do not have to speak another language – these students need to speak English! Again, you may have disappointments, but you may make friends that will last a lifetime.

Clackamas Community College Programs

Clackamas Community College offers many programs in addition to tutoring that assist adult learners who want or need to improve their skills. Ideally, students get involved in classes and receive tutoring as a supplement – this gives students the best chance for success. Most of these programs are available to anyone age 16 and older.

CCC Volunteer Tutoring is designed *not* to repeat classroom experiences of the past. The students learn: at their own pace; what they want (reading recipes, preparing for a driver's test, GED preparation, everyday math, etc.); in non-threatening, non-traditional settings (libraries, community centers, CCC campuses and satellites); and at convenient hours.

Basic Skills/GED Preparation/ESL

Basic Skills and GED preparation classes are offered through the Skills Development Department. These include structured classes in reading, writing and math, as well as individualized, self-paced learning opportunities. English as a Second Language (ESL) classes offer instruction in speaking, listening, reading and writing. All classes are offered days and evenings at hours convenient to most students.

Adult High School Diploma

Students who are still connected to their high schools or have left school and want to get a GED or AHSD at CCC should contact Barbara Simington at (503) 594-3395. Morning, afternoon and evening classes are offered.

Developmental Education

Clackamas Community College offers credit classes in reading and study skills.

Tutor Code of Ethics

- The tutor displays an attitude of shared adulthood and respect for students.
- The tutor encourages the student at all times.
- The tutor keeps the commitment of interest and time made to a student and the CCC Volunteer Tutor Program.
- The tutor refers students to appropriate CCC staff when that student requests help beyond the tutor's training or skills.
- The tutor holds in confidence personal information offered by the student.
- The tutor does not elicit information about a student's personal life, nor burden a student with his or her own personal issues; an atmosphere of give and take is established.
- The tutor shares information about teaching and learning with the CCC Volunteer Tutor Program.
- The tutor uses the CCC Volunteer Tutor Program for support and assistance, and to improve his or her own tutoring skills.
- The tutor criticizes the Volunteer Program to appropriate CCC personnel.
- The tutor honors all policies and procedures of CCC, including assessment, reporting and record keeping.

Tutoring should be an enjoyable learning experience for both the tutor and the student. If, for any reason it is not, please contact the Tutor Coordinator.

Beyond Tutoring

The Volunteer Tutor Coordinator's office is part of CCC's **ESL Department**. The office has responsibilities to volunteer tutors, students, CCC instructors and the ESL Department. Primarily, we recruit and send tutors for training, match students with tutors, assign tutors to classrooms upon the request of the instructor, keep records and submit reports to the State, and assist all parties in any way possible. Always, our number one concern is the students and the services we provide them.

Record keeping is a very important part of tutoring. We must report to the department, register students each quarter, assess students who enter the program, track their progress by administering additional assessments as they move from one level to another, report on the number of hours each student is tutored per quarter, and document when and why they drop out of the program.

Because we are a volunteer program working in various settings, we do not see students as regularly as classroom instructors do. Like the instructors, however, we are required by the state to report the same information quarterly. Thus, we depend heavily upon our tutors (that's **YOU**) to keep us informed. We need to know each term (a) how many hours the student was tutored; (b) what materials were used; (c) what assessments, if any the student was given; and (d) what progress the student has made.

All of this information is critical to insure the continuation of the Volunteer Literacy Program. If we do not know that the students are being served, and that they are making progress, our program may be considered unsuccessful and our funding could be withheld.

Part of your role as a volunteer is to serve as a liaison between the tutoring office and the students. We assume that anyone who volunteers believes that this program is an asset to the community and will wish to support its continuing existence. Tutors must understand that responsible reporting to the coordinator's office is an inherent part of his/her job.

If you have any questions about this part of your volunteer work, please call the Coordinator at (503) 594-6319. Remember that the Coordinator *wants* to hear from you and needs your help and feedback on every aspect of the tutoring program.

You will make a difference! We thank you for volunteering!