

America Reads

Challenge



Ethel F. Beckford Richmond Elementary
Barbara Hawkins Elementary
Colonial Drive Elementary
Naranja Elementary
NFL YET Center

Tutor Handbook

Kinloch Park Elementary Shenandoah Elementary Sylvania Heights Elementary Tropical Elementary South Miami Heights Elementary Lorah Park Elementary
Amelia Earhart Elementary Palm Lakes Elementary Redondo Elementary James H. Bright Elementary Miami Heights Elementary Hialeah Elementary Hands in Action
Mattie Koonce Silver Bluff Elementary Flamingo Elementary Phillis Wheatley Elementary Pine Villa Elementary Kensington Park Elementary Comstock Elementary
Learning Bridge Bel Aire Elementary Carlos Finlay Elementary North Hialeah Elementary Hubert O. Sibley Elementary Eugenia B. Thomas Elementary Lillie C. Evans Elementary
Palm Springs Elementary North Twin Lakes Elementary M.A. Milam Elementary W.J. Bryan Elementary Douglass Elementary Laura Saunders Elementary Barnyard Community Center
Murray Park Charles R. Drew Elementary ChildHope, Inc. Easter Seals Miami Park Elementary North Miami Elementary Lake Stevens Elementary Peskoe Elementary
North Glade Elementary Community Activity Center Chapman Elementary Fulford Elementary Gratigny Elementary Hibiscus Elementary Linda Lentin Elementary Florida City Elementary
Life Impact JF Kennedy Library West Homestead Elementary Holmes Elementary Natural Bridge Elementary Marjory Stoneman Douglas Elementary Ludlam Elementary

"My reading is getting better because
my tutor helps me."
- Claude Daniel, Age 7

Barry University
Florida International University
Miami Dade College
Miami-Dade County Public Schools
St. Thomas University
University of Miami

www.americareadsmiami.org

September 2004

America Reads CHALLENGE Tutor Handbook

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Members

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FOREWORD



The Butterfly Effect: "A butterfly stirring the air today in Peking can transform storm systems next month in New York."

– J. Gleik

Congratulations and welcome to America Reads. As proposed by President Bill Clinton in 1996 and initially led by the U.S. Department of Education, this nationwide initiative helps children become better readers. Studies show that students who cannot read well by the end of the third grade have a higher dropout rate and a decreased chance for success in life. Frighteningly, 40% of America's fourth graders failed to attain a basic reading level in 1994.

America Reads tutors play an important role in counteracting this serious problem by devoting time and energy to the intellectual development of America's youth. The America Reads program intervenes in the early stages of childhood development – during grades K through third, with a special emphasis on first grade.

The work is challenging, but it is also rewarding. America Reads tutors serve as role models to the children whom they tutor and must understand their responsibilities accordingly.

- ✓ America Reads tutors should arrive for work displaying a positive attitude about school and about life in general.
- ✓ Tutors must show sensitivity to children's feelings – celebrating successes while gently guiding them past mistakes – and having patience for success that sometimes comes in small steps.
- ✓ Tutors are expected to carefully read the contents of this handbook.
- ✓ Finally, America Reads tutors are expected to conduct themselves professionally and to adhere to the policies stated herein.

We are excited to have you as a member of this prestigious and important program. Good luck stirring the air as an America Reads tutor.

MISSION STATEMENT



The goal of America Reads is to ensure that every child can read well and independently by the end of the third grade. Your mission as an America Reads Tutor is to provide children with one-on-one instruction in reading, phonics, and comprehension.

AMERICA READS TUTOR POLICIES

Standards

America Reads Tutors are expected to:

- ✓ Present themselves in a manner that reflects positively on them and on the America Reads Challenge. Be courteous and dress appropriately.
- ✓ Treat all persons, including Site Coordinators and America Reads staff members, with respect and courtesy. Resolve disputes in a constructive manner.
- ✓ Commit for at least one academic year.
- ✓ Show up for work everyday they are scheduled, keep their commitments, and be punctual for all scheduled assignments.
- ✓ Respect the confidential nature of anything that they see or hear. Share concerns and information only with school staff and America Reads staff.
- ✓ Be tutors **NOT** educators, parents, or employees of Miami-Dade County Public Schools (M-DCPS). Tutors **CANNOT** be left unsupervised with children, deviate from the tutoring curriculum, evaluate children on a formal basis, discipline children, preach their religion to children or school personnel, contact parents, give students gifts or rewards exceeding \$1 in value, or give students anything edible.
- ✓ Complete a new Placement Confirmation Agreement each semester.

Expectations

Eligibility

To be eligible for the America Reads Federal Work-Study Program, students must meet the following criteria:

- Students must qualify for financial aid and Federal Work Study
- Students must have at least a 2.0 GPA
- Students must be registered for and maintain at least 6 credit hours
- Students must not be in the lowest level of College Prep classes

30-Day Probationary Period

Tutors are hired as candidates by colleges and universities to be placed at school sites. **Employment, however, is dependent upon a successful interview with the school's Site Coordinator.** Although you are employed as a Federal Work Study student, the Site Coordinator makes the final determination as to whether you will be hired at their specific site. In order to maintain employment as an America Reads Tutor you must demonstrate acceptable performance at your college/university and the America Reads site.

Upon employment, all new tutors will undergo a mandatory 30-day probationary period. During this period, Site Coordinators will assess the tutor's performance to determine continued employment in the America Reads program. Assessment will be based upon the

policies outlined in this tutor manual, including (but not limited to) proper implementation of the tutorial model, dress code, job performance, attitude, attendance, and punctuality.

Paid vs. Unpaid Activities

Tutors are paid strictly for work related to America Reads.

This may include, but is not limited to:

- i. tutoring
- ii. organizing America Reads materials/preparing for tutoring sessions
- iii. attending tutor team meetings
- iv. assisting in the implementation of parental involvement activities
- v. helping organize recognition events for children in the program
- vi. attending training sessions and in-service workshops

Tutors will not be paid for:

- i. travel time
- ii. lunch (unless your shift is 5 or more hours – see the section on page 9 concerning breaks)

Tutor should not be:

- i. chaperoning field trips unrelated to America Reads
- ii. supervising classrooms
- iii. administering student assessment tests
- iv. handling other teacher duties
- v. left alone with children

NOTE: Being hired as an America Reads tutor is contingent upon being interviewed and selected by the coordinator at your assigned site—you must schedule and interview with the Site Coordinator and convince him/her that you are worthy of the job. In addition, although tutors are paid for attending orientation and training, you will not be paid for orientation/training if you are not “hired” by the site or if you drop out of the program before being accepted and actually tutoring at your America Reads site.

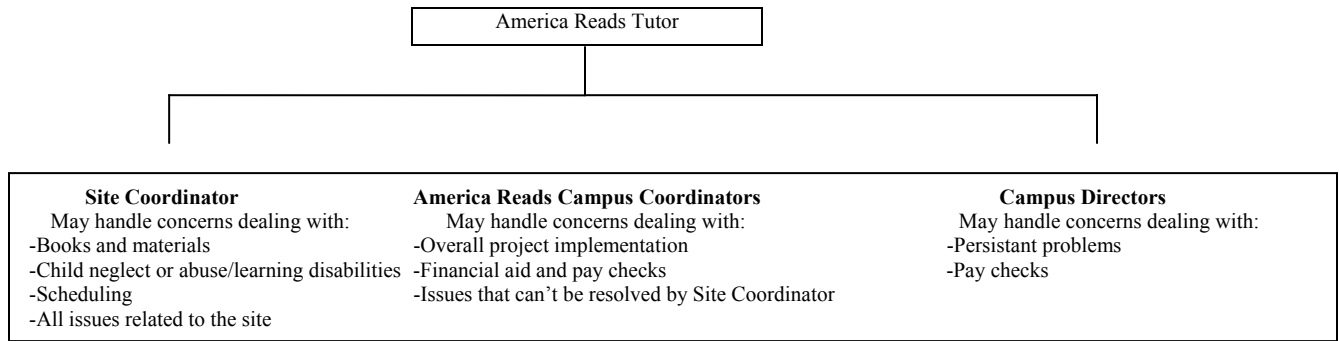
Channels of Communication

Contacting your designated America Reads site:

- Make sure that you have the correct contact information for your designated site.
- Make sure to call your designated site the next business day after attending the 4-hour new tutor training.
- Make sure to leave your name, phone number, and the time you can be reached, when leaving a message at the site for the Site Coordinator.

America Reads Tutors are strongly encouraged to share their thoughts on a regular basis with their Site Coordinators, their America Reads Campus Coordinator, and their Campus Director. Keeping the lines of communication open helps to diffuse tensions before those tensions become problems!

Channels of Communication. Three individuals are mainly responsible for providing support to America Reads Tutors. This flow chart offers examples of possible situations each individual is best equipped to handle.



Site Coordinator

Site Coordinators are best equipped to handle problems that are specific to their sites and to the children served by those sites. Examples of such concerns may include:

- ✓ Needing a new set of books or additional materials
- ✓ Suspecting that a child may have a learning disability
- ✓ Suspecting that a child is not being cared for properly at home
- ✓ Questions about the tutoring curriculum
- ✓ Problems with the classroom teacher, etc.

Site Coordinators are also responsible for scheduling work times for America Reads Tutors*. In turn, tutors are expected to inform the Site Coordinator in advance of the following:

- Changes in class schedule, including at the beginning of a new semester
- Missing work at any time
- Arriving late or leaving early
- Expected dates of return following winter, spring, and summer breaks
- Departure from the America Reads program

*(*Note: All tutors must complete a “Confirmation Agreement” that sets their work schedule for each semester. The form is in triplicate with the original being turned into the office, one copy for the tutor, and one for the Site Coordinator—tutors are expected to work the agreed upon hours!)*

America Reads Campus Coordinators

Please communicate regularly with your campus coordinator and share ANY problem or concern including:

- ✓ Challenges faced
- ✓ Successes achieved
- ✓ Suggestions for improvement
- ✓ Overall project implementation
- ✓ Tutor recruitment and support

Campus coordinators are also responsible for tutor training and support. In turn, tutors should inform the coordinator in advance of the following:

- Departure from the America Reads program

- Conflicts with scheduled in-service training sessions
- Expected dates of return following winter, spring, and summer breaks

Campus Directors

Campus Directors will be contacted to resolve problems that are persistent and seemingly irreconcilable. However, if a problem arises tutors should first contact their Site Coordinator as most issues can be resolved here.

Attendance



Absences

America Reads Tutors who will miss a day of work must inform their assigned Site Coordinator at least 24 hours in advance of an expected absence. If the Site Coordinator is not available, tutors should inform the alternate contact person at the site giving the reason for the absence as well as their expected date of return.

Even in the event of an emergency, tutors are still expected to call in BEFORE their shifts are scheduled to begin. Missing two days of work without prior notice will result in termination. Please note that tests, exams, and term papers do NOT constitute emergencies.

MISSING 2 OR MORE DAYS WITHOUT PRIOR NOTIFICATION WILL RESULT IN TERMINATION.

This will be strictly enforced.

Consistency

Consistency is an important aspect of the job for America Reads Tutors. Tutors are expected to be at work and be on time. A tutor's failure to report to work, results in:

- Children being deprived of the opportunity to receive the one-on-one attention that makes such a crucial difference in their education and their lives
- Children feeling disappointed on a personal level since they look forward to time spent with their tutor each week
- Site Coordinators, first grade teachers, and other tutors having to fill the gap left by an absent tutor
- A negative reflection of the America Reads Program and the associated college/university

In-Service Training (IST)

America Reads Tutors must maintain high standards of excellence. Therefore, it is essential that **new tutors** attend two In-Service Trainings per semester. These workshops are MANDATORY and typically last two hours. Tutors will be paid for their participation in the In-Service Trainings. Dates, times, and locations for each session will be published well in advance. The purpose of In-Service Training is to promote:

1. Information dissemination
2. Reflection on progress & challenges
3. Skill enhancement

Missing In-Service Training Sessions

Excusable absences require advance, written notice with an acceptable excuse. Failure to attend In-Service Trainings without prior notification will result in a written warning. A second occurrence will result in termination. This will be strictly enforced.

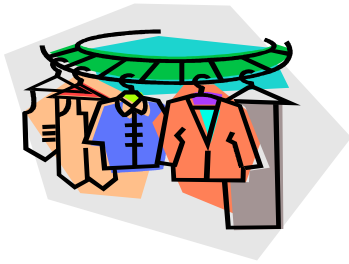
Returning Tutoring Training

Returning tutors will attend a mandatory Returning Tutor Training.

Dress Code

America Reads Tutors are held to a higher standard due to the nature of the job. They serve as role models to the children they tutor and are therefore expected to present themselves professionally. Tutors are expected to dress appropriately and appear well groomed. “Business-casual” (comfortable yet professional) is considered suitable. **Dress conservatively** and ask for feedback from other school/site employees.

America Reads Tutors are asked **NOT** to wear the following types of attire:



- × All types of workout gear
- × See-through garments
- × Revealing garments
- × Tank tops, halter-tops, low cut tops
- × “Cut-offs”
- × Shorts
- × Short skirts and short dresses
- × Bare midriffs

Jewelry and accessories (including piercing) should be professional.

Site Coordinators are permitted to use discretion when establishing a dress code and can send a tutor home who is not dressed appropriately.

PAY SCHEDULES AND TIMESHEETS

America Reads tutors work 10-25 hours per week, earn \$6.50 per hour and are paid every other Friday. Pay periods cover two weeks at a time. **In order to receive paychecks on time, tutors must turn in timesheets by the deadline every two weeks!**

Pay Schedule

America Reads Tutors attending MDC should turn in timesheets and pick up pay checks according to the following pay schedule. New tutors will also turn in bi-weekly progress reports for the first three pay periods. Paychecks correspond NOT to the pay period just ending but to the prior pay period. Checks are available after 10:30 AM in the Center for Community Involvement office. **Original timesheets are due by 12:00 noon every other Monday**

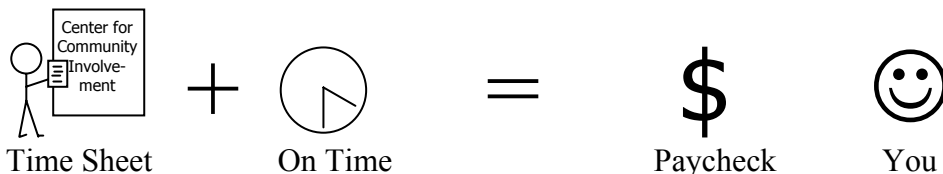


in the Center for Community Involvement office (see pay schedule on page 7). If a timesheet is not turned into the Center for Community Involvement by Monday at 12:00 pm, the tutor will not receive his/her paycheck until the following pay period (one month later). No exceptions will be made. In addition, incomplete timesheets (e.g., missing signatures) will not be processed.

PAY PERIOD	TIMESHEETS DUE AT MDC	PAY DATE
Aug 23 – Sept 05, 2004	Monday, Sept 06, by 12:00 PM	Friday, Sept 17
Sept 06 – Sept 19	Monday, Sept 20, by 12:00PM	Friday, Oct 01
Sept 20– Oct 03	Monday, Oct 04, by 12:00 PM	Friday, Oct 15
Oct 04 – Oct 17	Monday, Oct 18, by 12:00 PM	Friday, Oct 29
Oct 18 – Oct 31	Monday, Nov 01 by 12:00 PM	Friday, Nov 12
Nov 01 – Nov 14	Monday, Nov 15 by 12:00 PM	Friday, Nov 24*
Nov 15 – Nov 28	Monday, Nov 29, by 12:00 PM	Friday, Dec 10
Nov 29 – Dec 12	Monday, Dec 13, by 12:00 PM	Friday, Dec 17*
Dec 13 – Dec 26	Monday, Dec 27, by 12:00 PM	Friday, Jan 07
Dec 27 – Jan 09, 2004	Monday, Jan 12 by 12:00 PM	Friday, Jan 21
Jan 10– Jan 23	Monday, Jan 24 by 12:00 PM	Friday, Feb 04
Jan 24 – Feb 06	Monday, Feb 07, by 12:00 PM	Friday, Feb 18
Feb 07 – Feb 20	Monday, Feb 21, by 12:00 PM	Friday, March 04
Feb 21 – March 06	Monday, March 07 by 12:00 PM	Friday, March 18
March 07 – March 20	Monday, March 21 by 12:00 PM	Friday, Apr 01
March 21 – Apr 3	Monday, Apr 04, by 12:00 PM	Friday, Apr 15
Apr 04 – Apr 17	Monday, Apr 18, by 12:00 PM	Friday, April 29
Apr 18 – May 01	Monday, May 02, by 12:00 PM	Friday, May 13
May 02 – May 15	Monday, May 16, by 12:00 PM	Friday, May 27
May 16 – May 29	Monday, May 30, by 12:00 PM	Friday, June 10
May 30 – June 12	Monday, June 13, by 12:00 PM	Friday, June 24
June 13 – June 26	Monday, June 27, by 12:00 PM	Friday, July 08
July 27 – July 10	Monday, July 11, by 12:00 PM	Friday, July 22
July 11– July 24	Monday, July 25, by 12:00 PM	Friday, Aug 05
July 25– Aug 07	Monday, Aug 08, by 12:00 PM	Friday, Aug 19
Aug 08 – Aug 21	Monday, Aug 22, by 12:00 PM	Friday, Sept 02

**** Early due date**

And remember...



Timesheets and Bi-weekly Progress Reports

America Reads Tutors are required to:

America Reads Tutors are required to:

1. Maintain tutor timesheets in a safe place at the school or agency, where the timesheets will not be lost.
2. Sign-in upon arriving and sign-out when leaving. A sign-in book is located in the school site, usually in the main office, and in the classroom. Tutors are required to sign-in in the office and in the classroom. The personnel in the front office and the classroom teacher must verify each sign-in and sign-out time with their initials or a signature. This sign-in and out process is in addition to the timesheet.
3. Write in hours worked after every shift and put a line through shifts not worked. (See example on page 10)
4. Obtain signature of the Site Coordinator or alternate contact person at the site **after every shift and at the end of every two week period.**
5. Keep a copy of the timesheet for your records, and make sure your site supervisor also keeps a copy of every timesheet.

Filling Out Timesheets

Timesheets should be filled out as follows:

Date			Time In	Time Out	Hours	Supervisor's Signature
Day of Week	Month	Day				
Monday:	5	/ 10	8:30 a.m.	12:45 p.m.	4.25	Site Coordinator or
Tuesday:	5	/ 11	1:10 p.m.	3:45 p.m.	2.50	Alternate Contact
Total Pay Period Hours					6.75	

Adding Hours on Timesheets

Hours worked per day should be rounded to the nearest quarter-hour (15, 30, or 45 minutes) and added as follows.

$$\text{Total hours worked} = \text{number of complete hours worked} + \text{fraction of minutes worked}$$

Where the fraction of minutes worked can be calculated using the following equation:

$$\frac{\text{Number of minutes worked}}{60 \text{ minutes in one hour}} = \text{the fraction of minutes worked}$$

Example: Tuesday in the timesheet above was totaled as follows:

- (a) This tutor worked 2 full hours + 35 minutes.



(b) 35 minutes should then be rounded to 30 minutes.

(c)
$$\frac{30 \text{ minutes worked}}{60 \text{ minutes in one hour}} = \frac{30}{60} = 0.5 \text{ hours worked}$$

(d) Hence, 2 hours + 0.5 hours = 2.50 hours worked

(15 minutes = .25 hour; 30 minutes = .5 hour; 45 minutes = .75 hour)

Breaks

Tutors working between four and five hours in one day are entitled to a paid 15-minute break. Tutors working five or more hours in one day are entitled to a paid 30-minute break. Tutors will not be paid for all other breaks. Unless a tutor is entitled to a 30-minute break, tutors will not be paid for lunch.

Total Hours Worked for One Day	Length of Paid Break
Less than 4 hours	No paid break
4 hours or more but less than 5 hours	15-minute paid break
5 hours or more	30-minute paid break

Prior to Submitting Timesheets and Bi-weekly Progress Reports

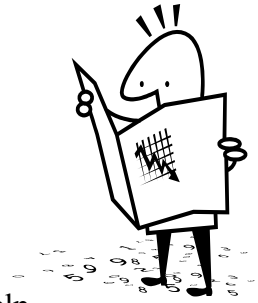
1. New tutors will complete Bi-weekly Progress Reports #1, #2 and #3 for the first three pay periods. Complete one report each pay period. Use the reports in numerical order.
2. Complete the timesheet by adding pay period hours and writing in the total.
3. Obtain the Site Coordinator's signature on both the timesheet and Bi-weekly Progress Report.
4. Turn in an **original completed timesheet** and Bi-weekly Progress Report by 12:00 pm on the date due (every other Monday – check schedule for exact dates). Incomplete timesheets will not be accepted.
5. Leave the pink copy with your supervisor, keep the yellow copy for your records, and turn in the white original to the Center for Community Involvement.

Warnings

1. Falsification of hours and/or signatures will result in termination of employment, as well as suspension and/or expulsion from school and possible prosecution. **Never add hours, never sign for your site coordinator, never put down hours you didn't work. Consequences will be severe and you will be caught.** Make sure you get your timesheet signed at the end of each day-not weekly or bi-weekly.
2. **Every two weeks site coordinators will send a report to the college/university on each tutor's status and the number of hours worked that pay period.** This report will be compared to the timesheet turned in by the tutor.
3. **LATE TIMESHEETS WILL RESULT IN PAY DELAYS. TIMESHEETS TURNED IN AFTER THE 12:00 NOON MONDAY DEADLINE WILL NOT BE PROCESSED UNTIL THE NEXT PAY PERIOD. INCOMPLETE TIMESHEETS WILL NOT BE PROCESSED EITHER. NO EXCEPTIONS.**
4. Chronically late timesheets will result in verbal and/or written warnings and finally termination.

TUTORING TIPS

- ✓ Be kind and friendly to the child. Learn the proper pronunciation of his/her name. Show interest in what the child says and does.
- ✓ The tutoring curriculum must be followed in proper order.
- ✓ The written plan must be filled out for every child, every time.
- ✓ Write clearly in print, not cursive.
- ✓ Empower the child as the reader. Let him/her hold the book.
- ✓ Give the child time to think about words. Do not jump in too quickly to help.
- ✓ Always look for the positive in what the child says or does. Give positive reinforcement.
- ✓ Do not make promises you cannot keep.
- ✓ Communicate regularly with classroom teacher regarding the student's progress.



Remember that being a tutor is more than just a job!

You are a role model and someone who can impact a child's life forever.

Please utilize the America Reads Website. It has all the information you'll need -- downloadable forms and timesheets, contact info, program history, etc.

www.americareadsmiami.org

2004/2005 CONTACT SHEET

MDC Wolfson/InterAmerican Campuses

Director, College Wide
Joshua B. Young
E-mail: jyoung@mdc.edu
Office Number: (305) 237-7477
Fax Number: (305) 237-7580
Pager Number: (305) 641-8140

Director, Wolfson Campus
Luciano Ramos
E-mail: Iramos@mdc.edu
Office Number: (305) 237-7470
Fax Number: (305) 237-7580
Pager Number: (305) 312-1452

America Reads Manager, College Wide
Gail Gelvan
E-mail: ggelvan@mdc.edu
Office Number: (305) 237-3163
Fax Number: (305) 237-3833

America Reads Campus Coordinator
Vanessa Hernandez
E-mail: adarden@mdc.edu
Office Number: (305) 237-3833
Fax Number: (305) 237-7580

America Reads Student Assistant, Inter American Campus
Ileana Suarez
E-mail: isuarez@mdc.edu
Office Number: (305) 237-6274
Fax: (305) 237- 6215

MDC North Campus

Director, North Campus
Paul Merz
E-mail: pmerz@mdc.edu
Office Number: (305) 237-8358
Fax number: (305) 237-1851
Pager Number: (305) 276-0587

America Reads Coordinator
Michelle Rodriguez
E-mail: mrodi12@mdc.edu
Office Number: (305) 237-8380
Fax Number: (305) 237-1851

MDC Kendall Campus

Director, Kendall Campus
Ossie Hanauer
E-mail: ohanauer@mdc.edu
Office Number: (305) 237-0631
Fax Number: (305) 237-0549
Pager Number: (305) 272-4801

America Reads Coordinator
Diana Rodriguez
E-mail: [drodriguez@mdc.edu](mailto:droduiguez@mdc.edu)
Office Number: (305) 237-0896
Fax Number: (305) 237-0549

Florida International University

FWS Coordinator
Adelfa Ukenye
E-mail: ukenyea@fiu.edu
Office Number: (305) 348-1963
Fax Number: (305) 348-2346

America Reads Coordinator
Melissa Palomino
E-mail: mpalo003@fiu.edu
Office Number: (305) 348-7417
Fax Number: (305) 348-2346

University of Miami
Associate Director
Maria Pavon
E-mail: mpavon@miami.edu
Office Number: (305) 284-6641
Fax Number: (305) 284-6724

Barry University
Head of Volunteer Services
JoAnne Zarowny
E-mail: jzarwony@mail.barry.edu
Office Number: (305) 899-3088
Fax Number: (305) 899-3959

St. Thomas University
Director of Financial Aid
Anh Do
E-mail: ado@stu.edu
Office Number: (305) 628-6725
Fax Number: (305) 628-6754

Additional partners

Florida Career College, Miami Ad School, National School of Technology, Technical Career Institute