



TUTOR HANDBOOK

Revised January 2022

This handbook is dedicated to all of our hardworking volunteer tutors. We appreciate you and the support you provide to your student! We hope this will help your tutoring experience.

The Literacy Alliance of Northeast Florida is an accredited affiliate of ProLiteracy and is a partner provider with United Way of Northeast Florida.



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1. Welcome

The Board of Directors, staff, and especially our students are delighted that you have chosen to become a volunteer tutor. We are confident that your experience at the Literacy Alliance of Northeast Florida (LANEFL) will be a rewarding one. The staff and board of directors are here to assist and support your work. Please feel free to ask questions at any time.

Since so much information is presented during 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.

2. Literacy Alliance of Northeast Florida - Office and Staff Information

Office Address: 40 E Adams Street, LL30
Jacksonville, FL 32202

Phone: 904-238-9000 (Phone)

E-mail: volunteers@literacyallnefl.org

Website: <https://literacyallnefl.org/>

Facebook: <https://www.facebook.com/LiteracyAllNEFL/>

Instagram: <https://www.instagram.com/literacyallnefl/>

Twitter: <https://twitter.com/literacyallnefl?lang=en>

Office Hours: Monday-Friday 9:00 am-4:00 pm (other hours by appointment)

LANEFL Staff: Marcus Haile - CEO

Jacqueline James
Education Director

Lisa Alexander
Volunteer and Outreach

Literacy Program Specialists:

Elizabeth Lawrence
Lisa Montgomery
Corey Redden

Anita Edwards
Chief Operating Officer

3. Mission Statement

The Literacy Alliance of Northeast Florida's mission is to increase literacy awareness and improve adult literacy in Northeast Florida through formal instruction and volunteer-based tutoring.

4. 2021-2022 Board of Directors

Officers

Vickie Robinson, President
Jametoria Burton, Vice President
Luchandra Bryant, Secretary
Mike Macquire, Treasurer
Hillary Shephard, Immediate Past President

Members

Jill Auld
Cassidy Bergstrom
Kelly Coker
Jeff Everett
Kemal Gasper
Brian James
Dana Kriznar
Lauren Langham
Sharol Noblejas
Jimmy Peluso
Terri Stepter
Scott Wilson

CEO

Marcus Haile

Ex Officio Members

Moses Meide, Jr.

5. Literacy Tutor Role

5.1 Job Description

Type of Work

Volunteer Adult Literacy Tutor

Purpose

To help an adult:

- Improve his/her literacy skills.
- Use newly learned skills to meet self-identified goals.

Training

Online and In-person:

- Complete 2 – 3 hours of online workshop.
- Attend a 4 hour in-person Training Workshop.

Online only:

If you are doing 100% remote training, it includes ProLiteracy's Tutor Training modules 1, 2, 3, and 6, 9, and 11.

Qualifications

- Be at least 18 years of age.
- High school diploma or equivalency
- Be able to speak and understand English well enough to communicate clearly.
- Read at a 12th grade level or above.
- Pass a background screening prior to working with students indicating no record of conviction for any sexual offense, crime of violence, embezzlement, etc. or be recommended by Probation and Parole.
- Must be proficient in basic computer skills in order to complete requirements or tutor online
- Be dependable, prompt, interested in helping others, sensitive to different backgrounds and cultures, respectful of confidentiality, patient, and optimistic.

Place of Work

Tutoring may take place at a public location that is convenient for the tutor and student. The Jacksonville Public Library System, community centers, churches, and apartment clubhouses are excellent options. If you are tutoring remotely online, the location is up to you.

Hours

The tutor and student should meet a minimum of an hour (1) each week. In addition, the tutor will need to spend time preparing for each lesson and travel time if meeting in person.

Duration of Work

We would like each tutor to volunteer for a minimum of 6 months. This allows tutor-student teams to build a trusting relationship and to see progress.

5.2 Tutor Responsibilities

Provide instruction, encouragement and support to students by:

- Helping the student develop confidence and a positive attitude toward learning by affirming his/her efforts and progress in each lesson.
- Helping the student 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 decisions about the learning process.
- Modeling appropriate cultural behavior.
- 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.
- Using suggestions/methods recommended by the LANEFL staff.
- 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.
- Agreeing to meet at an appropriate public tutoring site.
- Being able and agreeing to get to the designated tutoring site without assistance from the program or the student.
- **Attending scheduled sessions regularly, arriving at sessions on time, and notifying the student in advance of absence or delay.**

Complete administrative commitments by:

- Participating in initial tutor training (online and in person as applicable).
- Participating in continuing education training session each year, as available.
- Reporting instruction and preparation hours, noteworthy progress, achievements, and any schedule changes to the staff via monthly progress reports. **Monthly reports are to be submitted online or via email no later than the 3rd of the month (unless other accommodations are necessary).**
- Notifying LANEFL staff of:
 - Changes in your or your student's phone number, address, or e-mail address.
 - Changes in your or your student's involvement in the program.
 - Suspensions of class for more than one week.
 - Concerns about curricular issues such as:
 - Core curriculum.
 - Student progress.
 - Lesson ideas or methodology.
 - Supplementary materials.
 - Concerns or requests for reassignments.

5.3 Tutor Policies

- Maintain confidentiality. Any discussion pertaining to a student should be held in private only with LANEFL staff or the CEO.
- Transportation of tutors by students or students by tutors is prohibited (section 8).
- Home tutoring is not permitted (section 8).
- Demonstrate behavior appropriate while working one-on-one with a student, 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 (other than for official use. e.g. Police Officer, Federal Agent, etc.) or threatening behavior
 - disregard to personal hygiene
 - being under the influence of alcohol or illegal drugs
- Students and tutors should report any concerns to the LANEFL staff.
- If your student has personal problems or needs a referral for other services, refer the student to 211 (United Way) or to our office, and we will assist the student.
- Notify your student in advance if you need to cancel a session.
- Do not bring children or other guests to tutoring sessions; students have been given the same instructions.
- Tutors are prohibited from taking any form of remuneration for tutoring, including money, goods, or services.
- Tutors are asked not to provide financial, legal, or medical counsel to students.

5.4 Tutor Dismissal

A tutor may be dismissed for not complying with stated responsibilities (section 5.2) including misrepresenting his/her qualifications and/or not completing training (section 5.2), or disregarding any of the stated tutor policies (section 5.3).

- Complaints or grievances regarding a tutor will be presented to the Volunteer Coordinator.
- The Volunteer Coordinator will keep a record of documented tutor infraction(s).
- The tutor will meet with the Volunteer Manager to discuss infraction(s).
- The Volunteer Coordinator and tutor will develop a plan with a timeline to remedy the situation.
- If the infraction(s) continue(s) after the designated date of compliance, the Volunteer Coordinator, in conjunction with the CEO, will proceed with the dismissal of the tutor.

6. Program Policy

6.1 Calendar

Traditionally, LANEFL is closed for Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, July 4, Labor Day, Veterans Day, Thanksgiving Day and the following Friday, Christmas, New Year's Day.

6.2 Closing Due to Weather

In consideration of the safety of LANEFL students, tutors, and staff, the CEO may decide to close LANEFL in the event of inclement weather. If you have questions as to whether LANEFL will be open, please call the office or check social media (e.g. Facebook.)

6.3 Non-Discrimination Policy

LANEFL does not discriminate on the basis of race, creed, color, national origin, ancestry, ethnicity, religion, gender, age, physical appearance, sexual orientation, familial status or disability.

6.4 Textbook Policy

Tutors must checkout materials for themselves and their student and return them upon completion. At this time, materials are free to use for tutors and students.

6.5 Tutoring Location and Transportation

It is the policy of LANEFL to prohibit tutoring at sites other than those deemed appropriate by the LANEFL. This prohibition includes home tutoring.

Tutors and students **can** meet at the LANEFL or public locations such as: libraries, churches, community centers, apartment clubhouses, coffee shops, etc.

Transportation of a student by a tutor in a vehicle or the transportation of a tutor by a student in a vehicle for any activity directly or indirectly related to LANEFL is also prohibited by the LANEFL for reasons of liability.

Tutors and students who do not follow this policy regarding tutoring sites/transportation will be terminated.

6.6 Remote Tutoring

Some students and tutors may prefer remote tutoring. In order to engage in remote tutoring, the student and the tutor must have the technology and skills to engage in instruction via a computer or tablet. Students and tutors will indicate if “Remote Tutoring” is preferred prior to being matched. The Volunteer Coordinator will help the tutor get digital material to use or scan instructional materials. Remote lessons allow for flexibility for the pair, but should be monitored to ensure students are acquiring the skills and knowledge desired.

7. Procedures

7.1 Tutor-Student Guidelines

- After completing initial requirements, the Volunteer Coordinator will send you a list of available students. You will let the Volunteer Coordinator know which student you would like to work with. You will then contact the student within a week to arrange the first meeting. At the same time the Volunteer Coordinator will notify the student that you will be contacting him or her. Students and tutors will meet at a public location. Let the Volunteer Coordinator know how your first meeting went.
- Call your student in advance if you cannot attend a session. Students have been instructed to do the same. Exchange phone numbers with your student.
- Inform staff if there will be any breaks in tutoring of more than one month.
- Encourage your student to participate in student-centered activities at LANEFL.

7.2 Following student assignment:

Preparation:	Contact your student. Identify a place, time and day to meet. During first session, establish goals and complete Learning Styles Inventory with student. After your first session with student, meet with LANEFL staff to review student profile, goals, and obtain materials.
First Day:	Meet with student. When introducing yourself, make sure to smile, pronounce student’s name correctly, discuss student’s needs and answer any questions the student may have. Encourage and reassure the student by saying, “I’m here to help you learn,” “Don’t worry about mistakes,” or “Please ask questions.” In addition, learn about your student, such as life and work experience, strengths, interests and goals.
Follow Up:	Contact the LANEFL and inform the staff how often, where, and length of time you plan to meet.

	<p>With staff's help, select student instructional and supplemental materials. Sign out materials. Prepare for each lesson by creating a mini-lesson plan.</p> <p>Keep a record of instruction, homework, and preparation hours to be reported via the Monthly Progress Report to the LANEFL at the end of the month.</p>
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Possible Format for First Meeting with Your Student

1. When the LANEFL assigns a student, you will be given the contact information and basic background for the student. Prior to contacting student, familiarize yourself with student's profile and high level goals.
2. Contact the student. Introduce yourself. Discuss meeting time and place and confirm the first meeting. How will they know you? How will you know them? Exchange phone numbers or email addresses. Text or phone to confirm the day of or night before.
3. Explain the LANEFL program and let them know the first meeting is to get to know each other and understand his/her goals, communication process, and any preferences. Have fun!
4. If they indicate they want to start a lesson at the first meeting, tell them you will be picking up the materials you will be using and will review the material to see how best to help them improve their reading, language, and math skills (or other special goal.)
5. Let your student know that you are looking forward to the first session.

Optional Tutor-Student Agreement

LITERACY ALLIANCE OF NORTHEAST FLORIDA TUTOR-STUDENT AGREEMENT

TUTOR

I, _____, with the aid of the Literacy Alliance, make a commitment to
_____, my student in the tutoring program:

1. To schedule the agreed upon number of tutoring sessions per week.
2. To be on time and prepared to teach the lesson.
3. To work with my student in every way possible to help him/her benefit from the tutoring.
4. To call my student in advance in case an emergency arises and I cannot attend a session.
5. To participate in continued training and learn new methods and approaches to better serve my student.
6. To provide evaluation and feedback before, during, and after tutoring so that my student and I can see progress.
7. To actively involve my student in the process of learning at every step.

NAME OF TUTOR

DATE

STUDENT

I, _____, make a commitment to my tutor,

1. To attend the required number of sessions per week except by mutual agreement with the tutor.
2. To be on time and prepared to learn.
3. To practice my newly learned skills, including completing homework and other assignments.
4. To keep track of my tutor's name and phone number.
5. To call my tutor in advance in case an emergency arises and I cannot attend a session. I understand that if I miss 3 classes without notifying my tutor or if I do not attend regularly, I will be dismissed from the program.
6. To provide evaluation and feedback before, during, and after tutoring so that my tutor and I can see progress.
7. To be actively involved in the process of learning at every step.

NAME OF STUDENT

DATE