

Tutoring Plus

Volunteer Handbook

2016





Welcome to Tutoring Plus!

Thank you for making the decision to spend your valuable time supporting and mentoring youth in Cambridge. The time that you give should be as rewarding to you as it is to the youth you are working with. We are extremely grateful for your interest in volunteering with Tutoring Plus.

Our mission is to support and encourage the academic, personal, and social growth of youth in Cambridge with the help of volunteers and community partners. As a one-on-one volunteer, you are both an academic tutor and a personal mentor. All youth benefit from having an additional adult in their lives to look up to and talk to, and you are making an impact by offering consistent support and enthusiasm.

This Volunteer Handbook serves to help you further understand your role as a volunteer tutor/mentor at Tutoring Plus, provide you with helpful resources, and give insights into common challenges and tested solutions. If you have any questions, comments, concerns, or need additional support, please feel free to approach any of our staff. Our job is to make your time as a volunteer as rewarding and enjoyable as it can be.

Sincerely,

Tutoring Plus Staff



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ABOUT TUTORING PLUS

Our Mission

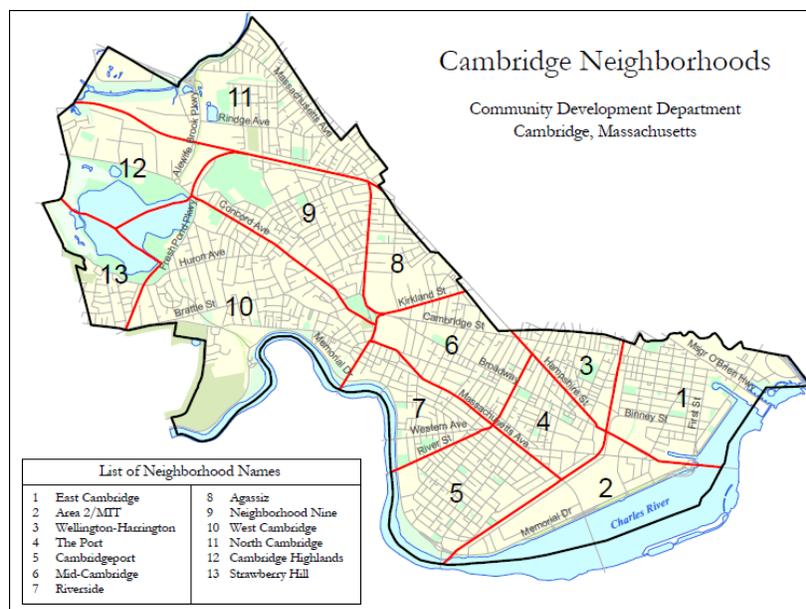
To support and encourage the academic, personal, and social growth of children and youth in Cambridge, Massachusetts, with the help of volunteers and community partners.

Our History

In 1964, a group of Cambridge mothers seeking more academic support for their children tapped into a new source – MIT student tutors. Thus, they created one of the longest-running out-of-school time academic programs for Cambridge youth. The organization’s growth over the past 52 years could not have been achieved without the support of volunteers and community partnerships.

Our Neighborhood

Tutoring Plus is located in the Port neighborhood of Cambridge, formerly known as Area IV. This neighborhood is located between Central, Kendall, and Inman Squares, close to many local schools and universities, businesses, and youth-serving organizations that are essential in ensuring that youth receive the support and enrichment they need.



OUR PROGRAMS

All of our programs are provided free of charge to support our effort to close the opportunity gap within our community.

One-on-One Programs

Tutoring Plus makes a positive impact on our youth by matching them with volunteers based on academic interest and proficiency, interests outside of school, and personality. Having a consistent, caring adult role model is beneficial to the academic, social, and emotional development of our youth.



Today, we operate five one-on-one centers and currently support over 210 youth and 170 volunteers. Our programs offer a variety of opportunities to guide youth in exploring their curiosity and love for learning. Community building time, which is at the beginning of the session before the volunteers arrive, is an opportunity for our youth to interact with their peers, learn social-emotional skills, and practice problem solving strategies through various activities.

Program Staff

Our program staff provide match support to both the youth and volunteers during program time. Please get to know your site staff and reach out if you have questions during a session. All contact information is listed on **page #34**.

- **Site Manager/Senior Teacher-Counselor:** Manages community building time and accounts for all youth/volunteer matches
- **Site Coordinator/Learning Center Coordinator:** Assists the Site Manager during programs
- **Communications and Outreach Manager:** Manages all volunteer trainings, ongoing communications, and responds to needs
- **Recruitment Coordinator:** Assists with volunteer intake and provides direct program support
- **Director of Programs:** Manages all programs and program staff

Tutoring Plus At the heart of learning

Enrichment Programs

Tutoring Plus offers five project-based enrichment programs and two gender specific programs. All of our programs utilize subject-specific volunteers. Please see our website, www.tutoringplus.org for exact dates.



4th and 5th Grade Programs

- **Science Explorers (fall semester):** Introduces participants to the scientific method and other related science concepts
- **Math Plus (spring semester):** Presents real world applications of math

6th, 7th, and 8th graders

- **I-Build (fall semester):** Encourages youth to explore the engineering design process in engaging ways such as perfecting how to make ice cream
- **T++ Coders (fall semester):** Introduces young people to the world of coding and gives them the opportunity to meet professionals who are involved in coding-related careers



- **Girls' Media (spring semester):** Focuses on uplifting the voices of middle school girls and high school Peer Leaders by providing space for conversation and creative expression
- **Boys' Group (spring semester):** Provides a safe space for boys to talk about topics and issues that they feel are relevant to them and to promote a positive sense of self-identity
- **Book Club (summer):** Provides the opportunity to engage in reading a variety of materials and become involved in meaningful discussions and field trips

ABOUT OUR YOUTH

Youth are often referred to us by teachers, parents, school staff, peers or community members, and all returning students are sent registration packets at the beginning of the school year.



Who are our youth?

All of our youth range in age from 8-19.

All attend school and/or live in Cambridge. Most of our youth attend the Fletcher Maynard Academy, Cambridgeport, King Open, Cambridge Street Upper School, Prospect Hill Academy, Cambridge Rindge and Latin and Community Charter School of Cambridge.

We serve 211 total students, 49% of which are boys, and 51% of which are girls.

What do they want to be when they are older?

I want to be a developer and make my way up to the manager position.

I want to be a writer or a comic book writer

I want to be a court judge

I want to be a football player, and noticed as the best wide receiver in the NFL.

YOUR ROLE AS A VOLUNTEER TUTOR/MENTOR

What is the main role of our volunteers?

To serve as an academic tutor and positive mentor

Successful Volunteers...

- Are consistent and dependable
- Are patient
- Share their excitement for learning
- Are actively involved in helping their match to work through homework
- Show empathy and understanding for their match
- Check-in with staff regularly for both positive feedback and any concerns
- Ask staff for extra assistance or support when they need it
- Encourage their young person to challenge themselves with a growth-mindset approach (see **page # 11**)
- View behavior management and motivation levels as opportunities for learning and improving
- Realize that their volunteer experience is as much of a learning opportunity for them as it is for the youth



What does mentoring mean at Tutoring Plus?

Our volunteers connect with our youth by discussing career goals and college plans, sharing their life experiences and how they got there, and chatting about how their day went and their favorite hobbies.

EXPECTATIONS FOR VOLUNTEERS

Tutoring Plus encourages our volunteers to engage in activities separate from homework. We like to remind our volunteers to think of themselves as not only tutors, but also as mentors to our youth. For this purpose, we have other academic activities available, hold game nights, and are willing to help coordinate mentoring activities outside of tutoring time.



Volunteers Can Expect

1. To receive individual match support on any issues or challenges you are facing.
2. To spend the majority of the session working on academic work (75-80%) and some of the session mentoring/relationship-building (20-25%).
However, this can vary depending on the young person and the day.
3. To be flexible around subject matter. *On some nights, the youth may have homework in other subjects or multiple subjects.*
4. To encourage their young person to finish their homework while you are there to help and to prioritize working on homework with you that they may need extra support with.

Volunteers Should Not Expect

1. Direct access to teachers and parents. *Volunteers should notify Tutoring Plus staff if they would like to be in contact with their match's teacher or parents. We can work with the teacher and parents to provide you support.*
2. To see a semester syllabus (not all teachers provide them) or to see all graded work/tests, etc. *However, some youth carry this work in their school binder and may have it with them.*

INFORMATION FOR ELEMENTARY AND MIDDLE SCHOOL VOLUNTEERS

Our Elementary and Middle School programs are in partnership with the Cambridge Public Schools, and are located at the Fletcher Maynard Academy (FMA) and Cambridge Street Upper School (CSUS), respectively. At each site, there is a Site Manager and Site Coordinators who will be able to support you during program time. See **page # 34** for staff contact information.

- **Elementary school programs (Tuesdays and Thursdays):**
 - Linda Tran, Site Manager
- **Middle school programs (Mondays and Wednesdays):**
 - Erin Ginnaty-Moore, Site Manager

Academic Expectations

Elementary School

By fourth grade, youth must juggle multiple academic skills at once and apply them to accomplish a goal. Students will most likely need help with juggling these different skills. Some students may need extra help with different sub-skills, like handwriting, in order to have an easier time with complex problems or tasks.

Middle School

Middle School youth are expected to use higher order executive functioning skills like planning, organizing, prioritizing, shifting focus, accessing working memory and reviewing their answers when completing work. They often need help with managing their workloads and also drawing on multiple skills.

The Big Picture

Middle childhood is such a dynamic age range. Youth are actively trying to figure out who they are: questioning adults, pushing to be part of their world and trying to develop a sense of self. It is challenging but also exciting to engage in important conversations as they navigate this new stage of their life.





ELEMENTARY AND MIDDLE SCHOOL SESSION OUTLINE

5:55-6:00pm – Arrival

- Volunteers arrive by 6:00pm.
- Youth will be wrapping up circle time at 6:00pm and should have already completed their Organizing Myself Effectively (OME) sheet (see **page #13**).
- Youth will be dismissed from circle time to find their volunteer match.

6:00-6:05pm – Meeting Up With Your Match

- **Greeting:** Site Coordinators will distribute OMEs. Take a few minutes to ask them about their day, if they have gotten a snack, something exciting that has happened this week, or anything else (see **page # 17**).
- **Creating a Plan:** Volunteers can bring up what they worked on last session and make a plan for the current session based on: what worked well or not so well last week, the youth's OME, and any assigned homework.

6:05-6:50pm – Academic Help/Mentoring Time

- **Homework First:** Depending on the night, youth will have no homework, a little homework, or a lot of homework. Matches will most often work on homework until it is completed, even if they have to work until 7:00pm.
 - **Chromebooks:** We have Google Chromebooks for students to use if they need it to complete their homework or academic work (some students have documents stored on Google Drive, etc.).
- **Finished Homework/No Homework:** If youth say they were not assigned any homework, check their OME to see if they mentioned anything else that they would like to work on. There are other options to choose from when there is no homework (see **the next page**).

6:50- 6:55pm – Reflection

- Volunteers should spend the last 5 minutes of each session reflecting with their match on what you did together that day. Provide some positive feedback about their motivation, attitude, or curiosity.

6:55- 7:00pm – Volunteer Feedback

- Fill out your Volunteer Session Note and turn into your Site Manager.
- Check-in with staff about how the night went.

AFTER HOMEWORK OPTIONS

In your site materials bin, there is a folder containing our educational challenges. Challenges are meant to be more difficult than what youth are learning in class, and often serve as a shared learning experience between you and your match. After they are finished with their homework (or if they have no homework), youth may complete as many challenges as they want. Once they complete the challenge, they should explain their answer to their Site Manager to receive a ticket, which is put into a monthly drawing for a prize. This is only applicable for the Elementary and Middle School programs.

Educational Challenges:

- **Math Challenge:**

- **Example:** The math teacher down the hall took a survey to see how many students had a twitter account. What is the fewest possible number of people who completed the survey if each of the following amount of students have a twitter account?
 - A) 75%
 - B) 95%
 - C) 93.6%

Explain how you got your answer. _____

- **Science Challenge**

- **Literacy Challenge**

- **DIY Project:** The DIY project was designed in order to give youth the creative space to learn more about a topic of their choice. Youth can write short stories, a book, a rap, etc., or research a topic of interest and present it to site staff.

*Encourage your match to mix up the challenge activities they choose each week.

Other Options:

- **Magazines:** National Geographic, Popular Science, Sports Illustrated for Kids, and more!
- **Word Searches and Sudoku puzzles**





ORGANIZING MYSELF EFFECTIVELY (OME) SHEETS

Below are the Organizing Myself Effectively (OME) sheets for the Elementary and Middle School programs. Youth fill this out as soon as they arrive and before they can receive snack. This serves as a tool for the volunteers to have an accurate representation of what homework to expect from their match and for the young person to develop positive organization skills.

ORGANIZING MYSELF EFFECTIVELY (Elementary School)

Name _____ Today's Date _____

What homework can my volunteer help me with tonight?

Use the space next to the boxes to rank your homework from most to least important!

- Reading _____
- Word Study _____
- Writing _____
- Science _____
- Mathematics _____
- Social Studies _____
- Other _____

I have no Homework tonight but I can work on:

- Journal Writing _____
- Math/ Lit./ Science Challenge _____
- Puzzle/ Word Search _____
- Free Read _____
- Mad Minutes _____
- Other _____

Signatures needed:

Youth _____ Tutoring Plus Staff _____ Volunteer _____

ORGANIZING MYSELF EFFECTIVELY (Middle School)

Name _____ Date _____

How are you feeling tonight?

- Ready to work Not ready to work

Three things I need to do tonight & need help from a volunteer:

(Examples: math worksheets pgs. 5-8, study for social studies test, worksheet for science)

1. _____
2. _____
3. _____

I'm all done with hw tonight! What else can I do with my volunteer?

(Examples: math, literacy, science challenge, review math skills, read magazine and discuss with my tutor)

1. _____
2. _____

Signatures needed:

Youth _____ Tutoring Plus Staff _____ Volunteer _____



INFORMATION FOR HIGH SCHOOL VOLUNTEERS

Our high school programs are in partnership with the Cambridge Housing Authority Work Force program, which provides young people in grades 8-12 living in Cambridge public housing with the support to acquire a wide range of skills necessary for long-term success. There are three different high school sites, all located in Cambridge. Work Force staff manage each site and offer direct match support during program time. Tutoring Plus is responsible for offering any additional support, training volunteers, and organizing social events. See **page # 34** for staff contact information.

- **Jefferson Park Staff (Mondays)**
 - Elka Uchman, Senior Teacher-Counselor
- **119 Windsor Street Staff (Tuesdays)**
 - Marisa Lopez, Senior Teacher-Counselor
 - Nick Pace-Emerson, Learning Center Coordinator
- **Roosevelt Towers Staff (Wednesdays)**
 - Sabrina Gonzalez, Senior Teacher-Counselor
 - Fabby Lorena, Learning Center Coordinator

Academic Expectations

High school youth are expected to do more than ever before. They are probably taking multiple courses, each of which emphasize not only critical thinking skills, but also understanding very complex information. Test-taking strategies are highly emphasized, as some youth enroll in AP courses or prepare for the SATs.

The Big Picture

High school can be a stressful time for young people. Not only are they trying to meet the expectations of demanding courses, but they might also be juggling a job, family commitments, relationships and more. A volunteer can truly provide support to these young people both academically and emotionally. For example, youth who are first in their family to attend school in the United States may need additional support in navigating the college application process and accessing resources. If any additional support is needed, please let your Teacher-Counselor or any Tutoring Plus staff member know.

HIGH SCHOOL NIGHTLY SESSION OUTLINE

5:55- 6:00pm – Arrival:

- Volunteers and youth arrive by 6:00pm.

6:00- 6:05pm – Meeting Up With Your Match:

- **Greeting:** Take a few minutes to ask your match about their day, something exciting that has happened, or anything else (see **page # 17**)
- **Creating a Plan:** Volunteers should bring up what they worked on last session, and make a plan for the current session based on: what worked well or not so well last week and any assigned homework.

6:05- 7:20pm – Academic Help/Mentoring Time:

- **Homework First:** Depending on the night, youth will have no homework, a little homework, or a lot of homework. Matches will most often work on homework until it is completed, even if they have to work until 7:30pm.
- **Finished Homework/No Homework:** In this case, you can work with your match to figure out other productive work to do. You can quiz your youth on their work, study for an exam, talk about organization or study skills, prep for PARCC or SAT tests, do college research, or come up with a self-directed project. Additionally, you can always ask the staff for suggestions.

7:20- 7:25pm – Reflection/Wrap-Up:

- Volunteers should spend the last 5 minutes of each session reflecting with their match on what they did together that day. Provide some positive feedback about their motivation, attitude, productivity, etc.

7:25- 7:30 – Volunteer Feedback:

- Fill out your Volunteer Session Note and turn into your Learning Center Coordinator
- Check-in with staff about how the night went





VOLUNTEER SESSION NOTES

Below is a Volunteer Session Notes (VSN) sheet, which is handed out at the end of the night to the volunteers at all our one-on-one programs. Volunteer Session Notes serve as a space for volunteers to let the staff know how the session went overall, how your match did, and to **share any comments about the night by writing in the last section** (we especially encourage this because any feedback we can get is very helpful!). Although we do review the Volunteer Session Notes after each session, we also **strongly encourage volunteers to contact staff directly** if there are any issues, concerns, or questions so that we can provide support as soon as possible. Please note that there are small differences between the Elementary/ Middle School and the High School VSNs.

Purpose: To give staff an idea of how the evening's session went and how the match is going, as well as provide a way to track the youth's progress over time.

Please complete this form at 7:00pm & return to the Site Manager/Coordinator before leaving.

Volunteer Name: _____ **Date:** _____

Youth Name: _____

Please Answer the Following Questions:

Did your match show you his/her Organizing Myself Effectively (OME) Sheet?	Y	N
Was your youth organized and ready to begin at 6:00pm?	Y	N
Did your match have assigned homework tonight?	Y	N
If yes, briefly describe what it was. _____		

Rate the Following 1-5: 1=Very Poor 2=Poor 3=Moderate 4=Good 5=Excellent

Behavior: _____
 Attitude: _____
 Cooperation: _____
 Productivity: _____
 Concentration: _____

Breakdown of Session: What percentage of time did you spend on each activity tonight? Tutoring Plus's goal is that 80% - 95% of your session will be academic.

1. **Getting prepared/ready to start homework or other work:** _____%
2. **Homework** (assigned homework, make-up work, school projects): _____%
3. **Other Academic Work** (reading, extra worksheets, journal writing): _____%
4. **Session Management** (getting extra work/supplies/help, redirecting, focusing): _____%
5. **Mentoring** (sharing about each other's days/lives, relationship building): _____%
6. **Games:** _____%

Comments: We are very interested in your feedback. Please share any positive or negative comments, concerns, or complaints.

BEST PRACTICES IN MENTORING

Growth Mindset

At Tutoring Plus, our programs are based around the idea of a growth mindset. A **growth mindset** is when one believes that intelligence is constantly developing, and we are continuously learning from experiences and challenges (Carol Dweck).

On the contrary, someone with a **fixed mindset** believes that intelligence is static and outcomes cannot be changed, and thus are less likely to excel academically, socially, emotionally, and developmentally.



<http://www.edutopia.org/neuroscience-brain-based-learning-neuroplasticity#>

Tips to foster a growth mindset:

- Praise the young person's process, their effort, the strategies they used to get there, their perseverance, and improvement: this will give them more confidence and help them to put in even more effort next time.
- Try not to praise their knowledge or intelligence (fixed traits). Instead, congratulate them on hard-work, persistence, and an effort to improve.

Research on errors:

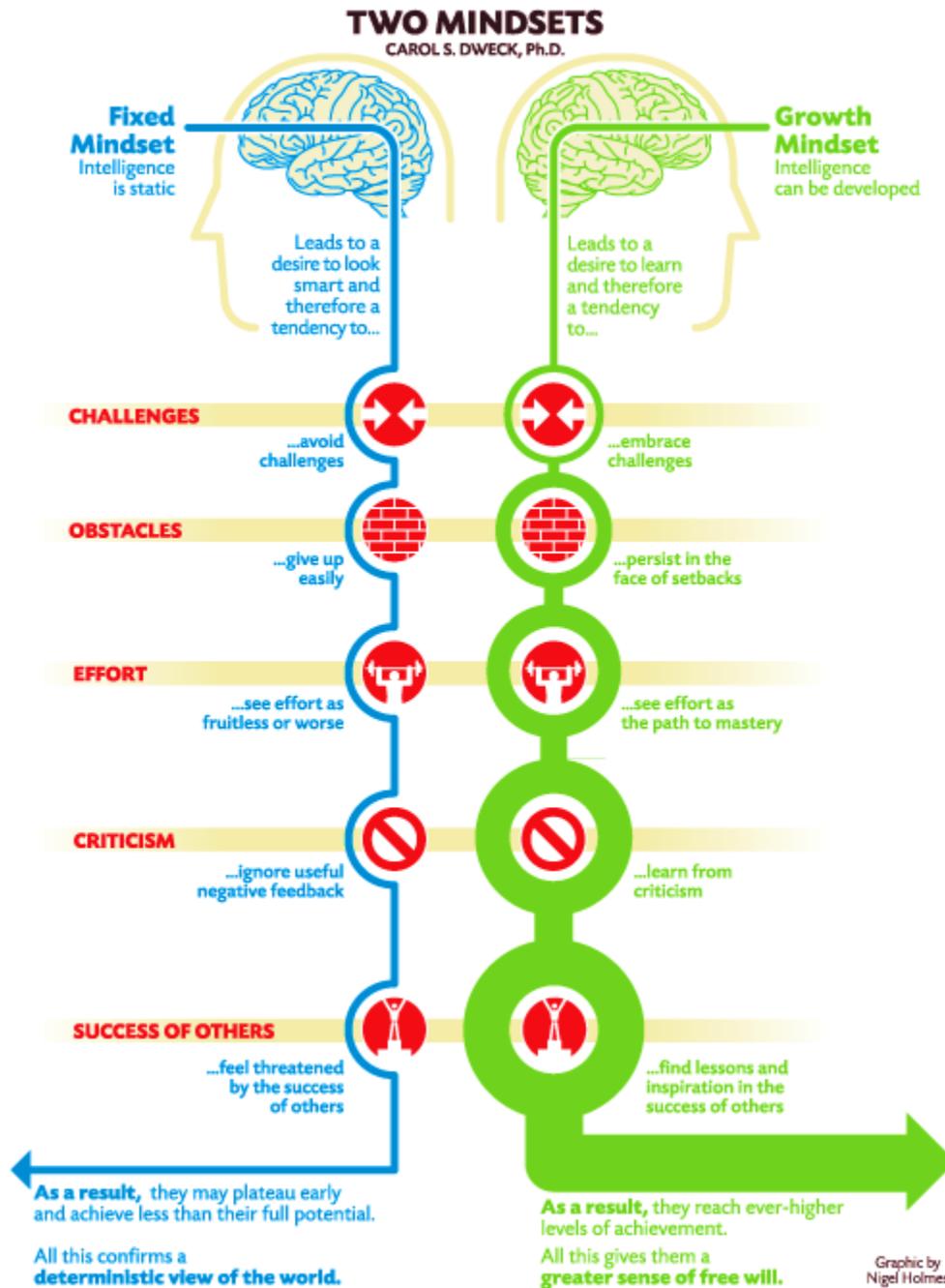
- When faced with an error, the next step of a person with a fixed mindset would typically be to cheat, find someone who did worse to make him/herself feel better, or to run from difficulty.

Research on learning something new:

- Every time we learn something new that is out of our comfort zone, our neurons form new, stronger connections, meaning that over time we can become more intelligent.

Watch Carol Dweck's Ted Talk on ted.com!

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en



<http://nigelholmes.com/graphic/two-mindsets-standford-magazine/>

Strategic Learning

Strategic learning refers to having strategies geared towards ensuring that the learning process runs smoothly. We can guide young people through understanding their own strengths and weaknesses in relation to academics and can develop individualized strategies to approach challenges.

- Example: If your match is having trouble with math and is more of a visual learner, then showing them how to do some of their math problems by using pictures could be helpful

Teachable Moments

At Tutoring Plus, we like to highlight the significance of taking advantage of teachable moments, which are times when we can find connections between school work and real life. By integrating a real life example into learning, the youth may be more likely to remember the topic.

- Example: Finding a connection between percentages and clothing sales

Youth Voice

We believe in honoring youth voice and choice. This means giving youth a say in what they're doing and providing a space that allows them to comfortably express their ideas and opinions.

- Example: Asking your match how they would like to structure the session and what their priorities are for that day

Goal Setting

T+ believes that goal setting is important for youth, volunteers, and staff. We practice this during community building time, awards, and OMEs. During programs, we suggest trying to talk about goals that your match might be thinking about. Make sure to take the time to talk about this and share about goals you have accomplished or any goals that you want to set for yourself as well.

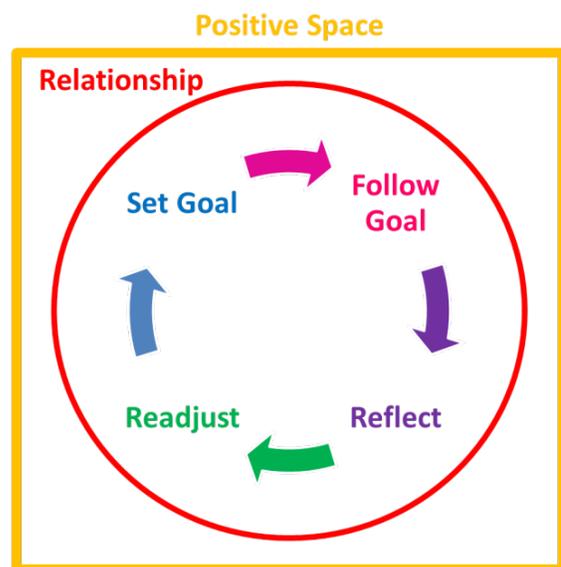
- Example: These can be long term goals like going to high school or thinking about a career they're interested in, or short term goals, like finishing their homework each night, putting extra effort into a certain topic, etc.



VOLUNTEER TOOLBOX

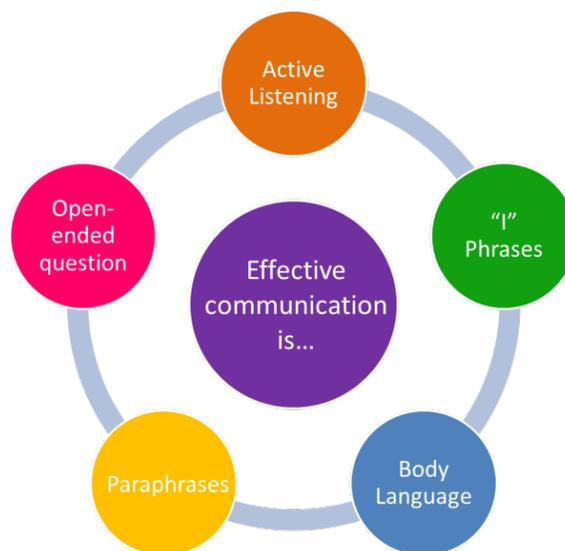
Strategies for Tutoring

- **Create a positive space.** Always try to maintain a positive attitude and atmosphere. Look for any reason to give positive reinforcement. Know that mistakes happen and learning is a flowing process.
- **Build a relationship.** Get to know your match first. Ask them to explain the concepts that are confusing. Over time, you will get to know your youth more on a personal level.
- **Set goals.** Set simple nightly goals based on assigned homework. Also set long term goals like improving grades or getting organized. Make sure to set goals that are realistic and attainable.
- **Follow goals.** Work with your match and guide them towards self-management.
- **Reflect.** Discuss what you learned at your previous tutoring session. It's important to reinforce the most recent session's lesson and relate it to the current session. Review at the end of your session too.
- **Readjust.** Identify with your match how he/she learns best. Some youth are visual learners, while others learn better by listening. Be creative depending on how your match learns.
- **Have patience.** Explain difficult concepts step by step, making sure the young person understands each step before moving forward. Be patient.
- **Check for understanding.** Rather than asking "Do you understand?" have your match explain the concept back to you.



How to Communicate with Youth

- **Active Listening.** Give your whole attention to what your match is saying. Maintaining eye contact, nodding and asking follow up questions help make the young person aware of your attention.
- **“I” Phrases.** As often as possible, use “I” phrases, such as, “I feel,” or “I think,” to avoid speaking for others. This empowers youth who may not agree or feel the same way to voice their opinion as well.
- **Body Language.** Young people are very observant, so crossed arms or checking your phone can be big signals to them. They may think you don’t like them or don’t have confidence in them or they may be trying to get a negative reaction from you and succeeding. Show them you’re engaged by nodding, maintaining eye contact, smiling, facing towards them, etc.
- **Paraphrases.** Ask questions when appropriate and check for your own understanding. For example, use phrases like, “What I’m hearing you say is _____. Is that what you mean, and if not, can you help me understand?” Make sure to leave room for your match to clarify his or her ideas.
- **Open-ended question.** As often as possible, ask questions that require more than a yes/no answer. An open-ended question provides the young person space to let you know how they think and feel and helps the conversation flow.



Questions to Ask Your Match Other Than “How Was Your Day?”

Here are some questions to ask your match that might strike some meaningful conversation. Some of these are more applicable for elementary/middle school youth, but can also be adjusted for high school youth.

1. **What did you eat for lunch?**
2. **Who brought the best food in their lunch today? What was it?**
3. **What games did you play at recess? What is your favorite thing to do at recess?**
4. **Which playground skill/game do you plan to master this year?**
5. **What was the funniest thing that happened today?**
6. **Who made you happy/laugh today?**
7. **Did anyone do anything super nice for you? Did you do anything nice for someone else?**
8. **Who is your favorite teacher? Why?**
9. **What new fact did you learn today?**
10. **What is one thing you hope to learn or be able to do before the school year is over?**
11. **What challenged you today? What was hard about today?**
12. **What would you rate your day on a scale of to 10? Why?**
13. **Do you think that one of your classmates could be the teacher for the day? Who would you want it to be? Why?**
14. **If you could be the teacher tomorrow, what would you teach the class?**
15. **Did anyone push your buttons today? Does anyone in your class have a hard time following the rules?**
16. **Who do you want to make friends with but haven't yet? Why not?**
17. **Tell me something you learned about a friend today.**
18. **What is one thing you did today that was helpful?**
19. **When did you feel most proud of yourself today?**
20. **Which person in your class is your exact opposite? Why?**



1

<http://www.parent.co/30-questions-to-ask-your-kid-instead-of-how-was-your-day/>

YOUR IMPACT AS A VOLUNTEER

Tutoring Plus youth increased their grades by 6.3% more than their peers who did not attend Tutoring Plus.

(Source: Tutoring Plus, 2015)

Tutoring Plus youth had fewer absences from school on average as compared to their peers.

(Source: Tutoring Plus, 2015)

On average, Tutoring Plus youth had 8.85% higher social-emotional and work habit grades than their peers.

(Source: Tutoring Plus, 2015)

Young people who have a mentor are 55% more likely than their peers to enroll in college.

(Source: MENTOR, 2015)

Youth who have a mentor are 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking at a young age.

(Source: Big Brothers Big Sisters, 2015)

There are many options and opportunities in mentoring. In fact, mentoring is one of the most powerful ways to combat the gaps (generational, racial, cultural, financial) between people in our society.

(Source: Mass Mentoring Partnership, 2014)



STUDY SKILLS

Study skills and time management skills are crucial strategies that you can share with your match. You have most likely used these skills in your own academic experience and may continue to use them in your work. Youth of all ages can benefit from learning and practicing these skills.

- **How Do I Study?** Have your match list the top five ways they would study for a test. Discuss whether they think that they learn best by reading, writing, listening, or doing and develop a study plan based on this.
- **Make Flash Cards.** These can be helpful in memorizing lists (i.e. mathematics equations and history facts) or definitions. Some youth have not made these before & may need instructions on how to use them.
- **Time Management.** This is a crucial skill. For some people, this comes naturally while others need instruction. Make up a list of tasks and ask your match to mark which tasks could be completed within an hour, within a day or within a week. Then ask your youth to prioritize and create an action plan to complete all the tasks.
- **Studying.** Studying almost always takes longer than students may expect. Encourage them to plan to review information or practice problems for a class two weeks before, a week before, two nights before, the night before a test, etc. You can help them to review the information by making practice quizzes/tests for them and testing them during your session.



COMMON STAGES OF MATCH RELATIONSHIPS

Early Development Stage

- Both of you are trying to figure each other out, and your match may try to test the boundaries with you
- Be patient and actively try to learn about your youth
- Remember facts about them so that they can tell that you care

Growth Stage

- After meeting a couple times, your match will be deciding if they can trust you in terms of your reliability and consistency
- Ensure that you are honest in your relationship with your youth, and remember that you have a weekly commitment to them

Comfort Stage

- As you and your youth have grown to know each other well enough and know what to expect out of each meeting, this can be a surprisingly challenging stage
- Your match might try to test the boundaries again, and you might need to re-establish those boundaries in order to keep your relationship on track

Maturity Stage

- Your time with your match will become more natural and relaxed. Continue to hold high standards for both yourself and your youth.
- Take time to make sure that you continue to connect on an individual level with the young person and not just in terms of their homework



Closure Stage

- The match relationship has to come to an end
- Remember to be open with your match. If there is a reason that you cannot continue to volunteer with us, let your match know as soon as possible.

STRATEGIES FOR COMMON CHALLENGES

What Can You Do If...

- **Your match does not initiate conversation or seem interested?**

Give them more time. Some youth need more time to warm up than others, but conversation between the two of you will grow with time. Remember to not jump to conclusions about your match's behavior. Ask a staff member for a "getting to know you" sheet or for any other resources that you might need. Tutoring Plus staff is there to help you with your match relationship, so please do not hesitate to ask us for further suggestions or support.
- **It seems like your youth does not want academic support from you or for you to be their friend?**

If you feel like your match is not expressing that they are happy to see you, look for other signs that they could be showing this. Some youth may exhibit this in small or non-verbal ways that you may not notice. We can assure you that they are here at Tutoring Plus because they could benefit from the extra academic and social support.
- **It seems like your match is not motivated to do well in school?**

Your youth may have many reasons that they resist doing school work and doing better in school. If this is the case, maybe it would be best to focus on improving specific academic skills rather than improving their grades. Continue being a positive role model. Often times it is about understanding what your match is good at and what they need to most improve on that helps most in these types of situations. If you need extra support from Tutoring Plus staff, please let us know.

EVENTS AND TRAININGS

Special Events

Volunteer Appreciation Night

At the end of the school year we celebrate all the time and hard work our volunteers dedicate to Tutoring Plus and our youth. We present our Louis Menand III Volunteer Appreciation Award, Dale Troppito Unsung Hero Award, Rookie of the Year Award, and recognize multiple-year tutors.

'Volunteer Only' Nights

Once a semester, we invite volunteers to a local restaurant to spend time socializing & networking outside of program hours.

Holiday Potluck

Volunteers are able to eat, talk and play games with their match.

Tutoring Plus's Tropical Party

Our annual fundraiser event, usually held in February, which includes dinner, dancing, and more to beat the winter blues!

Trainings and Reflection Sessions

Volunteer Reflection Sessions

Once a semester, staff will hold a 20 minute feedback meeting that gives volunteers a chance to talk about challenges and successes, share ideas and strategies, and request any special materials. *****Note – Volunteers should NOT wait until this meeting to share immediate needs/concerns. Feel free to always contact staff if you have any questions, concerns, or successes to share!*****

Mentoring and Relationship Building Training

This is a required training held once a year. We cover topics such as identity and self-awareness, youth choice and voice, establishing boundaries, setting expectations, building a relationship with your match, and adultism.

Mini Trainings

Each year we provide mini trainings to provide volunteers with the opportunity to learn more about a topic that they might be interested in or need support with, such as study skills, goal setting, and math strategies.



ADDITIONAL VOLUNTEER INFORMATION

Opportunities to get Involved

Volunteer Advisory Committee

Our Volunteer Advisory Committee organizes social events (like the Volunteer-Only Event) and provides suggestions for the volunteer program overall. If you are interested in getting involved, email us (topping@tutoringplus.org)!

Meeting with your Match Outside of Program Time

Outside of Program Time Policy

If you and your match wish to hang out outside of program time please let a staff member know so that we can provide you with the necessary permission slip that will be signed by both you and the youth's parent or guardian.

Recommendations and Certificates

Letters of Recommendation

Tutoring Plus is happy to provide any volunteer who has been volunteering with us for at least four months a letter of recommendation or serve as a reference. Please contact our Communications and Outreach Manager.

Certificates

If you need proof of volunteering, Tutoring Plus will gladly provide you with a certificate of completion or fill out any required forms.





TUTORING PLUS POLICIES

Attendance Policy

Volunteers

If you are going to miss your session, please contact the Communications and Outreach Manager, Kimm Topping, by 3:00pm that day by email or telephone: topping@tutoringplus.org or 617-349-6588 ext. 421. High school volunteers can contact their site directly. If you know in advance that you will be absent, please also inform your match.

Youth

If a youth is going to be late or absent, we ask their parent to notify Tutoring Plus staff. In this case, Tutoring Plus staff will notify you of the youth's absence and you most likely will be excused for that session. However, unexpected absences do occur from time to time, in which case we will either match you with another youth or give you the option to take the evening off.

Behavior Policy

Unacceptable youth behavior can result in a phone call home **or** suspension from tutoring sessions. Site Managers are responsible for discipline and volunteers can also take a proactive role in noticing and redirecting undesired behaviors.

Unacceptable behaviors include, but are not limited to: fighting; disrespect of peers, staff or volunteers; yelling or screaming; running; pulling or pushing of others; unapproved use of cell phones and electronics.

Gift Policy

Based on our mission and philosophy, we DO NOT encourage or expect volunteers to give youth gifts. If you choose to give your match a gift, we are fine with small gifts (a book, pencils/pens, something hand-made, etc.), but not with large gifts (electronics, jewelry, clothing, etc.). Please check in with us if you have questions.



CONTACT US

First point of contact

Kimm Topping, Communications and Outreach Manager

Email: topping@tutoringplus.org

Phone: 617-349-6588 ext. 421

Second point of contact

Jordan Lupo, AmeriCorps Highland Street Ambassador of Mentoring Recruitment Coordinator

Email: lupo@tutoringplus.org

Last point of contact

Minh Nguyen, Director of Programs

Email: nguyen@tutoringplus.org

All staff can always be reached at the Tutoring Plus Cell Phone: 857-266-7960

Elementary school volunteers

Linda Tran, Site Manager

Email: ltran@saintmikesalum.com

Middle School Volunteers

Erin Ginnaty-Moore, AmeriCorps Massachusetts Promise Fellow Middle School Program Manager

Email: ginnatymoore@tutoringplus.org

High School Volunteers

Jefferson Park: Elka Uchman, Senior Teacher-Counselor

Email: euchman@cambridge-housing.org

Phone: 617-499-7110

119 Windsor Street: Marisa Lopez, Senior Teacher-Counselor

Email: mlopez@cambridge-housing.org

Phone: 617-499-7107

Roosevelt Towers: Sabrina Gonzalez, Senior Teacher-Counselor

Email: sgonzalez@cambridge-housing.org

Phone: 617-499-7169

Social Media

Website: www.tutoringplus.org

Facebook: TutoringPlus

Twitter: @tutoring_plus

LinkedIn: Search *Tutoring Plus of Cambridge* and *Tutoring Plus Volunteer Group!*