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Implementing structure in a volunteer based, one-on-one after-school program

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AFTER SCHOOL PROGRAM**Abstract**

After-school programs have been implemented around the country to improve reading, writing, math and other academic areas of elementary education. The University of Arkansas has created a mentoring program through the Volunteer Action Center (VAC), called the VAC Literacy Program in order to allow University volunteers to mentor an elementary student and help foster a love of reading in their hearts. Limited research has been done on the impact after-school programs have on the elementary students attitudes towards reading. Most after-school programs that have improved reading skills of elementary students are structured, they engage the students in reading and the have specific literacy instructions/ multiple training sessions for the mentors. The purpose of this study is to implement changes to the VAC Literacy program. This study provided one group of volunteers with monthly training sessions on how to implement reading aloud and literature circle discussions into their reading sessions and had a second control group that received no additional training. Findings showed a significant crossover interaction, with the control group demonstrating decreased positive attitudes towards reading and the experimental group demonstrating increased positives attitudes towards reading. Implications of findings are discussed.

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Research has demonstrated that more and more students in the United States are at risk for failing academically, specifically in the area of literacy. To address this problem, there has been a national trend to match at risk students with tutors to improve reading skills. The America Reads Challenge, a nationwide tutoring initiative program was introduced by the Clinton administration in 1997. Two years later, by 1999, about 1,200 colleges and Universities placed students as tutors in public schools (Ritter, Barnett, Denny & Albin, 2009). While college students have been eager to sign up to participate in these types of outreach programs, the training that has been provided to tutors is varied, and oftentimes limited.

There is evidence to support the efficacy of using after-school programs to tutor students at risk of failing academically. A review of an after-school program in California found a positive correlation between the program and improved literacy skills of the children involved (Sheldon, Arbreton, Hopkins, & Grossman, 2010). A study by Grossman found that the staff and program quality of an after-school program does in fact have an impact on the child's engagement and level of learning (Grossman, Campbell, & Raley, 2007). Thus, there are many advantages to implementing tutoring programs at the local level.

In order to benefit kids in the Fayetteville community, the University of Arkansas created a literacy program through the Volunteer Action Center (VAC). The mission of the VAC Literacy Program is to “foster a love of reading and develop literacy skills among elementary students.” In the fall semester of 2013, 180 University of Arkansas students volunteered through the Literacy Program. These volunteers were surveyed at the end of the semester and the results showed that 43.48% of volunteers indicated that the orientation sessions needed to have more specific literacy instruction. In addition, volunteers reported that the literacy program did not

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benefit their reading buddies. For these reasons, implementing program structure within the VAC Literacy Program may improve the volunteers' perceptions of their impact on their reading buddy's attitudes towards reading.

While there is limited research on the impact after school programs have on reading attitudes, numerous studies have assessed the curriculum of after school programs and the impact the after-school programs have on academic success. A review of twenty studies of literacy-oriented after-school programs found that only seven showed a statistically significant improvement of the participants' reading skills (Britsch, Martin, Stuczynski, Tomala & Tucci, 2005). Six of the seven programs that showed these improvements were structured, had specific literacy-based activities, and very direct instruction. Similar to those findings, Miller (2005) found that youth engagement is higher in programs that are organized and Mahoney, Lord & Carryl (2005) found that children that are more engaged in an after-school programs show more gains than children that are less engaged. A study done in 2008 came to the conclusion that volunteer supervision, formal lesson plans and training of tutors are effective tools for advancing literacy skills (Houge, Geier & Peyton, 2008). Thus, implementing specific strategies during an afterschool program may improve program effectiveness.

One reading strategy that has shown some promising results is reading aloud. Little and Hines, (2006), conducted a twelve week study of eight after-school reading programs to test reading fluency as an indicator of reading achievement. The study implemented the Schoolwide Enrichment Model-Reading (SEM-R) phases. The study included 155 students in third through sixth grade. During the first phase, teachers were instructed to read aloud to the students, which includes modeling the enjoyment of reading and choosing books that are challenging to students.

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Phase two and three of the program were supported independent reading and choice components. Phase two consisted of open discussions about what is happening in the book, followed by more reading aloud by the students and then more higher level discussions. Assessments were administered at the beginning and end of the program. Results from the study demonstrated that all participants showed gains in fluency and reading aloud provided a model for fluent expressive reading and exposure to new concepts.

There is evidence to show that reading aloud with students is an effective strategy when controlling for other factors. Morrow (1990) studied the effects of reading aloud in groups while using the interactive behaviors versus using teacher lesson plans only. The study consisted of 108 kindergarten students from a low socioeconomic status background. The students in the experimental group were read a different book, each week for a total of ten weeks by a teacher that was using interactive behaviors to elicit responses from the children. The teacher of the control group used only lessons from the teacher's manual. The study found that the experimental group asked more questions, made more significant responses to questions and had higher comprehension test rates than the control group. At the conclusion of the study, Morrow reported that reading to children was very valuable and of equal importance to the methods, environmental influences, attitudes, and interactive behaviors that occur during reading. Based on a report of the National Reading Panel, reading to children increases their familiarity with written language and increases their interest in reading (Armbruster, Lehr & Osborn, 2001). According to Britsch et. al., (2005) "It [reading aloud] exposes less able readers to the same rich and engaging books that fluent readers read on their own, and entices them to become better

readers”(p. 19). Vocabulary, listening skills and comprehension skills are also positively impacted when reading aloud is practiced (Britsch et. al., 2005).

A second reading strategy that has been found to improve program structure is the use of literature circles. Literature circles are becoming more common due to their important role of aiding in children’s reading comprehension (Spielberger & Halpern, 2002). Britsch et. al. (2005) states in their literature review that literature circles are effective tools used to engage children in conversations about what they are reading. They are also student-centered and encourage the students to lead their own discussions, which further positively impacts the students’ engagement. Biancarosa and Snow (2004) reported that a lack of engagement explains why children do not progress in reading and writing as they get older, even if the child is a skilled reader. Thus literature circles may increase the child’s engagement level that in-turn may positively impact the attitudes of elementary students towards reading.

Based on these findings, the specific aims of the current study were as follows; 1) to implement monthly mentor trainings on literacy strategies (reading aloud and literature circles), 2) create structure in the literacy program by having the volunteers target specific strategies during each reading session and working on a specific aspect of literature circles each week and 3) measure changes in the elementary students attitudes toward reading using the Elementary Reading Attitude Survey (ERAS) and the volunteers’ perceived levels of impact using a volunteer survey.

AFTER SCHOOL PROGRAM**Methods****Participants**

In the fall of 2014, ten University of Arkansas volunteers were chosen for the experimental cohort and thirteen were chosen for the control cohort. The spring experimental cohort consisted of ten participants and the control cohort consisted of eleven. The participants' ages ranged from freshman to seniors. An after-school program staff member randomly assigned a Holcomb Elementary school, first through fourth grade student to each volunteer. Due to attrition of university volunteers and elementary students, seven students in the fall experimental cohort and eight students in the fall control cohort completed the study. In the spring, six of the experimental cohort members and five control cohort members completed the study.

Materials

The Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990) is a 20-question survey that measures an elementary students' attitude toward recreational reading and academic reading (See Appendix A). This survey has the cartoon character Garfield, pictured four times underneath each question. The far left picture is Garfield very happy and the far right picture is Garfield very upset. The pictures in between show Garfield (from left to right) a little happy and a little upset. The child answered the questions by circling which Garfield they think best describes their answer to the question. The responses are scored on a scale of one to four. One point is given for every very upset Garfield, two points for every somewhat upset Garfield and so on (See Appendix B). Responses were converted into percentile ranks using the ERAS percentile rank charts (See Appendix B).

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A volunteer survey was created to measure the volunteers' perceptions of the impact they had on their elementary students attitude towards reading as well as their perceptions of volunteer trainings or lack thereof (See Appendix C). The survey was completed at the beginning and end of the program, both semesters.

A folder was given to each volunteer in the experimental group that included written instructions for the reading strategies and tips to help them accurately use the strategies. (See Appendix D). Volunteers were also provided with a copy of the power points used during training.

Procedure

At the beginning of the fall 2014 and spring 2015 semesters, University of Arkansas volunteers were divided into two cohorts. Volunteers signed a contract explaining their role in the study (See Appendix E). The control cohort participated in the program as normal; no extra literacy instruction was given. The control cohort completed the volunteer survey at the beginning and end of the semester, and administered the ERAS to their buddy. The experimental cohort received extra training and instruction three times (once a month) during the ten weeks of the literacy program. These training sessions consisted of power point presentations, modeling and written instructions. Volunteers were given materials to complete the reading strategies as well as a folder with tips and reminders that were gone over during training. Similar to the control cohort, the experimental cohort completed the volunteer survey, and administered the ERAS. Each volunteer read with their elementary student once a week, for one hour. Parents of the elementary students received a consent form and were notified that their child is involved in the VAC Literacy Program to insure the child will not be taken out of the after school program

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mid-semester (See Appendix F). In the fall, each volunteer administered the ERAS to their buddy; however, in the spring the researcher conducted the ERAS surveys with the children.

Analysis

The Elementary Reading Attitude Survey (ERAS) scores for each elementary student were calculated and recorded on the ERAS score sheet at the beginning of the program and compared to the score at the end. Student scores were compared individually and as a group to determine if overall reading attitudes of the experimental and cohort groups increased, decreased or stayed the same. Given that the design was a between subjects, pre-test/post-test design, a repeated measures analysis of variance (ANOVA) with one between subjects factor (group) and one within subjects factor (time) was used to test the hypothesis that the treatment group and control group differ pre-test to post-test. The qualitative data from the volunteer survey was analyzed for patterns to determine if the volunteers perceived their efforts to more beneficial for the children.

Results

Means and standard errors for percentage scores of the ERAS by group and time are displayed in a line chart Figure 1. Prior to testing using the ANOVA mixed model, paired t-tests were used to determine that there were not differences between groups at pre-testing. As expected, no differences were revealed between the groups at pretest ($t = p > .05$). To test group and time effects, participant percentage scores on the ERAS were entered into a 2x2 mixed, repeated measures ANOVA with one between subjects factor (Group) and one within subjects factor (Time). No significant main effect was found for either Group $F(1,24)=2.83, p>.05$ or Time $F(1,24)=.016, p>.05$, but a significant Group by Time interaction was shown to be

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significant $F(1,24)=5.83, p=.02$. As shown in Figure 1, the control group showed a small decrease from pre-test to post-test that did not reach significance whereas the treatment group showed a small increase from pretest to post-testing that did not result in significance. However, because the two trends change over time in opposite directions for each of the respective groups, the result is interaction between the two factors without a main effect (known as a crossover interaction).

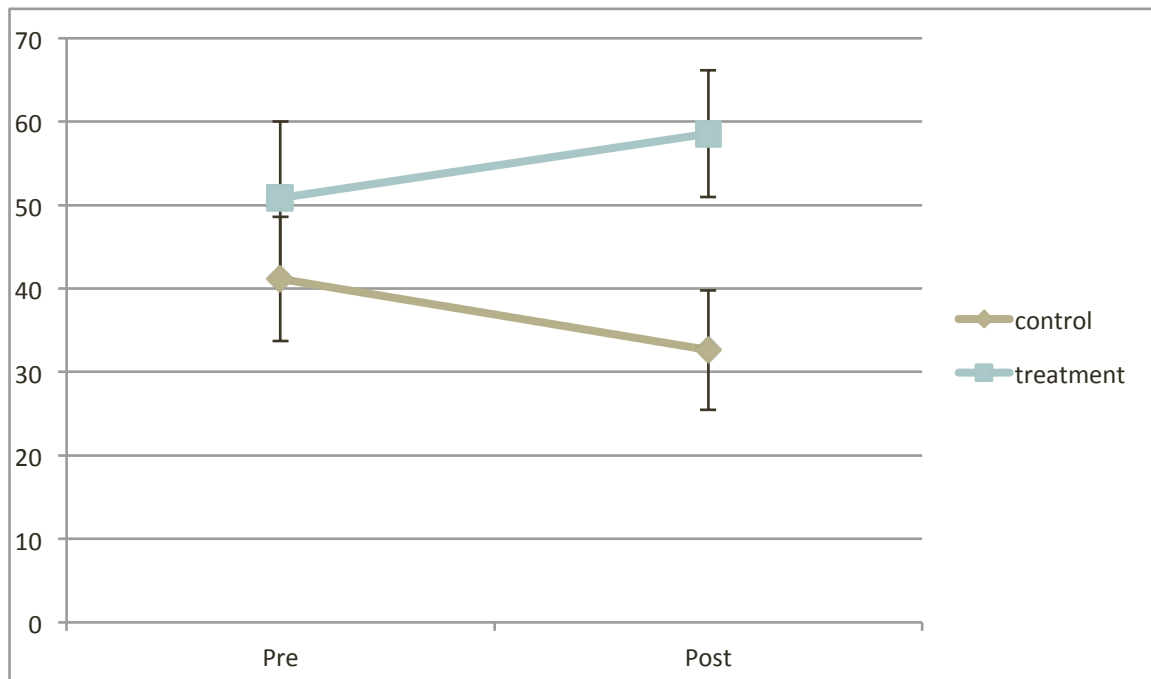


FIGURE 1. Means and standard errors for percentage scores of the ERAS by group and time.

Discussion

This study was designed to examine the attitudes of students and tutors participating in an afterschool tutoring program. In the fall, 62.50% of the volunteers that received extra literacy

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instruction reported that their reading buddy's attitude towards reading somewhat improved over the semester. 12.50% of volunteers reported that their buddy's' attitude greatly improved and 25% reported that their buddy's' attitude barely improved over the semester. 22.22% of the volunteers in the control cohort, who did not receive extra literacy instructions, reported their elementary students attitude towards reading greatly improved, 66.67% reported somewhat of an improvement and 11.11% reported the attitudes barely improved. When the control cohort volunteers were asked if requiring monthly training sessions for VAC volunteers would be beneficial, 33.3% of volunteers thought trainings would be beneficial.

In the spring study, 87.50% of volunteers who received extra training reported that their elementary students attitude towards reading somewhat improved and 12.50% reported the elementary students attitude greatly improved. Of the volunteers from the control cohort, 10% felt their elementary students' attitude towards reading greatly improved, 60% reported somewhat of an improvement and 30% reported barely any improvement. When these volunteers were asked if requiring monthly training sessions for VAC volunteers would be beneficial, 20% said yes.

In the fall, 75% of volunteers from the experimental cohort reported that adding extra literacy instruction trainings benefited their elementary student. One volunteer reported, "It [extra instruction] helped because it challenged her [the buddy] to think instead of just buzzing through the book." (See appendix G). 25 % of volunteers reported the extra literacy instruction did not benefit their buddy. One volunteer reported this is because their buddy "... is extremely smart and is already a great reader." Another volunteer reported that elementary student did not want to follow any instructions or answer any questions. When asked which reading strategy the

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volunteers perceived as most beneficial to their reading buddy, 75% chose reading aloud.

Volunteers reported that their elementary student did not want to participate in the literature circle, and they were embarrassed to talk in front of a group during the literature circle.

Volunteers also reported that reading aloud allowed the children process what they read, talk through the book, work on words that were challenging and improved reading fluency and how to pronounce words better.

In the spring, 87.50% of volunteers from the experimental group reported that reading aloud was most beneficial to their reading buddy. This however, was influenced by the fact that only one elementary student participated in the literature circle at the end of the semester. All other students were absent on the day the literature circle was held. A volunteer did report that her reading buddy "... really did seem to enjoy reading aloud and the dialogue that we had. I think that reading out loud forced her to learn how to properly pronounce words that she would have mispronounced and moved on from if she was reading to herself. Reading aloud and having to answer my questions also caused her to slow down and comprehend what she was reading, which is definitely as crucial aspect of reading." (See Appendix H) The volunteers reported that if their reading buddy had been present, 50% of them would have thoroughly enjoyed the literature circle and 50% would have somewhat enjoyed participating in the literature circle.

When Fall and Spring data was analyzed, a significant crossover interaction was observed. Overall reading attitudes in the control cohort decreased while overall reading attitudes positively increased for the experimental group. No significant main effects were noted, but the crossover interaction can be explained by the control feeling dissatisfied with the program

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(negative trend) while the students that worked with tutors that received training increased their overall reading satisfaction.

Recorded observations from the researcher were in agreement with the positive attitudes noted in the experimental group. The researcher observed that the students had very positive attitudes towards the literature circles. The elementary students were excited to share their job and the questions/ vocabulary words. Discussions regarding the book were initiated and maintained by the students without help from university volunteers.

Limitations

Due to the study's design, there were several limitations to the findings. One elementary school was used for data collection because this was the only school that groups children of similar grade levels to read on the same day. This is ideal because each cohort read on the same day at the same school so they could be surveyed, monitored, observed and would be able to conduct the final literature circle as a group. While using one site helped with data collection and training sessions, it limited the number of students that were able to participate. In addition, several students did not complete the program because the child no longer attended the after school program, and therefore were not included in the final data analysis. Another limitation to the study is the cohort sizes. For research purposes, the size of the cohorts would ideally be much larger. However, this contradicts the ideal size of a cohort for Literacy Program. In past experiences with the Literacy Program, bigger cohorts (those of 12 or more) cause the environment of the program to become too loud and chaotic. A group this size hinders the quiet reading time.

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A potential limitation is the process in which children are paired with the volunteers. The afterschool staff called the SKC staff, randomly assigned volunteers based on which children want to have a reading buddy. Since the literacy program began in 2010, this is how the pairing has always occurred. Therefore, for the children who are volunteering to be a reading buddy, it can be speculated that the child enjoys reading. As shown in the data, that is not always the case, however, ideally, parents and teachers should identify children that are falling behind in reading and the parents would sign their child up for a specific day in which they are to stay after school and read. Since the children are randomly assigned to volunteers, the researcher was unable to control for age. The experimental and control cohorts were not matched in age. In the fall experimental group, three, fourth grade students and four third grade students completed the study. In the control group, two third grade, three second grade and three first grade students completed the study. During the spring, the experimental group consisted of two fourth, two third and two first grade students. The control group consisted of four first and one second grade student. Since elementary school curriculum changes rapidly between each grade level, age is an important factor and implication of the study.

Because the SKC staff run the afterschool program, if the staff is spread thin, there are not enough staff members to monitor the reading program in a quiet room, separate from where all the other children are playing. Typically, the program occurs in the cafeteria while all of the other children play in the gym, however, the spring cohorts were moved into the gym for the last three weeks of the program. The gym is much louder and is not a place the literacy program should take place. This is also a limitation to the study.

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Future Directions

While future research should be conducted to focus on reading outcomes of students that participate in tutoring programs, this project only focused on the elementary students attitudes towards reading and the volunteer perception of the improvements in their attitudes. Future research should be conducted using age matched groups of elementary students and conducting the study at all five elementary schools to increase cohort sizes. Restructuring the program so that parents and teachers work together to identify children who struggle with reading could also be a component to future research studies.

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Appendix A

Elementary Reading Attitude Survey

















School _____ Grade _____ Name _____

Please circle the picture that describes how you feel when you read a book.

1.	How do you feel when you read a book on a rainy Saturday?				
2.	How do you feel when you read a book in school during free time?				
3.	How do you feel about reading for fun at home?				
4.	How do you feel about getting a book for a present?				

















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Please circle the picture that describes how you feel when you read a book.

5.	How do you feel about spending free time reading a book?				
6.	How do you feel about starting a new book?				
7.	How do you feel about reading during summer vacation?				
8.	How do you feel about reading instead of playing?				

















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Please circle the picture that describes how you feel when you read a book.

9.	How do you feel about going to a bookstore?				
10.	How do you feel about reading different kinds of books?				
11.	How do you feel when a teacher asks you questions about what you read?				
12.	How do you feel about reading workbook pages and worksheets?				

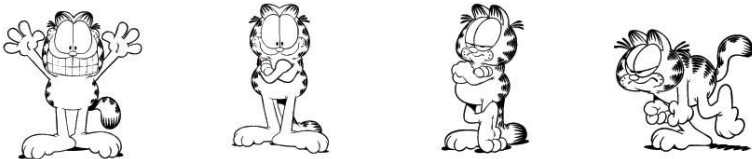
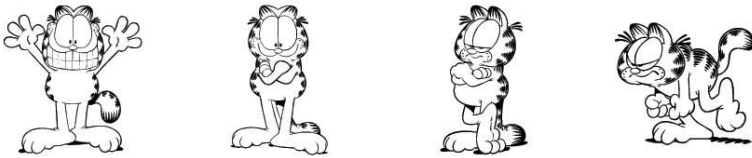
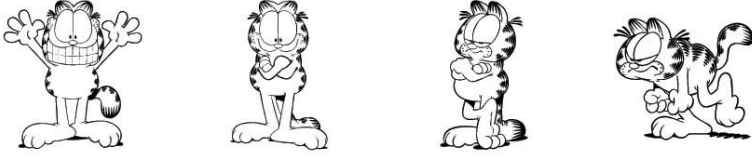
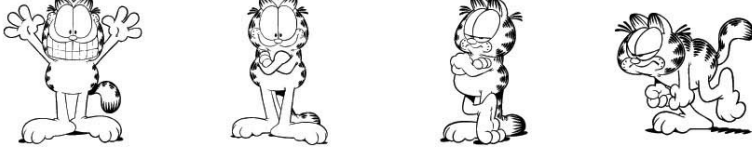
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Please circle the picture that describes how you feel when you read a book.

13.	How do you feel about reading in school?				
14.	How do you feel about reading your school books?				
15.	How do you feel about learning from a book?				
16.	How do you feel when it's time for reading in class?				

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Please circle the picture that describes how you feel when you read a book.

17.	<p>How do you feel about stories you read in reading class?</p> 
18.	<p>How do you feel when you read out loud in class?</p> 
19.	<p>How do you feel about using a dictionary?</p> 
20.	<p>How do you feel about taking a reading test?</p> 

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Appendix B

Elementary Reading Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

Scoring Guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Academic reading

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Raw Score: ____

Raw Score: ____

Full scale raw score (Recreational + Academic): ____

Percentile ranks: Recreational

..... Academic

..... Full scale

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Appendix
Technical Aspects of the Elementary Reading Attitude Survey

The norming project

To create norms for the interpretation of scores, a large-scale study was conducted in late January 1989, at which time the survey was administered to 18,138 students in Grades 1–6. A number of steps were taken to achieve a sample that was sufficiently stratified (i.e., reflective of the American population) to allow confident generalizations. Children were drawn from 95 school districts in 38 U.S. states. The number of girls exceeded by only 5 the number of boys. Ethnic distribution of the sample was also close to that of the U.S. population (*Statistical abstract of the United States*, 1989). The proportion of blacks (9.5%) was within 3% of the national proportion, while the proportion of Hispanics (6.2%) was within 2%.

Percentile ranks at each grade for both subscales and the full scale are presented in Table 1. These data can be used to compare individual students' scores with the national sample and they can be interpreted like achievement-test percentile ranks.

Table 1
Mid-year percentile ranks by grade and scale

Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot
80			99			99			99			99			99			99
79			95			96			98			99			99			99
78			93			95			97			98			99			99
77			92			94			97			98			99			99
76			90			93			96			97			98			99
75			88			92			95			96			98			99
74			86			90			94			95			97			99
73			84			88			92			94			97			98
72			82			86			91			93			96			98
71			80			84			89			91			95			97
70			78			82			86			89			94			96
69			75			79			84			88			92			95
68			72			77			81			86			91			93
67			69			74			79			83			89			92
66			66			71			76			80			87			90
65			62			69			73			78			84			88
64			59			66			70			75			82			86
63			55			63			67			72			79			84
62			52			60			64			69			76			82
61			49			57			61			66			73			79
60			46			54			58			62			70			76
59			43			51			55			59			67			73
58			40			47			51			56			64			69
57			37			45			48			53			61			66
56			34			41			44			48			57			62
55			31			38			41			45			53			58
54			28			35			38			41			50			55

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Table 1
Mid-year percentile ranks by grade and scale (continued)

Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Ac	Tot	Rec	Ac	Tot	Rec	Ac	Tot	Rec	Ac	Tot	Rec	Ac	Tot	Rec	Ac	Tot
53			25			32			34			38			46			52
52			22			29			31			35			42			48
51			20			26			28			32			39			44
50			18			23			25			28			36			40
49			15			20			23			26			33			37
48			13			18			20			23			29			33
47			12			15			17			20			26			30
46			10			13			15			18			23			27
45			8			11			13			16			20			25
44			7			9			11			13			17			22
43			6			8			9			12			15			20
42			5			7			8			10			13			17
41			5			6			7			9			12			15
40	99	99	4	99	99	5	99	99	6	99	99	7	99	99	10	99	99	13
39	92	91	3	94	94	4	96	97	6	97	98	6	98	99	9	99	99	12
38	89	88	3	92	92	3	94	95	4	95	97	5	96	98	8	97	99	10
37	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	8
36	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
35	77	75	1	79	81	1	81	88	2	84	90	3	87	95	4	88	97	6
34	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
33	65	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
32	58	58	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
31	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
30	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
29	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
28	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
27	26	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
26	21	30	0	25	37	0	26	41	0	29	46	0	36	54	0	39	60	1
25	17	25	0	20	32	0	21	36	0	23	40	0	30	49	0	34	54	0
24	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
23	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
22	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
21	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
20	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
19	2	7		2	8		3	11		5	13		7	17		10	20	
18	2	5		2	6		2	8		3	9		6	13		5	18	
17	1	4		1	5		1	5		2	7		4	9		6	11	
16	1	3		1	3		1	4		2	5		3	6		4	8	
15	0	2		0	2		0	3		1	3		2	4		3	6	
14	0	2		0	1		0	1		1	2		1	2		1	3	
13	0	1		0	1		0	1		0	1		1	2		1	2	
12	0	1		0	0		0	0		0	1		0	1		0	1	
11	0	0		0	0		0	0		0	0		0	0		0	0	
10	0	0		0	0		0	0		0	0		0	0		0	0	

AFTER SCHOOL PROGRAM

Appendix C

Fall and spring pre-program control group survey:

Pre-Program Survey- Control Group (Tues)

1. How did you hear about the VAC Literacy Program?

- Word of mouth
- Outside of the Union from a VAC member
- Social Media
- Sorority or Fraternity
- Other (please specify)

2. What is your classification?

- Freshman
- Sophomore
- Junior
- Senior

3. Have you previously participated in the VAC Literacy Program?

- Yes
- No

4. Have you ever administered the Elementary Reading Attitude Survey (Garfield Survey) to a child before?

- Yes
- No

5. Have you ever participated in a program that applies reading strategies to improve a child's reading abilities?

- Yes
- No

6. To what extent do you think your role as a volunteer can help make a positive impact on your reading buddy's participation level during the program?

A great deal	Considerably	Moderately	Not very much	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

7. Did you feel the *general* VAC Literacy Program orientation taught effective reading strategies to use with your elementary student?

- Yes, the orientation taught effective reading strategies.
- No, the orientation did not teach effective reading strategies.

8. After the first meeting with your elementary student, how would you evaluate their attitude towards reading?

Loves Reading	Likes Reading	Indifferent Towards Reading	Dislikes Reading	Strongly Dislikes Reading
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent do you feel participating in the VAC Literacy Program will motivate you to become more involved in your community?

A great deal	Considerably	Moderately	Not very much	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What reading strategy or strategies if any, do you think you will use this semester?

AFTER SCHOOL PROGRAM

Fall and spring post program control group survey:

End of Year Volunteer Survey- Control Group

1. Have you previously participated in the VAC Literacy Program?

- Yes
- No

2. What grade is your elementary student in?

- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth

3. What is the gender of your elementary student?

- Male
- Female

4. How often were you placed with the same elementary student?

Always	Often	Occasionally	Rarely	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you evaluate the mentoring relationship you have made with your elementary student?

Strong	Somewhat Strong	Somewhat Weak	Weak
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How would you evaluate the book selection for the program?

Excellent	Good	Average	Below Average	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How would you describe your elementary student's attitude towards reading?

Loves Reading	Likes Reading	Indifferent Towards Reading	Dislikes Reading	Hates Reading
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

8. To what extent do you feel your elementary student's attitude toward reading improved over the semester?

Greatly Improved	Somewhat Improved	Barely Improved	Did Not Improve At All
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What reading strategy (s) if any, did you use with your reading buddy?

* 10. Do you think requiring monthly training sessions for all VAC Literacy Program volunteers would benefit the program? Please explain why or why not.

AFTER SCHOOL PROGRAM

Fall and spring pre-program, experimental group survey:

Pre-Program Survey- Experimental Group

1. How did you hear about the VAC Literacy Program?

- Word of mouth
- Outside of the Union from a VAC member
- Social Media
- Sorority or Fraternity
- Other (please specify)

2. What is your classification?

- Freshman
- Sophomore
- Junior
- Senior

3. Have you previously participated in the VAC Literacy Program?

- Yes
- No

4. Have you ever administered the Elementary Reading Attitude Survey (Garfield Survey) to a child before?

- Yes
- No

5. Have you ever participated in a program that applies reading strategies to improve a child's reading abilities?

- Yes
- No

6. To what extent do you think your role as a volunteer can help make a positive impact on your reading buddy's participation level during the program?

A great deal	Considerably	Moderately	Not very much	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

7. Did you feel the *general* VAC Literacy Program orientation taught effective reading strategies to use with your elementary student?

- Yes, the orientation taught effective reading strategies.
- No, the orientation did not teach effective reading strategies.

8. After the first meeting with your elementary student, how would you evaluate their attitude towards reading?

Loves Reading	Likes Reading	Indifferent Towards Reading	Dislikes Reading	Strongly Dislikes Reading
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent do you feel participating in the VAC Literacy Program will motivate you to become more involved in your community?

A great deal	Considerably	Moderately	Not very much	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What reading strategy or strategies if any, do you think you will use this semester?

AFTER SCHOOL PROGRAM

Fall post program experimental group survey:

End of Year Volunteer Survey- Experimental Group

1. Have you previously participated in the VAC Literacy Program?

- Yes
- No

2. What grade is your elementary student in?

- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth

3. What is the gender of your elementary student?

- Male
- Female

4. How often were you placed with the same elementary student?

Always	Often	Occasionally	Rarely	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you evaluate the mentoring relationship you have made with your elementary student?

Strong	Somewhat Strong	Somewhat Weak	Weak
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How well do you feel you followed the specific literacy instructions given in the monthly training sessions?

Extremely well	Fairly well	Somewhat well	Not well at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

7. Do you feel that adding literacy instruction trainings benefited your elementary student?

- Yes
- No

Please explain why or why not.

8. Which reading strategy do you feel was most beneficial to your reading buddy?

- Reading Aloud
- Literature Circles

Explain why.

9. How would you evaluate the book selection for the program?

Excellent	Good	Average	Below Average	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How would you describe your elementary student's attitude towards reading at the end of the semester?

		Indifferent Towards		
Loves Reading	Likes Reading	Reading	Dislikes Reading	Hates Reading
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent do you feel your elementary student's attitude toward reading improved over the semester?

Greatly Improved	Somewhat Improved	Barely Improved	Did Not Improve At All
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

* 12. Do you think requiring monthly training sessions for all VAC Literacy Program volunteers would benefit the program? Please explain why or why not.

* 13. What are some ways the training sessions could be improved?

14. Do you have any other comments, questions, or concerns?

AFTER SCHOOL PROGRAM

Spring post program experimental group survey:

Experimental- End of Year

1. Have you previously participated in the VAC Literacy Program?

- Yes
- No

2. What grade is your elementary student in?

- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth

3. What is the gender of your elementary student?

- Male
- Female

4. How often were you placed with the same elementary student?

Always	Often	Occasionally	Rarely	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How many times was your reading buddy absent from the literacy program? (You all read a total of 9 times).

0	1	2	3	4	5	6	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How would you evaluate the mentoring relationship you have made with your elementary student?

Strong	Somewhat Strong	Somewhat Weak	Weak
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How well do you feel you followed the specific literacy instructions given in the monthly training sessions?

Extremely well	Fairly well	Somewhat well	Not well at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

8. Do you feel that adding literacy instruction trainings benefited your elementary student?

- Yes
- No

Please explain why or why not.

9. Which reading strategy do you feel was most beneficial to your reading buddy?

- Reading Aloud
- Literature Circles

Explain why.

10. If your reading buddy was unable to participate in the final literature circle or was absent for the final literature circle, rate how well you *think* they would have enjoyed it.

Thoroughly Enjoyed	Somewhat Enjoyed	Barely Enjoyed	Would Not Enjoy At All	N/A- my reading buddy was present for the final literature circle
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How would you evaluate the book selection for the program?

Excellent	Good	Average	Below Average	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How would you describe your elementary student's attitude towards reading at the end of the semester?

Loves Reading	Likes Reading	Indifferent Towards Reading	Dislikes Reading	Hates Reading
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AFTER SCHOOL PROGRAM

13. To what extent do you feel your elementary student's attitude toward reading improved over the semester?

Greatly Improved	Somewhat Improved	Barely Improved	Did Not Improve At All
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. Do you think requiring monthly training sessions for all VAC Literacy Program volunteers would benefit the program? Please explain why or why not.

* 15. What are some ways the training sessions could be improved?

16. Do you have any other comments, questions, or concerns?

Appendix D

VAC Literacy Program

Volunteer Guide

Fall 2014/Spring 2015



AFTER SCHOOL PROGRAM

Semester Schedule (Fall)

Orientation: September 25th (Training One/Volunteer Survey?)

Day One: October 2nd

- Conduct ERAS
- Get to know buddy
- Read for the last 15-20 minutes

Training 2: Wednesday, October 8th (reading aloud)

- How to effectively read aloud

Day Two: October 9th

- Reading aloud

Day Three: October 16th

- Reading Aloud

No Program: October 24th (Fall Break)

Day Four: October 30th

- Reading Aloud

Training 3: November 5th (Literature Circles)

- How to effectively execute literature circles

Day Five: November 6th

- Practice Literature Circle Role

Day Six: November 13th

- Practice Literature Circle Role

Day Seven: November 20th

- Practice Literature Circle Role

No Program: November 27th (Thanksgiving)

Day Eight: December 4th

- Practice Literature Circle Role

Day Nine: December 11th (Last day)

- Final Literature Circles/ERAS

AFTER SCHOOL PROGRAM

Semester Schedule (Spring)

Training #1: Monday, February 16th

Day One: February 16th and 18th

- Conduct ERAS
- Get to know buddy
- Read for the last 15-20 minutes

Day Two: February 23rd and 25th

- Reading aloud

Day Three: March 2nd and 4th

- Reading Aloud

Day Four: March 9th and 11th

- Reading Aloud

Day Five: March 16th and 18th

- Reading Aloud

No Program: March 23rd and 25th (Spring Break)

Day Six: March 30th and April 1st

- Reading Aloud

Training 3: April 1st

- How to effectively execute literature circles

Day Seven: April 6th and 8th

- Practice Literature Circle Role

Day Eight: April 13th and 15th

- Practice Literature Circle Role

Day Nine: April 20th and 22nd

- Practice Literature Circle Role

Day Ten: April 27th and 29th (Last Day)

- Final Literature Circle
- ERAS

The Role of a Good Reading Mentor

Tips for Effective Communication:

Listening - Listening is not passive. It can be as active as talking if done correctly. To listen effectively, you should:

- Pay attention
- Do not think ahead to what you are going to say
- Do not interrupt
- Listen for feelings underneath the words
- Keep an open mind – do not judge immediately

Looking - person. Take note of facial gestures and body movements. People communicate with verbal and body language. Pay attention to the whole

- Make eye contact
- Show that you are listening by leaning forward in your chair
- Check out what you are understanding – repeat back what you heard
- Ask if that is what the mentee “said”

Leveling- Leveling means being honest about what you are feeling and thinking.

- Be honest in what you say
- Speak for yourself: Use “I” statements instead of “you” statements.
- Deal with the other person’s feelings. Do not give unwanted advice or try to change someone’s feelings. Listen and try to understand.

(Everybody Wins! Atlanta)

Building a Relationship with Your Student

- Make sure you learn your students' name and pronounce it the way she/he wants it pronounced. Learn to spell her/his name correctly. Make sure your student knows your name and can pronounce it correctly.
- Understand your student in terms of her/his own background and values. These may be different from yours.
- Show that you are interested in your student as a person. Listen carefully to what she/he says. Ask questions about favorite activities, family members, friends, hopes and dreams. By your words and actions, let your student know you care.
- Be reliable. If you must be absent, call or fax a personal note and ask that your student be told that you cannot come that day. Your student may be disappointed, but she/he will be reassured by the fact that you cared enough to write a quick note.
- Build self-confidence. Praise your student honestly and frequently. Remember attentiveness and effort can be as important as performance.
- Understand that saying "no" is okay. Students may ask to walk around, play games or see their friends. Remember your goals and stick to them. Advice and assistance are always available.
- If problems arise with your child, discuss them as quickly as possible with the School Coordinator. He/she may be able to gather additional information about the child that may lead to resolution.

Reading Aloud Tips

- Before beginning a story, ask the child some questions that will help set the stage for the story. If the child needs background information in order to appreciate the story, spend a few minutes talking about it. Invite the child to share experiences with emotions or themes you think will be central to the story.
- Read with plenty of expression! Try to vary the tone of your voice when there is dialogue in the story.
- Encourage your partner to ask questions, find out the meaning of a word or make comments on the story.
- Have the child predict what the story is about from the title, pictures or the first page. Stop occasionally while reading the story and have the child predict what will happen next or discuss what has happened.
- Vary the pace of your reading to fit the story. Read a fast moving action scene quickly. Read a suspenseful part slowly, drawing out the words. Avoid long, descriptive passages, perhaps scanning them and retelling in your own words.
- Keep the student focused on the story. Many children have difficulty listening for any sustained length of time. If you find this happening, stop and have the child retell the story to you or start a conversation about an experience related to the story. Build the child's attention span by reading for a longer time each week.
- After you have completed the book, have your student draw a picture of their favorite part of the book and explain why.
- Have fun!

Questions to Ask While Reading Aloud

In general:

- Give your student plenty of time to respond to your question.
- Share your own opinion about the question.
- Do not ask too many questions.
- Be engaged in your student's response.

Questions:

1. What do you think will happen next? Why?
2. Describe the main character. Find events in the reading that supports what you remember about the character.
3. Who is your favorite character in the reading? Why?
4. Describe the setting. Find passages that describe the setting.
5. What do you think is the most exciting (or interesting) part of the reading?
6. Who would you recommend this book to? Why?
7. What would you like to ask the author if you met him/her?
8. What does the main character learn during the book? What did you learn?
9. How does the reading remind you of something in your own life?
10. If you were the main character, what would you do and why?
11. What important message do you think the author wanted to tell the reader? Is there a lesson in the reading?
12. How is the reading like something else you have read?

Note: Use these ideas sparingly. They will be special and motivating when you introduce them occasionally.

AFTER SCHOOL PROGRAM

Fall and Spring Literature Roll Worksheets

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Discussion Leader

Your job:

Write questions for your group to discuss. The questions should have to do with the section of the book you're reading. Be sure your questions are interesting and open-ended so everyone will be able to answer it in their own way.

Examples: Were you surprised when ___? Why or why not?
Do you think the main character made a good choice when he/she ___?
Why do you think the main character decided to ___?

When you meet with your group:

You will read your questions to the group and give everyone a chance to answer. After everyone has answered, share your answer with the group.

Question #1: _____

Your Answer: _____

Question #2: _____

Your Answer: _____

Question #3: _____

Your Answer: _____

AFTER SCHOOL PROGRAM

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Word Wizard

Your job:

Your job is to search for words in this section of the book that you (or others in your group) might not know. After you find challenging words, tell where they are used in the story and find the definitions.

When you meet with your group:

First, share the challenging word you found. Show them where it is in the story. Then, have each person try to predict the definition. After everyone has shared their definitions, you can tell them the real meaning of the word.

Word #1: _____ Page Number: _____

Copy the sentence this word was used in. _____

Definition of the word: _____

Word #2: _____ Page Number: _____

Copy the sentence this word was used in. _____

Definition of the word: _____

AFTER SCHOOL PROGRAM

Name: _____ Book Title: _____

Date Due: _____ Pages: _____ to _____

Literature Circle Role

Summarizer

Your job:

Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

When you meet with your group:

You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

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Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Story Connector

Your job:

Your job is to find parts from this section of the the story that remind you of things that happened in another story you've read. Then, describe how the two stories are alike.

When you meet with your group:

Describe the event from the story you're reading and tell how it connects to another story you have read before. Describe the similarities to the group. Then, ask if anyone else can make other story connections.

Event from this story: _____

Something similar happened in another story when: _____

Another event from this story: _____

Something similar happened in another story when: _____

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Illustrator

Your job:

Draw a picture of one scene from the section of the book you're reading. Your picture should be colorful and have lots of details.

When you meet with your group:

Have each member of the group describe what's happening in your picture.

AFTER SCHOOL PROGRAM

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Real-Life Connector

Your job:

Your job is to find parts from the story that remind you of things that happened to you or someone else in real life. When you describe the real-life connection, give as many details as possible.

When you meet with your group:

Describe the section of the story that reminds you of real life. Then, tell how something similar happened to you or someone you know. After that, you can ask everyone in your group if anything similar has happened to them or someone they know.

Event from the story: _____

Something similar happened to me (or someone I know) when: _____

Another event from the story: _____

Something similar happened to me (or someone I know) when: _____

AFTER SCHOOL PROGRAM

Appendix E

Experimental Group Consent Forms

**VAC Literacy Program- Elementary Students Attitude Toward Reading
Volunteer Consent to Participate in a Research Study**

Principal Researcher: Kristin Wylie

Faculty Advisor: Lisa Bowers, PhD.

This is a permission form for your research participation. It contains important information about this study and what to expect if you accept the offer to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to discuss the study with your friends and family and to ask questions before making your decision whether or not to participate. If you want to participate, you will be asked to sign this form and will receive a copy of the form.

INVITATION TO PARTICIPATE

You are being invited to participate in a research study about elementary students attitudes toward reading. Your perception of your impact on the elementary student as a volunteer of the Volunteer Action Center Literacy Program will also be measured.

WHAT YOU SHOULD KNOW ABOUT THE RESEARCH STUDY*Who is the Principal Researcher?*Kristin Wylie, kwylie@uark.edu*Who is the Faculty Advisor?*Lisa Bowers, PhD., lbowers@uark.edu or 479-575-3267.*What is the purpose of this research study?*

The purpose of this research study is to measure elementary students attitudes towards reading at the beginning and end of the Volunteer Action Center's Literacy Program. Along with their attitudes, the volunteers perception of their impact on their reading buddy will also be measured.

Who will participate in this study?

Approximately forty elementary students who attend Holcomb Elementary's SKC after school program, and forty University of Arkansas volunteers that are enrolled in the VAC Literacy Program.

What will you be asked to do?

Your participation will require the following:

AFTER SCHOOL PROGRAM

- 1) Be on time and attend the VAC Literacy Program EVERY Thursday from 3:30pm-4:30pm.
- 2) Attend EVERY training session (September 25th, October 8th, and November 5th) at 7:30pm.
- 3) You will be expected to follow instructions from the trainings. You will be expected to administer a simple survey to your reading buddy on the first and last day of the program.
- 4) You will also be expected to fill out a survey at the beginning and end of the semester.

What are the possible risks or discomforts?

There are no anticipated risks to participating.

What are the possible benefits to you participating in this study?

You will be given an extra volunteer hour for each training session after your attendance is confirmed.

How long will this study last?

The study will take place from 3:30pm- 4:30pm on Thursday afternoons (during the after school program hours). The program will begin on Thursday, October 2nd and the last date of the program is Thursday, December 11th. The length of the entire program is approximately 10 weeks.

Will you receive compensation for time and inconvenience if you choose to participate in this study?

No compensation will be given to participants in this study.

Will you have to pay for anything?

No, there will be no cost associated with your participation.

What are the options if I do not want to be in the study?

If you do not want to be in this study, you may refuse to participate. If you decide you do not wish to participate or you can not commit to the time the program involves, you may still read at the same time and location, however, you and your reading buddy will not be included in any of the data collection/g group activities.

How will my confidentiality be protected?

All information will be kept confidential to the extent allowed by applicable State and Federal law and University policy. Information about you that will be collected from the

AFTER SCHOOL PROGRAM

research will be put away and no one but the researchers will be able to see it. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone except those on the research team.

Will I know the results of the study?

At the conclusion of the study you will have the right to request feedback about the results. You may contact the faculty advisor, Lisa Bowers, Ph.D., at lbowers@uark.edu or 479-575-3267 or Principal Researcher, Kristin Wylie at kwylie@uark.edu

What do I do if I have questions about the research study?

You have the right to contact the Principal Researcher or Faculty Advisor as listed below for any concerns that you may have.

Kristin Wylie, Undergraduate Student, kwylie@uark.edu

Lisa Bowers, Ph.D., lbowers@uark.edu, 479-575-3267

You may also contact the University of Arkansas Research Compliance office listed below if you have questions about your rights as a participant, or to discuss any concerns about, or problems with the research.

Ro Windwalker, CIP
Institutional Review Board Coordinator
Research Compliance
University of Arkansas
210 Administration
Fayetteville, AR 72701-1201
479-575-2208
irb@uark.edu

I have read the above statement and have been able to ask questions and express concerns, which have been satisfactorily responded to by the investigator. I understand the purpose of the study as well as the potential benefits and risks that are involved. I understand that participation is voluntary. I understand that significant new findings developed during this research will be shared with me. I understand that no rights have been waived by signing the consent form. I have been given a copy of the consent form.

Participants Printed Name

Participants Signature

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Appendix F

Parent Consent Form

**VAC Literacy Program- Elementary Students Attitude Toward Reading
Consent for a Minor to Participate in a Research Study**

Principal Researcher: Kristin Wylie
Faculty Advisor: Lisa Bowers, PhD.

This is a parental permission form for research participation. It contains important information about this study and what to expect if you permit your child to participate.

Your child's participation is voluntary.

Please consider the information carefully. Feel free to discuss the study with your friends and family and to ask questions before making your decision whether or not to permit your child to participate. If you permit your child to participate, you will be asked to sign this form and will receive a copy of the form. We must also have your child's assent to participate in this study.

INVITATION TO PARTICIPATE

Your child is being invited to participate in a research study about elementary students attitudes toward reading. Your child is being asked to participate in this study because she/he is enrolled in the SKC after school program and may be enrolled in the Volunteer Action Center (VAC) Literacy Program. The VAC Literacy Program is run through the University of Arkansas and is a one-on-one reading program. Your child will be paired up with a University of Arkansas volunteer for one hour each week. Your child will be working on reading skills with the University of Arkansas volunteer.

WHAT YOU SHOULD KNOW ABOUT THE RESEARCH STUDY*Who is the Principal Researcher?*

Kristin Wylie, kwylie@uark.edu

Who is the Faculty Advisor?

Lisa Bowers, PhD., lbowers@uark.edu or 479-575-3267.

What is the purpose of this research study?

The purpose of this research study is to measure elementary students attitudes towards reading at the beginning and end of the Volunteer Action Center's Literacy Program.

Who will participate in this study?

Forty elementary students who attend Holcomb Elementary's SKC after school program, and volunteer to be enrolled in the VAC Literacy Program.

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What will your child be asked to do?

Your child's participation will require the following:

- 1) Attend the SKC after school program every Thursday from 3:30pm-4:30pm.
- 2) Your child will be asked to be a part of the Volunteer Action Center Literacy Program.
- 3) Your child will complete the Elementary Reading Attitude Survey at the beginning and end of the VAC Literacy Program.

What are the possible risks or discomforts?

There are no anticipated risks to participating.

What are the possible benefits to your child if he/she participates in this study?

He or she will be working with a dedicated, University of Arkansas student on reading aloud skills and literature circle skills. The Elementary Reading Attitude Survey is a quick and easy way to determine how much your child enjoys or dislikes reading.

How long will the study last?

The study will take place from 3:30pm- 4:30pm on Thursday afternoons (during the after school program hours). The program will begin on Thursday, October 2nd and the last date of the program is Thursday, December 11th. The length of the entire program is approximately 10 weeks.

Will your child receive compensation for time and inconvenience if you choose to allow him/her to participate in this study?

No compensation will be given to participants in this study.

Will you or your child have to pay for anything?

No, there will be no cost associated with your participation.

What are the options if I do not want my child to be in the study?

If you do not want your child to be in this study, you may refuse to allow him/her to participate. Your child may refuse to participate even if you give permission. If your child decides to participate and then changes his/her mind, your child may quit participating at any time. Your child will not be punished or discriminated against in any way if you refuse to allow participation or if your child chooses not to participate.

How will my child's confidentiality be protected?

All information will be kept confidential to the extent allowed by applicable State and Federal law and University policy. Information about your child that will be collected from the research will be put away and no one but the researchers will be able to see it. Any information about your child will have a number on it instead of his/her name. Only

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the researchers will know what his/her number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone except those on the research team.

Will my child and/or I know the results of the study?

At the conclusion of the study you will have the right to request feedback about the results. You may contact the faculty advisor, Lisa Bowers, Ph.D., at lbowers@uark.edu or 479-575-3267 or Principal Researcher, Kristin Wylie at kwylie@uark.edu

What do I do if I have questions about the research study?

You have the right to contact the Principal Researcher or Faculty Advisor as listed below for any concerns that you may have.

Kristin Wylie, Undergraduate Student, kwylie@uark.edu

Lisa Bowers, Ph.D., lbowers@uark.edu, 479-575-3267

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Ro Windwalker, CIP
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I have read the above statement and have been able to ask questions and express concerns, which have been satisfactorily responded to by the investigator. I understand the purpose of the study as well as the potential benefits and risks that are involved. I understand that participation is voluntary. I understand that significant new findings developed during this research will be shared with me and, as appropriate, my child. I understand that no rights have been waived by signing the consent form. I have been given a copy of the consent form.

 Parent/Guardian Printed Name

 Parent/Guardian Signature

 Child's Name/ Date of Birth

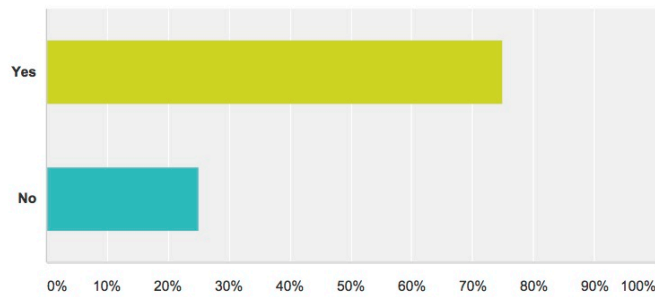
Appendix G

End of Year Volunteer Survey- Experimental Group

SurveyMonkey

Q7 Do you feel that adding literacy instruction trainings benefited your elementary student?

Answered: 8 Skipped: 0



Answer Choices	Responses	Count
Yes	75.00%	6
No	25.00%	2
Total		8

#	Please explain why or why not.	Date
1	He was able to answer questions better as the year went on.	4/14/2015 7:19 PM
2	explaining the books; like pictures helped me reader understand the book.	4/14/2015 7:17 PM
3	It helped because it challenged her to think instead of just buzzing through the book.	4/14/2015 7:11 PM
4	My reader is extremely smart and is already a great reader.	4/14/2015 7:09 PM
5	I was more aware that I ended to give my reader my full attention rather than being distracted occasionally.	4/14/2015 7:07 PM
6	I liked the instructions but sometimes it was hard to follow through.	4/14/2015 7:03 PM
7	My student didn't really want to follow the literacy instructions or answers the questions the corrects away.	4/14/2015 6:59 PM
8	It helped her think about what she was reading instead of just reading the words.	4/14/2015 6:57 PM

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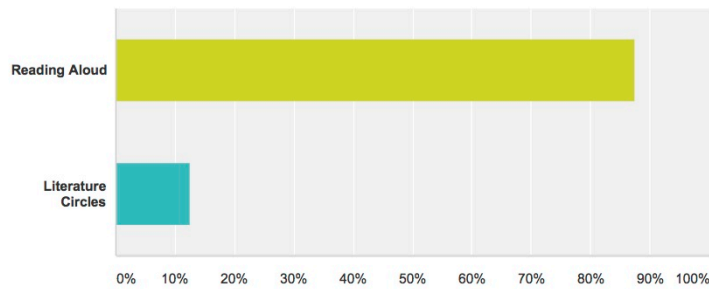
Appendix H

Experimental- End of Year

SurveyMonkey

Q9 Which reading strategy do you feel was most beneficial to your reading buddy?

Answered: 8 Skipped: 0



Answer Choices	Responses
Reading Aloud	87.50% 7
Literature Circles	12.50% 1
Total	8

#	Explain why.	Date
1	My student loved doing different character voices and that helped her remember the story better.	4/30/2015 4:51 PM
2	We didn't get to participate in a literature circle because most of the kids were sick on the last day.	4/30/2015 4:11 PM
3	Reading aloud was best because we were never able to do the reading circles because we could never access the books toward the end of the semester, but reading aloud was great because it gave her a chance to hear to mistakes she was making and also to hear me read and learn that way too.	4/29/2015 9:40 PM
4	She grew to like reading aloud more than at the beginning when she would just rush through and mumble the words quickly. By the end, she enjoyed making up voices for the different characters and had fun with it.	4/29/2015 8:35 PM
5	He really likes to talk about the books and the pictures and predict what was going to happen.	4/29/2015 7:16 PM
6	I say reading aloud solely because my reader was absent for the actual reading circle, so I'm not sure how she would have responded to it. She really did seem to enjoy reading aloud and the dialogue that we had though. I think that reading out loud forced her to learn how to properly pronounce words that she would have mispronounced and moved on from if she was reading to herself. Reading aloud and having to answer my questions also caused her to slow down and comprehend what she was reading, which is definitely as crucial aspect of reading.	4/29/2015 5:52 PM
7	Helps them share what they have learned and be excited to share the work they have created	4/29/2015 5:47 PM
8	I think that for him, hearing the words, and being able to understand the book that way made it much easier for him.	4/29/2015 5:33 PM