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ABSTRACT
              The Senior Aide Volunteer Educator (SAVE) project in
Tigard School District 23J, Tigard, Oregon, was initiated in 1971
under ESEA Title III funding to provide additional instruction to
selected students from the first six grades in the areas of reading,
mathematics, and elementary science. Examples from this project are
often cited, but this adopter's guide attempts to describe the
requirements of a senior aide program in generic terms, replicable in
any community. In Sections I through III, "Deciding Whether to Adopt
the Model," "Determining Program Feasibility," and "Planning Program
Operation," the guide suggests the steps necessary to make a decision
to adopt the program and to plan it on paper. The section entitled,
"Founding the Program," suggests procedures to follow in seeking
district and community support and sponsorship. In the section
"Implementing the Program," the guide suggests procedures for
initiating and conducting routine operations at both the
administrative and instructional levels. This is followed by a
section suggesting an evaluation framework. The appendix contains a
bibliography of materials related to program operation, program
material inventories, the tables of contents, and sample pages from
the SAVE project's instructional workbooks, and a number of program
evaluation forms that may serve as useful resources for adopters.
This guide is one in a series of adopter's guides of "Promising
Practices in Oregon," instructional or management programs that the
relevant school personnel think innovative, effective, and
transportable. (MB)

OREGON STATE
DEPARTMENT OF EDUCATION

VERNE A. DUNCAN,
SUPERINTENDENT
OF PUBLIC INSTRUCTION

TIGARD SCHOOL
DISTRICT 23J

DELBERT FENNELL,
SUPERINTENDENT

MANUAL FOR DEVELOPING A SENIOR CITIZEN TEACHER AIDE PROGRAM

AN ADOPTER'S GUIDE REFERENCED
IN PROMISING PRACTICES
IN OREGON EDUCATION
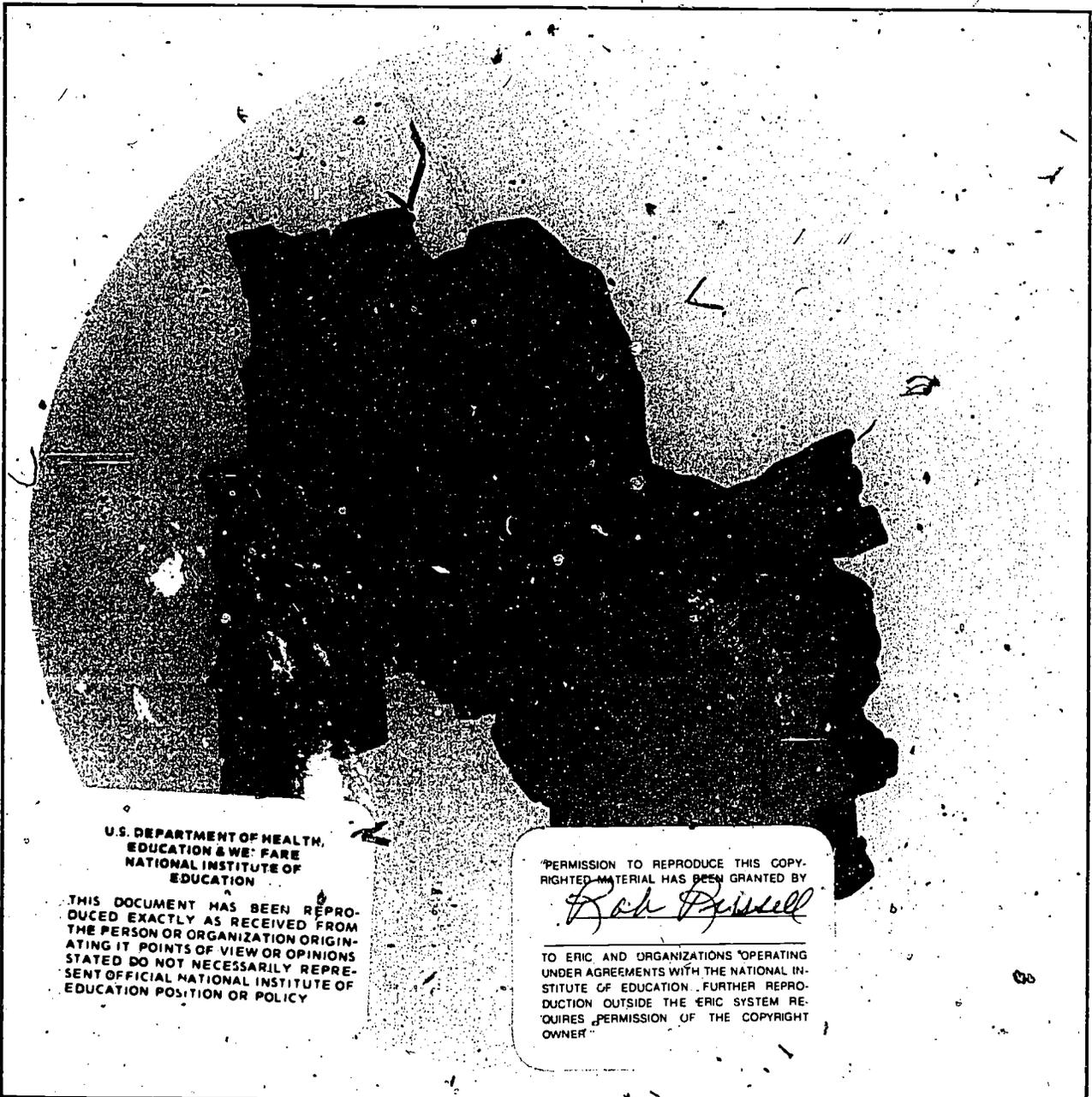
MANUAL FOR DEVELOPING
A SENIOR CITIZEN
TEACHER AIDE PROGRAM

This guide for using senior, citizens as tutors and
aides in elementary school classrooms is based, on the
experience of Tigard, Oregon schools in a pilot pro-
ject between 1971 and 1974. The projec , Senior Aide
Volunteer Educators (SAVE), was funded during that
period under Title III of the Elementary and Secondary
Education Act.

Tigard School District 23J Superintendent
Delbert Fennell

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William Bieker

SAVE Project Secretary
Brenda Bronson

Verne A. Duncan, Superintendent of Public Instruction

PREFACE

Although schools and communities share many of the
same kinds of educational problems and needs, they too
often fail to share information about how these needs
and problems are being addressed. If a successful
approach to a set of needs or the solution to a prob-
lem in one community is thoroughly documented, it may
serve as a model for adoption or adaptation elsewhere.
Thus, communication about promising practices is at
least as important as their development.

To promote such communication, the Oregon State De-
partment of Education is involving school personnel
throughout the state in the identification of instruc-
tional or management techniques they believe to be
innovative, effective, and transportable. Brief de-
scriptions of these techniques, or programs, are
compiled in a catalog of *Promising Practices in Oregon
Education.* Districts whose innovative practices are
described in the catalog have agreed to share more de-
tailed information about their procedures with those
who request it, and in many cases the department will
encourage and even underwrite the development of pub-
lished guides designed to give practical step-by-step
directions to potential adopters.

The SAVE p   .m was chosen for inclusion in *Promising
Practices   Oregon Education* and is the seventh pro-
gram to pt.   an adopter's guide. Others are cur-
rently under production.

Your comments and suggestions will help us to improve
future editions of this guide and others to be pro-
duced.

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Verne A. Duncan
Superintendent,
Public Instruction

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INTRODUCTION

Many school personnel recognize the value of individu-
alizing the learning process for students as a means
of helping them improve their competencies in basic
educational areas. This especially applies to those
students with unique learning problems, and to those
gifted students who master subject matter ahead of
the rest of their classmates but cannot proceed to
other topics independently.

A senior aide program represents an important step
toward individualizing the learning process for these
students. Not only does it improve the ratio of adults
to students in the classroom, but it does so at minimum
cost to the local school district and with maximum use
of the volunteers' resources. It can be fitted smoothly
into the existing classroom routine and aimed at im-
proving the competencies of students in specific sub-
ject areas.

Additionally, a program of this nature fulfills the
important societal priority of involving senior citi-
zens in a vital community activity--the education of
the young. This instructional role is one which senior
citizens historically have filled in most cultures.
But the teaching contribution of senior citizens is
glaringly absent from today's Western educational
system where most instructional roles are filled by
young adults. By entering the classroom with the
benefit of more than half a century of life experience,
senior citizens are contributing significantly toward
the educational and personal development of elementary
school children.

It is the intent of this manual to show how a volun-
teer senior citizen aide program can be implemented in
a community.

To the greatest extent possible, this guide attempts
to describe the requirements of a senior aide program
in generic terms. However, it often cites examples
from the project on which it is based, the Senior Aide
Volunteer Educator (SAVE) project at Tigard School Dis-
trict 23J, Tigard, Oregon.

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Initiated in 1971 under ESEA Title III funding, the
SAVE project has used senior citizen aides to provide
additional instruction, individually or in small-group
sessions, to selected students from the first six
grades in the areas of reading, mathematics and elemen-
tary science. A mini-course component also has been
developed to stimulate student interest in a wide
range of vocational and avocational subjects. The
project has been coordinated by the Tigard district
school board through the office of a district coordina-
tor. Initially, four public and parochial schools and
28 senior citizens were involved; but by the beginning
of the 1974-75 school year the project encompassed the
seven elementary schools within the Tigard district
and included 60 senior citizen aides.

In the Sections I through III, "Deciding Whether to
Adopt the Model," "Determining Program Feasibility,"
and "Planning Program Operation," the guide suggests
the steps necessary to make a decision to adopt the
program and to plan it on paper. The section entitled
"Founding the Program" suggests procedures to follow
in seeking district and community support and sponsor-
ship. In the section "Implementing the Program," the
guide suggests procedures for initiating and conducting
routine operations at both the administrative and in-
structional levels. This is followed by a section
suggesting an evaluation framework. The appendix
contains a bibliography of materials related to program
operation, program material inventories, the tables of
contents and sample pages from the SAVE project's in-
structional workbooks, and a number of program evalua-
tion forms which may serve as useful resources for
adopters.

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I.
DECIDING WHETHER TO ADOPT THE MODEL

In deciding whether or not to adopt the program model described in this manual, potential adopters first must determine how helpful the model promises to be in meeting their district's existing educational goals. Guidelines for making this determination are included in this section.

A second determination, the feasibility of setting up such a model within an adopter's school system, must also be made. Guidelines for making this decision will be discussed in the section "Determining Program Feasibility," on page 7.

In making the first determination, a potential adopter should consider how well the program model will meet student needs, and to what extent the model is likely to further existing school district goals. In order to be considered worth undertaking, a model must conform to stated or implied educational goals of a district, and must show promise of achieving learning outcomes which are not being satisfactorily produced by other means.

IDENTIFYING THE NEED FOR A SENIOR AIDE PROGRAM

The broad need for a senior aide program in public elementary schools is defined both by elementary students' needs for quality individualized learning experiences and by the larger societal need to develop new and positive attitudes toward the role of the aged in our society.

The Tigard pilot project personnel articulated the following basic educational need for students:

Students need individual instruction from mature adults to help them acquire early mastery of fundamental skills in reading, mathematics and science. As new educational priorities are established in the public schools, new patterns of staff organization will be required. Modern programs in reading, mathematics and science require much greater emphasis upon individualized instruction for competent mastery.

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To implement a course of instruction defined by this
educational need, school districts will need to find
ways to supply individualized instruction to students
without placing an unbearable strain on district bud-
gets.

The Tigard district's pilot project proved to be an
efficient means of giving elementary students the ad-
vantage of individualized instruction at minimum cost
to the district. Recruiting senior citizen volunteer
educators and bringing them into the classroom made
use of the large senior citizen population living
within the community, and it addressed the larger
societal need to actively involve senior citizens in
important community activities.

Project planners felt it would be especially beneficial
for elementary students to be exposed to the influence
of senior citizens in the schools. Such exposure to
more experienced and different points of view, they
reasoned, would present to children adult models dif-
ferent from the ones they so often see in today's
society where emphasis is placed on young adulthood
as the ideal state of being.

The values, traditions, and attention of grandparents
historically have been an important factor in the
affective development of young children. However,
rapid social changes in recent years have created a
new population pattern in most suburban areas which
minimizes child contact with the elderly. Suburban
populations are highly mobile, and therefore children
commonly live far away from their grandparents. The
instructional staff of most suburban schools is young;
and new housing developments in suburban areas tend
to attract young families. Anthropologist Margaret
Mead has described this situation where the young are
separated from and do not benefit from the teachings
of the aged as "entirely new in history" and has
suggested that this narrowing of adult models is detri-
mental to child development.

In identifying the need for a senior citizen aide pro-
gram, adopters should also consider the general level
of personal development demonstrated by students. Be-
cause of cognitive teaching demands in crowded class-
rooms, teachers simply may not have sufficient time to

devote to students on an individual basis. If the
adopter sees evidence that student development is
being retarded for lack of suitable adult models and
constructive adult intervention, a senior aide program
merits serious consideration.

DETERMINING PROGRAM GOALS

Once the need for a senior aide program has been iden-
tified, adopters should establish a general rationale
for the program and then write specific program goals
in terms of student gains.

Based on the experiences of the Tigard pilot project,
the following assumptions may serve as the overall
rationale for a SAVE program. They are:

1. Students receiving more concentrated indi-
vidualized instruction from adults will signi-
ficantly improve their abilities to comprehend
and communicate ideas, in both oral and written
form, in three basic cognitive areas: reading,
mathematics, and elementary science.

2. Students receiving more concentrated indi-
vidual attention from mature adults will become
more effective in human relati.

These assumptions may be translated into the following
program goals:

1. Students will demonstrate early mastery of
fundamental skills in reading, mathematics, and
elementary science.

2. Students will come to better understand and
respect other people.

TERMINAL OBJECTIVES

There are two kinds of objectives which adopters should
write for a volunteer aide program: student learning
gains written as terminal objectives in behavioral
terms, and management or process objectives for helping
students achieve those learning gains.

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Process objectives will be discussed in Section III, "Planning Program Operation." The SAVE project stipulated that the following performance objectives would signify accomplishment of the learning gains sought in the project goals.

Upon completion of the program:

1. Students will demonstrate an increased competency in the basic skills in reading.

2. Students will demonstrate an increased competency in the fundamental number operations in mathematics.

3) Students will demonstrate an increased competency in the basic scientific skills presented in the classroom.

4. Students will demonstrate an increased level of respect for the aged.

The above learning objectives are intended to serve as a point of departure for adopting districts. Each district should determine its own acceptable performance objectives for participating students. In the Tigard model, increased competencies in the three basic instructional areas are measured by the percentage of need reduction demonstrated by project students.

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II. DETERMINING PROGRAM FEASIBILITY

ASSESSING ATTITUDES

No program can succeed without proper support and co-operation. Therefore, the first step an adopter should take to determine program feasibility is to assess the attitudes of potential participants toward the proposed program. It is imperative to find out whether these parties support the concept of a senior aide program, and whether they would actively support such a program if it were implemented.

Basically, there are two methods for obtaining this information: personal contact, and circulation of survey forms. Depending upon the audience, either of these or a combination of both might be employed. Both a personal interview and a survey form should be prefaced by a brief explanation of the educational goals and the basic functions of a senior aide program, and by a list of the learning objectives appearing on page 6 of this guide. Specific questions may vary somewhat with the person whose attitude is being assessed. For the most part, however, the questions will be the same.

Three primary assessment groups should be identified and polled:

1. Teachers and administrative personnel of the various schools. Senior aides will be working directly with this group of participants, and without their encouragement and support the program is not likely to reach its full potential. Program sponsors can assess the attitudes of these personnel by means of questionnaires distributed to potential target schools within a district, or by speaking at one of the school's regular in-service meetings, explaining the program model and goals, and soliciting active participants.

2. Senior citizens. It is critical to gauge the general reactions of senior citizens to the proposed program, because there can be no program without them. At this point, sponsors can begin to collect names of interested persons.

Potential senior aides can be contacted through

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a number of public relations avenues, including
public speaking at churches, community clubs, and
retirement communities. A 20-minute film produced
by the Tigard pilot project, This Is The Day I
Go To School (see bibliography Appendix A), is
available to potential sponsors and can be used
effectively to give senior citizens an overview
of the program from the volunteer's perspective.

3. The district school board (or other super-
visory body). Members of this body will make the
final determination whether or not a senior aide
program is to be implemented. It is important to
familiarize school board members with an overview
of the proposed program before they are actually
asked to vote on it.

Once these groups have been identified and briefed,
they should be asked the following kinds of questions
in order to determine their interest in a senior aide
program and their willingness to support it:

1. Do you agree that the learning objectives
just cited are valid indicators of significant
student improvement in the three basic areas of
reading, mathematics and elementary science?

2. Do you feel that elementary students are now
receiving adequate individualized instruction for
mastery of the district's stated educational ob-
jectives?

3. Do you support the concept of senior citizen
aides in the classroom as a valuable enrichment
to current classroom activities?

4. Do you feel that a senior aide program of the
kind just described would be a useful way for stu-
dents to gain a more complete mastery of the sub-
jects being taught in the schools?

5. Do you feel that a senior aide program would
help students toward a better understanding of,
and increased respect for, the elderly?

6. If such a program were designed, would you
support its implementation and actively partici-
pate in it?

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DETERMINING ORGANIZATIONAL ACCOUNTABILITY

Given the number of schools and people involved in
a senior aide program, some agency or office must
assume final responsibility for coordination of man-
agement decisions and activities.

If adopters follow the Tigard model presented in this
manual and organize the program with a school or school
district base, organizational accountability will rest
with the sponsoring school or district. However, if
the program is sponsored by a group of school districts
or by a group of schools belonging to different dis-
tricts, an organization must be identified to coor-
dinate the overall program.

In Oregon, the logical body to assume overall respon-
sibility for a multi-district senior aide program is
the county intermediate education district. However,
if such a program is adopted in a state without an
intermediate district, then the program must have
available to it some administrative entity with the
capability to assume overall fiscal and programmatic
responsibility. Potential sponsors may explore the
possibility of a school or school district with a good
administrative office assuming coordination of the kind
of management activities assumed by an IED in Oregon.
In any case, some organization or office must be
accountable for overall program operation.

IDENTIFYING RESOURCES

Favorable attitudes and the availability of an organi-
zation to assume program management responsibility are
key elements for beginning a senior aide program. How-
ever, a number of additional resources must be avail-
able before a program can be established. These in-
clude:

Finances. At least enough money should be available to
employ a part-time program coordinator and a half-time
secretary. (More administrative time may be necessary,
depending upon the size and needs of the program.)
Adopters should also anticipate additional salary ex-

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penditures for school coordinators for their participa-
tion in planning the program, for office supplies, and
for program instructional materials. (See page 29,
"Budgeting for Program Operation)." These funds should
be supplied by each of the participating schools or
school districts (or by an IED or similar organizational
body, if one is involved).

Qualified personnel. Teachers skilled and experienced
in teaching elementary students are necessary to assume
responsibility for coordinating program activities at
the classroom level. These classroom managers must
possess a basic understanding of school curriculum and
and underlying program goals, and they must be able to
counsel, instruct and evaluate the senior aides
assigned to their classrooms.

Resources to train personnel. Inservice training work-
shops should be scheduled for participating teachers
and senior aides. Regular teacher inservice sessions
may be used to train teachers for the senior aide pro-
gram. However, special training sessions for senior
aides are mandatory. Teachers, school district admin-
istrative personnel, members of the state's department
of education, and members of state and federal agencies
dealing with problems of senior citizens should be en-
listed to participate in these training sessions.

Physical space. Existing classroom space will gener-
ally be sufficient for inservice training sessions and
actual program use. The coordinating agency for the
program should supply office space for the program co-
ordinator and secretary.

Furniture and equipment. The only furniture and office
machines necessary for program purposes will be those
required by the coordinator and secretary. These items
can usually be loaned by the participating schools or
school districts. In addition, depending upon the
availability of transportation within a district, one
or more buses may be required to transport senior aides
to and from their classroom assignments. These, too,
can usually be made available by the participating
schools or school districts.

Information resources. Information on the form and con-

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tent of a senior aide program constitutes an important
resource to adopters. This guide is intended to be
foremost among such resources. Other resources in-
clude the Tigard district's SAVE program coordinator
and his secretary, both available for consultation.
Additionally, a list of materials which may be useful
to program administrative personnel and participating
classroom teachers is presented in the bibliography
in Appendix A.

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DEFINING MANAGEMENT STRUCTURE

As the following organization structure chart suggests, the program coordinator should be responsible for all administrative functions of the program. In the Tigard School District, the role of program coordinator was filled by a district teacher-administrator with special experience in counseling and testing.

The coordinator should hire a half-time secretary and recruit school coordinators and administrators for participation on the program advisory committee. In this model, the coordinator relies heavily on the committee for such functions as planning, developing instructional materials, and training senior aides. In addition, the committee provides a general steering function for program management and instructional activities.

The coordinator should be accountable to the district school board through the district's administrative structure.

PERSONNEL ROLES AND RESPONSIBILITIES

A senior aide program requires that individual participants and program management committees be responsible for certain tasks. The following responsibilities are suggested in this program model. Adopters will undoubtedly adjust some of them to meet their particular needs.

The Program Coordinator

The program coordinator should:

 1. Screen and select a program secretary.

 2. Screen and select the members of the program advisory committee.

 3. Supervise curriculum development.

 4. Determine equipment requirements and teaching

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SENIOR AIDE PROGRAM
ORGANIZATIONAL STRUCTURE

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                    ┌─────────────────────┐
                    │ District School Board│
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │ Superintendent Of Schools│
                    └─────────────────────┘
                              │
    ┌──────────────────────────────────────────────────┐
    │ Assistant Superintendent In Charge Of Curriculum  │
    └──────────────────────────────────────────────────┘
                              │
        ┌─────────────┐              ┌─────────────┐
        │ Program     │              │ Program     │
        │ Advisory    │──────────────│ Coordinator │
        │ Committee   │              │             │
        └─────────────┘              └─────────────┘
              │                             │
        ┌─────────────┐              ┌─────────────┐
        │ Aide        │              │ Program     │
        │ Recruitment │──────────────│ Secretary   │
        │ Committee   │              │             │
        └─────────────┘              └─────────────┘
```

School Coordinator	School Coordinator	School Coordinator
Classroom Teacher / Classroom Teacher	Classroom Teacher / Classroom Teacher	Classroom Teacher / Classroom Teacher
Senior Aide / Senior Aide	Senior Aide / Senior Aide	Senior Aide / Senior Aide

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materials, and see that each participating teacher
is supplied with them.

5. Secure special services as needed.

6. Act as liaison between program schools and
the funding agent.

7. Prevent domination of the program by any one
school or combination of schools through careful
planning and diplomatic leadership.

8. Act as a fiscal agent authorized to receive
and disburse funds for the program.

9. Supervise senior aide recruitment.

10. Recruit classroom teachers.

11. Provide for program public relations, in-
cluding press coverage by means of press releases,
radio and television spots.

12. Supervise the establishment and administration
of program evaluation instruments.

13. Plan and supervise inservice training sessions
for senior aides and participating teachers.

14. Assign senior aides to program schools.

15. Ensure proper insurance coverage for all
program participants.

16. Arrange field trips and provide bus transpor-
tation.

17. Assist school coordinators with senior aide
transportation problems.

18. Plan agendas for program advisory committee
meetings.

19. Be available to discuss areas of concern
with school district personnel, or with senior
aides.

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20. Furnish schools and the school board with overall evaluations of the program at the end of the school year.

21. Supervise program record keeping.

The Program Advisory Committee

Membership of the program advisory committee should include the program secretary and the school coordinator from each participating school. Some administrative personnel from each school should also be included.

Initially, this committee will need to meet daily (probably during the summer) to plan the program and discuss management procedures. The school coordinators should be placed on extended contracts and thereby receive additional payment for the extra time they invest in program activities.

The program advisory committee should:

1. Determine program goals and objectives.

2. Develop the program's instructional curriculum.

3. Establish a program materials repository.

4. Aid in the recruitment of volunteers.

5. Participate in the program's public relations efforts.

6. Orient senior citizens and classroom teachers to the program.

7. Evaluate and revise management activities.

8. Design and monitor a program record keeping system.

9. Plan and implement inservice workshops for program participants.

10. Meet at least once a month during the school

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year to monitor and evaluate all components of the program.

11. Plan program activities for the following year.

The Aide Recruitment Committee

As its name suggests, this committee should have primary responsibility for the recruitment of senior citizen volunteers. Chaired by the program coordinator, the aide recruitment committee should consist of the program secretary, one or two school coordinators (as representatives of the program advisory committee), administrative personnel from program schools, senior aides, and interested community citizens.

While the program coordinator should retain direct responsibility for the recruitment of senior aides, this committee should be a useful means of involving community members in the recruiting process.

Duties of this committee include participating in the program's public relations efforts and interviewing prospective senior aides.

School Administrators

School principals and other school administrators should be encouraged to participate in program activities as much as possible. Initially, they should be active in program planning sessions; but once the program is under way, their function can be mainly supportive.

School administrators should:

1. Assist the program coordinator in recruiting school coordinators.

2. Assist in planning the program.

3. Attend program advisory committee meetings and aide recruitment committee meetings periodically.

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4. Be available as needed to all program partici-
pants.

5. Arrange release time for school coordinators
to attend advisory committee meetings.

The School Coordinator

The school coordinator in each participating school
should be a teacher with sufficient time and interest
to efficiently implement all local components of a
senior aide program.

The school coordinator should:

1. Be responsible for administration of school
components of the program.

2. Work with the program coordinator and the ad-
visory committee in the implementation and opera-
tion of school components of the program.

3. Act as liaison between classroom teachers,
senior aides, and the program coordinator.

4. Serve on the program advisory committee.

5. Assist in establishing policy for school-level
program operation.

6. Act as liaison between the school principal
and local program participants.

7. Assign senior aides to classroom teachers.

8. Assist senior aides in the scheduling of their
transportation to and from the school building.

9. Be available for counseling with teachers and
volunteers.

10. Hold monthly meetings with participating class-
room teachers.

11. Be responsible for the distribution and collec-
tion of all program evaluation instruments.

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12. Advise classroom teachers on selection of students, scoring of evaluation instruments, and all other matters pertaining to local program operation.

13. Coordinate mini-course activities within the school building.

14. Monitor program record keeping on the local level.

15. Arrange interschool meetings with other school coordinators.

16. Supervise distribution of program instructional materials within the school building.

17. Maintain the program's school-level instructional materials repository, provide teachers and senior aides with a list of available instructional materials, and distribute the materials as necessary.

Classroom Teachers

Responsibilities of classroom teachers in the program include:

1. Participating in the training of senior aides through demonstration teaching and counseling.

2. Selecting students for program participation on the basis of demonstrated need.

3. Assigning aides classroom work.

4. Using the program instructional model at least 50 per cent of the time the aide is in the classroom.

5. Distributing program instructional materials to senior aides.

6. Administering pre-tests and post tests to students.

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7. Evaluating senior aide performance in the classroom.

8. Evaluating student gains as a result of program participation.

Senior Aides

Responsibilities of senior aides in this program model include:

1. Participating in inservice training sessions.

2. Selecting the subject areas and the age levels of students they wish to work with, and determining the amount of weekly time they can devote to the program.

3. Monitoring and evaluating student progress, and keeping a daily record of progress for each student.

4. Participating in the on-going evaluation of the program, and recommending program changes where appropriate.

5. Using instructional materials from the program's materials repository.

6. Giving students individual or small-group instruction according to the program instructional model.

7. Assisting in the recruiting and training of other senior aides.

MANAGEMENT OBJECTIVES

As mentioned earl   , the definition of specific process or management objectives will help everyone involved in the senior aide program to enable students to make the learning gains and attitudinal adjustments that constitute the terminal objectives of the program.

Management objectives and tasks to achieve them are
outlined in the following pages. The months beside
them indicate a time line for their accomplishment.

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SENIOR AIDE PROGRAM
PROCESS OBJECTIVES AND TASKS
FOR A 12-MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
May and June	1. Recruit program staff.	1.1 The school district selects a program coordinator.
		1.2 The coordinator hires a program secretary.
		1.3 The coordinator recruits those teachers from participating schools who can make extended time commitments to serve as school coordinators.
	2. Form a program advisory committee.	2.1 The program coordinator forms a program management committee consisting of school coordinators, school administrators, and the program secretary.
		2.2 The coordinator calls the first committee meeting and plans the agenda.
	3. Develop instructional curriculum.	3.1 The program advisory committee:
		3.1.1 Establishes program goals and objectives.
		3.1.2 Develops; acquires and/or revises instructional objectives, materials and associated learning activities. The instructional materials repository will contain objectives for language arts, mathematics and elementary science.

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MONTHS	OBJECTIVES	TASKS
		3.1.3 Develops and tests kits for mini-courses. The kits should minimally contain descriptions of the courses, lists of materials needed, and instructions for use of materials.
		3.1.4 Places instructional materials in a central program materials repository.
		3.2 The program coordinator:
		3.2.1 Purchases necessary instructional materials.
		3.2.2 Supervises the establishment of program diagnostic and evaluation instruments.
July and August	4. Recruit program participants.	4.1 The program coordinator:
		4.1.1 Secures special services as needed. These should include consultants in the areas of gerontology education, public services, and psychology.
		4.1.2 Makes community presentations of the program through public speaking and other communication avenues.
		4.1.3 Forms an aide recruitment committee and directs the committee's efforts to recruit senior citizens.

MONTHS	OBJECTIVES	TASKS
		4.1.4 Recruits participating classroom teachers.
		4.2 Program advisory committee members help recruit senior aides.
July, August and September	5. Orient senior aides and classroom teachers to the program.	5.1 The program advisory committee develops and implements an orientation course for volunteers. This component includes:
		5.1.1 An overview of the program's goals and organizational structure.
		5.1.2 Orientation to teaching methods, to subject matter, and to program instructional materials.
		5.1.3 Practical experience in assisting students.
		5.1.4 Orientation to school buildings.
		5.1.5 Orientation to program record keeping.
		5.1.6 Orientation to senior aide's functions and responsibilities.
		5.2 The program advisory committee develops and implements an orientation course for classroom teachers who will receive aides in their classroom. This component includes:

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MONTHS	OBJECTIVES	TASKS
		5.2.1 An overview of the program's goals and organizational structure.
		5.2.2 Orientation to use of senior aides in the classroom.
		5.2.3 Orientation to use of program instructional materials.
		5.2.4 Orientation to program record keeping.
		5.2.5 Orientation to program evaluation instruments.
July through June	6. Monitor program components.	6.1 The program coordinator reviews and evaluates each component of the program at least once a month.
		6.2 The program coordinator plans and convenes a program advisory committee meeting at least once a month--and more often as necessary.
August through June	7. Assign volunteers to schools and assist in their adjustment to the program.	7.1 The program coordinator:
		7.1.1 Assigns senior aides to specific school sites, and makes assignment changes as necessary.
		7.1.2 Provides for the transportation of volunteers, if necessary.
		7.1.3 Provides for social events for aides.

MONTHS	OBJECTIVES	TASKS
		7.2 The school coordinator makes senior aide assignments within the school building.
		7.3 The school coordinator assists aides with transportation.
September	8. Select students for program participation.	8.1 The program coordinator provides classroom teachers with program diagnostic instruments and supervises their administration.
		8.2 Teachers administer diagnostic (pre-instructional) tests to students.
		8.3 Based on demonstrated student needs, classroom teachers select students for program participation.
September through June	9. Implement program instructional component.	9.1 Teachers and senior aides:
		9.1.1 Discuss student needs.
		9.1.2 Agree on the aide's functions in the classroom.
		9.1.3 Arrange a convenient schedule for program activities.
		9.2 Teachers introduce senior aides to students.
		9.3 Teachers introduce program instructional materials to students.

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MONTHS	OBJECTIVES	TASKS
		9.4 Senior aides assist student to increase their competencies in program instructional areas.
		9.5 Some senior aides conduct mini-courses on vocational or avocational subjects for interested students.
		9.6 Senior aides keep ongoing records of student progress.
October through June	10. Recruit additional senior aides.	10.1 The program coordinator:
		10.1.1 Continues the program's public relations component.
		10.1.2 Encourages aide recruitment committee members to continue their recruitment activities.
		10.1.3 Encourages senior aides to join in the recruitment of additional senior aides.
January	11. Make mid-program management adjustments.	11.1 The program coordinator and advisory committee review the first months of program operation and make necessary changes to improve program operation during succeeding months.
April, May and June	12. Evaluate the overall program.	12.1 The program coordinator and advisory committee:
		12.1.1 Measure student learning gains.
		12.1.2 Measure student attitudes about their program experience.

MONTHS	OBJECTIVES	TASKS
		12.1.3 Survey teacher attitudes about the program.
		12.1.4 Survey senior aide attitudes about the program.
May and June	13. Plan next year's program.	13.1 The program coordinator utilizes evaluation data and discussions with continuing participants to shape the program for the coming year.
		13.2 The program coordinator presents the continuation plan to the program advisory committee for input and approval.

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BUDGETING FOR PROGRAM OPERATION

Once program goals, objectives, and tasks have been
planned, adopters should draft a budget based on that
planning. A senior aide program budget will require
the following areas of consideration: •

Personnel. Salaries for the program coordinator, pro-
gram secretary, and school coordinators constitute the
main personnel costs. As noted earlier, the school
district (or intermediate education district) should
pay these costs. Since most program participants will
already be employed by the school district, salary
costs will mainly reflect payment for extended contract
time to .compensate participants for the extra time they
must devote to a senior aide program.

Adopters will have to arrive at their own salary deter-
minations. However, it may be helpful to know that in
the initial 1971-72 fiscal period, the SAVE program co-
ordinator was paid $2,400 beyond his regular salary for
participation in the program; the secretary was also
paid $2,400, and each of the school coordinators re-
·ceived $1,250 in addition to their regular pay for
summer extended contracts.

Transportation. The ease or difficulty of solving
transportation problems will vary with the availability
of transportation within each district. Nevertheless,
it should be the responsibility of each school coor-
dinator to assist senior aides with transportation.
Many aides will be able to use their own cars. Where
feasible, school districts should consider reimbursing
volunteers and should encourage the formation of car
pools to further minimize this expenditure. To fore-
cast yearly volunteer transportation costs, adopters
should estimate the average weekly mileage for each
aide in the program and multiply that by the reimburse-
ment factor. In urban settings, where mass transit is
satisfactory for volunteer travel, the program may
issue script for commercial transportation.

Most of the senior aides participating in the pilot
project supplied their own transportation. To assist

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those aides with transportation problems, the Tigard
project extended the contract of the district's regular
bus drivers and provided mini-bus service between a
nearby retirement community and participating schools.
This may be a feasible plan if many of the program's
volunteers live in the same general area.

Staff travel and per diem. After initial recruitment
of senior aides, the program should not anticipate much
staff travel, except to schools and program advisory
committee meetings. If staff members travel to these
sites in their own cars, they should be reimbursed at
a rate similar to or higher than the rate used for
volunteers. The program budget should also allow for
travel (and per diem) of program staff members attending
training workshops or visiting other sites in search of
program information.

Contract services. Staff inservice training, medical
services, consulting services, second party evaluation,
production of public relations brochures, purchasing,
disbursing and auditing are the kinds of services which
fall under this budget category. If adopters intend to
hire such services, they should obtain cost estimates
from suppliers in order to determine approximate ex-
penditures.

Space, equipment and furniture. Since these can usually
be supplied by participating schools and the district,
they probably will not enter into budget deliberations.
However, if a particular piece of equipment or furni-
ture is not available, then it should be listed in the
budget.

Instructional materials and supplies. The costs of
materials and supplies for an adopting district may be
confined to printing and duplication expenses. However,
if an adopting district wishes to design its own in-
structional materials, release time or extended contract
time for program advisory committee members should be
included in budget calculations. If evaluations are
to be performed, the costs of evaluation supplies should

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also be listed in the budget. Additionally, adopters may want to develop and supply each senior volunteer with a copy of a senior aide program handbook. The program coordinator's office should budget at least $500 for supplies and copy machine costs.

Postage and telephone. While the program will require expenditures for postage, these costs should not exceed $30 a month. Unless district employees require an additional phone for their program activities, this item usually may be deleted from projected budget costs.

Utilities. Utilities should be offered with the space donated by the school district or participating school.

Insurance. All senior aides in the program should be covered by state industrial accident insurance. This protects the volunteer as well as the school district Although senior aides are paid no salary, the State Accident Insurance Fund has set an assumed value of $2.50 for each hour of volunteer work at a participating school. SAIF requires a premium of 43 cents for each $100 earned, plus a rate factor of 14 cents a day (based on a three-hour day), so the cost of SAIF premiums can be projected through the number of authorized weekly hours a volunteer will spend in service.

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IV.
FOUNDING
THE PROGRAM

SEEKING A BROAD BASE OF
ACCEPTANCE AND SUPPORT

A senior aide program can neither be developed nor
maintained without a broad base of community and
political support. The first steps toward developing
this necessary support can usually be accomplished
concurrently with the assessment of attitudes procedure
outlined in the first part of Section II. To develop
support, adopters should find out which people and
groups in the community have demonstrated an interest
in fulfilling the kinds of educational and social needs
a senior aide program is designed to meet. Program
sponsors should seek them out, show them the program's
basic plan, and ask for their advice and assistance.
Adopters should contact schools within the district
and acquaint them with the program, and with the needs
the program fulfills. Then they should get letters of
support from school board members, teachers, school
administrators, civic and community clubs, church or-
ganizations, public service agencies dealing especially
with problems of the aged, and other city, county,
state and federal agencies.

To win broad support, adopters should plan a public re-
lations campaign to acquaint senior citizens and the
community at large with the senior aide program.
Letters of support should be solicited from all inter-
ested persons.

SECURING COMMITMENTS
FOR SUPPORT AND PARTICIPATION

Immediately following, or concurrent with, the collec-
tion of endorsements, program sponsors should obtain
letters indicating the willingness of potential parti-
cipants to take part in the program. Such letters of
intent from school administrators, teachers, senior
citizens, and potential consultants in the fields of
education, public services, psychology, and gerontology
should be appended to the written program plan along
with the general letters of endorsement mentioned pre-
viously. Adopters will usually find that endorsements
and written commitments are helpful additions to program
proposals.

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The completed program proposal, along with appended
material, should then be submitted to the superinten-
dent of each school district that wishes to participate.
The sponsors and the superintendents can then decide
either to operate independent senior aide programs (as
was done in the Tigard model), or to form a multiple
district cooperative coordinated by the county IED or
a similar organizational body. If sponsors and super-
intendents decide to operate independent school pro-
grams, they probably will have to obtain funding from
their own district budgets. If they decide to form a
multiple district cooperative, they can secure funding
for program operation in two ways. The first option
is for each participating school district to pay a
share of the costs of operating the program. These
costs will largely consist of additional salaries for
the program staff. The other option is to request the
IED to fund the operating cost for the program from
its own budget.

Since a senior aide program promises to meet the broad
societal need of actively involving senior citizens in
community affairs as well as the educational needs of
elementary students, other potential sources of funding
may be available to the adopting district. These in-
clude private community clubs and church organizations
(which traditionally have been successful in fund
raising for worthwhile projects through raffles, auc-
tions, rummage sales and other similar means) and
various government agencies which have the responsi-
bility of dealing with problems of the aged.

No matter what procedure or combination of procedures
is used to fund the program, it is imperative that at
least basic funding commitment be obtained.

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STAFFING

Once the program has been planned and funded, it should
be staffed. The program coordinator should be selected
first. If either a school district or an IED has de-
tached a staff member to plan the program, that person
should be given strong consideration to become the pro-
gram coordinator. In any case, the person chosen for
this key position should have qualifications which .
will enable performance of the responsibilities out-
lined in the section beginning on page 13. The coor-
dinator should be hired by the school district super-
intendent or an equivalent coordinating agency official.
However, a panel of school and district officials may
be involved in the screening and interviewing process.

Immediately upon assuming responsibility for the pro-
gram, the coordinator should select a secretary to
assist with office duties and program record keeping.
The coordinator may use a district employee with extra
work time to assume program secretarial duties, or the
coordinator may hire an outside person on a half-time
basis. In the Tigard project, as the secretary gained
program experience, she assumed many of the administra-
tive responsibilities this program model delegates to
the coordinator.

RECRUITMENT OF SCHOOL COORDINATORS

Following selection of a secretary, the program coor-
dinator should recruit one school coordinator from each
participating school to be on the program management
staff. These local coordinators should be teachers who
fulfill all the prerequisites listed for program class-
room teachers (see page 30). Additionally, they should
have the time, skill and interest to assist in overall
program management and coordinate all school-level
program operations.

The principal of each target school may recommend can-
didates for this position. Or, the program coordinator
may address teacher inservice meetings, explain program
goals and needs, and individually interview each
teacher who expresses interest in the program.

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RECRUITMENT OF TEACHERS

Preliminary recruitment of teachers will usually be accomplished concurrently with the program's "assessment of attitudes" and "securing of commitments" functions described earlier in this guide. Thus, the program coordinator should first obtain a firm commitment from those teachers who have already indicated a willingness to participate. The coordinator should solicit the participation of other teachers through school inservice sessions.

In the pilot project experience, more teachers asked to work with volunteers than there were volunteers available. Therefore, the project coordinator was able to screen teacher participants on the basis of the following qualifications:

Teachers should have:

1. At least one year's experience teaching within the district

2. A good recommendation from the school principal

3. The ability to consistently improve teaching skills

4. A good self-concept

5. Sensitivity to children and their individual differences

6. Good rapport with other staff members

7. A willingness to accept added responsibilities

8. The ability to communicate well with others.

RECRUITMENT OF SENIOR AIDES

Senior citizen volunteers should be screened for program participation by one or more members of the aide recruitment committee. As was noted earlier, this committee should be directed by the program coordinator who ultimately has the responsibility for all program

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recruitment functions. Minimally, the screening pro-
cess should include personal interviews by at least one
committee member with all interested senior applicants.
In addition, all applicants should be asked to fill out
a personal information sheet.. These forms should be
kept on file at the program's central office. (See
Appendix B for sample Senior Aide Information Sheet).

The Tigard pilot project staff felt that usually no<.
further screening was necessary. Essentially, volun-
teers screened themselves. If they did not feel they
could commit themselves fully, they resigned from the
project after the first inservice workshop.

Senior citizen volunteers can be recruited in two prin-
cipal ways: through personal contact with selected
individuals on the recommendations of program personnel,
school district employees or community residents; and
through various public relations channels. Such
channels include speaking before community clubs and
church organizations, holding meetings at retirement
communities, and soliciting volunteers through commu-
nity bulletin boards, broadcast time, and newspaper
articles about the program.

In addition to these public relations avenues, the
Tigard district sponsored four socials during the year
for all pilot project participants. Volunteers were
encouraged to invite relatives and friends. This
proved to be a valuable on-going recruitment method.
Planned and organized by the project secretary, the
socials were held at the beginning of the school year,
at Christmas, at spring recess, and at the end of
the school year.

DEVELOPING PUBLIC RELATIONS

Because of its importance in recruiting participants
from schools and the community at large, a formal
public relations effort should be developed as soon as
possible. This effort should usually be initiated con-
currently with the "assessment of attitudes" and "se-
curing of endorsements" procedures described earlier.

The establishment and funding of the program should be
announced immediately after the program is approved and

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a coordinator is selected. This announcement should be made in the form of a news release which thoroughly explains the nature of the program and what it intends to accomplish. The news release should be written in the style of a straight, factual news story. It should be sent to all nearby school and community media, along with a cover letter inviting reporters to call or visit if they have any questions. Any reporter who shows a favorable interest in the program should be encouraged to do a follow-up feature story at a later time.

The program should continue and expand other public relations efforts, such as guest appearances by program staff members and senior aides before community groups. A program newsletter and a directory of participating senior citizens may also be initiated at this time.

ORIENTING STAFF MEMBERS

Teachers and administrators in program schools should be thoroughly oriented to the operational requirements of the program as soon as it begins. An orientation workshop is probably the best format for this task.

The orientation workshop should open with a general overview of the student needs and learning objectives that are addressed by this kind of program. It should then focus on personnel roles, program policies, and operational procedures. None of these is likely to be defined in extensive detail at this stage, but some basic guidelines can be formulated and set into written drafts that will be refined as program participants gain experience with their own unique management tasks and problems.

This adopter's guide, or information extracted from it, should serve as a useful aid to the orientation workshop. In addition, the SAVE coordinator (or secretary) at the Tigard School District office may be contacted for further assistance.

ORIENTING AND TRAINING SENIOR AIDES

Senior aides should receive training of sufficient scope and duration to prepare them to fill their instructional

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roles with elementary students according to the program model.

During its third operational year, the Tigard project scheduled three workshops to orient and train senior aides. Two of these were held during the summer for two weeks of half-day sessions. The other met during the fall for one week of half-day sessions.

At these sessions, which were conducted by project staff (the project coordinator, outside consultants, and school coordinators on extended contracts), volunteers were given a general overview of the student needs and learning objectives that a senior aide program is designed to address, and they were also oriented to personnel roles, program policies, and operational procedures. After volunteers had gained a basic understanding of program structure, they were introduced to the adopted text books and teaching aids that would be available to them through their individual schools and through the project's materials repository. In addition, they were instructed in teaching techniques, use of program instructional materials, and counseling. Subject areas included reading, mathematics, elementary science, and mini-course teaching methods.

Upon satisfactory completion of the training workshops, volunteer aides gained tutorial experience by assisting in the remainder of the district's summer school program. They worked with students of the same age they would be instructing during the regular school year.

During its fourth operational year, the Tigard project shortened its orientation workshops for senior aides to two consecutive morning sessions, held after the start of the school year. While the emphasis of these workshops was much the same as in previous years, project staff felt they could rely more heavily on experienced teachers to train aides right in the classrooms. Also, an aide "buddy system" was developed to allow experienced volunteers to train new volunteers after the program had begun.

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SELECTING STUDENT PARTICIPANTS

Selection of students for the senior aide program should be the responsibility of each participating classroom teacher. Teachers should nominate those students whom they feel are most likely to benefit from a senior aide's help. Selection should be based on student's demonstrated needs as determined by diagnostic, criterion-referenced pre-testing in each of the three program instructional areas, and on any other pertinent information a teacher may have about a student's needs. In the Tigard district, the majority of students selected were classified as "slow learners," although "average" and "advanced" students also participated in the project.

All elementary students in the classroom, regardless of pre-test data, should be given the opportunity to participate in one or more program mini-courses (see page 43 for a description of mini-course content).

CONDUCTING THE MAIN WORK OF THE PROGRAM

Once volunteers have been trained and student participants have been identified, volunteers should be given the opportunity to choose the age level of students they wish to instruct and the subject areas in which they will work. Volunteers should then be assigned to school buildings by the program coordinator, and to individual classroom teachers by the school coordinator, according to the interests they have expressed.

Program operations within the classroom setting should approximate the following sequential order:

1. A student's needs in a given subject area should be assessed by means of a diagnostic pre-test, and by teacher judgment. The Tigard district relied upon the Criterion Reading Test by Random House to assess students' reading skills. It developed its own testing instrument for mathematics. No instrument was developed for the science component.

2. Based on diagnostic test information and teacher judgment, an "academic prescription" should then be

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designed for each child. This prescription should focus specifically upon objectives to be realized, materials to be used, and procedures to be employed.

3. Senior aides and teachers should confer on the best ways to help the child fulfill the academic prescription. The volunteers should then work individually with the child (or with small groups of children). Teachers and their assigned aides should meet at least twice a month to discuss student progress in the program.

Also, senior aides should keep a daily record of student progress for each day of program operation. (See Appendix C for sample student progress sheet.) These forms should be turned in to the school coordinator as they are completed.

4. The program model should be followed at least 50 percent of the time the aides are in the classroom. During this time, senior citizens will, in effect, be functioning as tutors rather than as teacher aides. When the program model is not in use, aides can assist the teacher with regular classroom activities such as music and art, and can make themselves available to students individually.

5. The amount of time a volunteer spends in the classroom will vary with the individual. Ninety-two percent of the Tigard district aides spent an average of four or less hours per week in project schools. Participating teachers should try to accommodate program hours to fit volunteer's schedules. For insurance and process evaluation purposes, volunteers should keep a record of the number of weekly hours they spend in program activities, and they should turn these records in to the school coordinator on a monthly basis. (See Appendix D for sample Volunteer Hours Form).

6. Near the end of the year of program operation, a post test should be administered to assess student performance gains as a result of program participation.

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7. Near the end of the year of program operation, student attitudes about the program should be assessed. (See Appendix E for the attitudinal interview given pilot project students.)

8. Near the end of the year of program operation, teachers should be asked to evaluate the senior aides assigned to their classrooms. (See Appendix F for sample evaluation form.)

The Instructional Model

In the following programs developed by pilot project staff, volunteers may work with selected students in the classroom, in the school library, or in some other available room within the school building. In any case, the classroom teacher should be available to assist the volunteer, if necessary. At times, the scheduled activity may take participants outdoors or away from the school grounds.

Generally, senior aides will meet with students on an individual basis. However, the volunteer may wish to work with more than one child at a time.

The length of time a senior aide works with each child should be determined by the individual needs of the student. As soon as a student masters a specific skill, the volunteer may work with another child or may continue working with the same child but on a different skill. During the time scheduled for program activities, the volunteer may work with one child for 15 minutes, and then with another child for a similar period of time.

Under the guidance of a trained senior aide, the student should follow a linear step-by-step instructional sequence. This format should enable students to proceed through the program model independantly so that each child can work at his own speed and readiness, regardless of the rate of his classmates.

Following are the areas of concentration for each of the program's three basic instructional components:

1. The reading program focuses on development

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of such skills as word recognition, auditory discrimination, structural and phonetic analysis of words, reading comprehension, and vocabulary expansion. In this component, the student follows the linear instructional sequence through a series of consumable reading workbooks.

2. <u>The mathematics program</u> focuses on improving student skills in the fundamental areas of addition, subtraction, multiplication, division, fractions and decimals. Several kinds of teaching aids such as flash cards, bead frames, and magnetic number boards should be available through the program's materials repository.

3. <u>The elementary science program</u> emphasizes use of a wide variety of physical materials to encourage students to increase their basic competencies in the scientific skills of observation, classification, and measurement. This program model is aimed toward helping students gain a sound conceptual grasp of fundamental scientific principles.

Included in Appendix G are first some objectives (written as short subject headings) and then some sample pages from the pilot project's learning objectives workbooks for each of the three program areas. Potential adopters may find this information useful for constructing their own courses of instruction. If more detailed models are desired, adopters can obtain the complete SAVE learning objectives workbooks, at cost, from :

> SAVE Project Coordinator
> Tigard School District 23J
> 13137 S.W. Pacific Highway
> Tigard, Oregon 97223.

<u>Mini-courses</u>

In pilot project terminology, a mini-course is a small group class on a particular vocational or avocational subject, and is taught exclusively by an experienced senior aide. Mini-courses are designed to stimulate

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student interest in hobby and career activities.
Tigard project personnel introduced the mini-course in
an attempt to involve more male senior citizens.

All elementary students in program classrooms should
be told what mini-courses will be available to them
during program operation and then asked to indicate
their preferences. A mini-course may consist of one
session on a particular topic, or may include many
sessions over a period of weeks.

Appendix H contains a list of possible topics for
mini-courses. Ultimately, however, subjects selected
for mini-courses will depend on the various interests
of the senior aides. Included in Appendix I are two
mini-course outlines used by senior aides in the pilot
project. These may suggest to adopters ways of struc-
turing this component of the program.

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**VI.
EVALUATING
THE PROGRAM**

EVALUATION AIMS

Evaluation here should serve the same kinds of aims
it does in most programs. It should measure the vali-
dity of the assumptions for the program, it should
determine the degree to which program goals and ob-
jectives are achieved, and it should measure the
effectiveness of operational tasks designed to achieve
those objectives. Evaluation in these three areas will
help planners and decision-makers determine whether
the program is justified, whether it is accomplishing
its stated goals and objectives, and whether its
methods for accomplishing objectives are appropriate
and efficient.

The program should employ both summative and formative
evaluation procedures. Summative evaluation will focus
on the terminal objectives of the program, primarily
student-gains. Primary responsibility for summative
evaluation should be assigned to an impartial outside
evaluator, if possible. However, it may be done by
program personnel. Formative evaluation serves a
management guidance function for developing the program
by focusing on processes. Periodic assessment of
accomplishments and methods are integral to formative
evaluation. These activities often lead to adjust-
ments in program methods or shifts in program emphasis.

SUMMATIVE EVALUATION

In order to measure the summative impact of the senior
aide program on elementary students, adopters may use
at least four general indexes:

1. Cognitive student gains

2. Students' attitudes about their program
experience

3. The evaluation of classroom teachers

4. The evaluation of the senior aides.

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Cognitive Student Gains

Perhaps the best way to assess cognitive student gains
is to administer students pre-instructional and post-
instructional tests based on the learning objectives
of the senior aide program. If possible, both tests
should be criterion-referenced so that specific student
needs and need-reductions can be measured. Criterion-
referencing allows the classroom teacher to use the
program pre-test as a diagnostic tool as well as an
evaluation tool. Specific student needs in particular
areas are diagnosed and study activities are prescribed
to meet those needs. The post test then measures the
amount of need reduction that the student has ex-
perienced.

As was noted earlier, the Tigard project used the Ran-
dom House Criterion Reading Test to assess student
needs in language arts, and developed its own diagnos-
tic instruments to assess student needs in mathematics.
At the writing of this adopter's guide, no evaluation
instruments for the science component of the program
had been developed.

Inadequate record-keeping procedures in the pilot pro-
ject rendered cognitive gains data incomplete and in-
conclusive. Therefore, the pilot project staff relied
on teacher and senior aide assessments of student pro-
gress to measure cognitive student gains as a result
of program participation.

Student Attitudes

A structured 10-item interview carried out by the pro-
ject secretary, was used to measure the attitudes of
Tigard elementary students who were helped regularly by
senior aides during the school year (see Appendix E).
Results of the interviews were encouraging to the pro-
ject staff. For example, 93 percent of students in-
terviewed said they felt their aides helped them "a
lot;" 68 percent of the students said they would like
to work with their volunteers more often; 67 percent
of the students said they liked their aides "a lot,"
while the remaining 33 percent thought they were "okay."

When asked what they liked best about their aides, 33

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- 60

percent of students answering said the best thing
about the aide was that he or she was nice, and 39
percent of students answering said they liked the
aide because he or she helped them. When asked what
they liked least about their aides, 73 percent of stu-
dents answering replied: "nothing." Only 9 percent of
the students were negative in their reaction to their
aides. These students said that the aides became angry
with them or gave them too much work.

When asked what activities they liked to do best with
their aides, 60 percent of the students said they
liked to work on their math skills, and 23 percent said
reading was their favorite activity.

When asked what activities they liked to do least with
their aides, 57 percent of the students replied:
"nothing." The remaining 43 percent specified various
learning tasks, including reading, math, spelling, and
flash cards. Tigard staff members feel that the stu-
dents were responding in this case to the activities
and no o the aides.

Teacher Evaluation of the Program

Adopting districts should measure the effects of the
program upon its professional teaching personnel. An
attitudinal questionnaire such as the one developed by
the SAVE project (Appendix J) is an important tool for
making adjustments in program operations.

All of the participating teachers in the Tigard dis-
trict described the SAVE program as worthwhile, useful,
and effective. Seventy-one percent of the teachers
felt that all children responded to the volunteers'
help, while 29 percent felt that some children re-
sponded. No teacher felt that the volunteers were
wholly ineffective.

Three areas were identified by project teachers as most
in need of improvement: 87 percent of the teachers
felt they needed more planning time with volunteers;
61 percent felt that more instructional material was
needed; and 48 percent said they felt the project
needed more volunteer aides.

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Senior Aide Evaluation of the—Program

Adopters should find it useful to administer an atti-
tudinal questionnaire to senior aides at the end of
each semester. Such a questionnaire can become an
important tool for correcting problem areas identified
by senior citizen participants. (See Appendix K for
Sample Volunteer Evaluation Report.)

Perhaps the most significant indicator of senior aide
attitudes is the proportion of volunteers who re-enlist
in the program for the following year. The Tigard dis-
trict experienced virtually no aide losses during the
three years of pilot project operation.

FORMATIVE EVALUATION .

Evaluation of program progress through the accomplish-
ment of management or process objectives (see page 22
through 28) should be a primary concern of the program
coordinator. The coordinator and staff should meet
often to review program progress in terms of such ob-
jectives. In these meetings, personnel should be con-
cerned that objectives are accomplished on schedule,
that they are accomplished at an acceptable performance
level, and that the tasks and processes designed to
accomplish them are effective. These formal staff re-
view sessions should occur at least monthly. Of
course, informal evaluation and adjustments will occur
daily and weekly through monitoring of classroom activi-
ties.

The formative evaluation process will be greatly en-
hanced through the use of a reporting system designed
to record progress and problems in accomplishing tasks.
The program coordinator may request monthly or quar-
terly reports (in brief oral or written form) from
school coordinators and classroom teachers. As an
alternative means of gathering such information, the
coordinator can meet informally with senior citizen
aides at each of the program socials held during the
school year. Such meetings can help identify opera-
tional problems and possible solutions. Senior aides
often perceive problems that have a significant bearing
on program operations and outcomes.

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APPENDIX

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Appendix A

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Appendix B

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SENIOR AIDE INFORMATION SHEET

1. Name: _____

2. Address: _____

       Zip Code: _____ Phone: _____

3. Occupation: _____

4. Interests or Hobbies: _____

   _____

5. Travel Experiences: _____

   _____

6. Time Available: A. During the year: _____

               B. During the week: _____

               C. During the day: _____

7. Would you like transportation provided for you? _____

8. Academic Area: Math _____

            Science _____

      Language Arts _____

9. Would you like to work at a particular school? _____

   If so, which? _____

10. Comments _____

   _____

   _____

Appendix C

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VOLUNTEER'S DAILY RECORD OF STUDENT PROGRESS

Student's Name _____   Date _____

Classroom Teacher _____   Grade _____

Volunteer's Name _____   School _____

Subject: _____

Specific Skill: _____

_____

Activity: (Games, Learning Packages, Materials Used)

_____

_____

_____

             Date: _____
Time Spent on Lesson: _____

Student has mastered this skill: _____

Student needs more work on this skill: _____

COMMENTS: _____

_____

_____

Diagnostic Testing Results: _____

Post Test Results: _____

Achievement Testing Outcomes: _____

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Appendix D

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VOLUNTEER HOURS

Volunteer's Name _____

Classroom Teacher(s) _____

Grade(s) _____ School _____

MONTH OF _____

For each day of the month which you have worked, indicate in the columns
below how your time was spent:

       (1) Working with students on their objectives

       (2) Working with students in mini courses

       (3) Other classroom activities

       (4) The total time spent in the school (1 + 2 + 3)

	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Week 1																					
Week 2																					
Week 3																					
Week 4																					
Week 5																					

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Appendix E

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STUDENT ATTITUDE INTERVIEW

1. I want you to think about how helpful your volunteer is to you. Which of these describe how helpful your volunteer is to you?

    a. a lot

    b. only a little

    c. doesn't help me at all

    d. confuses me

2. What do you like best about your volunteer aide?

3. What do you like least about your volunteer aide?

4. How often would you like to work with your volunteer?

    a. more often

    b. about the same

    c. less often

5. What activities do you like to do best with your volunteer?

6. What activities do you like to do least with your volunteer?

7. How do you feel about your volunteer?

    I want you to think about people who are about the same age as your volunteer. How do you feel about people who are about the same age as your volunteer?

    a. In general, I like them a lot

    b. I think they're okay

    c. In general, I don't like them.

8. Does your volunteer remind you of anyone in your family? If yes, then---
    a. mother
    b. father
    c. grandmother
    d. grandfather
    e. aunt
    f. uncle
    g. no

9. Do you visit your grandparents? If yes, then---
   Once a:
    a. week
    b. month
    c. year
    d. not very often
    e. every day
    f. several times a year
    g. live with them
    h. no

10. Do your grandparents live nearby or far away?
    a. nearby
    b. far away
    c. deceased
    d. live with
    e. don't know

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Appendix F

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TEACHER'S EVALUATION OF VOLUNTEER

School _____

Teacher's Name _____

Volunteer's Name _____

1. Has your volunteer helped to improve the reading, math or science skills of your student?

   Yes____   No____   Comment:

2. Do you feel that the climate for learning has been improved by the services of a volunteer?

   Yes____   No____   Comment:

3. Has there been any evidence of changes in your pupils as a result of having the services of a volunteer?

   Yes____   No____   Comment:

4. Does the volunteer have good rapport with the children?

   Yes____   No____   , Comment:

5. Has your volunteer shown initiative in helping to plan for the child?

   Yes____   No____   Comment:

6. Should your volunteer be, encouraged to continue in the program?

   Yes____   No____   Comment:

7. Please comment on any personal qualities which have been beneficial in working with the student.

   _____

   _____

   _____

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8. What suggestions do you have to improve the training or efficiency of the volunteer?

_____

_____

_____

9. COMMENTS: _____

_____

_____

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Appendix G

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READING OBJECTIVES

I. Reading Readiness
   A. Eye Coordination
   B. Structural Elements
      1. Initial Consonants
      2. Vowels
   C. Visual Discrimination
      1. Letter Recognition
      2. Differences
      3. 'Likenesses
      4. Upper and Lower Case Letters
   D. Auditory Discrimination

II. Pre-Reader Vocabulary Development

III. Reading
   A. Word Recognition
   B. Auditory Discrimination
   C. Rhyming
   D. Structural Analysis
      1. Hyphenated Words
      2. Prefixes
      3. Suffixes
      4. Syllabication
      5. Alphabetizing
      6. Accent Marks
      7. Root Words
      8. Word Patterns
      9. Abbreviations
      10. Compound Words
      11. Contractions
      12. Possessives
      13. Verb Variants
      14. Singular to Plural
      15. Past Tense

E. Phonetic Analysis
    1. Consonants
    2. Consonant Variants
    3. Consonant Digraphs
    4. Consonant Blends
    5. Long & Short Vowels
    6. Vowel Dipthongs
    7. Vowel Digraphs
    8. Vowel Controllers
F. Comprehension
    1. Main Idea
    2. Organizing to Show Sequence
    3. Recalling Facts
    4. Reading for Detail
    5. Predicting Outcomes
    6. Parts of a Book
    7. Drawing Conclusions
    8. Inferences from Facts
    9. Recognizing Emotional Attitudes
    10. Distinguishing Between
    11. Oral Reading
    1.. Following Directions
    13. Dictation
    14. Figurative Language
    15. Maps and Skills
    16. Context Clues
    17. Punctuation
G. Developing Vocabulary
    1. Homonyms
    2. Synonyms
    3. Heteronyms
    4. Antonyms
    5. Proper Nouns

H. Study Skills
   1. Use of Dictionary
   2. Use of Encyclopedia
   3. Use of Card Catalog

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Objective

A. Given a picture paragraph, or story the student will be able to identify the main idea or write a title.

1. Activities

   a. Put an X in front of the sentence which best describes a picture.
   b. After listening to a story, write a title that relates to the main idea.
   c. Write title for a short paragraph.
   d. Write the main idea of a paragraph.
   e. State the main idea of a story shown in a series of pictures.
   f. Puppet show
   g. Diorama
   h. T.V. show
   i. Transparencies for overhead projector

Objective

B. Given a group of pictures depicting a familiar series of events in scrambled sequence, the student will arrange them in logical order.

1. Activities

   a. Cut up comic strips from newspapers and arrange in order.
   b. Pictures cut from readiness books.
   c. Commercial puzzles
   d. Draw series of events in a story - cut apart - exchange with someone else, and arrange in correct sequence.
   e. Flannel board story

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MATHEMATICS OBJECTIVES

I. SETS
    A. Identifying the empty set
    B. Equivalent and non-equivalent sets
    C. The union of sets
    D. Equal sets
    E. Sub-sets
    F. The empty set (null set)
    G. Number identification
    H. Number names

II. ADDITION
    A. Addition of whole numbers
    B. Addition of single-digit numbers
    C. Addition of nonsingle-digit numbers
        1. without regrouping
        2. with regrouping

III. SUBTRACTION
    A. Subtraction of whole numbers
    B. Subtraction of a one-digit number from a two-digit number
    C. Subtraction of two-digit numbers
    D. Subtraction of three- to six-digit numbers

IV. MULTIPLICATION
    A. Multiplication of whole numbers
    B. Multiplication of single-digit numbers
    C. Multiplication of nonsingle-digit numbers
        1. without regrouping
        2. with regrouping

V. DIVISION
    A. Division of whole numbers
    B. Division of one-digit numbers by a one-digit number
        1. without a remainder
        2. with a remainder

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C. Division of a two-digit number by a one-digit number
   1. without a remainder
   2. with a remainder
D. Division of a one-digit number into a three-, four-, or five-digit number
   1. without a remainder
   2. with a remainder
E. Division of a three-, four-, or five-, digit number divisor 10 (or a multiple of 10)
   1. without a remainder
   2. with a remainder
F. Division of a three-digit number into a three-, four-, five-, or six-digit number
   1. without a remainder
   2. with a remainder

VI. FRACTIONS
   A. Identification of fractions
   B. Addition of fractions
   C. Multiplication of fractions
   D. Division of fractions

VII. DECIMALS
   A. Conversion of decimals into fractions
   B. Addition of decimals
   C. Subtraction of decimals

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MATH WORKBOOK--SAMPLE PAGE

A. Given two addends - 1 digit and 2 digit without regrouping, the
    student will name the sum.

    1. Activities
        a. 4 + 14 = 18   5 + 14 = 19   6 + 13 = 19   7 + 12 = 19 .
        b. Flash Cards
        c. Fact sheets
        d. Fact Pacer
        e. Bead Frame
        f. Flannel Board
        g. Cuisenaire Rods
        h. Magnetic Number Board
        i. Tapes - Cassettes
        j. Records
        k. Perceptamatic
        l. Playing Cards
        m. Film Strips
        n. Film Loops
        o. Overlays - Overhead
        p. Abacus
        q. Computational Skills Kits
        r. Circuit Board

B. Given two addends of 2 digit numberals, the student will name the
    sum without regrouping.

    1. Activities
        a. 24 + 14 = 38

        b. Fact Sheets
        c. Fact Pacer
        d. Bead Frame
        e. Cuisenaire Rods
        f. Magnetic Number Board
        g. Cassettes on addition
        h. Records on addition
        i. Perceptamatic
        j. Playing Cards
        k. Film Strips
        l. Overlays
        m. Circuit Board
        n. Computational Skills Kit
        o. Cross Number Puzzle (whole numbers)

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SCIENCE OBJECTIVES

I. A-BLOCKS
  A. Classification
  B. Communication
  C. Inference
  D. Observation
  E. Prediction

II. COLOR CUBES
  A. Classification
  B. Inference
  C. Prediction
  D. Using Time/Space Relationships

III. CREATURE CARDS AND PEOPLE PIECES
  A. Classification
  B. Communication
  C. Inference
  D. Prediction
  E. Using Time/Space Relationships

IV. MIRROR CARDS AND TANGRAMS
  A. Inference
  B. Prediction
  C. Using Time/Space Relationships
  D. Added Activities for Mirror Cards

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SCIENCE WORKBOOK- SAMPLE PAGE

I. Science

   A. Classifying

   B. Developing positive and negative rules for placing
      color cubes within intersecting loops.

II. Objectives

   A. Making the specified loop pattern the student will
      make positive rules for placement of color cubes in the
      loop spaces.

      1. Activities

         a. See color cube activity card 1.

         b. Use A.A.A.S. E - 1 Constructing and demonstrating
            the use of a classification system, based on an
            operational definition.

   B. Making the specified loop pattern, the student will make
      rules that state which color cubes cannot go in certain
      loop spaces.

      1. Activities

         a. See color cubes activity card 1.

         b. Use A.A.A.S. E - 1.

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Appendix H

animal study	electrical gadgets	model trains
astronomy	electricity	nature walk
badminton	environmental activities	outdoor cooking
balloon principles	film making	painting
balsa wood modeling	fly casting	paper mache
banjo playing	fly tying	patchwork
bee keeping	folk dancing	pet care
bike upkeep and repair	fundamentals of baseball	photography
bowling	gardening	piano
caligraphy	golf	plant study
candle making	grafting	puppet making
carpentry	guitar playing	rock collecting
cartooning	handball	rug hooking
ceramics	hiking	sand casting
checkers	horseshoes	sculpture
chess	Indian crafts	sewing
coin collecting	insect study	sketching
copper tooling	jewelry making	small engine repair
cribbage	kite making and flying	soap box cars
croquet	knitting	stamp collecting
decoupage	landscaping	stitchery
design	leather work	stuffed animal making
dog obedience	lettering and sign making	tennis
dominoes	macrame	tole painting
drama	mineral and gem collection	toy repair
drawing	model building	wood carving

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Appendix I

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PETS

I. Careers: Veterinarian, trainer, groom, home career

II. Resources and Materials:
   a. Library books (i.e., Pets, Diary of a Snake Lover)
   b. Films from IED (see teacher)
   c. Filmstrips (see librarian)
   d. Pictures
   e. Magazines (i.e., Dog World, Cat Fancier)

III. Vocabulary: Animal names and related terms (i.e., veterinarian, iguana)

IV. Suggested Projects and Materials:
   a. Discuss personal pets and experiences
   b. Create a bulletin board
   c. Share visits from pets
   d. Have a veterinarian speak on the care and health of pets
   e. Discuss the loss of a pet (what to do, etc.)

V. Added activities or comments: _____

_____

_____

_____

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SKETCHING AND DRAWING

I. Careers: Artist, Interior Decoration, Teacher, Home Career

II. Resources and Materials:
    a. Arts and Crafts Magazine
    b. Library books (i.e., How to Draw)
    c. Filmstrips (see librarian)
    d. Films from IED (see teacher)
    e. Art reproductions
    f. Biographies of great artists
    g. Paper
    h. Oil crayon
    i. Pencils, chalk, and charcoal

III. Suggested Projects and Experiences (innumerable):
    a. Discuss elements of simple sketch
    b. Do one line drawings (figure made without lifting
        your pencil)
    c. Discuss and do simple still life
    d. Discuss physical features dimension, scale, etc.
    e. Do a sketch of some physical feature
    f. Explore color
    g. Explore chalk
    h. Explore charcoal
    i. Explore oil crayon
    j. Have displays or bulletin boards of student work

IV. Added comments and activities:_____

_____

_____

_____

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Appendix J

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TEACHER ATTITUDINAL MEASURE

ITEM	N	% Strongly Disagree	% Mildly Disagree	% Mildly Agree	% Strongly Agree
1. The SAVE Project is a worthwhile program.					
2. I feel that students are gaining greater skills in subject matter because of the volunteer's help:					
3. The SAVE Project allows individualized instruction.					
4. Senior citizens should be in close contact with children.					
5. The principal at my school supports the SAVE Project.					
6. In general, I have adequate time to prepare with my volunteer aide.					

7. On the average, how many hours per week does the volunteer spend in the classroom? _____

8. How many children respond to the volunteer's help?

   _____ a. all

   _____ b. none

   _____ c. some

9. In the spaces below, mark with an (X) three areas where you think improvement is needed most in the SAVE Project.

   1. _____ Volunteer training

9. In the spaces below, mark with an (X) three areas where you think improvement is needed most in the SAVE Project.

1. _____ Volunteer training
2. _____ Planning time with volunteers
3. _____ Central office administrative support
4. _____ Building administrative support
5. _____ More instructional materials
6. _____ More volunteer aides
7. _____ Better student test information
8. _____ Better teacher training to work with aides
9. _____ Better parent-teacher communication
10. _____ Other (please specify)
11. _____ Other (please specify)

10. Mark with a check ( ) those words that in your opinion describe the SAVE Project. Check all words you think are applicable.

_____ useful   _____ unimportant
_____ expensive   _____ necessary
_____ innovative   _____ inadequate
_____ harmful   _____ ineffective
_____ inexpensive   _____ unnecessary
_____ effective   _____ rigid
_____ important   _____ traditional
_____ dull   _____ adequate
_____ stimulating   _____ helpful
_____ flexible   _____ useless

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Appendix K

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VOLUNTEER EVALUATION REPORT

I. Organization

    A. Number of hours worked per week: _____

    B. Description of assignment: _____

    _____

    _____

    C. Were you placed according to your interests and abilities? _____

    _____

II. Instructional Program

    A. What help did you give students? _____

    _____

    _____

    B. What materials were used? _____

    _____

    _____

III. Improvement

    A. Mention any ways you might have been more successful. _____

    _____

    _____

    B. Any recommendations you might add for the future? _____

    _____

    _____

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