

## Welcome to LINK!

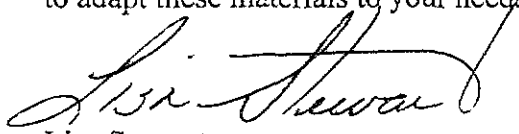
LINK (Linking Industry to the Needs of Kids) is a partnership program between education and business, which provides tutoring and mentoring for children. It is designed to be simple, easily administrated and to make maximum use of available resources. Here's how it works.

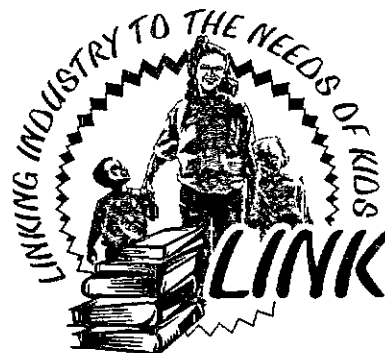
- \*A school and business decide to "partner".
- \*The school identifies children in need of tutoring.
- \*The business recruits tutors from its employee base.
- \*Tutoring occurs at the business.

LINK is designed for implementation at the elementary level but can also be expanded to the secondary education level if proper care is taken in selection of both students and tutors.

Already in use in several school corporations, this is a proven, successful program. Included in this packet are task lists, necessary implementation forms and resource materials drawn from actual LINK programs. These forms are available electrically on disk or CD-ROM. Also included is a list of contact names at schools and businesses where the program is in place.

In a time of reduced budgets and over-burdened resources, this is one simple way to make a difference in the lives of children. It is our hope that you find LINK helpful. Please feel free to adapt these materials to your needs as you proceed with the LINK program.

  
Lisa Stewart  
LINK Communications Coordinator  
Telephone: (219) 658-4101 ext. 408



# Table of Contents

## Tasks Lists

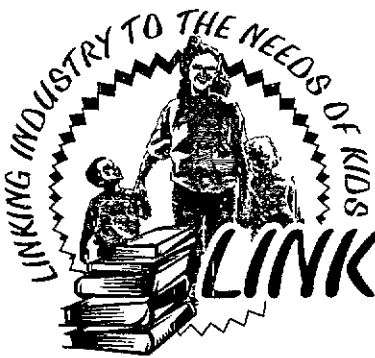
School  
Business

## Forms

Student Selection Criteria/Nomination Form  
Introduction Letter to Parents  
Permission Form  
Student Contract  
Student Profile Sheet  
Tutor Profile Sheet  
Information Sheet for Tutor  
Teacher/Tutor Weekly Communication  
Weekly Attendance Sheet  
Teacher Evaluation  
Student Evaluation  
Parent Evaluation  
Tutor Evaluation  
Evaluation Overview

## Resources/Reference Materials

Recruiting Flyer for Tutors  
Kick-off Memos for Business  
Tutor Tip Sheet  
Student Selection Criteria (alternate)  
School Memo  
Tutor Evaluation (alternate)  
End-of-Year Pizza Party  
End-of-Year Certificates  
School/Business contact List



## School Task List

<b>Task</b>	<b>Notes and comments</b>
Identify students for participation	-Nominated by teachers; not already served by other remedial programs - these are the "in-between" kids.
Match students and tutors	-One-on-one, same gender suggested but not essential -Consider having designated substitute tutors.
Contact parents and students	-Students and parents must WANT to participate. -Parents: Introduction & Permission Form* -Student: LINK Contract*
Arrange transportation	-Recruit volunteer bus driver to transport students. -Bus transports students to and from school, OR parents pick up their child at the business.
Distribute Profile Sheets*	-Students and tutors both complete these. -Best if completed and distributed before kick-off meeting
Choose day	-Determined by school and participating company. -Usually once weekly for one hour after school -Schedule around holidays!
Teacher-Tutor Communication	-Assemble student folders - students bring to each tutoring session. -Tutor Information Sheet* - completed once by teacher & given to tutor -Weekly Communication Sheet* - completed weekly by teacher. Includes tutoring/learning assignments and noted feedback from tutors. -Attendance Sheet* - kept in folder -Seek ways to foster teacher/tutor communication: accessible by telephone
Program Evaluation	Mid-year and end-of-year evaluations*- completed by teachers, students, tutors and parents



\* Denotes forms which follow in this packet

## Business Task List

Task	Notes and comments
Recruit tutors	<ul style="list-style-type: none"><li>-Publicize through bulletin boards, company or department meetings and word-of-mouth.</li><li>-Direct involvement of upper management will significantly affect success of the program.</li><li>-While tutors are generally volunteers, some may be actively recruited.</li><li>-Set policy regarding paid/volunteer time; generally considered paid time if during usual employee work hours.</li><li>-Use discretion to qualify suitable tutors.</li></ul>
Choose location	<ul style="list-style-type: none"><li>-Choose a public, but relatively quiet area.</li></ul>
Choose day	<ul style="list-style-type: none"><li>-Done in coordination with the school</li><li>-Usually once weekly for one hour after school</li><li>-Schedule around holidays!</li></ul>
Coordinate communication	<ul style="list-style-type: none"><li>-Designate a contact person for tutors and school</li><li>-Distribute Profile Sheets, Evaluation Forms</li></ul>
Plan Kickoff Meeting	<ul style="list-style-type: none"><li>-Hosted by the business - a "getting to know you" time</li><li>-Attended by tutors, teachers, parents and students</li><li>-Serve refreshments.</li><li>-Consider a small company gift for each child - pen, baseball cap, t-shirt, etc.</li></ul>
Plan End-of-Year Party	Celebrate the end of the year with a pizza party!



**Student Selection Criteria**  
**(school name) LINK Program**  
**(school corporation)**

The (school name) LINK Program is recruiting tutors for at-risk students. The objectives of the program are:

- To help reduce student difficulties with class work
- To help motivate student achievement
- To help improve student attitudes about school
- To help improve student self esteem through positive reinforcement

The LINK Program targets elementary students but has also proven successful at the secondary educational level. Each tutor/student pair will meet weekly during the school year, beginning (date).

Please use the following criteria to qualify students for the LINK Program. Part or all of the following should apply to proposed student participants of the program.

1. Students who desire extra help
2. Students who will likely "fall through the cracks" if they do not receive some extra attention and not eligible for other remediation programs
3. Students who have a potential for change
4. Students not performing at their full potential and whose grades are not at the expected level of the teacher
5. Students whose parents will give permission for their child to participate in the program
6. Students whose parents will take interest and support the program

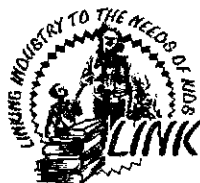
Please submit your candidates for the LINK Program to (principal name) by (date) for consideration for the program.

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**Nomination Form**

Student name: \_\_\_\_\_ Grade level: \_\_\_\_\_ Teacher: \_\_\_\_\_

Reason for nomination: \_\_\_\_\_



(date)

(school principal name)  
(school name)  
LINK Program  
(school mailing address)  
(school city, state, zip)



Dear Parent/Guardian:

Your son/daughter has been nominated to participate in the (school name) LINK Program. The LINK Program pairs students with tutors from local industries. The tutor will provide extra attention to the child and help with basic skills, homework and other areas for improvement identified by the classroom teacher.

We believe that these sessions will be beneficial to your child. If you agree to have your child participate in the program, complete the enclosed permission form and return it to school with your child.

Also, please join us at a kick-off meeting (date), at (time) p.m. at (business name). We would like for you and your son/daughter to attend for 30 minutes if possible.

The LINK Program is scheduled to begin (date) and end the week of (date). The students will be transported weekly by bus to (company name) at (time) p.m. to meet with their tutors. The children will be transported back to the school at (time) p.m.

Thank you for your time and interest.

Sincerely,

(Principal name)  
Principal

(corporate LINK coordinator name)  
(company name) LINK Program Coordinator

Enclosed: permission form

**Parent Permission Form**  
**(school name) LINK Program**

I understand the LINK Program and its objectives and agree to support it. I give permission for my daughter/son, \_\_\_\_\_, to participate in the program. (student name)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



**Student Contract**  
**(school name) LINK Program**  
**(school system)**

I understand that I will meet with a tutor in the LINK Program weekly during the school year. I agree to support and follow the rules listed below:

- \* Attend weekly tutoring session unless I am absent from school because of illness
- \* Cooperate and work with my tutor
- \* Bring materials (books, homework, and class work) to my tutoring sessions

I understand the time, place and arrangement for my tutoring sessions.

Please sign below and return this form to your teacher.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date





**Student Profile Sheet**  
**(school name) LINK Program**  
**(school year)**

Name \_\_\_\_\_

Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Family information:

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Interests and hobbies:

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Favorite books (list three):

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Top three favorite foods:

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Favorite game:

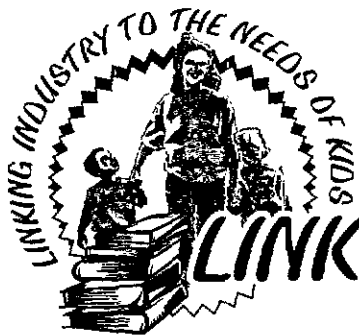
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Responsibilities at home:

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Please attach a current photo of yourself.



**Tutor Profile Sheet**  
**(school name) LINK Program**  
**(school year)**

Name \_\_\_\_\_ Age \_\_\_\_\_

Job title \_\_\_\_\_

Family information:

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---

Interests and hobbies:

---

---

---

Favorite children's books (list three):

---

Top three favorite foods:

---

Favorite game:

---

Why do you want to be a LINK tutor?

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Please attach a current photo of yourself.



**Information Sheet for Tutors**  
**LINK Program**  
**(school name)**

Teacher \_\_\_\_\_

LINK Student \_\_\_\_\_

1. Academic area(s) which could be enhanced by tutoring include:

Language Arts

Reading \_\_\_\_\_

Spelling \_\_\_\_\_

Word Recognition \_\_\_\_\_

Writing Skills \_\_\_\_\_

Other \_\_\_\_\_

Math Skills

Addition/Subtraction \_\_\_\_\_

Multiplication \_\_\_\_\_

Division \_\_\_\_\_

2. Special strengths and interests (i.e., sense of humor, attentive, good peer rapport, etc.) of this student are:

\_\_\_\_\_

\_\_\_\_\_

3. Areas that need improvement (i.e., getting along with others, organization, class participation, etc.) are:

\_\_\_\_\_

\_\_\_\_\_

4. Tips for working with this student include (i.e., flash cards, reading aloud, etc.):

\_\_\_\_\_

\_\_\_\_\_

5. Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Teacher/Tutor Weekly Communication**  
**(school name) LINK Program**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_

Please work on:	Special Instructions: _____
_____ Reading	_____
_____ Writing	_____
_____ Vocabulary	_____
_____ Spelling	_____
_____ Math	_____
_____ Homework	_____

Tutor: \_\_\_\_\_

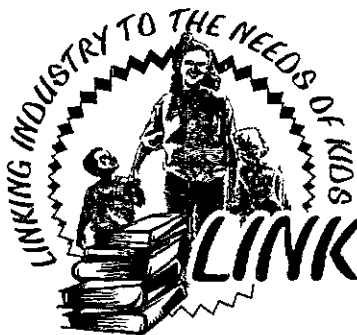
Today we worked on:	
_____ Reading	_____
_____ Writing	_____
_____ Vocabulary	_____
_____ Spelling	_____
_____ Math	_____
_____ Homework	_____

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Weekly Attendance Sheet**  
**(school name) LINK Program**  
**(school year)**

To help us track attendance of our LINK Program students, please check the session date for each week that your student attends. If the student misses a week, note the reason on this form. This will help us to determine the overall student participation rate for the program.

Student's name \_\_\_\_\_ Grade \_\_\_\_\_

September	_____	_____	_____	_____
October	_____	_____	_____	_____
November	_____	_____	_____	_____
December	_____	_____	_____	_____
January	_____	_____	_____	_____
February	_____	_____	_____	_____
March	_____	_____	_____	_____
April	_____	_____	_____	_____
May	_____	_____	_____	_____

Please note dates and reasons for non-attendance.

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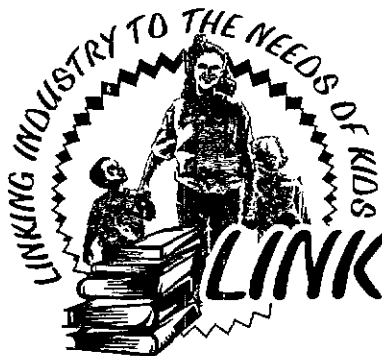
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## Teacher Evaluation: Initial and Final (school name) LINK Program

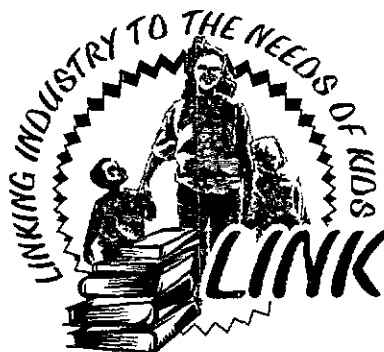
Student's name \_\_\_\_\_ Grade \_\_\_\_\_ Tutor's name \_\_\_\_\_ Date \_\_\_\_\_

For the **INITIAL** evaluation, **circle** the response that best applies for each numbered item. For the **FINAL** evaluation, **write the number of your response**. If there is no change, place a check mark in the "No Change" column.

	Good	Average	Below Average	No Change
1. Feeling of trust between tutor and student	1	2	3	_____
2. Comfortable feeling about tutoring site	1	2	3	_____
3. Communication form adequate and timely	1	2	3	_____
4. Communication (volunteer/school)	1	2	3	_____
5. Training session provided for tutors	1	2	3	_____
6. Student attendance	1	2	3	_____
7. Quality of time spent per week	1	2	3	_____
8. Quantity of time spent per week	1	2	3	_____
9. Student appreciation of tutor's efforts	1	2	3	_____
10. School appreciation of tutor's efforts	1	2	3	_____
11. Procedures for screening tutors	1	2	3	_____
12. Appropriate match of tutor/student	1	2	3	_____
13. Incentives provided for students	1	2	3	_____
14. Student improvement in:				
Academics	1	2	3	_____
Self-esteem	1	2	3	_____
Behavior	1	2	3	_____

Please note additional comments on the back of this form or attach a separate sheet of paper.

Thank you for your input!







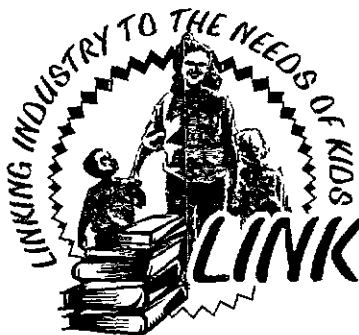


**Tutor Evaluation**  
**(school name) LINK Program**  
**(business name)**  
**(school year)**

Tutor name \_\_\_\_\_ Date: \_\_\_\_\_

1. How would you rate this year's LINK Program?  
  
\_\_\_\_\_ excellent    \_\_\_\_\_ good    \_\_\_\_\_ average    \_\_\_\_\_ poor
  
2. What do you believe your student found most valuable about the program?
  
  
  
  
  
  
  
  
  
  
3. What's the greatest change you've seen in your student since the beginning of this year's program?
  
  
  
  
  
  
  
  
  
  
4. Did the teacher supply sufficient direction for tutoring sessions?
  
  
  
  
  
  
  
  
  
  
5. What changes would you make to improve the program?
  
  
  
  
  
  
  
  
  
  
6. Would you tutor in the LINK Program again?  
  
\_\_\_\_\_ yes    \_\_\_\_\_ no

Thank you for your input!



**(school name) LINK Program Evaluation Overview**  
**(school year)**

(School name) and (company name) recently completed its LINK Program for this school year. A total of (#) students from grades (# i.e. 1-5) plus (#) tutors and substitute tutors participated in the program.

The student/tutor pairs met weekly for a total of (number) weeks and celebrated the end of the school year with (insert information, i.e. pizza party, etc.). We've made a difference in many young lives this year!

Enclosed is a breakdown of evaluation information. First is a brief overview of evaluations received followed by specific comments instrumental to the program. You'll find information presented in the following divisions:

- Students
- Teachers
- Tutors
- Parents

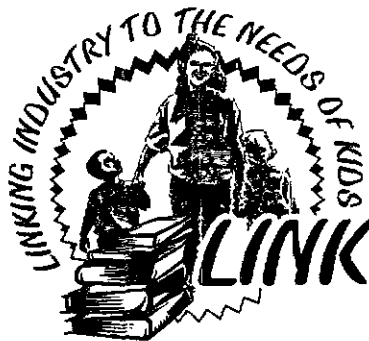
We would like to express our appreciation to the program coordinators, (insert name), (school name) Coordinator, and (insert name), (company) Coordinator.

The attached information will be used to refine next year's program. Thank all of you for your contributions this year. We look forward to another successful program next year.

Sincerely,

(Principal name)  
Principal

Enclosed: Evaluation Overview





IT'S TIME AGAIN FOR L\*I\*N\*K AT DHT!

### WHAT IS L.I.N.K.?

*L.I.N.K.* is "Linking Industry to the Needs of Kids." *Link* promotes the partnership of a major industry in a small community with the local school. It is an opportunity for Dekko Heating Technologies to "partner" with the North Webster Elementary School.

### WHAT IS INVOLVED IN THIS "PARTNERSHIP"?

Dekko Heating Technologies keeps in touch with the school and the Wawasee School corporation through meetings and regular contacts so that they can help support the goals and objectives of educating our local elementary school population.

One way this is done is through a "tutoring program." Associates of Dekko Heating Technologies volunteer one hour per week to work with "at risk" elementary students who are selected by the school. These may be children from single parent homes, or low-income homes, or children who are having difficulty in school.

### HOW CAN I HELP?

Contact your Human Resources Department (Mary Gerard or Rita Rider) **TODAY** and express an interest in serving as a **LINK** volunteer (see attached form). You will be matched to a young person who will visit DHT once per week at a set time along with a group of other students. The student will bring a folder of his/her school work assignments and you will have the opportunity to help the child with Math and other skills. More importantly, you will also have the rewarding experience of making a new friend and helping to mentor this young person. Some of the hour may be spent showing the student where you work, what you do, what projects you're working on or telling them about DHT. We only ask that the children not be brought into the production areas.

**WHEN. WHERE. TIME. ETC.?**

We need 12 - 20 volunteers, both male and female ASAP! We will schedule an information meeting soon to orient everyone. The first weekly visit from the children will be as a group in mid-October with refreshments so everyone can get to know each other. You will meet your student at that time. The meeting time each week will be from approximately 3:30 to 4:30 PM. for the '97-'98 school year. We will meet in the Plant 02 Conference Room. **Any associate** may volunteer --- if it's during your shift, it will be considered work time; if it is after your shift, it will be volunteered time.

**HOW DO I GET STARTED?**

Simply complete the form below and return it to Mary Gerard or Rita Rider in Human Resources, or contact Mary at Ext. 30322 or Rita at ext. 30376 and let them know you wish to volunteer. Please do this **AS SOON AS POSSIBLE!** There are some very special people waiting for **YOU!**

-----  
NAME: \_\_\_\_\_ Facility No. 70. \_\_\_\_\_

Shift: 1 2 3      Work Ext.# (if any) X \_\_\_\_\_ Home Phone \_\_\_\_\_

\_\_\_\_ Yes! I am interested in serving as a LINK volunteer and I will be available each week to meet with my student.

Your Position: (at DHT) \_\_\_\_\_

Please list your interests and hobbies:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We will contact you with information on the initial informational meeting for volunteers!  
**THANK YOU** for helping to make a difference in the life of a young person!!

## Interoffice Memo

**TO:** All Employees Signed Up for LINK  
**FROM:** Rick Van Puffelen  
**DATE:** September 8, 1998  
**RE:** LINK Tutoring Program

.....

Thank you very much for the interest you have expressed in serving as a Tutor in the L.I.N.K. program for the 1998-99 school year! As you will recall, LINK stands for Linking Industry to the Needs of Kids, and it is a great way to make a big difference in the life of a young person.

At this point, you have made ~~an~~ commitment, other than to be willing to find out more about the program. So, it's time to find out more! Mrs. Cindy Kaiser, Principal of Milford Elementary and Middle Schools, will join us for an introductory meeting on September 15, at 3:15 p.m. in the Brock Executive Conference Room. This meeting will help you know more, and then you will be asked to make a firm commitment to being a Tutor for one specific hour per week throughout the school year, or to say "No thanks."

Thanks for coming to the meeting. It should last only a half-hour or so.

Sincerely,

Rick

**CHORE-TIME**

TELEPHONE 219-658-4101  
FACSIMILE 219-658-4171

**CTB INC.**

STATE ROAD 15 NORTH  
POST OFFICE BOX 2000  
MILFORD, INDIANA 46542-2000 U.S.A.

**BROCK**

TELEPHONE 219-658-4191  
FACSIMILE 219-658-4133

October 31, 1996

Dear Lisa:

Thank you for your interest in being a LINK volunteer! Last year was our first year and it was a great success. I notice that several of you are repeat-volunteers!

Please join us for the first meeting on November 5, 1996, at 3:30 p.m. in the CTB Conference Center Room B. The purpose of this meeting will be to give you complete information so that you can then make your final decision regarding involvement.

Cindy Kaiser, Milford School Principal, will be joining us and sharing all the information you'll need to get you started.

I look forward to seeing you there! If you cannot attend, please call Paula at ext. 140.

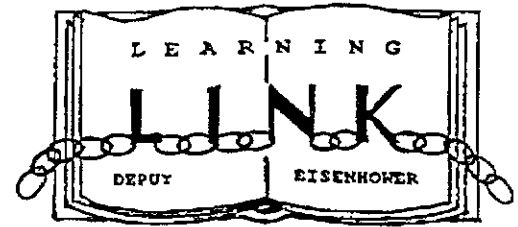
Thank you,

*Rick*

Rick Van Puffelen

# TUTOR TIP SHEET For LEARNING LINK

Eisenhower Elementary  
Warsaw Community Schools  
(219) 269-7440



Linking Industry to the Needs of Kids

## INTRODUCTION: First Time

Children need a warm welcome with relaxed but beaming facial expressions and eye contact as well as verbal expressions to contradict a child's fear of going some place and meeting someone he or she does not know.

Tell the child something about yourself such as if you have a family, pets, favorite foods, favorite fast food places, things you like to do after work, what you liked as an elementary age student. The purpose would be to help make it comfortable enough for the student to tell you something about himself/herself. Tell one thing and then ask the child about who lives at their home, what are their favorite foods, etc.

**GIFTS:** It is important not to individually give children gifts because of the problem it causes when they get back on the bus. It is best if the whole group receives a gift such as a pencil, a calculator, a notebook, etc.

## ONGOING TUTOR SESSIONS:

1. Get re-acquainted. Share information about your week and ask your student to tell something about his/her experiences since your last meeting. Share little successes because building a "success bank" builds self confidence and motivation, two important goals for a tutor program.
2. Assess progress. Review what you did in the last session. Discuss how the results of the study translated into the classroom. Hopefully, it will help child report a "success bank" item to you.
3. Review for reinforcement. Begin with a review of a task you know the student can do, if possible. If the question is too hard, continue to ask different questions until he or she can get a right answer to add to child's "success bank."

4. Introduce a new skill or objective. Ask child to explain to you

know the student can do, if possible. If the question is too hard, continue

there to help them if they need help with their best guess. Congratulate them on the parts they know. Help them with the parts they don't know.

5. Introduce a new learning strategy. Work in short, meaningful units with attainable goals. Encourage the child's ideas on what works for him or her. Ask student what he or she thinks was helpful in learning. What did he or she do that worked. If you have an idea for a learning hint, tell them what it is and ask if they think that would be helpful. Write down the learning hints that the two of you come up with to refer to later.

6. Create closure. Appreciate them for their effort and progress. Ask them what was helpful to them about your session. Validate them for what you enjoyed about them, their ideas, their humor, how they look, their smiles, their hair, etc.

#### **ADDITIONAL TUTORING TIPS**

1. Relate learning to everyday life. In the absence of homework, start a "success journal," practice basic skills, create a "grade chart," read a newspaper or magazine, demonstrate organizational skills, write letters, etc. Use the valuable study time to practice. Relate learning to child's interests and child's life. Show that learning does not stop at the school/house door. Education is a lifelong process--and you are its model.

2. Follow a regular schedule. A pattern of study should develop within the first few weeks of tutoring. Perhaps, the first five minutes may be used to just listen: "catch up" --on baseball, entertainment, or what is happening at school to help student skim off what is top on his or her mind. It also helps you to know what is on a student's mind so that you could relate some learning to his or her interests.

3. Listening without judging helps student develop a trust in you and know that you see him/her as a whole person. But then study should begin in earnest. In just 45 minutes, you should accomplish some homework that will make a difference for the student. The hour will pass quickly. As a routine develops between you and the student, both of you will learn how to get better at what you are doing. Both of you will notice what worked and what didn't and how things could work better the next time.



4. Listening is teaching. Listening helps children discover answers. When a student faces a tough problem or reaches an incorrect answer, resist the urge to give the right answer. An important objective of homework is for the tutor to discover whether the child is keeping up with classroom instruction. "Helping too much" sabotages the goal of encouraging a child to trust his or her own thinking. Ask student to guess as much as he or she can to encourage their trust in their own thinking when they are without your help.

5. Mistakes. Often children hate to make mistakes as do adults. When children enter school they learn that mistakes on papers and tests mean they don't get a star or they get a bad grade. They feel like failures. They get down on themselves and they don't trust their thinking and they stop guessing and trying out their thoughts. Since unpleasant feelings from mistakes interfere with a child's ability to concentrate, you can help the child with a positive viewpoint.

One possibility is to have a little fun contradicting this distress recording that constantly plays in their minds. The distress recording stops their thinking. Try having them say 5 times "I love to make mistakes." Hopefully, it will cause them to giggle and laugh to reduce tension of failure so a student can think and concentrate better.

Ask them why might it be important to say this sentence which is the opposite of how they feel to see what they think. Then you can give them additional ideas such as successful people make lots of mistakes before they are successful at learning something new. Successful people learn lots of things by the mistakes they make. Mistakes are opportunities to learn something new.

6. Children are often lonely. It is harder to learn when you are lonely. You can provide a learning situation when they don't feel alone. They like attention for what they are learning. They like attention for their successes and help with their mistakes.

7. You don't have to know everything. Children need a listener that encourages them to learn at the speed that is right for them.

**LINKING INDUSTRY TO THE NEEDS OF KIDS  
MILFORD/CTB, INC  
1997-98**

The LINK tutoring program will begin on Wednesday, October 29, 1997, at CTB. Students will be bused to CTB every Wednesday. They will be tutored from 3:15 PM - 4:15 PM and their parents will be responsible to pick them up at CTB. The classroom teacher is responsible to provide the lesson plans each week. Each student will receive a folder that they will carry back and forth between their teacher and the tutor. If the student is absent on Wednesday the teacher will call the office and we will call CTB. If the tutor is absent, CTB will call us and we will inform the teacher/student.

The kick-off for LINK will be held at CTB on Wednesday, October 22, 1997, at 3:30 PM. Students are to meet Mrs. Kaiser in the LRC and they will be transported by her to CTB for the first meeting.

The program will continue throughout the entire school year. We will have a pizza celebration in May as a culminating activity. This has been a very successful program over the past four years. Please communicate with the tutor/parent as needed.

<u>Student</u>	<u>Teacher</u>	<u>Tutor</u>
Katie Rollins	Julie Gunden	Lisa Stewart
Jordan Lantz	Phyllis Matz	Nancy Newcomer
Jason Sauter	Betty Sombrowsky	Dan St. Germain
Krista Johnson	Phyllis Matz	Cheryl McCann
Randy Stutzman	Roger Voirol	Graham Meier
William Maule	Roger Voirol	Dave Hurt

**LINK  
TEACHER EVALUATION  
INITIAL and FINAL**

Student's name \_\_\_\_\_ grade \_\_\_\_\_ date \_\_\_\_\_

First, we would like you to answer a few questions about your LINK student.

MALE      FEMALE

Which one of these groups best describes your student?

White    Black    Latino    Asian    Other

Please circle the number that best applies for each statement. For the **INITIAL** evaluation you will circle your response. At the close of the LINK year we will return this form to you so that you can indicate any change in your student. On the **FINAL** evaluation you need to write the number for your response. If there is no change you need to place a check in the NO CHANGE column.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Final Evaluation	No Change
1. Child finds alternate ways to solve problems other than fighting.	1	2	3	4	_____	_____
2. Child is often aggressive.	1	2	3	4	_____	_____
3. Child requires a lot of attention.	1	2	3	4	_____	_____
4. Child is withdrawn.	1	2	3	4	_____	_____
5. Child seems to enjoy school. Looks forward to each day.	1	2	3	4	_____	_____
6. Child likes to get involved in school activities.	1	2	3	4	_____	_____
7. Child likes to help teachers.	1	2	3	4	_____	_____
8. Child completes assignments.	1	2	3	4	_____	_____
9. Child can solve his/her problems by themselves.	1	2	3	4	_____	_____
10. Child works well with others.	1	2	3	4	_____	_____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Final Evaluation	No Change
11. Child treats other people well.	1	2	3	4	_____	_____
12. Child asks for help when needed.	1	2	3	4	_____	_____
13. Child has a hard time paying attention.	1	2	3	4	_____	_____
14. Child can explain things easily to other people.	1	2	3	4	_____	_____
15. Child seems happy.	1	2	3	4	_____	_____
16. Child is confident with himself/herself.	1	2	3	4	_____	_____
17. Child respects authority.	1	2	3	4	_____	_____

**How much of the time would you say other students think this child....**

18. is a good kid.	1	2	3	4	_____	_____
19. obeys rules.	1	2	3	4	_____	_____
20. stays out of trouble.	1	2	3	4	_____	_____

**How much of the time would you say other teachers think this child...**

21. is a good kid.	1	2	3	4	_____	_____
22. obeys rules.	1	2	3	4	_____	_____
23. stays out of trouble.	1	2	3	4	_____	_____

	Above Average	Average	Below Average	Falling	Final Evaluation	No Change
24. Child's grade in Reading.	1	2	3	4	_____	_____
25. Child's grade in Math.	1	2	3	4	_____	_____
26. Child's attendance.	1	2	3	4	_____	_____

Finally, please evaluate the overall program.  
 Thank-you for taking the time to complete this form.  
 Your In-put is necessary to continue a successful program.

	Above Average	Average	Below Average	Failing	Final Evaluation	No Change
27. Tutor/student match.	1	2	3	4	_____	_____
28. Dependability of tutors working with your students.	1	2	3	4	_____	_____
29. Line of communication between tutors and school.	1	2	3	4	_____	_____
30. Arrangements for day, time, and place of tutoring.	1	2	3	4	_____	_____
31. Transportation arrangements.	1	2	3	4	_____	_____
32. Interest/concern shown by tutors.	1	2	3	4	_____	_____
33. Idea of tutoring help available for your students.	1	2	3	4	_____	_____
34. Communication to teachers from the LINK contact person.	1	2	3	4	_____	_____

If you can think of other questions which would make this evaluation more complete please write them down below. Any additional suggestions would be appreciated.  
 Thanks again!

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tutor Evaluation**  
**Initial and Final**  
**(school name) LINK Program**

Student's name \_\_\_\_\_  
 Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Tutor \_\_\_\_\_

Please circle the number that **best** applies for each numbered line. For the **INITIAL** evaluation you will **circle** your response. At the close of the **LINK** year we will return this form to you so that you can indicate any change in your student. On the **FINAL** evaluation **you need to write the number** for your response. If there is **no change you need to place a check in the NO CHANGE column.**

	Excellent	Below Average	Average	No Final Change
1. Feeling of trust between tutor and student	1	2	3	_____
2. Comfortable feeling about tutoring site	1	2	3	_____
3. Communication form adequate and timely	1	2	3	_____
4. Communication between volunteer and school	1	2	3	_____
5. Training session provided for tutors	1	2	3	_____
6. Student attendance for tutoring sessions	1	2	3	_____
7. Quality of time spent per week	1	2	3	_____
8. Quantity of time spent per week	1	2	3	_____
9. Appreciation of tutor's efforts by student	1	2	3	_____
10. Appreciation of tutor's efforts by school	1	2	3	_____
11. Procedures for screening tutors	1	2	3	_____
12. Appropriate match of tutor/student	1	2	3	_____
13. Incentives provided for students	1	2	3	_____
14. Student improvement in the following areas:				
Academics	1	2	3	_____
Self-esteem	1	2	3	_____
Behavior	1	2	3	_____
15. Would you be willing to continue as a LINK tutor next year?				_____
16. It is our intent to continue student/tutor matches until the student leaves (school name). Would you prefer staying with your student match next year?				_____

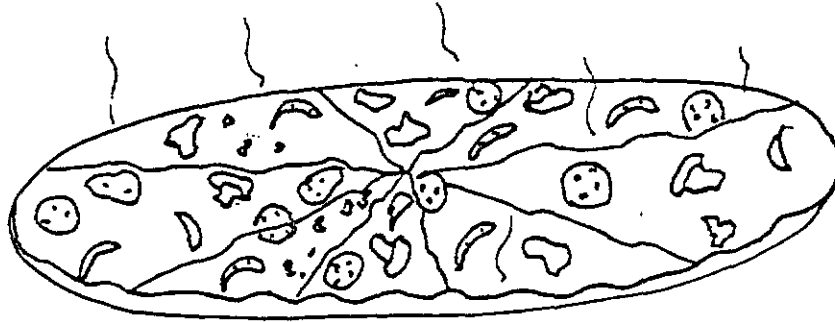
Please note additional comments on the back of this form or attach a separate sheet of paper.

Thank you for your input!



May 12, 1998

# LINK PIZZA PARTY!



Dear LINK Volunteers:

Well, another year is drawing to a close. We have completed the formal tutoring program for our LINK students - now all that's left is the graduation party.

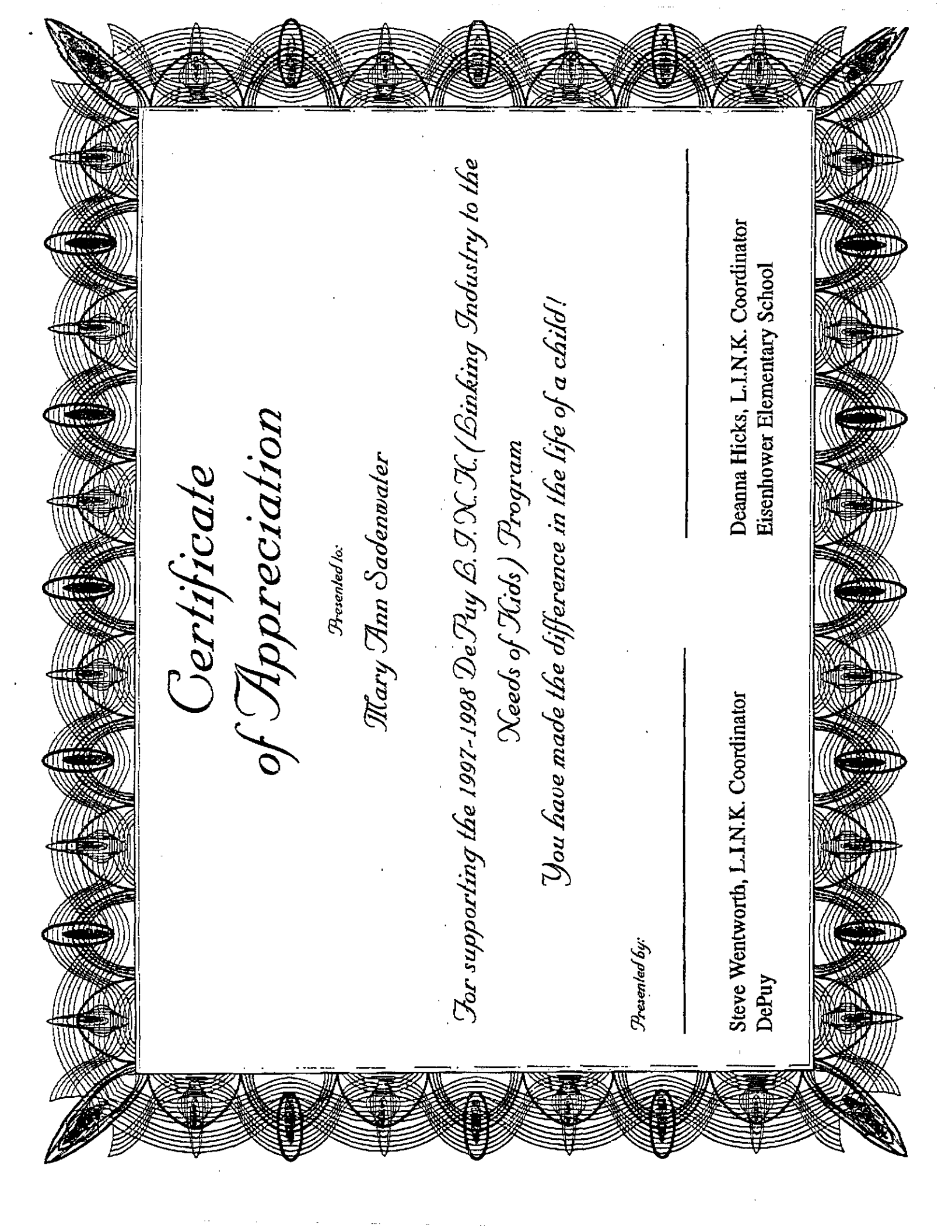
Please join us on Monday, May 18, at 3:15 PM in the Plant 02 conference room for our school year-end celebration. We plan to honor the children and congratulate them for all their hard work this past year, and also you, our gracious volunteers!

We will have the graduation ceremony, pizza and refreshments and games. Some of the school personnel may also join us.

Please try to attend - it will mean a lot to your student!

Thank You!

Mary Gerard



# *Certificate of Appreciation*

*Presented to:*

*Mary Ann Sadenwater*

*For supporting the 1997-1998 DePuy B.I.N.K. (Linking Industry to the  
Needs of Kids) Program*

*You have made the difference in the life of a child!*

*Presented by:*

**Steve Wentworth, L.I.N.K. Coordinator  
DePuy**

**Deanna Hicks, L.I.N.K. Coordinator  
Eisenhower Elementary School**





# *Certificate of Achievement*

*Presented to:*

*Travis Juggle*

*In recognition of completing the 1997-1998 DePuy L. I. N. K. Program  
(Linking Industry to the Needs of Kids)*

*Presented by:*

Steve Wentworth, L.I.N.K. Coordinator  
DePuy

Deanna Hicks, L.I.N.K. Coordinator  
Eisenhower Elementary School

# L.I.N.K. — Together, We Make A Difference

Through the Linking Industry to the Needs of Kids (L.I.N.K.) program, students at Milford, North Webster, and

Syracuse schools have made "special friends". L.I.N.K. is an after school tutoring program between Milford School

and CTB, Inc., Syracuse School and DANA, and North Webster School and DEKKO Heating and Technology.

Students from all three schools are bused to the respective local industry once per week to meet with their volunteer tutor. The L.I.N.K. tutors

helped to increase student motivation and achievement by providing one-to-one ratios for tutoring. The L.I.N.K. program would have been impossible without the time and efforts of the volunteers.

## WCSC Administering Medications To Students

If under exceptional circumstances a student is required to take oral medication during school hours, and the parent cannot be at school to administer the medication, the school nurse or designee may administer the medication in compliance with the following regulations:

1. A written consent, including the reason for the medication, signed by the student's parent or guardian must be received by the school before any medication may be administered.

2. Prescription medication must have on the container the original prescription label stating the:

- a. name of student
- b. name of medication
- c. time to be administered
- d. dosage to be administered
- e. date medication ordered
- f. prescribing physician

g. date on bottle must be for the current school year.

Prescription medication shall not be administered without the written consent set forth above in paragraph 1, and a written order from a practitioner as defined in I.C. 16-42-19-5.

3. Non-prescription medication may be administered to students only under the following conditions:

- a. Doses to be given at school are sent in a properly labeled container with student's name, name and ingredients of medication, dosage and time to be given, and signed consent from parent/guardian.
- b. Any requested dosage not in conformity with labeling of the medication will be refused unless accompanied by a written order from a practitioner as defined in I.C. 16-42-19-5.

4. The school district may provide, when requested by a student and/or parent/guardian and as deemed necessary by the school nurse, acetaminophen, antacid tablets and cough and throat preparations. These will only be provided to students who do not have their own supply and if a parental consent form is on file at the student's school. The consent form will be provided to each student at school registration.

5. The parent/guardian of the student shall be responsible for informing the school and school nurse of any change in the student's health or change in medication.

6. The school nurse will:

- a. Inform appropriate school personnel of the medication to be taken by the student.
- b. Keep a record of the administration of medication in a restricted area
- c. Keep medication in a restricted area
- d. Discard unclaimed medication when the prescription expires or at the end of the school year.

7. The school district retains the discretion to approve other procedures acceptable to the parent or to reject requests for administration of medication in the schools.

8. The regulations shall not apply in the case of a life threatening emergency.

## Teen Parents Succeeding, Inc.

Are you a student in the Wawasee School Corporation with a child?

Teen Parents Succeeding will be taking applications the week before school starts. If you or someone you know needs child-care while in school, contact TPS at 457-3541 for appointment.

Please bring the following with you: your child's immunization record, social security numbers for you and child, and if you are under 18 years old your parent or guardian.

## Attendance

Wawasee Community School Corporation Enrollment Policies For Students — Grades K-5 Kindergarten

To enter Kindergarten in the Wawasee Community School Corporation all children shall have attained the age of five years on or before June 1, 1998.

Grade 1

To enter Grade 1 in the Wawasee Community School Corporation all children shall have attained the age of six (6) years on or before June 1, 1998.

A child moving into the corporation who has been enrolled in a public school in Grade 1 will be continued in Grade 1 even though he/she does not meet the age



The school year visits ended with a special celebration at each industry as the teachers, parents, tutors, and students gathered for treats and their farewells. A special thanks is extended to CTB, Inc., DANA

## Volunteer

(Continued from page 4)

- \_\_\_ PTO
- \_\_\_ Room Mother
- \_\_\_ Main Office
- \_\_\_ Attendance Office
- \_\_\_ Guidance Office
- \_\_\_ Athletic Office
- \_\_\_ Vocational Office
- \_\_\_ Cafeteria
- \_\_\_ Library
- \_\_\_ Audio-visual
- \_\_\_ Special Education
- \_\_\_ Specific Subject Area (Class or Grade)
- \_\_\_ Ticket Taking/Ticket Selling
- \_\_\_ Crowd Supervision/Chaperone
- \_\_\_ Toner/Timekeeper
- \_\_\_ Score Keeper/Scorebook Keeper
- \_\_\_ Athletic Trainer/Team Doctor
- \_\_\_ Bus, Van, or Car Driver
- \_\_\_ Concessions Stand Worker
- \_\_\_ Program Dispensing
- \_\_\_ Speech, Language, Hearing Therapy
- \_\_\_ Reading
- \_\_\_ Other \_\_\_\_\_

## Items Needed For Registration

Wawasee Community School Corporation

Community number: two names and

## School/Business Contact List Current LINK Programs

### School

### Business

Milford Elementary/Middle School  
Cindy Kaiser  
219-658-9444

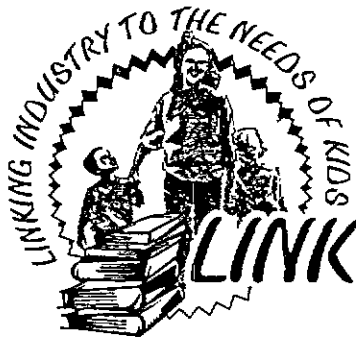
CTB, Inc.  
Rick VanPuffelen  
219-658-4101

Syracuse Elementary School  
Susan Rathkey  
219-457-4484

Dana Corporation  
Peter J. Case, C.M.  
219-457-7761

North Webster Elementary School  
Sharon Sigler  
219-834-7644

Dekko Heating Technologies  
Mary Gerard  
219-834-2818



## *But What About...?*

*The kids who will participate?*

They're "everyday" children who just need a little extra help.

*Qualifications to tutor?*

Tutors are everyday people with everyday skills, willing to share with a child.

*Getting started???*

LINK is a proven, established program already in place in a number of school-business partnerships. A complete packet of start-up materials is available.

## *For More Information, Contact:*

Lisa Stewart,  
LINK Communication  
Coordinator  
(219) 658-4101 Ext. 408



# *L.I.N.K.*

*... A Resource for  
Education*

*... An Opportunity  
for Business*



## What Is it?

Simply put, LINK is a partnership between a school and a business to tutor at-risk kids.

## How Does It Work?

The school identifies children who could profit from a little extra one-on-one help.

The business recruits interested employees to serve as tutors and provides a meeting place.

Once a week throughout the school year, students and tutors get together for an hour of  
Learning...  
Mentoring...  
Fun...

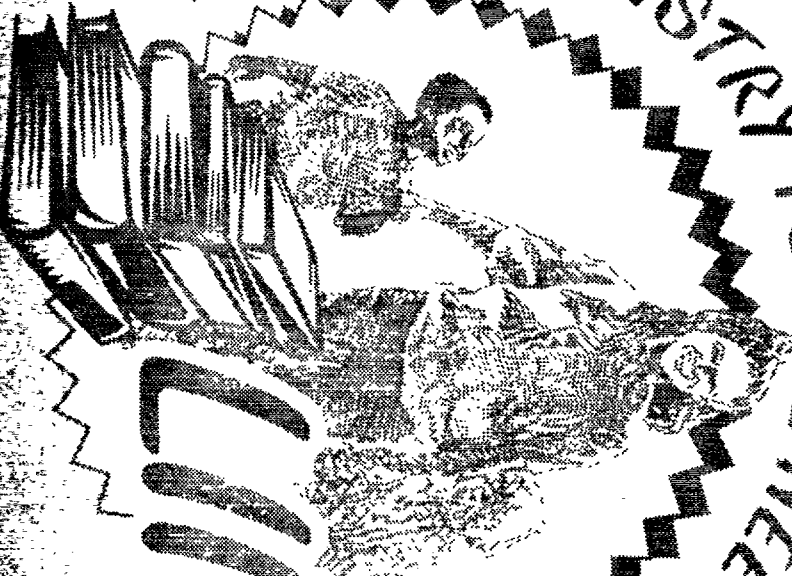
## Why Should We Participate?

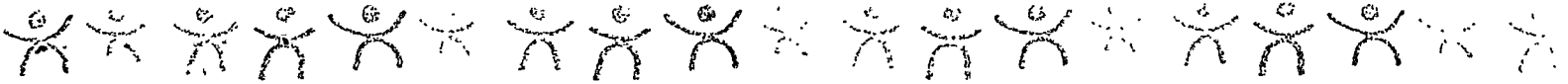
*For schools...*  
...this is a chance to tap into outside resources.  
...to help children who might otherwise "fall through the cracks."

*For business...*  
...it's a great opportunity to give back to the community.  
...to make a very small investment of employee time to help out tomorrow's workforce.

LINKING INDUSTRY TO THE NEEDS OF KIDS

LINK





# 46 Developmental Assets

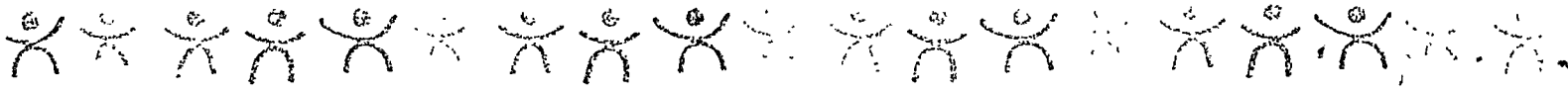
Search Institute has identified the following factors in young people's lives that make them more likely to grow up healthy, caring, and responsible. You and a teenager can assess—and talk about—the assets you both experience or lack. Complete the checklist separately, then talk about similarities, differences and ways to build new strengths.

## External Assets

Type	Asset Name	Definition	Parent	Teen
<b>Support</b>	1. Family support	Family life provides high levels of love and support.	_____	_____
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	_____	_____
	3. Other adult relationships	Young person receives support from three or more non-parent adults.	_____	_____
	4. Caring neighborhood	Young person experiences caring neighbors.	_____	_____
	5. Caring school climate	School provides a caring, encouraging environment.	_____	_____
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	_____	_____
<b>Empowerment</b>	7. Community values youth	Young person perceives that adults in the community value youth.	_____	_____
	8. Youth as resources	Young people are given useful roles in the community.	_____	_____
	9. Service to others	Young person serves in the community one hour or more per week.	_____	_____
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	_____	_____

**More Assets**





# 40 Positive Family Assets

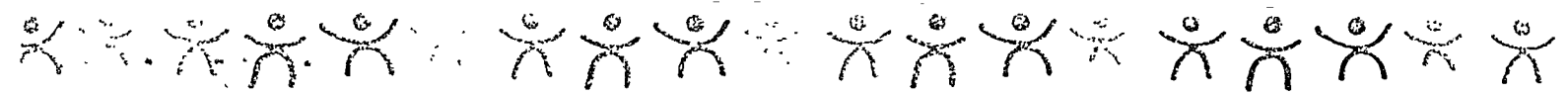
Search Institute has identified the following factors in young people's lives that make them more likely to grow up healthy, caring, and responsible. You and a teenager can assess—and talk about—the assets you both experience or lack. Complete the checklist separately, then talk about similarities, differences and ways to build new strengths.

## External Assets

Type	Asset Name	Definition	Parent	Teen
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	_____	_____
	12. School boundaries	School provides clear rules and consequences.	_____	_____
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	_____	_____
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	_____	_____
	15. Positive peer influence	Young person's best friends model responsible behavior.	_____	_____
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	_____	_____
<b>Constructive Use of Time</b>	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	_____	_____
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	_____	_____
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	_____	_____
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	_____	_____

**ts on Back!**





**Type                      Asset Name                      Definition                      Parent      Teen**

Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	_____	_____
	22. School engagement	Young person is actively engaged in learning.	_____	_____
	23. Homework	Young person reports doing at least one hour of homework every school day.	_____	_____
	24. Bonding to school	Young person cares about his or her school.	_____	_____
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	_____	_____
Positive Values	26. Caring	Young person places high value on helping other people.	_____	_____
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	_____	_____
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	_____	_____
	29. Honesty	Young person "tells the truth even when it is not easy."	_____	_____
	30. Responsibility	Young person accepts and takes personal responsibility.	_____	_____
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	_____	_____

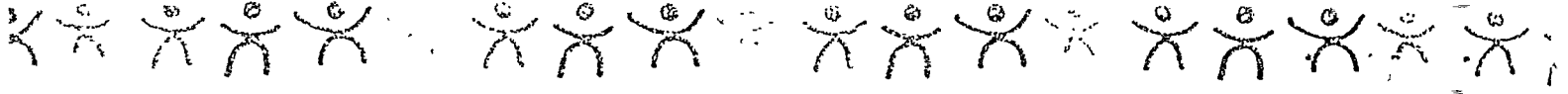


Healthy Communities • Healthy Youth is a national initiative to bring **Search Institute's** new paradigm for positive youth development to communities across the country. The initiative, rooted in the institute's framework of developmental assets, provides communities, schools, organizations and families with resources, technical assistance and training to launch and sustain long-term efforts to promote the positive development of youth.

For information on asset building and Search Institute's national 11  
 NOTE: This checklist is not intended nor appropriate as a  
 Permission to reproduce this chart is granted for educational, non-commercial purposes only.







Type	Asset Name	Definition	Parent	Teen
Social Competencies	32. Planning & decision-making	Young person knows how to plan ahead and make choices.	_____	_____
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	_____	_____
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	_____	_____
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations	_____	_____
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	_____	_____
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	_____	_____
	38. Self-esteem	Young person reports having a high self-esteem.	_____	_____
	39. Sense of purpose	Young person reports that "my life has a purpose."	_____	_____
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	_____	_____



Major support for Search Institute's Healthy Communities • Healthy Youth initiative is underwritten by **Lutheran Brotherhood**, a not-for-profit organization providing financial services and community service opportunities for Lutherans nationwide.

Healthy Communities • Healthy Youth initiative, call 1-800-888-7828.  
 scientific or accurate measurement of developmental assets.  
 Copyright © 1997 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415.



# 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. Percentages of young people who experience each asset represent almost 100,000 6th- to 12th-grade youth surveyed in 213 towns and cities in the United States.

Asset Type	Asset Name	Definition	Percentage
Support	1. Family support	Family life provides high levels of love and support.	64%
	2. Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	26%
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	41%
	4. Caring neighborhood	Young person experiences caring neighbors.	40%
	5. Caring school climate	School provides a caring, encouraging environment.	24%
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	29%
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	20%
	8. Youth as resources	Young people are given useful roles in the community.	24%
	9. Service to others	Young person serves in the community one hour or more per week.	50%
	10. Safety	Young person feels safe at home, at school, and in the neighborhood.	55%
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	43%
	12. School boundaries	School provides clear rules and consequences.	46%
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	46%
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	27%
	15. Positive peer influence	Young person's best friends model responsible behavior.	60%
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	41%
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	19%
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	59%
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	64%
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	50%
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	63%
	22. School engagement	Young person is actively engaged in learning.	64%
	23. Homework	Young person reports doing at least one hour of homework every school day.	45%
Positive Values	24. Bonding to school	Young person cares about his or her school.	51%
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	24%
	26. Caring	Young person places high value on helping other people.	43%
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	45%
	28. Integrity	Young person acts on convictions and stands up for her or his beliefs.	63%
	29. Honesty	Young person "tells the truth even when it is not easy."	63%
Social Competencies	30. Responsibility	Young person accepts and takes personal responsibility.	60%
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	42%
	32. Planning and decision making	Young person knows how to plan ahead and make choices.	29%
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	43%
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	35%
Positive Identity	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	37%
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	44%
	37. Personal power	Young person feels he or she has control over "things that happen to me."	45%
	38. Self-esteem	Young person reports having a high self-esteem.	47%
	39. Sense of purpose	Young person reports that "my life has a purpose."	55%
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	70%

External Assets

# An Asset Checklist

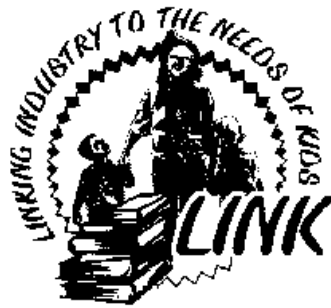
Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.

*NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.*

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- 1. I receive high levels of love and support from family members.
- 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- 3. I know some nonparent adults I can go to for advice and support.
- 4. My neighbors encourage and support me.
- 5. My school provides a caring, encouraging environment.
- 6. My parent(s) or guardian(s) help me succeed in school.
- 7. I feel valued by adults in my community.
- 8. I am given useful roles in my community.
- 9. I serve in the community one hour or more each week.
- 10. I feel safe at home, at school, and in the neighborhood.
- 11. My family sets standards for appropriate conduct and monitors my whereabouts.
- 12. My school has clear rules and consequences for behavior.
- 13. Neighbors take responsibility for monitoring my behavior.
- 14. Parent(s) and other adults model positive, responsible behavior.
- 15. My best friends model responsible behavior.
- 16. My parent(s)/guardian(s) and teachers encourage me to do well.
- 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
- 19. I spend one hour or more each week in religious services or participating in spiritual activities.
- 20. I go out with friends “with nothing special to do” two or fewer nights each week.
- 21. I want to do well in school.
- 22. I am actively engaged in learning.
- 23. I do an hour or more of homework each school day.
- 24. I care about my school.
- 25. I read for pleasure three or more hours each week.
- 26. I believe it is really important to help other people.
- 27. I want to help promote equality and reduce world poverty and hunger.
- 28. I can stand up for what I believe.
- 29. I can tell the truth even when it’s not easy.
- 30. I can accept and take personal responsibility.
- 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
- 32. I am good at planning ahead and making decisions.
- 33. I am good at making and keeping friends.
- 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35. I can resist negative peer pressure and dangerous situations.
- 36. I try to resolve conflict nonviolently.
- 37. I believe I have control over many things that happen to me.
- 38. I feel good about myself.
- 39. I believe my life has a purpose.
- 40. I am optimistic about my future.

# Implementation Packet



April 1999

