**Brief organizational background:**

The Workforce Education and Lifelong Learning (WELL) Program is a part of the Center for Social Policy and Community Development (CSPCD). Temple CSPCD/WELL's adult basic education program is funded by the Pennsylvania Department of Education, Division of Adult Education. The program provides a full range of instructional services that prepare Pennsylvanians looking to develop the basic skills necessary to participate fully in the education of their children, find and keep family-sustaining employment, or obtain a secondary school credential.

ABE services offered through WELL provide instruction in reading, writing, and math at grade-level equivalents up to eighth grade.

Pre-GED services are for grade level equivalents from ninth to tenth grade.

GED services are for grade level equivalents from tenth grade and above.

**Main Contact:**

**Program Coordinator:** Ulicia Lawrence; ulawrenc@temple.edu  
**Tutor Coordinator:** Bonnie O’Neill; bonnie.oneill@temple.edu

**Range of services:** (i.e. tutoring, discrete projects, workshops, research, etc)

- Tutoring small groups or one-on-one
- Class aide
- Administrative work
- Workshop development and presentation

**Population served:** (i.e. demographics, age range, educational level, cultural background, etc.). Please include other relevant information.

WELL, CSPCD, serves an adult population, from a variety of neighborhoods throughout Philadelphia. Many of the learners come from vulnerable, low income communities throughout the city. Culturally, the population is divided and representative of the many ethnic races residing in Philadelphia. Adults served range in age from 18 to 61, with academic levels from 2 – 12 grade equivalencies. Learners must be work able and possess a desire to enter or advance
in the workforce. Most English as second language learners have resided in America for more than five years and desire to advance on their jobs or enter post-secondary education.

**Brief description of activity:**
**Job duties include:**
- Attending all orientations and trainings
- Creating lesson plans and educational approaches focused on literacy and math skills development
- Conduct one-on-one and small group tutoring sessions with adults
- Help build reading, writing, math, and overall learning skills
- Assist with coursework in the classroom as a class aide
- Build a mentoring type relationship with the learner to enhance the learning experience
- Assist adult learners with technology skills
- Help build employment and college readiness skills for the learner
- Follow the appropriate processes and procedures for all tutor related functions

**Main expectations of student interns** (i.e. time commitment, frequency, duration, etc.). Please specify type of students required (undergraduate, graduate, & specific educational discipline if necessary).

GED 2014 requires adult learners to exemplify Webb’s Depth of Knowledge for 21st century skills. The new assessment measures critical thinking, logical deduction, reasoning and skills that may or may not have been taught in urban high schools. Our desire is to engage both undergraduate and graduate student in service to this population. Honors students could provide workshop modules in specific skills areas: Science, Math, Social Studies and Reading supported with technology.

Tutors/facilitators must be able to commit to a minimum of 5 hours a week for a minimum of 8 weeks. Classes are held between 9 a.m. and 8:30 p.m. Monday thru Thursday, Friday and Saturday from 9 a.m. to 2 p.m. There are at least two sessions per semester for available service.

**Benefit to Students:**

Tutors are exposed to a unique division of the PA Department of Education system. Adult education is often underrepresented in our current education system. Through participation in the WELL Program, tutors are given the opportunity to learn, first hand, the risk factors and impacts associated with adult learning in Philadelphia. Similarly, tutors are able to build relationships with staff and learners, as they navigate best practices for learning and advocacy, in the field of adult education. An added benefit is the programs affiliation with the Mayor’s
Commission on Literacy (MCOL) to afford tutors the opportunity to engage in policy forums, workforce development sessions and conferences currently affecting education.

**Benefit to organization:**

Tutors have a great impact on the participation and, at times, retention of adult learners for the WELL Program. Tutors give unique perspectives and practices to learning, that offer adult learners insights to learning that allow them to make gains, beyond the classroom. Relationships between younger students have promoted awareness of academic rigors necessary to be successful in higher education. Adult learners have been exposed to new fields of study that meet their interest. Ultimately, tutors become part of our learning community and allow the WELL Program to grow and continue into new eras of learning and development. Pennsylvania Division of Adult Education and Literacy has a LitCorp model from Penn State that promotes credit to students for service when attached to college coursework. Although a more formalized delivery structure, LitCorp is modeled across the state in other Universities.

Both models exemplifies the excellence of service delivery required in the WELL program to enhance the academic experience of adult learners across Philadelphia.

**Service location:**

**Workforce Education and Lifelong Learning (WELL)**
Center for Social Policy and Community Development
College of Health Professions and Social Work

Temple University
Mitten Hall, Room 200 - 202
1913 North Broad Street
Philadelphia, PA 19122

Phone: 215-204-2560
Fax: 215-204-2831

**Materials/resources to student interns** (i.e. curricula, library, IT, & other community resources)

Tutors are given access to all of the Program literacy and numeracy materials, as well as material focused on Science, Social Studies, Workforce Development, and Post-Secondary Advancement. Staff, instructors, share lesson plans and curriculum with tutors, in order to provide a foundation for tutors to work from. Also, tutors have access to a number of technological tools (videos, websites, workshops, etc.) that provide ongoing professional development opportunities. Access to technology through MCOL, PDE and the Careerlink will also be available to all tutors.