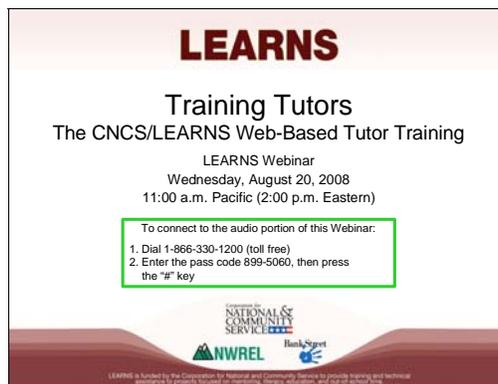


LEARNs Webinar: CNCS/LEARNs Web-Based Tutor Training, August 20, 2008

Session Transcript



LEARNs

Training Tutors
The CNCS/LEARNs Web-Based Tutor Training

LEARNs Webinar
Wednesday, August 20, 2008
11:00 a.m. Pacific (2:00 p.m. Eastern)

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LEARNs is funded by the Corporation for National and Community Service to provide training and technical assistance to programs focused on tutoring, mentorship, education, and career development.

Erich Stiefvater: Welcome to our LEARNs Webinar on the Corporation for National Community Service and LEARNs Based Tutor Training.



LEARNs

Hello from Portland, Oregon!


Erich Stiefvater


Nicky Martin

LEARNs is funded by the Corporation for National and Community Service to provide training and technical assistance to programs focused on tutoring, mentorship, education, and career development.

We're webcasting to you from Portland, Oregon. My name is Erich Stiefvater, I'll be helping with some of the WebEx housekeeping items in the presentation, and in a second Nicky will introduce herself as well.

Just a little bit about me, I'm a former VISTA member. I served in Massachusetts on a homeless advocacy project, after which I worked as a recruiter for the Corporation for National and Community Service. After that I worked in several positions as a trainer and education consultant before returning home to Portland, Oregon, to join the LEARNs team where I helped develop and deliver face-to-face and online trainings for programs working in tutoring, mentoring, out-of-school-time and other youth development programs.

I'll turn it over to Nicky now.

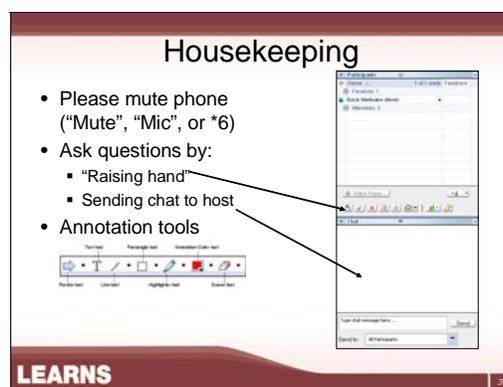
Nicky Martin: Thanks, Erich. Hi, everybody. My name is Nicky Martin, and I hope you can see both Erich and I on the screen right now to make this less of a disembodied voice experience. I'm the director of the LEARNS Project here at the Northwest Regional Educational Laboratory. We are the Corporation for National Community Service training and technical assistance provider for the general category of education success mentoring. As Erich mentioned, we work with programs engaged in tutoring, mentoring, out-of-school-time activities, and a range of other youth development topics. I've been at NWREL and with the LEARNS Project for almost nine years now.

Back in 2004 I had the privilege of leading the development of this Web-based tutor training that we're going to introduce to you today, together with my partner, Judith Gold, from Bank Street College of Education. We also had some help from the Center for Children and Technology in New York City.

Now, you know, we've moved fully into the world of online training. But back when we started to develop this, it was kind of a new thing for us, so it was very exciting.

This is not a new tool, it's something that's been around for a while but we wanted to take this opportunity as folks start to think about training to introduce it to people who may not be familiar with it or who may be new in their role. If you have used this in the past, it isn't going to be anything new or revised. I just want to make sure you know that so we don't waste your time. But it may help folks who may not be familiar with it as you start thinking about tutor training for the Fall.

So I'm going to hand it back to Erich for a bit of housekeeping and then we will get started.



Erich: Thank you, Nicky.

First thing we would ask is if you could please mute your phone by pressing the Mute or Mic button on your phone. You can also use star six on your phone and that will mute your phone from within our conference system.

It looks like we're about 12 people so; we can do some things that we wouldn't do with a larger group. If at any point you have a question about something we're showing you, feel free to un-mute your phone and ask your question or share a comment or idea. But just so we keep the session moving along, if you are in WebEx and you would like to share something, go ahead and indicate that by using a couple of the tools that you should see in WebEx.

There should be a button on the right-hand side of your screen that looks like a hand, and that's the Raise Hand button. I'll have you practice with that in just a second.

There's also the chat panel that you should see, probably in the lower right-hand corner of your screen. You can pose questions there or if you have a question or if there's a problem you can send a chat to Nicky as the host or to me as the presenter. If it's something you'd like to direct to everyone else on the phone, you can send it to all participants.

So let's practice with raising the hand real quick. One thing we would like to know, and as Nicky was alluding to, some of you have seen the Web-based tutor training before or we asked you to take a look at it if you had time. So how about this, can you please click on "raise your hand" if you did look at the Web-based tutor training or you've looked at it before or even used it.

So I'm seeing some hands go up and down.

OK, Erina and Pamela and Kelly, Ursula, Brenda - a few people have taken a look.

Great, so you know a little bit what we're going to be talking about today.

All of you that have your hand raised, if you could now lower it by clicking the raised hand button a second time. Clicking it once raises your hand, clicking again lowers it.

If this presentation will be the first time you're seeing the Web-based tutor training, if you could raise your hand. Don't worry, we're not calling you out on not doing your homework, we just want to have a sense of who might have seen it before and who this might be - it might be the first time you're seeing it.

At any point during the presentation - those of you that just raised your hand could now lower it - you have a question or would like to share something, go ahead and click that button. If you have your hand raised and for any reason we're not calling on you, don't just sit there waiting patiently. Go ahead and un-

mute your phone and speak your question and we'll answer it because we want to keep this very informal and interactive.

OK and then we'll preview one other - or actually, I'll just point out and then we'll practice with another tool. You will probably see at the top of your screen a series of annotation tools that look like tools you might find in Word or Excel. We weren't planning on using these but, should they become necessary, you can use them to mark up the slides. Again, we don't think we'll be using these but they are there in case or if you would like to know a little bit more about this WebEx tool that we're using.

What we'd like you to do now is take a quick poll if you're connected into WebEx. If people are still having a little trouble, I think once Nicky gets into the main presentation I'll go ahead and continue to help people troubleshoot to get into WebEx.

But if you are in, Nicky will open a poll that will help us get to know a little bit more about where you're coming from in using the Web-based tutor training. We assume you're here because you're responsible for training tutors in your program, and we'd like to know about how long you've been in that role.

Nicky just opened up a poll that should appear on the right-hand side of your screen. If you could take a second to choose one of the three options and click the Submit button.

Nicky: What we have are three choices that you've been responsible for tutor training less than one year; second choice, one to three years; and then the third choice is more than three years. Go ahead and choose one of those three and click the Submit button. And in a second, Nicky will share the results of the poll.

OK, it looks like everyone has finished.

I'm going to close the poll and I hope you're now seeing the results on your screen.

It looks like we've got the right people here on this Webinar because it is an introduction to something that might make your life easier. We've got six of the folks with us, a pretty decent percentage, that have been training tutors less than one year; about an equal number who have been doing this for one to three years; and a handful of people with more experience.

I want to encourage those folks with more experience to share any expertise or tips that you have come up with along the way because we want to encourage learning from our peers as much as from us.

We're just going to highlight quickly one tool today. This is not a comprehensive session on tutor training; this is just something we want you to know is out there to make your life easier. However, it is our job as the Corporation's training provider in this area to help you in more comprehensive ways. If you find you are brand new or even not so new but trying to really rethink or ramp up your tutor training this year, we encourage you to contact us. We can do one-on-one phone conversations and help you in that area, and you'll receive our contact information at the end of the session.

Erich: Great, thank you, Nicky. Just one final housekeeping note, we will have a post-Webinar evaluation survey we'd like to ask you to fill out. It's online and anonymous and will take you less than five minutes. We have delivered this Webinar once before and may offer it again, and we just want to make sure that it's something that's useful to you and your peers.

Nicky: Before I start, it looks like Gloria has a hand raised.

Do you have a question, Gloria?

You might need to un-mute your phone to ask it.

Maybe that hand is raised in error.

If it is, Gloria, you can just click on it again to lower the raised hand symbol, or if you do have a question, feel free to jump in at any time.

The WBTT allows us to ...

- Expand program reach
- Ensure that more tutors receive quality orientation and training
- Support project directors in meeting training requirements

But ... it's NOT a substitute for face-to-face, onsite training



LEARNS

OK, so just a real quick little bit of background about what the Web-based tutor training - we use WBTT for short - is. After that we'll just go ahead and take a quick tour and then do some thinking together about how this might be helpful to you.

When we first got into the game about a decade ago helping programs train and prepare their tutors, we mostly did it through face-to-face training of trainers. We've been funded to train program staff people like you on the phone and give them the tools to train their tutors or for folks in their program who are responsible to do that. We would always get lots of requests about direct training for tutors and, of course, because there are so many members and volunteers tutoring across the country that wasn't possible for us to do.

So we came together with our advisors at the Corporation with this idea of creating something online so we could expand our reach and ensure that more tutors are receiving quality orientation and training. It also helps us support the project director, whether you're in the AmeriCorps program, Senior Corps, federal work study - and you'll see we kind of try to address all those different contexts in the tool; helping to make your job a little bit easier is one way to meet training requirements.

Having said that, we really want to emphasize that this is not a substitute for face-to-face on-site training. I think people on the phone are coming from a variety of contexts, but it is really important to emphasize that when we talk about tutoring, the relationships involved, working with kids one-on-one, there's no way that an online tool is going to be adequate but it might be a way to supplement some of the training that you're providing or that your tutors and members who tutor are receiving on site wherever they're doing their tutoring.

With that, I would like to go into showing you the tools.

I'll just pause quickly before I do that and see if there are any questions.

I'm going to go ahead and share my Web browser with you.

I'm hoping by now everybody sees the Web page.

[Web Tour of WBTT Begins]

It is up on our computer, so I'm going to go ahead and walk you through it. If there are folks on the phone who are not able to see the Web site, we'll make sure that you can see the recorded version of this.

Here is the home page of the Corporation for National Community Service and LEARNS Web Based tutor training. I want to give you kind of an overview and then we'll walk through one of the pieces of this to take a closer look.

You can see that it's set up with three learning paths. You should see me highlighting them on your screen. We created these three character pairs because we really struggled with the fact that tutoring is a very human art. It's not like some other content areas where it's easy to put the key things we want people to learn in an online format. So we decided the best way would be to create some characters that folks could follow to emphasize the importance of the relationship as well as the tutoring skills. We try to address some different contexts here - AmeriCorps, Senior Corps, and also some higher ed Learn & Serve work-study contexts. The skills across the different paths are absolutely transferable to different settings.

I want to emphasize this is focused on literacy and reading skills and working with younger kids up to about middle school. Again, many of the skills covered are transferable and that's something that we could, talk to you about individually if you want to use it for folks working with older kids and make it more relevant.

Each of these paths are accessible by clicking directly on the character pair or on the tab at the top of the screen. I'm highlighting those right now; I hope you see that.

There are some other features that I want to point out quickly; where I'm highlighting right now - if you're a new tutor and not sure where to begin, click here. This takes you to a little self-assessment. It's not hugely sophisticated. If you decide you want to send your tutors to this just as a resource and not direct them where to go, this will help them figure out a little bit where to start.

For example, if I'm tutoring a student whose first language isn't English and I click on this, it will give me a couple of different pointers. It will tell me which pathway to follow, Ruben and Joe, and I hope you see that highlighted. And it will also point me toward some resources, in this case, the resource kit for English language learners. We'll talk a little bit more about where you can find those, right up here.

Then you can see the next tab - the fourth tab across - is called Support Materials. I'm going to show you that.

These are some tools that are embedded throughout the context of the different learning pathways as appropriate where they come up. But then we also gathered them together in one section because we know that people use the Web in different ways. And some people might be very thorough and want to take the time to go through all the learning pathways. Other people may just think, oh my gosh, I just need some tools to help me with this kid I'm tutoring tomorrow and I want to come and find them. So we put them together in one place so folks can use them that way, too.

For example, say you're a tutor and you have a session with your new tutee tomorrow and you have no idea what to do, you might look at this tool. The first one listed here is "Getting to know your tutee."

And I'm going to go back to the WebEx quickly so you can take a look at this one.

[Switch back to WebEx to show a PDF]

So folks could download this, "Getting to know your tutee." Looks like someone might have annotated it for us. That's fine, you're learning how to use those annotation tools. I hope everyone can read the title. Let me try and clear that. OK, "Getting to know your tutee," they could download this piece and they'd have it here ready to get some conversation starters and a little bit further down some icebreaker activities.

So these are here in the support materials, and I'm just going to go back now to sharing the browser.

[Returns to Web tour]

Everything in those support materials is downloadable and ready to use. It's a tool that you can put in a tutor's hands to make his job easier. We'll send you the link to all this when we send the follow-up items, and you can peruse these. There's a lot of good stuff here, some hands-on activities and resources, graphic organizers - very helpful with older youth - and then also some Web and video resources.

Any questions so far?

I don't see hands raised, so I'm going to go on and show you another feature, the Tote Bag - the Tutor Tote Bag - similar to the support materials but a little bit different.

The Support Materials are actual worksheets and things that tutors can use. These [Tote Bag items] are more like tips and strategies. If I click on Offering Choice, and I'll highlight that so folks can see where I am, it will open just a quick bit of information about why it's important to offer choices to kids and some tips about how to do that effectively. And what tutors can do as they go through is add these to a Tote Bag, which is much like the shopping cart feature that you have when you go shopping on your favorite Web site. At the end when they go through the pathways, they can print out their entire tote bag. And then they'll kind of have a handy little cheat sheet of some tips that they found particularly relevant and wanted to remember and carry with them.

We're going to go back to the home page now and show you a little bit more about what's in each pathway, but before I do are there any questions? Remember if for some reason you're raising your hand and I'm not seeing it, to go ahead and jump in.

So I think what I would like to preview for you today is Marcus and Abby Homework Help and Out-of-School-Time. I chose this one for a couple of reasons. One, I noticed that we have a lot of higher ed folks on the phone, or on our registration list anyway (I don't know how many made it onto the phone). But this one is set in the context of a college student tutor who's participating in a higher ed learn and serve program. Also, the Homework Help piece is relevant to the broadest range of the programs we serve. Whether you're a tutoring program, a mentoring program with an academic component, or an out-of-school-time program, Homework Help is an activity that we see a lot of programs engaging in.

So I wanted to go ahead and highlight this one. But every home page for each unit looks pretty similar, and all the features that I'm going to show you exist in all the different pathways. Each one starts out with just a bit of a profile to get to know the pair a little.

There's some information about Marcus, the tutee in this case, who's a fifth-grader who attends his afterschool program at a local community center. He's got some trouble managing his assignments and also - as we find real common as kids get a little bit older - reading nonfiction texts.

And then there's always a little bit about the tutor. In this case it's Abby, a college student, and this is her first time tutoring.

Then there's a little bit about the challenge. I hope that in your programs, before tutors are matched with kids, they're getting a little bit of background information from you, a teacher, or perhaps a site coordinator, so they know what the issues are that the young people they're working with have so they can target their practice a little bit better. So we outlined that at the get-go.

To give you an example of how the tote bag works, you can see whenever there's a hot link, it's either downloadable support material or a tote bag item. In this case if I click on "nonfiction text" I just get a little tip, a little strategy about why students tend to struggle with reading nonfiction and then below, some concrete things that I as a tutor can do to help students with their non-fiction reading.

Again, if I wanted to, I could place this item in my Tote Bag and save it for later.

Okay, I want to go down to Week Eight. You can see these weeks don't really go in order. We've got week one, week four, week eight - or they're in order but we don't cover every week. And the idea here is we really wanted to emphasize the sense of the yearlong commitment and also the development of both

the relationship and the tutoring skills and strategies over time because the type of things you do after you've been working with a student for some time are a little different than what you do on your first meeting. If you're wondering why not every week is represented there, that's the reason.

So I'm going to go ahead under week eight and click on "An Unclear Assignment."

Another feature that I want to point out on this page, on the right-hand side - I hope everyone sees my cursor going over it - is the Tutoring Planner. This is something that we included in every segment because we really wanted to model for new tutors the importance of going into each session with some kind of plan, not just winging it. Even in the context of homework help, it may seem a little bit harder to plan because you don't know what your student will bring each day. We really wanted to model that even in this case, there are things you can think about - your goals for the student, things you know that he or she needs to work on. And I hope all your programs have some kind of record-keeping form or planning tool for tutors. If you don't, that's something that we can help you with. We have some samples that we can share and we can review anything you've created on your own, if you want feedback on it.

Basically, the planner includes the goals, the goals for the session, activities, materials that the tutor might want to bring, and then reflections on how things went. Most of the scenarios have a little bit of dialog. What I'd like to do is give you just a second - I hope you can see it well enough on your screen to read. And then I want to introduce the decision points across the bottom. We'll just engage in a little bit of silent reading for a few minutes. Then I'll check back in and make sure everyone's on the same page and we'll talk about the decision points.

[Pause while participants read text on the screen]

I hope you have had time to read through this. If you haven't, the summary of the situation is that Marcus - surprise, we know this about him from his profile - has shown up at the session unprepared and with his backpack entirely empty. Marcus knows he has a report due, but he can't even remember what it's on and he doesn't have his assignment. Abby's challenge is trying to figure out what she should do next.

I want to invite you to take a look at the decision points at the bottom and consider, should Abby A) Try to find out more about the assignment and help Marcus make a plan for completing it; B) Decide that might be a waste of time and maybe she should choose something else that would be more productive for them to work on; or C) End the session early because Marcus has not come with his assignment because Abby's a college student herself, she has work of her own to do, so maybe she should just end early since he wasn't prepared?

To give you all a chance to interact a little bit, I'm going to go ahead and launch another poll here.

[Launches WebEx poll]

I hope you can see it on your screen right now. Let me know here - I'll move it so you can still see - which choice you think is best. There should be a polling panel on the right-hand side of your screen. Please pick one of the three options that represent whether you go with choice A, choice B, or choice C and then click Submit.

We have got a few more people answering; I'll wait just another moment.

I hope you can see the choices. I've moved my panel. You might be able to slide your own panel and by clicking on the top and dragging it so you can read.

I see all but a handful of people have answered, so I'm going to go ahead and close the polls and share the results. You should be able to see the percentages on your screen. You might have to drag your polling screen back into view.

The majority of people chose A, and a handful chose B - choose something else to work on, and nobody picked C, just give up. That's good, you guys all would have persevered.

As you can guess, A was probably the best choice but I just want to show you - I'm going to go ahead and collapse the polling panel. You might have to collapse your own by clicking the little minus sign at the top right.

If you did choose B, I just want to show you what you'll see. I've clicked on it and you should see a window with a little photograph and an outcome. What we really felt was important to demonstrate to tutors, especially new tutors with less experience, is that when you're working with kids there's not always a right and wrong answer. I think most people thought choice A was best here but everything has different outcomes because of the human element. And instead of just saying, "Uh, you're wrong" or "not the best answer," we really wanted to give a scene showing how the scenario might play out. So you get a little bit of narrative here about what might happen if you make that choice, not simply a wrong answer. We felt that was important.

OK, I'm going to go ahead and close this little window.

And let's visit choice A, which most of you decided was the best choice. If you click on this choice, you know it's the right choice because you've gone onto the next interaction between Marcus and Abby.

That's how folks know. They don't get the little pop-up and they just continue along because that's what happens to us in real life when we make the right choice. We just keep going with our tutoring session.

I want to go ahead now, I want to click at the bottom. There's two ways you can move forward.

You can use the navigation on the left or just always click the links on the bottom. I want to point out here that Abby has helped Marcus identify what his assignment is, to jog his memory by asking some leading, open-ended questions. That's one strategy that was modeled on the last screen.

And now she's going to use a KWL chart to help him figure out what he knows and what he still needs to know about his report topic. Here is one of the support materials, and normally if you just click on this you download the pdf. Because of the software we're in, I'll have to go back to the presentation and show it to you, but this is what you would see.

[Switches from WebEx to display a PDF of a KWL chart]

I hope everyone sees the KWL chart on the screen right now.

If you click on that, the tutor would be able to download this and print it out and just go ahead and use it right away with the tutee. So we try and make it as handy as possible. I just wanted to preview that for you.

I'm going to return now to the Web page.

[Returns to the Web tour]

I hope everybody can see it.

One more piece I want to show you is that at the end of every segment - in this case the segment "An unclear assignment," which I'm highlighting now - there's this "What just happened." This is kind of the voice of the trainer or the teacher coming in because we know people think about things a lot of different ways as they're reading through the scenarios. Maybe some people chose all the right answers and didn't really pause to reflect why the answers were correct. Other people might have got off track. So this kind of wraps up the key learning points in each segment and what we hope the tutor got out of going through this piece.

Now I'm going to click at the bottom on "Wrap up." This is something that can be useful to you as tutors. This is a little prompt for a little bit of reflection. Reflect on the work that Abby and Marcus did together; what did you learn and how might you apply it?

I'm just going to enter a test, but I'm going to show you what happens when you submit your answer. When you click, you can see your response here - and in this case it's just the word "test" - and then other reflections.

Over the years, hundreds of tutors in all settings have added their reflections here. Sometimes it's something very simple, other times it's quite nuanced. We really like to encourage tutors to spend some time reading through these because it helps. You know, it's very difficult to bring the peer learning element into a static online tool like this. So this is one way that we can encourage tutors to learn from their peers either in their own program, if they're also using this tool, or across the country. We also noticed that some program directors use this as a way for tutors to show that they have gone through the session. That's usually one of the first questions we get asked: How do the tutors prove to me they've done a training? And the answer is they can print their own reflection here. And usually because there's so many of these, in the interest of saving paper and the environment, they might want to just cut and paste, either copy and paste their own response if that's what you're asking for, or you want to see all of this they could copy and paste it into an e-mail and send it to you that way.

Erich: I should just mention that Nicky actually reads all of these entries, so she's had the opportunity to read how tutors all across the country have used the course, and we're glad she does that. That helps us build the body of knowledge that you and your tutors can tap as well.

Nicky: So we do look at those; I do it about once a week. Tutors can see their own response right away, but they won't see it archived until several days go by because we go through and approve them. We don't vet them for content or judge whether the reflection is good, but we want to make sure no one has put obscenities or anything inappropriate up there. So we do look at all of them before they get posted.

I'm going to click back to the Web site and go to the home page to give you a little food for thought for some discussion we might have. At the end of the first paragraph I'm highlighting now, there's a line for ideas how to use this site. Click here and you should see on your page some suggestions for both program directors and for tutors. This is out there in the public domain, so some tutors might find this on their own. We want to include tips for tutors to use this but most important are the program director tips for folks like you, ways to think about how you might use this in your program.

- Questions?
- How might you use the WBTT in your program?

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I would now like to hear your questions or your ideas about how you might use this to share with your colleagues on the phone. We're going to take a chance and un-mute now and open the phone line.

It sounds like we've got a clear line so you can either raise your hand using the tool Erich showed you or just un-mute and go ahead and ask.

Participant: Hello?

Nicky: Did you have a question?

Participant: Yeah, this is Debbie Harris. I'm with a mentoring, not a learning like the LEARNS program but a national mentoring program and I'm at VISTA. I have wanted to incorporate as part of my capacity-building program an online tutoring page for our bigs if they're having problems in understanding how to help their littles. What would be the appropriate way to use any of the resources, like the documents and maybe something like the KN- KWL online?

Nicky: It's really up to you. I think you could provide them with a link directly to that materials page.

Participant: OK.

Nicky: If you didn't think it was - since they're not really having an academic focus, you might not want to ask them to go though the learning path.

Participant: Sure.

Nicky: That's why we set it up that way. You could link them directly to there or, you know, those are all downloadable documents if you wanted to go through, and any of our staff could do that with you if you

wanted some help thinking about it and just choose the ones that would be the most appropriate for them, then you could just download those and give those materials to them in a packet.

Participant: That would be great. I just didn't know if there were any copyrights or, you know, if there was a problem with Corporation to incorporate that into a program online.

Nicky: Absolutely not, you're a VISTA, this is yours.

Participant: Alright.

Nicky: All of our stuff is in the public domain and we want everyone to be able to use it. So no problem at all. You can either go through and decide on your own, or if you want some advice you can call me or Erich.

Participant: Great.

Nicky: I'll put up this last slide that has our contact info if you want to follow up with us.



Participant: Great, thank you so much.

Erich: And I should also mention that we've put the Web-based tutor training on the CD-ROM, so if you will be training tutors, or you would like to hand it out as a copy to your tutors, that's something we can do for you as well. You won't have all the interactive tools, and I don't think the Tote Bag will work offline and they won't be able to write their post reading reflection. But it will still have all the same materials. You will still have all the handouts.

Participant: Great.

Nicky: You know it seems like, since the years when we developed this, we're running into the issue less of people with really limited Internet access, but occasionally that's still the case for some of our rural programs or just different settings. So we can do that. The Web links, of course, without the Internet won't work but, as Erich said, everything else will.

Participant: Okay, great.

Nicky: Other questions or ideas? We're not seeing any other hands raised. Feel free just to ask your question out loud. You might have to un-mute your own phone. And also, even if you don't have a question, if you're sitting there thinking, kind of like Debbie just was, like ... I think I can use this in this way but I'm not sure, feel free to share that and it might spark some thinking for others on the phone as well.

Participant: This is Brenda, can you hear me?

Nicky: Uh-huh, hi.

Participant: Hi, I was also concerned about copyright, so we can use any of the materials and handouts at a large group?

Nicky: Absolutely you can. As long as you're not putting it in something that you're going to sell, as long as it's for educational or not-for-profit purposes, training purposes, we want you to do that. That's why we created it.

Erich: We just ask that you credit the LEARNS project and the Corporation but that's all, no other restrictions.

Participant: Thank you.

Nicky: Any other questions or ideas?

Participant: I don't want to be a phone hog, but I would like to mention because I did tutoring of reading in Florida for two years before I became a VISTA, I found a lot of the parents who are willing to help their children just may not have learned in the same way. And the more educated the parents are about the current curriculum and the way they're being taught, the happier it makes the family and leads to success.

Nicky: That's true and, you know, that's another way you could use this tool, you could share it with parents because it's information that they could use, too, if they have Internet access at home. If they don't, I know many programs are housed in some kind of community center, maybe it's a 21st Century Community Learning Center or another type where you also offer parent services, whether it's classes or just computer lab access. So that might be something to think about.

We really try to, even though we're funded by the Corporation and our main audience are tutors who are affiliated with the Corporation's various programs, we wanted this, because it is out there on the Web and anyone can stumble across it, we wanted it to be usable for any volunteer tutor, a parent, a mentor, anyone who's working with a young person on reading.

Any other questions or thoughts?

I'm not seeing any other hands or hearing anyone else chime in, and we are getting close to the end of our hour, so I'm going to post again the contact information for myself and Erich. Our phone numbers and our e-mail addresses are there.

If you have additional questions I encourage you to contact us. We hope this is something that might make your job a little easier and your tutors a little more successful this fall, as the school year approaches.

So thank-you very much for joining us and, as Erich said, we will be sending out an e-mail as follow-up. It will include a direct link to the tool and also a very brief online survey that you can fill out to help us when we do information-sharing sessions like this again to help make them better for the next group.

So thank you very much for your – oh, I see Alicia's hand is raised. Alicia?

OK, maybe you did that inadvertently.

If it is raised and for some reason we're not hearing you due to a technical glitch, please follow up with Erich or me.

And for everyone else, I'll just finish by saying thank-you and good-bye and enjoy the rest of your day.

[Nicky and Erich and participants sign off]