

- involving team members in identifying and solving problems and sharing tips for class management;
- invitations to contribute content to the [class blog](#) (see [Figure 1](#));
- short sessions to practice using Zoom features in breakout rooms (e.g., how to share screens and use the white board).

I hope the experiences and practices I've shared here have piqued your interest in working with volunteers. There are many ways to build an effective volunteer team and what's here is by no means exhaustive. If you work with

volunteers, I would love to hear your suggestions ([cynthia@putnamprice.com](mailto:cynthia@putnamprice.com)).

In closing, I would like to thank the members of our volunteer team: Catherine Vallejo, Grace Zou, Julie Fanselow, Julie Howe, Lidiia Gagarina, Linda Pye, Steve Deutsch, and Tom Patterson. And a very special thanks to Literacy Source for their outstanding support with volunteer recruitment and training: Caroline Socha, Volunteer Program Manager, and Cat Howell, Co-Executive Director. You make our work ever meaningful and rewarding.



**Cynthia Putnam** joined [Literacy Source](#) as a volunteer in 2017 as she was in the process of retiring from her own environmental firm. She began as a class assistant teaching ESOL I students and, following full retirement, became a lead instructor for Literacy Source's Conversation Classes. She works with a team of skilled and dedicated volunteers to deliver a class that is fun, friendly, and provides lots of opportunities for students to practice their English listening and speaking skills. You can contact her at [cynthia@putnamprice.com](mailto:cynthia@putnamprice.com).

## GRANTS & AWARDS: REPORTS

# WAESOL Funding Grant Report

by Jackie Otting

At the WAESOL 2020 conference, I was surprised to learn that I had received a WAESOL Funding Grant of \$500 to complete my research study, "How prepared do educators feel to meet the needs of MLs with disabilities?" Due to this generous funding opportunity, I was able to compensate participants for partaking in my research study. This funding allowed me to recruit more participants which led to gaining more insight into educators' perspectives on educating multilingual learners (MLs) with disabilities.

For my study, I sent out an online survey by email to educators of MLs throughout the state of Washington and the Midwest. I was also able to put out a call for participants through professional educator organizations by posting on their websites and discussion boards. The first 100

participants of my study received \$5 digital gift cards to Starbucks or Target depending on their preference. The gift card incentive that was funded by the grant from WAESOL definitely improved participant responses for the survey.

My survey resulted in responses from 261 participants. Participants were administrators, EL/ESL/ENL teachers, world language teachers, bilingual teachers, and dual language teachers. The diversity of educator backgrounds allowed me to compare responses from these groups.

I encourage anyone interested in completing a research project to apply to the WAESOL funding grant. I am so grateful to WAESOL for this funding opportunity.



**Jackie Otting** is a K-6 ELL teacher and formerly a Chinese Teacher for the Iowa Department of Education. She is a curriculum and research consultant for an English language learning app for elementary students. Her research focuses on teachers' feelings of efficacy and preparedness for teaching DLLs/ELLs with disabilities. She is currently pursuing a masters of education in Learning Sciences and Human Development with a graduate certificate in Disability Studies at the University of Washington in Seattle, WA. You can contact her at [jacqueline.otting@gmail.com](mailto:jacqueline.otting@gmail.com).