

LV-DAC Procedures Manual

NOTE: This manual is under review as a part of our re-accreditation procedure, which will be complete by the end of 2008. All the procedures described here are current, but there is no table of contents—we're sorry for the inconvenience.

LV-DAC Tutor Training Workshops

The Education Facilitator (also known as “Records Specialist) keeps a file and list of “Potential Volunteers” ready to attend the next training from phone calls, interested persons, etc. A Volunteer Intake form can be filled out then—if possible.

1. The Coordinator will request a training schedule, usually in **June**, for the upcoming fiscal year from NMCL to set the Literacy Services training schedule.
2. A room reservation must be made with Corina Picazo (527-7506), as soon as the training schedule is set, to make sure a room is available for each training date.
3. Enough Tutor Training books—about 25 for each training (“I Speak English for ESL”—yellow and “Basic Tutor”—green— for the Basic) must always be kept on hand for each training. Dora Hernandez will order them through ABE.
4. A file for the upcoming training should be made by the Education Facilitator to keep all training information such as volunteer lists, registrations, phone lists, sign-in sheets, copies of certificates, etc. This helps for future references, or number of copies, etc.
5. A “Basic or ESL Training Registration Form” must be printed and mailed out to those on the list, to current volunteers and partnering agencies at least three weeks before the training. The “Registration” form can also be attached and mailed out with the monthly “Literacy Update” newsletter if the dates are close.
6. The Education Facilitator and the LV-DAC Council should send PSA’s announcing the training to newspapers, TV and radio stations between 3 and 6 weeks before the training date, depending on the lead time needed by each.
7. If the NMCL trainer needs special equipment, such as a TV/DVD/VCR, the Education Facilitator should reserve it from the library about one week prior to the training to make sure the equipment is available.
8. The Education Facilitator must order the catering for the training 2 weeks before the training date. A “Catering Request” form needs to be filled out and taken to Liz Montoya and a copy kept in the training file. ABE usually pays (using their account number) for the training catering.
9. Sign In sheets are needed at all orientations and trainings.
10. An “Orientation Agenda” is prepared and printed (usually about 15 to 20 are needed).

11. The Education Facilitator will assist the Coordinator at the Orientation held the Thursday afternoon and evening before the training, to provide the volunteers attending with information on record keeping, time sheets, data collecting, etc.
12. Enough Orientation packets for the training must be prepared for each training (usually about 15 to 20). A sample is kept (**location?**) in the Education Facilitator's office.
13. All volunteers attending the training must complete a "Volunteer Intake" form. This is very important in order to collect the data and information needed for the Data base and to start a file (gold color) for each new volunteer.
14. Volunteers will need an NMSU parking permit for Friday's training only. The Education Facilitator or Coordinator can print it from the NMSU Website (www.campusvisitor.com) Tutor's driver's license number, license plate number, phone number and address, and car year, model, make and color are needed.
15. A "Volunteer Match Up" schedule dated for the two weeks following the training is handed out on the last day of training so tutors that completed the training can be matched with a student.
16. "Certificates of Completion" for either ESL or Basic Tutor will be printed by the Education Facilitator after the training is completed. A volunteer must have attended both days of the training in order to be certified.
17. If the training has been held close to the Annual Social, then the certificates can be handed out at the Social and the names of those volunteers put on the Awards List for the Social. Otherwise, the certificates are mailed out or given to the tutors, along with the congratulatory letter. Copies should be made of the certificates and placed in that training's file.
18. A list of all the volunteers who have been trained for the current year must be maintained by the Education Facilitator in an Access data base. This way the information of their anniversary date and termed date can be tracked. Also, this information is needed for the mid-year and end of year reporting.
19. A list of the volunteers who have completed 5, 10, 15, 20, and 25 years is also kept. Pins or an award, along with a certificate, are given to them at the Annual Social on those anniversary dates. This file is kept in the program office.
20. Copies of some of these certificates can be included in the mid year and end of year reports.
21. If a volunteer needs a quiet room to tutor, the QLC Literacy Services room 160J or M may be available for use. The Education Facilitator will keep a calendar with the names of the volunteers reserving the room. Priority is to be given to the workshops arranged by LV and Tutorial Services

Administrative Guidelines for Tutor Re-Certification

The staff maintains the following guidelines and procedures to track and monitor compliance with the Advisory Council's Tutor Re-Certification Policy:

- A. With the assistance of the Education Facilitator, for each training/workshop activity sponsored by the affiliate or the New Mexico Coalition for Literacy:
 - Registration materials will provide a check-off as to tutor intentions to use training to meet compliance.
 - Sign-in sheets will be screened and checked for evidence of compliance.
 - The ABE computer database will be modified to provide for entry for tracking compliance and cumulative hours over time.
 - After the first complete year as a certified LV-DAC tutor, all volunteers, along with the annual "Volunteer Needs Assessment," will receive a database generated listing of professional development activities participated in by the volunteer.

- B. Additionally, volunteers will be informed, through newsletter announcements and special mailings, of available professional development activities related to adult learning that may be used to meet compliance. These activities may be sponsored by the program, but NMCL, ABE, or any other organization. The program may or may not be able to subsidize any costs for tutor professional development.

- C. Volunteers may submit other professional development evidence outside of ABE, LV-DAC, or NMCL-sponsored professional development for consideration by the staff for compliance:
 - Such professional development may include regional TESOL offerings or other literacy provider's offerings - e.g., Paso del Norte Literacy Council bi-annual professional development and its annual Adult Learner Conference.
 - Evidence is to include evidence of registration along with programs, agendas, and training materials from sessions attended.
 - The Advisory Council's committee will have the final authority to approve or deny submission on advice of staff.

Tutor Responsibilities Flow Chart

1. Potential tutor enrolls in Orientation
2. Potential tutor completes workshop
3. Tutor completes intake
4. Tutor added to Tutor Intake Database
5. Tutor schedules with staff to receive tutor packet and instructions
6. Tutor reviews computer lab and materials
7. Tutor receives potential learner contact information
8. Tutor contacts learner and notifies staff of match status
9. Tutor monitors for 40 contact hour status and notifies staff
10. (Any time after #8) Tutor notifies staff of change in match status
11. Tutor notifies staff of termination

Learner-Tutor Matching Procedure

LV-DAC staff will use the following procedures for matching learner-tutor pairs.

1. The LV-DAC Educational Facilitator will keep an updated waiting list of all learners who need a tutor. A learner's name will go on the waiting list after he or she has been assessed through ABE and advised by the Literacy Services Staff (the Educational Facilitator or the Coordinator). Learners may be referred to LV-DAC by ABE front desk tutors, GED or ESL instructors, or community agencies.
2. A matching appointment schedule will be passed out at the end of each Tutor Training Workshop. Newly trained tutors will use this schedule to make an appointment with the Educational Facilitator to be matched with a learner. The Educational Facilitator will also maintain a list of trained LV-DAC tutors who need to be re-matched.
3. The priorities for learner-tutor matching are:
 - Schedule – Staff matches learners and tutors who have similar availability.
 - Special learner needs – The special needs of the learner may indicate that a match with a tutor meets specific criteria is preferable.
 - Service requested – Tutors may choose the tutoring area (Basic Literacy or ESL) that they prefer. The program is not usually able to honor tutor requests for learners of a specific gender, ethnicity, or language background, but will take these other preferences into consideration as far as practicable.
 - Learner level – Learners who enter the program at basic levels will be matched before learners who enter at high levels, in accordance with the LV-DAC mission.

Other things being equal, learners are matched on a first-come, first-served basis.

4. At the matching appointment, the tutor will be given the learner's assessment scores, file information, and phone number. The tutor will call the learner as soon as possible to schedule their first tutoring session.
5. The tutor will call LV-DAC staff to let them know that the first session has been scheduled. If a tutor is unable to make contact with a learner, the tutor will be offered another learner from the waiting list. LV-DAC staff will follow up with the first learner to see if he or she wishes to continue in the project.
6. The first session is an opportunity for the tutor and learner to get acquainted and discuss educational and related personal goals.
7. After the first session, if necessary, the tutor may contact LV-DAC staff for assistance in finding instructional materials that are appropriate for the learner's level, goals, and interests.

8. If, at any time, the tutor or learner indicates that the match is no longer suitable, LV-DAC staff will meet with both people separately to re-match them. If a new tutor is not immediately available, the learner will be placed with a Literacy Associate, if one is available at the times the learner is available. The learner will also be offered participation in any appropriate small groups and/or the opportunity to develop an IEP with Tutorial Service. These interim services may continue after the learner is re-matched, or replace one-to-one tutoring if the learner prefers that.

Sign In Procedure for Students in Literacy Learners

1. All Literacy Services students have to sign in and out of the front desk computers, regardless of what they came in to do. Some come in to use the computers, to study by themselves or to be helped by the ABE tutors, in which case they sign in under ABE Services--they are using ABE facilities so ABE counts those hours. When they come for Literacy Services, they sign in under that.
2. LV-DAC volunteers do not have to sign in.
3. When the volunteers turn in the LV-DAC timesheets (blue or green form) then the Education Facilitator will count those hours in the LV-DAC Monthly report. This is not considered a double count because these are volunteer hours only.
4. All volunteers for Literacy Services must turn in their hours to the Education Facilitator every month so that these hours can be counted in that report. Aurora Valenzuela will input those hours into the ABE system when she gets the LV-DAC Monthly report from the Education Facilitator

LVDAC Tutor/Learner Procedural Checklist

Please check off each item as it is completed. Return to LVDAC if a match is not established or when it terminates.

Tutor Process and Responsibilities

- _____ Potential tutor is identified
- _____ Potential tutor attends orientation
- _____ Potential tutor attends complete training workshop
- _____ Tutor receives course certification
- _____ Tutor completes **Tutor Intake Form**
- _____ Tutor data entered into tutor list database
- _____ Tutor arranges meeting with LVDAC staff
(Reviews potential match(es) and picks up Tutor Packet)
- _____ Tutor contacts potential learner for match
- _____ Tutor reports termination of match to LVDAC staff

Tutor's Name: _____ Date of Recommendation: _____

The following learner _____ is a potential match.

Learner's Name

ID Code

Please call to make arrangements with this learner, at:

Learner's Contact Phone Number(s)

If unable to reach this learner, please contact Paula at 527-7544.

Comments: _____

Procedures for Recording and Reporting Data

Learners:

Upon referral of an eligible learner:

- 1) Enter learner data into databases (Learner Tracking Log and ABE Database)
- 2) Make learner file and place in “Pending”
 - a) Referral
 - b) Intake Forms I and II
 - c) Information log
 - d) Outside cover: Tutor sticker (name of tutor and Begin/End dates)
- 3) Check against available tutors
- 4) Match or provide interim services
 - a) Literacy Associate
 - (1) One-to-one
 - (2) Small group
- 5) Update Learner Tracking Log
 - a) Whenever a change occurs
 - b) Mid-month printout for review
- 6) Exiting a learner
 - a) Complete Learner Exit Form
 - (1) Place in learners file
 - (2) Post name, date and reason, if known, to handwritten log
 - (3) Place learner file in “Inactive”
 - (4) Update Learner Tracking Log

Tutors

Upon certification:

- 1) Enter tutor data into Master Tutor Log
 - a) Copy information into Active Tutor Log
- 2) Make tutor file and place in "Pending"
 - a) Tutor Information
 - b) Information Log
 - c) Outside cover: Learner sticker (name of learner and Begin/End dates)
 - d) Outside cover: If not QLC, indication of tutor site
- 3) Check against available learners
- 4) Match as soon as possible
 - a) Update tutor information and availability as needed, at least annually

Literacy Associates

Upon hiring:

- 1) Associate completes required NMSU/DACC paperwork
- 2) Associate notifies LVDAC of hours of availability and preference of instruction
- 3) Associate keeps NMSU timesheet by logging in and out on front desk computer
- 4) Associate keeps paper Volunteer Hours time sheet
 - a) Submits time sheet to Instructional Specialist for verification
 - b) Submits time sheet to ABE Tutor Coordinator or designee for approval
 - c) Time sheet may reflect instructional or office services to LVDAC
- 5) Associate submits time sheet (Attendance Sheet) of instructional hours
 - a) Time sheet indicates
 - i) Name of learner
 - ii) Date
 - iii) Amount of time
 - b) One-to-one
 - c) Small group instruction
 - d) ESL or Basic Literacy

Hours and Attendance

On a monthly basis from submitted Attendance/Time Sheets Instructional Specialist will:

- 1) Post tutor hours in database (Program Hours)
 - a) Preparation
 - b) Instructional
- 2) Post learner hours in database (Program Hours)
- 3) Compare QLC learner dates and times to ABE Database
 - a) Ignore matching dates/times
 - b) Post additional hours by hand onto ABE Attendance Sheet
 - c) Post hours from “off site” locations onto ABE Attendance Sheet
 - d) Submit monthly ABE Attendance Sheet to data entry personnel by 15th of each month
- 4) New learners from “off site” locations or to QLC must be enrolled and assessed prior to being eligible for count
 - a) Request, verify and submit enrollment forms to data entry personnel
 - b) Verify assessment date not to exceed six months unless assessment was noted as inappropriate
- 5) Post Literacy Associate/Other Volunteer Hours in database (Program Hours)
- 6) Keep Attendance/Time Sheets by month
- 7) Inform tutors of learners ‘ need for assessment if the learner is not enrolled in GED or ESL instruction

NMCL and ProLiteracy America Reporting

- 1) NMCL requires semi-annual reporting
 - a) End of Calendar Year
 - b) End of Fiscal Year
- 2) ProLiteracy America requires annual reporting after close of Fiscal Year
- 3) All data needed for these reports can be gathered from
 - a) Learner Hours and Attendance (Program Hours)
 - b) Learner Tracking Log
 - c) ABE Database

Learner Eligibility

In order to be eligible for tutoring services provided by Literacy Volunteers of Doña Ana County (LV-DAC), a learner must be assessed with grade equivalent scores less than 6.0. Assessment is provided free of charge at any learning center and is conducted by the Adult Basic Education (ABE) Division of Doña Ana Community College (DACC).

To be eligible for assessment, a learner must be at least 18 years of age. Learners as young as 16 years of age who have proof of legal withdrawal from high school are also eligible for assessment.

The Process

Once an eligible learner has been identified and assessed, s/he enters the process of seeking assistance from LV-DAC.

- 1) Learner's assessment results and completed **Literacy Services Referral Form** are submitted to LV-DAC office.
- 2) LV-DAC staff completes **Learner Intake Form II** to determine:
 - a) In what areas the learner needs assistance
 - b) When the learner is available to meet with a tutor
 - c) Where the learner wants to receive services
 - d) Special needs, if known
 - e) Other information specific to the learner as needed
- 3) LV-DAC staff consults with available trained tutors to determine possible match for the learner.
- 4) Interested tutor is given learner's information and makes contact with learner to set up first session.
- 5) Learner and tutor meet and complete the Learner/Tutor Agreement.
- 6) If both, learner and tutor are comfortable with the match, the match is confirmed to LV-DAC staff by the tutor. Confirmation is to include time and place of sessions. If either party is not comfortable, the LV-DAC staff is notified by either the learner, tutor, or both, and assists in a manner appropriate to reconcile concerns, even to pursuit of another available tutor or learner.
- 7) Once a successful match is in place, it is strongly suggested that both parties share pertinent information such as phone numbers and times of availability and further communications are their responsibility unless circumstances arise where LV-DAC staff is needed to serve as an intermediary.
- 8) Learners are responsible to report dissatisfaction, to make requests for change of tutor or to report termination of services to LV-DAC staff.

Learner Procedures and Responsibilities

Please check off each item as it is completed:

- _____ Interested learner is assessed by DACC ABE Division
- _____ Eligible and interested learner is referred to LVDAC by front desk.
(Learner Referral and Assessment scores provided with a copy given to Susana)
- _____ Learner intake completed by LVDAC staff
- _____ Learner added to LVDAC Learner Tracking database
- _____ Learner matched with Literacy Associate (Associate tutors or guides learner through independent study until volunteer tutor is identified and match is made)
- _____ Potential Volunteer Tutor contacted for possible match
(LVDAC staff contacts tutor with learner information)
- _____ Tutor contacts learner and reports match status to LVDAC staff
- _____ Learner and tutor establish sessions
- _____ Learner notifies tutor when unable to keep appointment
- _____ Learner notifies tutor of need to terminate match
- _____ Learner reports termination of match to LVDAC staff
- _____ Learner requests new tutor if desired
- _____ Learner post-assesses after 40 contact hours with tutor (unless learner is enrolled in an ABE classroom program. Program instructor then responsible to post-assess)

Tutor's Name: _____ Date of Recommendation: _____

The following learner is a potential match:

Learner's Name	ID Code

Please call _____ to make arrangements.
Learner's Contact Phone Number(s)

If unable to reach this learner, please contact Paula at 527-7544.

Monthly and Quarterly LV-DAC Reports

- 1) All LV-DAC and ABE volunteers should submit timesheets to the Education Facilitator by the fourth of the month for the previous month.
- 2) The Education Facilitator will start to gather all the LV-DAC volunteer time sheets (Blue and Green forms) by the fourth of the month for the previous month. Any time sheet not counted for that month can still be counted in the following month's report. A file-labeled "**Volunteer Timesheets**" is kept in the program office to collect all the time sheets as they are submitted.
- 3) There are currently three different staff reports generated.
 - a) First is the **LV-DAC Quarterly Report** for all LV-DAC services and programs.
 - b) Second is the Monthly **Individual Student Hours Report** that tracks each student's attendance.
 - c) Third is the quarterly **Coordinator's Report** to the Advisory Council.
- 4) The Individual Student Hours Report is also used to give the students the 25, 30 and 50 Hour Awards of attendance at the Annual Social.
- 5) A copy of the **Individual Student Hours Report** is given to Aurora so she can input the hours into the ABE system. A copy of The **LV-DAC Quarterly Report** is given to the Coordinator one week before the Executive Council Meeting.
- 6) The information on the time sheet about the student's progress is gathered and input into the data base on a monthly basis. This information will be reported on the mid-year and end of year reports.
- 7) The time sheets and monthly reports are kept in the current month's file folder in the program office until the end of the semester because the NMCL and ProLiteracy reports require mid-year and year end information about each student and volunteer. It is easier to compile the information if the reports are kept together for that reporting period.
- 8) At the end of the semester, after all necessary information such as student achievement and progress is compiled; the **Individual Student Hours Report** sheets are filed in the individual student's file.
- 9) The same is done for **Group Time Report** sheets except these are filed in the individual volunteer's file.
- 10) At the end of each semester, the Quarterly Reports are also filed by the current Fiscal Year in the program office.

LV-DAC Budget Reporting

1. The LV-DAC Coordinator will submit a request for reimbursement to NMSU for each cash expenditure, via email, from Karen Montoya, klmonto@ad.nmsu.edu. Once the request is approved, the Coordinator gives it to the Education Facilitator. Two copies are made. The original, along with the original receipts, is for the LV-DAC files and the other is for the cashier's office. The Education Facilitator then takes the copy to the DABCC cashier for the reimbursement. Whoever is receiving the money must sign the copy upon receiving it. The Education Facilitator will then input the amount in the LV-DAC Budget Data Base. The original is kept in the LV-DAC Budget file with each month's totals.
2. All copies, including receipts and requests, are kept in the coordinator's office until the end of the current Fiscal year.
3. The Education Facilitator is required to attend all LV-DAC Advisory Council meetings.
4. The Education Facilitator will provide the LV-DAC Advisory Council with a budget report at all LV-DAC Advisory Council meetings.
5. There are two separate types of budgets kept. First is the budget with all completed expenses and donations of transactions for the program, such as Supplies, Travel, Services, Donations, etc. The second is the "Fund Raising Budget," kept strictly for a total of all fund raising done by the Advisory Council, such as the Scrabble games, Student donations, Mailings, 50/50, etc. This budget has been requested by the Advisory Council so that they can track their fund raising results. This report is also given to the Advisory Council at their quarterly meetings.
6. At the close of the current Fiscal Year, the LV-DAC budget files will be moved and stored in DAM107 for five years. After that, the files can be archived to NMSU.

Updating LV-DAC Student and Volunteer Files

1. Volunteer and Student Updates are usually done twice a year, in January and July. This helps to gather any current information such as phone numbers, new addresses etc.; in closing any student and volunteer files that are not active; and to update the files and database.
2. The Education Facilitator will send out an “Volunteer Update Form,” along with a “Student’s Update” form to every active volunteer. A return address envelope may be included.
3. After a month, all the returned information is gathered and entered into the Data Base. The information is also noted in both the volunteer’s and student’s files.
4. Phone calls are also made by the Education Facilitator and the file updated whenever a volunteer or student has not been active for more than three months.
5. The LV-DAC Advisory Council can also help with phone calls when the Updates are sent. The Education Facilitator will provide the LV-DAC Advisory Council with a volunteer calling list printed from the Volunteer Data Base. They will call each volunteer and student and note the results on the lists and bring back the information to be input into the Data Base and the files updated by the Education Facilitator.
6. Any volunteer or student who is not active for three months or longer is terminated and the individual file pulled and filed in the “Inactive Students” or “Inactive Volunteer” section in the program office.

The Annual Social

1. Since this event is sponsored by the LV-DAC Advisory Council, they will set the date at the annual Membership Meeting in August/September.
2. The Advisory Council decides on the menu and the amount to be spent. The food and drinks for the Social are paid for by the Advisory Council from the donation account. Sometimes food donations can be acquired from the community.
3. The Social committees (Clean Up, Set Up, Entertainment and Decorations) are also designated by the Advisory Council.
4. The Advisory Council will provide the decorations, plates, napkins and “silverware” for the Socials.
5. All Social expenses that come out of the Donation account are recorded in the LV-DAC Budget.
6. A file is prepared and started by the Education Facilitator to keep any information about the Social, such as lists of the mailing addresses, copies of certificate, brochures, invitations, receipts, etc.
7. A Pre-Printed letter head or brochure for the Social invitation is ordered by the Education Facilitator from a catalog about 2 to 3 months before each Social, after the expense is approved by the Advisory Council because it will be paid for from the donation account.
8. Any student that has 25, 30, or more than 50 hours of attendance is awarded a certificate at each Social. An “Awards List” of the people to be awarded a certificate is made, (usually the graphic format is matched to the invitation) and is included in the mailings. This List is compiled from the Individual Student Hours table. A student with 50 or more hours is given a dictionary at the Social.
9. Names of volunteers that have completed and gone to the most recent tutor training and have not yet received a Training Certificate, should also be included in the Awards List, and also included are names of any volunteer(s) the Coordinator is recognizing for that semester. This way, any person on the list is aware that he or she will be receiving an award and will attend the Social.
10. The invitations and Awards List are mailed to all current active volunteers, students and partnering agencies and ABE staff about 3 weeks before the Social in order for it to be received in time for the Social.
11. Phone calls are made by the Advisory Council to every active volunteer and student about a week before the Social to remind everyone about the Social. The Education Facilitator will provide a list of phone numbers to the Advisory Council of all current volunteers and students from the database.

12. Any certificate for any volunteer or student that did not attend the Social and did not receive his/her award, should have the certificate mailed to him/her. If the student's or volunteer's address is not current, the certificate is put into the individual's file. Sometimes the volunteer can give the certificate to his/her student, if possible.
13. A copy of the invitation and Awards List should be included in the mid year and year end reports. A copy of some of the Certificates can be also included.

Other Procedures

1. The Education Facilitator keeps copies of “Alphabet, Writing and Math” booklets needed by very low level or TRESKO student’s in the program office. Samples are available for each for printing. These are used in place of work books.
2. The Education Facilitator keeps copies of Instructional handouts in the program office. Volunteers use this for tutoring and to give to their students.
3. The Education Facilitator prints all the necessary forms needed by the volunteers, such as Volunteer Intakes, Student Intakes, Monthly Time sheets, etc. that are in the program office.
4. The Education Facilitator coordinates and updates the Workshop Schedule each month with the ABE Tutor Coordinator, Lora Ross, and puts a copy in the office and on the door of the Workshop Rooms. This helps the volunteers and staff know whether the room is available or in use.
5. The Education Facilitator keeps copies of low level books in the office in order to make suggestions and to show the volunteers which resources are best for the students.
6. The Education Facilitator also keeps a record of all books being checked out by the students and volunteers. The cards for each book are kept in the small pink box in the program office.
7. The Education Facilitator receives, catalogs, and files the 3 Reader’s Digest Large print magazines ordered by Literacy Services. One copy is sent to the Chaparral Learning Center.
8. RSVP sends to Literacy Volunteers their “Volunteer Hours Log each semester. This is a report about the volunteers that belong to RSVP and are volunteering with LV-DAC. A total of their hours are noted in the RSVP form after the LV-DAC Monthly Report is finished. The original is mailed to RSVP and a copy kept in the RSVP file located in the program office.

Job Description for Learner Assessment Volunteer

All learners registered in Literacy Volunteers of Doña Ana County are pre-assessed during the intake process and periodically re-assessed as one method of measuring learning progress. The role of the Learner Assessment Volunteer is to assist LV-DAC staff in assessing learners in a timely manner.

Responsibilities of the Learner Assessment Volunteer include:

1. Pre- and post-assess LV-DAC learners on an appointment basis.
2. Call learners and/or tutors to schedule re-assessments.
3. Give the results of assessments to LV-DAC staff within 48 hours.

Requirements for the Learner Assessment Volunteer position are:

1. Be at least 18 years of age. This is because our program serves adult learners.
2. Be able to read, write, speak, and understand English.
3. Demonstrate a willingness to serve as a Learner Assessment Volunteer by attending Assessment Orientation and Training.
4. Be able to schedule at least three hours per week for assessments. Assessments will be done on an appointment basis and staff will notify you if you have appointments for the week.
5. Be able to make learners feel comfortable by providing a safe and relaxed atmosphere for assessment. Many learners find assessment stressful, but the Learner Assessment Volunteer can help alleviate this by being sensitive to the learner's concerns.
6. Agree to conduct all assessments at an authorized location (DABCC learning centers, libraries, or other public site). Home appointments are not allowed.
7. Report volunteer hours to the LV-DAC Records Technician by the last day of each month.

Job Description for Classroom Assistant Volunteer

While the primary mission of Literacy Volunteers of Doña Ana County is to provide our learners with individualized tutoring, the project recognizes that not all volunteers are able to commit to a one-on-one match with a learner. We offer the Classroom Assistant Volunteer option only to those volunteers who need to complete a limited number of volunteer hours (less than 30) **as a** community service requirement. In addition, potential LV-DAC volunteer tutors may serve as Classroom Assistants until they can attend the next tutor training workshop, at which time they will become regular volunteer tutors who will be matched individually with learners.

The Classroom Assistant Volunteer offers assistance during class time with instructional duties. Responsibilities may include:

1. Assisting the instructor with small group activities. Activities will be designed by the instructor.
2. Providing one-on-one tutorials to students designated by the instructor.
3. Assisting with make-up quizzes or pre- and post-assessments.
4. Grading student work.

Requirements for the Classroom Assistant Volunteer position are:

1. Be at least 18 years of age. This is required because our program serves adult learners.
2. Speak and understand English.
3. Have no record of conviction or be on probation or parole for any crime of violence.
4. Demonstrate an interest in the program by attending an interview and orientation with the Literacy Coordinator.
5. Commit to completing a total of at least 20 hours over a minimum of eight weeks.
6. Work with the Literacy Coordinator and ABE staff to develop a schedule that meets both the needs of the volunteer and the ABE program.
7. Attend class sessions according to the set schedule. Arrive on time for the class, and notify the instructor if you will be late or absent.

8. Demonstrate behavior that effectively supports instruction in the classroom. Such behavior **excludes**:

- insensitivity or disrespect toward others
- disruptive or loud behavior
- harassment (any behavior perceived as offensive, after being asked to stop)
- use of offensive language
- possession of a weapon or threatening behavior
- disregard for personal hygiene
- being under the influence of alcohol or illegal drugs

9. Report volunteer hours on a monthly basis to the LV-DAC Records Technician.

10. Accept LV-DAC and ABE policy of non-discrimination:

It is the policy of Doña Ana Community College not to discriminate on the basis of sex, handicap, race, religion, national or ethnic origin in employment or other college administered programs. This policy is in compliance with Title VII of the Civil Rights Act of 1964, Executive Order 11246 as amended by 11375 and section 504 of the Vocational Rehabilitation Act of 1973, and Title IX of the Educational Amendments 1972 and subsequent revisions. - Update, 7/00

Many of the Classroom Assistants are volunteering with our program to get pre-service teaching experience. In order to help our volunteers get this experience, ABE Instructors who have Classroom Assistants in their classroom agree to:

1. Have the volunteer assist students with instructional activities. Classroom Assistants should not be assigned administrative tasks such as attendance, photocopying, completing enrollment or progress forms, etc.
2. Provide a supervised volunteer experience. Classroom Assistants cannot be used as substitutes for instructors.
3. Provide clear directions for the Classroom Assistant. Classroom Assistants can be assigned to teach individual students or small groups, but the Instructor is responsible for giving the volunteer a lesson plan or similar specific directions about what to teach.
4. Report any problems or concerns related to the Classroom Assistant's performance to the Literacy Coordinator.
5. Complete a Classroom Assistant Evaluation and return it to the Literacy Coordinator within two weeks of the Assistant's final class session.

The Classroom Assistant is a volunteer role designed to help people complete community service assignments. This position does not lead to part- or full-time employment with ABE.

Job Description for Tutor Trainer

New tutor training is a crucial piece of Literacy Volunteers of Doña Ana County's program. The Tutor Training Team assists LV-DAC by collaborating with the New Mexico Coalition for Literacy to provide new tutor training sessions.

Responsibilities of the Tutor Trainer include:

1. Work with the Training Team to present one or more sections of the Basic Literacy *or* ESL Tutor Training Workshop.
2. Assist other members of the Training Team as they present their portions of the workshop.
3. Provide feedback to workshop participants about their tutoring strengths and how to improve their skills.
4. Give input to the Literacy Coordinator regarding the matching of training participants and learners.

Requirements for the Tutor Trainer position are:

1. Have at least one year's experience as a certified, matched tutor with LV-DAC.
2. Have thorough understanding of tutoring methods and techniques in the training area (Basic Literacy or ESL).
3. Demonstrate willingness to serve as a Tutor Trainer by completing the New Mexico Coalition for Literacy's tutor trainer certification process. A portion of the training process may require travel to another location in New Mexico. Travel expenses will be covered by the Coalition.
4. Commit to provide up to four training sessions per year for LV-DAC.
5. Be able to work effectively with other members of the training team.
6. Be flexible and able to respond to the specific needs of each training workshop group.
7. Be able to attend an annual NMCL Training of Trainers conference to enhance your skills. Conference expenses will be covered by NMCL.
8. Report preparation and training hours to the LV-DAC Records Technician by the last day of each month.