

Guidelines for ELL Program Coordinator

Learner Recruitment

It is the responsibility of the Coordinator to facilitate the recruitment of new learners if class numbers are below preferred levels. Steps to ensure recruitment include letting NH staff know that classes are open for enrollment, encouraging current learners to spread the word, coordinating the flyering of neighborhoods surrounding school, contacting strategic partners, etc...

Learner Intake / Orientation

All learners must first go through intake before they can be enrolled in classes.

During the intake process the learner must read and sign the Data Privacy Statement, fill out the application and sign the application, take the appropriate CASAS test, fill out PEP form and be informed of the attendance policy and other relevant program policies.

After completing intake the learner should be given a short tour of the relevant areas of the building that they will need to access during the time they are attending classes. (*ie; classroom, childcare room, bathrooms, etc...*)

Average Time to be Allotted for each step:

- Application: About 15 minutes
- CASAS Locator (*if needed*): **Only** 15 minutes
- CASAS Test: **Only** 1 hour

Total Time Needed: 1.5 - 2 hours per learner (or group)

Childcare

All learners with children between the ages of 18 months-6 years who need childcare during the time their parents are attending classes must volunteer once per week in the Children's Discovery Room. Childcare is offered from 9:00am to 11:00am Monday through Friday.

All parents with children attending the CDR for the first time must be informed of the rules and policies pertaining to the use of this service before they can attend. It is the responsibility of the Foster Grandparents to walk the parents through these rules and policies and ensure they are understood clearly.

When there is not free space in the CDR the Coordinator should maintain a waiting list for all interested parents. There should be weekly checks on the attendance of current parents, those who are not meeting the attendance policy will be given 2-3 warnings and then removed from the CDR and their space will be given to a parent on the waiting list.

Learner Intake Information Data Entry

All Learner Intake Information will be entered in the database within two working days of intake. At this time the learner will be enrolled in the appropriate class. The learner file folder will be made and filed immediately after the information is entered into the database.

Total Time Needed: 15 minutes for each new learner

CASAS Testing

All ELL learners must be given the initial test during intake before they can be enrolled in classes.

After 12 hours of attendance the learner may be give a post-test if the Coordinator believes they will either make a level change or could possibly stop attending before the next scheduled testing date.

After the initial intake, all learners must be tested every 5-7 weeks. The Coordinator will select the days on which each class will test. All teachers and volunteers should be encouraged to do Test-Preparation activities before the day of the test. It is the Coordinators duty to test any students absent on the test day at a later date (*no more than 2 weeks after the scheduled testing date*). All CASAS test should be graded and entered into the database no more than two business days after the test is administered.

Time Needed for Actual Test: **Only** 1 hour

Unfunded Levels

Any learner who tests into the Completed Advanced, Low Adult Secondary, or High Adult Secondary on a CASAS test must be **immediately** reassessed on a TABE Test.

It is the coordinator's responsibility to check the database monthly for these learners and ensure that they are reassessed.

Monitoring Attendance

All learners are expected to attend a minimum of 3 days a week and miss no more than 14-15 days during an average quarter. It is the coordinators responsibility to enforce this attendance policy.

If a learner is absent for three days, the coordinator should call to see if the learner plans to return to class. The coordinator should give 2-3 attempts at reaching the learner. If the learner does not plan on returning to class or they are unreachable then the coordinator should drop the learner from their class. If, after being dropped, the learner returns, they must go through the intake process, including taking a new CASAS test, before they can be re-enrolled.

If a learner is only attending class once a week the coordinator should inform the learner that they have the option of seeking a one-on-one tutor or dropping classes due to poor attendance.

Neighborhood House Tutoring Program

The coordinator should monitor and track all one-on-one tutoring sessions. All tutoring must take place on school grounds and must be logged both on paper and in MABE. Tutoring should be promoted as a supplemental piece and never in replacement of regular classes.

Volunteers

The coordinator will fill out and send the Volunteer Needs Forms for both the NH Volunteer Manager and the MLC Volunteer Manager on a quarterly basis in order to communicate current program needs. If needs arise outside of regular times, it is the coordinators responsibility to contact the appropriate people to fill that need.

It is the responsibility of the coordinator to interview all qualified volunteers who are referred to the ELL program and determine whether their availability and skills match the current needs of the program. At the time of the interview volunteers will also be give a tour of the facility and an orientation to classroom materials and procedure. The coordinator should communicate the placement of the volunteer to the NH Volunteer Manager.

All volunteer information will be entered in the database within two working days of receipt. The volunteer file folder will be made and filed immediately after the information is entered into the database.

New volunteers will receive a schedule confirmation email with links to the NH wiki for access to curriculum, Volunteer Manual, Contracts, and other resources within 24 hours of placement. New volunteers will also be added to the contact list and will receive a Weekly Volunteer Update via email.

The coordinator is responsible for ongoing communication with volunteers regarding performance, evaluation, upcoming events, and training information. At the end of each quarter volunteers will receive tokens of appreciation.

Entering Attendance

Volunteer and Student attendance should be entered daily and all attendance for a given week must be entered by the end of business hours on the Friday of that week.

Volunteer prep-time will be entered the same day volunteer attendance is entered.

If students or volunteers arrive early, late or leave early or late this should be noted when attendance is entered. (Please note: For volunteers, early arrival is different than prep-time, and it is recorded differently. Prep-time is any time a teacher has spent preparing for the lesson, at the ELL/GED site or at another location.)

Public Assistance Reporting

Student class schedules may be printed upon request for learners beginning the application process for one or more types of Public Assistance such as MFIP or Childcare Assistance.

On the third day of each month, monthly attendance reports must be filled out and sent to the Job Counselors for students on Public Assistance.

File Maintenance

File maintenance consists of filing post-tests, attendance reports, notes regarding illness, updated phone numbers and addresses, etcetera to the file folder.

All phone numbers and addresses should be updated during the first month of the quarter.



Neighborhood House™

Orientation Process Overview

For Use by Management

The first day at a new job can be an overwhelming experience for an employee. This orientation process is designed to familiarize new employees with the organization and their job responsibilities, as well as setting up expectations for the employee. When used correctly, this process is an effective tool in retaining and motivating employees.

Setup

Five days before a new hire begins, the manager completes the Employee Setup Form and obtains appropriate approval to ensure the employee will have the appropriate access to keys, phone and technology before their first day. The manager should also ensure that the new employee's assigned work station is ready for them by their start date.

The manager should also complete the New Employee Calendar which will help supervisors create an orientation schedule for the new employee during the first week. The calendar is a tool to help the new employee understand what their schedule may be like and help the new employee organize their daily tasks. Try not to schedule back-to-back meetings for the new employee and allow some personal time to process information.

In addition to the New Employee Calendar, the Orientation Checklist serves as a guide for supervisors to make sure all needed orientation tasks are completed in a timely manner. Use this checklist to track the progress of a new employee's orientation and for completing the New Employee Calendar.

Buddy System

The buddy system is a way for new and current employees to get to know one another and help the organization transition new staff members into their job and Neighborhood House. A buddy is a person who shows the new employee the typical norms and answers questions if the supervisor is unavailable. A buddy also helps ease the employee's anxieties about their new job; however, a buddy does not take the role of a supervisor. It is the supervisor's responsibility to set up a buddy for all new employees. The supervisor should meet with the potential buddy to explain the buddy system and expectations for the new employee.



Orientation Checklist

Updated: 09/30/2010

Direct Service Staff

When	Task	With	Complete
Day 1	Fill out employee forms - Approx. 30min	Human Resources	
Day 1	Building tour/meet staff	Manager	
Day 1	Buddy intro (relationship/info support)	Determined by manager	
Day 1	Facility training (keys, PC, name badge, parking discussion, van access, staff lounge, cube etiquette) - Approx. 1hr	Director of Community Center Services	
Day 1-Week 2	Key events/retreats/trainings	Manager	
Day 1-Week 2	Organizational claims on time, committees	Manager	
Day 1-Week 2	Specific job/practical duties, concrete tips, job description, walk through	Manager	
Week 1	Benefits orientation - Approx. 30min. (for eligible new hires only)	Finance & Operations Assistant	
Week 1	Core values/principles of NH	Manager	
Week 1	Program evaluation/CTK training - Approx. 1.5hrs	Data Analyst	
Week 1	Technology training (phone, copier, fax, printer, computer, e-mail, Citrix, CommonWealth, Help Desk) - Approx 1.5hrs	IT Administrator	
Week 1	Timesheet training	Manager	
Week 2	Purchase order training	Manager	
Week 2	Space needs/scheduling, internal RSVP form	Manager/Director of Community Center Services	
Day 10-14	Shadow (program specific)	Manager	
Week 3-4	Second review of job duties	Manager	

Manager/Director *(All of the above, plus...)*

When	Task	With	Complete
Week 1	Grant development, management and reporting	Supervisor/Grants Writer	
Week 1	Levels of authority	Supervisor	
Week 1	Managing hourly employees (no overtime)	Supervisor	
Week 1	Meetings need to attend and why	Supervisor	
Week 1	Program specific/organizational budget overview	Supervisor/Director of Finance	
Week 1	Timesheet training - Approx. 30min.	Accounting Coordinator	
Week 1-4	External networks	Supervisor	
Week 2	CTK, accessing reports	Data Analyst	
Week 2	Evaluation and outcomes	Supervisor/Director of Programs & Evaluation	
Week 2	Orientation on employees and program	Supervisor	
Week 2	Purchase order training - Approx. 30min.	Accounting Assistant	
Week 2	HR processes and procedures	Human Resources	
Week 2-4	BOD reporting	Supervisor	
Week 3	Admin space: relationships, key players, organizational politics, resources	Supervisor	
Week 3	Volunteer needs and process	Supervisor/Community Outreach Manager	
Month 1	Other program services, monthly evaluation meeting	Supervisor and other managers	

Vice President *(All of the above, plus...)*

When	Task	With	Complete
Month 1	BOD interface	President/Board Chair	
Month 1	Meetings	President	
Month 1	Policies	President	
Month 1-2	Deep knowledge of programs/organization	Program Managers	
Month 1-6	Relationship with external environment	President/Program Managers	