



**Columbus**  
ADULT EDUCATION CENTER  
& YOUTH PROGRAMS

A Caring Community of Learning

# Volunteer Handbook



**Salt Lake City**  
1860 South 300  
East Salt Lake City, UT 84115

**Herriman**  
13011 S Pioneer Street  
Herriman UT 84096

**Ogden**  
555 E 24th Street  
Ogden UT 84401



## Table of Contents

Contact Information .....	3
Mission Statement .....	4
Vision Statement .....	4
Our Goals .....	4
Our History .....	5
Our Volunteers .....	6
Class Schedule.....	6
Our Students .....	7
Culture Shock .....	9
Program Overview .....	10
Information for CAEC Classes.....	10
Daily Schedule.....	11
Additional Information .....	12
Instructional Aids .....	12
ESL Guidelines and Tips .....	12
Policies and Precautions .....	13
Volunteer Agreement and Photos Release .....	15
Photo Use Release Form .....	17
Childcare Consent and Policies.....	18



## Contact Information

**Website:** [columbusaec.org](http://columbusaec.org)

### **Salt Lake Campus**

Administrative Director: [columbus.director1@gmail.com](mailto:columbus.director1@gmail.com)

Volunteer Coordinator: [columbusvolunteers@gmail.com](mailto:columbusvolunteers@gmail.com)

English Education Coordinator: [columbus.english111@gmail.com](mailto:columbus.english111@gmail.com)

### **Herriman Campus**

Administrative Director: [shandramadsen@gmail.com](mailto:shandramadsen@gmail.com)

Volunteer Coordinator:

English Education Coordinator:

### **Ogden Campus: Coming Soon**

Administrative Director:

Volunteer Coordinator:

English Education Coordinator:





*The Columbus Adult Education Centers & Youth Program is an all-volunteer, faith-based organization. We are honored to provide English services to adults so they may become self-reliant and productive citizens.*

## Mission Statement

The mission of the Columbus Adult Education Centers & Youth Programs (CAEC) is to help adults with refugee status and others obtain the English and educational skills necessary to prepare them for high school or other educational programs, employment or training leading to independence and self-reliance to become contributing members of the community.

## Vision Statement

Columbus Adult Education Center & Youth Programs is committed to the vision of excellence and equity for every student, every classroom, every day. In keeping with this vision, our Education Center offers academically rigorous classes based on a core curriculum with high expectations for all students and volunteers, while responding to individual student needs and providing a safe and healthy environment for student learning for all ethnicities, backgrounds, and religious beliefs.

## Our Goals

- Create a community of learners.
- Encouraging respectful relationships that honor individual and cultural differences.
- Support and encourage successful learning.
- Implement best practices for instruction.
- Provide a positive experience for both students and volunteers.



“Learning the English language is the first step for these courageous students to acclimate to their new culture, become self-sufficient and contribute to the communities in which they live,” said Matt Peterson, a member of the Board of Directors. “I hope volunteers recognize their part in empowering these humble students to change their lives for the better.”

## Our History

The Columbus Adult Education Center & Youth Programs (CAEC) began as the Columbus Branch Adult Center and was originally created to meet the needs of a small congregation within The Church of Jesus Christ of Latter-day Saints. The school originally consisted of Karen and Karenni speaking families; and now serves adults from other countries.

Recognizing that the acquisition of English skills would be essential for non-English speakers – to get good jobs, earn GEDs or high school diplomas, and have the opportunity for higher education – local church members were determined to help.

In March 2016, the Columbus Branch Adult Center was conceived by inner-city missionaries, Jeffrey and Sonia Henkel. Local church leaders provided great support.

Key support came from Tyson Smith, CEO of Reading Horizons, an educational software company which supports online learning of English and reading. In addition, The Church of Jesus Christ of Latter-day Saints has provided their English Connect program which has been used all over the world to teach English and is now the foundational curriculum of our English classes.



## Our **Volunteers**

We are supported by a highly skilled Board of Directors and an Ethnic Advisory board who represent the various community groups we serve. Our teachers and staff are volunteers from various professions. We have many volunteers who are qualified former educators as well as others who share an interest in serving others.

## Class **Schedule**

### **Salt Lake Campus**

**English language classes** are held Tuesday and Wednesday:

- Morning classes: 9:30 AM – 12:00 noon
- Evening classes: 6:00 – 8:30 PM

**Beginning piano classes** are held on Thursday evening at 6:00.

**Sewing classes** are taught under the direction of our partner Interwoven. We currently teach beginning sewing on Thursday evening at 6:00 with a plan to develop more advanced classes.

We also offer **citizenship classes** for those students who need this resource.

### **Herriman Campus**

### **Ogden Campus**

Coming Soon

See the website for more information on any of these classes.



## Our Students



Columbus Adult Education Center & Youth Programs is honored to provide services to adults who want to learn English and become self-reliant, productive citizens. Throughout the world—and even in our community—misperceptions surround those who are beginning new lives in the U.S. Because we strive to be a caring community of learning, we want every member of our school community to provide a respite from misunderstanding and judgment for our students. Following is the briefest possible summary of the varied and complicated processes that have brought many of our students to the U.S.

### **Refugees**

The first thing to know about refugees in the U.S. is that this term is very specifically defined by law. So much confusion and misunderstanding occur when people mistake the general and oft-used noun “refugee” with the legally defined and proven designation of a person as a “refugee”. Since passage of the Refugee Act of 1980, all individuals arriving in the U.S. as a refugee must go through the following process:

- 1) Leave their country, “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.”
- 2) Be unable to return to their home country because of such fear.
- 3) Prove their identity AND the basis of their fear to the satisfaction of the United Nations High Commissioner for Refugees



- 1) Qualify for third-country resettlement through the U.N. This status is reserved for only the most vulnerable of the world's refugees. These are among the "most vulnerable" group of humans in the world.

Refugees are only now qualified to BEGIN the processes required by potential resettlement countries throughout the world. The U.S. process takes a minimum of 2 years and, since 1980, has included repeated and rigorous personal interviews, biometric and other security screenings, medical checks, and much more.

Though every individual case differs, from the time refugees flee from their homes to the time they arrive in the U.S. is typically 15-25 years. There has never been a single act of terrorism committed by a "refugee" admitted to the U.S.

### **Asylees or Asylum Seekers**

An asylum seeker is seeking international protection but whose claim for refugee status has not yet been decided. In other words, the difference between "refugee" and "asylee" is one of location: the "asylee" must prove their need for asylum *when they arrive* in what they hope to be their new country; refugees arrive, *having already proven* their need. The same standard applies to asylees and refugees.

They must prove "a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion."

### **Immigrants**

The definition of immigrant is straightforward: someone who leaves their home country and seeks residence in a new country. The circumstances of individual immigrants and the myriad of laws surrounding them are anything but straightforward.

For example, "immigrant" applies both the top-recruited engineer from Britain who was hired by a big U.S. company to the most destitute single mother from Central America whose family has been killed by gangs...but who cannot give legally binding proof of her story. Even for lawyers, immigration law is so complicated and thorny it takes years of specializing to be competent in the area.

*PLEASE REMEMBER: CAEC is honored to provide services to any adult who wants to learn English. Unless brought up by the student, volunteers should not ask about the circumstances that brought them to the U.S. or about their resident status here.*





## Culture Shock

The term "culture shock" describes the feelings of frustration and anxiety that often afflict people when they enter a different culture for a period. The following factors compound the experience of culture shock for many refugees and immigrants:

- Since many have fled persecution and come to the U.S. to start a new life, most of them will not see their homeland again or at least for a long time.
- Limited or no English-speaking ability.
- Life in the United States is quite different from the lives to which they were accustomed before their arrival.
- American value systems, rules, and mindset may be surprising or even distasteful.
- Refugees and immigrants may miss their past, yearn for their country, and miss the familiarity of their past daily life.
- Many live with the tremendous loss of family and friends. When people live through such trauma, they often move into a survival mode during the times when they are fleeing and living without a permanent home. They "turn off" all their emotions and then face great emotional pain many years after their initial trauma. This psychological phenomenon is called Post Traumatic Stress Disorder (PTSD), and it affects many once they are in an environment that is relatively safe. This emotional stage can deeply affect an individual's ability to cope in a new country.

Like the stages of grief, refugees and immigrants go through a process of dealing with their loss and moving toward cultural integration. Many must go through the cycle several times as they experience multiple losses and make several transitions to their new home.

How can you, as a volunteer, help refugees and immigrants get through this period of cultural shock and grief? As a friend, you cannot speed up the process or cushion the sadness, but you can help by listening to the stories they need to tell. Concern and care are the basic principles to follow when helping people through the grief process. Remember that friendship is recognized across cultures: kindness, trust, patience, reciprocity. Apply the principles of friendship to your relationship with our new neighbors. Sincere friendship can be understood across language and cultural divides.



challenge of developing skill in a non-mother tongue. It is vital that they feel comfortable, accepted, and have a positive and safe environment in class.

## Program Overview

At CAEC we keep our classes small. Our students are evaluated upon entry into our program for the purpose of deciding their English levels and placement into our program. The program has five levels of ability: Basic, Mid-level 1 and Mid-level 2, Intermediate and Advanced. Volunteers are used at each level to help the teachers and students in a variety of ways.

## Information for CAEC Classes

### Daily Routine

**Opening:** All online and in-person students, as well as teachers, meet in the Gathering Room at the beginning of each session of classes. Included in the opening is a devotional with spiritual thought and prayer. This is a requirement for us to teach English Connect however, everyone is encouraged to take part by praying in the language and to the Deity of their choice.

**Dismiss to individual classes:** Students are placed in groups (Launchpad, Orange, Red, Yellow, Green, or Blue) based on their level of proficiency with English language skills.

- Launchpad. Students stay in the same class the entire time. It is shortened by 30 minutes.
- Orange. Students stay in the same class the entire time. It is shortened by 30 minutes.
- Red, Yellow, and Green. These students are in a 45-minute rotating block of instruction as shown in the schedule shown below. The three classes taught are:
  - Reading Horizons for grammar, pronunciation, and writing
  - Computer/Reading focuses on the Elevate software to practice skills and using reading passages for fluency and comprehension.
  - English Connect for oral language and listening practice.
- Blue. Students stay in this class for the entire block of time.



## Daily Schedule

	9:30 – 9:45	9:45 – 10:30	10:30 – 11:15	11:15 – 12:00
Launchpad	Opening			
Orange	Opening			
English Connect	Opening			
Reading/Computers	Opening			
Reading Horizons	Opening			
Blue Group	Opening			
PM Schedule				
	6:00 – 6:15	6:15 - 7:00	7:00 - 7:45	7:45 - 8:30
Launchpad	Opening			
Orange	Opening			
English Connect	Opening			
Reading/Computers	Opening			
Reading Horizons	Opening			



## Additional Information

- All teaching materials are provided.
- Specific training will be provided to you when you are given your assignment.
- There is a computer and camera in each classroom to use with Zoom students.

The Zoom host can help rotate teachers to separate groups of online students. However, it is expected that teachers will stay proactive and able to move themselves to the correct group. If you are uncomfortable moving yourself, speak to the Zoom host. Upon going into your classroom, on the TV screen you will see Join, and a particular color group that is shown, select Join. In-person students will come to your classroom.

## Instructional Aids

**Reading Horizons:** [readinghorizons.com](http://readinghorizons.com)

**English Connect:** [englishconnect.org](http://englishconnect.org).

**Zoom:** Go to our website, [columbusaec.org](http://columbusaec.org) > Pick school location > Click on the Adult Students tab > Click on the Zoom Class Access Portal > Choose either the morning or evening class link. The password is: AEC. The Zoom host will let you in.

## ESL Guidelines and Tips

The following guidelines may help in working with ELL students by breaking through any misunderstanding, allowing you to communicate more easily.

**Pay Attention:** Try to clear your mind so you can listen and HEAR what is being said.

- Greet the students with a smile. Everyone smiles in the same language.
- Allow time for the student to become familiar with the sounds and tones of English.
- Listen for what is meant.
- Look for facial expressions and gestures as clues for understanding.
- Paraphrase what you think is meant in clear and simple English.
- Consider the context.
- Paraphrase what you think is meant.
- Ask for verification.
- Model correct English and model corrections by repeating it correctly.
- Don't force or pressure them into a response.



### **Simplify Your English as Much as Possible:**

Doing things such as:

- Speaking slowly and clearly, NOT loudly!
- Using simple sentences.
- Avoiding contractions or difficult vocabulary.
- Being aware of idioms and multi-meaning words.
- Emphasizing pronunciation.

### **Be Complete and Explicit:**

When speaking consider

- Speaking intentionally. Think about what they might best understand.
- Repeating yourself in the same terms. Repeat often.
- Speaking naturally.
- Using gestures, drawings, pictures, a phone image, real objects, acting to help make meaning. Always try to attach meaning to what you say.
- Accepting every attempt to communicate with joy.

In trying to understand a student's remarks, state what you believe they are trying to say. They understand more than they can say.

Try asking a student to teach you some words or phrases from their language. This always makes them feel accepted and respected. And it's fun. Always be positive and encouraging and be sensitive to cultural differences.

## **Policies and Precautions**

- **Resident Status:** Do not ask students why they are in the United States or what their citizenship or resident status is.
- **Physical Interaction:** Norms for physical interaction are vastly different across cultures. It is best to follow the student's lead as to what type of physical interaction is comfortable for them. Some examples of "normal" interactions in the U.S. that may be inappropriate in other cultures include things such as shaking hands, hugging, or touching hands or arms at all. Our students will learn to accept these types of interactions in time. However, we want to find the most welcoming balance between modeling typical American habits and respecting long-held cultural practices. Be sensitive. Maintain proper distance and personal space.

- **Labels:** Avoid using the word “refugee”, even when it may be accurate. Please refer to them as students. We want to encourage our new neighbors in the next chapter in their life: that of American resident. We want their lives now to be filled with stability, hope and learning. Using the term refugee often reminds them of fear and uncertainty.
- **Physical Characteristics:** Make no comment about skin color or other physical characteristics.
- **Transportation:** Columbus School does not carry the insurance necessary to safely provide rides to students or volunteers. Be aware that any ridesharing between students and volunteers is a private matter.
- **Volunteer Age:** Volunteers under 18 years old (ages 12-17) are accepted only to help with supervised childcare. While they serve, there must always be an approved adult present.
- **Safety:** please keep classroom doors open and have at least two instructors in the room with students always.
- **Time commitment:** Please make every effort to complete your time commitment to these students. Teachers and students rely on you. Your involvement is essential for their success.
- **Absenteeism:** If you are unable to attend on your assigned day or date, please notify the volunteer coordinator by email. It is preferred that you find a sub among our other volunteers to fill your assignment. You might consider sharing your contact info for this purpose. Thank you.



## Volunteer Agreement and Photos Release

Following is the agreement that all volunteers sign before working at Columbus Adult Education Center:

1. I consent to allow CAEC to verify the statements in this Agreement, and to conduct a background check on me which will be renewed annually at my own cost.
2. I agree to perform my duties as specified by my supervisor, and to perform only those duties for which I am qualified, licensed or otherwise authorized to perform.
3. I agree to treat students, volunteers and staff with dignity and respect, and report any mistreatment or abuse.
4. I understand that as a volunteer I am expected to help and assist the teacher or administrator only as directed.
5. I agree to keep confidential all information I obtain about students and others while I serve as a volunteer for CAEC.
6. I agree that CAEC has permission to use pictures, statements and other representations of me in print, electronic media and other forms of information that is provided to the public.
7. I understand and agree that as a volunteer, I will not receive remuneration or payment for the time and service I provide for CAEC, nor does my volunteer work imply future employment.

I understand and agree that CAEC is not liable for any unforeseen accidents or events that I may experience during my association with CAEC, nor are they responsible for damages or expenses resulting from



1. I agree that any ride sharing is between the driver and rider and is arranged privately, as described in the Policies and Precautions, CAEC is not responsible.
2. I recognize and agree that my service as a volunteer is contingent upon compliance with this agreement.
3. I agree that the information in my profile is accurate and complete and that violation of the terms of this agreement could result in termination of my service.

We are so happy to have you join our team. The students need you. Be happy to be here! These are delightful people to work with and they so appreciate all you do. This is an opportunity to develop a meaningful relationship that will propel them to a good life in a new place.

---

Please sign and return the following agreement to the volunteer coordinator for your campus location:

I hereby agree to abide by the policies and agreements stated in the Columbus Adult Education Centers & Youth Program handbook.

\_\_\_\_\_  
Sign

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print







## Photo Use **Release Form**

I hereby grant and authorize Columbus Adult Education Centers & Youth Program the right to take, edit, alter, copy, exhibit, publish, distribute, and make use of any or all pictures or video of me by Columbus Adult Education Centers & Youth Program to be used in and/or for legally promotional materials including, but not limited to newsletters, flyers, posters, brochures, advertisements, fundraising letters, annual reports, press kits and submissions to journalists, websites, social networking sites, and other print and digital communications, without payment or any other consideration. The authorization shall continue indefinitely unless I otherwise revoke said authorization in writing.

I understand and agree that these materials shall become the property of Columbus Adult Education Centers & Youth Program and will not be returned.

I hereby hold harmless, and release Columbus Adult Education Centers & Youth Program from all liability, petitions, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons may make while acting on my behalf or on behalf of my estate.

I warrant that I am of the age of consent (18 years or older) and that I am competent to contract in my own name. I have read this release before signing below and I fully understand the contents, meaning, and impact of this release.

\_\_\_\_\_  
Sign

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print



## Childcare Consent and Policies

I hereby consent to have my child/children take part in the Childcare program of CAEC while I, a student, am attending classes. I will attend to the restroom needs of my child and change diapers as needed. If necessary, I will de-escalate any behaviors requiring my attention. I release any and all childcare volunteers from liability while my child is in their care.

\_\_\_\_\_  
Parent Name and Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Parent Name

