

# The Relatives



GED Program  
Training Manual for Volunteers

The Relatives keeps kids safe and families together while preparing youth and young adults to be healthy, productive, and engaged members of the community.

The Relatives provides youth and young adults in crisis with:

- **Relief** in place of despair
- **Acceptance** in place of rejection
- **Empowerment** in place of helplessness

*Thank you for your interest in The Relatives' GED Program. The program serves young adults, aged 16-24, who are enrolled at the On Ramp Resource Center.*

*The GED program seeks to provide young adults with the support and guidance necessary to achieve their educational goals*

***"I never leave On Ramp thinking I've wasted my time and am proud of the impact this program makes in these young adult's lives."***

- Ted Northrup, Rock Star Volunteer & GED Tutor

**GED Tutors Must:**

- Be 18 years or older
- Consent to a background check
- Complete a Diana Screening
- Attend a [Volunteer Orientation](#)
- Commit to, at least, one hour-long tutoring session per week

**COVID-19 Policy:**

- All volunteers interacting directly with the young adults served by The Relatives are required to show proof of vaccination
  - You can learn more about The Relatives' vaccination policy [here](#)
- Masks are required when visiting the On Ramp Resource Center
- Please be respectful of the health, safety, and comfort-level of program participants and staff

**What to expect from On Ramp's GED Tutoring Program**

The purpose of this guide is to give you the tools and resources necessary to help a young person achieve their educational goals.

**Understanding the background of some On Ramp participants:**

A majority of the young adults who visit On Ramp have some form of trauma or are experiencing other mental health issues which can manifest itself in challenging behaviors and - what may appear as - poor decision making. Please be patient with the young adult you're tutoring and understand that you are making a difference even if it doesn't appear so at the time.

The challenges faced by many of the young adults at On Ramp can have an adverse effect on achieving their long-term goals. Their short-term needs (food, shelter) can sometimes overwhelm and make it more difficult to see the benefits associated with obtaining their GED.

Transportation can also be a burden for these young adults. Many On Ramp participants do not have access to a car and must rely on public transportation. On Ramp does provide CATs bus

passes to young adults working towards their GEDs. However, navigating the public transit system can be complicated and time-consuming. The Relatives does offer a virtual tutoring option for young adults who find transportation issues prohibitive.

Many program participants are also experiencing homelessness and lack of natural supports, which may also affect behaviors, and decision making. Having patience with the young adult you're tutoring and empathizing with how their experiences color their world view can go a long way to establishing trust.

### **Setting a young adult up for success**

For many of the young adults at On Ramp, obtaining their GED Diploma is the first step on a path to a stable, independent future.

In addition to learning Math, Science, Social Studies, and Language Arts), GED program participants also learn the importance of commitment. When a young adult commits to the GED program and to you, their tutor, it is critical they arrive on time and ready to learn. If a GED program participant is unable to attend their previously scheduled session, then it is their responsibility to communicate this with their tutor.

Because some of the young adults enrolled in the GED program are experiencing trauma or difficulties in their personal lives, they will occasionally bring their problems into the classroom. If the young adult you're tutoring appears to be going through a difficult time, then give them the space to speak openly about the issues they're facing.

Many of the young women working towards their GEDs have children of their own. Children are not typically allowed in the GED classroom during a tutoring session. For young adults receiving their instruction virtually, it is not advisable to have their children in the room while they're being tutored.

Finally, some On Ramp participants utilize marijuana. This can make it difficult for the student to concentrate or retain information. If the young adult you're tutoring appears high, then you can simply tell them they don't seem ready to learn and you would like to reschedule the session. Please refrain from making an accusation or asking about drug use, as this can lead to broken trust.

### **Motivating Young Adults**

Motivating a young adult to work towards their GED can be an exercise in deferred gratification; typically not a strong area for teens and young adults! To many program participants, the final GED test will probably seem unreal or far-off in a distant, unobtainable future. Try to give whatever subject you're reviewing some relevance to everyday life. This can especially important in Math. Finally, ask the young adult you're tutoring about their dreams and aspirations on a regular basis. Help them understand obtaining their GED is an important step to achieving their dreams.

## **GED Program Resources**

In addition to the information regarding On Ramp program participants above, there are a number of practical resources for GED tutors built by people like yourself who have dedicated their time to helping others.

## **GED Client Progress Sheet**

The GED Client Progress Sheet is a Google Spreadsheet that contains all the active participants in the GED program. Inactive volunteers, participants, and graduates are purged approximately once per quarter. When you sign up as a tutor, you will receive a link via email giving you access to this shared resource. The security of this sheet is controlled by Google, so you must have a Google Account (usually in the form of a Gmail address) in order to gain access to these records.

This document allows multiple GED tutors and On Ramp staff to monitor a GED program participant's progress.

Tutors can also utilize this tool to access additional resources related to the text we use to teach program participants, *Barron's How To Prepare For The GED Test*. While the book does a good, consistent job preparing a participant to take the GED test, the resources listed below provide additional information

- GED Client Progress Sheet G.E.D. Client Progress Sheet - Google Sheets
- GED Resources by Discipline and Lesson GED Resources by Discipline and Lesson - Google Sheets
- Math Bootcamp Math Bootcamp for Beginning GED Students

## **Client Progress Sheet Access:**

GED tutors can request access by emailing Ted Northrup at [ted.northrup@gmail.com](mailto:ted.northrup@gmail.com)

In order to access and update the materials described above, the link must be sent to a Gmail address. Gmail is free and does not need to be your primary email address. Tutors without a Gmail address have read-only access to the worksheets.

## **Worksheet Tabs:**

There is one tab per student. For existing students, we will try to keep the sheet tabs in date order. Students who have access the GED program most recently will have tabs listed first. For the resources sheet, there's one tab for each test. (e.g. Math, Social Studies, Science, and Lang. Arts).

## **Worksheet Columns:**

Most of these columns are self-explanatory. Under "SUBJECTS COVERED, PROGRESS NOTES, NEXT STEPS" please type in what the client accomplished during your session and what, if anything you assigned for homework. Student contact information are included if you need to

follow-up with a student. Case Manager Contact information is included here, as well. You are encouraged to contact the Case Manager from time to time to let them know how your student is doing. If you find new resources that help a client understand or memorize the material in their GED text book, then please add these to the *Resources* Sheet.

**New Students:**

If you get a new student, simply rename one of the “BlankSheet4New” tabs. You can click on the down arrow next to each tab to see a menu that will allow you to rename the tab.

**Help:**

Call **Ted Northrup** at **(704)-617-1441** or **Savoui Graham** at **704-501-8249** for assistance when using this system.

**Role of the Case Manager**

Many of the clients in the GED program are either assigned to a Case Manager or are wait-listed for one. Some of the hardships these young adults have endured, or are currently facing can be hard for many of us to imagine. Case Managers work to help them through crisis. Case managers are professionally trained social workers and have the skill set necessary to assist these young adults. Please keep an open line of communication between you and the case manager. A once-a-month email updating the case manager on a young adult’s progress helps On Ramp staff receive a more complete picture of a young adult’s progress.

<b>Staff Contact Numbers</b>		
<b>Name</b>	<b>Phone Number</b>	<b>Position</b>
Georgetta Bouie	704-501-8273	Lead Transition Specialist
Derrick Reynolds	704-501-8276	Transition Specialist
Richard Simpson	704-501-8246	Transition Specialist
Genine Donovan	704-501-8245	On Ramp Supervisor
Savoui Graham	704-501-8249	Employment Readiness Specialist
Nick Stewart	704-501-8243	Philanthropy Manager

**Next Steps:**

- Attend a [Volunteer Orientation](#)
- Complete Background Check paperwork
- Complete your Diana Screening
- Create your Gmail account, if you don't already have one