

2013-14 CAPSA Coordinator & Volunteer Orientation



May 11, 2013

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Orientation Agenda

- Self introduction
- Mission of CAPSA tutoring program
- Coordinators
 - Roles and responsibilities
 - Major events
- Adult volunteers
 - Basic requirements
 - Different positions
 - Roles and responsibilities
- Questions and answers

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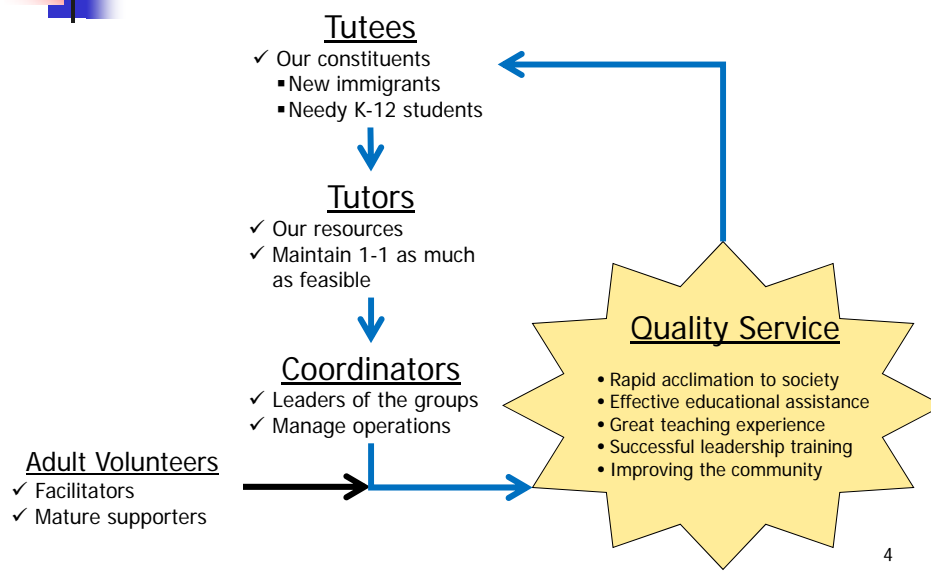
CAPSA Tutoring Program Mission

- Provide tutoring services to new immigrants and other needy students
- Share experiences with new immigrant families in Montgomery County in adjusting to the society
- Provide community service and leadership opportunities to qualified high and middle school students
- Extend services to adults through English classes
- Present education-related issues and needs to Montgomery County Public Schools

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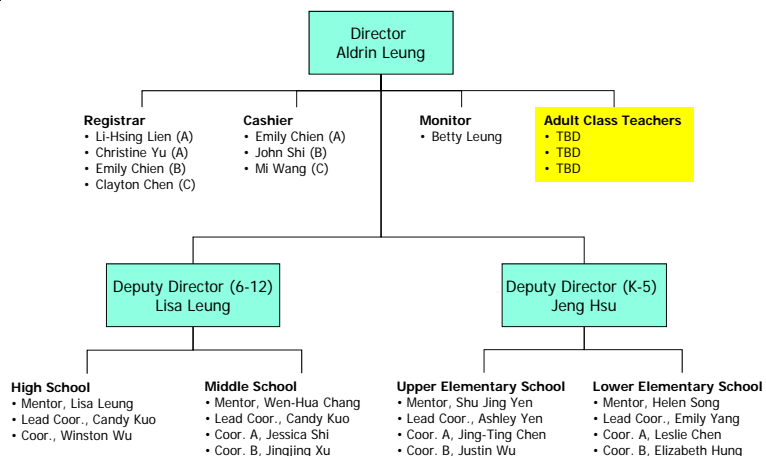


How to Attain Our Mission





CAPSA Tutoring Program



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Roles & Responsibilities

- Basic requirements
- Leadership
- Communications
- Prepare & clean up site
- Match up tutor-tutee
- Check attendance
- Monitor teaching performance
- Deal with problems
- Qualify and interview tutor
- Interview tutee & parent interviews
- Division of Work

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Basic Requirements for Coordinators

- Participate in all tutoring sessions except when formal SAT/ACT exams conflict. Maximum of 3 excused absences allowed
- Inform deputy director and lead coordinator as soon as possible regarding absences and late arrival
- Dress tidily and appropriately as a respectable leader
- Arrive no later than 9:50 am. Arrive no later than 9:45 am on your parent's assigned Saturday to open the CAPSA cabinet/table
- Sign in and wear nametag on lapel upon arrival
- Contact tutors/tutees for emergency announcements, *e.g.* closure due to inclement weather. A phone tree will be established
- Provide data entry support and printing during tutoring sessions, when scheduled and as needed. CAPSA laptop is available
- Duties extending beyond CAPSA tutoring sessions
 - Necessary paperwork (e.g. documents, recommendations, agendas, presentations, etc.)
 - Assess and identify teaching material

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Leadership 101

- Power comes with responsibilities
 - Your actions affect a larger group of people
 - Assess consequences before any action
- Be an effective team player
 - Respect management hierarchy and requests
 - Be ready to ask support from mentor, deputy director, director and adult volunteers
 - Ask for clarification whenever you have doubts
 - Respect deadline – put actions affecting others as a priority
- Pay attention to your performance
 - Timeliness – On schedule
 - Quality of services – Continuous improvement
 - Cost-consciousness – Rarely involve coordinators
- Lead by example
 - Be positive role models for both tutors and tutees to earn their respect
 - Organization is key to maintaining order

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Leadership 101

- Support members of your group
 - Listen to and assess their ideas for improvement
 - Recognize their achievements
 - Fight for their interests within reasonable bounds and within scope of CAPSA mission
- Stay objective
 - Make decisions based on facts, not personal relationships
 - Be consistent regardless of friendship, age and grade
- Make use of additional resources
 - Mentors & adult volunteers, materials, and rules & regulations
- Leadership goal
 - Get the best out of everyone in your group

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Communications

- Establish a good relationship with your mentor
- Mentors will minimize their interference to maximize your leadership opportunities – *do not abuse this principle*
- Need responsive but simple email acknowledgement for online communications – like a “Got it” or “Thanks” reply
- Monitor due dates on the operations schedule – *a handy time management and reminder tool*
- By 11:00 am, provide the communication folder and sign-in books to the deputy director
 - Attendance record
 - Unexcused absence follow-up record
 - New tutor/tutee application forms, if any
 - Coordinator checklist (first few weeks)
 - Your anticipated absences or late arrivals on the inside cover
 - Other issues – tutor/tutee withdrawal, etc.
- Distribute important notices – make a note of those absent and redistribute the notice to them as soon as they return

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Sample Coordinator Absence Record on Comm. Folder

Date	Name	Reason
9/21	Joe	College visit
10/5	Joe	SAT
10/5	Alice	SAT
11/2	Alice	Math competition
11/9	Alice	Sick
11/16	Alice	Piano competition

Third excused absence for Alice

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Sample Attendance Record

CAPSA HS Group
Attendance Record 2009-10

Position	First Name	Last Name	Chinese	Grade	Sex	Home Phone	9/19	9/26	10/3	10/10	10/17	10/24	10/31	11/7	11/14	11/21
Coord-HS-Lead	Wenjing	Chen														
Coord-HS	David	Cao														
Coord-HS	Eric	Wan														
1 HS Tutor																
2 HS Tutor																
3 HS Tutor																
4 HS Tutor																
5 HS Tutor																
6 HS Tutor																
1 HS Tutor																
2 HS Tutor																
3 HS Tutor																
4 HS Tutor																
5 HS Tutor																
6 HS Tutor																
7 HS Tutor																
8 HS Tutor																

Use simple markings

Provide brief reason for excused absences

By around 11:00 am of each session, coordinators should complete this attendance record.
Please record attended (✓), late (L), unexcused absence (Unex), and reason for excused absence (e.g. sick, SAT, sport, travel, competition, exam, etc.).

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[illegible][illegible]



Prepare & Clean Up Site

- Before each session:
 - Open tables if necessary
 - Each coordinator is responsible for taking materials for the group out of the CAPSA cabinet in the back room
 - Sign-in books, nametags, placards & stationary
 - Supplemental reading materials and workbooks
 - Prepare assigned seats for tutors/tutees in the group
 - Prepare sign-in books for the group
- After each session:
 - Remind tutors/tutees to pick up excess paper, trash, etc.
 - Return materials back to the CAPSA cabinet
 - Clean up any leftover items and litter

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Match up Tutor-Tutee

- Base it upon tutee's requirements, capabilities of the tutor, and tutee/parental preference
- Preferably maintain consistent tutor-tutee pair
- Change match-up if a pair does not work out
- Require that both tutors & tutees arrive by 10 am
- Assign each tutee a tutor regardless of match up list by 10:05 am
- By mid-October, create a match-up roster with names, grade and phone numbers of tutors and tutees
- Prepare an updated roster in January

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Check Attendance

- Arrive on time to monitor tutor & tutee sign-in
- Draw lines on sign-in books at 10, 10:05 and 10:10 am (**end line**)
 - LES/UES award on-time arrivals with candy
 - MS/HS award on-time arrivals with weekly movie ticket drawing
- Update *Attendance Record*
- Call those with unexcused absences and complete *Unexcused Absence Follow-Up Record*. Follow up again if unable to reach the person during session. If necessary, ask mentor for help
- Distribute and collect *Tutor and Tutee Records*
- Review completeness of all record sheets and sign off service hours

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Monitor Teaching Performance

- Walk around the group area unless you are busy with other assignments
 - Ensure smooth operations of the group
 - Get to know all tutors and tutees in detail – personality, style, ability, knowledge, attitude, behavior and skills
 - Guide tutors on proper teaching approach and methods
 - Constantly assess effectiveness of each tutor-tutee pair
 - Offer or seek additional help for tutors
 - Arrange instant assistance from other tutors with specialized capabilities, e.g. Chemistry, Biology, History, etc.
- Review tutor and tutee records for potential problems
- Don't wait until the formal tutor/tutee evaluation to monitor teaching performance
- Acquire mentor/monitor/deputy director assistance if necessary
- Identify materials & resources for tutors
 - Compile new teaching materials or homework assignments
 - Organize workbooks and other educational materials
- Participate in tutoring in case of tutor shortage

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Deal with Problems

- Socializing group
 - Separate them into different areas
- Unruly or off task tutors/tutees
 - Suggest supplementary material before verbal warning
 - Notify mentor for help
- Tutees without homework
 - Encourage tutees/parents to bring their textbooks or workbooks from school/home
 - Assist tutor with reading material, workbooks, magazines and newspaper articles
 - Advise tutor to bring/prepare additional assignments
- Tutor/tutee withdrawn from the program
 - Contact them to identify reason & report to the deputy director
- Chronic situations
 - Hold conference with them. Include mentor and/or deputy director if necessary
- Chronically tardy and frequently absent tutors/tutees
 - Verbal warning
 - Report to director to send them a warning letter at home

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Qualify & Interview Tutors

- Director/deputy director will check and keep report card/transcript
- Check all basic requirements for potential tutors
 - No sport, talent, or extracurricular activity that will conflict with CAPSA tutoring schedule
 - Available immediately with no expected prolonged absence
- Ask for:
 - Reason they want to be a tutor
 - Experience as a tutor and a leader
 - Level of commitment
 - Strengths & weaknesses, including subject(s) on which they excel
 - How they would handle certain tutoring scenarios, e.g. tutee brings no homework
- Check for fluency in Mandarin/Cantonese and a solid comprehension of English grammar
- Explain attendance requirements
 - Contact lead coordinator as soon as possible for absences
 - On time arrival at 10 am
- Make a decision – Accept, place on wait list, refer to other groups, or recommend rejection to deputy director (Always take detailed notes on each interview – e.g. outgoing, introverted, enthusiastic, passive, etc.)

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Interview Tutees/Parents

- Usually conducted by mentor
- Check age - at least 5 or older
- Try and gauge discipline level of tutee by talking to him/her
- Identify language ability (*Speak? Read? Write?*)
- Identify subjects/areas that need help
- Consult tutees' parents for young tutees
- Explain attendance requirements
 - No sport, talent, or extracurricular activity that will conflict with CAPSA tutoring schedule
 - On time arrival at 10 am
 - Contact lead coordinator as soon as possible ahead for absences
 - If tutee is late, a consistent tutor is not guaranteed
- Explain importance of providing updates on changes of address and phone number
- Make a decision – Accept, refer to other program, place on wait list, or recommend rejection to director (*must take detailed notes – special needs, personality & concerns*)

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Division of Work

Lead Coordinator	Coordinator 1 (Coord. A in A-week, Coord. B in B-week)	Coordinator 2 (Coord. B in A-week, Coord. A in B-week)
Set Up Area		
Welcome Tutors/Tutees & Match up		
<ul style="list-style-type: none">• Monitor tutoring activity• Evaluate new tutees• Interview/train new tutors• Coordinate with other groups in tutor sharing• Contact unexcused absences• Receive and record excused absences• Issue problem/absence/late notice• Distribute any relevant announcements• Organize workbooks and other educational materials• Identify materials & resources for tutors• Review completeness of tutor and tutee record sheets• Chair coordinator meetings	<ul style="list-style-type: none">• Monitor tutor and tutee sign-in• Distribute yellow late notice• Monitor tutoring activity• Check attendance• Distribute any relevant announcements• Identify materials & resources for tutors• Distribute and collect tutor and tutee record sheets• Assist other coordinators as needed	<ul style="list-style-type: none">• Data entry for new tutors and tutees and print their placards• Monitor tutoring activity• Monitor tutor performance and train tutors• Monitor area and assist tutors• Organize workbooks and other educational materials• Identify materials & resources for tutors• Tutor upon tutor shortage• Assist other coordinators as needed
Work with tutors & tutees to clean up tutoring area and put away materials and clean up trash in entire perimeter. Also, inquire if the adult volunteers require assistance.		

A weeks: September 14, 2013 – January 11, 2014
B weeks: January 18, 2014 – May 17, 2014

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Major Events

- Coordinator/volunteer workshop – Aug 25, 2013, 2 – 4 pm
- Registration – Sep 7, 2013 (All arrive no later than 9:15 am)
- First Tutoring Session – Sep 14, 2013 (All arrive no later than 9:15 am)
- Distribute match-up roster – Oct 26, 2013
- 1st coordinator meeting – Nov 16, 2013 (All arrive by 9:15 am)
- Swap reading material – Dec 7, 2013
- Holiday party – Dec 14, 2013 (All arrive by 9:15 am)
- Distribute updated match-up roster – Jan 25, 2014
- 2nd coordinator meeting – Feb 8, 2014 (All arrive by 9:15 am)
- New coordinator application due – Mar 29, 2014
- Coordinator/volunteer orientation – May 10, 2014
- Swap reading material – May 10, 2014
- Annual award ceremony – May 17, 2014 (All arrive by 9:15 am)

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Basic Requirements for Adult Volunteers

- Share facility opening and closing responsibilities
- Setup facility including opening tables as necessary
- Wear nametag on lapel upon arrival
- Look for a **substitute** for your duties and inform the Director as soon as possible in advance if unable to attend a session/event
- Do not socialize inside the cafeteria

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Open Positions

- Mentor (3) – Parent of Lead Coordinators
- Cashiers (4)
- Registrars (3)

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Group Mentor

- Need to attend all tutoring sessions
- Arrive on time: no later than 9:50 am
- Provide necessary guidance and support to the coordinators
 - Advise coordinators on tutoring quality improvement
 - Interview and evaluate new tutees
 - Review tutor/tutee records to identify potential tutoring issue
 - Familiarize yourself with parents of tutees and offer tutee and parent counseling
 - Assist coordinator with reviewing and managing documents
 - Assist in calming a disruptive or troublesome tutor/tutee
- Support weekly snack distribution
- Need patience, enthusiasm and firmness

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Registrar

- Rotate in alternating schedule (A, B or C weeks)
- Arrive no later than 9:45 am to open cabinet and tables
- Take/return front desk stationary from/to the cabinet
- Stay at the front desk most of the time
 - Distribute application forms to tutor and tutee applicants
 - Explain general operations and policies
 - Review application forms for completion
- Enter data onto Microsoft Excel file
- Put up "caution" tape to confine areas during break
- Ring the bell at 11:00 am, 11:10 am and 12:00 noon
- Provide copying support
- Help purchase individually wrapped snacks for weekly distribution
- Walk the tutoring area and monitor tutoring quality when not busy
- Redirect members at Robert Frost MS between 9:45 am and 10:15 am on Saturdays during facility change

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Cashier

- Rotate in alternating schedule (A, B or C weeks)
- Arrive no later than 9:45 am to open cabinet and tables
- Take/return front desk stationary from/to the cabinet
- Stay at the front desk most of the time
 - Collect forms and issue receipts for shared facility rental fee and donations
 - Deposit funds into CAPSA bank account
 - Maintain weekly record of income and deposits
- Provide copying support
- Help purchase individually wrapped snacks for weekly distribution
- Walk the tutoring area and monitor tutoring quality when not busy
- Redirect members at Robert Frost MS between 9:45 am and 10:20 am on Saturdays during facility change

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Additional Assignments

	First	Last	Holiday Party	Annual Award Ceremony
1			Master Ceremony (MC)	Master Ceremony (MC)
2			Party photo taking	Party photo taking
3			Purchase 1 bag of ice & 2 bottles of 2-liter Ginger Ale	Purchase 1 bag of ice & 2 bottles of 2-liter Ginger Ale
4			Purchase and store paper plates, cups, bowls, chopsticks, forks, spoons, napkins & tablecloth	Purchase and store paper plates, cups, bowls, chopsticks, forks, spoons, napkins & tablecloth
5			Purchase 4 rotisserie chickens & 5 Costco pizzas by 11 am	
6				Purchase 4 rotisserie chickens & 5 Costco pizzas by 11 am
7			A/V equip. storage & setup	A/V equip. storage & setup
8			A/V equip. storage & setup	A/V equip. storage & setup
9			Salad bowl & utensil cleaning & storage	Salad bowl & utensil cleaning & storage
10			Punch bowl & utensil cleaning & storage	Punch bowl & utensil cleaning & storage

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Summary and Q&A

- Coordinators and volunteers are crucial to the success of CAPSA
 - We depend upon your commitment and dependability
 - Besides routine responsibilities, be creative, resourceful and assertive
- Parental support sets a good example to your child(ren) and other youth in our community.

For more information, please contact:

Aldrin Leung, Director
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Deputy Director (K-5)
(301) 564-1887
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Deputy Director (6-12)
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lyleung@gmail.com

Or visit: www.capsa-mc.org



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CAPSA Adult Volunteer Agreement

I, _____ (Name), have attended the CAPSA volunteer orientation and agree to join the CAPSA Tutoring Program as a _____ Mentor (come all Saturdays) of the _____ (Group) as a Registrar _____ Cashier _____

For Registrar/Cashier, please put 1 (highest preference) through 3 (lowest preference) next to the schedule preferred.

_____ A Weeks _____ B Weeks _____ C Weeks

I have read and fully understood the roles and responsibilities of the position and will support my CAPSA assignments in 2013-14. I will support all weeks assigned to me and arrange someone to substitute for me if I am unable to fulfill my CAPSA duties.

Signature Chinese Name

Phone No. Email Address Date

A Weeks: 9/7*, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 11/9, 11/16, 12/14* & 5/17*

B Weeks: 9/7*, 9/14, 11/23, 12/7, 12/14*, 1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 2/15 & 5/17* * for A, B and C

C Weeks: 9/7*, 9/14, 12/14*, 2/22, 3/1, 3/8, 3/15, 3/22, 3/29, 4/5, 4/26, 5/3, 5/10 & 5/17*

Please return this form to Aldrin Leung in person, by email (with scanned signature) to aldrinleung@gmail.com, or by fax at (240) 399-1688 no later than 12 noon, May 18, 2013.

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CAPSA Coordinator Agreement

I, _____ (Name), have attended the orientation for CAPSA coordinators and agree to join the CAPSA tutoring program as a _____ Lead Coordinator _____ Coordinator of the _____ (Group) and have read and fully understood the roles and responsibilities of the position. I will arrive no later than 9:45 am if my parent is assigned to open the CAPSA cabinet for the Saturday. If I am unable to fulfill my assigned duties, I will resign from the coordinator position.

Coordinator's Signature Parent's Signature

Coordinator's Phone No. Coordinator's Email Address Date

Please return this form to Aldrin Leung in person, by email (with scanned signature) to aldrinleung@gmail.com, or by fax at (240) 399-1688 no later than 12 noon, May 18, 2013.

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