

2015-16

# CAPSA Coordinator & Volunteer Orientation



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May 9, 2015



# Orientation Agenda

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



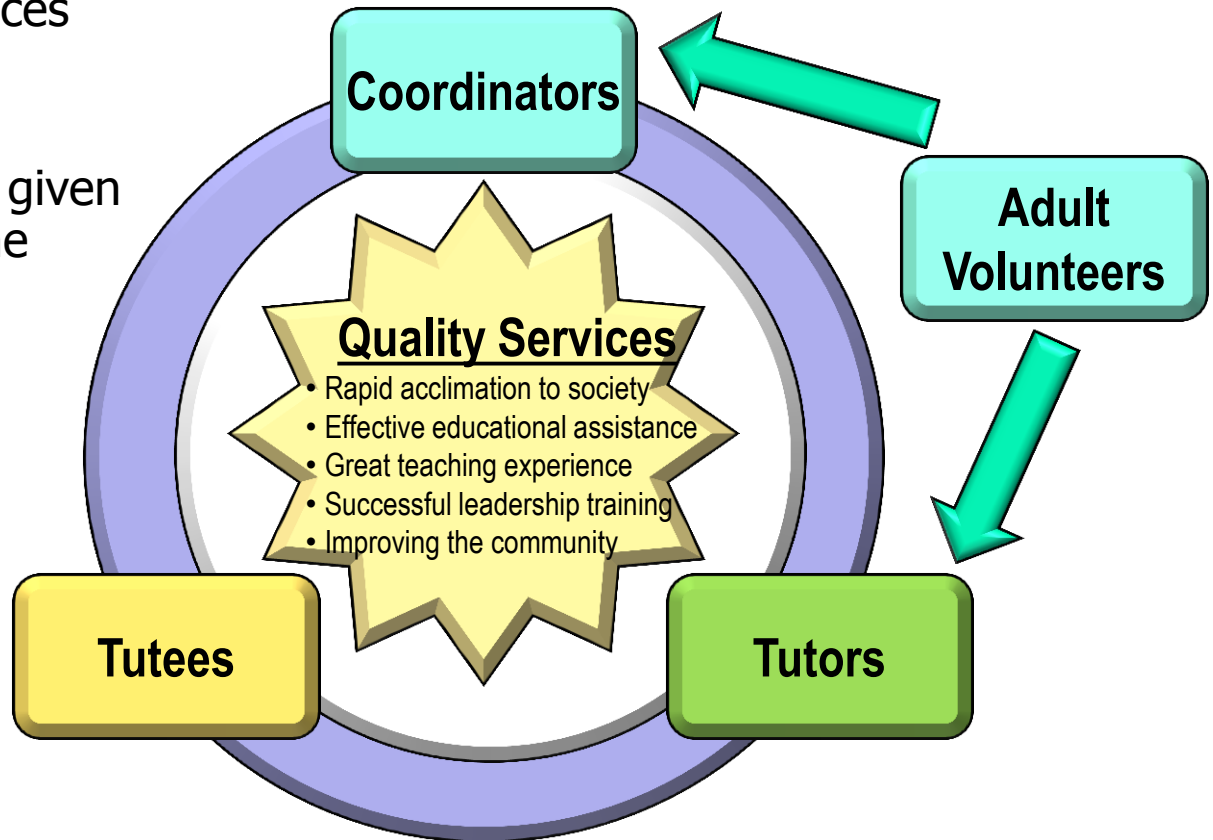
# CAPSA Mission

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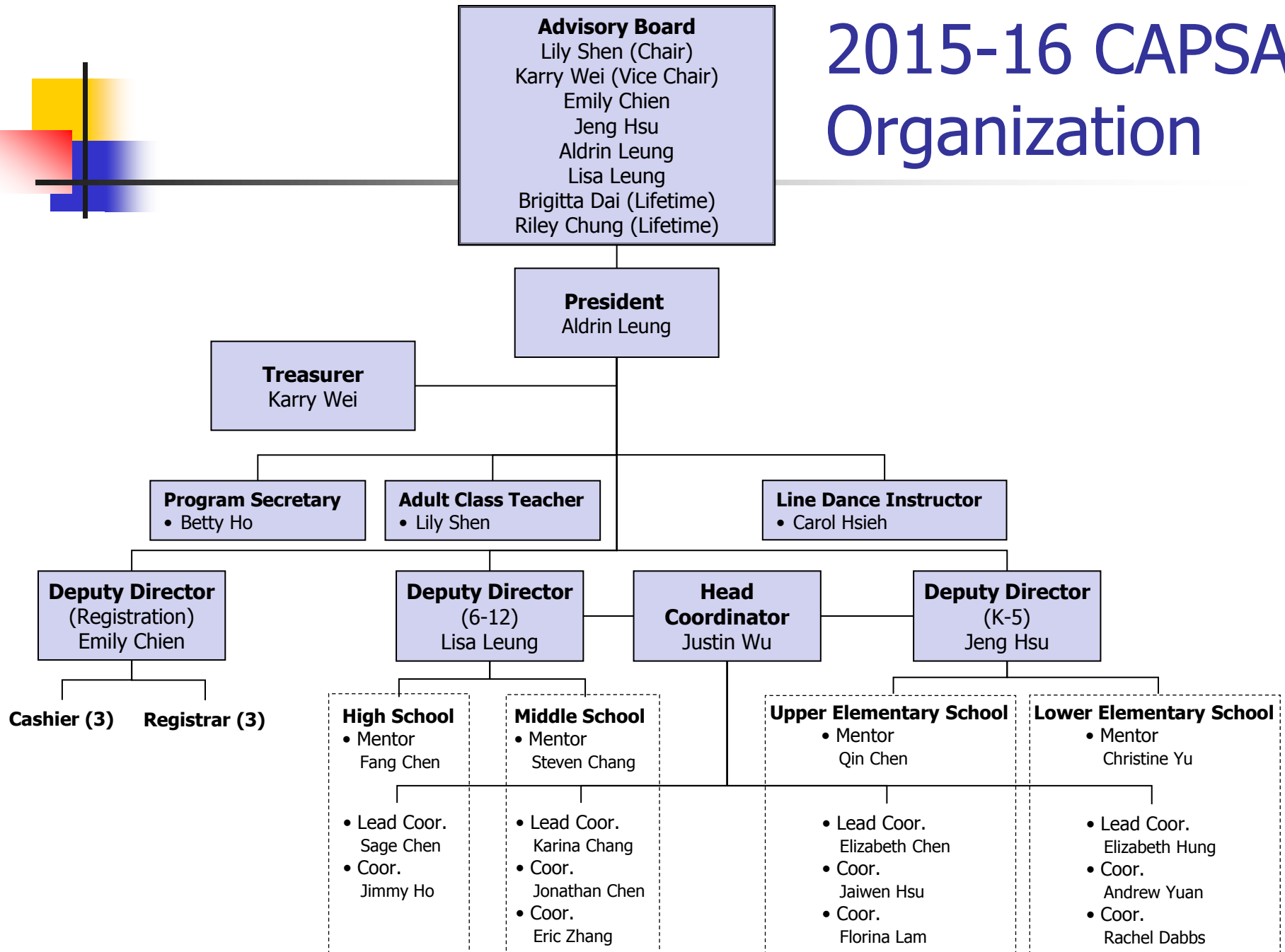
- Provide tutoring services to new immigrants and other needy students
- Share experiences with new immigrant families in Montgomery County in adjusting to the society
- Provide community service and leadership opportunities to qualified high and middle school students
- Extend services to adults through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

# How to Attain Our Mission

- Our primary goal is to provide quality services
- Tutees are our constituents
- Coordinators will be given autonomy to lead the team
- Tutors are our basic tutoring resources
- Adult volunteers are mature supporters who will step in when necessary



# 2015-16 CAPSA Organization





# Basic Requirements for Coordinators

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- 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 9:45 am to bring boxes from the CAPSA cabinet and set up group area
- 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 by the lead coordinator
- Duties extending beyond CAPSA tutoring sessions
  - Necessary paperwork (e.g. documents, recommendations, agendas, presentations, etc.)
  - Assess and identify teaching material
  - Spare book storage



# Leadership 101

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- Power comes with responsibilities
  - Your actions affect a larger group of people
  - Assess consequences before any action
  - Do not abuse power for your own benefits
- Be a reliable and dependable team player
  - Respect management hierarchy and requests
  - Be ready to ask support from mentor, deputy director, director and other 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



# Leadership 101

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- Lead by example
  - Be positive role models for both tutors and tutees to earn their respect
  - Organization is key to maintaining order
- Support members of your group
  - Listen to and assess their ideas for improvement
  - Recognize their achievements
  - Fight for their interests within reasonable bounds
- Stay consistent and 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 guidelines (available online)
- Leadership goal
  - Get the best out of everyone in your group



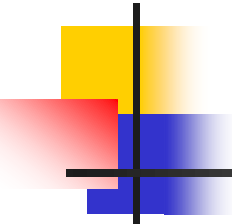


# Communications

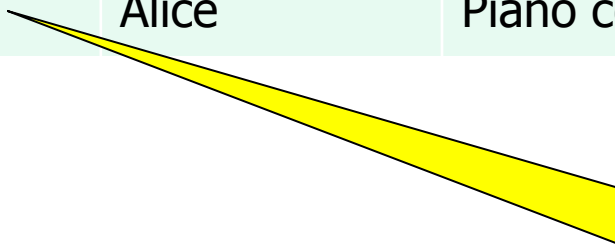
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- Establish a good relationship with your mentor
- Mentors will minimize their interference to maximize your leadership opportunities – do not abuse this principle
- Need responsive but simple acknowledgement for online communications – like a “Got 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 director
  - Attendance record
  - Unexcused absence follow-up record
  - New tutor/tutee application forms, if any
  - Coordinator checklist (first few Saturdays)
  - Your anticipated absences or late arrivals on the inside cover
  - Other issues – tutor/tutee withdrawal, special requests, etc.
- Distribute important notices – make a note of those absent and redistribute the notice to them as soon as they return

# 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



# Prepare & Clean Up Site

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- 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
    - Paper cutting and dot-to-dot materials for LES group
  - Prepare sign-in books for the group
  - Use placards to assigned seats for tutors/tutees in 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



# Match up Tutor-Tutee

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- 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



# Check Attendance

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- 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
- Update Attendance Record, including coordinators
- 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. Draw a line through the date on record sheets for absent tutors and coordinators

CAPSA HS Group  
Attendance Record 2009-10

Provide brief reason for excused absences

Please record attended (✓), late (La), unexcused absence (Unex), and reason for excused absence (e.g. sick, SAT, sport, travel, competition, exam, etc.).



# Sample Unexcused Follow-Up Record

## CAPSA Tutoring Program Unexcused Absence Follow-Up Record

Group:

Date	Name	Tutor/Tutee	Contacted Date	Contacted By	Reason of Absence

# Sample Coordinator Checklist

CAPSA Coordinator Checklist	Responsible coordinator please initial the box when completed																
Group: <u>High School</u>	9/18/10			9/25/10			10/2/10			10/9/10			10/16/10			10/23/10	
	DC	AZ	TK	DC	AZ	TK	DC	AZ	TK	DC	AZ	TK	DC	AZ	TK	DC	AZ
Take boxes out of the CAPSA cabinet by 9:55 am																	
Get sign-in book and communications folder from front desk																	
Layout group assigned seat placards																	
Monitor tutor and tutee sign in																	
Draw lines on sign-in books at 10 am, 10:05 am and 10:10 am																	
Issue yellow late notices to tardy tutors/tutees																	
Report chronically late/absent tutors/tutees, missing placards and other issues																	
Call those unex./abs. during tutoring session (lead)																	
Complete attendance/unexcused absence follow-ups/match up records																	
Distribute announcements and label announcements for absent people for redistribution later																	
Monitor group and check that all tutors and tutees visibly put the placards in front of them																	
Place the new tutee/tutor application forms in the communication folder																	
Distribute the snacks to all tutors and tutees at 10:55 am																	
Return communications folder to the front desk by 11:00 am																	
Review entries on tutor & tutee records from previous week to identify problems																	
Distribute & then collect tutor & tutee records																	
Review completeness of tutor and tutee records																	
Advise tutors/tutees to cleanup paper, pens, pencils and trashes from the tables																	
Return boxes & stationary to the cabinet @ 12 noon																	





# Monitor Teaching Performance

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- Walk around the group area unless you are busy with other assignments
  - Get to know all tutors and tutees in detail – personality, style, ability, knowledge, attitude, behavior and skills
  - Ensure smooth operations of the group
  - 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



# Deal with Problems

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- 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 help define supplemental tutoring plan based on tutee needs
- Tutor/tutee withdrawn from the program
  - Contact them to identify reason & report to the deputy director
- Chronic situations
  - Hold conference with them. Include mentor/deputy director if necessary
- Chronically tardy and frequently absent tutors/tutees
  - Verbal warning
  - Report to director to send them a warning letter at home



# Head Coordinator

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- Oversee coordinator attendance and performance of all tutoring group
- Assist deputy directors in monitoring overall tutoring quality
- Liaison between groups, especially for temporary tutor placement
- Arrange for coordinator substitutions (if needed) and assist as needed
- Collect and review communication folder data for action, including attendance records of tutors and tutees
- Manage new tutor orientation and retraining.



# 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"> <li>• Monitor tutoring activity</li> <li>• Evaluate new tutees</li> <li>• Interview/train new tutors</li> <li>• Coordinate with other groups in tutor sharing</li> <li>• Contact unexcused absences</li> <li>• Receive and record excused absences</li> <li>• Issue problem/absence/late notice</li> <li>• Distribute any relevant announcements</li> <li>• Organize workbooks and other educational materials</li> <li>• Identify materials &amp; resources for tutors</li> <li>• Review completeness of tutor and tutee record sheets</li> <li>• Chair coordinator meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor tutor and tutee sign-in</li> <li>• Distribute yellow late notice</li> <li>• Monitor tutoring activity</li> <li>• Check attendance</li> <li>• Distribute any relevant announcements</li> <li>• Identify materials &amp; resources for tutors</li> <li>• Distribute and collect tutor and tutee record sheets</li> <li>• Assist other coordinators as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Data entry for new tutors and tutees and print their placards</li> <li>• Monitor tutoring activity</li> <li>• Monitor tutor performance and train tutors</li> <li>• Monitor area and assist tutors</li> <li>• Organize workbooks and other educational materials</li> <li>• Identify materials &amp; resources for tutors</li> <li>• Tutor upon tutor shortage</li> <li>• Assist other coordinators as needed</li> </ul>
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 19, 2015 – January 9, 2016

B weeks: January 16, 2016 – May 21, 2016



# Qualify & Interview Tutors

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- Usually conducted by deputy director
- 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.)



# Interview Tutees/Parents

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- 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)



# Major Events

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- Coordinator/volunteer workshop – **Aug 30, 2015**, 2 – 4 pm
- Registration – Sep 12, 2015 (All arrive no later than 9:15 am)
- First Tutoring Session – Sep 19, 2015 (All arrive no later than 9:15 am)
- Distribute match-up roster – Oct 31, 2015
- 1<sup>st</sup> coordinator meeting – Nov 21, 2015 (All arrive by 9:15 am)
- Swap reading material – Dec 5, 2015
- Holiday party – Dec 19, 2015 (All arrive by 9:30 am)
- Distribute updated match-up roster – Jan 30, 2016
- 2<sup>nd</sup> coordinator meeting – Feb 20, 2016 (All arrive by 9:15 am)
- New coordinator application due – April 16, 2016
- Coordinator/volunteer orientation – May 14, 2016
- Annual award ceremony – May 21, 2016 (All arrive by 9:30 am)



# Action Items for Coordinators

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- Complete and sign the coordinator agreement then pass it to your parent
- Store reading books in the summer
  - If you are NOT going to be at CAPSA, pick up one box of reading books today
  - Others pick up one box after the award ceremony
  - Sign the book storage record





# Basic Requirements for Adult Volunteers

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- 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



# Open Positions

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



# Group Mentor

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- Need to attend all tutoring sessions
- Arrive on time: no later than 9:45 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



# Registrar

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- 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
- Prepare CAPSA document and 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



# Cashier

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- 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
- Prepare CAPSA document and 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



# Additional Assignments

	First	Last	Holiday Party	Award Ceremony
1	Emily	Chien	Serve as Master of Ceremony (MC)	Serve as Master of Ceremony (MC)
2	Yenhsi	Chen	Take party photos & select good ones for newspaper article	None
3	Steven	Chang	None	Take party photos & select good ones for newspaper article
4	Christine	Yu	Purchase & store deposable plates, cups, bowls, chopsticks, spoons, forks, napkins & tablecloth	Purchase & store deposable plates, cups, bowls, chopsticks, spoons, forks, napkins & tablecloth
5	Qin	Chen	Purchase 4 rotisserie chickens & 7 pizzas by 11 am	None
6			None	Purchase 4 rotisserie chickens & 7 pizzas by 11 am
7			Store & setup audio equipment	Store & setup audio equipment
8			Store & setup audio equipment	Store & setup audio equipment
9	Fang	Chen	Clean & store salad bowl & utensil	Clean salad bowl & utensil
10			Clean & store punch bowl & utensil	Clean & store punch bowl & utensil



# Summary and Q&A

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- 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  
(240) 505-6988  
[aldrinleung@gmail.com](mailto:aldrinleung@gmail.com)

Jeng Hsu, Deputy Director (K-5)  
(301) 564-1887  
[jhsu2002@yahoo.com](mailto:jhsu2002@yahoo.com)

Lisa Leung, Deputy Director (6-12)  
(703) 889-0284  
[lyleung@gmail.com](mailto:lyleung@gmail.com)

Or visit: [www.capsa-mc.org](http://www.capsa-mc.org)





# 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 2015-16. I will support all weeks assigned to me and arrive no later than 9:45 am. I will arrange someone to substitute me if I am unable to fulfill my CAPSA duties.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Chinese Name

\_\_\_\_\_  
Phone No.

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Date

A Weeks: 9/12\*, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 11/21, 12/19\* & 5/21\*

B Weeks: 9/12\*, 9/19, 12/5, 12/12, 12/19\*, 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27 & 5/21\*

C Weeks: 9/12\*, 9/19, 12/19\*, 3/5, 3/12, 3/19, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14 & 5/21\*

\* for A, B and C

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 16, 2015.





# CAPSA Coordinator Agreement

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I, \_\_\_\_\_ (Name), have attended the orientation for CAPSA coordinators and agree to join the CAPSA tutoring program as a

☐ Head Coordinator    ☐ 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 I am unable to fulfill my assigned duties, I will resign from the coordinator position.

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Coordinator's Signature

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Parent's Signature

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Coordinator's Phone No.

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Coordinator's Email Address

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Date

Please return this form to Aldrin Leung in person, by email (with scanned signature) to [aldrinleung@gmail.com](mailto:aldrinleung@gmail.com), or by fax at (240) 399-1688 no later than 12 noon, May 16, 2015.



# Action Items for Adult Volunteers

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- Complete and sign the Adult volunteer agreement
  - Chinese Name, if available
  - English Name
  - Email address
  - Preferred contact phone number
  - Position
  - Schedule: A, B or C for registrar/cashier
- Fill out an entry on the green Sign-Up Sheet for Additional Assignment