2009-10 CAPSA Coordinator & Volunteer Orientation
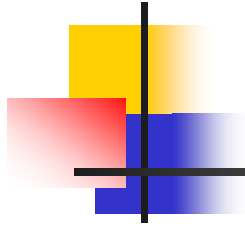
May 9, 2009

Orientation Agenda

- **Self introduction**
- **Missions of CAPSA & tutoring program**
- **Coordinator**
  - Roles and responsibilities
  - Major events & operational schedule
- **Volunteer**
  - Basic requirements
  - Different positions
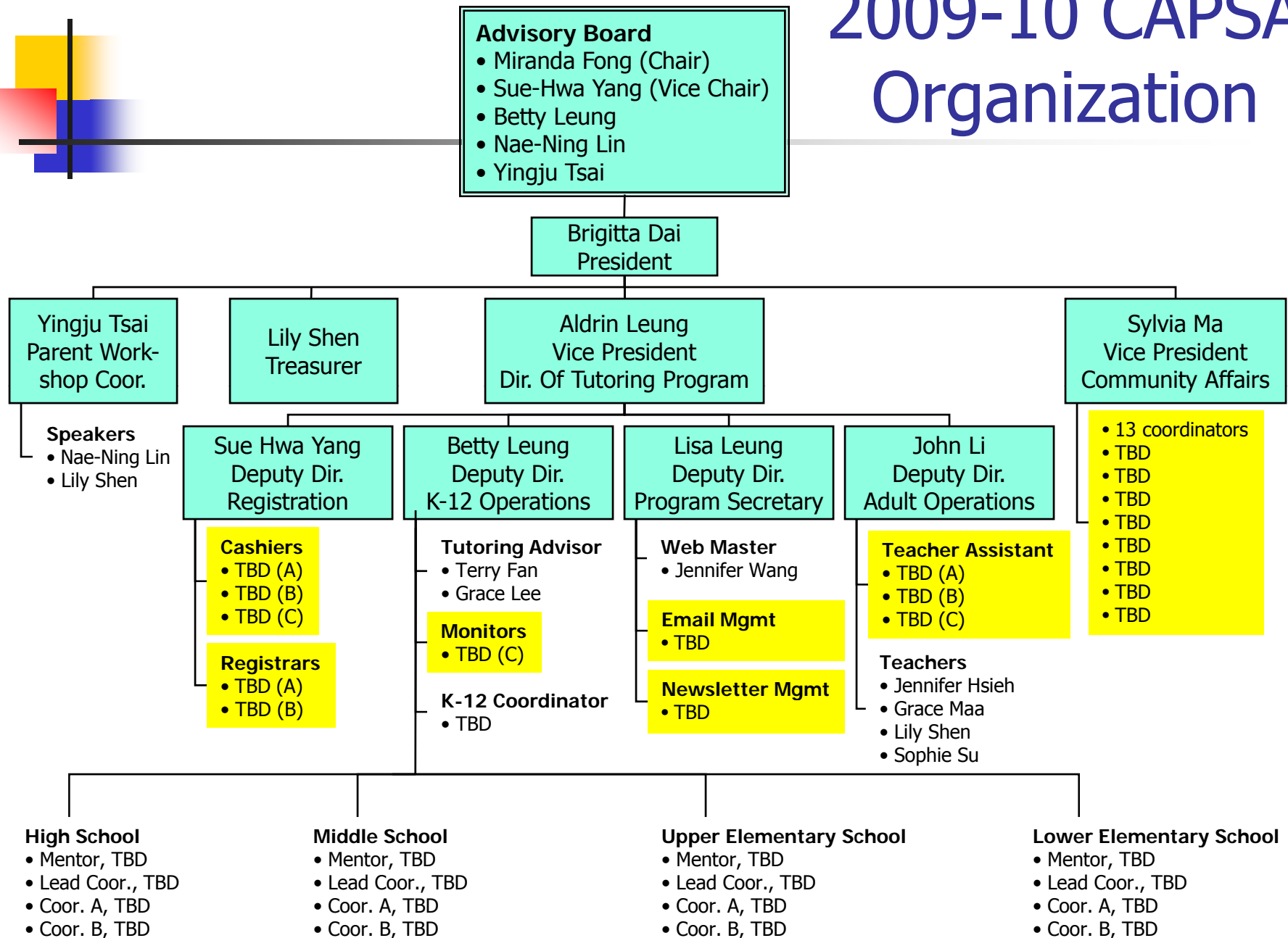 - Roles and responsibilities
- **Questions and answers**

CAPSA Missions & Activities

- CAPSA missions:
  - To present education issues and needs to Montgomery County Public Schools, Maryland (MCPS)
  - To promote cross-cultural understanding in Montgomery County, Maryland
  - To mobilize and utilize resources to enhance the multi-cultural environment in MCPS and Montgomery County
  - To provide assistance to new immigrant and needy families in adjusting their lives to the Montgomery County educational system
- Primary activities (100% supported by volunteers):
  - Tutoring program
  - Parent workshops
  - Cultural display & paper cutting
  - Interaction with MCPS – Division of ESOL/Bilingual Programs
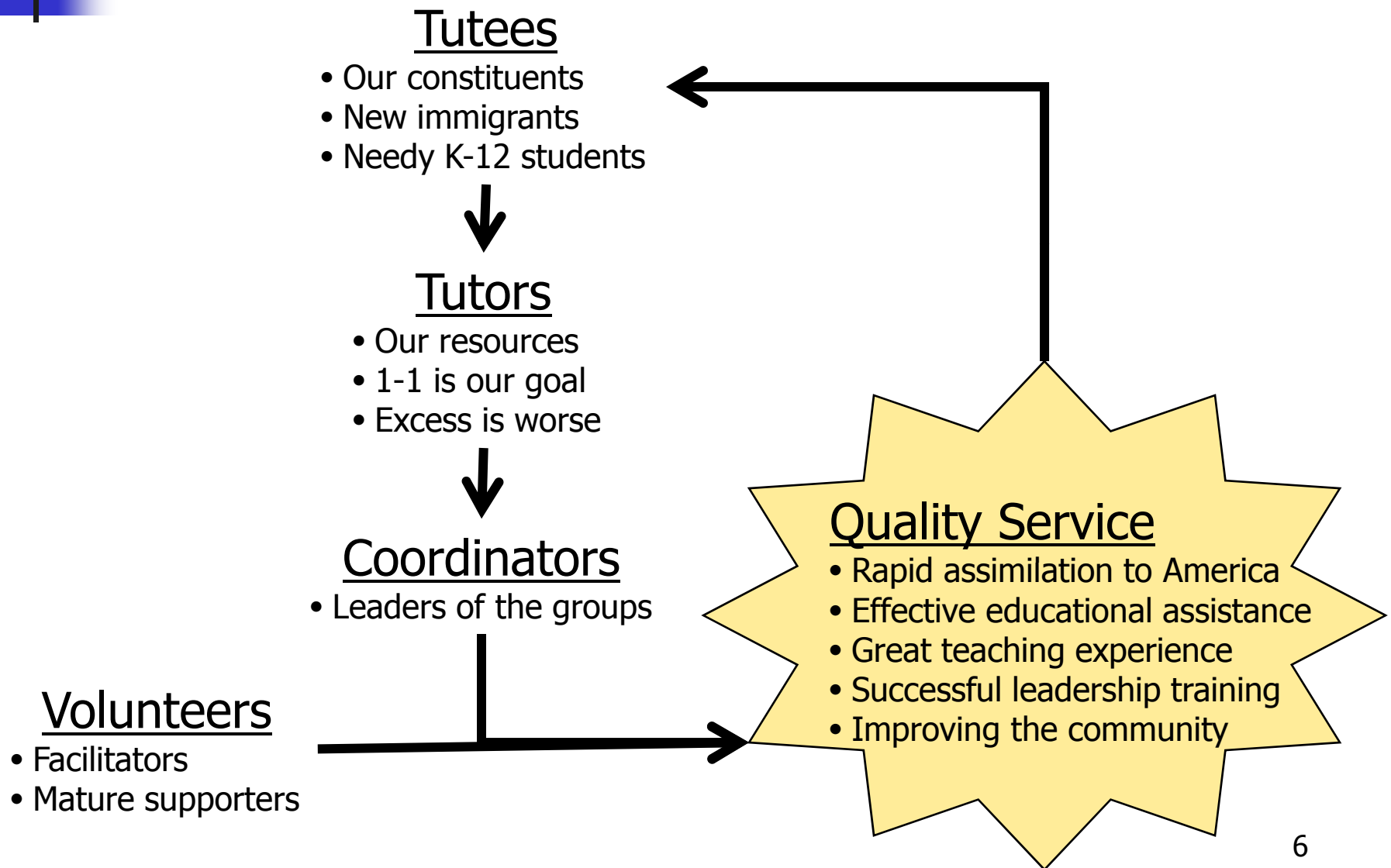
2009-10 CAPSA Organization

Advisory Board
- Miranda Fong (Chair)
- Sue-Hwa Yang (Vice Chair)
- Betty Leung
- Nae-Ning Lin
- Yingju Tsai

Brigitta Dai
President

Yingju Tsai
Parent Work-shop Coor.

Speakers
- Nae-Ning Lin
- Lily Shen

Lily Shen
Treasurer

Aldrin Leung
Vice President
Dir. Of Tutoring Program

Sylvia Ma
Vice President
Community Affairs

- 13 coordinators
- TBD
- TBD
- TBD
- TBD
- TBD
- TBD
- TBD
- TBD
- TBD

Sue Hwa Yang
Deputy Dir.
Registration

Cashiers
- TBD (A)
- TBD (B)
- TBD (C)

Registrars
- TBD (A)
- TBD (B)

Betty Leung
Deputy Dir.
K-12 Operations

Tutoring Advisor
- Terry Fan
- Grace Lee

Monitors
- TBD (C)

K-12 Coordinator
- TBD

Lisa Leung
Deputy Dir.
Program Secretary

Web Master
- Jennifer Wang

Email Mgmt
- TBD

Newsletter Mgmt
- TBD

John Li
Deputy Dir.
Adult Operations

Teacher Assistant
- TBD (A)
- TBD (B)
- TBD (C)

Teachers
- Jennifer Hsieh
- Grace Maa
- Lily Shen
- Sophie Su

High School
- Mentor, TBD
- Lead Coor., TBD
- Coor. A, TBD
- Coor. B, TBD

Middle School
- Mentor, TBD
- Lead Coor., TBD
- Coor. A, TBD
- Coor. B, TBD

Upper Elementary School
- Mentor, TBD
- Lead Coor., TBD
- Coor. A, TBD
- Coor. B, TBD

Lower Elementary School
- Mentor, TBD
- Lead Coor., TBD
- Coor. A, TBD
- Coor. B, TBD

4

CAPSA Tutoring Program Missions

- Provide tutoring services to new immigrants and needy students

- Share experience 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

- Present educational issues and needs to Montgomery County Public Schools

How to Attain Our Missions

Tutees
- Our constituents
- New immigrants
- Needy K-12 students

Tutors
- Our resources
- 1-1 is our goal
- Excess is worse

Coordinators
- Leaders of the groups

Volunteers
- Facilitators
- Mature supporters

Quality Service
- Rapid assimilation to America
- Effective educational assistance
- Great teaching experience
- Successful leadership training
- Improving the community

Roles & Responsibilities

- Basic requirements
- Leadership
- Communications
- Tutors qualification & interview
- Tutees & parents interview
- Tutor-tutee match up
- Site preparation & clean up
- Attendance check
- Tutor training
- Monitoring teaching performance
- Dealing with problems
- Additional duties for lead coordinators
- Teamwork
- Other ways you can help

Basic Requirements for Coordinators

- Participate in all tutoring sessions except when formal SAT/ACT exams conflict. There are up to 3 excused absences
- Do not socialize with other coordinators and friends
- Inform deputy director (K-12) and lead coordinator as soon as possible regarding absences
- Arrive no later than 9:50 am
- Sign-in and wear nametag on the lapel upon arrival
- Contact tutors/tutees for emergency announcements, e.g. closure due to inclement weather; a phone tree will be established
- Each coordinator will need to volunteer an extra 2-3 hours to participate in paper cutting and/or cultural decoration
- Duties extending beyond the CAPSA tutoring sessions
  - Necessary paperwork (e.g. recommendations, agendas, presentations, etc.)
  - Assess and identify teaching material
  - Master of Ceremony (MC)
  - Newsletter support

Leadership 101

- **Power comes with responsibilities**
  - Understand that your actions affect a larger audience than just yourself
  - Assess consequence before any action
- **Be responsive to management's requests**
  - Partnership with director, deputy directors and other adult volunteers
  - Ask for clarification whenever you have doubts
- **Pay attention to your performance**
  - Timeliness – On schedule
  - Quality of services – Continuous improvement
  - Cost conscious – Rarely involves coordinators
- **Leadership by example**
  - Organization is key to maintaining order
  - Be positive role models for tutors and tutees to earn their respect

Leadership 101

- Support members of your group
  - Listen and assess their ideas for improvement
  - Recognize their achievements
  - Fight for their interests within reasons and along CAPSA missions
- Make use of additional resources
  - Mentors & adult volunteers, material and rules & regulations
  - Be ready to ask for management support
- Stay objective
  - Make decision on facts not personal relationship
  - Be consistent regardless of friendship, age and grade
- Leadership goal
  - Get the best out of everyone in your group
  - Maximize performance – Again Time/Quality/$ (TQM)

Communications

- Mentors will minimize their interference to maximize your leadership performance opportunities – do not abuse the opportunities
- Need responsive but simple email acknowledgement for online communications – like a "Got it" or "Thanks" reply
- Establish a good relationship with your mentor – a valuable resource
- Monitor due dates on the coordinator operations schedule – a handy time mgmt & reminder tool
- By 11:00 am, provide the communication folder and sign-in books to the front desk
  - Attendance record, weekly matchup list & coordinator checklist
  - New tutor/tutee application forms, if any
  - Tutor/tutee withdrawal
  - Request of missing nametags or placards
  - Your anticipated absence or late arrival
  - Unexcused absence follow-up record
  - Other issues
- Communicate and acquire help from adult volunteers – Don't put yourself in a difficult situation alone; remember that CAPSA is a group effort.
- Distribute important notices – make a note of those absent from the session and redistribute the notice to them as soon as they return.

Tutor Qualification & Interview

- Check all basic requirements for a tutor
  - At least 7th grade with latest GPA ≥ 3.20 & either an average or current English grade of B or above
  - No sport, talent, or extracurricular activity that will conflict with CAPSA tutoring schedule
  - Available immediately with no expected prolonged absence
- Check 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
- Ask:
  - 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 scenario, e.g. no homework
- Make decision – Accept, waiting list, refer to other groups, or recommend rejection to K-12 deputy director (Always take detailed notes on each potential tutor – e.g. outgoing, introverted, enthusiastic, passive, etc.)

Tutee/Parent Interview

- Check ages - 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 to provide updates on change of address and phone number
- Make decision – Accept, refer to other program, waiting list, or recommend rejection to K-12 deputy director (Also making sure to take detailed notes – special needs, personality & concerns)
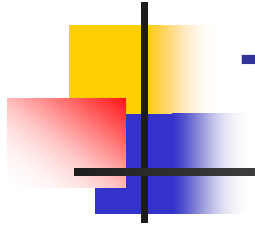
Tutor-Tutee Match up

- Base it on tutee requirements, capabilities of the tutor and tutee/parental preference
- Preferably maintain the same 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 February

Site Preparation & Clean Up

- **Before each session**
  - Each coordinator responsible for taking items for the group out of the CAPSA cabinet in the back room
    - Nametags, placards & stationary
    - Supplemental reading materials and workbooks
  - Prepare for the assigned seats for tutors/tutees in the group
  - Prepare the sign-in books for the group
- **After each session**
  - Remind tutors/tutees to pick up excess paper, trash, etc.
  - Return items back to the CAPSA cabinet
  - Clean up leftover items and litter
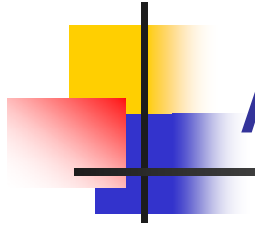
Attendance Check

- Arrive on time to monitor tutor/tutee sign-in
- Draw lines on sign-in books at 10, 10:05 and 10:15 am (end line)
- Issue late notices to late arrivals
- Update attendance record weekly
- Identify and report any chronically late tutors/tutees
- 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 signed off service hours

Tutor Training

- All tutors should join the training held on 9/19/09 at 9:25-9:55 am
- Coordinator need to conduct new tutor training if the tutor misses the group training on 9/19/09
- Most tutors are earnest but inexperienced; they may make numerous mistakes, but they are eager to learn and it is the coordinator's responsibility to teach them
- Use available tutor training material from front desk and teaching material from tutoring advisor
- Use shadowing if necessary – only with good tutor and avoid doubling friends together
- Continuously gauge their teaching skills by walking around
- Offer help by example

Monitor Teaching Performance

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

Dealing with Problems

- Socializing group
  - Implement assigned seating to separate them into different areas
- Unruly or off task tutors/tutees
  - Verbal warning
  - Issue problem sheet
  - Notify mentor for help
- Tutees without homework
  - Ask tutees if it helps to bring their textbooks from school
  - Provide 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 and include mentor and/or deputy director if necessary
- Chronically tardy and frequently absent tutors/tutees
  - Verbal warning
  - Letter sent home detailing the extent of the lateness and absences

Additional Duties for Lead Coordinators

- Responsible for the operations of the entire group
- Interview new tutors
- Assist mentor to interview new tutees/parents
- Assign work and balance workload among coordinators in the group
- Train new coordinators and tutors
- Coordinate with other groups in tutor sharing
- Chair coordinator meetings
  - 1st meeting – Lead coordinators of the UES & LES
  - 2nd meeting – Lead coordinators of the MS & HS
- Maintain, assess and restock teaching material
- Report progress and problems of for the group at coordinator meetings
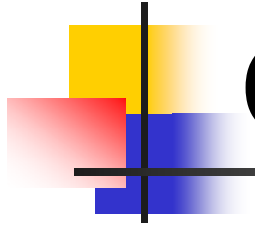- Contact unexcused absent tutors and tutees

Teamwork

- Lead Coordinators are experienced coordinator
- Lead Coordinators needs to divide workload among coordinators and give each one opportunities to learn all coordinator functions
- Work with coordinators in other groups when sharing excess tutor resources and reading materials
- Teamwork is key

Sample 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		
• 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	• Monitor tutor and tutee sign-in • Distribute yellow late notice • Monitor tutoring activity • Check attendance • Write up Match Up List • Distribute any relevant announcements • Identify materials & resources for tutors • Distribute and collect tutor and tutee record sheets • Assist other coordinators as needed	• 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 19, 2009 – January 16, 2010
B weeks: January 23, 2010 – May 22, 2010

Other Ways You Can Help

- Bring in your old books/workbooks (appropriate and in good-condition)
- Recruit fellow classmates who you believe to be responsible and qualified
- Help promote CAPSA in your community so that other newly immigrated/in-need families can join the program
- Take note of anything that needs replacing and alert front desk (e.g. pencils, crayons, etc.)
- Don't be afraid to share your ideas

Major Events

- Annual award ceremony – May 16 (All arrive by 9:15 am)
- Coordinator/volunteer workshop – August 30, at 1:30 pm – 5 pm
- Registration – September 12 (All arrive no later than 9:30 am)
- First Tutoring Session – September 19 (All arrive no later than 9:10 am)
- Distribute match-up roster – October 24
- 1st coordinator meeting – November 14 (All arrive by 9:15 am)
- Holiday party – December 19 (All arrive by 9:15 am)
- Distribute updated match-up roster – Feb. 6, 2010
- 2nd coordinator meeting – February 20, 2010 (All arrive by 9:15 am)
- Newsletter article due from all coordinators – April 24, 2010
- New coordinator selection – April 2010
- Coordinator/volunteer orientation – May 15, 2010
- Annual award ceremony – May 22, 2010 (All arrive by 9:15 am)

Operational Schedule

Date	Description	Responsible Person(s)
8/30/09	Adult Volunteer & Coordinator Workshop - 1:30 pm to 5 pm	Coordinators & volunteers
9/12/09	Registration Day - 10 am to 12 noon, setup @ 9:30 am	Coordinators & volunteers
	Working Lunch on tutor/tutee selections - 12-1 pm at Robert Frost Middle School	Coordinators & volunteers
9/13/09	Complete entering applicant data into Excel file and turn in all files/forms to the director by 12 noon	Lead Coordinators
9/14/09	Send tutor acceptance /waitlist letters by mail	Deputy Director for K-12
9/15/09	Contact admitted tutors by 9 pm	Lead Coordinators
9/19/09	Tutor Training - 9:25 am to 9:55 am, setup @ 9:10 am	Program director
10/17/09	Email draft match-up rosters for review (will provided template in Excel format)	Lead coordinators
10/24/09	Distribute match-up rosters to all tutors and tutees	Deputy Director for K-12
11/7/09	Email draft agenda for 1st coordinator meeting for review (Chaired by LES /UES Group Leads)	ES groups lead coordinators
11/14/09	1st coordinator meeting - 9:15 am to 10 am	Coordinators & volunteers
12/6/09	Distribute unsigned MCPS SSL activity verification form to all coordinators and tutors	Program director
12/12/09	Collect and turn in all MCPS SSL forms with student information completed by 11 am	Coordinators
	Prepare a list of tutors/coor. who will not join the tutoring program on 12/19/09 and their accrued hours by 11 am	Lead coordinators
	Complete and turn in 1st tutor/tutee evaluation forms to the director for review	Lead coordinators
	Turn in tutor & tutee records for review	Lead coordinators
12/19/09	Holiday party - 11 am to 12:45 pm, setup @ 9:15 am	Coordinators & volunteers
1/30/10	Draft revised match-up rosters for review	Lead coordinators
2/6/10	Distribute revised match-up rosters to all tutors and tutees	Deputy Director for K-12
2/13/10	Email draft agenda for 2nd coordinator meeting for review (Chaired by MS/HS Group Leads)	HS/ MS groups lead coordinators
2/20/10	2nd coordinator meeting - 9:15 am to 10 am	Coordinators & volunteers
3/13/10	Distribute unsigned MCPS SSL activity verification form to all seniors	Program director
3/20/10	Distribute signed MCPS SSL activity verification form to all seniors	Program director
4/10/10	Complete and turn in 2nd tutor/tutee evaluation forms to the director for review	Lead coordinators
	Turn in tutor & tutee records to the director for review	Lead coordinators
4/16/10	Email recommendations for 2009-2010 coordinator applicants	Lead coordinators
4/24/10	Nominate outstanding tutors and tutees attendance & achievement awardees	Lead coordinators
5/1/10	Distribute unsigned MCPS SSL activity verification form to all coordinators and tutors	Program director
5/8/10	Collect and turn in all MCPS SSL forms with student information completed	Coordinators
5/15/10	Prepare a list of tutor/coor. who will not join the tutoring program on 5/22/10 and their accrued hours by 11 am	Lead coordinators
	Turn in tutor & tutee records for review	Lead coordinators
5/22/10	Annual award ceremony - 11 am to 12:45 pm, setup @ 9:15 am	Coordinators & volunteers
	Distribute signed MCPS SSL activity verification form	Program director
	Return all tutoring program documents to the director	Lead coordinators

* Please report the hours on the coordinator record that you have spent at home in supporting CAPSA tutor program and other CAPSA activities like meetings, match-up rosters, recommendations, paper cutting, evaluations and contacting tutors and tutees for emergency announcements.
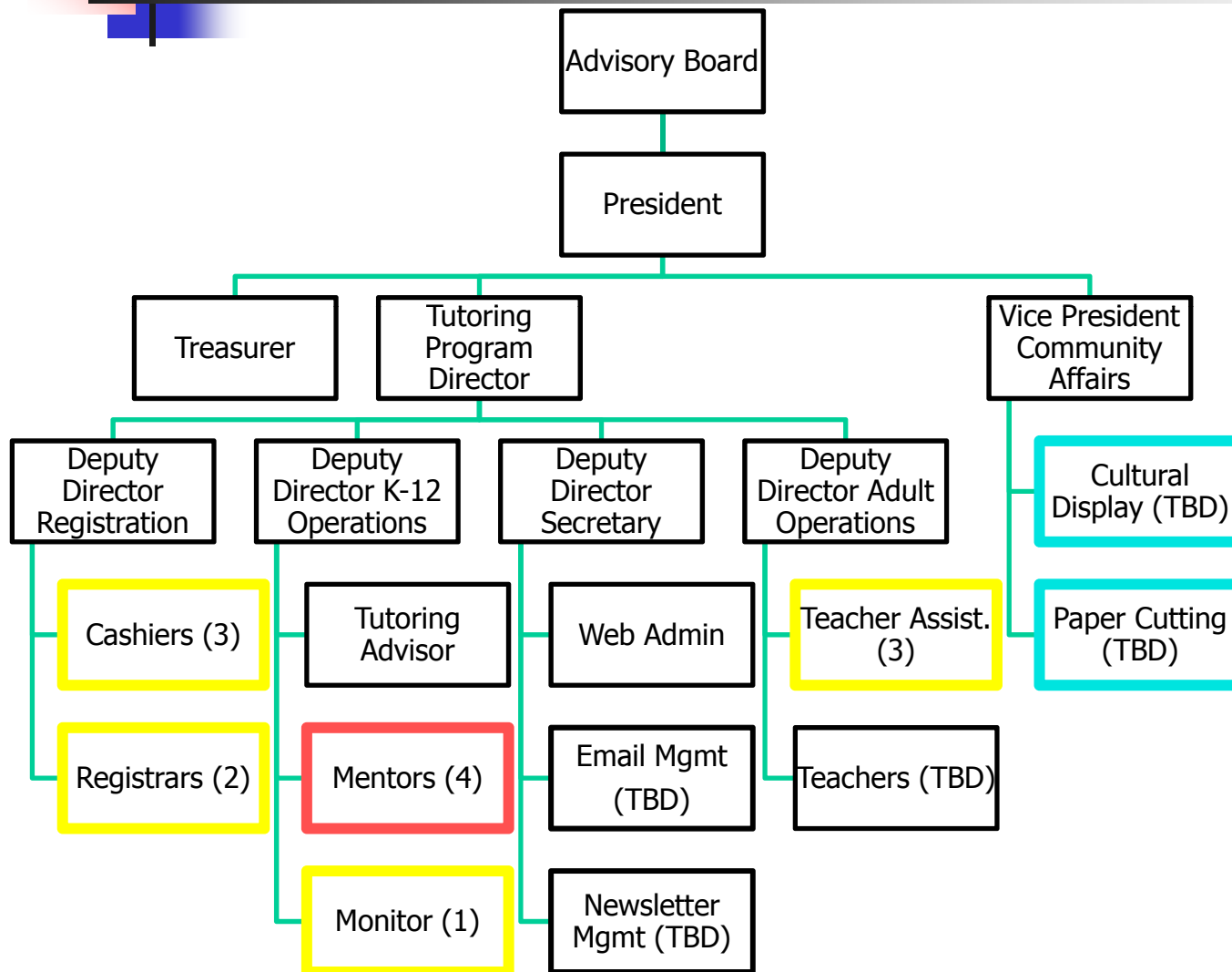
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Basic Requirements for Adult Volunteers

- Except reasonable excuses, participate in designated tutoring sessions and cultural activities
- Arrive on time no later than 9:50 am
- Wear nametag on the lapel upon arrival
- If unable to attend a session/event, please look for a substitute for your duty and inform Deputy Director or VP of Community Affairs as soon as possible in advance
- Conduct group discussions outside the cafeteria
- Help purchase individually wrapped snacks for weekly distribution and supplies and food for party events
- Facility setup including opening tables as necessary
- Except mentors, may need 4-5 additional hours from each to support other community affair activities

2009-10 Adult Volunteer Organization

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                    ┌─────────────────┐
                    │  Advisory Board │
                    └────────┬────────┘
                             │
                    ┌────────┴────────┐
                    │    President    │
                    └────────┬────────┘
```

Advisory Board → **President**

- Treasurer
- Tutoring Program Director
- Vice President Community Affairs

Under Tutoring Program Director:
- Deputy Director Registration
  - Cashiers (3)
  - Registrars (2)
- Deputy Director K-12 Operations
  - Tutoring Advisor
  - Mentors (4)
  - Monitor (1)
- Deputy Director Secretary
  - Web Admin
  - Email Mgmt (TBD)
  - Newsletter Mgmt (TBD)
- Deputy Director Adult Operations
  - Teacher Assist. (3)
  - Teachers (TBD)

Under Vice President Community Affairs:
- Cultural Display (TBD)
- Paper Cutting (TBD)

- Mentors come all Saturdays
- Others take one position in Yellow (Follow one of the A, B, or C schedules) and one in Blue (to be assigned). All volunteers come 9/12, 9/19, 12/19, 5/15 and 5/22

A weeks: 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 12/19, 3/20, 4/10, 5/15 & 5/22

B weeks: 9/12, 9/19, 11/14, 11/21, 12/5, 12/12, 12/19, 1/9, 1/16, 1/23, 4/17, 4/24, 5/15 & 5/22

C weeks: 9/12, 9/19, 12/19, 1/30, 2/6, 2/13, 2/20, 2/27, 3/6, 3/13, 5/1, 5/8, 5/15 & 5/22

Open Positions

- Mentors (4) – 4 openings
- Others
  - Group 1 (yellow boxes)
    - Cashiers (3) – 3 openings
    - Monitors (1) – 1 opening
    - Registrars (2) – 2 openings
    - Teacher Assistants (3) – 3 openings
  - Group 2 (blue boxes)
    - Cultural Display (TBD)
    - Paper Cutting Support (TBD)
  - Optional
    - Email Mgmt (TBD)
    - Newsletter support (TBD)
   - Substitute teacher (TBD)

Group Mentor

- Lead Coordinator's parent preferred but need harmony with your son/daughter and willingness to offer help when needed
- Need to attend all tutoring sessions
- 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 to review and manage documents
  - Assist in calming a disruptive or trouble tutor/tutee
- Help coordinator to call unexcused absences and follow up again if unable to reach them during session
- Need the right personality for these duties – Patience, enthusiasm, and firm are a must

Monitor

- Only in C weeks
- Need the right personality for these duties – persuasive and firm
- Walk around the entire tutoring areas
  - Assist coordinators to direct tutors and tutees to their proper area or assigned seats
  - Provide additional teaching support as required
  - Monitor the safety and smooth operations at the tutoring facility
  - Check that coordinators and adult volunteers are wearing their name tags
  - Check dressing code
  - Remind tutors/tutees to pick up litter around their work area
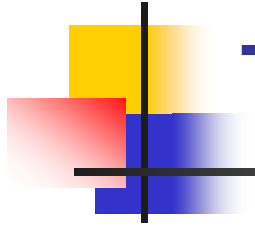
Teacher Assistant

- Rotated in alternate schedule (e.g. A, B, or C weeks)
- Interview adult students as necessary
- Set up classroom
- Provide language interpretation as needed
- Record students attendance
- Help copy teaching material
- Distribute CAPSA announcement
- Ensure no food or drink is allowed in any classroom

Cashier

- Rotated in alternate schedule (e.g. A, B or C weeks)
- Take front desk stationary from the cabinet
- Stay at the front desk most of the time
  - Collect and issue receipt for shared facility rental fee and donation
  - Collect membership and "Become a Friend of CAPSA" forms
  - Prepare donation receipts
  - Deposit funds to CAPSA bank account
  - Maintain weekly record of income and deposits
  - Provide registration support whenever feasible
- Provide copying support
- Help edit program documents, if possible
- Conduct monitor duty when not busy

Registrar

- Rotated in alternate schedule (e.g. A or B - no C weeks)
- Take front desk stationary from 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 completeness
  - Manage database of all CAPSA participants
  - Knowledge of Microsoft Excel is preferred
  - Assist cashier to issue receipt
- Ring the bell at 11 am, 11:10 am and 12 noon
- Provide copying support
- Help edit program documents, if possible
- Conduct monitor duty when not busy

Email Management

- Send email announcements to the CAPSA community
  - Change of tutoring schedule
  - Major events, e.g. holiday party & annual award ceremony
  - Reminders for no class
  - Others, e.g. announcement from related organizations (subject to president or program director approval before forwarding email)
- Be very cautious to avoid spamming our members
- Do not release the CAPSA mailing list to the public
- Frequently check incoming CAPSA email mailbox

Newsletter Management

- Collect newsletter articles from
  - President – Message/letter from the President
  - Treasurer - Budget for the following year, income statement, list of Friends of CAPSA
  - Program Director – List of volunteers & tutors
  - VP, Community Affairs – List of community activities & participated volunteers
  - Workshop Coordinator – List of workshop activities
  - Carol Chen Memorial Fund Award Essays
  - Other optional articles
- Layout, print and distribute newsletter by May 22, 2010
- Provide a PDF version for web posting and printing
- Provide an editable version for current officers and officers-elected for the following fiscal year
- Previous newsletters are online at CAPSA website

Events Support

- All volunteers and coordinators will be given support roles
- Joint effort of tutoring program and the community affairs teams
  - Holiday party on December 19, 2009
    - Setup & decoration
    - Photograph
    - Refreshment & drink management
    - Sound system management
    - Master(s) of ceremony (MC)
    - Tear down and clean up
    - Prepare articles to local Chinese newspapers after the event
  - Annual award ceremony on May 22, 2010
    - Same as Holiday party
    - Award program preparation and printing
    - Award certificate printing – a very important task
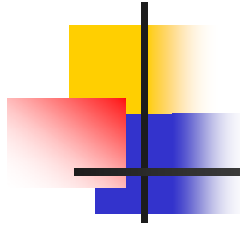
Cultural Affairs & Paper Cutting

- Assist VP of Community Affairs, in organizing and supporting various community events joined by coordinators and other volunteers
  - Will try to pair up coordinator and his/her parent
  - Cultural display
    - Christmas tree decoration @ Rockville Civil Center
    - Aspen Hill Library
    - Silver Spring Library
    - Twinbrook Library
    - Germantown Library
  - Paper cutting
    - Lakeforest Mall during Chinese New Year
    - Silver Spring Library
    - Lakeforest Mall for Early Childhood Program
    - TASA Night, University of Maryland

Summary and Q&A

- Coordinators and volunteers are crucial to the success of CAPSA
  - Need your commitment and dependability
  - Besides routine responsibilities, be creative, resourceful and assertive
- Parent support sets good examples to your child(ren) and other youngsters.

    For more information, please contact:
    Brigitta Dai, President
    	(301) 294-2329
    Aldrin Leung, VP & Director Of Tutoring Program
    	(240) 505-6988
    Sylvia Ma, VP of Community Affairs
    	(301) 251-1966
    Sue Yang, Deputy Director, Registration
    	(301) 315-2025
    Betty Leung, Deputy Director, K-12 Operations
    	(301) 251-9280
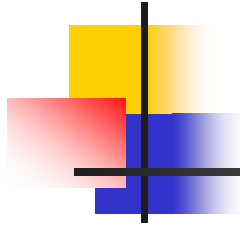   John Li, Deputy Director, Adult Operations
    	(240) 988-9369
    Lisa Leung, Deputy Director, Program Secretary
    	(703) 889-0284
    Or visit: www.capsa-mc.org

CAPSA Adult Volunteer Agreement

I, _____ (Name), have attended the CAPSA volunteer orientation. I agree to

join the CAPSA Tutoring Program as a ☐ Mentor (come all Saturdays) of the _____ (Group)

or as a [Please put 1(highest preference) through 4 (lowest preference) next to the position you are interested.]

_____ Cashier   _____ Registrar   _____ Monitor   _____ Teacher Assistant

(Follow A, B, or C schedules).

If I am a cashier, registrar, monitor or teacher assistant, I will support at least 4-5 hours of other community affair

activities to be assigned to me in 2009-10. I have read and fully understood the roles and responsibilities of the

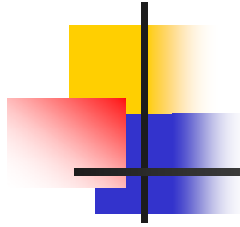position. I would support all weeks assigned to my duty, except reasonable excuses.

_____ (Signature)   _____ (Chinese Name)

_____ (Date)   _____ (Email Address)

A weeks: 9/12*, 9/19*, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 12/19*, 3/20, 4/10, 5/15* & 5/22*
B weeks: 9/12*, 9/19*, 11/14, 11/21. 12/5, 12/12, 12/19*, 1/9, 1/16, 1/23, 4/17, 4/24, 5/15* & 5/22*   * for A, B and C
C weeks: 9/12*, 9/19*, 12/19*, 1/30, 2/6, 2/13, 2/20, 2/27, 3/6, 3/13, 5/1, 5/8, 5/15* & 5/22*

Please return this form to Aldrin Leung in person, by email (with scanned signature) to info@capsa-mc.org, or by fax at (240) 556-0238 no later than 5 pm
May 15, 2009.

CAPSA Coordinator Agreement

I, _____(Name), have attended the orientation for CAPSA

coordinators on May 9, 2009.   I 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. In addition, I will support at least

2-3 hours of newsletter, paper cutting, cultural decoration or other activities to be assigned to

me in 2009-10. If I am unable to fulfill my assigned duties, I will resign from the coordinator

position.

_____(Coordinator Signature)

_____(Parent Signature)   _____(Date)