

2012-13

CAPSA Coordinator & Volunteer Orientation



May 19, 2012



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



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



How to Attain Our Mission

Tutees

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



Tutors

- ✓ Our resources
- ✓ Maintain 1-1 ratio as much as feasible

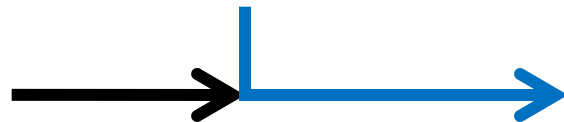


Coordinators

- ✓ Leaders of the groups
- ✓ Manage operations

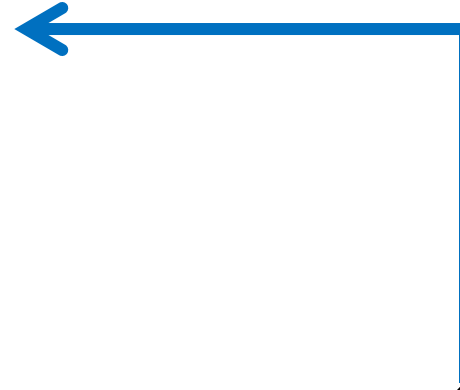
Volunteers

- ✓ Facilitators
- ✓ Mature supporters



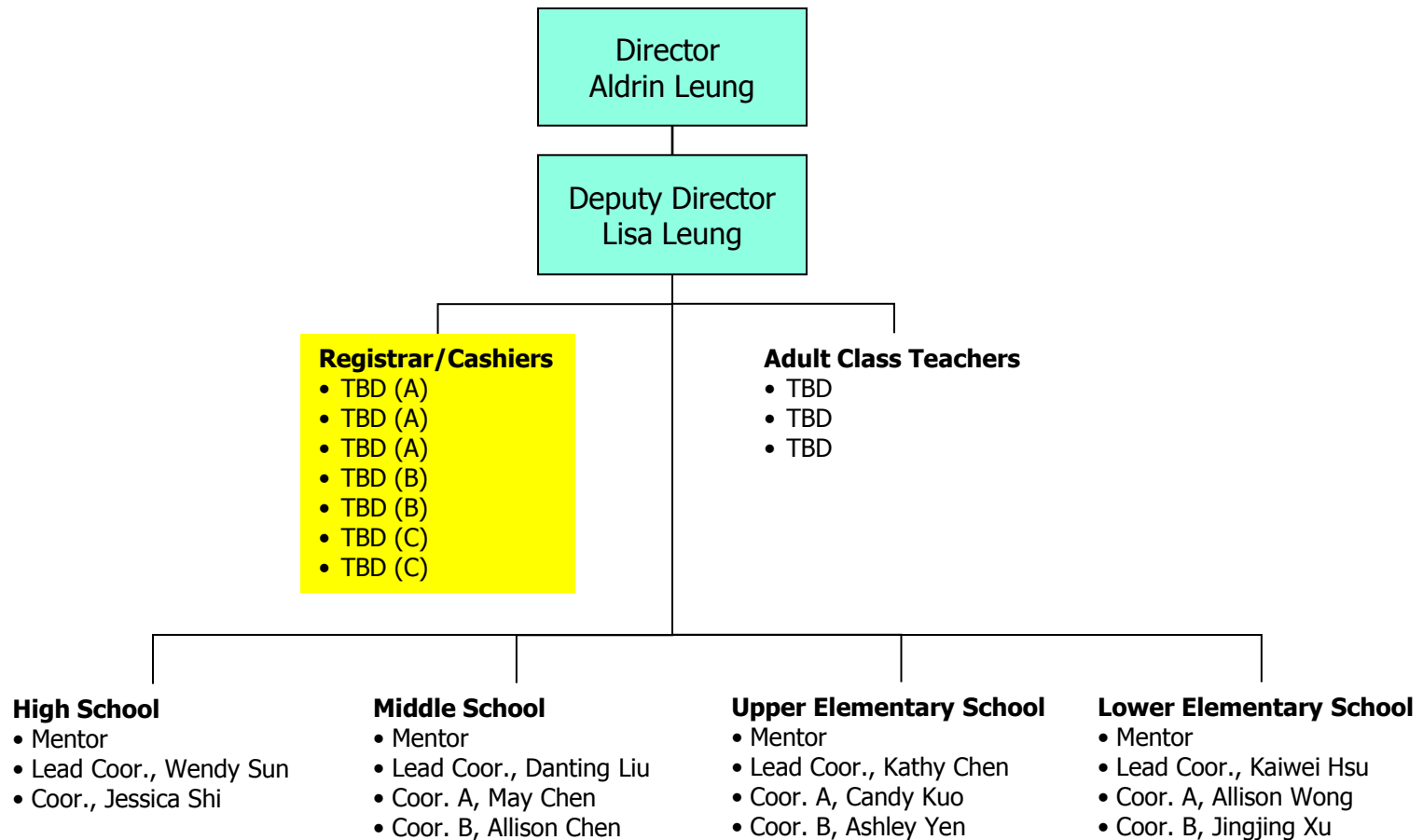
Quality Service

- Rapid acclimation to society
- Effective educational assistance
- Great teaching experience
- Successful leadership training
- Improving the community





CAPSA Tutoring Program





Roles & Responsibilities

- Basic requirements
- Leadership
- Communications
- Site preparation & clean up
- Attendance check
- Tutor-tutee match up
- Tutor qualifications & interviews
- Tutee & parent interviews
- Tutor training
- Monitoring teaching performance
- Dealing with problems
- Division of Work



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
- Do not socialize with other coordinators and friends
- 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. CAPSA laptop is available
- Duties extending beyond CAPSA tutoring sessions
 - Necessary paperwork (e.g. documents, recommendations, agendas, presentations, etc.)
 - Assess and identify teaching material
 - Master of Ceremony (MC)



Leadership 101

- Power comes with responsibilities
 - Understand that your actions affect a larger group of people than just yourself
 - Assess consequences before any action
- Be responsive to management's requests
 - Partnership with director, deputy 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
- Lead by example
 - Organization is key to maintaining order
 - Be positive role models for both tutors and tutees to earn their respect



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
- Make use of additional resources
 - Mentors & adult volunteers, materials, and rules & regulations
 - Be ready to ask for management support
- Stay objective
 - Make decisions based on facts, not personal relationships
 - Be consistent regardless of friendship, age and grade
- Leadership goal
 - Get the best out of everyone in your group
 - Maximize performance – Time/Quality/\$ (TQM)



Communications

- Establish a good relationship with your mentor – a valuable resource
- 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
 - Coordinator checklist (first few weeks)
 - New tutor/tutee application forms, if any
 - Your anticipated absences or late arrivals
 - 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

CAPSA HS Group
Attendance Record 2009-10

Use simple markings

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																	



Site Preparation & Clean Up

- Before each session:
 - Open tables
 - 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 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 materials back to the CAPSA cabinet
 - Clean up any 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 10:10 am (**end line**)
- Issue late notices to late arrivals – **zero tolerance**
- Update attendance record
- 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 sign off service hours



Tutor-Tutee Match up

- 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



Tutor Qualification & Interview

- 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.)



Tutee/Parent Interview

- 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)



Tutor Training

- All tutors need to attend the training held on the first tutoring day from 9:20 am to 9:55 am
- Coordinators need to conduct new tutor training if the tutor misses the group training
- Most tutors are earnest but inexperienced; they may make numerous mistakes, but they are eager to learn. It is the coordinator's responsibility to help them
- Use available tutor training materials from front desk
- Use shadowing if necessary – only with good tutors and avoid pairing friends together
- Continuously gauge their teaching skills
- Offer help by example



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
 - 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. 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 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



Dealing with Problems

- Socializing group
 - Implement assigned seating to separate them into different areas
- Unruly or off task tutors/tutees
 - Verbal warning
 - 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. 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



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 15, 2012 – January 12, 2013

B weeks: January 19, 2013 – May 18, 2013



Major Events

- Coordinator/volunteer workshop – Aug 26, 2012, 2 – 4 pm
- Registration – Sep 8, 2012 (All arrive no later than 9:15 am)
- First Tutoring Session – Sep 15, 2012 (All arrive no later than 9:15 am)
- Distribute match-up roster – Oct 20, 2012
- 1st coordinator meeting – Nov 17, 2012 (All arrive by 9:15 am)
- Swap reading material – Dec 8, 2012
- Holiday party – Dec 15, 2012 (All arrive by 9:15 am)
- Distribute updated match-up roster – Jan 26, 2013
- 2nd coordinator meeting – Feb 9, 2013 (All arrive by 9:15 am)
- New coordinator application due – Apr 6, 2013
- Coordinator/volunteer orientation – May 11, 2013
- Swap reading material – May 11, 2013
- Annual award ceremony – May 18, 2013 (All arrive by 9:15 am)



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



Open Positions

- Mentors (4)
 - Parent of Lead Coordinators
- Cashiers/Registrars (7)



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
- Help coordinator call unexcused absences and follow up again if unable to reach them during session
- Need patience, enthusiasm and firmness
- Additional assignments: facility rental, school supplies and stationary management, party material management, and email management



Registrar/Cashier

- Rotate in alternating schedule (A, B or C weeks)
- Arrive no later than 9:45 am to open cabinet and tables
- Take 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
 - 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
- 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 and supplies and food for party events
- Assist monitor if needed
- 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



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
(240) 505-6988
aldrinleung@gmail.com

Lisa Leung, Deputy Director
(703) 889-0284
lyleung@gmail.com

Or visit: 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 2012-13. I will support all weeks assigned to me and arrange someone to substitute me if I am unable to fulfill my CAPSA duties.

Signature

Chinese Name

Phone No.

Email Address

Date

A Weeks: 9/8*, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/15* & 5/18*

B Weeks: 9/8*, 9/15, 12/1, 12/8, 12/15*, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16 & 5/18*

C Weeks: 9/8*, 12/15*, 2/23, 3/2, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11 & 5/18*

* 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) 556-0238 no later than 5 pm Wednesday, May 23, 2012.



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) 556-0238 no later than 5 pm Wednesday, May 23, 2012.