

2019-20 CAPSA Coordinator & Volunteer Orientation

May 11, 2019



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Orientation Agenda

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

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Before We Start ...

- Who will not join the CAPSA Award Ceremony next Saturday, May 18?



Additional Assignments for Cashiers and Registrars

	First	Last	Holiday Party (12/14/19)	Award Ceremony (5/16/20)
1			Purchase & store disposable plates, cups, bowls, chopsticks, spoons, forks, napkins & tablecloth	Purchase & store disposable plates, cups, bowls, chopsticks, spoons, forks, napkins & tablecloth
2			Take party photos & select good ones for newspaper article	Take party photos & select good ones for newspaper article
3			Clean & store salad/punch bowls & utensil	Clean & store salad/punch bowls & utensil
4			None	Purchase ice, frozen party punch, 4 2-Lt bottles of Ginger Ale and 10 pizzas by 11 am
5			Purchase ice, frozen party punch, 4 2-Lt bottles of Ginger Ale and 10 pizzas by 11 am	None
6			Bring PA System to CAPSA for various events and store it afterward	Bring PA System to CAPSA for various events and store it afterward



Key Requirements

- Maximum of **THREE (3)** excused absences except attending official ACT, SAT I or SAT II exams
- A **parent/guardian** attending all required tutoring sessions and meetings
- Smooth and effective **group operations**
 - Initial setup
 - Timely match up
 - Effective tutoring
 - Paperwork is important but low priority
- Know when to ask for help

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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
- Present education-related issues and needs to Montgomery County Public Schools

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Primary Goal – Quality services

- A win-win-win arrangement
- Starting with Tutee
- Tutors, the frontline resources
- Coordinators, the management layer
- Quality services are crucial to success

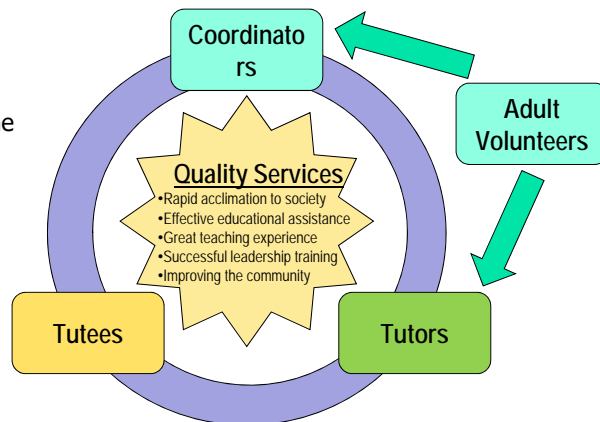


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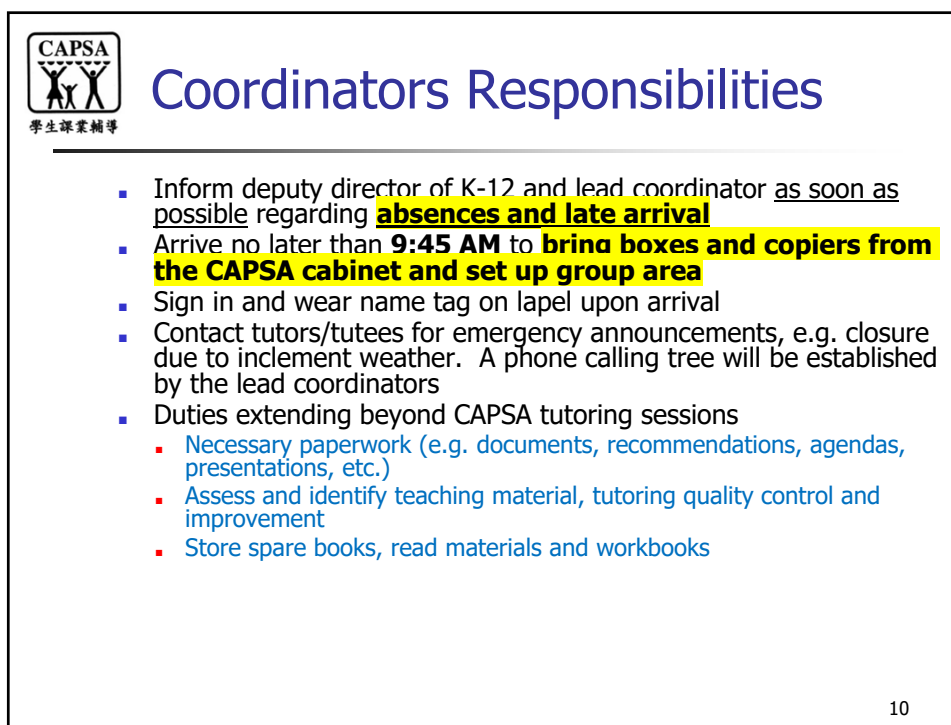
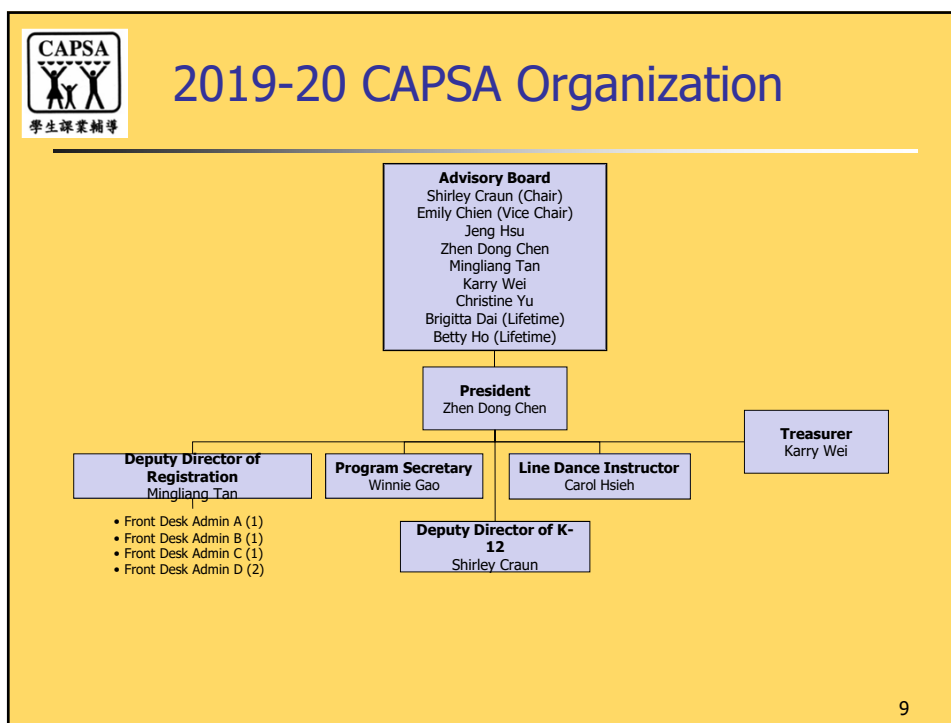


How to Attain Our Mission

- All volunteers:
 - Adult volunteers
 - Coordinators
 - Tutors
- Coordinators have autonomy to lead the team as much as reasonable
- Adult volunteers are mature supporters who will step in when necessary



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Leadership 101

- Power comes with responsibilities
 - Your actions affect a group of people
 - Assess consequences before taking action
 - Do not abuse power for your own benefits
 - Be vigilant of others who unfairly exploit your power
- Be a reliable and dependable team player
 - Respect management hierarchy and requests, e.g. mentor, deputy directors, director and other adult volunteers
 - Ask for clarification if you have doubts on assignments
 - Respect deadline – put actions affecting others as a priority
- Stay consistent and objective
 - Make decisions based on facts, not personal relationships
 - Be consistent regardless of friendship, age and grade
- Lead by example
 - Be positive role models for tutors/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
- Pay attention to your performance
 - Timeliness – On schedule
 - Quality of services – Continuous improvement
 - Cost-consciousness – Rarely involve CAPSA coordinators
- Make use of additional resources
 - Mentors & adult volunteers, materials, and guidelines (available online)
- Leadership goal
 - Get the best out of everyone in your group

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Common Problems

- Attendance Problems
 - Tutor/tutee absences
 - Late arrival
 - Early Departure
- Motivation/Engagement Problems
 - No homework
 - Lack of interest
 - Attention deficient
- Off task
 - Chatting with friends or siblings
 - Distracted by gadgets
 - Play games
 - Drawing
- Behavior
 - Bullying
 - Disregard rules

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Communications

- Need responsive but simple acknowledgement for online communications – like a “Got it” or “Thanks” reply
- Establish a good relationship with your mentor & directors
- Director uses an absence reporting sheet for each group to summarize known absences
- Use of communications folder: **By 11:00 am, provide the folder and sign-in books to the director**
 - Coordinator checklist (first few Saturdays)
 - **Unexcused absence follow-up record**
 - Attendance record
 - New tutor/tutee application forms, if any
 - Your anticipated absences or late arrivals on the inside cover
 - Other issues – tutor/tutee withdrawal, special requests, etc.
- Monitor due dates on the operations schedule – a handy time management and reminder tool

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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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Prepare & Clean Up Site

1. Before each session:
 1. Open tables if necessary
 2. Each coordinator is responsible for taking materials for the group out of the CAPSA cabinets in the back room
 1. Sign-in books, nametags, placards & stationery
 2. Supplemental reading materials and workbooks
 3. Paper cutting and dot-to-dot materials for LES group
 3. Prepare sign-in books for the group
 4. Setup digital clock for LES and UES groups
 5. Use placards to assign seats for tutors/tutees in the group
2. After each session:
 1. Remind tutors/tutees to pick up excess paper, trash, etc.
 2. Return materials back to the CAPSA cabinets
 3. 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
- Update match-up 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
- 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
- Review completeness of all record sheets and sign off service hours on previous week. Draw a line through the date on record sheets for absent tutors and coordinators
- Distribute and collect *Tutor and Tutee Records*

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Sample Coordinator Checklist

CAPSA Coordinator Checklist Group: High School	Responsible coordinator please initial the box when completed																
	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 unexc./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																	

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Monitor Teaching Performance

1. This is your **most important task!**
2. Walk around the group area as much as possible
 1. Get to know all tutors and tutees – personality, style, ability, knowledge, attitude, behavior and skills
 2. Ensure smooth operations of the group
 3. Guide tutors on proper teaching approach and methods
 4. Constantly assess effectiveness of each tutor-tutee pair
 5. Offer or seek additional help for tutors
 6. Arrange instant assistance from other tutors with specialized capabilities, e.g. Chemistry, Biology, History, etc.
3. Review tutor and tutee records for potential problems
4. Don't wait until the formal tutor/tutee evaluation to monitor teaching performance
5. Assist deputy director in conducting monthly face-to-face discussion with tutors/tutees
6. Identify materials & resources for tutors
 1. Compile new teaching materials or homework assignments
 2. Organize workbooks and other educational materials
7. 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 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
 - *Involve mentor/deputy director as 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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Do's and Don'ts ...

- **Please Do**
 - *Walk around your group area when not busy*
 - *Communication with and understand your tutors*
 - *Observe tutor teaching and offer to help as appropriate*
 - *Ask adult volunteers to help resolve problem if necessary*
- **Please Do Not**
 - *Bring other materials such as homework to complete at CAPSA*
 - *Use your laptop computer at CAPSA to complete outside work*
 - *Play with your cell phone during session*

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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		
1. Monitor tutoring activity 2. Evaluate new tutees 3. Interview/train new tutors 4. Coordinate with other groups in tutor sharing 5. Contact unexcused absences 6. Receive and record excused absences 7. Issue problem/absence/late notice 8. Distribute any relevant announcements 9. Organize workbooks and other educational materials 10. Identify materials & resources for tutors 11. Review completeness of tutor and tutee record sheets 12. Chair coordinator meetings	1. Monitor tutor and tutee sign-in 2. Distribute yellow late notice 3. Monitor tutoring activity 4. Check attendance 5. Distribute any relevant announcements 6. Identify materials & resources for tutors 7. Distribute and collect tutor and tutee record sheets 8. Assist other coordinators as needed	1. Data entry for new tutors and tutees and print their placards 2. Monitor tutoring activity 3. Monitor tutor performance and train tutors 4. Monitor area and assist tutors 5. Organize workbooks and other educational materials 6. Identify materials & resources for tutors 7. Tutor upon tutor shortage 8. 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 – December
B weeks: January – May

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Qualify & Interview Tutors

- Usually conducted by deputy director of K-12
- 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 waitlist, 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 waitlist, or recommend rejection to director (*must take detailed notes – special needs, personality & concerns*)


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Major Events


1. **Mandatory** Coordinator/volunteer workshop – Sep 7, 2019 (8:45 am – 10:00 am)
2. Registration – Sep 7, 2019 (10 am – 12 noon)
3. First Tutoring Session – Sep 14, 2019 (All arrive no later than 9 am)
4. Distribute match-up roster – Oct 26, 2019
5. 1st coordinator meeting – Nov 16, 2019 (All arrive by 9:15 am)
6. Holiday party – Dec 14, 2019 (All arrive by 9:30 am)
7. 2nd coordinator meeting – Feb 22, 2020 (All arrive by 9:15 am)
8. New coordinator application due – March 28, 2020
9. Coordinator/volunteer orientation – May 9, 2020
10. Annual award ceremony – May 16, 2020 (All arrive by 9:30 am)

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Coordinator related Q&A



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

Coordinator's Chinese Name

Coordinator's Signature

Parent's Signature

Coordinator's Phone No.

Coordinator's Email Address

Date

Please return this form to Zhen Dong Chen in person, by email (with scanned signature) to capsa.mcnd@gmail.com, or by fax at (301) 686-4237 no later than **12 noon, Tuesday, May 14, 2019.**

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Before Coordinators Leave

- Pass the parent sign-up sheet(s) for additional volunteer assignment to Zhen Dong Chen
- If feasible, sign the coordinator agreement and pass it to your parent now
- Take 10 CAPSA brochures to pass them out to your friends and relatives to recruit new tutors and tutees
- If you are not going to be at CAPSA next week, check with front desk and take home:
 - A box of reading materials for summer storage
 - Your signed SSL form when it is ready later this morning

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Basic Requirements for Adult Volunteers

- Share facility opening and closing responsibilities
- Setup facility including opening tables as necessary
- Wear name tag 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 (4) – Usually parents of Lead Coordinators
- Front Desk Admin A (1)
- Front Desk Admin B (1)
- Front Desk Admin C (1)
- Front Desk Admin D (2)

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Group Mentor

- 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
- Need patience, enthusiasm and firmness

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Monitor/Front Desk Administrator

- Rotate in alternating schedule (A, B, C or D weeks)
- Arrive no later than 9:45 am to open cabinet and tables
- Take/return front desk stationary from/to the cabinet
- Help purchase individually wrapped snacks for weekly distribution
- Registrar functions:
 - Explain general operations and policies to prospects
 - Distribute application forms to tutor and tutee applicants
 - Review application forms for completion
- Cashier functions:
 - 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
- Monitor functions:
 - 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
 - Ring the bell at 11:00 am, 11:10 am and 12:00 noon

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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 and other youth in our community.

For more information, please contact:

Zhendong Chen, Director
(301) 686-4237

capsa.mc.md@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) .

For • Front Desk, please put 1 (highest preference) through 4 (lowest preference) next to the schedule preferred.
_____ A Weeks _____ B Weeks _____ C Weeks _____ D Weeks

I have read and fully understood the roles and responsibilities of the position and will support my CAPSA assignments in 2019-20. I will support all weeks assigned to me and arrive no later than 9:45 AM 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:** Saturdays of 9/7-12/15/2019 & 5/16/2020*
- B Weeks:** 9/7*, 9/14*, Saturdays of 11/9- 1/17 & 5/16* * for A, B, C and D
- C Weeks:** 9/7*, 9/14*, 12/14*, Saturdays of 1/24-3/7 & 5/16*
- D Weeks:** 9/7*, 9/14*, 12/14*, 3/15- 5/16

Please return this form to Zhen Dong Chen in person, by email (with scanned signature) to capsa.mcnd@gmail.com, or by fax at (301) 686-4237 no later than 12 noon, Tuesday, May 14, 2019.