

2010-11

CAPSA Coordinator &  
Volunteer Orientation



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May 15, 2010



# Orientation Agenda

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

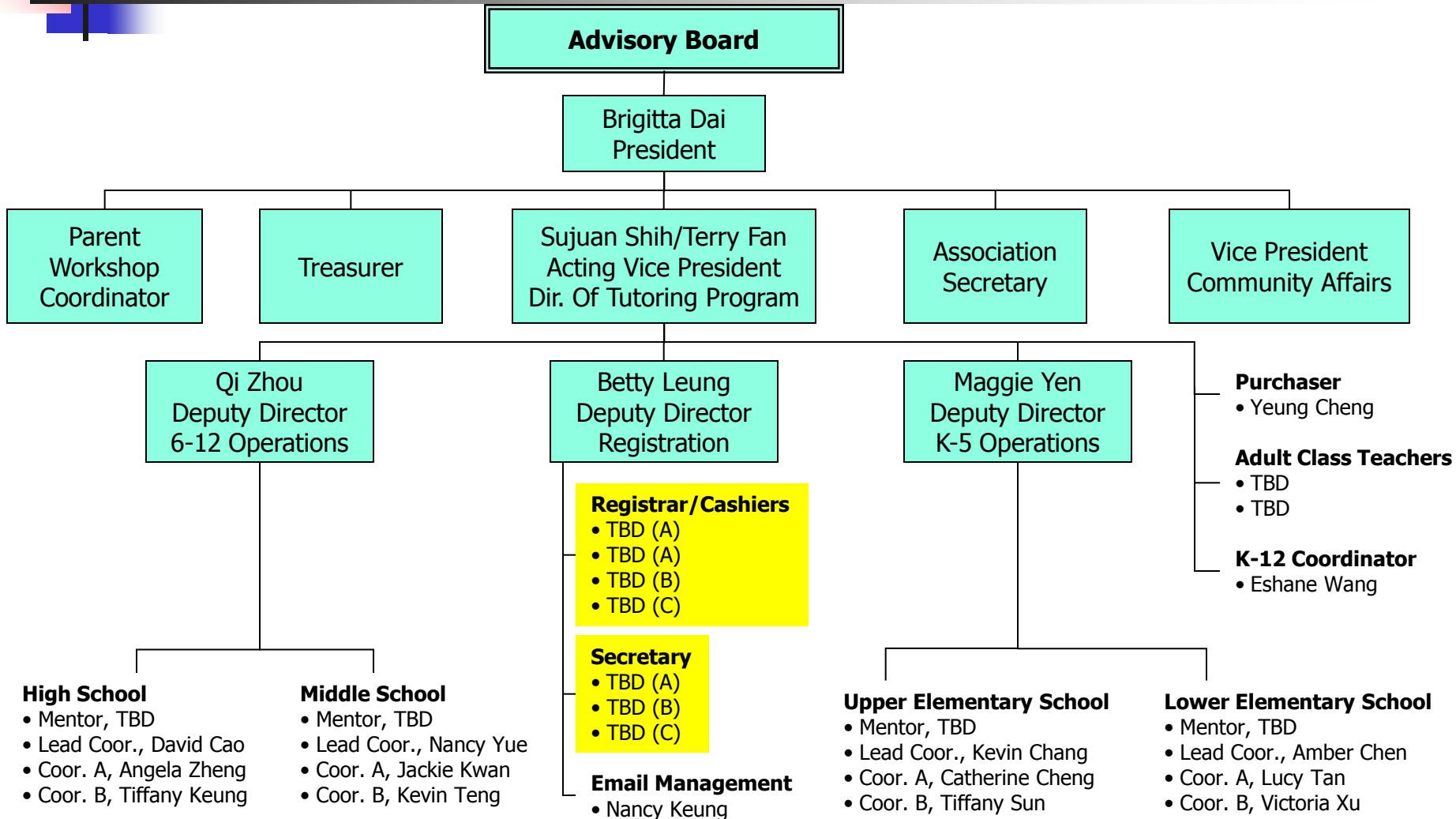


# CAPSA Missions & Activities

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- CAPSA missions:
  - To present education-related 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 within MCPS and Montgomery County
  - To provide new immigrants and needy families with assistance in adjusting to the Montgomery County educational system
- Primary activities (100% supported by volunteers):
  - Tutoring program
  - Parent workshops
  - Cultural displays & paper cutting
  - Interaction with MCPS – Division of ESOL/Bilingual Programs

# 2010-11 CAPSA Organization





# CAPSA Tutoring Program Missions

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- Provide tutoring services to new immigrants and needy students
- Share experiences with new immigrant families to help them better adjust to living in Montgomery County
- Provide community service and leadership opportunities to qualified high school and middle school students
- Present education-related 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
- Maintain 1-1 ratio
- Excess is worse

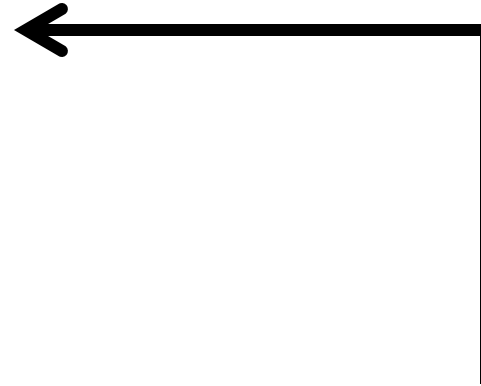


## Coordinators

- Leaders of the groups

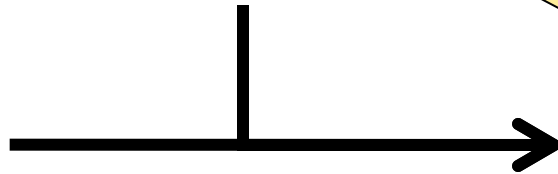
## Volunteers

- Facilitators
- Mature supporters



## Quality Service

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





# Roles & Responsibilities

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- Basic requirements
- Leadership
- Communications
- Tutor qualifications & interviews
- Tutee & parent interviews
- 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

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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 (K-5 or 6-12) and lead coordinator as soon as possible regarding absences
- Do not socialize with other coordinators and friends
- Arrive no later than 9:50 am. Arrive no later than 9:45 am if it is the parent's assigned Saturday to open CAPSA cabinet
- 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
- 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

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- Power comes with responsibilities
  - Understand that your actions affect a larger audience than just yourself
  - Assess consequences 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-consciousness – Rarely involve coordinators
- Leadership by example
  - Organization is key to maintaining order
  - Be positive role models for both tutors and tutees to earn their respect



# Leadership 101

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- 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 missions
- 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

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- Mentors will minimize their interference to maximize your leadership opportunities – do not abuse these 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 management and 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
  - Notice of tutor/tutee withdrawal
  - Your anticipated absences or late arrivals
  - Unexcused absence follow-up record
  - Other issues
- Communicate with 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

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- Check all basic requirements for potential tutors
  - At least 7<sup>th</sup> grade, latest GPA  $\geq 3.20$ , and 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 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
- 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
- Make a decision – Accept, place on wait list, refer to other groups, or recommend rejection to K-5 or 6-12 deputy director (Always take detailed notes on each potential tutor – e.g. outgoing, introverted, enthusiastic, passive, etc.)



# Tutee/Parent Interview

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- 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 K-5 or 6-12 deputy director (*must take detailed notes – special needs, personality & concerns*)



# Tutor-Tutee Match up

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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 February



# Site Preparation & Clean Up

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- Before each session:
  - 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

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- Arrive on time to monitor tutor & tutee sign-in
- Draw lines on sign-in books at 10, 10:05 and 10:15 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

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- All tutors need to attend the training held on 9/18/10, from 9:25 am to 9:55 am
- Coordinators need to conduct new tutor training if the tutor misses the group training on 9/18/10
- 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 materials from front desk and teaching materials from tutoring advisor
- Use shadowing if necessary – only with good tutors and avoid pairing friends together
- Continuously gauge their teaching skills by walking around
- Offer help by example



# Monitor Teaching Performance

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- 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 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. 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

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- 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 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

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- 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
  - 1<sup>st</sup> meeting – Lead coordinators of the UES & LES
  - 2<sup>nd</sup> meeting – Lead coordinators of the MS & HS
- Maintain, assess, and restock teaching material
- Report group progress and problems at coordinator meetings
- Contact unexcused absent tutors and tutees



# K-12 Coordinators

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- Take copier from/to the cabinet
- Monitor coordinator sign-in
- Assist coordinators with directing tutors/tutees to their proper areas/assigned seats
- Walk the teaching area to monitor tutoring performance and ensure safe and smooth operations
- Review group sign-in books, attendance record
- Review completeness of attendance/unexcused absence follow-up records
- Distribute, collect and review coordinator records
- Distribute hardcopy announcements and forms
- Distribute the snacks to each group at 10:55 am
- Tutoring support



# Teamwork

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- Lead Coordinators are experienced coordinators
- Lead Coordinators need to divide workload among coordinators and give each person 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<br>(Coord. A in A-week,<br>Coord. B in B-week)   | Coordinator 2<br>(Coord. B in A-week,<br>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> </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>• Write up Match Up List</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>• Enter 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> |
| <p>Work with tutors &amp; 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</p>  |  |   |

A weeks: September 18, 2010 – January 15, 2011  
 B weeks: January 22, 2011 – May 21, 2011



# Other Ways You Can Help

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- 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 the front desk (e.g. pencils, crayons, etc.)
- Don't be afraid to share your ideas



# Major Events

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- Annual award ceremony – May 22 (All arrive by 9:15 am)
- Coordinator/volunteer workshop – August 29, 1:30 pm – 4:30 pm
- Registration – September 11 (All arrive no later than 9:30 am)
- First Tutoring Session – September 18 (All arrive no later than 9:10 am)
- Distribute match-up roster – October 23
- 1<sup>st</sup> coordinator meeting – November 13 (All arrive by 9:15 am)
- Holiday party – December 18 (All arrive by 9:15 am)
- Distribute updated match-up roster – Feb. 5, 2011
- 2<sup>nd</sup> coordinator meeting – February 19, 2011 (All arrive by 9:15 am)
- New coordinator selection – April 2011
- Coordinator/volunteer orientation – May 14, 2011
- Annual award ceremony – May 21, 2011 (All arrive by 9:15 am)



# Key Changes

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- Coordinators provide data entry for new tutors and tutees and print the placards for their group
  - Sep 11 – Lead coordinators complete data entry at home
  - Sep 18 – Coordinators 1 and 2 complete data entry at home
  - After Sep 18 – Coordinator 2 complete data entry & print the placards during tutoring sessions. A laptop and printer will be available at the front desk
- Coordinators and parents share facility and cabinet opening responsibilities
- Swapping of ES group reading materials (Do not swap workbooks)
  - May 15, 2010 -> Angela Zheng, Kevin Teng, Catherine Cheng and Victoria Xu
  - Dec 11, 2010 -> Tiffany Keung, Eshane Wang, Tiffany Sun and Lucy Tan
  - May 14, 2011 -> 2011-2012 coordinators
- One dedicated purchaser for snack purchases

# Operational Schedule

| Date     | Description   | Responsible Person(s)           |
|----------|---|---------------------------------|
| 8/29/10  | Adult Volunteer & Coordinator Workshop - 1:30 pm to 4:30 pm   | Coordinators & volunteers       |
| 9/11/10  | Registration Day - 10 am to 12 noon, set up @ 9:30 am   | Coordinators & volunteers       |
| 9/12/10  | Complete entering applicant data into Excel file and turn in all files/forms to the director by 12 noon | Lead Coordinators               |
| 9/13/10  | Send tutor acceptance /waitlist letters by mail   | Program director                |
| 9/14/10  | Contact admitted tutors by 9 pm   | Lead Coordinators               |
| 9/18/10  | Tutor Training - 9:25 am to 9:55 am, setup @ 9:10 am  | Program director                |
| 10/16/10 | Email draft match-up rosters for review (will provided template in Excel format)                        | Lead coordinators               |
| 10/23/10 | Distribute match-up rosters to all tutors and tutees  | Deputy Director for K-5 or 6-12 |
| 11/6/10  | Email draft agenda for 1st coordinator meeting for review (Chaired by LES /UES Group Leads)             | ES groups lead coordinators     |
| 11/13/10 | 1st coordinator meeting - 9:15 am to 10 am  | Coordinators & mentors          |
| 12/4/10  | Distribute unsigned MCPS SSL activity verification form to all coordinators and tutors                  | Program director                |
| 12/11/10 | Collect and turn in all MCPS SSL forms with student information completed by 11 am                      | 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               |
| 12/18/10 | Holiday party - 11 am to 12:45 pm, setup starts @ 9:15 am   | Coordinators & volunteers       |
| 1/29/11  | Draft revised match-up rosters for review   | Lead coordinators               |
| 2/5/11   | Distribute revised match-up rosters to all tutors and tutees  | Deputy Director for K-5 or 6-12 |
| 2/12/11  | Email draft agenda for 2nd coordinator meeting for review (Chaired by MS/HS Group Leads)                | HS/ MS groups lead coordinators |
| 2/19/11  | 2nd coordinator meeting - 9:15 am to 10 am  | Coordinators & mentors          |
| 3/12/11  | Distribute unsigned MCPS SSL activity verification form to all seniors                                  | Program director                |
| 3/19/11  | Distribute signed MCPS SSL activity verification form to all seniors                                    | Program director                |
| 4/9/11   | 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               |
| 4/16/11  | Email recommendations for 2010-2011 coordinator applicants  | Lead coordinators               |
| 4/30/11  | Distribute unsigned MCPS SSL activity verification form to all coordinators and tutors                  | Program director                |
| 5/7/11   | Nominate outstanding tutors and tutees attendance & achievement awardees                                | Lead coordinators               |
| 5/7/11   | Collect and turn in all MCPS SSL forms with student information completed                               | Coordinators                    |
| 5/14/11  | Turn in tutor & tutee records for review  | Lead coordinators               |
| 5/21/11  | Annual award ceremony - 11 am to 12:45 pm Setup starts @ 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.



# Coordinator Transition

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- Complete agreement promptly
- New coordinators go to assigned group and learn from current lead coordinator of the group
  - Special attentions and precautions
  - Check and identify new school supplies
  - Swap teaching materials
- Return to your current assignment on May 22

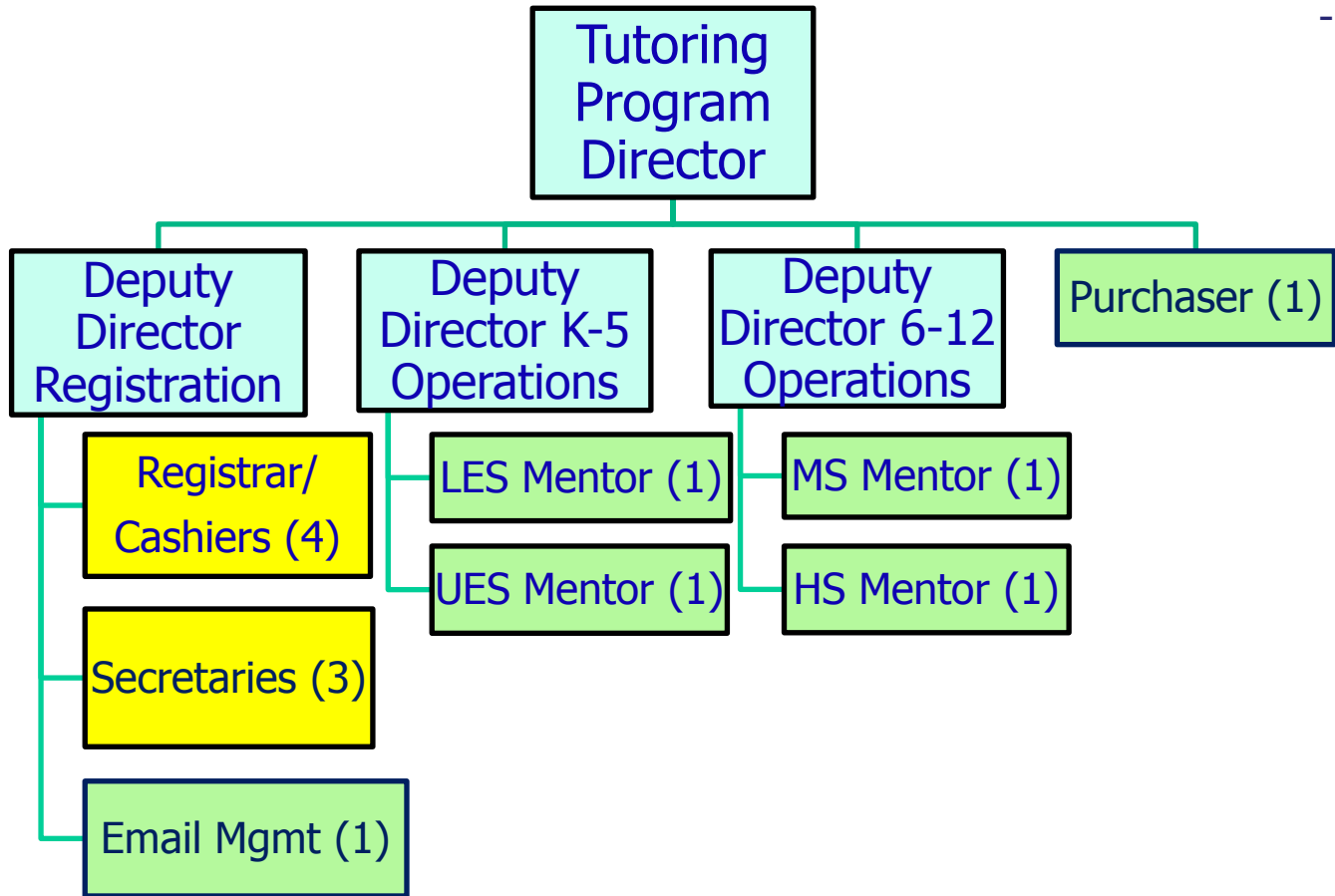


# Basic Requirements for Adult Volunteers

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- Share facility opening and closing responsibilities
- Setup facility including opening tables as necessary
- Help purchase individually wrapped snacks for weekly distribution, and supplies and food for party events
- Wear nametag on lapel upon arrival
- If unable to attend a session/event, please look for a substitute for your duties and inform the Deputy Director as soon as possible in advance
- Conduct group discussions outside the cafeteria

# 2010-11 Adult Volunteer Organization



- Mentors come all Saturdays
- Others take one position in Yellow (Follow one of the A, B, or C schedules).

All volunteers come 9/11, 9/18, 12/18, 5/14 and 5/21

A weeks: 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 12/18, 5/14 & 5/21

B weeks: 9/11, 9/18, 12/4, 12/11, 12/18, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/19, 5/14 & 5/21

C weeks: 9/11, 9/18, 12/18, 2/26, 3/5, 3/12, 3/19, 3/26, 4/2, 4/9, 4/30, 5/7, 5/14 & 5/21



# Open Positions

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- Mentors (4) – 4 openings
- Others:
  - Cashiers/Registrars (4) – 4 openings
  - Secretaries (3) – 3 openings



# Group Mentor

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- 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
- 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 the right personality for these duties – Patience, enthusiasm, and firmness are a must



# Registrar/Cashier

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- Rotated in alternating schedule (A, B or C weeks)
- Arrive no later than 9:45 am to open Cabinet
- 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 and issue receipts for shared facility rental fee and donations
  - Deposit funds into CAPSA bank account
  - Maintain weekly record of income and deposits
- Ring the bell at 11:00 am, 11:10 am and 12:00 noon
- Provide copying support
- Assist secretary 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



# Secretary

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- Rotated in alternating schedule (A, B, or C weeks)
- Arrive no later than 9:45 am to open CAPSA Cabinet
- Take copier/front desk stationary from/to the cabinet
- Stay at the front desk most of the time
  - Provide data entry support
  - Knowledge of Microsoft Word and Excel is preferred
  - Collect membership and “Become a Friend of CAPSA” forms
  - Collect tutor and tutee application forms
  - Manage database of all CAPSA tutoring program participants
  - Prepare, print and distribute program announcements, forms and documents
  - Assist registrar/cashier if needed
- Walk the tutoring area and monitor tutoring quality when not busy



# Email Management

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- Send email announcements to the CAPSA community – use Bcc to hide their email addresses
  - Tutoring program announcements
  - Change of tutoring schedule and/or facility
  - Notices for major events, e.g. holiday party & annual award ceremony
  - Reminders for scheduled holidays and closures
- Be very cautious to avoid spamming our members
- Do not release the CAPSA mailing list to the public



# 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:

Sujuan Shih, Acting VP & Director of Tutoring Program  
(301) 384-1337

Terry Fan, Acting VP & Director of Tutoring Program  
(301) 424-0776

Betty Leung, Deputy Director, Registration  
(301) 251-9280

Or visit: [www.capsa-mc.org](http://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 3 (lowest preference) next to the position/schedule preferred.]

\_\_\_\_\_ Registrar/Cashier      \_\_\_\_\_ Secretary

\_\_\_\_\_ A Weeks                      \_\_\_\_\_ B Weeks                      \_\_\_\_\_ C Weeks

I will support data entry, document review, and editing, as well as any tutoring program-related activities to be assigned to me in 2010-11. I have read and fully understood the roles and responsibilities of the position. I will support all weeks assigned to my position, unless reasonable excuse is given with advance notice.

\_\_\_\_\_ (Signature)                      \_\_\_\_\_ (Chinese Name)

\_\_\_\_\_ (Date)                      \_\_\_\_\_ (Email Address)

A Weeks: 9/11\*, 9/18\*, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 12/18\*, 5/14\* & 5/21\*

B Weeks: 9/11\*, 9/18\*, 12/4, 12/11, 12/18\*, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/19, 5/14\* & 5/21\*

\* for A, B and C

C Weeks: 9/11\*, 9/18\*, 12/18\*, 2/26, 3/5, 3/12, 3/19, 3/26, 4/2, 4/9, 4/30, 5/7, 5/14\* & 5/21\*



# CAPSA Coordinator Agreement

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I, \_\_\_\_\_ (Name), have attended the orientation for CAPSA coordinators on May 15, 2010. 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 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 Signature)

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Please return this form to Sujuan Shih in person or by email (with scanned signature) to [sujuan\\_shih@yahoo.com](mailto:sujuan_shih@yahoo.com) no later than 12 noon Saturday, May 22, 2010.