

Volunteer Handbook (Track 2)



Alachua Tutoring/Mentorship Program

2020-2021

This booklet belongs to: _____

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*Credits to the UCF chapter for providing the template for this booklet!

Our Organization:

Children Beyond Our Borders (CBOB):

CBOB is a 501(c)(3) nonprofit organization dedicated to providing opportunities for children and youth affected by armed conflict and social injustice to find peace, prosperity, and well-being through education and empowerment.



Children Within Our Borders (CWOB):

A branch of CBOB, this part of our organization strives to empower children within the United States through the work of our education initiative and health initiative branch.

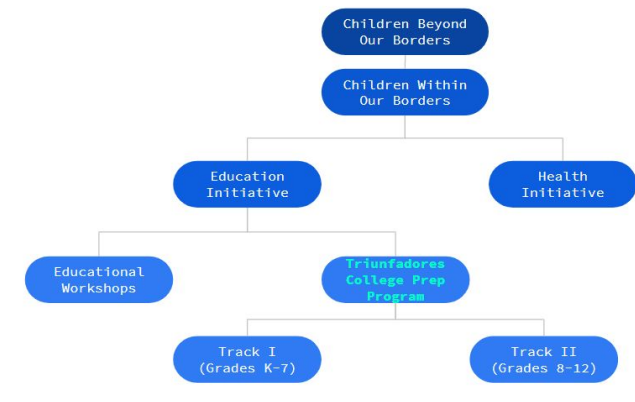
The education initiative, which houses the CPP, provides access to educational resources such as monthly workshops and weekly tutoring/mentorship through the College Prep Program. The health initiatives team coordinates quarterly free health clinics to provide medical services, knowledge and support to those in need.

Through education, empowerment, and community outreach, we inspire the children and families in our community and abroad to help them reach their full potential, overcome obstacles and dream big to achieve their goals.

CPP Coordinators' Contact Information:

- Education Director: Emily Santiana (education@chbob.org)
- Alachua Coordinator: Jessica Alvarez (cppalachua@chbob.org)
- Gainesville Coordinator: Jessica Diana (cppgmv@chbob.org)

Program's Position in Organizational Structure:



Semester Schedule:

First Day: Monday, September 14th, 2020

Holidays (No Tutoring/Mentoring):

- November 23rd, Thanksgiving Break
- December 14th, UF Finals
- December 21st, Winter Break
- December 28th, Winter Break
- January 4th, Winter Break
- January 18th, MLK Day
- February 15th, President's Day
- March 8th, UF Spring Break
- March 22nd, Spring Break

Last Day: Monday, April 19th, 2021

Tutoring Schedule:

5:45 PM- Arrive at the Iglesia Hispana de Alachua (13719 NW 146 Ave, Alachua, FL 32615)

- Check in, set up, and prepare the mentee's folder.

6:00 PM- Greet mentee and their family, begin tutoring session.

- Help mentee with homework assignments, test prep, reading and mentoring as time permits (see below for monthly time quota system breakdown).

7:30 PM- Tutoring session ends

- Clean up work space, walk mentee out to get a snack and say goodbye, fill out tutor notes and weekly progress report.
 - [This form](#) will be used for tutor notes, updated after every session.

*Schedule may change due to COVID-19 and corresponding online protocol.

For updated information regarding the online protocol in place for the CPP weekly tutoring/mentoring sessions, please see [this form](#).

Time Quota System:

To account for variation in individual needs, we allow mentor pairs to manage their own time each tutoring session. However, to ensure accountability, mentors will need to take note of the distribution of activities each Monday and, every four sessions, are expected to have spent a total of:

- 100 minutes on homework help
- 120 minutes on test prep (FSAs/EOC's/SAT/ACT)

- 120 minutes on mentoring
- 20 minutes on article analysis/discussion

[This form](#) will be used to track time - it must be updated weekly in your assigned cloud space.

Failure to fulfill these monthly time quotas must be documented by the mentor and will be subject to review by the coordinator to ensure educational goals are being met appropriately.

Blank Forms for Volunteers: CPP Website

Volunteers will have access to blank forms for all of the required tracking sheets (tutor notes, time quota tracking, mini lesson planning sheets, etc.) through the CPP website. The forms can be downloaded, filled out, and sent to the coordinator's email as needed each week. The website will also contain helpful information and supplemental materials designed to aid both students and volunteers meet the program's goals of tutoring and mentoring.

The link to this website will be emailed to members of the CPP after admission, and you will have a password that allows you to access all of these resources.

Tutoring Section

Tutor Responsibilities:

Before Tutoring:

- Arrive on time (5:45) and set up chairs/tables for workspace
- Get student's folder and review past notes
- When tutee arrives, greet them/their family, make sure they turn in their phone and get started on work!

During Tutoring:

- Work on some combination of homework, test prep, mentorship and reading (write down time breakdown to ensure you're on track for monthly quotas)
- Help and encourage student to strive for academic excellence!

After Tutoring:

- Say goodbye to student and walk them out to get their phone and a snack!
- Fill out tutor notes/attendance for that day
- Reflect and plan ahead for the next session
- Clean up workspace, put folder back and listen for any announcements before leaving!

Helpful Tutoring Techniques:

- **Goal-based Tutoring**
 - Set achievable goals for you and your student to master weekly
 - Incentivize their success (reward system)
- **Make Activities Fun**
 - Kids are more likely to view homework as less of a chore if you help them adopt a more playful attitude toward their work
 - Encourage hands-on engagement with topics
- **Form Connections**
 - Listen to student, get to know them, inspire trust as a supportive figure
 - Encourage real-life engagement with academic subjects
 - Recognize how subject relates to the real world
 - Point out significance of topics/assignments
- **Motivate Students**
 - Recognize their hard work, progress, and success!
 - Point out their strengths (persistence, attention to detail, etc.)
 - Make time to talk about their goals for the future
 - Encourage a positive attitude to help them overcome challenges

Article Analysis Guidelines

- Students are required to read 2 articles (news reports, scholarly pieces, etc.) each month
 - There are 20 minutes per month allocated to this task (5 minutes each week)
- This assignment will teach critical reading skills, digital literacy and research skills
- The **first week of every four session cycle**, students will work with mentor to find an appropriate article that piques their interest
 - This process should take about 5 minutes to complete
 - Instruction should include database search skills, an explanation of how to analyze a source's credibility, and a brief overview of active reading methods
 - Suggested databases: NY Times, Time Magazine, Google Scholar, etc.
- Before the next week, both the student and the mentor should read and mark the article
- The second session, students should review and discuss the article with their mentor
 - This process should be a brief, 5-minute conversation
 - Discussion should include central themes, argument and evidence analysis, and any questions regarding the content and/or writing style
- The third week, mentors should again help students find an interesting article to analyze and review any difficulties experienced last time
- The fourth week, students should again review and discuss the article with their mentor
- For each article, students and mentors should fill out [this tracking sheet](#) and send it to the coordinator once updated.

Grade Level Standards

Eighth Grade

Reading:

- Cite textual evidence to support claim, analysis, and/or argument.
- Determine theme(s) or central idea(s) of a text and analyze its development over the course of the text- including its relationship to the characters, setting, and plot.
- Analyze significance of word choice and placement - including figurative language.
- Analyze the structure of text and how it contributes/limits the key concept.
- Determine author's point of view and its influence on how the text is written.
- Compare and contrast elements including characters, diction, syntax in different texts on the same topic.
- Analyze the relationship between a primary and secondary source.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Compare and contrast ideas.
- Maintain a large emphasis on how to analyze elements of text - arguments, appeals, language, structure, and plot line.

Writing:

- Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s), support claim(s) with logical reasoning and relevant evidence, provide a concluding statement
- Introduce a topic clearly, previewing what is to follow.
- Use appropriate transitions to clarify the relationships among ideas and concepts
- Write narratives to develop real or imagined experiences
- Establish context and point of view; organize an event sequence.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Begin to become familiarized with rhetorical devices (see page X)

Math:

- Work with radicals, square roots, and exponents.
- Graph and analyze proportional relationships.
- Find slope and explain significance.
- Solve linear equations with rational number coefficients and unknown variables.
- Interpret the equation $y = mx + b$ and the relationship between variables.
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- Understand and apply pythagorean theorem in equations and in relation to triangles.

- Evaluate the volume of cones, spheres, and cylinders.
- Solve problems involving rational and irrational numbers, including numbers in scientific notation.
- Develop an understanding of two-variable systems of equations.
- Understand similarity and congruence using models and transformations.
- Represent and find probabilities of repeated experiments.

Science:

- Describe the components, processes, outcomes involved in cellular respiration and photosynthesis.
- Describe the carbon cycle.
- Describe the Laws of Conservation of Mass and Energy and their relationship to living systems.
- Explore the scientific theory of atoms and different states of matter.
- Recognize the difference between mass and weight; use them in combination with density to identify compounds.
- Identify physical properties of substances; use them to classify/identify compounds.
- Be familiar with the periodic table.
- Compare and contrast the properties of objects in the Solar System.
- Describe the solar system, planetary orbits, and environmental changes across the galaxy.
- Describe the scientific process.
- Describe the impact of science in other fields of study.

Social Studies:

- Describe basic American history from 1619 - Civil War Era
- Understand the cultural and environmental differences of regions of the world.
- Understand the basics of a market economy (supply and demand).
- Describe the basic functions of government and the role of the public .

Learning Troubles:

- Reading and Writing
 - Basic punctuation (comma, period, semi-colons, etc.) is misused or missing.
 - Frequent spelling errors on simple words.
- Math
 - Equations with variables are too advanced.
 - Plotting equations as coordinates is difficult.
 - There is no knowledge or practice with irrational numbers.
 - Shapes are not being translated, rotated, or shifted on a coordinate plane.

Fluency: 151wpm (oral), 204 wpm (silent)

Ninth Grade

During the ninth grade, students are required to take the English Language Arts (ELA) FSA, the Algebra I EOC, and the Biology EOC.

Reading and Writing (ELA FSA):

- **Reading:**
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine a theme or central idea of a text and analyze in detail its development.
 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and advance the plot/ theme(s).
 - Analyze the author's choices on text structure and order of events.
 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or rhetoric.
 - Delineate and evaluate the argument and specific claims in a text; identify false statements and fallacious.
 - Analyze seminal U.S. documents of historical and literary significance.
- **Writing:**
 - Write argumentative, explanatory, and informational essays.
 - Conduct short, sustained research projects.
 - Gather relevant information from multiple print and digital sources, using advanced searches effectively.
 - Demonstrate understanding of figurative language and word relationships.
 - Translate quantitative or technical information expressed in words into visual form.
 - Analyze the influence of narrator perspective on a text.
 - Analyze how multiple text structures convey a purpose and/or meaning in texts.
 - Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.
 - Explain how figurative language creates mood in text(s).
 - Integrate academic vocabulary appropriate to grade level in speaking and writing.

Math (Algebra I EOC):

- Understand that polynomials form a system analogous to the integers.
- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.
- Interpret parts of an expression (factors, coefficients, slope, etc.)
- Understand polynomials and factor them to a simplified form.
- Understand the relationship between zeros and factors of polynomials.

- Create equations that describe numbers or relationships.
- Solve system of equations
- Solve equations and inequalities with one variable algebraically and graphically.
- Build functions from one variable algebraic expression and from existing functions.

Science (Biology I EOC):

- Describe cell theory.
- Relate structure to function for the components of plant/animal cells .
- Explain the role of cell membranes in terms of passive or active transport.
- Compare and contrast animal and plant cells, prokaryotic and eukaryotic cells, and different types of microscopes.
- Discuss basic classification and characteristics of plants. Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology.
- Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.
- Describe how and why organisms are hierarchically classified and based on evolutionary relationships.
- Describe the scientific explanations of the origin of life on Earth.
- Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive.
- Discuss mechanisms of evolutionary change such as genetic drift and gene flow.
- Describe the basic process of DNA replication.
- Explain how mutations in the DNA sequence may or may not result in phenotypic change.
- Describe the processes of meiosis and mitosis; and their differences.
- Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.
- Explain the interrelated nature of photosynthesis and cellular respiration.

Learning Troubles:

- Paraphrasing grade level texts/stories is difficult.
- Differentiating facts from opinions is difficult; if sources are repeatedly not credible.
- Algebraic equations or inequalities with one variable are not being solved with ease.
- Slope is difficult to find.
- Factoring equations and inequalities with two components is difficult.
- Differentiating between mitosis and meiosis is difficult.
- The DNA replication process is not clearly understood.

Fluency: 151wpm (oral), 214wpm (silent)

Tenth Grade

During sophomore year, students are expected to take the English Language Arts (ELA) FSA and the Geometry EOC exam.

Reading and Writing (ELA FSA):

- Analyze ways in which authors add multiple layers of meaning to a literary text or poem
- Analyze how a text's structure impacts its meaning
- Practice analyzing unique pieces of text, such as speeches and poems
- Gain a deeper understanding of the effects of figurative language and rhetoric on the mood and meaning of a passage
- Practice paraphrasing grade-level text
- Connect mythical, classical, or religious texts to modern themes
- Structure essays and oral presentations logically and coherently
- Master the use of mood and tone to write well-structured argument, expository, and narrative essays
- Conduct extensive research and synthesize information to answer a question
- Become proficient in the use of online research and presentation platforms
- Continue to improve vocabulary and figurative language use
- Continue to improve grammar, capitalization, punctuation, and spelling

Math (Geometry EOC):

- Be able to rotate, reflect, or translate a figure
- Evaluate whether or not two triangles are congruent
- Prove theorems about lines, angles, triangles, and parallelograms
- Experiment with dilations to evaluate similarity between triangles
- Use trigonometric ratios and Pythagorean Theorem
- Derive, prove, and understand the Laws of Sines and Cosines
- Identify inscribed angles, radii, chords, and tangent lines of a circle
- Derive the equation of a circle, parabola, ellipse, and hyperbola
- Be able to compute the circumference and area of a circle
- Be able to compute the volumes of a cylinder, sphere, cone, and pyramid
- Apply geometric methods to solve design problems or to describe real-world objects

Learning Troubles:

- Paraphrasing grade level texts/stories is difficult
- Writing repeatedly lacks development, detail, proper grammar, etc.
- Unable to understand/solve real world math problems
- Difficulty mastering concepts of geometry (area, volume, etc.)
- Struggles to focus on task at hand, lacks organization skills
- Becomes too discouraged/distracted to complete work

Fluency: 151 wpm (oral), 224 wpm (silent)

Eleventh Grade

During junior year, students are expected to take the Algebra II FSA and the U.S. History EOC exam.

Math (Algebra II EOC):

- Rewrite expressions to fit context of questions
- Understand rational exponents
- Be able to factor polynomials
- Identify zeros of polynomials and use them to construct a graph
- Rewrite simple rational expressions in different forms
- Create equations and inequalities to solve a problem, and be able to rearrange them to highlight a certain variable
- Solve linear and quadratic equations, systems of equations
- Derive the equation of a circle, parabola, ellipse, and hyperbola (conic sections) and successfully graph these equations
- Graph equations and solutions to inequalities
- Represent and interpret data on categorical or quantitative variables
- Understand the unit circle

Social Studies (U.S. History EOC):

- Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past
- Utilize primary and secondary sources to understand American history
- Understand the causes, course, and consequences of the Civil War and Reconstruction
- Examine the social, political, and economic causes of the Industrial Revolution
- Analyze major factors that drove U.S. imperialism and acquisition of territory
- Examine the causes, course, and consequences of the Spanish American War
- Examine the causes, course, and consequences of U.S. involvement in WWI
- Understand the impact of the Roaring Twenties, Great Depression, and New Deal
- Analyze support for and resistance to civil rights for marginalized groups in the U.S.
- Examine the causes, course, and consequences of WWII (impact of Holocaust)
- Examine causes, course, and consequences of Cold War, Korean War, and Vietnam War
- Understand the Civil Rights Movement
- Understand the rise and influence of the U.S. as a world leader

Learning Troubles:

- Difficulty mastering concepts of algebra (variables, exponents, etc.)
- Difficulty mastering concepts/context of significant historical events
- Struggles to focus on task at hand, lacks organization skills
- Becomes too discouraged/distracted to complete work

Fluency: 151 wpm (oral), 237 wpm (silent)

Twelfth Grade

During senior year, students are expected to take the Civics EOC exam, composed of sections from both US Government and Economics.

US Government:

- Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
- Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.
- Demonstrate an understanding of the principles, functions, and organization of government.
- Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.
- Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

Economics:

- Understand the concepts relevant to the development of a market economy.
- Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
- Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.
- Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- Assess the economic impact of negative and positive externalities on the local, state, and national environment.

Learning Troubles:

- Writing repeatedly lacks development, detail, proper grammar, etc.
- Unable to clearly develop and express thoughts/analysis in writing
- Difficulty mastering concepts of economics (supply and demand, inflation, etc.) or concepts of government (social contract, separation of powers, etc.)
- Struggles to focus on task at hand, lacks organization skills
- Becomes too discouraged/distracted to complete work

Fluency: 151 wpm (oral), 250 wpm (silent)

*Standards were compiled using the [Florida State Standards](#).

Fluency rates can be found at mpsaz.org under files/optimal reading rates.

Mentorship Section

Tips for Working with Students:

- How to handle anxiety in children
 - A common problem in many students
 - Don't dismiss their feelings!
 - Let them know it's okay to feel bad about something and encourage them to share their emotions and thoughts.
 - Listen!
 - It is enormously comforting to have someone listen when something's bothering you.
 - If they don't feel like talking, let him know you are there for them.
- Praise your students' efforts
 - Do not only praise perfection but also progression!
 - E.g. by saying things like, "I noticed you didn't give up trying to sound out that word today and you got it right!", " or "I like how hard you have been trying on our activities, keep it up!"
- Problem-solve together!
 - When your student exhibits specific behavior problems, sit down and problem-solve the issue together.
- General
 - Refrain from using negative phrases such as "Stop messing around."
 - Instead, use phrases like, "You need to sit still."
 - If poor behavior or mood persist, or if you notice any signs of neglect/abuse, PLEASE contact the program coordinator ASAP!
- If you ask, "How was your day?" to the student and receive a bleh answer, try one of the following:
 - What was your favorite part of the day?
 - What was the hardest thing you did today?
 - Who put a smile on your face today?
 - What was your least favorite part of the day?
 - If today was a color, what would it be and why?
 - Did you face any particular challenges today?
 - What was the kindest thing you did today?
 - Do you have any questions for me about your day?
 - What are you excited about right now?
 - What is the most important thing you learned today?

Mentoring Guidelines:

All Grades

All grades must review these topics throughout the year in addition to the grade-specific mentorship topics listed. Some of these can be covered during one session, others will take more time; we purposely left the timeframe open so you may individualize the curriculum to your student.

Choosing Classes
Digital Literacy (Typing and Cloud Services)
Research Skills (Plagiarism/Citations and Database Research)
Time Management/Organization skills

Choosing Classes:

Encourage students to visit their guidance counselor regularly, they can help with all information below and more!

You are **required to keep track of their classes and progress towards graduation** by updating [this form](#) every spring when students are deciding on schedules.

Here are some general tips you can give them when you help them choose their class schedule.

Tips for 8th Graders:

- In the 8th grade the main goal of choosing classes is getting students familiar with how GPA building and class placement works in the context of fulfilling all graduation requirements. (See [supplemental sheet](#) for instructions on how to calculate GPA and class placement.)
- Inform them of the three tracks in high school:
 - Regular - Track intended to achieve high school graduation but does not ensure college readiness.
 - Honors - Track intended to achieve high school graduation and targeted to produce success in college.
 - College Track (AP,IB/AICE, Dual Enrollment, Early College)- Track intended to give head start on college education.

- Have a conversation with them on their current classes, their strengths, and weaknesses. Then guide them through choosing high school classes based on your discussion, other commitments they have, and their comfort level.
 - Ex. if they are very confident in math but not in english, suggest taking Geometry Honors and regular English I.
 - Do not worry about motivating them to take AP classes yet, one during freshman year is more than enough (that is if they want it and they are ready for it).

- Tips for 9th Graders:
 - Repeat 8th grade process to ensure they are aware of all their options.
 - Have them start thinking about their long-term goals to move forward in the track that best fits those aspirations.
 - Have a conversation about if they want to go to college, if they want to work, if they want to get a vocational degree. They do not have to have everything figured out but it is good to get them thinking.
 - Remind them how important it is to build your GPA. Encourage them to calculate their current unweighted and weighted GPA. Advise them to calculate their weighted GPA for the classes they are picking.
 - Make sure that their GPA is not being brought down by any classes that they do not need to take.
 - Once again, help them choose classes for their upcoming school year.

- Tips for 10th Graders:
 - Briefly repeat the 8th grade process to remind them of all the track options, importance of GPA building, etc.
 - Remind them how important it is to build your GPA. Encourage them to calculate their current unweighted and weighted GPA. Advise them to calculate their weighted GPA for the classes they are picking.
 - Make sure that their GPA is not being brought down by any classes that they do not need to take.
 - By this grade they should decide which track is best for them.
 - While there can be some overlap (Regular, Honors, AP classes) they need to determine whether Early College is for them.
 - They should have a vague idea of their future plans (college, vocational school, etc.) and based on that idea, have them choose classes.

- Tips for 11th Graders:
 - Remind them of GPA building.
 - Calculate GPA together and choose classes that will not bring their average down.
 - They should know whether they want to go to college or not by now, but they might not know what they want to study. If they are still now sure what area of study they would like to pursue, encourage them to explore.

- Make sure they have fulfilled all graduation requirements, now is the time to make up any missed classes.
- If there is any class they want to avoid taking in college, now is the time to take it as an AP or dual enrollment course.
- While it is tempting to take light easy classes during senior year, it is important to have a few rigorous classes as well.
 - Colleges look at senior year fall transcripts and if they see all easy classes or bad grades, they can rescind their admission.
- Tips for 12th Graders:
 - Students do not choose classes in the 12th grade but you should be reminding your student about GPA building, keeping their grades up, and completing all graduation requirements.
- Summer Classes:
 - If your student would like to take summer classes, encourage them to! It is a great opportunity to build GPA, fulfill requirements, and keep busy.
 - Help them choose classes as before, considering their interest, requirements they must fulfill, time, and GPA.

Digital literacy (Typing and Cloud Services):

For this section, mentors must evaluate typing proficiency and cloud service knowledge. If they lack in these areas, use the following resources to instruct about such topics.

- Typing
 - Typing proficiency describes typing accuracy and speed by age
 - Standards for each age/grade level can be [found here](#) along with resources to improve typing ability
- Cloud Services
 - During this topic the focus will be OneDrive/Google Drive. Both are cloud based services that are used for convenience and organization. OneDrive is free through school and Google Drive can be accessed through a personal gmail email address.
 - Mentors should explain the many functions including calendar, sticky notes, storage, collaborative space, ect.of these services. Essentially walk your student through these briefly each year.
 - Encourage all online assignments to be saved on cloud storage to avoid loss if something occurs to the computer.
 - Feel free to share your experiences with cloud services

- [This page](#) explains cloud services in detail and the advantages/disadvantages specific services may have

Research Skills (Plagiarism/Citations and Database Research):

- Plagiarism
 - Cover plagiarism and accidental plagiarism- the differences, the consequences, and the harm it causes.
 - A good way to introduce it, especially to the younger grade levels, is by using [this](#) story.
 - Make a note that many schools expel you for this even if it is an honest mistake (quotation marks are missing, paraphrasing gone wrong, etc.)
 - Citations
 - Explain their importance and how to use them
 - More information on plagiarism and citations can be found [here](#)
- Database Searches
 - Most are available to most students through their school. To get accurate results, it is important to know how to search for information. Show them that they can find these resources under “Media” or “Library Resources” in their school district website
 - Let them know that here you will find peer-reviewed journals and some of the most credible sources on almost every subject.
 - Some databases will even export citation information.
 - [This page](#) contains more detailed information about database searching
 - Credibility - is essential when researching. This will be taught/reviewed through the required reading each child must complete to stay in the program.
 - For each article they choose you must have them explain to you how and why it is credible.
 - Make sure you point out red flags like obvious bias, op-eds, no dates, no authors - they can still be useful, just probably not the best to cite.
 - Explain how wikipedia can be used as a resource but cannot be used as a credible source.

Time Management/Organization skills:

- This is very personal to the student but maintain open communication about how they can improve their time management and organizational skills.
- Some strategies to help them can be found [here](#)

8th Grade:

8th graders must review the following topics along with those intended for every grade level. All topics are listed below with links to detailed documents that cover said subject matter. Students should be mentored using those documents as they contain a lot of very useful information.

Topic	Resources	Tips on How to Approach the Topic
PSAT Information	<ul style="list-style-type: none">-Slideshow About the PSAT-PSAT Information	<ul style="list-style-type: none">-Introduce what the PSAT does and how it can be beneficial-Do not focus too much on studying w/ the student for this as their first score gives us a guideline of where they are at.
High School Tips	<ul style="list-style-type: none">-Tips on Involvement	<ul style="list-style-type: none">-Encourage them to look up the high school they are going to and research what clubs they might be interested in.-Make suggestions based on what extracurriculars they already participate in-Talk to them about your own high school experience (share your wisdom)
Resume Building	<ul style="list-style-type: none">-Pre-Resume Building Activity-Slides About Resumes-Resume Building Guide	<ul style="list-style-type: none">-Explain what a Resume/ Master Resume/Catering are.-Use the Pre-Resume Building Activity to help them pick out what is important. If you want to make it fun, give them a job and a mock resume, have them pick out the info that should be put into the final resume for that job. This will help them learn how to pick out relevant info.

9th Grade:

9th graders must review the following topics along with those intended for every grade level. All topics are listed below with links to detailed documents that cover said subject matter. Students should be mentored using those documents as they contain a lot of very useful information.

Topic	Resources	Tips on How to Approach the Topic
PSAT Prep	<ul style="list-style-type: none"> -Slideshow About the PSAT -PSAT Information -Full-Length PSAT Test 	<ul style="list-style-type: none"> -Inform them of the importance and the weight of this test -Make a study plan using Khan Academy so they may begin working toward improving their score -Work on problems they struggle with during test prep -Don't make them do the whole exam in one sitting. Ask them to complete only a few questions at a time so they do not become overwhelmed
Extracurricular Involvement	<ul style="list-style-type: none"> -Tips on Involvement 	<ul style="list-style-type: none"> -Encourage them to become involved in school clubs -Let them know it is a good way to get to know teachers and make friends -Motivate them to explore interests
Study Skills	<ul style="list-style-type: none"> -Study Strategies 	<ul style="list-style-type: none"> -Encourage them to try out new study methods -Let them know that different classes might need different styles of studying -Talk to them about what has helped you

10th Grade:

10th graders must review the following topics along with those intended for every grade level. All topics are listed below with links to detailed documents that cover said subject matter. Students should be mentored using those documents as they contain a lot of very useful information.

Topic	Resources	Tips on How to Approach the Topic
PSAT Prep	<ul style="list-style-type: none"> -Slideshow About the PSAT -PSAT Information -Full-Length PSAT Test 	<ul style="list-style-type: none"> -Inform them of the importance and the weight of this test -Follow the individualized Khan Academy study plan. They need to keep building skills. -Work on problems they struggle with during test prep -Don't make them do the whole exam in one sitting. Ask them to complete only a few questions at a time so they do not become overwhelmed
Interview Skills	<ul style="list-style-type: none"> -Interview Tips (Slides) -Interview Prep Resource 	<ul style="list-style-type: none"> -Conduct mock interviews with them -Tell them about time you have been interviewed and what the experience was like. -These students may not have the financial resources to find professional clothing, please be mindful when speaking about how one should look/wear during an interview.

Summer Opportunities	-Guide on How to Find Summer Opportunities -List of Summer Opportunities	<p>-Encourage them to try out new activities</p> <p>-This is a great time to complete scholarship required volunteer hours</p> <p>-This is a good time to take college classes free of charge</p> <p>-Many of these kids might have financial limitations to what they can participate in. Be mindful and do not push them to take on any commitments as they may already have personal responsibilities that take priority.</p>
Stress Management/ Healthy Living	-Guide to Stress Management /Healthy Living	<p>-Assure them that stress is normal and expected however that there are way to manage it</p> <p>-If they are feeling overwhelmed, they can talk to you or any of the coordinators/directors</p> <p>-Let them know that it is okay to take a day off or a break from something</p> <p>-Remind them that to succeed they need to feel happy/fulfilled and handling stress plays a large role in that</p>

11th Grade

11th graders must review the following topics along with those intended for every grade level. All topics are listed below with links to detailed documents that cover said subject matter. Students should be mentored using those documents as they contain a lot of very useful information.

Topic	Resources	Tips on How to Approach the Topic
SAT/ACT/SAT Subject Tests	<ul style="list-style-type: none">-ACT Info-SAT Info-SAT Subject Test Info-Creating a Test Timeline-About Standardized Tests-Preparing for Standardized Tests-Test Prep Resources	<ul style="list-style-type: none">-Determine which test works best for the student and then place a focus on that one-Remind them that waivers are available for all of these exams. Some waivers even offer test prep and special reports free of charge.
College Planning	<ul style="list-style-type: none">-College Planning Tips-First Steps of Looking Into Potential Colleges	<ul style="list-style-type: none">-Guide the student in making a decision about what college to attend-Consider financial aid when guiding them-Try to be objective about the schools they are considering even if you have a certain opinion about a specific school
Scholarship Opportunities	<ul style="list-style-type: none">-Tips on How to Find Scholarships-Scholarship Bank	<ul style="list-style-type: none">-Advise them to apply to local, low-reward scholarships as those tend to be easier to apply to-Look with them, they might qualify for a scholarship as a junior
College Essay Writing	<ul style="list-style-type: none">-Tips on College Essay Writing-Application Essay (Slides)	<ul style="list-style-type: none">-Give your best tips from when you were writing your college essays-If they have a rough draft look over it if they ask you-Work with them on finding the right story to tell

12th Grade

12th graders must review the following topics along with those intended for every grade level. All topics are listed below with links to detailed documents that cover said subject matter. Students should be mentored using those documents as they contain a lot of very useful information.

Topic	Resources	Tips on How to Approach the Topic
SAT/ACT/SAT Subject Tests	ACT Info SAT Info SAT Subject Test Info Creating a Test Timeline About Standardized Tests Preparing for Standardized Tests Test Prep Resources	-The early months of senior year are the last to retake college entrance exams. Help your student determine if this is something they need
Completing College Applications	College Paperwork Common App Info Common App (Slides) Coalition App	-This process may take several weeks and might become overwhelming, let your student know that it will all work out in the end -Help them make decisions based on your knowledge of the college application process and our resource. Do not, however, make the choices for them -Encourage them to look at the big picture. It is not always about the fanciest school but the one that the student is going to succeed in and can afford
Applying for Financial Aid	FAFSA and More Federal Financial Aid Info (Pell Grant, Loans, Etc.) State Financial Aid Tips on How to Find Scholarships Scholarship Bank	-Financial Aid can be complicated, it is okay to ask the coordinators/directors questions if you are confused -When in doubt, refer the student to a reliable website or their school counselor -It is mandatory to complete the Alachua Education Foundation

		Application and at least one scholarship application. Hold them accountable.
Preparing for College	Life Skills and Resources	-This topic is about adulting so give them your best tips and tricks

Grade & Month	High School Timeline		
9th Grade	Aug	Register for 9th grade – take Honors/Seminar/Pre-AP/Pre-IB/Pre-AICE if able	
	Sep	Join extra curricular activities, Verify all HS level/FLVS classes taken in middle school are transferred to HS	
	Oct	ACT Aspire, PreACT or PSAT 8/9 if tests are offered at your school	
	Nov		
	Dec	Start an online college planning tool to explore majors and plan hs classes	
	Jan	Dual Enrollment PERT test & orientation & order official HS transcript if you want to DE next summer	
	Feb		
	Mar		
	Apr	Register for 10th grade - take Honors/Seminar/Pre-AP/AP/IB/AICE/DE if you are able	
	May	Verify volunteer hours	
10th Grade	Jun	DE classes and volunteering	
	Jul	DE classes and volunteering	
	Aug	Check SAT subject test dates	
	Sep	Pursue leadership roles in extra curricular	
	Oct	ACT Aspire, PreACT or PSAT 10 if tests are offered at your school	
	Nov		
	Dec		
	Jan	Dual Enrollment PERT test & orientation & order official HS transcript if you want to DE	
	Feb	Start researching colleges to visit, Join college email lists	
	Mar	College visits, Set up summer internship/research project/volunteering/job	
11th Grade	Apr	College visits, Set up summer internship/rp/vol/job, Register for 11th grade - take AP/IB/AICE/DE classes	
	May	AP exams, Verify volunteer hours	
	Jun	DE classes and Internship/research project/volunteering or job	
	Jul	DE classes and Internship/research project/volunteering or job	
	Aug	Check SAT subject test dates, Move \$ out of student's name for financial aid purposes	
	Sep	Pursue leadership roles in extra curricular, Shop for dorm supplies on clearance	
	Oct	Official PSAT/NMSQT test in school, Begin search on SAT/ACT prep classes & buy/schedule	
	Nov	ASVAB test for military - non military students can take to identify college major & career aptitude	
	Dec		
	Jan	SAT/ACT prep class, Register online for SAT/ACT, DE PERT test & orientation & order official HS transcript	
12th Grade	Feb	SAT/ACT prep class, Clean up student online presence on FB/email name, etc...	
	Mar	SAT/ACT prep class, College visits, Set up summer internship/research project/volunteering/job, Register for 12th grade - take AP/IB/AICE/DE classes	
	Apr	SAT/ACT prep class, College visits, Set up summer internship/rp/vol/job, Register for 12th grade - take AP/IB/AICE/DE classes	
	May	AP exams, SAT/ACT, Request recommendations, Verify volunteer hours, Athletes register with NCAA	
	Jun	SAT/ACT, DE classes, College essays/resume, Internship/job, Scholarship search, HS grad supplies on clearance	
	Jul	SAT/ACT, DE classes, College essays & resume, Internship or job, Scholarship search/applications	
	Aug	Check SAT subject test dates, Verify vol. hours, Create portfolio/auditions, Scholarship search each mth	
	Sep	Apply for colleges, req. transcripts, Housing app/deposit, Send AP scores, Maintain leadership roles/grades, Shop for dorm supplies on clearance	
	Oct	File FAFSA & CSS Profile, Males register for Selective Services, Last chance for SAT/ACT	
	Nov	Complete subject SAT's, complete ASVAB	
	Dec	Apply for state aid including FL BF, Confirm receipt by colleges of all application materials	
	Jan	Finish all college admissions interviews	
	Feb	Review SAR, Complete IDOC	
	Mar	Confirm Bright Futures with HS, Set up online college account & email	
	Apr	Set up summer job, Update immunizations & bring college health form for doctor to fill out then upload forms and proof of health insurance to college online	
	May	5/1 Accept/pay tuition deposit, AP exams, Req HS & DE transcripts, Register for orientation, Dorm dep	
	Jun	Job, Attend orientation, Set up on campus bank acct., Contact roommate(s)	
	Jul	Job, Attend orientation, Plan dorm supplies w/roommate, Plan dorm move in- book hotel	

Volunteer Code of Conduct:

Important to Know:

Children Beyond our Borders, Inc. deals with vulnerable client populations. These include children, possible victims of violence and abuse, and their families. Without proper safeguards in place, volunteers may have the opportunity to take advantage of these clients. Volunteers must take particular care when working with youth. It is expected that volunteers' interactions with students are at all times appropriate and professional, and are strictly related to the role of mentor. The consequences for violating these expectations will result in immediate removal. Actions taken will first and foremost consider the need to ensure the safety of minors participating in the program.

*Volunteers will be required to cover the cost of a background check (\$20)

NOT ALLOWED:

- Holding hands. Intent is to eliminate special, singular relationships (ok for groups, while walking, games and with very young children who need assistance).
- Patting on the head (demeaning in some cultures).
- Restraint of a minor (unless minor is in immediate danger to self or others; to avoid harm to a minor, physically redirecting minor to safety).
- Being rough with minors for behavior management (ex: yanking arm, grabbing shoulder, pushing minor into position).
- Roughhousing: Aggressive physical contact, often for fun, minor not in control of body.
- Sarcasm: Harsh or abusive words; rejecting or stating you do not like a minor.
- Bullying: Taunting; intimidation of physical force.
- Neglect: Denying snack, bathroom, or breaks as a behavior consequence.

PLEASE do the following:

- Make sure that the kids stay safe when around you, behave respectfully with one another and do not try to harm other children.
- Sometimes the children will seem discouraged or “not in the mood” to do work. Encourage them to continue going.
- Remember, you do not always have to know the right answer to homework! The act of perseverance, completion and spending time to build self-assurance is most important.
- Motivate your students to enjoy learning!

If you have **questions/concerns**, please report any questionable activity to the program coordinator, Jessica Alvarez:

- Email: cppalachua@chbob.org

You may also contact the CWOB Education Director, Emily Santiana:

- Email: education@chbob.org

Attendance

Volunteers with Children Beyond Our Borders are expected to be present for tutoring sessions, on time, every day committed. Regular attendance and punctuality are important to keep our team operating efficiently. Arriving late, being tardy, or absence causes disruptions.

Attendance Policy:

- You must stay the duration (do not arrive late or leave early) of the volunteer time unless an arrangement is made with the coordinator PRIOR to the session starting.
- If a volunteer is absent more than once, evidence for excusing the absence, such as a doctor's note, must be provided.
- Volunteers may request exceptions for absences. However, these must be approved on a case-by-case basis BEFORE the day in question.
- Excused absences can be granted for funerals, jury duty, bereavement, childbirth, a car accident, medical appointment, and unavoidable emergencies. In these cases, volunteers must provide documentation to prove a reason for the absence.

Attendance Violations:

- If two or more sessions are missed, or if notice is given within 24 hours of a session, tutoring placement will be subject to review.

Dress Code

The Children Within Our Borders dress code policy is designed to help us all provide a consistent professional appearance to our students and community. Our appearance reflects on both ourselves and the nonprofit. The goal is to be sure that we maintain a positive appearance.

Dress Code Policy:

- Volunteers are expected to wear the polo shirt provided by the program.
- Volunteers must always present a clean, professional appearance. Everyone is expected to be well-groomed and wear clean clothing, free of major holes and tears.
- Clothing with offensive or inappropriate designs or stamps are not allowed.
- Clothing should not be too revealing (no leggings or ripped jeans).

Dress Code Violations:

- Volunteers in violation are expected to immediately correct the issue. This may include having to leave work to change clothes.
- Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

I hereby understand and agree to abide by the Code of Conduct, Attendance, and Dress Code policies presented here in this program.

Tutor Signature: _____

Date: _____