



EMPLOYEE HANDBOOK

2012-2013

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EMPLOYMENT RELATIONSHIP

This employee handbook was developed to provide guidelines and summary information. It is not possible to anticipate or describe every situation that may arise in the workplace, or to provide information that answers every question. Therefore, when appropriate, Central Valley Cal-SOAP may modify, add to, reduce or eliminate the policies, procedures, rules and regulations. Changes and revisions will be communicated through written notices within a reasonable time of such changes.

Central Valley Cal-SOAP is not governed by collective bargaining. Although some policies or procedures may be similar to those of the CSU, Fresno Foundation, Central Valley Cal-SOAP has developed its own policies and procedures, most of which are outlined in this employee handbook.

Questions regarding policies or procedures should be addressed to the Central Valley Cal-SOAP Director. CSU, Fresno Foundation employees are not familiar with the policies and procedures of Central Valley Cal-SOAP, and are not able to provide accurate information regarding Central Valley Cal-SOAP policies or procedures. Therefore, it would be inappropriate to rely on CSU, Fresno Foundation employees to explain Central Valley Cal-SOAP policies or procedures.

This employee handbook, effective, September 1, 2012, contains policies and revisions that superseded all prior Central Valley Cal-SOAP student employee handbooks. Employees should disregard and destroy any prior handbooks to avoid confusion or misunderstandings.



WHAT IS CAL-SOAP?

The California Student Opportunity and Access Program, also known as Cal-SOAP, is a post-secondary information and academic enrichment program. **Central Valley** Cal-SOAP is one of fifteen Cal-SOAP consortia's; each serving a specific geographical area of the state. Each consortium works towards the common goal of providing information about post-secondary education and financial aid. In addition, each consortium works to raise the achievement levels of students from: low-income families, schools or geographic areas with documented low-eligibility or college participation rates, and/or families in which they would be the first to attend college.

Working under the auspices of the California Student Aid Commission, the Cal-SOAP Consortia represents nearly every aspect of the educational community. The Universities of California, California State Universities, California Community Colleges, independent colleges, public and private secondary schools, and local non-profit community agencies each contribute to the consortia team. Members of the Central Valley Cal-SOAP consortia include the following:

- AVID Region VII Program
- California State University, Fresno
- Firebaugh-Las Deltas Unified School District
- Fresno Pacific University
- Kerman Unified School District
- Mendota Unified School District
- Golden Plains Unified School District
- Talent Search
- University of California, Merced
- West Hills College, NDC- Firebaugh

Central Valley Cal-SOAP works cooperatively with teachers, administrators, and counselors at area high schools. With a network of trained Higher Education Advisors and Tutors, the project provides support for school academic and counseling staff. **Academic Tutors and Higher Education Advisors serve as role models** for the younger students while providing personalized attention through higher education advisement as well as tutoring in academic subjects such as Math, Science and English. With a cooperative effort, high school students in need of academic assistance and higher education advisement can improve their skills and broaden their knowledge of opportunities available after high school.

Job Descriptions



California State University, Fresno

Academic Tutor Job Description

Position: Academic Tutor, Part-Time, (up to 19 hours per week) for the Central Valley California Student Opportunity & Access Program (Cal-SOAP), under the administrative direction of the California Student Aid Commission. Academic Tutors are responsible for facilitating tutorial support for secondary students (Grades 8-12) in the subject areas of English, Math, Science and College Prep. Small group and individual tutorial sessions are conducted during class time, and after school. Some weekends may be required.

Reports to: Program Coordinator

Summary: The mission of Cal-SOAP is to educate, empower and encourage students and their families to access all opportunities to higher education. Cal-SOAP aims to raise the academic achievement and college/university enrollment levels of students from low-income thresholds, elementary and secondary schools, geographic regions with documented low-eligibility and/or college participation rates, and students who are first in their families to attend college. Our vision encompasses a very strong collaborative effort with our partners to insure students' success through services such as academic tutoring, advisement, college and test preparation, financial aid, scholarships, transferring, loan workshops, and college campus fieldtrips.

Essential Job Functions:

- Tutor students in multiple subjects at the high school level
- Mandatory participation in all advisor/tutor training sessions as well as scheduled staff meetings
- Maintain weekly scheduled work hours at the school site(s) assigned
- Maintain proper documentation of student contact logs and other events submit reports by the due dates
- Maintain professional and effective communication with students, parents, schools, and Cal-SOAP staff
- Communicate with advisors and keep them informed of school events, schedule changes, etc.
- Be efficient and responsible; tutors and advisors are required to be prompt and honor the time set for work schedules, staff meetings, events, and trainings
- Assist and participate in program events when required
- Collaborate with Cal-SOAP program partners (e.g. ETS, AVID, etc.)
- Represent and advocate for Cal-SOAP when networking with other programs and/or schools
- Facilitate 'student-centered' tutorial sessions using inquiry and the AVID method of tutoring

- Turn in time sheets and mileage logs to advisors by the due dates
- Work hard to ensure that the goals of Central Valley Cal-SOAP are accomplished
- Adhere to all policies and procedures established by Central Valley Cal-SOAP and the school site(s) assigned
- Other duties as assigned

Qualifications:

- Be an undergraduate student (sophomore standing or higher) with at least 6 units OR a graduate student enrolled in at least 3 units at a college or university AND demonstrate a financial need
- Maintain a cumulative GPA of 2.75 or above
- Have passing scores or exempt status on the CBEST, ELM/EPT; **or** letter of recommendation from University faculty; **or** have completed the general education English and Math courses
- Must possess a valid California Driver's license and reliable transportation with auto insurance coverage
- Strong higher education awareness (college admission and transfer requirements, financial aid, scholarship loan, student services, and academic programs)
- Strong computer skills, particularly email and Microsoft Office (Word, Excel, Publisher)
- Must be able to communicate and work effectively with students and parents from diverse ethnic and socioeconomic backgrounds

Expectations:

- Adhere to all policies and procedures established by Central Valley Cal-SOAP and the school site assigned
- Participate in all training sessions as well as scheduled staff meetings (to be more efficient, staff are required to be prompt and honor the times set for all-staff meetings)
- Ensure a qualified faculty member is present during any Advisement or Tutorial sessions (At no time should an Advisor be alone with a student)
- Communicate and create good working relationships with Cal-SOAP, high school, and other outreach program staff to ensure that the goals of Central Valley Cal-SOAP are accomplished
- Communicate personal issues directly to the Central Valley Cal-SOAP Director and Student Services Coordinator (Do not burden the school district staff with personal challenges)
- Promote Central Valley Cal-SOAP in a positive and outgoing manner at all times and achieve excellence through dedication, hard work, and the continuous development of your higher education knowledge
- Participate in school site activities designed for students and parents as well as activities related to Central Valley Cal-SOAP that will benefit all students and parents (may include evening and weekend programs such as College Field Trips and College: Making It Happen)
- Be a "Good Role Model" for the high school students
- Maintain weekly scheduled hours at school site assigned (Absences and Tardies must be approved by a supervisor at least 2 weeks in advance)
- Acquire weekly, monthly, and yearly academic and event calendars from the school site
- Inform students of the importance and benefits of post secondary education
- Provide students with College, University, and Vocational post secondary education information
- Wear Cal-SOAP picture ID card during work hours
- Follow the Cal-SOAP dress code at all times
- Submit all required documentation and assignments according to established policies and deadlines

Personal Attributes:

- Must have a positive attitude and high level of energy
- Mature individual who is motivated to help others and take initiative
- Strong public speaking and active listening skills (articulate and interactive)
- Ability to relate to students
- Team player: work in close proximity with the Cal-SOAP staff and high school personnel
- Strong organizational skills
- Strong multitasking skills needed to complete various duties to be assigned each school semester
- Committed, responsible and willing to work outside of the scheduled school site hours
- Friendly and outgoing
- Must dress and conduct self in a professional manner
- Ability to address a problems by offering multiple solutions

Physical Demands:

Advisors and Tutors will be required to walk/travel distances when necessary. In addition, each Advisor/Tutor will be required to comfortably carry/roll a cart of a maximum of 30 lbs. when necessary (e.g. books, pamphlets, event materials, projectors, presentation easel, etc.). Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Required Documents:

Current Semester Class Schedule, Transcript, Financial Aid Award Notification and Schedule of Availability.

By signing this form I agree to the terms and conditions required of this job and agree to complete all essential functions to the best of my ability. I understand that there are minimum eligibility requirements that I must maintain; and most importantly, I agree to exude the personal attributes listed in my job description at all times.

Name: _____

Date: _____

Signature: _____

CalSOAP Tutoring Agreement

The mission of Central Valley Cal-SOAP is to educate, empower and encourage students and their families to access all opportunities to higher education.

Tutor Goals

- Takes an active role in developing the academic and personal strengths of Cal-SOAP students.
- Provides academic support for students in all subject areas.
- Encourages students to enroll in college or university after high school graduation.
- Serves as a role model/mentor to Cal-SOAP students.

Tutor Responsibilities

- Be positive, professional and energetic.
- Show initiative by doing what needs to be done without waiting to be asked.
- Arrive on time and prepared for class with clipboard and classroom contact log in hand.
- Be engaged and actively participate in collaborative groups and tutorials.
- Participate in motivational activities (when possible).
- Provide teacher with a schedule and inform teacher in advance of absences/tardies.
- Become familiar with the specific routines and expectations of each teacher’s classroom.
- Facilitate the tutorial learning process by using inquiry and implementing AVID methodologies.
- Work with teacher to identify students for afterschool tutorial.
- Be well groomed and dressed professionally.
- Adhere to district/site and Cal-SOAP policies and procedures.

Teacher Commitment

- Provide Cal-SOAP tutors opportunities for meaningful contacts with students for academic support.
- Inform tutor in advance of any class days that include a guest speaker, movie or text book reading.
- Work with tutor to identify students for afterschool tutorial.
- Regularly provide constructive feedback to improve the quality of the academic support to students.
- Complete the Tutor Evaluation form at the end of the academic school year.
- Allow tutors to guide students through the process of taking Cornell notes during class lectures.

Tutorial Agreement

I understand and agree to the goals, responsibilities and commitment of the Cal-SOAP tutoring program.

_____	_____ / _____ / _____
Tutor Name	Teacher Name / Subject / Initials
_____	_____ / _____ / _____
Tutor Signature	Teacher Name / Subject / Initials
	_____ / _____ / _____
	Teacher Name / Subject / Initials
	_____ / _____ / _____
	Teacher Name / Subject / Initials
	_____ / _____ / _____
	Teacher Name / Subject / Initials
	_____ / _____ / _____
	Teacher Name / Subject / Initials
_____ / _____	
School Site Counselor Name	Signature



California State University, Fresno

Task List

Academic Tutor

Weekly Tasks

- Provide academic support to students in various school subjects using inquiry and the AVID method of tutoring
- Document all student contacts; accurately complete contact logs; and submit required documentation and reports to assigned advisor by the due dates
- Refer students with college advising questions to advisor
- Keep advisors updated and informed of school events and issues
- Meet with advisors for a regular touch-base and to receive information/instructions
- Collect Cal-SOAP applications and review for accuracy
- Complete In-Kind Contributions Form and submit to assigned advisor by the first of each month
- Assist advisors with events and reports when necessary

Bi-Weekly Tasks

- Turn in time sheets to advisors by the due date
- Turn in 'Supplies Request Form' to advisors

Monthly Tasks

- Turn in mileage reimbursement forms to advisors
- Attend mandatory monthly meetings



California State University, Fresno

Peer Advisor Job Description

Position: Peer Advisor, Part-Time, (up to 19 hours per week) for the Central Valley California Student Opportunity & Access Program (Cal-SOAP), under the administrative direction of the California Student Aid Commission. Peer Advisors are responsible for providing college and career advising services and academic support to high school students in the classroom, small groups, and/or one-on-one; facilitating workshops; assisting with events; and providing supervision for students on field trips.

Reports to: Program Coordinator

Summary: The mission of Central Valley Cal-SOAP is to educate, empower and encourage students and their families to access all opportunities to higher education. Cal-SOAP aims to raise the academic achievement and college/university enrollment levels of students from low-income thresholds, elementary and secondary schools, geographic regions with documented low-eligibility and/or college participation rates, and students who are first in their families to attend college. Our vision encompasses a very strong collaborative effort with our partners to insure students' success through services such as: academic tutoring; advisement; college and test preparation, financial aid, scholarships, transferring, loan workshops, and college campus fieldtrips.

Essential Job Functions:

- Maintain professional and effective communication with students, parents, schools, and Cal-SOAP staff
- Oversee tutor work and report to senior advisor
- Maintain weekly scheduled work hours at the school site(s) assigned
- Be efficient and responsible; tutors and advisors are required to be prompt and honor the time set for work schedules, staff meetings, events, and trainings
- Mandatory participation in all advisor/tutor training sessions as well as scheduled staff meetings
- Assist and participate in program events when required
- Collaborate with Cal-SOAP program partners (e.g. ETS, AVID, etc.)
- Represent and advocate for Cal-SOAP when networking with other programs and/or schools
- Actively engage students and apply AVID tutoring methods
- Supervise tutorials and tutor students in multiple subjects at the high school level
- Maintain proper documentation of student contact logs and other events
- Maintain proper documentation of time sheets and mileage logs (**Absences and Tardies must be approved by a supervisor at least 2 weeks in advance**)
- Work hard to ensure that the goals of Central Valley Cal-SOAP are accomplished

- Adhere to all policies and procedures established by Central Valley Cal-SOAP and the school site(s) assigned
- Inform Cal-SOAP staff of any school events or schedule changes
- Assist the Program Coordinator with events
- Other duties as assigned

Qualifications:

- Currently enrolled at a college or university
- Junior, Senior or graduate class level (Undergrad: Enrolled in at least 6 units or Grad: Enrolled in at least 3)
- Maintain a cumulative GPA of 2.75 or above
- Demonstrate a financial need
- Have passing scores or exempt status on the CBEST, ELM/EPT; *or* letter of recommendation from University faculty; *or* have completed the general education English and Math courses
- Must have reliable transportation and possess a valid California Driver's license with auto insurance coverage
- Strong oral and written communication skills
- Must be on time to work, events, meetings and presentations
- Strong higher education awareness (college admission and transfer requirements, financial aid, scholarships, loans, student services, and academic programs)
- Strong computer skills, particularly email and Microsoft Office (Word, Excel, Publisher).
- Must be able to work effectively with students and parents from diverse ethnic and socioeconomic backgrounds

Expectations:

- Adhere to all policies and procedures established by Central Valley Cal-SOAP and the school site assigned
- Participate in all training sessions as well as scheduled staff meetings. To be more efficient, you are required to be prompt and honor the times set for all-staff meetings
- Make sure a qualified faculty member is present during any Advisement or Tutorial sessions **(At no time should an Advisor be alone with a student or a group of students)**
- Communicate and create good working relationships with Cal-SOAP, high school, and other outreach program staff to ensure that the goals of Central Valley Cal-SOAP are accomplished
- Communicate personal issues directly to the Central Valley Cal-SOAP Director and Student Services Coordinator. Do not burden the school district staff with personal challenges
- Promote Central Valley Cal-SOAP in a positive and outgoing manner at all times and achieve excellence through dedication, hard work, and the continuous development of your higher education knowledge
- Participate in school site activities designed for students and parents as well as activities related to Central Valley Cal-SOAP that will benefit all students and parents (may include evening and weekend programs such as College Field Trips and College: Making It Happen)
- Be a "Good Role Model" for the high school students
- Maintain weekly scheduled hours at school site assigned
- Acquire weekly, monthly, and yearly academic and event calendars from the school site
- Inform students of the importance and benefits of post secondary education
- Provide students with College, University, and Vocational post secondary education information
- Wear Cal-SOAP picture ID card during work hours
- Follow the Cal-SOAP dress code
- Submit all required documentation and assignments according to established policies and deadlines

Personal Attributes:

- Mature individual who is motivated to help others
- Strong public speaking and listening skills (articulate and interactive)
- Strong multitasking skills needed to complete various duties to be assigned each school semester
- Ability to relate to high school students
- Team player: work in close proximity with the Cal-SOAP staff and high school personnel
- Strong organizational skills
- Committed, responsible and willing to work outside of the scheduled school site hours. Although there are established hours for the Higher Education Advisor, there will be times when one must work outside of the scheduled school site hours. Consistent and timely contact with High School students produces best results. For this reason, time, commitment, and willingness to take responsibility are necessary aspects of being a Higher Education Advisor
- Friendly and outgoing, with a professional attitude: To constantly be in contact with High School students requires an outgoing and friendly

Physical Demands: Advisors and Tutors will be required to walk/travel distances when necessary. In addition, each Advisor/Tutor will be required to comfortably carry/roll a cart of a maximum of 30 lbs. when necessary (e.g. books, pamphlets, event materials, projectors, presentation easel, etc.). Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Required

Documents: 2012-13 Class Schedule, Transcript, Financial Aid Award Notification and Schedule of Availability.

By signing this form I agree to the terms and conditions required of this job and agree to complete all essential functions to the best of my ability. I understand that there are minimum eligibility requirements that I must maintain; and most importantly, I agree to exude the personal attributes listed in my job description at all times.

Name: _____

Date: _____

Signature: _____



California State University, Fresno

Task List

Academic Advisor

Weekly

- Observe Tutorials and lead by example (using the AVID method)
- Tutor students in various high school level subjects using the AVID methods
- Review contact logs and turn them in to Senior Advisor by the due date
- Keep Senior Advisor updated with school events and issues
- Collect and Review Contact Logs
- Collect and Review Cal-SOAP applications
- Assist Senior Advisor with events and reports

Bi-Weekly

- Collect time sheets from tutors and check for incompletions or mistakes
- Turn in all time sheets to senior advisor
- Collect and review 'Supplies Request Form' from Tutors. Turn in to Senior Advisor

Monthly

- Collect mileage reimbursement forms from tutors. Turn in to Senior Advisor
- Collect and Review In-Kind Contributions Forms

Advisement and Tutoring Guidelines

Whether you are working with individual students or classroom groups, the following guidelines will help you on your way to being an excellent Advisor, Tutor and role model.

Purposes of Advising and Tutoring:

- To improve the educational achievement of the student.
- To enhance self-esteem and study skills.
- To widen the horizons of the student through contact with a concerned, helpful, more experienced person.
- To assist and educate students with the college and financial aid process and options to improve college going and retention rates.

Important Steps:

- Use the AVID tutoring method.
- Staff must be at their assigned school and in the after school tutoring room when the school day is officially over, so that they are ready to receive students immediately. **Be on time**, as students will leave if they do not find someone in the counseling office or tutoring room.
- Immediately document information about the student and the contact on the Classroom Contact Log or the Student Sign-In Form. Tutors and Advisors must have contact logs and clipboards on hand at all times.
- Staff must stay in the counseling office or tutoring room according to the scheduled time. Do not leave other staff alone as the only adult in the office or room, especially if there is only one student present.
- Staff must be ready and willing to work with students, assist them in their advising and academic needs or refer them so someone who can assist.
- Staff may not receive personal phone calls (except in cases of emergency) or be the cause of distraction for students and other staff.
- Staff must leave the site as orderly and clean as you found it, if not better.

Tutoring Techniques and Skills:

- **REMEMBER: YOU ARE A ROLE MODEL, NOT A PEER.**
- Encourage students to stay in the counseling office or tutoring room the entire length of the session to finish their homework and receive free services.
- **Goals and Expectations:** What does each student expect to accomplish during advisement & tutoring sessions? Set goals and objectives with the student(s). Break them down into smaller activities that are achievable and acceptable. Do not try to do everything at once. Consider the time and energy available and plan to accomplish a reasonable amount of work. Check with each student regularly to see if his/her expectations of advising & tutoring are being met.
- If a student or teacher reveals personal information, regard it as confidential unless it's something dangerous to the students or someone else. Always follow the "Mandated Reporter Rules".
- Establish rapport with the students: encourage dialogue about background and interests; this will get the student(s) actively involved and also help the employee assess the student's academic and advisement needs. For example, have the students read the chapter? How enthusiastic are they about the course? What career interests does the student demonstrate? Students should also be made to feel comfortable and acceptable.
- Establish mutual expectations: Discuss rules, procedures, guidelines, your role, and the student's role, so that there is no misunderstanding. Show them the importance of building a good foundation. This

means that the students have to do their own assignment. In other words, “Help students help themselves.” Also, express to them the importance of coming to you on a regular basis.

- Give Information: It is vital that each student understands all tutoring and advising procedures and rules. It is the employees’ responsibility to explain and enforce the rules of tutorial and advisement sessions.
- Evaluate your students: Diagnose the student’s problems through study techniques. Find out what the student’s work, class and study schedule is like. Make sure the student has scheduled adequate time for studying. Find out how the student studies. Does she/he study actively or simply read and underline passively? How does the student take notes and prepare for tests?
- Establish boundaries and set limits: Determine if you will be able to help the student. Make it as clear as possible in what way you can or cannot help. Set your limits and make sure the student understands.
- If you are unable to help the student make sure to refer him/her to the correct person who can help.
- Be a good listener.
- Keep your commitment(s). If you know you will be absent, tell them in advance, do not make promises you can’t keep.
- Do not talk about your personal life.
- Be Professional: Demand respect...you deserve it. Use appropriate language. Greet students, using their names.
- Sit next to the students, at eye level, so you can easily see her or his work.
- Clear the desk of other materials so the student can focus on the subject at hand.
- Unless students are working in a group, separate students at least arms length apart.
- Let the students tell you what she or he thinks she/he is supposed to do.
- If you do not understand the assignment or are not clear how to do it, be honest with the student. (Read the assignment in the book aloud and refer back to earlier section as needed. If there is no book, try different ways to do the assignment or ask the teacher for further explanation. The student will learn how to work through a problem while watching and participating with you).
- Break the task at hand into small pieces if possible, allowing the student to focus on one thing at the time.
- Make sure the student understands what she/he is supposed to do before she/he begins.
- Participate actively in the tasks the student is not ready for, such as figuring out what needs to be done and explaining it to a student who is overwhelmed by this, or taking the lead in working on assignments.
- Ask open-ended questions that require students to answer with more than yes or no.
- Refuse to give answers, encourage the students to do their own thinking.
- Do not write or read for the student.
- Silence is often important as they may be thinking about what to say or how to solve the problem. Be patient and try not to interrupt their learning process.
- Start with easier problems, using the same steps to solve harder ones.
- Create problems (if needed) to test for understanding.
- Remember that students take in information through different learning channels (visual, auditory, and kinesthetic), and that one or two of these may dominate in the student. Use your knowledge of their learning style and attitude towards school to personalize advisement and tutoring sessions.
- Use tact and positive reinforcement. Seek something worthy of a compliment, especially when the student is having difficulties.
- Comment or apologize when you make a mistake... no one is perfect.
- End the session with enthusiasm and thanks.
- Maintain eye-to-eye contact with each student.
- Be on a visual level with students — don’t stand above students.

- Questions should be directed towards students' interests and should not be personal questions.
- Give your undivided attention when talking to each student. Students learn to give attention in the same way they get it.
- Encourage students to express their ideas.
- Be aware of your body language. Is it unfriendly, closed, and drawing away from the student or is it relaxed and open? Do your gestures communicate that you are content and ready to listen?
- Overall, smile constantly and express to your students that you are genuinely interested in what they have to say. Communicate to them their progress is a top priority to you.
- Be sure to learn your students' names and how to spell and pronounce them correctly. This promotes individualized relationships and lets the students know you care.
- DO NOT pry into students' personal life. As your relationships develop your students will naturally share more information.
- Maintain your duality as a Cal-SOAP Employee. You must always be professional and business-like, but also be friendly and trustworthy.
- Respect cultural differences. Address ethnicity appropriately and avoid stereotypical phrases that promote negativism.
- Value students' perspectives and share ideas. Do not impose your own tastes, attitudes, or values on students.
- Tune into nonverbal messages like yawning, smiling, folded arms, frowning, crying, looking away, and laughing.
- Do not condemn students for their past or be judgmental of their lifestyles.

The Code: Expectation of all students who participate in advisement and tutoring.

- Respect and appreciate each student's right to learn.
- Come to each session prepared to learn and work.
- Follow and respect the advisor's and tutor's instructions.

If a student becomes a disruption that interferes with learning, the advisors and tutors must take the following steps:

Step 1- Give a Verbal reprimand to the student.

Step 2- Notify the Cal-SOAP Advisor and immediately brief Program Coordinator regarding the situation via email or by phone.

Step 3- Cal-SOAP advisor notifies parent/guardian with details of the situation. Shares with parents the rules and regulations for participating in the program; and immediately brief the Program Coordinator via email.

Step 4-If contacting the parent/guardian fails to resolve the issue, the Program Coordinator will communicate with them again and notify the student they will not be allowed back until the behavior improves.

Employee Agreement

I agree to notify, verbally and in writing, the Central Valley Cal-SOAP Director and Coordinator of any circumstances that may keep me from fulfilling any part of my Job Description or the Policies and Procedures as outlined and explained in this Student Employee Handbook. I understand that my failure to comply may result in write-ups, suspension or dismissal from my job at Cal-SOAP.

By signing this form, I acknowledge that the Central Valley Cal-SOAP Director and Coordinator have reviewed and discussed the Cal-SOAP Student Employee Handbook for 2012-2013. I acknowledge my questions regarding this Student Employee Handbook have been answered to my complete satisfaction. Furthermore, I acknowledge that I fully understand, accept, and agree to abide by the ...

- Academic Tutor
- Higher Education Advisor

... Job Description and all Policies and Procedures as outlined in this Student Employee Handbook.

Print Name _____

Sign _____

Date _____

POLICIES AND PROCEDURES

Equal Opportunity Employer

No individual will be denied work or subjected to different treatment on the grounds of race, color, national origin, sex, physical disability, or age.

Work Schedule

- The Work Schedule for each staff member will be individually determined based on their college class schedule and is subject to change as needed.
- A normal work schedule will be from Monday-Friday between the hours of 8-4:30pm for a total of nineteen (19) hours per week. Some evenings and weekends may be required.
- Staff members are not to deviate from their scheduled work hours.
- Staff members will only be paid for hours worked according to their scheduled work hours.
- Staff members may not make-up any scheduled hours not worked for any reason.
- Work hours scheduled during student finals or staff members' college dead week and finals will vary on a case by case basis.
- If a staff member deviates from or changes their work schedule without a suitable reason and approval from the Cal-SOAP Director, he or she will be subject to consequences as described in this handbook.

Dependability / Time Management

- Staff members are expected to be conscientious with respect to attendance and punctuality.
- All staff members are expected to arrive **early and on time** according to the work schedule.
- If a staff member arrives to work late, the Student Services Coordinator will schedule a meeting to discuss dependability and reasons for arriving late.
- Staff members are expected to report absences and tardiness at least two weeks advance.
- Any advance notification of absences must have a clear and concise explanation.
- Staff members who demonstrate erratic (inconsistent) attendance and punctually will be subject to consequences as described in this handbook.

Cellular Phone Policies

- Staff members should be an example to the student population at the school sites, therefore employees are not allowed to use their cell phones during Cal-SOAP time. This includes texting, listening to music, checking emails, etc...unless it's Cal-SOAP work related.
- If an employee is found using their cell phone during Cal-SOAP time he or she will meet with the Director, and get written up.
- If the employee accumulates three write-ups during the year, he or she will be terminated from the program.

Personal / Sick Leave

- Staff members must notify the Cal-SOAP Director of any planned absences or necessary work hour adjustments at least two weeks in advance. If a staff member does not notify the Cal-SOAP office in advance, the occurrence will be considered *unjustified*.
- In case of emergencies or illness, notify your advisor and program coordinator immediately. Each situation communicated after its occurrence will be considered *unjustified*.
- Before returning to work, staff members must submit justification to verify planned absences, emergencies, and illnesses which required an appointment (doctor note, college professor note,

college advisor note, auto shop invoice, etc...). If a staff member does not submit justification within three days, the occurrence will be considered *unjustified*.

- If a staff member accrues a total of two (in any combination) unjustified occurrences in one academic year, he or she will be subject to consequences as described in this handbook.

Foggy Days

- During the winter months, West Fresno County roads are filled with fog. Under no circumstance does Central Valley Cal-SOAP oblige staff members to drive in unsafe road conditions.
- When fog season arrives, watch scrolling updates on local television channels or call the school site to find out if a fog “Plan” has been established. If fog “Plan” is *not* declared for your school site by the time you are ready to depart for work, arrive to your school site as scheduled.
- If a fog “Plan” *is* declared on any given day, staff members must notify the Cal-SOAP office of any situation below:
 - If Plan A or B is declared, arrive to work when students are scheduled to begin classes.
 - If Plan C is declared before you depart for work, student classes will be cancelled, therefore, your work day is cancelled.
 - If Plan C is declared after you arrive at the school site, you must work your scheduled hours. However, end your work day if the counseling office, career center, or library closes early.
- If a staff member does not follow any one of the Foggy Day procedures, he or she will be subject to consequences as described in this handbook.

Classroom Assignments

- Academic Tutors are required to submit a classroom assignments schedule form through email immediately after their Program Coordinator determines the classrooms in which they will be placed.
- Only the Program Coordinator or the Director may change the classroom assignments.
- Tutors must immediately notify the Cal-SOAP office of any changes to their classroom assignments.
- If a staff member does not immediately notify the Cal-SOAP office of a change to their classroom assignment or makes changes to the classrooms they are assigned to without prior approval from their school site supervisor, he or she will be subject to consequences as described in this handbook.

Confidentiality

- Do not discuss confidential information with persons not involved with or a member of the Central Valley Cal-SOAP Consortium.
- Do not leave confidential information unattended, even for a short period of time.
- Only Central Valley Cal-SOAP staff members may handle, view, review, update, change, and/or transport any and all printed documents created for and belonging to Central Valley Cal-SOAP;
- All conversations with students are considered of a confidential nature *unless* you feel that not reporting the information to the police or school personnel could cause harm to a student or others. Failure to report such information or;
- Failure to keep any records, documents, and conversations confidential are grounds for immediate dismissal.

Falsification of Records

- Falsification of any personal records, timecard, statistical counts, or other Central Valley Cal-SOAP records will NOT be tolerated under any circumstances and is grounds for immediate dismissal.

Transportation / Travel

- Staff members are required to use their own transportation when reporting to their assigned school site.
- Staff members are required to maintain automobile insurance.

- Staff member vehicles cannot be used to run errands for the school site or to transport students.
- Transporting a student will not be tolerated under any circumstances and is grounds for immediate dismissal.
- Staff members will not be reimbursed for travel time or miles traveled from their homes to their respective school sites or other Cal-SOAP obligations.
- All travel and mileage reimbursements must be approved in writing prior to the occurrence.
- Cal-SOAP staff is not allowed to transport students in their personal vehicles for any reason.

Dress Code and Personal Appearance

- Staff is expected to dress in a professional manner at all times; business casual attire is required when working for the program including staff meetings, trainings & events.
- Speak with your school site supervisor and **refer to your school site employee dress code** for details.
- Sweatpants, shorts or revealing clothing is not acceptable.
- Appropriate shoes should be worn at all times, no sandals without blackstrap or flip-flops will be allowed during Cal-SOAP time.
- Any piercing other than the normal body parts such as the ears will not be allowed.
- If an employee has tattoos he or she will need to cover them while on Cal-SOAP time.
- A write-up will be issued if a staff member is reported as or observed not honoring the dress code.

Other Activities at School Site

- Staff members must have written approval from the Cal-SOAP Director to perform duties outside of their job description.
- If approached by school site personnel, **do not commit to any additional job responsibilities until you have written approval from the Cal-SOAP Director.**

Cal-SOAP Materials and Equipment

- Any and all supplies and documents that staff members receive and/or create during Cal-SOAP time are the sole property of Central Valley Cal-SOAP.
- Supplies, documents and other information should be stored in a secure area at the school site.
- On your initial visit, please establish a place where your binders, materials, and documents may be secured.
- An employee is not permitted to transport home any student or parent confidential information.
- Equipment must be checked in and out from the office/desk area and be kept locked in a secured location, and be returned by the due date.

Problems at School Site

- Staff members are encouraged to resolve minor issues at the school site.
- However, if you feel that the issue warrants the attention of a Cal-SOAP Supervisor, do not hesitate to call the Cal-SOAP program coordinator or director; they are accessible and open to work with you.
- **Please contact a supervisor promptly; DO NOT wait for staff meetings to communicate issues!**

Work Place Issues/Problems

If for any reason a work place issue or problem arises the following procedure should be followed.

1. Speak to Cal-SOAP advisor and try and resolve it.
2. If issue continues, speak to the Cal-SOAP coordinator about issue/problem to try and resolve it.
3. If issue is still occurring after you speak with the coordinator you are to contact the Cal-SOAP Director.
4. It is important that you resolve any issues or problem as soon as possible and preferably resolve issues or problems with those involved before contacting a third party.

Alcohol / Drug Use

DRUG-FREE WORKPLACE REQUIREMENTS **Public Laws 100-440 and 100-690**

California State University, Fresno is required by the Drug Free workplace Act of 1988 to Notify all campus employees, including all employees of the auxiliary organizations, of the University's policy to provide a drug-free workplace. This policy was effective March 18, 1989.

In compliance with the Act, employees are hereby notified that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in our workplace. Violation of this policy may result in disciplinary action, including but not limited to suspension and/or termination or a requirement to participate in an approved drug abuse assistance or rehabilitation program.

Employees must be aware that as a condition of employment they will abide by the terms of this policy and will notify the University of any criminal drug statute convictions for a violation occurring in the workplace within five days after such conviction. The University must notify the federal agency involved of the conviction within 10 days of receiving such a notice. Within 30 days, the University will initiate the appropriate personnel action or require satisfactory participation in an approved drug abuse assistance or rehabilitation program.

- Staff members are expected to come to school sites alcohol and drug free.
- Any discussion of these topics with students is forbidden.
- All work sites are alcohol, drug, and smoke free.
- Violation of this policy will result in immediate dismissal.

Workplace Violence

- Cal-SOAP does not tolerate violence, threats of violence, or acts of aggression against employees or members of the Cal-SOAP Consortium community or visitors.
- It is the responsibility of Cal-SOAP staff members to report acts or threats of violence to the Cal-SOAP Director, Coordinator, Site Supervisor, and/or police department.
- Any staff member who engages in behavior which violates this policy is subject to appropriate disciplinary actions and/or immediate dismissal AND may be subject to applicable civil or criminal legal action.

Accidents and Natural Disasters at School Site

- Review school site emergency plans during your initial visit.
- In the event of an emergency or natural disaster at your school site, notify the Cal-SOAP office as soon as possible.
- If you become injured at your school site while on Cal-SOAP time, notify the Cal-SOAP office immediately and follow the workman's compensation procedures.

Staff Meetings

- Mandatory staff meetings will be held once a month for all student employee staff members.
- Attendance is required.
- These meetings serve as an opportunity to share information concerning the program and provide discussion of relevant issues important to program effectiveness.
- This time will also serve an experience for professional growth.
- Active participation is required.

- All paperwork, Student and Classroom Contact Logs, Student Sign-In Forms, Class Activity/Presentation Logs, Time Vouchers, Time Cards and/or other assignments must be completed before the meetings begin.

End of Semester/Year Evaluations

- At the end of the Fall semester every staff member (advisors and tutors) will be evaluated by the instructors and the site supervisors.
- At the end of the Spring semester every staff member (advisors and tutors) will be evaluated by the instructors, the site supervisor.
- The Director and Coordinator will take the Fall and Spring site evaluations and will conduct a more thorough evaluation of the staff member at the end of each academic year.
- Each staff member will be evaluated on attendance at the assigned site and to staff meetings, timeliness in turning in documentation, the accuracy of your documentation, the quality of service to the students, the ability to follow handbook policies and procedures, and on the overall participation of the staff member in the program.

Pay Rate

- Initial pay rate will be determined at the time of hire based on your position, experience, and knowledge.
- Pay reviews will be considered at the end of each full year of employment and will be affected by evaluations and any write-ups received during the year.
- Any change in position could affect pay increases.
- Any pay change is up to the discretion of the Project Director.
- Any disagreements with pay rate should be brought up as soon as possible to the Director and Coordinator.

Fraternizing with Students

Under NO circumstance is it allowed for Employees to fraternize or engage in any type of unprofessional or unethical behavior with a student attending any Central Valley Cal-SOAP Consortium school site.

Participating in any of the following activities in any capacity with a student or students is considered unprofessional and unethical and will result in immediate termination from your job at Central Valley Cal-SOAP: Dating, purchasing or drinking alcohol, violent behavior, intimidation, any illegal activity and any activity deemed by the Central Valley Cal-SOAP Consortium as unprofessional or unethical.

Sexual Harrassment Policy

The Department of State is committed to providing a workplace that is free from sexual harassment. Sexual harassment in the workplace is against the law and will not be tolerated. When the Department determines that an allegation of sexual harassment is credible, it will take prompt and appropriate corrective action.

What Is Sexual Harassment?

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) An employment decision affecting that individual is made because the individual submitted to or rejected the unwelcome conduct; or
- 2) The unwelcome conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or abusive work environment.

Certain behaviors, such as conditioning promotions, awards, training or other job benefits upon acceptance of unwelcome actions of a sexual nature, are always wrong.

Unwelcome actions such as the following are inappropriate and, depending on the circumstances, may in and of themselves meet the definition of sexual harassment or contribute to a hostile work environment:

- Sexual pranks, or repeated sexual teasing, jokes, or innuendo, in person or via e-mail;
- Verbal abuse of a sexual nature;
- Touching or grabbing of a sexual nature;
- Repeatedly standing too close to or brushing up against a person;
- Repeatedly asking a person to socialize during off-duty hours when the person has said no or has indicated he or she is not interested (supervisors in particular should be careful not to pressure their employees to socialize);
- Giving gifts or leaving objects that are sexually suggestive;
- Repeatedly making sexually suggestive gestures;
- Making or posting sexually demeaning or offensive pictures, cartoons or other materials in the workplace;
- Off-duty, unwelcome conduct of a sexual nature that affects the work environment.

A victim of sexual harassment can be a man or a woman. The victim can be of the same sex as the harasser. The harasser can be a supervisor, co-worker, other Department employee, or a non-employee who has a business relationship with the Department.

Termination

The Central Valley Cal-SOAP Director can terminate employees for cause with at least one week's notice. Causes include, but are not limited to: three write-ups, unjustified occurrences, inferior work performance and any illegal activity.

Resignation and Dismissal

If you resign from your job at Cal-SOAP, you are required to contact the Central Valley Cal-SOAP office and give a minimum two-week notice. In addition, you are required to submit a letter of resignation and complete an Employee Separation Report with your forwarding address stating your last day of employment for tax purposes. Whether you resign or are dismissed from your job at Cal-SOAP, you are required to return all documents, materials, and supplies to the Central Valley Cal-SOAP office; including data information, binders, training information, etc.

Consequences

Student Employees who do not meet the goals and expectations according to their Job Description and the Policies and Procedures established in this handbook will be subject to the following consequences, including suspension and/or dismissal from their job at Cal-SOAP:

- Write-up #1: Employee meets with Director or Coordinator or School Site Supervisor to discuss issue. Employee receives written notification of issue, impact of behavior, solutions, recommendations and expectations. consequence
- Write-up #2: Employee meets with Director or Coordinator and School Site Supervisor to discuss issue. Employee receives written notification of issue, impact of behavior, solutions, recommendations and expectations. Employee is placed on a probationary period of at least 14 days. Employee is subject to dismissal or suspension without pay.
- Write-up #3: Employee is dismissed from their job at Cal-SOAP.

TIME CARDS, HOURLY TIME AND EFFORT REPORT, AND MILEAGE

HOURLY TIME AND EFFORT REPORT

The Hourly Time and Effort Report is the form used by the CSU, Fresno Foundation to generate student employee pay-checks. Vouchers must be submitted with a Cal-SOAP Time Card.

The following requirements are mandatory. Incomplete or incorrect reports or Time Cards will not be accepted and may result in a delayed paycheck.

- Employee Information
 - Last Name, First Name, Auxiliary ID #
 - Employee Type
 - E-mail address

- Pay Period Information
 - Current Year
 - Current Month

- Hours Worked
 - Time In, Time Out
 - Whole Hours, 10ths
 - Time In, Time Out, daily hours, and total hours worked **MUST** match on both the Hourly Time and Effort Report and the Time Card
 - Total Hours worked .

- Position and Cost Center
 - Position
 - Hourly Rate of Pay
 - CC Name
 - CC no/Obj/Sub

- Compensation Summary
 - Automatically updated
- Employee Certification
 - Signature
 - Date
- Supervisor Certification
 - **DO NOT COMPLETE**

One (1) Voucher may only be used for one (1) pay period.

Submit the Voucher and Time Card to the designated location at your school site by the due date.

Do **NOT** complete Time Vouchers or Time Cards during Staff Meeting or Cal-SOAP Events.

TIME CARDS

- Staff members are responsible for arriving to work according to their schedule early or on time.
- Staff members are required to record all arrival and departure times on a daily basis using the Cal-SOAP Time Card and Time Clock.
- On your first day, become familiar with the time clock location and discuss accessibility with your school site supervisor.
- Under no circumstance is it allowed for any staff member to record an arrival or departure time for and on another staff member's time card. Not honoring this Time Card policy is grounds for an investigation of the incident and/or immediate dismissal.
- Only one (1) Time Card may be used for one (1) pay period.
- Submit the Voucher and Time Card to the designated location at your school site by the due date.
- Do NOT complete Time Vouchers or Time Cards during Staff Meetings or Cal-SOAP Events.

MILEAGE

- Only mileage that has been approved in writing prior to accrual will be reimbursed at a rate of 50 cents according to the approved schedule.

- Every student who receives Cal-SOAP services must complete a Central Valley Cal-SOAP Student Application.
- You are responsible for distributing, collecting and performing a line by line review of all applications submitted to you.
- Once all freshman applications for the fall have been collected, a complete list of student applications for each school will be posted on the Cal-SOAP Remote Web Workplace.
- Each staff member must determine which students need applications by comparing their **Classroom Contact Log and Student Sign-In Form** with their school's Cal-SOAP Applications list on a weekly basis.
- When distributing a Cal-SOAP Applications, ask students to complete as much information as possible.
- Make a copy and have the students take the copy home for completion and parent signatures.
- Only applications that are LEGIBLE will be accepted. If this means you have to contact a student a second time or hand write it yourself, please do so.
- Applications that do not meet these requirements **WILL BE RETURNED TO YOU** for completion.
- Once you have the original student application with the all required information and a parent signature, submit it to the Cal-SOAP school site advisor as soon as possible. Advisor must submit to Cal-SOAP office on a weekly basis.

Academic Tutors are requirements:

1. Prepare their Classroom Contact Logs using an excel template on the first day at work.
2. Store all logs in the school site Logs binder and keep in a safe place for Cal-SOAP office staff to access.
3. Place their logs in the Logs binder **on a weekly basis** (on their last work day of the week). Cal-SOAP Office Staff will collect all logs **each Friday afternoon**.
4. Use the Classroom Contact Log to document student contacts for each class period on a daily basis.
5. Document the Name, Teacher, Class, Period, School Year and Date on each Classroom Contact Log.
6. Make sure each student's Last Name, First Name, Grade, and Date of Birth are documented.
7. Place a checkmark in the numbered columns "1-6," for each student they contact. The columns are numbered 1-6 to accommodate the documentation of 6 individual (one on one) contacts per class period.
8. Place a checkmark in the "SG" column if the student was part of a Small Group tutorial session of **between 2 and 10 students**.
9. Obtain the Teacher's initials to verify attendance immediately after **each** class period worked, and print the Teacher's first initial and last name under **each** initial.
10. Communicate special situations such as "Testing" and other activities that interrupted tutorial time in the "Notes" section.
11. Report to another classroom on days that teacher:
 - Reads form the book, has a "guest speaker, is showing a movie, or is conducting instruction that does not allow tutor to provide a meaningful contact.
12. Tutors must be walking around at all times providing academic support. Not asking students if they need help, but rather asking students to explain assignment and how they solved a particular problem.
- 13. Tutors must have their contact logs and clipboard in hand at all times.**

Higher Education Advisors and Academic Tutors requirements:

1. Carry blank forms on a clipboard at all times and use the form as your primary mode of documenting contacts (except for during school classroom tutorial).
2. Store all logs in the school site Logs binder and kept in a safe place for Cal-SOAP office staff to access.
3. Place their logs in the Logs binder **on a weekly basis** (on their last work day of the week). Cal-SOAP Office Staff will collect all logs **each Friday afternoon**.
4. Use the form to document each and every advisement or tutorial session contacts which occur in the counseling office, library, or other room during and after school.
5. **DO NOT** document Classroom contacts on this form (*Except* if they are in a classroom for after school tutorial). Instead, use the Classroom Contact Logs.
6. Document the Date, Full Name, Grade and Date of Birth **before** any advisement or tutorial session begins.
7. Document the Code(s), Period(s), Notes, and task progress **during or after** any advisement or tutorial session.
8. List the period (s) in which the academic or advisement session took place.
9. Mark an “AS” in the Period(s) box if the advisement or tutorial session occurred *After School*.
10. Use the Notes section to document a brief summary of the work accomplished during the academic or advisement session.
11. If you contact the same student more than once in one day, list each session on a separate row.
12. Use descriptive words to document task progress.
 - a) Created
 - b) Completed
 - c) Registered
 - d) Started
 - e) Updated
13. Mark if it was an “Individual” or a “Small Group” contact.

Tutor requirements:

1. Carry blank logs on a clipboard at all times and use the form as your primary mode of documenting unscheduled and completed presentations or activities.
2. Store all logs in the school site Logs binder and keep in a safe place for Cal-SOAP office staff to access.
3. Place a copy of the logs and classroom rosters in the Logs binder **on a weekly basis** (on your last work day of the week). The Cal-SOAP senior advisor will collect all logs **on a weekly basis**.
4. Use the Log to document unscheduled completed Class Activities and Presentations.
5. Examples of Activities or Presentations are short lessons, class learning activities, or any unplanned college information presentation given inside a classroom.
6. Complete the following on each Log:
 - a. Employee Name
 - b. Date submitted
 - c. Date of presentation/ activity
 - d. Period
 - e. Teacher
 - f. Activity Code
 - g. Description of activity or presentation
 - h. Obtain Teacher's initials after each activity or presentation.
7. Obtain a copy of the class roster for that specific day and only count students in attendance.
8. Notify the senior advisor and Database Tech that an activity or presentation was completed by sending an email.
9. All class rosters must be appropriately labeled to match the Log.
10. Organize the forms by date and page number
 - a. Document the page numbers at the bottom of the form.

Higher Education Advisor requirements:

1. Use the form as your primary mode of documenting scheduled and completed presentations.
2. Store all event reports in the school site binder and keep in a safe place for Cal-SOAP staff to collect.
3. Place a copy of the event planners and classroom rosters in the binder **on a weekly basis** (on your last work day of the week). Cal-SOAP Office Staff will collect all event planners, logs, and rosters **each Friday afternoon**.
4. Use the Event Report to document scheduled and completed Class Activities and Presentations.
5. Examples of Activities are registering for the SAT and filling out a FAFSA on paper (or the FAFSA on the web worksheet).
6. Examples of Presentations are How to Get Good Grades, Intro to HS, College Entrance Exam deadlines, and any CTE Presentations.
7. Complete all the sections of the Event Report. If you have any questions ask your school site advisor.
8. Obtain a copy of the class roster for that specific day and only count students in attendance.
 - a. For activities such as SAT registration or filling out the FAFSA, only count those students completing forms.
9. Notify the senior advisor, the coordinator, and database tech that a scheduled activity or presentation was completed by sending an email.
10. Complete all the sections from the Even Report Check-of list.

****All class rosters must be appropriately labeled to match the Event Report****

SENIOR EXIT SURVEY

The Cal-SOAP Senior Survey is a very crucial element that determines the success of our program. The Senior Survey will answer questions such as: How many Central Valley Cal-SOAP Students actually go to college? Why? Is this student the first in his family to go to college? Did they receive financial aid?

Advisors are required to:

1. Begin completing the survey in late March early April; when students begin hearing back from colleges they applied to and receiving their Student Aid Reports (SAR).
2. Schedule a day and time to go into each senior classroom and have all seniors complete a survey. This is a Classroom Presentation and should be documented on the Class Activity / Presentation Log and submitted with classroom rosters.
3. Use the Student Sign-In Form to document the contacts if you complete the survey with students one-on-one or small groups (2-10 students).
4. Note that during a classroom presentations and one-one-one and group sessions with seniors, you will accomplish a variety of contacts.
 - a. For example, you may assist the students to sign up for an SAT date (I-3), complete part of a college application (D), and explain the Financial Aid process (F).
 - b. You must document each type of contact **every time!** Make it a habit to document such information as soon as it occurs.

QUESTIONS FOR SENIORS

The Questions for seniors will serve as a checklist seniors and a tool for Advisors to determine students' knowledge of their progress with the college and financial aid procedures.

Advisors are required to:

1. Approach the senior teacher(s) and request permission to administer the survey in conjunction with the progress report schedule.
2. When presenting the idea, explain the reason for the surveys and allow the teachers to decide when the best time to administer them would be according to their curriculum schedule. Do not impose the survey presentation on them; instead, communicate your goal and flexibility and willingness to conduct the surveys according to their schedule.
3. Print the form from the Internal Website.
4. Make copies of the original surveys and place them in a Cal-SOAP binder at the school site.
 - a. Return the original surveys to all students.
5. Encourage students to use the checklist and keep track of their progress.
6. Require students place the survey in their binders (and keep them there) for updating.
7. Refer to the surveys to determine order of which students will be called out for advising.
8. Advisors and Tutors are required to ask students to show them the surveys in their binders and discuss their progress during advisement sessions.
 - a. If students do not have the survey in their binders, refer to the copy in the Cal-SOAP binder.

Central Valley Cal-SOAP
Questions for Seniors

Student Name: _____ DOB: _____ School: FHS KHS MHS THS

What are your plans after H.S.? CC CSU UC Private Technical Art Military Work Other

What career path are you considering (teacher, lawyer, nursing, etc...)? _____

Do you have an email account? Yes No _____

Do you know how to register for College Entrance Exams (SAT, ACT)? Yes No

Have you taken the SAT I? Yes No If No, why? _____

Have you taken the SAT II? Yes No

Have you taken the ACT? Yes No

Will you meet the academic eligibility requirements for a 4-year school (A-G)? Yes No

Do you know how to complete college admission applications? Yes No

Have you written your Personal Statement (UC)? Yes No

Will you apply for Financial Aid and Cal-Grant (FAFSA)? Yes No
If No, why? _____

Do you know how to register for a FAFSA PIN? Yes No

Are you aware of the EOP/EAOP/EOPS programs? Yes No

Do you know where to apply for Scholarships? Yes No

Do you know your GPA? Yes No _____

How can we help you?

Do you have questions about any of the above procedures? Yes No

Are there classes you need help in to get a better grade? Yes No

Which one(s)? _____

Do you feel you have and practice good study habits? Yes No

Do you need to improve your study skills? If so, which one(s)? _____

Do you know your learning style? Yes No *Specify* _____

Would you like help with any of the above procedures? Yes No

If yes, which one(s)? _____

Central Valley Cal-SOAP

Checklist for College-Bound Seniors

If preparing for UC or CSU or other 4 year colleges:

- Take (or re-take) the SAT I, II, or ACT no later than November
- Continue taking A-G and AP Classes
- Apply to 2-3 colleges- include your parents in the choice!
- See your guidance counselor or Cal-SOAP Advisor frequently
- Listen to the daily bulletin for scholarship, SAT, financial aid & other info
- UC and CSU applications due by November 30
- Get letters of recommendation
- Request transcript be sent to colleges

If preparing to enter community college:

- Research different community colleges and what they offer
- Visit different community colleges, talk to counselors
- Learn about Financial Aid, Scholarship and loan options and info
- If planning to transfer to a 4 year school, research transfer requirements, Non-Transfer Majors, and everything associated w/ the transfer process
- Sign-up for registration-to-go in the spring
- Complete college applications according to the deadlines

All students:

- Apply for FAFSA Pin # in the fall (you will need an email address).
DO NOT lose the number!
- In January, start filling it out the Free Application for Federal Student Aid (FAFSA) --- on paper or FAFSA on the Web (Deadline is March 2nd).
- Complete Cal-Grant process with your guidance counselor by March 2nd.
- Apply for scholarships in the fall ***and*** spring
- Attend Financial Aid workshop in February
- Keep copies of all applications you send - college, scholarship and financial aid