

TEXAS STATE TECHNICAL COLLEGE-HARLINGEN
Upward Bound Program
Tutor Handbook

Upward Bound General Program Information

Upward Bound is an academic and college preparatory program funded by the U.S. Department of Education. The purpose of the Upward Bound program is to generate the skills and motivation necessary for students to successfully complete a program of secondary education and to enter and succeed in a program of postsecondary education.

There are approximately 600 Upward Bound programs across the country. The Upward Bound program at Texas State Technical College-Harlingen serves 70 students from Harlingen High School, Harlingen South High School, and Rio Hondo High School. Students are selected to participate in the program during the 9th, 10th, 11th, and 12th, grade, but continue to participate until they graduate and enroll for 6 hours during Summer Session I at Texas State Technical College Harlingen.

During the school year, Upward Bound provides a variety of services and activities to students and their families. School meetings, Saturday meetings, tutoring, and field trips are just a part of the academic year component.

The summer component of Texas State Technical College-Harlingen is a 6 week, stimulated residential experience on the campus of Texas State Technical College-Harlingen. Students live in residence halls, take core and elective classes, and participate in a variety of social, cultural, and educational activities. Field trips, counseling and mentoring, as well as group living constitute the total summer experience.

Upward Bound students, during their final summer with the program, are enrolled in our **Bridge component**. In addition to other Texas State Technical College-Harlingen activities, Texas State Technical College-Harlingen bridge students take six hours of college credit during the summer.

Program Goals:

As an Upward Bound staff member, you should keep in mind the goals of the program:

1. To instill in the Upward Bound students a positive attitude toward learning and Postsecondary education;
2. To increase the students' ability to relate to their peer group by development of a sense of personal worth;
3. To expose the students to new academic, social and cultural learning experiences;
4. To provide, when necessary, academic assistance to each individual student; and
5. To help the students increase their understanding of and ability to cope with their environment.

Grant Objectives:

In order to meet the funded purpose of Upward Bound, we have established several student outcome and process objectives on which we are annually measured.

1. Improve High School G.P.A.
2. Increase standardized test scores.
3. Graduate from High School.
4. Assistance in applying to post-secondary institutions.
5. Improve social skills.
6. Improve self-esteem.
7. Enroll in post-secondary institution.

Upward Bound's Philosophy:

We believe that Upward Bound is an intervention; so we must be different from high school. More of the same is not an intervention! We also believe that "Learning is Fun." By this, we mean that it is our challenge to get our students excited about learning. We want our academic environment to encourage exploration and creativity. This often means that we approach classes and learning from a slightly different point of view. Keep in mind that we are among many programs in the nation and it is important to remember that we are a team. Students from three schools working together to form 1 team. Upward Bound.

Upward Bound Student

At Texas State Technical College-Harlingen, over 2/3 of the Upward Bound students must meet both first generation and income criteria.

Upward Bound students must meet certain eligibility criteria in order to participate in the program. At least two-thirds of the students must be potential first generation college students (meaning that neither of their parents have graduated from a four year college or university) **and** meet the income criteria set by the U.S. Department of Education. The other one third of the students can meet either the first generation or low income criteria.

Additionally, all Texas State Technical College-Harlingen students must have a need for academic support in order to be successful in high school and then go on to be successful in post-secondary education.

If you look at Texas State Technical College Harlingen students as a group, they tend to look very much like the average high school class. Some are making good grades; others are struggling academically. Some are very motivated toward school; others need encouragement. **All** have the ability to work at high levels academically and be successful in college.

A teacher, counselor, or principal, has recognized that the student has the potential to do college level work. It is our responsibility along with the high schools to challenge and encourage them to see the value and benefit of academics. When we communicate our approval and recognition of student success, we encourage even more successes.

The Upward Bound Staff

Each year we spend an incredible amount of time interviewing and hiring the best possible people to work with our program. We want the best possible for our students-and that includes the staff we hire! We select **you** to work with Upward Bound because we believe that you have the enthusiasm and ability to make the year component successful and to have a positive effect on the students.

Applications are taken from all interested individuals; interviews are conducted by an interview team with all applicants who meet minimum qualifications for the positions, and appointments are made by the Program Director. Once appointed, the individual is the employee of Texas State Technical College-Harlingen, and is expected to follow all rules and regulations in regard to Texas State Technical College-Harlingen.

It is the policy of the Upward Bound program to give preference to those individuals who have previous experience with the program.

Texas State Technical College-Harlingen is an equal opportunity employer. The program has two components: Academic year and Summer. With the exceptions of administrative staff (Director/Counselor) an individual is employed for one component or the other. Individuals who are from backgrounds similar to Texas State Technical College-Harlingen students or who have overcome similar obstacles will be given preference.

Basic expectations for each position are outlined in the following job descriptions:

Director (Johnny Martinez): The Upward Bound Program Director reports to the TSTC Harlingen Associate Vice President of Workforce Development and is responsible for the overall fiscal and programmatic administration of the program to ensure that all objectives are met and compliance with federal regulations is maintained. Duties include, but are not limited to:

- Supervises all activities of the Texas State Technical College-Harlingen program including identification, recruitment and provision of designated services for eligible participants;
- Selects, supervises, trains and evaluates all staff, including summer personnel,
- Negotiates budget and grant concerns with U.S. Department of Education
- Monitors programmatic and fiscal operations to assure compliance with grant appropriate federal regulations;
- Supervises collection of data for reports;

- Supervises the planning and implementation of all program components and activities, including trips, curriculum, summer residential component, parent services, communication with schools and community agencies, Bridge program, coordination of the program with Texas State Technical College-Harlingen departments;
- Completes reports required by Texas State Technical College Harlingen and the U.S. Department of Education;

Outreach Advisor (Rachel Groman & Melinda Ortiz):

- This person reports to the Director. His/Her responsibilities include, but are not limited to the following:
- Assists Program Director in identifying, recruiting, and providing designated services to Texas State Technical College students, makes home and school visits, and provides counseling in career, academic, and personal areas;
- Assists with the planning and implementation of all components of the program, including selection and training of staff;
- Assists in supervision of activities and field trips;
- Follows up on counseling referrals as needed;
- Coordinates tutoring and testing services;
- Assists in curriculum design for the program;
- Assists Bridge students with financial aid, admissions, and other post-secondary educational needs;
- And other assigned duties assigned by the program coordinator.

Clerk I (Linda Villarreal)

This person reports to the Program Director. His/Her responsibilities include, but are not limited to:

- Maintains a good work ethic when working with high school students and staff
- Maintains precise, to-the-point, documentation on tutorial sessions and teacher conferences;
- Meets with teacher and/or counselor for conferences on students with averages below 70 per subject;
- Makes referrals to Outreach Advisor or Director if problems are encountered (Problems such as academics, behavioral, emotional, attitude, family, etc.);
- Submits documentation to Outreach Advisor(s) on a weekly basis;
- Obtains report cards for each student on a monthly basis and submits to Outreach Advisor;
- Assists with Saturday meetings twice a month (transportation, monitoring students, and assisting counselor/director with workshop presentations);
- And other assigned duties by the coordinator/director.

General Reminders:

1. Remember your title: “Tutor”

Tutor- One of the basic aims of Upward Bound is to increase the academic skills of students to better their chances of success in high school and then post-secondary education. One reason that we hired you was our belief that you could be of help to our students in this area. Your attitude about the importance of education is also critical.

The development of our students both academically and emotionally is important to the success of our program. You should be reminded that your position calls for you to deal with the day-to-day life of the students. You will share their accomplishments and their disappointments. You will be unique in your relationship with your students.

Confidentiality is essential. However, when the students give you information which will be detrimental to themselves, other students, or the entire program, it is important that you inform the program director/counselor. Remember that you, with minimal training, should not assume it to be your responsibility to deal with any serious personal problems of the students. Our trained college counselors are available for this service.

2. Some of our students come from difficult backgrounds or economic hardships. During the academic year, you are asked to supply the energy to meet their need for attention. For some of the students, this closeness between student and tutor is a sign of real or imagined romance, not friendship. Be careful not to allow this feeling to hinder your ability to function effectively. Your role with the students is more of a mentor/teacher role model than a buddy.
3. Don't let your students become too dependent on you.
4. It is important that you conduct yourself in a proper, socially acceptable manner at all times.
5. Never place yourself in a position where your actions will be hypocritical of your words. Remember the old saying, “What you do speaks so loud that I cannot hear what you say”.
6. Try to not show favoritism; help all the students become involved.
7. Don't be a wall-flower. Be a leader: Set the pace!
8. Make all decisions in a consistent manner. Students can accept most any rule it is dispensed with fairness and equality.
9. You are responsible for your students and yourself. Be on time! Plan for possible delays (such as traffic, etc.)

10. Be aware of the medical needs of your students and let us know about them. Keep an eye on the behavior of your students. Report severe behavior problems or changes to the program director/counselor.
11. For insurance reasons, report all injuries, even minor ones. Although it may not appear serious at the time, complications could develop later and for insurance claims a medical information form needs to be on file.

Restrictions

As with any job, there are certain restrictions. Those which apply to your professional position with us this Fall are:

1. You may not date Texas State Technical College-Harlingen students or other staff members.
2. You may not bring friends or dates to Texas State Technical College-Harlingen activities. Discourage your friends from hanging around just as you would any other job.
3. You must not leave Texas State Technical College-Harlingen students unattended at anytime. They are under our supervision (Upward Bound Program) or your supervision (tutoring sessions, Saturday meetings, etc.)

Paychecks:

Tutors will be responsible for turning in their timesheets the day before the date provided. If time sheets are not turned in on time, you will have to wait an additional two weeks to get paid.

Mail, Notices, and Other Texas State Technical College-Harlingen Communication:

All staff will have a mailbox in the Texas State Technical College-Harlingen office. It is important that you check your mailbox on a weekly basis for any changes in schedules, locations, notices, etc.

Materials and Supplies:

Texas State Technical College-Harlingen will try to accommodate your needs for materials and supplies this Fall. While we are supportive of your needs, please remember that we do have a limited amount of resources.

Meetings:

Meetings for tutors and administrative staff are extremely important in the effective administration and communication of the program. Tutor meetings will be scheduled on a weekly basis and on an as needed basis. Memos will be placed in the tutors' boxes informing them of upcoming meetings. **These meeting times are a time to discuss successes, problems, questions, issues, etc; with other staff members. These meetings are not optional. If for**

some reason you will not be able to attend one of the meetings, please discuss it with the program director in advance.

Student Discipline:

When students accept the invitation to become a part of the Upward Bound program, they are choosing to follow the rules and regulations of the program; they even sign an agreement form indicating that they will follow these rules. Whole at times it may seem as if we have an unlimited number of rules, in reality, all rules are designed for student safety and/or to ensure that the program runs smoothly and successfully.

While it is the responsibility of the tutors to enforce discipline in their respective tutoring sessions/Saturday meetings, we are all responsible for ensuring that students are following rules and behaving in an appropriate and acceptable manner. We do students no favors when we ignore behavior that should lead to possible consequences; in fact, we are encouraging irresponsible behavior.

Texas State Technical College-Harlingen rules have been set up so that there is a clear punishment for violating rules. All students receive a copy of these rules and know the consequences for violating these rules. However, there are always “gray areas” and times when no existing rule seems to apply, that require you to use common sense and seek advice from the administrative staff. Your personal feelings, likes and/or dislikes for a particular student should not enter the consequences for breaking rules.

Evaluations:

Evaluations of tutors and students give us time to see problems and develop an intervention strategy. These evaluations will also help us determine those students who are getting the most out of the program.

Forms:

Tutoring Contacts:

The Tutoring Contacts need to be completed and submitted at the weekly staff meeting on each student tutored. These are used to look at student’s interpersonal skills and to help determine personal growth over the academic year. Put some thought into these as you fill them out, completing them as thoroughly as possible. All forms are filed in the student’s folders, so you will want to be cautious in writing. These report forms should not only describe the student’s performance, but also the attitude he or she has towards education.

Tutoring Report Forms

You will use this sheet to record attendance at tutoring sessions. This sheet will need to be signed by the students as proof that they attend a scheduled tutoring session. The Tutoring Report Forms will also need to be submitted at the weekly staff meeting.

Referral Form

Referral Forms must be submitted 2 to 3 days of the incident or problem. Referral Forms are used by tutors to communicate to the program director/counselor, any problems or concerns

encountered by students such as: academics, behavior, emotional, attitude, family, etc. If a problem or situation will jeopardize a student, group of students, or the program, tutors are required to submit a referral form immediately to the program director/counselor.

Absences from Tutoring/ Saturday Trips:

Anytime a tutor is going to be unavailable to follow the assigned tutoring schedule for any reason, he/she must communicate that in writing within 3-5 days to seek approval from the program director. In addition, whenever a tutor is absent from tutoring, we also need ample time to find a substitute tutor to fill in for a tutoring session in which a tutor will not be able to attend. Secondly, we must also notify instructors of any tutoring schedule changes in advance so that students are well informed on any tutoring date/ time changes. Should an emergency occur with a tutor unable to attend a scheduled tutoring session, please make every effort possible to notify the program director as soon as possible.

The same communication/ documented writing as stated above, is needed from the tutor should he/ she not be able to attend a scheduled Saturday field trip.

Punctual and regular attendance is expected of every employee. When an employee is unable to report for work or expects to be late, the supervisor should be notified at the earliest possible time so that alternate work plans may be made. Attendance is one of the factors taken into consideration in the performance evaluation process.

General Tutor Reprimand Procedure(s):

1. Verbal Warning from Program Director
2. Written Warning from Program Director
3. Referral to Associate Vice President of Workforce Development and/or termination of employment.

* General Tutor Reprimand Procedures will be applied as per the severity of the offense and as a general rule to operate the Upward Bound program in an efficient and effective manner. Some offenses would necessitate immediate termination of employment.

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Tutor Agreement of Rules and Regulations Form

This **Tutor Handbook** has been provided to inform each tutor of the campus services and program guidelines. It states rules and regulations to follow while engaged as a staff member with the Upward Bound program and as an employee of Texas State Technical College Harlingen. You are expected to read this handbook thoroughly in order for you to be well informed.

Sign and Return this form to the Upward Bound Director

I, _____, (please print name) have received, read, and understand the tutor handbook and know what is expected of me. I understand and agree that I must abide by all employee rules and regulations at Texas State Technical College Harlingen and the Upward Bound program.

Tutor Signature and Date