

**College and Career Office**  
**2017-2018 Report to the Board of Trustees**

[College and Career Office](#)

[College Outcomes](#)

[Percentage by Type of College](#)

[College Acceptances](#)

[Scholarships](#)

[College Now Program - City University of New York](#)

[Advanced Placement \(AP\) Courses and Exams](#)

[Parent Meetings](#)

[The Opportunity Network](#)

[Social Justice Day](#)

[College Presentations at TRCS and College Fairs](#)

[Standardized Tests](#)

[College Entrance Exams](#)

[Areas of Growth](#)

[Literacy Skills/College Bound and Senior Seminar](#)

[Math and Literacy Skills Classes - New Developments](#)

[Digital Portfolios to Support “Big Picture” Understanding of High School](#)

[Brain-Based Math Lessons to Promote Understanding and Enjoyment of Math](#)

[Resources to Help Students Take Ownership for Their Learning](#)

[Interactive Instruction with Modelling to Support Skill Development](#)

[2017-2018 Process](#)

[Program Highlights](#)

[Career Day](#)

[Mentoring Project](#)

[Mentor Program Data:](#)

[2017-2018 Requirements for All High School Students](#)

[2017-2018 Enrollment](#)

[Programs Outside TRCS](#)

[Programs by Outside Organizations at TRCS](#)

[Programs and Positions at TRCS](#)

[Enrollment Statistics](#)

[Leadership Program Enrollment 2017-2018](#)

[Leadership Program Enrollment 2016-2017](#)

[Leadership Program Enrollment 2015-2016](#)

[Leadership Program Results - Fall Semester](#)

## [Leadership Program Results - Spring Semester](#)

### [Goals and Initiatives for Academic Year 2018-2019](#)

#### [Program Development](#)

[Class of 2018 \[Seniors\]](#)

[Class of 2019 \[Juniors\]](#)

[Class of 2020 \[Sophomores\]](#)

[Class of 2021 \[Freshmen\]](#)

#### [Goals for 2018-2019](#)

### **Prepared by Ana Falla Riff College Adviser/High School Coordinator for College Bound**

The College and Career Office (CCO) staff has engaged in professional development activities that allow us to fulfill our Office's Mission to "prepare students to become independent learners with unconditional regard for others and themselves, able to achieve academic success and acquire the skills they need to participate productively as global citizens." Our practice is also anchored in TRCS's Mission Statement; we are "committed to graduating competent individuals who are powerful thinkers, engaged citizens, and life-long learners who will create the renaissance of New York." During the past year our Office has examined our practice through the lense of TRCS's core values. We identified areas of growth and researched and implemented strategies that could improve our student outcomes.

Participation in the College Bound Dissemination Grant (CBDG) has given us the opportunity to study Growth Mindset theory and practice in the context of non-cognitive factors that impact students' short-term and long-term academic performance. In the summer of 2017, we studied *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*, an article published by the University of Chicago's Consortium on Chicago School's Research. This article broadened our understanding of noncognitive factors to include students' sense of belonging, their habits of mind, and the behaviors, skills and strategies that impact their ability to succeed academically.

The CCO staff also expanded our area of inquiry to socio-economic and historical factors that shape students' development as learners. The Ready for Rigor framework, proposed by Zaretta Hammond, has helped us integrate our study of the neurological basis for learning and our commitment to culturally responsive counseling and teaching. Hammond's framework (Appendix A) invites us to examine our cultural biases and to help build a community in which students feel socially and intellectually safe to learn. Furthermore, it challenges us to create opportunities for students to grow their intellectual capacity inside and outside the classroom.

The CBDG has allowed us to work more closely with other members of the Grant team. During meetings, we discussed how to make Growth Mindset theory and practice fit within the context of our school community. We strategized about the best ways to share what we had learned with other members of TRCS's staff. The team, the Cluster's Teaching and Learning Coordinators, and members of the administration designed professional

development activities for teachers and counselors. We strove to provide our peers with practical tools to use in counseling and teaching relationships. These trainings were invaluable because they were prepared to address the specific needs of our current students. Participants were engaged in hands-on, fun and thought-provoking activities.

The work of the U. of Chicago's Consortium, the University's Institute on Urban Education and its Network for College Success has made us increasingly aware of the strong correlation between students' ability to navigate the transitions from middle school to high school and from high school to college, and secondary and post-secondary graduation rates. We have been studying indicator systems that can help us choose which indicators we can use to track student performance and to tailor interventions to meet our students' needs. The indicators which have been found to be most predictive of high school completion are attendance and successful completion of core courses in the ninth grade.

To ensure that our students who are accepted to college actually enroll and attend, the CCO has continued to assist our students with in completing financial aid applications and verification forms. Additionally, we have supported our seniors in the process of scheduling the CUNY assessment tests which determine students' college-level proficiency in English and in Math, if they have not met these requirements with the Regents or SAT/ACT scores. This support helps make sure that accepted students enroll and actually attend college in the fall semester after graduation.

Placing post-secondary planning in the context of career planning and preparation for the last three years has allowed us to broaden the scope of our work and, as such, the number of opportunities afforded to our students. Through our curricula and participation in Leadership activities, our students have been encouraged to envision their future, develop short-term and long-term goals and to prepare individual plans for achieving their goals. Students in grades 9-12 have created online portfolios which will help document their personal and academic accomplishments.

### **College Outcomes**

Fifty of our 50 graduating seniors applied to college. All were accepted to at least one college. One student has chosen to participate in the Year Up Program at the Borough of Manhattan Community College (BMCC). In this intensive one year program, students working towards an associates degree attend classes at BMCC in the first semester. During the second semester students spend 35 hours per week at a professional internship the program helps them obtain.

The introduction of New York State's Excelsior Scholarship, which guarantees free tuition for students whose families earn \$100,000+ has generated an increase of the numbers of students that apply to New York City and State colleges. This is in addition to the number of high performing students who are applying to these universities because they cannot afford private institutions. Since the economic downturn, the public university systems (SUNY, CUNY) have given more weight to standardized testing in the admissions process. This is partially due to the increasing numbers of high performing students that are applying to schools in these systems because they can no longer afford private institutions.

**List of Colleges Students Will Be Attending**

<b>CUNY</b>	<b>SUNY</b>	<b>PRIVATE</b>
Baruch Brooklyn Hunter City Macaulay Honors College at Lehman NYC College of Technology York Queens Borough of Manhattan CC Guttman CC LaGuardia CC Queensborough CC	Binghamton U. Oswego U. at Albany Stony Brook U.	Franklin and Marshall George Washington U. Lawrence U. St. John's U. Wesleyan U. (CT)

**Percentage by Type of College**

<b>Class</b>	<b>CUNY Senior College</b>	<b>CUNY Junior College</b>	<b>SUNY Senior College</b>	<b>SUNY Junior College</b>	<b>Private</b>
<b>2018</b>	38%	30%	12%	2%	14%
<b>2017</b>	49%	15%	19%	0%	9%
<b>2016</b>	28%	40%	12%	0%	5%
<b>2015</b>	18.7%	39.5%	14.5%	0%	10.4%

## College Acceptances

<b>CITY UNIVERSITY OF NEW YORK</b>	<b>STATE UNIVERSITY OF NEW YORK</b>	<b>PUBLIC OUT OF STATE</b>	<b>PRIVATE</b>
Barruck Brooklyn City College College of Staten Island NYC College of Technology Hunter John Jay College of Criminal Justice Lehman Macaulay Honors College at Lehman Queens York Borough of Manhattan CC Bronx CC Guttman CC Kingsborough CC LaGuardia CC Queensborough CC	U. at Albany Alfred Binghamton U. Buffalo State U. at Buffalo Farmingdale Fredonia New Paltz Old Westbury Oneonta Oswego Purchase Stony Brook	U.Mass. Dartmouth	Adelphi U. Arcadia U. College of Mt. St. Vincent College of St. Rose Fordham U. Goucher College Hofstra U. Iona College Marymount Manhattan Molloy New York U. NY Institute of Technology PACE U. Quinnipiac U. St. John's U. St. Joseph's, Brooklyn

## Scholarships

After a very competitive process, two of our students were awarded Posse Foundation Scholarships. The students' tuition will be covered by the college for four years. One student will attend Franklin and Marshall College and the other will attend Lawrence University. Another one of our students was a finalist for the Questbridge Scholarship.

## College Now Program - City University of New York

### Courses 2017-2018

TRCS students attend college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to challenge themselves academically. College courses help them prepare for the exigencies of college and raise their admissions profile.  
 Successfully completed

### Queens College

Summer 2017 - Seven students.

Summer Institute for the Humanities and Social Science.

- Classical Mythology
- Philosophy
- Urban Studies: Poverty and Affluence

Fall 2017 - Sixteen students:

- Linguistics and Communication Disorders
- Philosophy
- Sociology
- Topics in Education: Youth Participatory Action Research in City Schools
- Urban Issues: Poverty and Affluence

Spring 2018

**Queens College** - Nine students.

- Linguistics and Communication Disorders
- Urban Issues: Poverty and Affluence
- Drama

Pre-College Courses

- STEM Research Academy - 4 students
- Exploration of Aquatic Ecosystems - 2 students
- English for English Language Learners - 1 student

**Hunter College** - Two students.

- Introduction to Ethics
- Epidemiology

**Queensborough Community College** - One student.

Pre-college courses.

- STEM Research Academy.

**CUNY School of Professional Studies**

Fall 2018 - Twenty students registered for the FIN 180 - Consumer and Personal Finance. Online course. Ana Falla Riff supervised the students once a week so they could successfully complete the course. Because of repeated technology issues, only 13 students completed the course. These included incompatible software with our chromebooks; a number of our students have no computer at home.

**Advanced Placement (AP) Courses and Exams**

TRCS has increased the number of AP courses offered at our school. These courses prepare students for the rigors of college-level work and, depending on the test results, students may earn college-level credit.

The following were the offerings during the 2017-2018 academic year:

- Biology
- English
- Environmental Science
- Principles of Computer Science
- Spanish Language
- Spanish Literature
- US History
- World History

### Parent Meetings

Parental engagement is one of the cornerstones of the College and Career Office. We believe that as stakeholders, parents have the right to information and the responsibility to be involved in their children's education. Specifically, parents need information regarding available post-secondary options, financial aid, and how they can support their children's success in high school, college, and the world or work. In the last few years, we have endeavored to make the workshops more engaging and hands-on. We have guided parents as they reviewed student transcripts and determined if their children were on track to graduate. We also asked them to complete an exercise in which they created a "realistic" college list for fictional students. The feedback we have received from parents has been very positive.

The workshops are offered in English and in Spanish on the same evening. When this is not possible, simultaneous English/Spanish translation is provided. If a parent speaks another language, the student acts as a translator. For the most part, all materials are offered in English and in Spanish. When available, we offer material in other languages such as Mandarin, Bengali, and Urdu.

College and Career Office staff also met individually with students and their parents/guardians to answer questions and address concerns they had. Additionally, when the staff determined that there was a need for parent intervention, a meeting was called. During the meeting the CCO staff's concerns were shared with the parents, a strategy was developed to address the concerns, and a plan of communication was established between the CCO and parents.

### September 2017

- Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Pierina Arias, TRCS's Registrar led the presentation in Spanish. Over 60 students and parents were in attendance.

### October 2017

- Free Application for Federal Student Aid (FAFSA) Completion Workshop - Senior Parents. A HESC representative assisted families in filling out their FAFSA and NYS Tuition Assistance Program (TAP) applications. Over 40 students and parents were in attendance.
- Senior Parent Meeting - The college application procedures and senior timelines were discussed. Over 50 students and parents were in attendance.

### November 2017

- Junior Parent Meeting - High school graduation requirements and junior timelines as students prepare to apply to college were discussed.

May 2018

- Rising Senior Parent Meeting - Senior year timeline, college admissions requirements, and summer Senior Seminar assignments were discussed. - Over 50 parents and students attended.

### **The Opportunity Network**

The Opportunity Network is a selective, six-year career development program for motivated, high-performing high school students. The Fellows Program begins with a mandatory three-week Summer Institute in the summer of sophomore year. In junior and senior year, students attend weekly workshops focused on career readiness and networking. Through the summer opportunities program, juniors and seniors participate in paid internships and local, national or international enrichment opportunities. This year four of our sophomores were accepted into the program.

An eleventh grade OppNet Fellow will travel to the Netherlands, all expenses paid this summer. She will participate in the Experiment in International Living program's Peace, Politics, and Human Rights. She will learn about the Netherlands' progressive approach to LGBTQ rights, gender issues, and sex education.

### **Social Justice Day**

The Junior class hosted Social Justice Day on March 29, 2018. They researched and facilitated workshops on topics such as Intersectional Feminism, Child Abandonment, the Israeli-Palestinian Conflict, and People Erased from History. The Juniors prepared and served a fundraising luncheon and organized a talent show featuring student talent. They raised over \$800.00 for their class. The event was coordinated and implemented by the students. Committees created timelines and individual schedules for high schoolers and teachers.

Rites of passages, like Social Justice Day, are an important part of strengthen community bonds. Last year, our seniors paraded through the school in their caps and gowns. Students, faculty, staff, and administrators saluted them as they walked by classrooms and offices. The elementary school students created individualized signs congratulating the seniors. In the middle school, the 12th graders handed a candle to the eighth graders to welcome them to the high school. At the end of the parade, the seniors passed the torch to the rising seniors, entrusting them to be the leaders and role models for the rest of the student body. This year's parade will be held the last day of school.

### **Other Activities**

This year the College and Career Office collaborated with the Nicole Jollon and Elinora Owen-Fardig (student government advisers in the high school), members of student government, and middle school staff, held a breakfast for seniors and rising freshmen on June 4. During the event the seniors welcomed the rising freshmen to the high school, and members of our faculty and staff (Inti Ossio, Jose Mane, Pierre Dizon) who are alumni of the school saluted the seniors as they transition to college. With these activities, we participated in former First Lady Michelle Obama's Reach Higher initiative and New York City's Department of Education College Decision Day. Next year we hope to create an event in which members of the elementary school will welcome the P-K students, the middle school will welcome the elementary school, and the high school welcomes the rising freshmen.

### **College Presentations at TRCS and College Fairs**



Meeting representatives from colleges and universities affords our students the opportunity to hone their networking skills. They learn to present themselves in professional settings and to advocate on their own behalf. The representatives our students meet are the individuals who will likely read their college applications. Forming relationships with individuals and institutions increases the likelihood that our students will be recruited and admitted.

College representatives enjoy visiting our school; they always offer praise for our students. They comment on our students' behavior--their politeness, attentiveness, and ability to network. Representatives also comment on our students' insightful and well-researched questions.

The following colleges visited TRCS this year to recruit our students:

- City University of New York - General Representative
- State University of New York - Senior Admissions Advisor - SUNY-wide
- State University of New York at Oswego
- Colgate University
- Concordia University
- Goucher College
- Quinnipiac University

In October 2017, during Rensizzle, the seniors toured SUNY Farmingdale and attended a college fair at St. Joseph's College in Brooklyn.

## **Standardized Tests**

### **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and the National Scholarship Program. It measures reading, mathematics, and writing skills. The NYC Department of Education deems this assessment to be so important that it pays for all 10th grade students in NYC public schools to take it in October. TRCS covered the costs for juniors who did not receive fee waivers from the College Board. Students take the PSAT/NMSQT to prepare for the SAT and, in the 11th grade, to qualify for a National Merit Scholarship. Furthermore CUNY colleges require 10th or 11th grade scores to determine if students are eligible to take free college-level courses on their campuses.

On October 11, 2017, the PSAT/NMSQT was administered to 46 sophomores and 53 juniors. The College Board and Khan Academy have a partnership to help students prepare for the SAT. By linking their College Board and Khan Academy accounts, students can create study plans based on their actual PSAT/NMSQT results. In our Mathematics and Literacy Skills and College Prep classes students created and linked the accounts.

### **College Entrance Exams**

Colleges consider students' standardized test scores when making admissions decisions. In the last few years, private institutions have begun to move away from using these tests as criteria in the admissions process. This is partially due to current research that has concluded that students' high school grade point average is a better predictor of persistence in college than SAT and ACT scores. Despite these findings, public institutions in New York, continue to weigh these tests heavily in their admissions decisions.

Fifty five juniors took the SAT at our school in the March and April, 2018 School Day administration. The

NYC Department of Education (NYCDOE) paid for all juniors in public schools to take the test. Our rising seniors have been using the College Board and Khan Academy resources to prepare to retake the exam in the fall of 2018. Since the NYCDOE instituted this policy, the number of our students who take the ACT has dramatically decreased. The accessibility of the SAT at our school accounts for this decrease.

## Goals and Areas of Growth

- To learn to interpret the data received from the National Student Clearinghouse.
- Streamline systems in the College and Career Office to more efficiently serve students.
- Increase networking relationships with individual CUNY, SUNY, and private colleges.
- Improving data collection remains a goal.

## Literacy Skills/College Bound and Senior Seminar

Prepared by Maura Malarcher

### Math and Literacy Skills Classes - New Developments

Last summer the College and Career Office staff did extensive research about Growth Mindset theory and how these principles could be applied in the classroom. Based on our findings, we spearheaded several initiatives this year to help students adopt a “growth mindset” with regard to their learning. These include the following:

#### Digital Portfolios to Support “Big Picture” Understanding of High School

In an effort to help students understand the importance of high school starting from the ninth grade, we added digital portfolios to the class requirements in Math and Literacy Skills classes for grades 9-11. During several class periods this year, CCO staff assisted students in grades 9-11 to create these portfolios to chart their progress in school and reflect on their growth. Students began tracking their credits and grades online, and evaluated their progress toward graduation. Lessons were added to the curriculum that connected goal setting to brain research, and students in every grade drafted long-term and short-term goals.

The digital portfolio requirements were adapted to the areas of focus for each grade to include:

- Ninth grade - reflective writing about how positive behaviors and attitudes support success in classes.
- Tenth grade - exploratory writing and reflection with regard to career interests.
- Eleventh grade - reflective writing based on in-depth career and college research.
- Twelfth grade - reflective writing envisioning a future self.

#### Brain-Based Math Lessons to Promote Understanding and Enjoyment of Math

Maura Malarcher completed two courses during the summer of 2017 about math instruction based on brain research and growth mindset principles. These courses, available on the [youcubed.org](http://youcubed.org) website, feature Jo Boaler, a mathematics professor at Stanford University, who has done extensive research about how to make higher level math accessible and meaningful for every student. Jo Boaler has also studied the negative effects of

tracking in math classes and her team has created lesson plans with strategies to teach higher level math to mixed-ability groups of students.

This year, Maura used *Youcubed* lesson plans in the following classes:

- All ninth graders completed the *youcubed* Student Course, which teaches students current brain research regarding math, including the following points:
  - Everyone can learn mathematics to high levels
  - Mistakes, challenge and struggle are the best times for brain growth
  - Depth of thinking is more important than speed
  - Mathematics is a creative and beautiful subject
- Ninth graders also completed a series of problem-solving puzzles to encourage them to connect brain growth with struggle. An interesting observation was that the “higher-performing” ninth grade class demonstrated more “fixed mindset” behaviors when confronting difficult problems. They gave up quite readily when they could not find an obvious solution. In contrast, in the “lower performing” class, many students persevered and came up with creative solutions.
- Tenth and eleventh grade classes received instruction based on *Youcubed*’s lesson plans for “Inspirational Math.” These lessons used hands-on activities to present sophisticated math ideas, such as the significance of patterns in algebra and the importance of relationships in fractions. Also these lessons helped students see connections between different math disciplines, such as algebra and geometry. During these classes, Maura was amazed to see students who are normally “mathphobic” and negative toward math become actively engaged and enthusiastic in their participation.

### Resources to Help Students Take Ownership for Their Learning

For several years, all ninth grade students in Math Literacy Skills classes have completed videos and lessons based on the online course *Learning How to Learn*, which is offered through Coursera. This year, students in grades 10 and 11 received instruction that reviewed these strategies and explored ways these approaches could support SAT and ACT preparation. Fortunately, in fall 2017, Khan Academy added a teacher dashboard to its SAT preparation resources, so Maura could assign all sophomores and juniors with SAT practice for homework each month. Tenth graders were required to complete a minimum of three hours each month and eleventh graders did five hours monthly. Students who wanted to do more than the required hours received extra credit. Maura saw a huge spike in student usage of Khan Academy for SAT prep. In previous years, almost no students took advantage of this resource. After being assigned for credit this year, more than 60% of students in grades 10 and 11 visited Khan Academy to engage in SAT practice.

### Interactive Instruction with Modelling to Support Skill Development

Once again, seniors spent spring semester completing ten-page research papers. Based on brain research, explanations of steps to conduct research were presented in a more interactive format, with examples and models used to illustrate principles. For example, Maura guided students through an example paper based on the claim that “The US government should ban nuclear weapons,” writing collaboratively with students in class to help them better understand data collection and paragraph construction. Students applied these research strategies to complete their own papers based on their selected claims.

The claims that students argued in their papers this year include the following:

- US prison officials should ban book censorship in prisons.
- TSA officials should oppose racial profiling of Sikhs.
- Parents should encourage their children to lift weights.
- The US Department of Justice should end mandatory minimum sentencing.
- The Florida State Government should strengthen protections of coral reefs.
- The IOC should include video games as an Olympic sport.
- Parents should allow intersex children to choose their own sex.
- The US government should eradicate gerrymandering.
- Parents should limit their children's cell phone use.
- The FDA should reduce the amount of antibiotics fed to livestock.

ARTIFACTS:

- One section from draft of unfinished research paper by one of our senior (papers are due June 11th).
- One example of student work from in-class collaborative writing.

## **Leadership Program**

Prepared by Inti Ossio

### **2017-2018 Leadership Program Process**

The extensive research the College and Career Bound office did during the summer of 2017 impacted the work of the Leadership Program for the 2017-2018 school year. Both the work of Zaretta Hammond on Culturally Responsive Teaching and a course on the importance of Belonging on Mindsetkit.org inspired the structure of the Leadership Program this year. Zaretta's work urges teachers, counselors and school staff who work directly with students to understand the sociopolitical context we operate within as a school. She defines this as a "series of mutually reinforcing policies [...] that take form in seemingly benign institutional practices or structures that reduce and limit opportunities for people of color, poor people and immigrants." In order to work around these contexts, we must also target our own implicit biases which are rooted in neuroscience as our brains attempt to group or rather "stereotype" large amounts of data. Because they are covert and often go unchecked, it's important that we become conscious of them because they affect students beliefs about their abilities and academic resilience.

We modified some aspects of our work in order to apply some of Zaretta's work. The Leadership Program Coordinator did outreach to students in 9th grade and their parents to make appointments beginning in the summer of 2017. A form (attached at the end of this report) was developed in order to fully engage with students and understand their career and academic interests. By November of 2017, the Leadership Program Coordinator had met with all students in ninth, tenth, eleventh and twelfth grades and placed them in programs based on their career and or areas of interests. The one-one-one's with students played a huge role in the importance of knowing students individually and understanding the context of their interests and academic resilience. The coordinator prepared and used a questionnaire that asked about academic, personal, and career interests. Conversations about self-esteem and beliefs about their abilities were used to target fears about success in and outside of school. Throughout the year the coordinator spent time meeting students individually,

learning their names and discussed feelings of belonging, which are measured by individual students experiences in school and feelings about academic perseverance.

## Program Highlights

### Career Day

Career Day was reinstated in the Spring of 2018 as part of the CCO's efforts to offer students as much hands on experience and exposure to career options. We had a total of fifteen presenters, seven of which were alumni. The remaining eight included parents of students and members of the Jackson Heights community. We had a total of four panels and four individual presentations. The panels included Finance and Business, Law, Organizing and Social Justice and Writing and Education. The individual presentations included Health and Medicine, Law Enforcement, Design, Education and Writing. Individual students were able to attend three presentations.

We gathered a lot of really great feedback from this year's event and hope to invite alumni next year who have pursued careers that include the arts, performance, fashion, and sports and fitness.

### Growth Mindset Professional Development Workshop

In the fall of 2017, the Leadership Program Coordinator facilitated a workshop for staff and faculty titled, ***“Check Yourself Before You Wreck Yourself”: Understanding the Importance of Belonging, Culturally Responsive Teaching, and Tools for Checking Unconscious Bias and Assumptions.*** The goal was to share with other staff what we have learned from Zaretta Hammond's work about awareness of our cultural lenses and biases and how these impact our relationships with our students. Staff was encouraged to reflect on our implicit biases and how we can help move students from “being dependent learners to self-directed, independent learners”

### Organizing 101 Training

After the school shootings in March 2018 in Parkland, Florida our students were motivated to mobilize in support of students organizing against gun violence. Having a background in community organizing, the Leadership Program Coordinator put together a workshop for students to understand the key elements of community organizing in March of 2018. More workshops will be held in the future as it served as a useful tool for our students to learn and understand their civic duty. A total of 15 students and 1 staff member were present.

### Mentoring Project

As part of the implementation of the College Bound Dissemination Grant, the College and Career Office launched a pilot Mentoring Program with select ninth and tenth graders who were receptive to and would benefit from working with an older peers in May 2017. The purpose of the Mentor Program is to help ease the process into high school from middle school for 9th and 10th graders through relationships with upper class students. This year, ten students in the senior class continued to receive training and support as mentors to ten mentees in the ninth and tenth grades.

In preparation for the 2017-2018 Mentoring Program, some mentors and the LP Coordinator developed gender-responsive programming throughout the summer and fall of 2017 to address some of the issues that arose last year and that we felt would be best resolved by working with young people based on gender. Together, they researched resources to train mentors and developed methods to work with struggling ninth and tenth graders. The Leadership Coordinator used the Brotherhood/Sister Sol curriculum from Harlem to orient mentors and design trainings that were culturally relevant to all participants and program's purpose. Student meetings were then organized and facilitated by the LP Coordinator that included a Mentor Training session, a Mentee Orientation, and a Mentor-Mentee Meetup. The presentations at these meetings were infused with Growth Mindset theory and Culturally Responsive Education and participants were given specific tools to put into practice.

The Leadership Coordinator and mentors have been gathering data about this year's cohort in order to support the new cohort of mentors in the 2018-2019 academic year. The data includes information about what has or has not worked in regards to communication, curriculum for trainings, social-emotional and academic growth. The information will be used to design workshops and sessions for mentors and mentees to further develop their leadership, resiliency, self-discipline, and sense of agency through guidance, education, and critical thinking activities so that they can understand and use their lived experiences to pave their future.

The mentor program will also serve as an additional TRCS Leadership Program that students can participate in for their own personal development and growth.

#### Mentor Program Data:

	<b>Mentors</b>	<b>Mentees</b>
<b>Total Number</b>	10	10
<b>Grade(s)</b>	12th grade	9th and 10th grade

- 100% of Mentors attended Training
- 100% of Mentees attended Orientation
- 100% of Mentors and Mentees attended meetup

#### 2017-2018 Requirements for All High School Students

##### I. Grading Rubric Requirements -

- A. All students are required to complete all of the following as part of their Leadership Program grade.
  1. One-on-one interview - 25%
  2. Enrollment form 10%
  3. Attendance / Time log - 40%
  4. Self-evaluation reflection - 15%
  5. Supervisor Evaluations - 10%

- B. Each student must accumulate at least 70% in order to receive a “satisfactory” mark on their transcript by the end of the fall and spring semesters.

## **II. 9th Grade Students -**

- A. Ninth and tenth graders participate in leadership programs within the school. These programs are generally scheduled on Wednesday mornings or after school.
- B. Leadership program choices available for ninth and tenth graders include:
  - 1. Beyond Organic Design, Urban Gardening and Design
  - 2. Boys 2 Men
  - 3. Business LAB (Learning About Business)
  - 4. Careers in Art
  - 5. Pre-Teaching
  - 6. Jazz Band
  - 7. Tech team
  - 8. Sadie Nash Young Women’s Leadership
  - 9. Global Kids 1, Leadership
  - 10. Global Kids 2, Digital Media Program
  - 11. Engineering for Kids, Coding
  - 12. Engineering for Kids, Game Design and Robotics
  - 13. TREA (Teens for Racial and Ethnic Awakening)
- C. Alternatively, students have the option to intern with TRCS staff in various roles that include assisting classroom teachers with admin work and TA-ing, volunteering in after-school programs, and taking on leadership roles within clubs.
- D. During the 2017-2018 school year, ninth graders were scheduled as follows:
  - 1. 100 participated in partner programs
  - 2. 0% participated in programs outside of TRCS

## **III. 10th, 11th and 12th Grade Students -**

- A. Students in these grades participate in leadership programs at TRCS or outside of the school for a minimum of 26 hours each semester.

### **2017-2018 Enrollment**

#### **Programs Outside TRCS**

In the Fall and Spring semesters, students participated in numerous programs, ranging from leadership development to assisting teachers with teaching materials or in their classrooms. The list below highlights programs and organizations outside of TRCS that our students attended during the academic year 2017-2018. We see our students as ambassadors of our school to the community; participating in new programs opens doors for the students themselves and for future generations at TRCS. 28 of 37 programs are new programs and the remaining 10 are programs our students have participated in in the past.

## **New Programs:**

1. Regal Heights Rehabilitation Center
2. Tech 360
3. Dalai Daycare
4. 110 Technologies
5. 82nd Street BID
6. Margaret Tietz Nursing and Rehabilitation
7. UnLocal, Inc.
8. Urban Word
9. Dena's School of the Arts
10. AMNH Lang Science Program
11. Global Action Project Youth
12. Immigrant Movement International
13. Voces Latinas Inc.
14. Roosevelt Island Marlin Swim Team
15. GJM Business Center
16. Med DOC's - Mount Sinai Hospital
17. The New York Sewing Center
18. Pratt Institute IT Department
19. Council Member Danny Dromm
20. Fort Teton Park Ranger Conservation Corps.
21. Stella Adler Studio of Acting
22. Queens College Psychology Dept.
23. Corona Auto Driving School
24. St. Joan of Arc Basketball team
25. St. Joan of Arc Community Youth Involvement Program
26. Cali Salsa Pal Mundo Dance Studio
27. Azteca Artesanal
28. TRAC (Teen Reviewers And Critics)

## ***Returning Programs:***

29. Cornell Weill HPREP
30. NYU STEP
31. Girls Write Now
32. Senator Jose Peralta's office
33. NYPD Explorers
34. Queens Zoo
35. Sadie Nash CAP
36. Occupational Safety and Health Administration
37. American Museum of Natural History - Exploratory
38. The Possibility Project



## ***Programs by Outside Organizations at TRCS***

1. TREA (Teens for Racial and Ethnic Awakening)
2. Engineering for Kids, Robotics
3. Engineering for Kids, Game Design
4. Global Kids, Leadership
5. Global Kids, Digital Media Program
6. Sadie Nash Leadership Program
7. Urban Design and Sustainability Project
8. Boys 2 Men Young Men's Leadership Program
9. Learning About Business
10. Jazz Band

## **What Students had to say about their outside Leadership Programs:**

Statement from one of our students in Learning About Business --

*“My experience in this leadership has been one of the best experience in my life. I gained new skill and knowledge on things such as the stock market and more. It has opened my eyes to new career goal such as wanting to start my own business but also how to do it in the most successful way.”*

## **Programs and Positions at TRCS**

Below is a list of TRCS programs our students participate in and positions that our students held with staff at TRCS. Next to the position is the name of the supervisor. The TRCS College Office is extremely thankful to all TRCS teachers and staff who volunteered their time to provide such meaningful experiences for our high school students:

### ***Programs:***

1. Careers in Art, *Robert Evangelista*
2. Pre-Teaching, *Marta Bolivar*
3. Tech Team, *Curtis Anderson*
4. TRCS Mentor Program, *Inti Ossio*
5. AP Literature, *Amanda Scott*
6. Math Club, *Erin Chae*
7. Writing Center, *Shahreen Islam*
8. Botball, *Richard Doherty*

### ***Positions:***

1. Pre-kindergarten Support, *Flo Evans*

2. Kindergarten Support, *Rachel Hollander*
3. HS ELA, *Nicole Jollon, Elinora Owen-Fardig and Shahreen Islam*
4. HS Algebra, *Natalie Kurzyna*
5. HS Geometry, *Erin Chae*
6. Homework Center Math Tutoring, *Dhariana Mojica*
7. Elementary Science, *Maura Callan*
8. *Middle Mentor*, *Ali Rossow*
9. Spanish, *Marta Bolivar*
10. College and Career Bound Office, *Ana Falla-Riff and Inti Ossio*
11. The Learning Center, *Lisa Burns*
12. Reading Aloud , *Sandra Fritz, Marlen Castro and Maria Banol*

**What Students had to say about their TRCS Position Leadership Programs:**

Statement from one of our students who shadowed our Elementary School Science teacher --

*“Interning in a 3rd grade Science class showed me a lot of what goes into working with young kids on a daily basis. I learned to to keep kids on task and how to work with kids reluctant to participate. Overall it was a very good experience and I would recommend it for kid who could possibly be interested in going into teaching.”*

**Enrollment Statistics**

**Leadership Program Enrollment 2017-2018**

	<b>Class of 2018 [Seniors] 50 Students</b>	<b>Class of 2019 [Juniors] 53 Students</b>	<b>Class of 2020 [Sophomores] 54 Students</b>	<b>Class of 2021 [Freshmen] 58 Students</b>
<b>Positions at TRCS</b>	10%	5.66%	16.66%	0%
<b>Programs at TRCS</b>	26%	26.41%	20.37%	8.62%
<b>Outside Programs at TRCS</b>	14%	15.09%	57.4%	91.37%
<b>Outside Programs</b>	46%	49.07%	5.5%	0%
<b>*Not Enrolled</b>	4%	3.77%	0%	0%

**\*NOTE:**

- In the **Class of 2018**, (4%) 2 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2019**, (3.77%) 2 student were exempt from participating in the Leadership Program at discretion of the High School Intervention Team

## Leadership Program Enrollment 2016-2017

	<b>Class of 2017 [Seniors]</b>	<b>Class of 2018 [Juniors]</b>	<b>Class of 2019 [Sophomores]</b>	<b>Class of 2020 [Freshmen]</b>
<b>Positions at TRCS</b>	40.3%	30%	35%	11%
<b>Programs at TRCS</b>	21.1%	26%	7%	0%
<b>Outside Programs at TRCS</b>	15.3%	39%	57%	89%
<b>*Not Enrolled</b>	23%	1.8%	0%	0%

### \*NOTE:

- In the **Class of 2017**, (23%) 12 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team.
- In the **Class of 2018**, (1.8%) 1 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team.

## Leadership Program Enrollment 2015-2016

	<b>Class of 2016 [Seniors]</b>	<b>Class of 2017 [Juniors]</b>	<b>Class of 2018 [Sophomores]</b>	<b>Class of 2019 [Freshmen]</b>
<b>At TRCS</b>	68%	74%	99%	100%
<b>Outside TRCS</b>	28%	13%	0%	0%
<b>Not Enrolled</b>	4%	13%	1%	0%

## Enrollment Analysis

### Leadership Program Results - Fall Semester

\*\*Students who are exempt from fulfilling the Leadership Program requirement are not included in the percentages below; rather, students who are exempt are listed on the last column.

	<b>Students who received a Satisfactory grade for LP</b>	<b>Students who received an Unsatisfactory grade for LP</b>	<b>Students exempt from Leadership Program Requirement</b>
<b>9th Grade</b>	100%	0%	0
<b>10th Grade</b>	98.1%	1.8%	0
<b>11th Grade</b>	90%	10%	2
<b>12th Grade</b>	100%	0%	4

### Leadership Program Results - Spring Semester

Student information regarding % of students who completed the Leadership Program in the Spring semester is currently unavailable.

### Goals and Initiatives for Academic Year 2018-2019

#### Program Development

##### **Class of 2018 [Seniors]**

1. At least 60% of Seniors will participate in career-related internships.

##### **Class of 2019 [Juniors]**

1. At least 50% of Juniors will participate in career-related internships.
2. Assess the Leadership Program experiences throughout high school as part of their College and Career Portfolio.

##### **Class of 2020 [Sophomores]**

1. At least 40% of Juniors will participate in career-related internships.

##### **Class of 2021 [Freshmen]**

1. At least 85% of students will participate in programs run by outside organizations at TRCS.

#### Goals for 2018-2019

- Have more presence in the classroom so students are clear about my role, what supports they can get from me and their responsibilities for Leadership
- Send out weekly emails to students about Leadership or Career-related topics
- Revamp the Leadership Program Website
- Transfer all interviews and most other documents to electronic documents.
- Assist students in creating a career portfolio that reflects their interests or passions.

- Continue to help students explore their interests and envision a future for themselves.
- Provide students with opportunities that continue to build their self-confidence and hone their self-advocacy skills.
- Increase student access to information about career options as they explore what success means to them individually.