

Table of Contents

Introduction.....	3
■ Background	3
■ Admissions Criteria	3
■ Financial Support	3
■ Our Mission	3
■ Measuring Our Success.....	4
■ Sharing Our Success	4
Academic Program.....	5
■ Background	5
■ High School Program.....	5
■ Support Programs.....	6
■ Measuring Student Progress	8
■ Keys To Success	9
Att. A – High School Curriculum	11
Att. B – Expected Schoolwide Learning Results	12
Att. C – Sample Progress Report	14
Residential Program.....	18
■ Background	18
■ Structure.....	18
■ Schedule/Program	18
■ Dorm Culture	20
■ Program Results.....	21
Att. A – Residential Faculty Position – Boys Dorm.....	22
Summer Session.....	23
■ Background	23
Att. A – Summer Planning.....	27
Att. B – Summer Session Handout	30
Community Service	31
■ Background	31
■ Process	31
College Counseling.....	32
■ Background	32

■ Sophomore And Junior Year English College Readiness Classes.....	32
■ Junior Year College Readiness Activities.....	32
■ Senior Year	33
Att. A – SoCal College Trip Application.....	35
Att. B – SoCal Trip Schedule	36
Att. C – College Application Process Timeline.....	38
Att. D – Parent Night Form.....	39
Alumni Program.....	40
■ Background	40
■ College Coaching.....	41
■ Career Coaching.....	44
Att. A – Hiring Resumes and Skills.....	50
Att. B – Revising Resumes	51
Att. C – Skills vs. Interests.....	53
Att. D – Exploring Careers	56
Att. E – Resume Checklist.....	58
Att. F – Career Launch 1 Agenda	60
Att. G – Career Launch 2 Agenda	62
Att. H – Career Launch 3 Agenda	64
Att. I – Career Launch 4 Agenda.....	65
Att. J – Career Launch 5 Agenda.....	66
Att. K – Career Launch 6 Agenda	67
Att. L – Sample Facilitators’ Guide.....	69
Att. M – Possible Materials and Resources for Job Shadow Student.....	73
Att. N – Job Shadow Guide	74
Att. O – Summer Internship Workshop Agenda.....	78
Att. P – Action Plan Guide – Career Search.....	80
Att. Q – Job Searching Resources.....	82
Att. R – Action Plan Guide – Graduate School	84
Att. S – Graduate School Resources.....	86
Appendix.....	87
Att. A – Middle School Curriculum	89
Att. B – Expected Schoolwide Learning Results (MS)	90

Introduction

■ BACKGROUND

When the only high school in East Palo Alto, California closed in 1976, students were bused to high schools in neighboring, more affluent towns. Through the placement process, these students were typically assigned to non-college track classes. The results were dramatic: students from East Palo Alto dropped out of high school at the rate of 65%. Of the 35% who did graduate, less than 10% enrolled in four-year colleges.

Founded in 1996, Eastside College Preparatory School in East Palo Alto, California, is an independent, coeducational, college preparatory school committed to closing the achievement gap that persists for minority students. The school was founded with a freshman class of eight students; we added a ninth grade class each year until all four high school grades were complete. In our fourth year we added a middle school component to our program. The middle school was gradually phased out from 2015 through 2018 in order to concentrate our efforts on our high school program, expanding boarding program, and growing alumni program (see the appendix for information on the middle school program). In the 2018-2019 school year, we serve 255 students and over 650 graduates, 99% of whom are first generation college-bound students.

■ Admissions Criteria

Our goal is to serve students who will be the first in their families to go to college and those with the greatest financial need. We accept students with a wide range of academic abilities; a key factor is a prospective student's commitment to doing his or her best to succeed in a challenging college preparatory program.

■ Financial Support

The cost per student is about \$19,000 per year, with an additional \$10,000 per year for students in the residential program. The yearly cost includes an extended school day, the summer session, alumni support, and meals. The school's annual budget is raised through charitable donations from individuals (90%) and corporations and foundations (10%). In addition, we ask each family to contribute \$250 per year (plus an additional \$100 if their child lives in the dorm) as a way to prepare families for the expected family contribution colleges require. We also ask each family to volunteer twenty "parent effort" hours each year.

■ Our Mission

We are committed to opening new doors for students historically underrepresented in higher education. Our challenging and engaging curriculum enables students to discover their intellectual strengths, sharpen their academic skills, and embrace new opportunities in a culture of learning that supports the potential of every student to enter and succeed in a four-year college and

beyond. Eastside students who are the first in their families to go to college create a ripple effect, changing their own lives, the lives of their families, and the life of their community.

■ **MEASURING OUR SUCCESS**

Originally founded to prepare students for four-year colleges and universities, at Eastside today we are committed to supporting our students through college and in their transition to professional careers. To date, 100% of Eastside's graduates have been accepted to four-year colleges and universities.

Currently 67% of our alumni have earned a bachelor's degree, in comparison with a sobering nationwide statistic indicating just 11% of first generation college students earn a bachelor's degree in six years.

■ **SHARING OUR SUCCESS**

Our model – a challenging academic program coupled with extensive support for students from backgrounds underrepresented in higher education – draws visitors from around the country who want to learn why Eastside students are beating the odds. Visitors have come from KIPP schools; Teach for America; Uncommon Schools of New York and New Jersey; the Seattle, Vallejo and New Orleans school districts; Rocketship Education; and the Lighthouse Academy of Oakland, to name just a few. We are honored to share our best practices with other schools and organizations committed to closing the achievement gap for first-generation college-bound students.

Academic Program

■ BACKGROUND

Eastside was started in 1996 as an independent, coeducational, college preparatory school serving students from populations that are historically under-represented in higher education. Our mission is the enrollment and success of every student in a four-year college. Our commitment to this mission has led us to develop a challenging and engaging college preparatory curriculum that sets extremely high standards, and then provides many layers of support to ensure that students are successful. This support includes an extended school day from 8:00 am to 5:00 pm for all students that includes tutorial periods; one-on-one tutoring for students struggling in a specific subject; math and literacy resource programs for students who come to Eastside significantly under-prepared; and a boarding program for students who will benefit most from a supportive living environment (see section on Residence Halls). Our curriculum is taught by experienced teachers who set high expectations, and we are committed to every student's success.

■ HIGH SCHOOL PROGRAM

The curricular focus in all disciplines is on academic preparation for the rigors of college, and emphasizes critical reading, expository writing, research methodology, critical thinking, scientific inquiry, and mathematical problem solving. The academic course plan all students take meets the University of California and California State University A-G admissions requirements, and all students complete coursework that exceeds the requirements for UC/CSU freshman admissions.

Students are untracked with the exception of math and Spanish, for which tracking is based on entering algebra preparation and native language designation. All students take all the required academic courses listed in the four-year academic plan (Att. A – High School Curriculum). Upon graduation, students have completed 11 semesters of English, including AP English Language and two Foothill Community College English courses; 8 semesters of laboratory science, with either AP Physics, Advanced Biology, or Advanced Chemistry in their senior year; 8 semesters of mathematics, ending in either AP Calculus, AP Statistics or Pre-calculus with a semester of Foothill Math 10; and 8 semesters of Spanish with the exception of native speakers who finish their 3rd year in AP Spanish Literature as juniors. Students are also required to take a year of World History, U.S. History, and a semester each of U.S. Government and AP Macroeconomics. In the senior year, students take Senior Research Institute (SRI), a research and writing-based course that culminates in a 20-page research paper and a 30-minute presentation.

Math Program

Students at Eastside take the equivalent of five years of college preparatory mathematics. We added an advanced math curriculum in 2007 to give students who want to pursue math science, computer science, and/or engineering courses/degrees in college better preparation, and to encourage them to consider majors and careers in this field. (We also offer computer science electives in Introduction to CS, Advanced CS, and AP Computer Science). In 2016 we introduced a fourth math track to allow for smaller class sizes, greater fluidity between tracks, and a better fit

for many students. The first track starts with Algebra in the freshman year, and ends with Pre-calculus/Statistics in the senior year. The three accelerated math tracks begin with Advanced Algebra and Geometry or Geometry and Algebra 2 in the freshman year, and end with AP Statistics, or AP Calculus AB or BC in the senior year.

AP Courses

Students take a minimum of two advanced placement courses in high school: AP English Language and AP Macroeconomics. Students may also take AP Spanish Language, AP Spanish Literature, AP Statistics, AP Calculus, AP Computer Science, and AP Physics. These courses enable students who get a 3 or higher on the AP exams to graduate from Eastside with college credits in hand.

■ SUPPORT PROGRAMS

Tutorial Periods

In the high school, two tutorial periods are built into each school day for students to complete assignments in a supervised and structured environment. They take place from 11:20 am – 12:50 pm and from 3:30 pm – 5:00 pm. Students may either have a tutorial class or an elective during these periods. Tutorials are supervised by a teacher who is available to answer questions and assist students with their work. All tutorials begin with a 20-minute Sustained Silent Reading (SSR) period in order to encourage and improve reading across the student community. Tutorial periods also provide a time when students can work together on group projects and in study groups. Some tutorials have a subject areas focus, such as math, to serve as additional support services. During tutorial classes many students take advantage of resources at the school including computers, reference books, and art materials.

Tutoring

Students who need more focused help in a specific subject may also request to work with a tutor during tutorial period. Students must get permission from both their subject teacher and their advisor, and sign a contract that outlines the responsibilities they must accept in order to maintain tutoring privileges. After meeting with the student and discussing the student's progress with the teacher, the tutoring coordinator matches the student with an appropriate tutor. Tutors are volunteers from surrounding communities including retired teachers, college students and professors, professionals from industry, and retirees with a passion for helping youth.

Math and science are the subjects for which students most often request tutors for additional support. In math, students generally meet twice a week; in the sciences, once a week. Experienced tutors will often work with two and sometimes three students at a time, which maximizes our tutor resource and helps build cooperation and group learning in our student body. Tutors are provided with textbooks and can track assignments online in order to prepare for their sessions.

Resource Program

Students enter Eastside with a wide range of academic abilities and levels of preparation. While all students dedicate themselves to completing Eastside's rigorous requirements and enrolling in college, between 10 and 20% of students require extra support to bring their reading, writing and math skills up to grade level. Our Resource Program provides this bridge, mentoring each student with a highly personalized plan until they are able to manage their schoolwork independently.

Students are placed in resource classes during freshman year for varying reasons: under-preparedness in general academic skills or in a particular subject area, lack of confidence in academic skills, an identified learning disability, and/or difficulties relating to second language acquisition. Math and humanities resource classes meet for 3 hours and 45 minutes each week during the school day, and focus on academic skills like understanding abstract concepts, organization, note-taking, outlining, editing, problem-solving, and studying for tests.

After freshman year there is no formal resource class; students are expected to seek help from their teachers and advisor, but may request a tutor if they will continue to benefit from additional support. Those students who have tested for specific learning differences are given extra time on exams and other accommodations that they will also be given in college.

Our small size allows for a high degree of communication between the resource teacher and the regular academic teachers. This means that the resource teacher is aware of assignments, projects, and tests, and can help the students accordingly. In addition, the resource teacher knows how individual students perform in class and on particular assignments and can modify resource instruction accordingly for each student. The resource class is also a place where a student who needs additional time can finish a test from an earlier class, or receive clarification on an assignment. The result of this frequent communication is a high correlation between what happens in the resource class and the students' success in their academic classes.

This program is critical to having successful outcomes for students with a wide range of abilities and a challenging curriculum. The resource teachers structure the program to gradually infuse students with an increasing level of independence and self-management skills. When students learn how to read and write and do math with confidence, they can reach new academic heights. Trajectories are unpredictable; what we've learned is that anyone can successfully complete a college preparatory curriculum and enter college if they're willing to do the work.

Advisory Program

As the school has grown over the years, we have identified a key need to ensure that each student at Eastside feels closely connected to at least one adult on campus. Beginning in 2001, we implemented a faculty advisory system in which each high school student is matched with an academic advisor for his/her high school years. In 2013-14 we strengthened this support structure by implementing a system of advisory lunches so that each advisor has a scheduled check-in with his or her advisees at least six times per year, with the intent of checking on their academic progress, setting goals for improving student skills, monitoring progress on individual action plans, referring students to additional support services (such as individual tutoring), and generally supporting them as needed. Faculty advisors also arrange additional check-in meetings

with their advisees throughout the year.

Mental Health Counseling

Many of our students have difficult family circumstances, and some have experienced violence and trauma firsthand. We are committed to identifying the resources and support systems that will give our students the tools they need to cope with these complex issues and become emotionally healthy, able to focus on their academic goals, and prepare for productive and satisfying lives and careers. We provide a range of services, on campus and through referrals, depending on students' individual circumstances. We now have a psychologist on site to work with individual students in one-on-one counseling sessions, and advise our faculty on emotional and mental health issues facing our student population. In addition, we recently partnered with a local diagnostic and treatment center for children and adolescents facing developmental and behavioral challenges to provide our students with access to assessment services, specialized tutoring and therapeutic support.

Friday Night Homework Policy

Each Friday, we generate a list of assignments not submitted and share this document as a Google spreadsheet. Students who have missing or late assignments from the week must stay on Friday after school until they finish the work. This policy provides an extra incentive to get work done on time. It also ensures that each student is held accountable for all the work in each of their classes and is a crucial factor in preventing a student from falling more than a few days behind in any class. The Friday night homework policy has helped students develop better work habits, and it is not uncommon to overhear student conversations between an upperclassman and a freshman, where advice is dispensed about breaking the habit of late work.

Evening and Weekend Computer Lab Support

The Eastside computer lab is open every weekday evening from 5:00-10:00 pm and on Sunday from 1:00-5:00 pm. Students take advantage of this time and quiet study space to work on and complete homework assignments, get academic support from teachers, and utilize the technology resources the lab offers: computers, printers, and internet access.

Residence Halls

During the week, all dorm residents gather after dinner in a dorm lounge or classroom for evening study sessions. Weekend activity begins with morning tutorial sessions as we help students prepare for the week ahead by providing a structured setting for them to do their homework and get help as needed. (See section on Residence Halls).

■ MEASURING STUDENT PROGRESS

Student preparation for college is guided by our Expected Schoolwide Learning Results (ESLRs) that outline what graduates are expected to be able to do in order to be successful at a four-year college. The original ESLRs were developed after our second year when we looked at the work of the students we taught, identified strengths and challenges, and discussed what skills were both essential and cross curricular. This led to a discussion about the assessments of these outcomes and competencies the students would need to demonstrate before they could graduate. The result

of this work became our ESLRs, and we review them every year and revise them when needed.

The ESLRs include Critical Thinking, Communication, Habits of Work, Habits of Mind, and Obligation to Community. ([Attachment B](#) is the ESLRs, written in language that is accessible for students, which we review with the high school students). The ESLRs set guidelines for teacher and student self-assessments, classroom expectations, advisory meetings, and preparation for parent conferences. They help maintain high expectations for students and reinforce a shared goal for everyone.

At our new student orientation sessions (held in the spring for all students and parents who will be joining the Eastside community the following fall) we discuss the school's expectations for students and parents including a discussion of the ESLRs as a basis for our school policies and culture. At the start of each year through the High School Open Houses, students and parents are reintroduced to the ESLRs and how they form the expectations for student learning and contribution to the school community. Each teacher also creates and continually revises a course description that includes a connection to how the ESLRs are addressed in that individual class.

The ESLRs play a prominent role during preparation for the Student-led Conferences that occur once each semester. Teachers write narratives for each student in their classes that highlight the areas of strength and areas for growth using the ESLRs and ESLR language in their assessment. Students reflect on their performance using the teacher narratives, their progress report grades, and samples of their work to prepare for their parent conferences (see [Att. C](#) for examples of progress reports). Each student then leads a twenty-minute conference with their parents and teachers, assessing their own strengths and challenges with regards to the ESLRs and presenting their plans for improvement. Through this process, the ESLRs have become integrated into the school culture and are part of the vocabulary that students and teachers use in assessing student growth and goal setting, both formally and informally.

■ KEYS TO SUCCESS

When asked to look back at the keys to starting and maintaining a successful academic program, our Vice Principal can identify several important factors. The most essential component is hiring the right staff. She advises: "Be very thoughtful and deliberate about what your needs are, and make sure to match hiring decisions with the stage of your organization." For example, at the outset of a program it might be crucial to hire a very experienced teacher. When the curriculum is solid, a young but enthusiastic instructor might lend the program new energy. She confirms that "In a small school, it's extremely hard to absorb teachers and staff that aren't in complete sync with the organization's mission. If a new hire doesn't work out, it's necessary to break ties quickly and find the right person for the job."

Another crucial element of a strong academic program is developing and reinforcing an academic culture that is very positive. All faculty and staff have to agree to hold students accountable in the right way, and need to use the same messaging when communicating with students. For example, teachers may frame a statement by saying "as developing scholars, you need to..." to set the right tone and achieve the desired result in a positive manner. We continue

to talk a lot at Eastside about our responsibility to our students and appropriate responses to many situations. We have a close connection to our students and know them well, which is essential to maintaining a strong academic culture.

A third key to a successful program is to create a supportive working environment that provides opportunities for professional growth and balances, as much as possible, individuals' family and personal needs. While this commitment is easier in the start-up phase of a school, and gets harder to maintain as the organization gets larger, it is one of the factors that make Eastside special, and results in teachers and staff who can't imagine working anywhere else.

Att. A – High School Curriculum

FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
Algebra I or Advanced Algebra/Geometry or Geometry/Algebra 2	Geometry or Algebra 2/ Trig or Trig/Analytical Geometry	Algebra 2/Trig or Intro to Analysis & Calculus or Math Analysis	Precalculus/Statistics or AP Statistics or AP Calculus AB or AP Calculus BC
Physics	Chemistry	Biology	Advanced Biology or Advanced Chemistry or AP Advanced Physics
World History	U.S. History	AP Macroeconomics	Senior Research Institute
World Literature	American Literature	American Government	Senior English
Spanish 1 or Spanish: Native Speakers 1	Spanish 2 or AP Spanish Language	AP English Language & Comp	English 1A & 1B (College-level)
Electives	Composition & Argumentation	Spanish 3 or AP Spanish Literature	Spanish 4
	Electives	Writing for College	Electives
		Electives	

In addition to computer science, Eastside offers a variety of electives including fitness, journalism, yearbook, art and photography, drama, piano, band, and choral ensemble.

Sports options include basketball, soccer, volleyball, track and field, and cross-country.

A variety of student clubs, such as robotics, Student Council, and the community service club, Interact, foster community building as they give students a chance to assume leadership roles on campus. There is an emphasis and a connection in all of these activities to the mission of the school and the importance of high standards.

Att. B – Expected Schoolwide Learning Results

Eastside College Preparatory School EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs) High School

1) CRITICAL THINKING: drawing insightful conclusions, synthesizing information from multiple sources, problem-solving, asking relevant questions, thinking at a below-the-surface level

EXAMPLES OF DESCRIPTIVE COMMENTS:

- I am able to make conclusions after studying data or reading information
- I am able to find main ideas and summarize information accurately
- I am able to sort and organized information in logical and useful ways
- I am able to make relevant and meaningful connections between different sources
- I am able to draw deeper meaning from texts
- I am able to identify and use strategies to help me solve the problem
- I am able to check for reasonableness
- I ask relevant and thoughtful questions
- I communicate thorough and thoughtful responses to questions

2) COMMUNICATION: communicating effectively in writing, speaking, presentations

EXAMPLES OF DESCRIPTIVE COMMENTS:

- I am able to communicate clearly and effectively in my writing
- I am able to communicate clearly and effectively through **speaking**
- I am able to communicate effectively through **presentations**
- I **participate actively** and appropriately in classroom discussions
- I am an active and engaged listener in class

3) HABITS OF WORK: completing assignments thoroughly and on time, using appropriate resources effectively, managing time efficiently, being prepared and organized for classes and tutorials, using effective study skills

EXAMPLES OF DESCRIPTIVE COMMENTS:

- I am responsible with completing assignments completely and on time
- I manage my time effectively in and out of classes and tutorials
- I carefully read and follow written and verbal directions for assignments
- I organize my papers, handouts, resources, and materials effectively
- I come to classes and tutorials prepared with all of my materials and resources
- I use my notes, assignments, previous tests and quizzes as resources and as guides for studying

- I study and review material regularly and in advance for tests and quizzes
- I plan my time in advance to work on long term projects, tests, etc.
- I am focused and engaged during class and when I study and work outside of class

4) HABITS OF MIND: fully engaging in your intellectual growth and learning, persevering on a challenging task, taking intellectual risks and challenges

EXAMPLES OF DESCRIPTIVE COMMENTS:

- I take pride in the work that I do
- I strive to do my best work each day; my work is completed thoroughly and thoughtfully
- I engage in my assignments to help improve my understanding of the concepts and to improve my skills (not just to get it done)
- When an assignment is particularly challenging, I persist and look for different ways to approach to task
- I enjoy learning and I share that with others
- I reflect on my strengths and areas for growth, set goals for improvement, and follow through on my plans
- I take responsibility for my own learning and seek out opportunities for growth and challenge

5) OBLIGATION TO COMMUNITY: contributing positively to the community, reflecting on your role and responsibilities

EXAMPLES OF DESCRIPTIVE COMMENTS:

- I contribute positively to the learning community in my classes
- I take responsibility for my actions in and out of the classroom
- I am aware of my classmates' needs, and I try to help when I can
- I am not a distraction to others in classes
- I contribute positively to the school community
- I contribute positively to my larger community outside of school
- I reflect on my role and responsibility to others

Att. C – Sample Progress Report

Report Card

2015-2016

Course	MP1	MP2	Sem1	MP4	MP5	Sem2	Teacher
American Literature	C+	B	B-	B+	B	B	Teacher A

Student Comments:

For this semester my strength has been being able to communicate my thoughts through writing. Sometimes I still struggle with this because I'm not always able to communicate my thoughts as effectively as I want, for example using good diction, but I try my best to make my writing meet the requirements. My area of growth for this semester has been putting forth my best effort into my assignments. At first my answers/responses on my homework would be very vague. Now when I give responses they are more thorough, give specific detail, and address the prompt. My goal for this semester now is to analyze my readings more thoroughly. I will do this by analyzing my readings by underlining key concepts, defining words I don't understand, and asking clarifying questions when I don't understand something.

Teacher Comments:

I have seen some improvement in your habits of work and mind this semester. It seems that you are more comfortable participating in class and taking some risks without fearing that you might be wrong--that's what learning is all about. I appreciate your diligence in writing carefully and purposefully, and I especially enjoyed your most recent paper. It was so great to hear you; I encourage you to participate more in class! As you develop more consistent habits of work, look for ways to become a more active class participant, too; you come to class prepared when you've done your homework on time, so you have a foundation for contributing to class discussions and activities. Keep it up, and let me know how I can help you!

Algebra 2	B+	A-	A-	A	A	A-	Teacher B
-----------	----	----	----	---	---	----	-----------

Student Comments:

I believe that I'm doing really well in focusing during mathematics and the lesson. I also do well in completing my assignments by writing out and showing my work on every problem. I also completely redo any missed problems on my assignments and make sure to get the correct answer. These are all habits of mind.

I believe that what I haven't done well is thoroughly reading over my notes before taking a test or quiz. I also need to keep my materials organized in my binder better. I also need to rework problems from my notes and assignments.

Teacher Comments:

You are doing extremely well in this class but I am glad that you have found some areas where you can focus your attention and develop the habits you will need to have in place when the courses become more challenging for you. Reworking problems (as opposed to just looking

them over) is great practice to prepare for an assessment. I know some students actually create a practice test from past problems and find this an effective way to test their understanding.

Chemistry B B B+ B B B Teacher C

Progress Notes:

In the first six weeks of the second semester of chemistry, the sophomores learned how to balance and classify reactions and to predict the products of some reactions. They also began to learn about the central unit of chemistry, the mole. The sophomores' grades are based on one test, two quizzes, several labs, class assignments, and homework assignments. They also completed a model of a molecule.

Student Comments:

My area of strength is completing my homework thoroughly and completely. This shows that I can manage my time by taking time on the homework assignment and doing it to the best of my ability. My area of growth is that I now participate more frequently in class. I answer questions in class and show the steps of balancing an equation. By this improvement, I understand how to do my homework. My goal for the class is to have an A- on my quiz and test scores. This will help me to better understand the concepts, and by studying more, I can participate even more thoroughly in discussions.

Teacher Comments:

I have noticed you participating more in class and I appreciate this. Keep it up! I also see you taking leadership roles in group assignments, helping to ensure your fellow group members understand the concepts that we are practicing. As you engage more in class by both participating in full class lessons and in small group assignments, you are becoming more and more comfortable with the material. I think this will also help you to improve your quiz scores. Keep up your active engagement in the next six weeks.

Geometry A- B+ A- B A- B+ Teacher D

Progress Notes:

Student Comments:

I think that my area of strength is my communication. During group/partner tasks, I tend to take the lead and manage the contributions of my groups. I always participate in class and help my classmates/partner if they are confused. Not only that, I ask my teacher for help if I need it and email her questions. My goal for geometry is to work harder on homework, tests and quizzes by working more independently and talking to my classmates before going to the teacher. I also need to study more for tests and quizzes so I can get a better understanding of what we are learning so I can manage my time wisely and focus more.

Teacher Comments:

You have identified your strengths and weaknesses very well. You do excellent work whether alone or with others, and your group learns more and gets more done because you are a part of it. Your homework, classwork, and assessments show that you take pride in your work, and the questions you ask show that you care about understanding. However, while I appreciate that

you are willing to ask for help, I would love to see you embrace the struggle of working through difficult problems. Just like everything else, figuring out how to approach unfamiliar problems takes practice to build your skills and confidence. I'd be happy to talk with you during tutorial or after school about problem-solving strategies. We'll also be solving some tough Process Problems this semester, so you'll get lots of practice. I'm looking forward to seeing you progress as a scholar this semester!

Composition and Argumentation C B- B C+ B- B Teacher E

Progress Notes:

In the first six weeks of Composition and Argumentation, we have focused on honing critical reading skills crucial to success across the sophomore curriculum. We have closely examined several primary source documents from American History, paying close attention to how diction, syntax, tone, best choice evidence, and rhetorical appeals work together to influence the author's purpose.

Student Comments:

I have stretched my capacity as a critical thinker. I have done this by doing research on my own to write papers and create good quality work. I have improved on my critical thinking skills by becoming more analytical with my work. Now I am able to read a text and break it down by analyzing it, such as in my MLK essay. By becoming more analytical I feel that I have become a better critical thinker.

I feel like the work that I produce is good because it's complete and detailed. I feel that my habits of staying organized and proactively seeking appropriate resources have helped with my success. This has helped with my success because I am easily able to go back to whatever resource I need to study or look for an answer. Also, by proactively seeking my resources I have become a more independent learner in this class. The part of habits of work that I need to improve is managing my time wisely.

I feel that I demonstrated my improved communication through writing with my MLK essay. I feel that I was able to do this because I analyzed every part of the quotes that I was using and was able to explain it in a way that the audience could understand. I also made strong arguments that demonstrated the argument that I was trying to prove. I still feel that I can improve on this by using better diction and creating a much more structured essay that flows well. Aside from improving on my communication through writing, I feel that I have improved slightly on my communication through speaking. I'm a little bit more vocal in class. But I mostly only participate when I feel like I really understand something and when I feel that by contributing I will actually be helpful or when I am called on to answer something. I feel that I could have a much more positive effect in my classroom community. I'm always happy to contribute to the class but I feel that I need to contribute more because I could be helpful and give helpful information to my classmates.

Teacher Response:

It's great to read that you feel that you've grown as a critical reader and thinker this semester. That's exactly what we're going for in this class. Hopefully at this point in the year, you've

stopped to consider how the classes complement each other so that you can be an even better critical thinker, reader, and writer. I'm curious as to what resources you're proactively utilizing. Hopefully sometime in the near future, one of those resources that you seek out for help will be me. Your test average is of particular concern for me, as the assessments given in class thus far will only become more difficult. I would encourage you achieve your goal of participating more in class. I think this will translate into a more captive learning mindset and maybe a greater desire to produce your most excellent work. Please let me know if there is anything I can do to support you.

Residential Program

■ BACKGROUND

In 2007, we started a residential program for students who would greatly benefit from the added structure and support of living on campus. In addition to providing students with a safe, supportive living environment, the residential program, like Eastside as a whole, is geared toward helping students acquire the academic and personal habits to be successful in college. In addition to tutoring residential students during evening and weekend study sessions, Residential Faculty (RF) teach independent living skills, create opportunities to explore new interests, encourage participation in extracurricular activities, and help students explore summer internship and job opportunities. They also serve as mentors and counselors to students, and receive professional guidance to help students navigate the rocky teenage years and cope with grief and trauma as a result of family circumstances.

In 2010, we expanded the program from five days by adding a seven-day-a-week option. The weekend program provides additional academic support as well as structured activities that build on a positive, family-like atmosphere that encourages success.

■ STRUCTURE

There are two dorms, one for the girls and one for the boys. Two students share a room, and each wing or “house” has up to 18 students in nine rooms, plus a small community kitchen. Each wing is staffed by an RF, who lives in an apartment adjacent to the student wing. Weekday RFs are on duty during non-school hours from 5:00 pm Sunday until 8:00 am on Friday. Tutorial responsibilities during the week are split up by grades and class sizes. All faculty cover the weekends on a rotating schedule, with each RF covering one weekend per month. This schedule creates a seamless transition from the weekdays to the weekend and enables all of the RFs to get to know all of the students, since on weekends they are able spend time working with students they don’t usually work with. The schedule also provides RFs with one full week off every four weeks, giving them time to rest and re-energize.

Residential Faculty

The RFs all have college degrees and some have master’s degrees as well. Educational backgrounds of current RFs include Psychology, Education and Engineering. Most RFs have teaching experience, and/or have worked with students as a college Resident Assistant or in another similar capacity. This background makes them ideally suited to monitor and assist dorm students with their academic and social development. ([Att. A – Residential Faculty Position – Boys Dorm](#)).

■ SCHEDULE/PROGRAM

Weekday Schedule

Students meet for dinner in the cafeteria at 5:00 pm. During the week, everyone gathers after dinner in a dorm lounge or classroom for evening study sessions. Tutorials for freshman and

sophomores are from 6:00 pm – 8:00 pm (some students stay longer if needed), and juniors and seniors have tutorial until 9:00 pm. The first hour is spent in quiet independent study as RFs check all the homework students did during their after-school tutorial. Volunteer tutors come in to work with students as needed. At 9:00 pm, students who still have homework to complete stay at the tutorial session.

If students are finished with their homework before lights out, they may use the free time to watch TV, read, do laundry, and/or talk with their parents and friends on the phone. The dorms now adhere to a 10:00pm bedtime, which guarantees students can get at least 8 hours of sleep every night. For those students who were not able to get their homework done before bedtime, RFs offer an early morning tutorial to ensure students can complete their work well rested. (In the past we allowed juniors and seniors to stay up later to complete their homework, but found that the resulting exhaustion students exhibit in the classroom was not a good trade-off). We continue to work with students to help them develop and strengthen their time management skills, making the most of their tutorial periods during the day and in the evenings.

Weekend Program

The weekend program starts on Friday night when all the students meet for dinner together in the cafeteria. Weekend activity centers around morning tutorial sessions as we help students prepare for the week ahead by providing a structured setting for them to do their homework and get help as needed. On Saturday, the goal is for all homework due on Monday to be completed by lunch. At the Sunday morning tutorial, students work on their homework for Tuesday. Evenings and afternoons are spent doing a variety of fun activities, including movies, game nights, and local college sports games and performances. Students may also have a variety of activities related to the sports and clubs they're involved in – such as a debate team tournament or merit badge work for their scout troop. In addition, an annual snowboarding trip for the upper grades and a camping trip for the lower grades give students a chance to experience hiking, camping, and snow activities.

Communication

The Head RFs, one for the boys' dorm and one for the girls' dorm, meet with the Principal and Vice-Principal once a week to discuss upcoming events and prepare for weekly meetings with all the RFs. The RFs attend weekly faculty meetings where they discuss any student-related issues and concerns. The RFs also lead house meetings with the students every Sunday evening to discuss issues and plans for the week ahead.

RFs meet frequently with students on both a formal and informal basis. At least three scheduled one-on-one meetings take place over the course of each semester. In addition, informal check-ins occur frequently during mealtimes and/or free time. These meetings give RFs a chance to gain a deeper understanding of how a student is coping academically and emotionally, allowing them to provide each student with the type and amount of support they need to flourish. It's also important for the RFs to have good communication with parents, and let them know what is expected and how their children are doing. An open dialog is key so that there's transparency and solid trust between everyone.

■ DORM CULTURE

Culture and Expectations

The dorms are an extension of Eastside's culture and values. At the core of our expectations is the notion of respect: respect for self, respect for others, and respect for the community we are building together. The expectations students learn in the classroom are reinforced in the residence halls, providing boarding students with the opportunity to reach their full academic potential. The RFs use several key principles to guide their programming: they stress the importance of personal accountability and empowerment and view a student's time in the dorm as an evolution towards total independence by the time graduation arrives.

Conversations about Eastside's culture and expectations occur during the summer bridge program with all incoming freshmen who will be moving into the residence halls. They live in the dorms during this six-week period, and it's a great time for them to begin forming close bonds and building a community. During the summer session, students and staff eat all their meals together in the cafeteria, with upper classmen to help guide and mentor the new students, introducing them to Eastside's workload, culture and character expectations.

Habits of Mind

A major focus in the dorms is the idea of "habits of mind" - those qualities that will help our students succeed here at Eastside, in college and beyond. The five habits RFs emphasize within the dorm community are:

- Perseverance: mental toughness, independence, initiative
- Discipline: initiative, attention to detail, preparation
- Positive Attitude: understanding the impact of a positive attitude on personal outcome as well as the success of the community
- Trustworthiness: earning trust through making the right choices
- Agency: controlling what is controllable in your life

As RFs meet with every student individually throughout the year they use these concepts to guide students' personal development - helping them reflect on their successes and learn from their challenges. A "Habits of Mind" recognition award is given every six weeks to a dorm resident who best exemplifies, or has made good progress, in these areas.

Independent Living Skills

Living in the residence halls gives students an ideal opportunity to learn the independent living skills that will serve them well in college and life. They have regularly assigned chores in the cafeteria after meals, and twice a week the students do extensive cleaning in the dorms. For example, on a given Sunday four students might be assigned to clean the bathrooms, four to clean up the kitchen, four to vacuum and another four to clean up the laundry room. Cleanliness is encouraged and positive peer pressure helps maintain this. Room checks are done on a daily basis as well to make sure students are living in a clean and safe environment.

The boarding program, due to the close relationships that are built between staff and students,

presents a unique opportunity for staff to closely monitor and try to help students with any mental health challenges. In 2018, the resident faculty introduced some new strategies in this area. At 6:45 am each morning, students gather in the hallways to write in a journal for five minutes, focusing on topics such as what they are grateful for, what will make this a good day, and how they plan to work toward their goals that day. At the beginning of the evening tutorial each day, all boarding students participate in a guided meditation. For students who need more personalized attention, a small group meets regularly to practice meditation and have group discussions on topics like anxiety and stress alleviation.

■ PROGRAM RESULTS

The added structure and support provided in the Residence Halls – from the nightly tutorial sessions to consistent bed times to the practical reality that there are few distractions and no commute to school – positively impact student achievement. Not only do resident students thrive academically, they also grow emotionally. Students think of the dorms as their “home away from home” and their fellow boarders, student resident advisors and RFs as part of their extended families. The RFs create a community culture fostering maturity, empathy, and camaraderie amongst our resident students. Most importantly, as the school newspaper, *The Panther*, reported, “The dorms (give) students the opportunity to turn classmates into ‘brothers’ or ‘sisters’ and (become) a whole new support system.” One student noted, “The dorm is giving me a positive atmosphere where I can strive to succeed.”

Att. A – Residential Faculty Position – Boys Dorm

RESIDENTIAL FACULTY POSITION - BOYS DORM

EASTSIDE COLLEGE PREPARATORY SCHOOL
East Palo Alto, CA

ABOUT EASTSIDE SCHOOL

Founded in 1996, Eastside College Preparatory School in East Palo Alto, California, is an independent, coeducational, college preparatory school serving students who have been historically under-represented in higher education. Eastside serves academically motivated high school and middle school students predominantly from the communities of East Palo Alto and eastern Menlo Park, California. Sixty-five percent of secondary students from these communities currently drop out of school, and those who stay in school typically are tracked into lower level courses, limiting their access to four-year colleges and universities.

At Eastside College Preparatory School, we are committed to opening new doors for students historically underrepresented in higher education. 100% of our graduates have gone on to attend four-year colleges and universities. We started our boarding program five years ago to provide an additional layer of support for those students who would benefit from living on campus.

ABOUT THE POSITION

The Residential Faculty develop, implement and evaluate a residential program that promotes academic achievement, personal / emotional development, and preparation for college. The Residential Faculty also serves as Eastside's designee to act as parental authority for residents, which includes ensuring their safety, health, and proper behavior.

MAJOR DUTIES AND RESPONSIBILITIES

- Provide residential orientation and ensure students understand resident expectations and meet the terms of their residential contract.
- Serve as advisor for 10-15 students. Monitor their academic and social progress. Tutor students as needed. Participate in student-related meetings and communicate regularly with parents and teachers.
- Supervise daily tutorial periods to make sure students complete all homework assignments on time.
- Provide counseling sessions individually and/or in groups to meet the needs of students in academic performance, college preparation, adjusting to school and residential community life, personal and social relations.
- Develop residential program that creates a positive community experience and homelike atmosphere.
- Plan, develop and implement programs / activities as needed for students.
- Help plan and supervise at least three, and up to five, boarding weekends per year.
- Assist students with applications (e.g. summer programs, scholarships, college, and financial aid).
- Prepare written narratives documenting students' progress for the first grading period of each semester.
- Participate in all staff meetings and activities including but not limited to staff meetings, student / parent conferences, dorm meetings, all-school events, etc.
- Meet with individual teachers as needed to address student behavioral, social, or other problems that interfere with achievement and success.
- Implement and enforce residential contract expectations.
- Plan and facilitate weekly dorm meetings with residents.
- Account for students at all times to ensure their safety.
- Ensure residential facilities are maintained, including individual student rooms and common areas.

QUALIFICATIONS

- Demonstrated commitment to Eastside's mission.
- Education / Experience: Must have a BA/BS Degree or equivalent.
- Credential / License: Must successfully complete the FBI / DOJ background check, possess a valid California driver's license, have a clean driving record and be insured to drive.
- Knowledge / Skills / Abilities: Counseling / problem solving skills; dependability; flexibility; written / verbal communication skills; interpersonal skills; flexibility; organization and planning skills.

Summer Session

■ BACKGROUND

Since Eastside's inception, we have encouraged our students to use the summer months to further develop their interests and to experience life outside of Eastside and East Palo Alto. In 2009, we made it a requirement that all high school students take part in at least one enrichment program each summer, either on- or off-campus. We have been gradually increasing our summer expectations over the last several years, and currently the requirement is a minimum of 120 hours on- or off- campus, in programs pre-approved by the Student Services Coordinator.

The Student Services Coordinator emphasizes to all students the importance of utilizing summers as an opportunity to gain academic or professional experiences and skills, be exposed to new people, take on leadership roles and challenge themselves. The long-term goals of Eastside's summer enrichment program are to make sure that all our students occupy their summer time to the fullest for their personal growth and future opportunities, and to help prevent the "summer slide" in learning that often happens among low-income students. Another goal is to help our students create networks and develop social capital, which has long-term implications in terms of the colleges they consider, the careers they aspire to and the type of mentors they seek.

Since we've made this a requirement for our students, we recognize that it's our responsibility to help provide the resources and opportunities for students to meet it, since our students' families often cannot. (In general, however, we feel that students will be more successful if we work together with families to find, pursue and commit to opportunities). We have been steadily expanding our on-campus offerings, and our Student Services Coordinator works with each student to develop a plan for the summer. She helps students identify opportunities, assists them with their applications for programs and internships, and helps them get the scholarships they need to participate in what are often costly programs.

We have three on-campus summer programs. Incoming freshmen attend our Summer Bridge Program to get prepared for the academic year; seniors attend Senior Summer Institute to prepare for the college application process; and students from other grades participate in a variety of academic classes, activities, or professional opportunities that will enhance their life experience and college success

Summer Bridge Program

All incoming freshmen attend our Summer Bridge Program. During this six-week orientation, students take English, math, Personal Finance and High School Prep from 8:00 am – 3:00 pm daily. This program allows students an opportunity to become familiar with Eastside's rigorous coursework and high expectations. Taught by experienced Eastside faculty, the Bridge Program plays a vital part in our effort to assess students' abilities and skill levels, begin building the fundamental skills that are essential to success in a college preparatory program, and convey our expectation that students will make a serious and sustained commitment to their education. We also want to give students a head start on becoming a cohesive class, so we focus on personal

and social growth as well. An all-class camping trip gives students an opportunity to get to know each other outside the classroom and begin forging the deep friendships that are a hallmark of the Eastside experience.

Senior Summer Institute

Seniors attend Senior Summer Institute, or “Boot Camp,” which is taught by our College Guidance Counselor (see section on College Counseling). This two-week session gives our seniors a head start on the college application process as they research colleges and universities that would be a good match, and begin work on their personal statements and SAT test preparation.

Summer Session Classes

Rising sophomores, juniors, and seniors have many choices for summer enrichment.

On-Campus Classes

The majority of our students are enrolled in a variety of elective courses on campus; recent offerings have included art, drama, and computer science. ([Attachment A – Summer Planning](#)). Classes meet four hours each day for six weeks, providing students with a deep “dive” into a subject. Our partnership with Foothill Community College also gives students the opportunity to take college level classes at Eastside, and enables them to graduate from Eastside with college credits in hand and the familiarity and confidence of having completed a college-level course. In recent years we have offered college psychology, statistics, and chemistry.

Local Off-Campus Programs

Many students have gained valuable job experience through research internships at Stanford University in RISE (Raising Interest in Science and Engineering) and SIMR (Stanford Institutes in Medical Summer Research) programs. Other students have benefitted from pre-law internships at the Community Legal Services in East Palo Alto. Students have also participated in NASA STEP (Science Technology Enrichment Program) where they learned about robotics, aerospace engineering and rocketry and biology on other planets. The Student Services Coordinator is regularly in contact with local organizations to find opportunities that are a good fit and valuable experience for our students.

Programs in other cities/states/countries

If high school students feel adventurous, they can apply for an assortment of programs in other cities, states, and countries. Students have embarked on international and outdoor adventures through the EIL (Experiment in International Living), AMIGOS (Amigo de las Americas – a summer abroad service-learning program), NOLS (National Outdoor Leadership School), and Outward Bound. Some students get a college preview by attending summer programs on other college campuses through programs such as MIT's MITES program (Minority Introduction to Engineering and Science), American University's Future Latino Leaders in Law, and U.C. Davis's COSMOS program (California Summer School for Math and Science). These summer college sessions give students a brief but invaluable taste of college life.

Scholarships

Scholarships are available for many off-campus programs. The Student Services Coordinator shows students the range of options that provide financial assistance, but emphasizes those with significant aid. She cautions students to be wary of application fees, as these can be quite high. Students can also apply to wishbone.org for a scholarship. Per their website, Wishbone is “a non-profit organization helping low-income students attend high-quality out-of-school programs. We believe that closing the opportunity gap is essential in the fight against the education crisis facing America.” To apply for a scholarship, a teacher must sponsor a student. Wishbone’s program providers have all been vetted for quality and safety. A prospective participant can also propose a new program, and Wishbone will certify that it’s a worthwhile program before granting a scholarship.

Finally, summers offer an opportunity for students who have struggled during the regular academic year and earned below a C- in any class to retake the course during the summer in order to recover credits and advance to the next grade. They do this at Eastside, supported by the Student Services Coordinator, in addition to a summer enrichment class or program.

Timeline for Summer Enrichment Program

In August, the Student Services Coordinator presents details of the past year’s summer experiences to the faculty. During the first week of school, she visits all 9th, 10th, and 11th grades during various class periods to prompt students to reflect upon their recent summer experiences and discuss options for future summers. Students are asked to fill out a form to indicate what they would like to pursue in the upcoming summer ([Att. A: Summer Planning](#)). This helps the Student Services Coordinator to know what areas to research. At the first Parent Association meeting, the Student Services Coordinator presents an overview of the Summer Enrichment Program and a group of students with diverse experiences talk to parents about what they did over the past summer ([Att. B: Summer Enrichment](#)).

In September and October, the Student Services Coordinator reviews students’ interests and organizes factsheets and info sessions for various activities. She updates teachers on their student advisees’ interests, pursuits and plans and asks teachers to recommend students for specialized programs (such as an engineering program with a scholarship).

In October through December, Summer Showcases are held to provide students with information about the various types of off-campus programs that are available. Examples of past showcases include representatives from EIL and NOLS to present their programs, and student guest speakers who talk about their experience with the AMIGOS program. Students can engage and ask questions. They are required to go to the informational meeting in the area they’re interested in if they plan to do something off-campus.

In December through March, students apply to off-campus programs. The Student Services Coordinator helps to review applications, write letters of recommendations, meet with families, and get transcripts, tax info and test scores.

By late April, the goal is for each student to be committed to a meaningful summer program. In

May through June, the Student Services Coordinator manages logistics for all students' summer plans, including insuring that required paperwork, travel plans and any necessary immunizations are taken care of. Summer is spent monitoring everyone's activity to make sure everything is on track. The Student Services Coordinator documents and measures each student's progress toward our expected Summer Enrichment Program results, including numbers of students participating, their activities and the quality of their experience.

Att. A – Summer Planning

Summer Session

Every year, we ask that Eastside students participate in structured and meaningful summer enrichment outside of our standard curriculum to promote academic and career development. Each year, we provide classes on campus, which are stated below. We will assume you will enroll in one of these classes. In order to participate in an off-campus opportunity, Eastside must approve it. Many opportunities will be promoted throughout the year, so pay close attention to emails about applications, meetings, etc.; eligibility to programs may include attending info sessions, so don't miss out. Those who do not participate in approved summer enrichment are responsible for participating in and successfully completing a college or online course during the following school year, at his or her own cost. Otherwise, that student is not on track to graduate from Eastside. Please complete the questions below so we can best understand your plans for next summer. Thanks!

* Required

First Name *

Last Name *

Grade *

- 9
 10
 11
 12

If you are a ninth grader, you will enroll in a class at Eastside, unless you get approval to participate in an off-campus program. Which type of class is your top choice?

- Art
 Business
 Computer Science
 Other

If you are a tenth grader, you will enroll in a class at Eastside, unless you get approval to participate in an off-campus program. Which type of class is your top choice?

- College Psychology
 Other

If you are an eleventh grader, you will enroll in a class at Eastside, unless you get approval to participate in an off-campus program. Which type of class is your top choice?

- College Chemistry
 Other

To help with off-campus planning, answer the following questions. What might you want to study in college?

What college(s) would you like to attend?

What would you like to do as a career?

What activities do you participate in during the school year?

What have been your past summer experiences?

Are there any specific programs or types of experience you would like to pursue next summer (including any programs you wish you had pursued last year)? If so, list here.*

Are there any plans you have already committed to for next summer? If so, list here*

Check interests below. Please know that if you are interested in programs of these types, you must attend info sessions. Check emails and fliers for dates and times.

- Academic classes (which type: Math, Science, Humanities, Writing, Language or other?)
- Visual Arts (including Art, Photo, Ceramics, Painting, etc.)
- Performing Arts (including Drama, Choir, Band, Orchestra, Dance, etc.)
- The Outdoors or Athletics
- Community Service
- Leadership (including public speaking, debate, politics, supervision, instruction, assisting, learning leadership skills, etc.)
- International/Abroad and/or language and cultural exchange
- Internship/work experience
- Other

Of the above interests, list your top 3 interests, in order of most to slightly less interesting

Over the summer, would you prefer to live at home (include the city you live in), at Eastside, on a college campus, outdoors, outside of CA or outside of the U.S.? Will your family let you travel or live there?

Do you have any time conflicts for next summer? *include family travel, community obligations, other graduation requirements, etc. (Be aware of dates for summer break, the first day of Boot Camp if you're a rising senior, and the first day of school)

There are many free or affordable off-campus programs available. How much is your family willing to spend on your summer enrichment?

Many opportunities will also be sent by email. How often do you check your email?

- At least once a day (the ideal!)
- A few times per week
- Once a week
- Never

Do you want help with any of the following? Please check all that apply.

- Finding off-campus summer programs of interest
- Applying to a specific program(s)
- Setting mini-deadlines for the application process
- Editing personal statement or application essay
- Requesting a letter of recommendation
- Writing a resume and/or cover letter
- Securing test scores or transcript
- Finding financial aid
- Other

Do you have any questions? If so, ask here. Also, if you would you like to schedule a time to discuss plans with the Student Services Coordinator, when are you available?

Att. B – Summer Session Handout

SUMMER SESSION

At Eastside, we seek to provide an education that will prepare our students for success at the university level and beyond, which includes quality co-curricular enrichment. The 10-12-week summer is the perfect opportunity for students to become further well-rounded individuals. Active summer involvement demonstrates students' personal responsibility to continue growing year-round and a conscious effort to return in the fall more prepared to learn and to share their experiences.

Graduation Requirement

The Eastside Summer Session is an integral part of our students' educational experience. After the ninth, tenth and eleventh grade years, students are required to participate in programs and internships that will provide them the opportunity to explore possible careers, develop talents and gain exposure to people, places and ideas that they might not otherwise have. Summer opportunities are fun and rewarding and they are an essential part of preparing Eastside students for success in college. We assume students will enroll in on-campus classes unless they participate in approved off-campus programs.

Benefits of Summer Session

- Pursuit of individual interests
- Independent learning
- Collaboration between students, families, summer programs, schools and organizations
- Affordable and accessible programming on and off campus
- Experience with application and enrollment processes
- Integration of reflection

Programs and Opportunities Include:

Academic Programs and Classes *On-campus, credit-bearing high school classes, off-campus pre-college or online classes*

Community Service *Local volunteerism and leadership opportunities (to do in addition to coursework)*

Internships/Work Experience *Hands-on lab or job training in a range of settings, paid or unpaid*

Professional and Leadership Development *Exposure to career fields and professional mentors, public speaking and decision-making skills*

Visual and Performing Arts *Creative expression, historical understanding*

Outdoor Living *Exposure to the wilderness and nature, environmental awareness, survival and leadership skills*

International Learning *Cultural and linguistic exploration, family homestay, regional travel, global service*

Athletics *Sports training, personal fitness, physical rigor*

For more information, please contact the Student Services Coordinator

Community Service

■ BACKGROUND

Our Obligation to Community ESLR was initially addressed through class discussions, self-assessment, and written assignments about contributions to the classroom community, school community, and the larger community. We now require each high school student to volunteer for community service and write reflections about their experience at least four times per year for their first three years of high school.

■ PROCESS

The Student Services Coordinator sends out weekly emails listing all of the service opportunities for the week, and emails reminders to students about participation.

Student involvement and reflection about their service to the community is monitored and assessed by the Student Services Coordinator. At each six-week marking period, she updates student progress on Net Classroom and emails students, advisors, and parents about progress. Student achievement is also reflected on the progress reports that are sent home every six weeks.

Freshmen and sophomores may explore different organizations and service events in the local community. Service activities include tutoring at local elementary schools, volunteering at food banks, and acting as mentors to younger children. In their junior year, students take on a CARE (community action and reflective engagement) project focusing on one issue throughout the year in extended service and reflection. In the spring, juniors present their thoughts about their experience to the school community.

During the school year, our student-led community service organization, Interact Club, coordinates several school-wide community service days including the annual California Coastal Cleanup Day.

These community service experiences have contributed to our students' knowledge of community issues and ability to reflect on their role and responsibility in the community. These broader experiences and reflections have also helped our students be more thoughtful in their essays for applications to college, scholarships, and other programs.

College Counseling

■ BACKGROUND

Eastside's mission since our founding has been the enrollment and success of every student in a four-year college. Because the vast majority of our students are first-generation college-bound, we have developed a three-year college readiness series to make the college admissions process less daunting and the transition to college smoother. In addition, the College Guidance Counselor continually fosters relationships with colleges to keep them updated on our academic and extracurricular programs and generate interest in our students.

■ SOPHOMORE AND JUNIOR YEAR ENGLISH COLLEGE READINESS CLASSES

Sophomore and junior college readiness classes serve as an additional English class with a special focus on the elements of language skills that will be critical for students in college and beyond. Sophomores take "Composition and Argumentation," which focuses on vocabulary development, critical reading and comprehension, analytical writing skills, and improving students' ability to communicate and organize arguments with logic and effectiveness. Juniors take "Writing for College," which continues standardized test preparation and focuses on preparing students for college-level research and writing.

■ JUNIOR YEAR COLLEGE READINESS ACTIVITIES

The junior class takes two college trips to southern California and the east coast. Students can attend if they meet Eastside's minimum academic requirements and turn in an application ([Att. A](#)), and most juniors are able to go on the trips. The College Guidance Counselor, Alumni team, Vice Principal and other teachers/staff members lead the trips.

West Coast Trip

In late October/early November the juniors take a bus trip to southern California where they visit two to three schools a day for three days (sample itinerary in [Att. B](#)). They go to a variety of schools, from highly selective to more reachable, large and small, public and private, and urban as well as more rural settings. Universities they have visited in the past include UCLA, UC Merced, UC Riverside, Occidental, Loyola Marymount and the Claremont Colleges. Now that there are Eastside graduates at many southern California schools, alumni often give tours, have lunch with students, and offer advice. Many students have never visited a college campus before, and the trip helps to make the prospect of going to college a very real experience.

East Coast Trip

The second college trip takes place over spring break when the students go to the east coast, typically Washington DC and Boston, for a week. Students again visit colleges that offer a wide range of experience and selectivity, and visit with alumni when possible. In addition to visiting many colleges, students also learn how to take public transportation, read a subway map and find their way around a city. For many students, it is the first time they will fly on a plane, which is another valuable learning experience. Students also enjoy sightseeing and visiting important

historic and cultural sites, such as the Smithsonian Museums and national monuments. The trip helps students to imagine attending college far from home, and often is a major factor in their decision to apply to colleges outside of California. The junior east coast trip is typically one of the students' best memories of their time at Eastside, and it's a wonderful bonding experience for the class as the students prepare for their final year together.

College Preparation Programs

In addition to the college trips, juniors (along with sophomores) also participate in a case studies program. Led by admissions officers from several colleges, the students read mock applications and pretend they're admissions officers considering whether or not to admit the applicants. These exercises provide valuable insight into what creates a strong application.

Juniors also attend presentations by college admissions officers at Eastside in the fall. Approximately 60 admissions officers come to Eastside each year, and students attend several visits in order to learn about the wide variety of colleges they can consider, and to develop a sense of the colleges that would be a good fit for them.

Juniors and seniors attend a Parent Night with their parent/s or guardian to review the college application process, including all the components of an application and the timeline for applying ([Att. C](#)). They discuss the factors that are important to them in a college and the costs involved ([Att. D](#)).

■ **SENIOR YEAR**

Boot Camp

During the summer before school starts, seniors attend a two-week "Boot Camp" to get a significant head start on the college application process. Students read and discuss college essays by former students, and they use journals to explore their own essay topics through writing prompts. The College Guidance Counselor reads their journal entries to help students realize they have stories to share and identify compelling essay subjects. The goal is for everyone to have ideas for his or her college essay by the end of the two weeks. Students also research colleges and work on SAT test preparation in advance of the fall SAT and SAT II exams.

Senior College Prep

During the school year seniors take "Senior College Prep," a mandatory full year class taught by the College Guidance Counselor that guides students through the college application process. The first semester is dedicated to completing college applications and the financial aid process. The Director meets with each student 1:1 in September to talk about colleges they might be interested in, and students create a list of schools to research. During the fall, Eastside staff also meet with all senior parents in an orientation to the college admissions process where students share their plans and progress with their families.

The College Guidance Counselor reviews the Common Application line by line with all the seniors during class, and the students complete the application together (except the essays). Students generally apply to a mix of safety, target and reach colleges. All students apply to local

California State Universities so that they have an affordable option with a reasonable commute. Most students also apply to a University of California school and to a variety of private colleges. Many students are eligible for fee waivers on their applications. Before winter break, seniors are required to submit ALL their applications (two to three weeks before the deadlines). Since all students will require financial aid, no one applies early decision, although some seniors apply early action. The College Guidance Counselor reviews all the components of each student's application. In addition, some students ask other staff and faculty members to read and comment on their essays.

The seniors also work on the financial aid process in the fall. Senior parents attend a financial aid workshop to answer questions about the FAFSA (Free Application for Federal Student Aid) and CSS (College Scholarship Service) Profile. Students come to class with their parents' financial information, and they fill out the FAFSA together. By the end of January, all the financial aid forms are submitted. The cost of college is a significant issue for every student. (This is addressed starting in 9th grade, and students know that they need good grades to get scholarships). All students get some type of financial aid.

During spring semester, the class covers personal finance, including credit cards, budgeting, and bank accounts. One lesson requires that the students track all their expenses for one week, which is an eye-opener for many of them.

In addition, seniors learn about and discuss the transition to college. An alumni panel addresses many issues that students are curious/concerned about. There is a unit on note-taking skills, and students look at samples of college textbooks. Guest speakers from local colleges talk about how to approach professors, handle problems in the dorms, and cope with being a student of color in a predominantly white university. There is a lesson on how to research a major, and seniors work on doing this for their future college. Students take personality tests to better understand themselves and their learning style. Soft skills, such as how to leave a professional voice-mail and email, are reviewed.

Outside of class, the College Guidance Counselor and the Alumni staff meet with each senior and their parent/s to talk about which college acceptance they will honor (see section on Alumni Services). They discuss funding options, and sometimes have to make trade-offs between a student's first choice versus the most attractive financial package.

Att. A – SoCal College Trip Application

**SoCal College Trip Application
November 7-9, 2012**

Eastside is fortunate to allow juniors in good academic standing to travel to southern California to tour colleges and universities. We will be traveling by charter bus between East Palo Alto and Los Angeles and we will stay at a hotel for two nights. This is a privilege that requires a sizeable investment of resources. As a result, we want to ensure that students who participate on this trip fully understand the purpose of our trip, will benefit from this experience and will contribute to creating an environment that is productive and engaging.

In order to be considered for the trip, you must meet the minimum academic eligibility requirements and you must turn in typed responses to the following questions **to the Director of College Counseling by 5pm Wednesday, October 24**. Be sure your name is on the top of all pages.

Late applications will not be considered.

Name:

- 1. Why do you want to participate on this trip? What do you hope to get from this experience?**
- 2. What/How will you contribute on this trip? Please consider the personal qualities and types of actions you might bring to this trip.**
- 3. What concerns/worries do you have about yourself meeting the expectations of this trip? What will you do to counteract these?**
- 4. With regards to this trip, what are you most looking forward to?**
- 5. Do you have any questions about this trip? (Optional)**

Att. B – SoCal Trip Schedule

Southern California Junior College Trip November 7-9, 2012

Wednesday, November 7

- 6:35 Students arrive/meet at Eastside
- 6:45 Load bus
- 7:00 Depart Eastside for University of the Pacific
- 9:00 University of the Pacific (info session/tour)
- 11:00 Depart Pacific for UC Merced
- 12:45 Arrive at UC Merced (lunch, meet with students)
- 2:00 UC Merced campus tour – meet at Visitor Center
- 3:15 Depart UC Merced for Los Angeles (dinner on the way)
- 9:30 Arrive at Holiday Inn Express- LAX (14 quads, 1 single)
8620 Airport Blvd., Los Angeles CA 90045

Thursday, November 8

- 7:45 Depart hotel for Occidental College
- 9:15 Occidental College info session – meet at the admission office.
- 10:00 Occidental College tour
- 11:00 Depart Occidental for UCLA
- 2:15 UCLA campus tour – meet at the Bruin
- 4:15 Depart UCLA for LMU
- 5:15 LMU – mini lecture with Professor Adam Fingerhut, Department of Psychology,
Seaver 100
Mini campus tour with Eastside alumni
- 7:00 Depart for Santa Monica Promenade

9:45 Return to hotel

Friday, November 9

6:45 Check out of hotel; load bus

7:00 Depart LA for UC Riverside

9:00 Information session @ UC Riverside
Tour with alumni
Lunch on campus

12:30 Depart for Claremont Colleges

1:15 Claremont McKenna (11-20 students) –
Meet at the Admission Office (first floor of Kravis Center @ 888 Columbia
Avenue).

1:30 Pomona – meet at the Admission Office

1:30 Harvey Mudd (6-10 students) – meet at Kingston Hall by 1:15

1:30 Pitzer – tour with Eastside alum

2:45 Depart for Eastside

9:30/10:00pm Tentative arrival

Att. C – College Application Process Timeline

Journey to College – The College Application Process for Eastside Seniors

Components of a college application:

High school transcript (courses taken and grades in those courses), standardized test scores (SAT and SAT Subject Tests), teacher/counselor recommendation letters, college application forms and college essays.

Other considerations: extracurricular involvement, personal qualities including leadership, institutional priorities.

Optional: interview, portfolio (for students highlighting talents in studio and performing arts)

Timeline:

August: Senior Summer Institute (“Boot Camp”) – students read/discuss personal statements from Eastside alumni, prep for standardized tests, conduct college research, and brainstorm ideas for college essays.

Fall semester: Students will continue with the activities from “boot camp”: test prep, college research, college applications, and college essays. All students will submit applications to CSUs in mid-October and to UCs, if eligible, in mid-November. All remaining applications will be submitted by December 19. Most students apply to 10-12 colleges.

Students will learn about financial aid. They will submit financial aid applications (FAFSA, CSS PROFILE and institutional forms) and follow up with their colleges, if necessary. Parents get an overview of the financial aid process led by a financial aid officer from a local college

Spring semester: Students will apply to scholarship opportunities. In addition, we will be covering topics in the transition to college. Students will learn about note-taking and college-reading skills, personal finance (by students from Stanford’s Graduate School of Business), and hear advice from alumni panels.

An individual family meeting in April will be led by the student discussing his/her college decision and financial aid package.

All students must make their college decision by May 1.

Att. D – Parent Night Form

Eastside Parent Night and Open House for 11th/12th grades

Student Name:

I am attending with

(names & relationship to you)

Journey to College – after an overview of the college admission process and the fall semester of your senior year, please be prepared to speak with your family member(s) about the following:

Discuss your eligibility for CSU, UC and private schools. How are you compelling as a candidate? What are some potential shortcomings in your application?

Explain 3-5 factors (e.g., location, size, programs/majors offered, etc.) that are very important to you in your ideal college environment. Be sure to explain how you are using your resources to find colleges that match your interests.

What factor(s) are most important to your family member(s) when you consider schools? Why?

Explain to your family member(s) the costs involved in the college application process – use specifics! How will you and your family cover these expenses?

How do your family members feel about this process? What are they excited about? What are they nervous about?

Explain to your family members at least three academic/college-related SMART goals that you have for your senior year. These should be longer-term goals and will probably include smaller sub-goals.

Alumni Program

■ BACKGROUND

Our initial goal was straightforward: to ensure that every graduate enrolled in a four-year college or university. Although this goal was successfully accomplished every year, it soon became apparent that our work was not finished on graduation day. Getting our students admitted to college didn't ensure that they would graduate, or that they would be able to find a job that required a college degree. Currently 67% of Eastside alumni have earned a bachelor's degree. College completion isn't a challenge unique to Eastside: the national college completion rate for low-income first-generation college students is just 11%. And while the majority of Eastside alumni are earning their college degrees, without the networks and social capital their more affluent peers benefit from, many have struggled to connect their degrees with professional careers. In the first decade, former students would come back to Eastside for support with a variety of academic, financial and employment issues.

In order to help alumni successfully navigate college and launch their professional careers, we established a formal Alumni Program in 2007 with one staff member supporting 145 students who had graduated from Eastside. The program started with a focus on guiding alums through to college graduation: navigating academic requirements, meeting financial aid deadlines, and providing moral support. In 2011, we added career coaching to help our students and alumni develop the professional skills and experience they need to secure successful careers after college. The Alumni team has been growing and evolving ever since as we learn more each year about ways we can better support our graduates. With an increasing pool of alumni, the team currently consists of a program director, two college coaches and two career coaches.

Building and supporting relationships with alumni has changed how they view Eastside beyond graduation. During breaks, alumni come by campus regularly for planned and impromptu meetings. These conversations can range from discussing concerns to reflecting on their growth to sharing funny anecdotes. Alumni now view Eastside as a valuable resource beyond high school graduation. Now, when we meet with new students and families enrolling in our school, we emphasize that Eastside is making not just a four-year but a nine-year commitment to their education, to see them through to their graduation from college.

A key ingredient to effectively supporting our alumni has been and continues to be the collaboration between the Alumni team, the College Guidance Counselor and other Eastside faculty and staff. This collaboration begins with bringing the Alumni team into the classroom to lead workshops on topics about college persistence and professional development. These interactions have the added benefit of allowing the students to become familiar with the Alumni team prior to working with us during their time in college.

■ COLLEGE COACHING

HIGH SCHOOL OUTREACH

College coaches begin working with students during sophomore year in high school, leading several classes both sophomore and junior year, and accompanying the juniors on two college trips to begin to establish a relationship with them. They also use this opportunity to meet with alumni at colleges in southern California and on the east coast.

Senior College Prep

To solidify their relationship with current students, our college coaches play a prominent role in the second semester of the senior college prep class, co-teaching a “transition to college” unit that includes personal finance, effective note-taking skills, and time management. They also share alumni case studies drawn from real-life situations Eastside alumni have encountered. Also during senior year is the “pick-a-major” project, which prompts students to map out a course load at the CSU and UC schools that satisfies general education requirements and allows them to complete their proposed major. Students begin working on a roadmap that will set goals and lay out a practical plan for completing necessary courses within the first two years of college. Throughout the senior college prep class, the Alumni team gets to know the graduating seniors, and begin identifying those who are likely to need additional support during their freshman year in college.

In the spring of senior year, the Alumni team and College Guidance Counselor meet individually with all seniors and their families to discuss their college acceptances and help guide their choice of the best school for them.

Eastside seniors also sign a FERPA (Family Educational Rights and Privacy Act) form to allow Eastside staff to see their college transcripts, enabling them to provide effective academic support. The Alumni team can thus check each student’s college transcript at the end of every term and keep track of GPAs, units completed and any special academic status of concern.

Alumni Panels

Each spring the Alumni team organizes alumni panels for both sophomores and seniors; the alums, who are current college students, share their experiences and lessons learned, and answer students’ questions. An alumni panel also presents to the parents at a Parent Meeting in order to help parents better understand the transition their children will experience when they enter college.

COLLEGE OUTREACH

The Critical First Two Years

The summer following graduation, our newest alumni meet with their assigned college coach in a series of transition meetings. This helps further establish a strong connection before students are no longer on campus every day. The college coaches get contact information that will be used to stay in touch with alumni throughout college, review their financial aid packages again to ensure there are no stumbling blocks to enrollment, confirm whether there are any AP or Foothill College

credits the students earned at Eastside that can be transferred, and log into the online portal for their college so they can both familiarize themselves with its features, make sure there are no outstanding items, and be able to use it as a resource moving forward. College coaches also ask about any general concerns that might be on the graduate's mind including anxiety about living in a new environment away from family or meeting new people.

One goal of these meetings is to prevent the "summer melt" that can prevent first-generation college-bound students from matriculating freshman year. First-generation college students and those from low-income families are particularly prone to experiencing "summer melt" due to stress around financial issues and even hurdles as seemingly minor as enrollment deadlines. By building on their already-established relationships with recent graduates, our alumni team can combat this barrier that prevents some college-bound students from ever matriculating.

Developing a Road Map

For alumni at California public universities (University of California and California State University), the college coaches also use these transition meetings to help students develop preliminary road maps that will enable them to meet their general education and major requirements, which can be challenging in a large public system where it is difficult to get the classes required to graduate within four or even five years.

In addition, visibility to our graduates' academic experience helps us understand where additional academic support is needed for our high school students. As a result, we have added a computer science program to better prepare students for CS and engineering majors in college. We also revised our senior year English curriculum to fulfill the freshman English requirement at the Cal State Universities and University of California campuses; seniors now all take English 1A and 1B via Foothill College, a local community college, allowing them to earn ten college credits. This can save students tuition and help them graduate within four years even at large state schools where state budget cuts have reduced class offerings. In 2017, we converted AP Macroeconomics (which all juniors take) and Microeconomics (an elective) to Foothill College classes. College Statistics and Psychology were added to the summer program schedule in 2012, Chemistry was added in 2014, and all of these classes allow students to earn college credit while they are still in high school and graduate in four to five years. Approximately 50% of our alumni attend public schools and 50% attend private colleges. In general, the academic support is stronger at private schools, and it's easier for students to graduate in four to five years. Students at the large California State Universities tend to require more support at college.

When creating a roadmap with a student, the following are some of the considerations:

- Major requirements
- General Education (GE) requirements
- University-Wide requirements
- Student's strengths and weaknesses
- Student's interests
- Courses that meet both major and GE requirements
- Prerequisites

- Most schools have a degree audit report that students can access by logging into their online account
- Summer school – a student may want to work on classes over the summer, and plan to take lower division classes at a community college
- Study abroad – some students want to take advantage of the opportunity to experience a new country and culture

We make sure students know that roadmaps will likely change and are intended to serve as a guide. Students are not selecting classes for the next four years, but planning with the flexibility for changes. Creating roadmaps builds the practice of planning and preparing, and using tools/resources provided by the university. We have observed that the proactive planning offers additional benefits: in particular, increasing a student's chance of getting into classes that fill up quickly and feeling more confident as they arrive to orientation with a plan in place. Once the roadmap is complete, we ask students to review it with their advisor on campus. Ideally, students should review and revise their roadmap at the completion of every term, or at a minimum every summer.

Regular Communication

Once our graduates begin their freshman year, our college coaches maintain a regular schedule of check-ins to ensure that the first two years are going well. We've learned that these two years are critical for the success of first-generation college students, and so our college coaches stay in touch on a weekly or bi-weekly basis, depending on the level of support an alum needs.

During freshman year, their goal is to help alumni pick classes and identify any early problems that need to be addressed quickly. College coaches encourage alumni to use on-campus resources, such as academic advising, tutoring and faculty office hours. Later in the year, college coaches make sure students reapply for financial aid and assist with resolving roadblocks, if necessary. Many of our alumni look to their college coaches for support beyond academics and financial aid. The transition to college is significant and potentially overwhelming for any student, but Eastside graduates particularly appreciate having an adult who knows their backgrounds and with whom they can share joys and frustrations.

In addition to phone calls, emails, text messages and social media, the college coaches arrange in-person meetings during school breaks. For local colleges, coaches visit alumni on their college campuses to see firsthand how alumni are adjusting.

The support they provide during sophomore year is similar – ensuring alumni are seeking the support they need, making progress toward meeting their general education requirements, and beginning to consider their majors.

While many of our alumni are quite independent by the time they've reached their junior year of college, our alumni team continues to play a key role in helping to assure that students have completed the requirements for their majors and are preparing for the next phase. College coaches work with students to assure all credits have been completed, develop a loan repayment

plan, as needed, and help establish a plan in the event that a student must take more than four years to graduate.

The Alumni team shares updates about alumni who are in college with our faculty, during a bi-weekly meeting. In these discussions, the team shares highlights and seek guidance about how best to support alumni who are struggling in college.

Local College Programs

Finally, the Alumni team has worked to build relationships with local colleges to determine those that have programs designed to support first-generation students. Examples of such programs include the Excel Program at Cal State East Bay (for first generation, low-income, and/or disabled students), the EOP (Educational Opportunity Program) Academy at Sonoma State (for low-income students), and the Fiat Lux Scholars Program at UC Merced (a two-year support program that includes college survival strategies).

■ **CAREER COACHING**

As nearly all of our students are the first in their families to go to college, they will also be the first to enter the professional workforce. As the early groups of Eastside alumni graduated from college, it became apparent that many of them didn't have the experience and knowledge necessary to translate their education into a professional career. Unlike many of their peers from more affluent families, they didn't have the networks to secure summer internships that would allow them to explore potential careers and develop relationships with mentors and other professionals. Instead, Eastside college students have traditionally spent their summers working in retail, landscaping, and other non-professional jobs, focusing on earning the money they needed to meet their college expenses. As a result, many students were unaware of the wide range of career paths available to them and how to leverage their degrees. We realized that we needed to help them develop the experience and professional capital required to help them make the most of their college degree and launch their careers.

An early partnership with Hewlett Packard provided opportunities for several Eastside graduates to be summer interns during college. Then additional interns were hired at a few more local companies primarily through the help of a supporter who sought out these opportunities. However, we realized that a more comprehensive approach was needed if we were to help all of our graduates successfully launch their professional careers. We began to formalize a program to help Eastside students and alumni develop the professional skills and experience they need to achieve successful careers after college, and eventually added two career coaching staff positions.

In high school, the career coaches focus on exposing students to the wide variety of professional careers that are available and the kinds of expertise and training they will need to develop to be competitive and prepared for these careers. In college, where the majority of the career coaches' time is spent, the focus is on helping alumni gain competence and networks relevant to achieving their career goals.

HIGH SCHOOL PROGRAMS

Classes

Professional Skills

During sophomore year, two class periods help students to begin identifying and marketing their expertise. In the first class, they learn professional skills, including what they are, how to identify them, and how to acquire them. In addition, students review several resumes, and try to identify the necessary skills that are needed for various jobs. ([Att. A – Hiring Resumes and Skills](#)). In the second class, students attend a workshop to continue developing their resume. They focus on how to describe tasks that they do in a job, volunteering, club participation, etc., and they complete a resume. ([Att. B – Revising Resumes](#))

Skills Analysis and Career Exploration

Juniors have two class periods each year devoted to analyzing their skills and exploring possible careers. In the first class, students work on identifying the difference between interests and skills. They complete an assessment initiative in which they look at the proficiencies they have demonstrated in classes and projects, then create a success story and tell it to a classmate. They trim their initial lists down to their top three skills and evaluate them. Next they complete an interest inventory and bring their scores to the next class ([Att. C – Skills vs. Interests](#)).

In the second class, they identify and explore careers. First students rate their interest level in various types of tasks. Then, depending on the scores they get in different areas (such as “social,” “artistic” or “conventional”), they explore distinct careers that match their interests. Next they find professional careers that are a good match for their top three skills that they identified in the first class. The goal is to find careers in their “Sweet Spot” that are a good fit for both their top skills and interests. Their homework is to select one career in their Sweet Spot, and reflect on how to prepare for this profession, including what kinds of classes and internships they would need. ([Att. D – Exploring Careers](#))

Resume Preparation

All seniors attend a two-week “boot-camp” (see section on College Counseling) before the school year starts where, in addition to beginning the college application process, students attend three classes devoted to preparing a complete, detailed, professional resume. The career coaches edit all the resumes, and then meet individually with each student to review their draft. Students revise their resumes, and the staff will work with them if additional help is needed. ([Att. E – Resume Checklist](#))

Career Launch

During senior year, a Career Launch program – a series of day-long workshops throughout the year – introduces the process of and relevant skills for career exploration. Students research careers and practice critical job search skills, including networking, conducting informational interviews, developing a resume, writing professional emails and leaving professional voicemails, and interviewing through a mock job interview process. Our goal for this program is to prepare students to make more informed decisions about coursework and internships during college.

[Att. F – Career Launch 1 Agenda](#)

[Att. G – Career Launch 2 Agenda](#)

[Att. H – Career Launch 3 Agenda](#)

[Att. I – Career Launch 4 Agenda](#)

[Att. J – Career Launch 5 Agenda](#)

[Att. K – Career Launch 6 Agenda](#)

For each Career Launch session, volunteers are brought in as facilitators to assist in guiding small group modules. Before arriving, the volunteers review the session’s Facilitators’ Guide and agenda with an Eastside staff member to prepare for the day ([Att. L – Sample Facilitators’ Guide](#)).

One Career Launch day is devoted to Job Shadow Day, which is intended to give seniors the chance to experience a professional work environment. The staff seeks volunteer hosts from our network of Bay Area companies, and every student is matched with a local professional. Hosts are given suggestions on what activities and topics to cover with their student ([Att. M – Possible Materials and Resources for Job Shadow Student](#)). Students are prepped in advance on how to make the most of the experience. They are instructed to learn about their hosts’ backgrounds, interests and skills, and gain an understanding of the company’s mission, products, customers, values and culture ([Att. N – Job Shadow Guide](#)).

Eastside staff members provide transportation for all students, and seniors shadow their host for five hours, tracking what is important for their host’s job, team, department and company to be successful. After the shadow day, students prepare and present to their classmates a ten-minute presentation on the key lessons they have learned. Hosts have been very positive about their experience with the program; when asked if they would recommend the experience to other professionals, the average score given is 9 out of 10.

Career Incubator

Each fall, sophomores and juniors attend a Career Incubator. The event, which is held on a Saturday from 9:00 am – 2:00 pm, gives students the opportunity to attend three workshops, each lasting about an hour. The goal is to provide students with hands-on experience in a variety of careers, including law, medicine, technology, finance and the non-profit sector. A few representatives from a dozen or so companies and organizations lead the workshops, which typically involve an interactive component. The representatives may also share their own career paths and talk about the types of decisions they make on a daily basis. Students may select the sessions that most interest them; for preparation, students are asked to review their assigned workshops and identify their source of interest and expectations. Their homework after the event is to reflect on the workshops and how they affected their outlook on the professional world.

COLLEGE PROGRAMS

In addition to a college coach, each Eastside graduate also has a career coach whose role is to help students explore career paths, prepare professional resumes and prepare for interviews, gain professional experience through summer internships that will make them competitive candidates for the workforce, build mentoring relationships, and develop and carry out a job search strategy during their senior year in college. Through career coaching, we aim for Eastside college graduates to:

- be able to develop a job search strategy and execute it effectively
- be able to make informed career choices, based on testing of career paths during college
- have professional experience to make them competitive candidates
- have developed fundamental skills relevant to their career path
- understand the value of mentors and be actively pursuing mentoring relationships

Toward this end, we have developed a four-year program of career services and support:

Freshman year:

- Launch relationship development through a career kick-off discussion
- Understand alum's current interests, skills, values
- Brainstorm potential career paths
- Depending on student's academic situation, engage 2nd semester to support student in summer internship search process

Sophomore year:

- Debrief after each semester and summer their likes, dislikes and current interests
- Coach through eliminating, re-prioritizing, and adding new career path options to explore
- Coach on how to test career paths
- Develop action plan for internship search
- Coach through/support internship search
- Prepare/onboard for summer success

Junior year:

- Debrief after each semester and summer their likes, dislikes and current interests
- Coach through/support eliminating, re-prioritizing, and adding new career path options to explore
- Facilitate networking with professionals in areas of interest
- Assist in development of action plan for internship search
- Coach through/support internship search
- Prepare/onboard for summer success

Senior year:

- Debrief after summer and co-develop full-time job search strategy
- Offer counsel during full-time job search process
- Onboard for full-time success

- For 5th year seniors, follow similar plan to junior year

Internship Program

In addition to encouraging alumni to apply to internships through their colleges and local/national programs, we have also started our own internship program. The career coaches regularly network with local companies to build a list of contacts who are interested in hiring Eastside alumni for the summer. Companies are informed about our rigorous high school academic program, and the fact that every graduate gets accepted to a four-year college or university. They understand that the goal of the internship program is to provide Eastside alumni with a level-playing field for access to the professional world, and that Eastside is committed to sending them qualified candidates who will be a good match with their company and the hiring manager. To ensure a good fit, the career coaches visit most of the internship sponsors to ascertain which students' interests, career goals and personality will be a good match with an employer.

Ideally alumni apply for internships through Eastside in early fall. Alums are asked to identify their interests and submit a resume. The career coaches identify three to five students to interview for each position, and provide the company with input on each candidate. Before the interview, they help students revise their resume and practice interviewing skills (either in person or on the phone). Students work closely with the college coaches throughout the process, and alumni have been placed in professional internships in law, financial services, technology, non-profits and other fields.

One of the challenges our students face is that many internships that would provide valuable experience, especially with non-profit organizations, are unpaid. Our graduates are typically responsible for contributing summer earnings to their college expenses, so can't take advantage of these unpaid opportunities. However, thanks to the generosity of several donors, we have been able to assist non-profit employers who can offer an intern a meaningful work experience but do not have the budget to completely or partially fund an intern. The typical scenario is a 1:1 match, so that 50% of an intern's compensation comes from gifts to the organization made by Eastside supporters.

Prior to the start of the internship, the career coaches ensure that interns are prepared for any transportation, food and clothing costs they might incur. They also hold one-on-one meetings with each student to set goals and discuss how the student can get onboard quickly and effectively. During the summer, they hold one Saturday workshop for interns on such topics as building advocates on the job, performing a mid-summer review, and reflecting on what they like and don't like about the job. ([Att. O – Summer Internship Workshop Agenda](#))

The career coaches meet with every intern and manager over the course of the summer to check in on the intern's progress, identify any challenges, and set goals. At the end of the summer, a networking event is held for all managers and their interns at Eastside as an opportunity for students to practice building professional connections. A poster of each student lists their job, skills, interests, and a summary of what they learned from the informational interview with their manager. At the end of the internship, all managers and interns are asked to complete a review

of the experience and provide specific feedback. The response rate from managers averages 50%, with an overall program rating of 9 out of 10. Most managers plan to take an intern again the following year.

[Att. P – Action Plan Guide – Career Search](#)

[Att. Q – Job Searching Resources](#)

[Att. R – Action Plan Guide – Graduate School](#)

[Att. S – Graduate School Resources](#)

Att. A – Hiring Resumes and Skills

C&A Class #1: Hiring, Resumes, and Skills

45 minutes

Essential Question: How do people demonstrate skills and experience through a resume?

Objectives: *Students will be able to:*

1. Describe the content of a resume and distinguish between “good” and “bad” resumes.

Assessment:

Participation

Activities:

Time	Running time	Activity
5	5	Teacher introduces and shares announcements, asks students to create name tents
5	10	Introduce the Alumni team and us individually
5	15	Students discuss with a partner and then debrief as a group: What is a resume? What is it used for? Why is it important? What information is on it? What is NOT on it?
5	20	Setup the exercise.
10	30	Students read the job description on their own. As a group discuss: What questions do you have about the job? Are there any words that you do not understand? What is important for them to be able to do on this job?
10	40	Students read the resumes on own. Write down what you like/dislike in the boxes for each. Choose one who you would give the interview to
8	48	In groups of 3: discuss and come to agreement on who you would give the interview to
17	65	Discuss as a class and debate
10	75	Discuss in small groups and then as a class how rhetorical appeals are used in a resume
10	85	Summarize key takeaways
10	85	Walk through Eastside format
5	90	Explain homework and any announcements from Amy and Darren

Handouts:

Job Description

4 resumes

Action Verb List

Resume Template Form

Collect:

Tonight's Homework:

- 1) Create your resume in a google doc

Att. B – Revising Resumes
C&A Class #2: Revising Resumes

90 minutes

Essential Question: How can you make your resume more powerful?

Objectives:

Students will be able to:

- Recognize ways a resume can be improved and coach a peer to revise their resume.

Assessment:

Completed resume

Activities:

Time	Running time	Topic	Talking Points/Activity
10	10	Pass out all materials Debrief homework	Remind that they need 2 printouts of resume, and a name tag. Pass out handouts and get laptops As a group ask How was it? What was hard about it? What was easy?
5	15	Introduce role model exercise	It is easier often times to review other people's resumes than write your own. So we are going to give you the opportunity to read and revise a peer's resume, hopefully helping you learn and also improving your resume. "You have three documents: 1. Vanessa Sample a good version of a resume 2. A checklist to review the resume 3. Joanna Resumista's resume You each will be writing on Joanna's resume and the checklist to give Joanna feedback. Feel free to use the sample as well to help you. (Pull up the resume on the screen and start at the top and work your way down. "
10	25	Read Joanna's resume	Individually Write on her resume, write on the checklist
25	40	Role Model: everyone reviews, then debrief as a group	As a group Put Joanna's resume on screen and scroll down Start at top of page and take it section by section asking for feedback
10	50	Partners read resumes and comment on rubric	Partner up, exchange resumes, read and write feedback
5	55	Partner #1 receives feedback	Partner #2 shares feedback to Partner #1
5	60	Partner #2 receives feedback	Partner #1 shares feedback to Partner #2
5	65	Debrief	Did anyone have a stellar bullet that they'd like to brag on their partner? Who helped you a lot and how?

5	70	Get laptops	
15	85	Revise Resumes	Students revise resumes based on the feedback
5	90	Any announcements from the teacher	

Handouts:

Good Sample Resume
Joanna Resumista's Resume
Resume Review checklist

Tonight's Homework:

Finish revising your resume

Att. C – Skills vs. Interests

WFC Class #1: Skills vs. Interests

1 hour, 30 min

Essential Question: What is the difference between function, industry, culture? What do your skills and interests indicate about possible career choices for you?

Objectives: *Students will be able to:*

- Distinguish between career, job, function, industry and culture
- Have an initial rank/assessment of their own skills as they relate to the professional world.

Assessment:

Participation, homework, completion of skills assessment

Activities:

Time	Running Time	Teacher will...	Students will...
5	5	Describe who we are	
10	15	Teacher 1 interviews Teacher 2 about her work history. What is a career? What is a job? "Clarifies: Career is what you are doing for work over a period of time that has a theme. Job: is a specific one time job that you are doing for an employer. "	Write down the difference between career and job. Turn to partner and talk about difference between job and career.
5	20	Draws on board, There are three things that make up a job: Role/Function Industry/Sector Culture	Share with your partner, jobs/roles/industries that you are excited about or learn about and why?
	20	Summarizes: Role/Function: what you do on the job, the tasks you perform, the skills you use Industry: the sector that the company is in, the type of products it produces, the type of services they provide Culture: the way that an organization behaves when doing business	
10	30	Gives instructions	Read tesla job description write down in boxes what words/bullets link to role, industry, culture
5	35	Talk through the different functions that tesla has holding industry and culture constant, then through different industries holding marketing constant, then different culture if at Nissan with marketing and industry the same	
	35	What makes up Role -> skills Industry -> interests Culture -> values	Go back to tesla job description and star anything that sounds interesting to you. debrief - who starred function - function links to

			skills you like to use. who is interested in the industry? why? go to one person in room and say you have to work in the automotive industry for the next 10 years. how do you feel? industry links to interests.
10	45	What do we mean by skills? Draw Venn diagram of likes strengths give examples skills are not fixed. Hand out list of skills.	Different students read them off.
15	60	Success stories: Emphasize FLOW love enjoy it so much Set up that one way to determine what skills you really like to use is to think of a time when you just loved what you were doing. There is a concept of flow - you enjoy what you are doing so much that time just flies by. We can analyze that story to determine what skills. Skills are the verbs. Two instructions: How to tell the story and how to listen to the story. How to tell: 1. write out the goal, something you wanted to achieve, or a challenge. 2. List the step by step! Every step this is where you spend the most time. 3. Describe the result. How to listen: listening and writing down the verbs. what is she doing? Eun-Mee shares a story.	Students listen to the story and write down skills/verbs and debrief as a class
3	63	Give instructions	Students write stories briefly
6	69		Students get in pairs, student #1 shares story, debrief
6	75		Student #2 share story, debrief, writes skills down on paper
5	80		Quick group debrief
5	85	There are many different philosophies - choose where you want to be in 20 years and work backwards or don't worry about it you'll figure it out in college and discover your passion! instead you'll follow this process (draw on board) self-reflect, define, brainstorm, prototype and test Ask: What are ways that you can test if you'll like it or gain information about it? We are going to do a little bit of every step this week	Students talk to partner and then debrief in the group how they test
5	90	Give homework instructions	

Handouts:

O*Net Skills List, Handout, Skills Self-Assessment, Directions & recording sheet for Interest Inventory, Tesla Job Description

Collect:

Tonight's Homework:

- 1) Complete the interest inventory on My Next Move, and record your scores in each of the 6 areas. Bring scores to class, along with top 3 skills from Skills Evaluation.

Att. D – Exploring Careers

WFC Class #2: Exploring Careers

1 hour, 30 min

Essential Question: What careers are interesting to you and why?

Objectives: *Students will be able to:*

1. Reflect on their interests.
2. Generate a list of career options and reflect on their interest in it and the requirements to achieve it.

Assessment:

Participation, homework, completion of skills assessment

Activities:

Time	Running Time	Owner will...	Students will...
5	5	Recap session #1 fill in chart.	Get laptop as they walk in. Fill in chart and discuss with partner. highlight what is function, what is industry, what is culture. tie in to skills, interests, culture
5	10	Introduce interests questions	Answer questions and discuss with partner.
5	15	Set up card sort - blank	Students sort cards into 1. definitely interested in. 2. interested but don't know anything. 3. maybe 4. definitely not interested
5	20	Do card sort	Do it by themselves
5	25	Debrief with partner, we model and show how to ask why.	Debrief with a partner, write down industries
5	30	Instruct students to pull out o*net results. show definitions. tell students to circle the top three scores	Write their scores down, star their top 3, write out how does it align or not. turn to partner and discuss.
20	50	Choose careers - writing down a big list in 10 minutes	Write down a big list of career options that they are interested in from searching through Careers by Interests section in O*Net. Search in O*Net Careers by Skills and write additional career interests into their Student Packet.
20	70	Choose 2 to review reflect on, begin to review in class to answer questions.	Students click into one of the most interesting career options and reads more about it. They write down answers to the questions in the Participant Packet about the career paths. Questions relate to what they like about the career path, what they dislike, what education is needed, and what additional questions they have.
10	80	Instruct to pair up	Turn to a partner and debrief what they learned and their reflections.
5	85	Facilitate class debrief	Discuss in the group any learnings
5	90	Explain homework	

Handouts:

Participant Packet

Tonight's Homework:

1. Choose one career path, reflect further and write out answers to the prompts in homework.

Att. E – Resume Checklist

Resume Checklist

Content

Yes	No	Comments
<input type="checkbox"/>	<input type="checkbox"/>	Bulleted statements are clear, reasonably concise, and compellingly written; resume is interesting!
<input type="checkbox"/>	<input type="checkbox"/>	Bulleted statements include sufficient detail to make accomplishments clear. <i>e.g. YES: Answered about 50 client calls per day for office of 23 corporate lawyers</i> <i>NO: Answered phones</i>
<input type="checkbox"/>	<input type="checkbox"/>	Bulleted lists of tasks and accomplishments are relevant and prioritize most important tasks first
<input type="checkbox"/>	<input type="checkbox"/>	If present, “Summary” or “Skills” section contains bullets that <u>show</u> relevant skills, not list them. <i>e.g. YES: Three years’ experience writing and editing articles for school publications</i> <i>NO: Strong writing skills</i>
<input type="checkbox"/>	<input type="checkbox"/>	Every bulleted task or accomplishment begins with an action verb ¹ and does NOT end with a period
<input type="checkbox"/>	<input type="checkbox"/>	Verbs for present activities are in present tense. Verbs for past activities are in past tense
<input type="checkbox"/>	<input type="checkbox"/>	No personal pronouns (I, my)
<input type="checkbox"/>	<input type="checkbox"/>	Absolutely <u>no</u> spelling, grammatical, capitalization, or other errors
<input type="checkbox"/>	<input type="checkbox"/>	No abbreviations other than the abbreviation for states (CA), or when previously spelled out
<input type="checkbox"/>	<input type="checkbox"/>	All locations include only city and state OR city and country (if outside of the US)
<input type="checkbox"/>	<input type="checkbox"/>	Entries are listed in reverse chronological order (most recent first)
<input type="checkbox"/>	<input type="checkbox"/>	Education lists correct school, degree, major, location, and dates (20xx to Present), with “degree expected in [year you plan to graduate]” OR “diploma expected...”; GPA is listed if above a 3.0
<input type="checkbox"/>	<input type="checkbox"/>	There are no paragraphs/long narratives; descriptions of organizations are one line or less (if at all).
<input type="checkbox"/>	<input type="checkbox"/>	Content is limited to standard resume categories, such as: Education, Work Experience, Volunteer Experience, Related Coursework, Honors/Awards, Club/Society Affiliations, etc.

Layout & Formatting

Yes	No	Comments
<input type="checkbox"/>	<input type="checkbox"/>	Document is titled: “FirstName LastName – Resume.doc” or “FirstName LastName Resume.doc”
<input type="checkbox"/>	<input type="checkbox"/>	Name is larger than other text, is at top of page, and is easily readable
<input type="checkbox"/>	<input type="checkbox"/>	Phone number, email address, and street address are clear; no “Phone:” or “Email:” markers
<input type="checkbox"/>	<input type="checkbox"/>	All headers have <u>exactly</u> the same format, spacing, and font size.
<input type="checkbox"/>	<input type="checkbox"/>	All dates, job titles, company names, and locations are consistently formatted and easy to skim.
<input type="checkbox"/>	<input type="checkbox"/>	All bullets are exactly the same character, size, and alignment.
<input type="checkbox"/>	<input type="checkbox"/>	Resume is one page (with few exceptions).

¹ One good source of action verbs is:

<http://www.bc.edu/offices/careers/skills/resumes/verbs.html>

- There are no unusual fonts, colors, unusual symbols, photos, or other visual “clutter.”
 - The resume uses tabs and paragraph alignment, not text boxes or tables, to arrange information.
 - Margins are consistent and reasonable (should be 1”; nothing less than 0.5”).
 - All text (other than the name) in 11pt or 12pt font.
-

Att. F – Career Launch 1 Agenda

Career Launch 1 Agenda

Objectives:

By the end of the day the students will:

- Understand what Career Launch is, why it is important, and what is expected of them
- Understand what the career exploration and testing process is
- Explore their interests, skills and values
- Be able to write a meaningful thank you note

Agenda

Start	Finish	Duration	Objective	Activity
8:00	8:10	0:10	Get energized!	Ice breaker - rock paper scissors cheerleader
8:10	8:25	0:15	Kick-off program	Introduction Intro to Career Pathways Career Launch overview Session 1 agenda Expectations Q&A
8:25	8:30	0:05		Transition time
8:30	9:30	1:00	Intro to design thinking	Marshmallow challenge and debrief
9:30	10:00	:30		Overview of Design Thinking for Career Exploration
10:00	10:15	:15		Break w/ snacks
10:15	10:45	:30		Guest speaker: Gabriel's personal story
10:45	10:55	:10		Q&A with Gabriel
10:55	11:00	:05		Transition time - EM to explain purpose of next exercise
11:00	11:30	:30	Explore personal definition of "success"	Card sort, role modeling
11:30	11:45	:15		Write personal definition of success
11:45	12:30	:45		Lunch
12:30	12:35	0:05		Coach introduction
12:30	1:25	:55	Rotation 1	Students will be in small groups and rotate through 4 rotations, each covering a different topic: A. "Thank you" - students write thank you notes to Gabriel and learn expectations for professional thank you emails B. "Self-reflection on SKILLS" - students learn about evaluating personal skills that will inform the types of roles they might want to explore

1:30	2:25	:55	Rotation 2	<p>C. "Self-reflection on INTERESTS" - students will learn about evaluating personal interests that will inform the types of industries they might want to explore. Students will also go through a card-sort exercise, providing initial read on industry interests</p> <p>D. "Pictures" - 10 students per hour are scheduled to get their senior photos taken</p>
2:30	3:25	:55	Rotation 3	
3:30	4:25	1:00	Rotation 4	

Att. G – Career Launch 2 Agenda

Career Launch 2 Agenda

Objectives

By the end of the session students will be able to:

- Know what an informational interview is and how to approach it
- Know how to identify goals for an informational interview and how to prepare
- Understand the difference between function, industry, culture, job and career

Agenda

Start	Finish	Duration	Objective	Activity
8:00	8:15	:15		Ice breaker
8:15	8:30	0:15	Kick-off program	Introduction Review of learnings from last time where we are Session 2 agenda Q&A
8:25	8:30	0:05		transition
8:30	9:30	1:00	Job vs. Career, Role vs. Industry vs. Culture, different realms non-profit vs. for profit vs. government.	Describe differences between each
9:30	9:50	:20		Break w/ snacks and whole school
9:50	11	70	Info I/v's	Excerpt from Judd Apatow interview with Jerry Seinfeld, debrief Where info i/ving fits into design Choose a job and write down questions that the students have Share and debrief summarize that info interviewing is just about talking to someone to test and learn
11	11:10	:10		Energizer
11:10	12:05	55		Mindset of curiosity "set up: role model it partner up choose a topic and ask questions, just to get curious. What advice do you have for me take notes, reflect on you, they write the advice and what the teller wanted them to do as advice reflect and play back debrief as a group"
12:05	12:15	:10		Break
12:15	12:40	25		Preparation
12:45	1:30	:45		Lunch

1:35	2:45	70		Info interviews with facilitators. Students break into small groups, and in groups of three ask questions to their facilitator to practice informational interviewing.
2:45	3:00	15		Closing

Att. H – Career Launch 3 Agenda

Career Launch 3 Agenda

Objectives:

By the end of this session the students will be able to:

- Ask questions to a professional to learn more about a career path
- Reflect on the informational interview and their reactions

Agenda

Students will rotate through 4-6 informational interviews with professionals. When they are not in an informational interview they will return to the main classroom and write their thank you letter, fill out their reflection forms on the informational interview and prepare for the next one.

Start	Finish	Duration	Activity
8:00	8:30	30	Logistics of the day review last time
8:30	8:55	25	Research and prepare for info interviews
9	9:25	25	Rotation #1
9:30	9:55	25	Rotation #2
10	10:25	25	Rotation #3
10:30	10:55	25	Rotation #4
11	12	60	Debrief of morning, reflect, set goals for afternoon. could have another activity
12	12:30		Lunch
12:30	12:55	25	Research for afternoon info interviews
1	1:25		Rotation #5
1:30	1:55		Rotation #6
2	2:25	1:00	Rotation #7
2:30	3:00	0:45	Rotation #8
3:00	3:15	0:10	Closing

Att. I – Career Launch 4 Agenda

Career Launch 4

Objectives:

By the end of this session students will be able to:

- Know what a recruiter is looking for in an interview
- Prepare for an interview

Agenda

Start	Finish	Duration	Objective	Activity
8:00 AM	8:15 AM	15 mins.	Welcome, AM Intro, Recap of Fall CL Classes (Eun-Mee), Today's Objectives	
8:15 AM	8:25 AM	10 mins.	Penny Icebreaker	Each student chooses a penny, looks at the date and shares a memory from that year
8:25 AM	10:10 AM	105 mins.	Recruiter Case Study: Leigh & Eun-Mee Facilitating	Students play the part of a recruiter, evaluate candidates and learn what recruiters are looking for in candidates.
10:10 AM	10:25 AM	15 mins.	Break	Break
10:25 AM	11:10 AM	45 mins.	Interviewing Advice w/ Guest: Devon Howland	Recruiter Guest Speaker
11:10 AM	11:40 AM	30 mins.	Interview agenda/ overview & What does a good response look like. How to prepare.	Review of interviewing agenda/recruiting process overall. Discuss common interviewing questions. Talk about responding using STAR format. Refer to worksheet.
11:40 AM	12:10 PM	30 mins.	Lunch	
12:10 PM	1:25 PM	75 mins.	Crafting Responses. Focus on Content.	Role play - focus on content. 15 mins – Students writing own response on 2 questions (worksheet). Students share written with small group - feedback noted on worksheet. 5 mins. Feedback for each students (3)
1:25 PM	1:40 PM	15 mins.	Break	Break
1:40 PM	2:40 PM	60 mins.	Mock Interview Practice - Delivery. Non-Verbals....rank.	Role play focus on delivery. Students get into trios and practice with 2 questions and giving feedback
2:40 PM	3:00 PM	20 mins.	Review 3/18 Agenda & Prep for Mocks, Close	

Att. J – Career Launch 5 Agenda

Career Launch 5

Objectives:

By the end of this session the students will be able to:

- Improve the content of their answers in an interview setting
- Improve the delivery of their answers in an interview setting

Agenda

Students will perform 2-3 mock interviews during the day. The agenda for each hour for the mock interviewer is:

- 20 mins : mock interview with students
- 15 mins: feedback & coaching session
- 5 mins: Q & A for the student to learn more about your background
- (Without student) 10 mins. to fill out feedback form
- 10 mins. to **prep for next student and take a short break if needed**

When the students are not in a mock interview they will return to the main classroom, write a thank you letter to their mock interviewer and prepare for the next mock interview.

Timeframe	Duration	Activity
8:00 AM - 8:30 AM	30	Check-In IVers/Prep, IV locations, to Students Expectations overview
8:30 AM - 9:30 AM	60	Mocks Session 1
9:30 AM - 10:30 AM	60	Mocks Session 2
10:30 AM - 11:30 AM	60	Mocks Session 3
11:30 - 11:45 AM	15	Break
11:45 AM - 12:30 PM	45	Guest Speaker: Alecia, Mills College
12:30 - 1:00 PM	30	Lunch
12:30 PM - 1:00PM	30	Check-In IVers
1:00 PM - 2:00 PM	60	Mocks Session 4
2:00 PM - 3:00 PM	60	Mocks Session 5

Att. K – Career Launch 6 Agenda

Career Launch 6

Objectives

By the end of this session students will be able to:

- Create a powerful LinkedIn profile
- Network with professionals on their own

Agenda

Start	Finish	Duration	Activity	Objective	Format
8:00 AM	8:10 AM	10	Welcome & Objectives for the Day	Tee-up the day & set expectations.	
8:10 AM	8:20 AM	10	Ice Breaker	Energize the audience!	Various magazine photos are on the table, choose one that reminds you of a great Eastside memory and share in small group.
8:20 AM	9:00 AM	40	Mock Interview Experience Reflection	Debrief on mock interview experience. Put together action plan for future interviews based on eval feedback.	Revisit Interviewer Evals/Feedback. Receiving conflicting feedback from different interviewers.
9:00 AM	10:00 AM	60	Recruiting Experience Discovery: Dos & Don'ts (Thank yous - communication focus (pre-IV, confirmation, post IV), summer job search, 3 options to evaluate,	Apply past Career Launch learnings. Put self in shoes of candidate.	3 candidate case studies (15 mins), 10 min. debrief as a group during wrap up. 2 Facilitators assigned to specific case studies - will rotate to different group locations.
10:00 AM	10:10 AM	10	Break	If didn't set up LinkedIn - do it now!	
10:10 AM	11:00 AM	50	LinkedIn Preso & Q & A	Identify the value of LinkedIn. Review of how recruiters use the resource to find talent. LinkedIn (your own personal space - place to focus on prof. identify) vs. FB,	Guest Speaker from LinkedIn Format - will review topics to left, also will focus on the concept of your personal brand and how to optimize
11:00 AM	12:00 PM	60	LinkedIn Profile Creation & Development	Apply tips and tricks from presentation. Add photos from Mock Interview Day. 30 mins - work on profile dev - reflective of resume. Conduct a few searches.	Small groups. Those with active accounts in same gp. ID a few alumni profiles to pull up. Connect with classmates and us after session.

12:00 PM	12:30 PM	30	Lunch		
12:30 PM	1:15 PM	45	Professional Relationships 101	Review effective networking tactics. Intro the concept of Personal Board of Directors.	Guest Speaker: Share stories/advice, Q&A
1:15 PM	1:20 PM	5	Travel Time		
1:20 PM	1:40 PM	20	Map Out Your Career Resources	Understand how to utilize your future university's Career Center. Explore resources avail. to you.	Students take time to research their own campus' Career Center resources.
1:40 PM	1:50 PM	10	Break		
1:50 PM	2:40 PM	50	Prototyping/Prep for Career Kickoff Mtg		Review 4 year action plan. Prototypes exercise. Write down 3 prototypes and your questions...for first career coaching session.
2:40 PM	3:00 PM	20	Wrap up	CL Lessons Learned. Return folders.	Questions asked and candy received for correct answers.

Att. L – Sample Facilitators’ Guide

Career Launch Session 1 - Facilitator’s Guide
INTERESTS Module

Time	Run Time	Facilitator’s Comments
:05	12:35	<p>Transition Welcome, Facilitator introduces themselves</p> <ul style="list-style-type: none"> • This afternoon you are spending time reflecting on what you like • In this module we are going to dive into your interests, the topics that you find interesting, the content that you like to work with and the types of people you like to work alongside. • This will begin to lay a foundation in terms of what types of industries you would like to work in, which we will dive into in our next Career Launch class.
:05	12:40	<ul style="list-style-type: none"> • We are going to start by reflecting on your interests. • You will be asked a series of questions, you will write in your answers, and then you will turn to a partner and discuss. • The key is actually in the discussion, talking about WHY you are interested in the topic. Reflect on that in your answer, and then when you are the listener with your partner you are charged with asking why to each answer. • Take out your packet and turn to the page with Interests & Hobbies on the top. Do not start writing yet, let’s go through the form together. <ol style="list-style-type: none"> 1. What topics do you love to read about - not just books, but reading Tumblr or Twitter or blogs, whatever? What topics do you find yourself watching on YouTube or tv or Netflix? 2. As seniors at Eastside you are SO busy. But if you were to be bored, how would you spend your time. If you do have hobbies, what are they? 3. If you have a really good conversation, what is it about? • Again, the key is in the why and the details. I’ll give you an example. There was a student last year when he answered these questions he said, “I love reading about history, technology and current events.” <p>Q: <i>What do you think he is interested in? Take answers</i></p> <ul style="list-style-type: none"> • We don’t really know except very broadly history, technology and current events. • But then we went deeper. I asked, “what about history do you like? are there moments in time or places?” and he said “yes, I love times after war. after world war 2 when there was so much movement of borders and ownership. For technology the sectors that I’m interested are anything where there is massive growth. Current events for me is global. I’m really interested in Syria and the migration to Europe, there is so much going on.’ <p>Q: <i>What themes do you hear from him now? Take answers</i></p>

:05	12:45	Students write in answers on their pages
:05	12:50	Students share with their partners, Summarize feedback
:05	12:55	Debrief as a group
:05	1:00	Setup card sort Give instructions
:05	1:05	Students do card sort by themselves Write answers in the different categories
:05	1:10	Discuss with partner
:05	1:15	Debrief as a group
:05	1:20	Holland Code: The Party Here is the setup - you walk into a party. <ul style="list-style-type: none"> • there are 6 groups of people around the room. • within each group the people are all the same. • when you walk in, you have to choose one group to go talk to based on who you feel you would click with the most. • READ off the groups • Each of you circle which group you would go to first. • Perfect • Oh no, your group is leaving! You have to pick a new group to talk to. Gut reaction, who do you go to second? • Circle that group • Oh no, that group is leaving! You have to pick a new group to talk to. Circle it.
:05	1:25	Turn to your partner and debrief. What types of people and topics are you drawn to and why?
:05		Write in the summary box

Facilitator's Guide - SKILLS Module

:05	12:35	<ul style="list-style-type: none"> • Facilitator transitions • Welcome, facilitator introduces themselves briefly • This afternoon you are spending time reflecting on who you are • In this module we are going to dive deeper into the skills you like to use.
:05	12:40	Set up the Success Stories

		<ul style="list-style-type: none"> • One way to determine what skills you really like to use is to think of a time when you just loved what you were doing. You each are going to be asked to think of two stories. <ul style="list-style-type: none"> ○ They have to be from a time where you loved what you were doing so much that you looked up at the clock and you realize that 3 hours just flew by. You felt like your best self. ○ They should have a beginning and an end (it's ok if they are still in process. But it shouldn't be "skateboarding" it should be "this one day when I decided to make a video of my friends skateboarding, or the time when I really wanted to learn a new trick. ○ The story can be from school, work, volunteering, or in your free time. ○ With others or by yourself ○ When you were 12 or last week. ○ It just has to be something that you felt great. • First step is to write your story, then you are going to share with a partner and discuss. • There are important instructions on how to tell the story and how to listen. • How to tell: You can see on the paper 1. write out the goal, something you wanted to achieve, or a challenge. 2. List the step by step! Every step this is where you spend the most time. 3. Describe the result and the impact. • How to listen: listening and writing down the verbs. Especially star the verbs or skills that your partner uses repeatedly. If they gloss over something interrupt and ask them to describe in more detail. ask to clarify something.
:05	12:45	<p>Demonstrate the success stories</p> <ul style="list-style-type: none"> • Now we are going to demonstrate together what it looks like • I'm going to interview Jackie and she is going to tell her success story. your job is to listen, write down all of the verbs. note the skills. Also listen for what she values and the impact that she likes to have. <p><i>Interview Jackie</i> <i>Jackie should deliberately be general and gloss over details. Interviewer will really probe, what happened first, then what, then what. If she glosses over say, "walk me through that part, what did you do?" Also ask at the end, "what do you hope the impact was on the girls?"</i></p>
:05	12:50	<p>Debrief the interview with Jackie</p> <p>Ask students</p> <ul style="list-style-type: none"> • What verbs did you hear? What skills does she like to use? • What does she really value and care about? What kind of impact does she hope to have? • What did I do as an interviewer?
:05	12:55	Students write stories
:05	1:00	<p>Student #1 shares stories</p> <p>Student #2 shares feedback</p> <p>Student #1 writes feedback</p>

:05	1:05	<p>Student #2 shares stories Student #1 shares feedback Student #2 writes feedback</p>
:05	1:10	<p>Debrief as a group Facilitator asks</p> <ul style="list-style-type: none"> • What was the experience like of sharing stories and listening to others? Interesting, waste of time? Why? • What was it like listening to someone else? • Who learned something new about the other person? what did you learn? • Who learned something new about themselves? how did it happen? What did you learn?
:03	1:13	<p>Likes/Dislikes Exercise</p> <ul style="list-style-type: none"> • Now we are going to shift and each of you are going to reflect on likes and dislikes, really it's LOVES and HATES. we don't care as much about things that are neutral. • Turn to the page for Exercise #2 Likes and Dislikes <ul style="list-style-type: none"> ○ You will go through classes (Eastside, Foothill, summer classes) what did you love and what did you hate. ○ Electives/clubs/sports ○ If you did things during the summer - traveling, NOLS ○ Volunteering ○ Outside work if you have it. • Again, the key is the WHY • As the listener you are listening and asking them WHY. One person might love English because they love debating and discussing topics, someone else might love English because they love to read, interpret and write.
:05	1:18	<p>Students fill in form. if they all finish before 5 minutes move on.</p>
:05	1:22	<p>Now you are going to pair up and share. Again, the listener is listening for themes. you are probing why. What are the skills they like, the topics they like, values are coming up. Both partners write down what was shared back with you.</p>
:05	1:27	<p>Students should summarize their skills and write it into the skills box on the summary page. They should also write in any values or impact into the values box</p> <p>Debrief as a group</p> <ul style="list-style-type: none"> • Was it similar themes that arose or new things? What was similar or new? • What was helpful about this exercise? • What are you taking away from it?

Att. M – Possible Materials and Resources for Job Shadow Student

Possible Materials and Resources for Job Shadow Student

This is just a list of suggestions for how you can help the student with his/her assignment. Please don't feel you have to follow any of them! The students haven't seen this list, so they won't have any particular expectations for what you'll provide. Please let your conversations with the student lead the way; the point is for them to learn and get inspired!

Written Materials

- Your resume
- Your job description
- Methods for assessing your work (helping them understand how you are "graded")
- Project outlines/overviews for current work
- Marketing or other summarizing materials about your department/company/product
- Anything conveying the history, mission, and culture of the company
- Organizational structure charts
- On-boarding/orientation materials relating to the company, department, and/or position

Activities

- Have the student review some of the written materials, take notes on what they see as important, and come up with 3-5 thoughtful questions to discuss with you
- Students will be focusing on your tasks, skills, and values. Ask him/her about his/her own tasks, skills, and values as a student, and what his/her goals are for the future.
- Students will also be looking at the company culture, and may ask you for specific adjectives to describe the company. I recommend putting the question back to the student and discussing his/her answer!
- Ask the student what s/he has seen and learned so far, to make sure s/he is on-track.
- Tour the company and describe the responsibilities of different departments/individuals
- Introduce the student to others who work closely with you; allow the student 10-15 minutes to talk with them to learn how your work fits with theirs
- Meetings: assuming there is no confidential information, students can sit in on your meetings. It would help to give them some context for what is happening:
 - o Who will be at the meeting? Why this group of people?
 - o What decisions or actions are being discussed?
 - o What are the expected outcomes for the meeting?
 - o What information and/or decisions will be most relevant for you in this meeting?
 - o You can share your notes with them afterwards and talk about why you focused on that specific information.
- Phone calls/Emails: assuming there is no confidential information, you can discuss calls and/or emails before or after they are made/sent. Again, it helps to give them context (if you can):
 - o Who are you contacting?
 - o What is the point of the contact? (Sales? Customer service? Team planning? Negotiation? Etc.)
 - o What is your goal for the call/email?
 - o What skills/information will be important for you to be successful?

Visit to any customer-facing portions of the company, to learn about who the customers are, see what products/services are offered, and how company culture/values are presented

Att. N – Job Shadow Guide

Job Shadow Guide

The job shadow is a great chance to learn about an individual, a job, and a company. You will have the chance to talk with your hosts about their backgrounds and the interests that led them to their careers; see the daily activities in a particular job; and learn about how different companies work from the “inside.”

Individual & Job

Tasks

These are the bullet points you would write on a resume for this person. What are the primary things s/he does each day? Be sure to get details about: who, how, why, how many, what software/tools, etc. Also, think about why this job exists. Why does the company pay for someone to do this work?

Kate: Develop action plans with all graduating college seniors to secure full-time, professional careers after graduation, and work with students to set and achieve goals in that plan.

Skills

Skills are the general “tools” that your host needs to do his/her tasks well. See attached sheet for a partial list of skills you might see. What is your host especially good at that makes him/her good at his/her job?

*Kate: **Written Communication:** Kate writes many emails and other marketing materials to companies to build partnerships. She must be very clear, concise, and persuasive for people to understand Eastside and become interested in working with the school.*

Background

This is where your host either gained or improved the skills he/she needs to do his/her job well. This may include college, graduate school, other positions, etc.

Kate: Went to college, grad school, has worked in 3 non-profits focused on career development. Her degrees helped her gain strong observation skills, and her work in the nonprofits helped her learn how to teach/guide others' professional development.

Values

This is a person's beliefs, ideals, and preferences. What does your host like about his/her job and why s/he decides to pursue this career? What does your host say is important to him/her about doing this job? It may include what s/he likes about this particular company. See attached page for partial list of values.

*Kate: **Committed Coworkers:** Part of what Kate likes about her job is that all of the people she works with at Eastside are committed to the long-term success of all of their students. It is important to her that her coworkers care about that goal as much as she does.*

Company

Mission/Purpose

Why does this company exist? What are they trying to do that is different from other companies? Many companies have a purpose or mission statement that is one or two sentences long.

Google's primary purpose is "to organize the world's information and make it universally accessible and useful"

Products/Services

What does this company do or make? You don't have to list everything, just the primary pieces.

Google is primarily an online search company, but they also provide other online products like email, calendars, online document editing, etc.

Customers

This is where your host either gained or improved the skills he/she needs to do his/her job well. This may include college, graduate school, other positions, etc.

Google's customers are individuals and businesses who want to find and organize information online. Businesses pay to use these services as well as for advertising in various Google products (search, Gmail, etc.)

Values

This is what the company thinks is most important about how they do their work. You can often see it in what they highlight to their customers and what they say sets them apart from their competitors. What ideals or beliefs does the company have as a whole? This will be somewhat different from what the individual employee values.

Google: Innovation. Google values innovation, so they give their employees several hours a week to work on any project that interests them, in order to develop new ideas.

Culture

This is the “feel” of a company, the environment or style they have inside the company. It is the tone of the place, which is affected by the work they do and connected to their values. The culture can be described in adjectives, with examples that explain.

Google: Playful. The culture at Google is playful, probably partly because they have many young people working there, but also because the company encourages activities like volleyball and other social activities. Also, the colors in the office are bright, and they have humorous sculptures in front of some of their buildings.

Where to find the answers

1. **Ask** – Of course, your host expects you to ask questions. However, DO NOT simply run down the list above. S/he has work to do in addition to hosting you. Don't be afraid to ask, but do your best to ask thoughtful questions that can't be answered in other ways.
2. **Listen Closely** – You could ask your host what s/he values, but s/he may have already told you in the answer to other questions. Try to listen for themes, important topics, or recurring ideas in your conversation. Take notes so you can read them later, in case you can't see them right away.
3. **Look around** – For things like company culture and values, this information is probably better gathered through observation. Watch what's happening and consider questions like:
 - a. How do people act here?
 - b. How are different parts of the office laid out?
 - c. What is on the walls? What do people's desks look like?
4. **Read** – Your host may give you materials to read. You should read them carefully, since they may have exactly the answer you are looking for. DON'T ask a question that's already been answered in the reading materials! Remember that there may be two kinds of information in your reading.
 - a. Overt information: The company may actually give you a list of values or have a written mission statement.
 - b. Implicit information: This is information that is implied through the choice of language, topic, or tone in the writing. Think about the words and style of writing the company uses to talk about itself.
 - c. ALSO: re-read your notes throughout the day, to see if you are getting what you need.
5. **Watch Closely** – There is a lot of information in how people interact with each other at work, beyond what they say about work. Ask yourself:
 - a. How do coworkers communicate with each other?

- b. How do people communicate with customers?
 - c. If you go to a meeting, how structured is it? Who leads it? How are decisions made?
 - d. How do people interact with their managers? How do they interact with peers?
6. **Answer Thoughtfully** – I've asked your host to ask you questions, too, to make sure you are understanding what you are learning. Don't panic! Just look through your notes and try to answer as well as you can. Talking with your host may help you see questions you hadn't thought about before.

Partial List of Skills

This is just a partial list of possible skills. There are literally thousands of skills that people use in various careers, but these are ones that are general enough to be common to many careers. Please do NOT just choose from this list. Listen to your host carefully, and create a list of skills that are unique to his/her job.

Read with Understanding - Define purpose, check for understanding, and be able to act on information gathered

Convey Ideas in Writing - Define purpose, organize ideas, and communicate clearly

Spoken Communication - Define purpose, organize ideas, and communicate clearly

Listen Actively - Pay attention to what is said, check for understanding, and be able to act on information gathered

Observe Critically - Pay attention to visual information and understand its importance

Use Math and/or Data to Solve Problems - Apply skills, gather data, and evaluate

Plan - Determine goals and prioritize

Solve Problems and Make Decisions - Understand the problem, gather information, evaluate, and determine options

Cooperate with Others - Be courteous and friendly and incorporate others' contributions

Advocate and Influence - Determine others' needs, evaluate options, and make an effective case for one option

Resolve Conflict and Negotiate - Recognize that a conflict exists, identify sides, and evaluate options

Guide Others - Determine others' needs, see goal that needs to be accomplished, and work together

Reflect and Evaluate - Determine what is known and what knowledge is still needed

Learn through Research - Ask questions, make predictions, and gather information

Use Technology - Determine purpose, decide on best tool, and use effectively.

Att. O – Summer Internship Workshop Agenda

Summer Internship Workshop Agenda

Start	End	Duration	Module	Details
9:30	9:40	10	Settle in	Each student takes a laptop
9:40	9:45	5	Welcome and goals for the day	What is the point of an internship? 1. Reflecting on what you want to do 2. Developing advocates 3. Learning 4. Doing a good job As we are coming up to the mid-summer point, we wanted to assess on all of those goals and talk about how to make them better.
9:45	9:55	10	Icebreaker	Standup and think of a favorite food. Doesn't have to be THE favorite food. Something your mom makes, what you turn to when you are stressed/sick/wanting to celebrate - something that you love. Walk around - stop find the person closest to you. Share what your favorite food is. What do you love about it and why. how does it taste/smell. when do you tend to eat it. what memories do you have of it.
9:55	10:05	10	Intros	Go around the room and share your name School, major where you are interning, role or group you are in favorite food
10:05	10:25	20	Reflections	Open up laptop and click form link. 10: Reflect Write what you like what you dislike and this can be of anything What is challenging so far about your summer internship? What is hard? What don't you know how to do? What do you have questions about? 5: Share with a partner 5: Share out challenges with the group
10:25	10:55	30	Mid-Summer Review	5: Who did a Mid-summer review in the past? How was it structured, do you remember what you talked about? Did you take anything away from it? What do you think the goals are of a mid-summer review? How was it? Scary not? 5: EUN-MEE What it looks like if they are an Eastside employer vs. not. Describe the process 5: Demonstration/Role Play: they can be structured in different ways, but here is a typical one. Eun-Mee and Leigh 5: Have 2 students do a bad one - what do you notice (not taking notes, defensive, just letting generic feedback lie 5: How to clarify for better feedback 5: How to ask for it - SAMPLE, write in your homework who you will send it to and when.
10:55	11:05	10	Break	
11:05	11:15	10	Prepare for Mid-Summer Review:	What are you doing well, what you would still like to improve What would you still like to develop

			What you still want to learn	Learning: Reflect on what you would still like to learn about this summer: about the industry, about the job, about different career paths Feedback for their boss
11:15	11:35	20	Prepare for Mid-Summer Review	Share with a partner, get feedback if anything is not clear - ask clarifying questions debrief as a group
11:35	11:45	10	Energizer	Rock paper scissors cheerleader
11:45	12:05	20	Building Relationships	5: Types of relationships, stand in the quadrant where your highest contact is now, think about someone in the organization and move to where you'd like to take them 5: Write down who would you like to develop as an advocate or who could answer your learning questions 5: Get into small groups What are people's go to questions that they like to ask? How do they structure it? 5: How to introduce yourself
12:05	12:50	45	Lunch	Mocktail - eat, walk around intro yourself, ask questions
12:50	12:55	5	how to follow up	
12:55	1:05	10	Covering the Basics	Quick check in - sometimes we lose sight of the basics of the internship, don't slip on these: Do you arrive on time each day Do you leave on time each day and not before Do you have an organized project management system that you are using - here are some examples Are you communicating with your boss on the status of your projects - here's how
1:05	1:25	20	End of summer presentation	Break out into those who are doing it vs. not and why

Att. P – Action Plan Guide – Career Search

Action Plan Guide – Career Search

👤 - This symbol indicates good places to ask for input from your career center counselors, mentors, professors, advisors, Eastside Alumni Services, and/or other people whose opinions you trust regarding your career.

- Research opportunities in your industry of interest 👤
 - What are the various job titles that relate to your interests?
 - For each job title
 - What are the basic requirements? What “preferred” qualities are requested?
 - What are the pay ranges you can expect?
 - What are the working hours you can expect?
 - Would you need more school to continue advancing in this career?
 - What are the most important personal qualities in this career?
 - What is the typical working environment (office, in court, lab, construction site, lots of travel, etc.)?
 - What are the best and worst aspects of this career?
 - Select your top job titles, but realize that there are many variations in titles for the same job! Always look at job tasks and requirements more than just titles.
 - What geographical area do you want to live in, and who are the employers for your top job titles?

- Research companies in your industry of interest
 - Work on developing a list of 10+ companies in your industry and then find out more: 👤
 - Do you have personal connections to any of their employees? 👤
 - Does your school have alumni at that company and/or do recruiters from that company come to your school? 👤
 - What do you know about the work of the whole company? Are they growing, changing direction, having layoffs, opening new locations, etc.?
 - What do you know about the work of the particular position you want and in that department? What do you know about the manager/co-workers?
 - What kinds of opportunities for growth would you have there?
 - Are there people you know you want to learn from/work with there?
 - What is the company culture? What does a workday or workweek look like (travel, meetings, deadlines, teamwork, individual work, environment, etc.)? 👤
 - What kinds of benefits do they offer their employees?
 - Are there short-term projects/volunteer positions that you could use to connect with the company? Does the company hold volunteer events or do other community service?
 - What kinds of transportation would you need?

- Choose at least 5 companies to pursue
 - Network, network, network!! 👤
 - If you do not have direct connections, find “second degree” connections (someone you know who knows the company) and ask for help: 👤
 - College/University alumni
 - Friends and family
 - Eastside – alumni, faculty, etc.
 - LinkedIn
 - If you have ZERO first-degree or second-degree connections, you can:
 - Figure out someone in the department would want to work in and contact them. Introduce yourself and ask for an informational interview (NOT a job interview!) to learn about their career. 👤

- Look for networking events, job fairs, conferences, etc. where you can meet company representatives. Be sure to make an outstanding impression: dress professionally, bring a resume, be enthusiastic, get contacts' cards and follow up right away
- Keep track of the most important qualities, values, motivations, and events for that company.
 - What words do they use to describe themselves (on their website, at job fairs, etc.)?
 - What do they value? What community engagement do they do? What are they known for?
 - Who are their competitors? How do they differentiate themselves against their competitors (e.g. what does Apple do to compete with Sony)?
 - What recent news articles are there about them (focus on the good)?
- Applying to companies (even if there is not an opening)
 - Develop your resume and cover letter to fit each company
 - Emphasize your interest in their specific values, approach, new initiatives, etc.
 - Use some of their language to describe yourself (e.g. "dynamic" or "community-oriented"); always back up these statements with specific examples from your own school/work experience
 - Demonstrate your knowledge of that particular company, and any connections you have made (e.g. "After speaking with Ms. XYZ at the ABC University Career Fair, I am excited to apply... I was particularly interested to learn from Ms. XYZ about...")
 - Follow up. Do not assume that one contact is enough, but don't apply multiple times to the same company (with few exceptions).
 - Once you apply, ask your network connections to talk to the company/hiring manager/recruiters on your behalf. Tell them about the job you are applying to, and what you would want them to emphasize about you.
 - Prepare your references
 - Ask each person individually (and preferably in person) to serve as your reference
 - Only choose people who are enthusiastic about you
 - After they have agreed, tell them every time you list them in an application or otherwise give their names to an employer. Let them know about the job you are applying for, and what qualities or activities will be most important for that employer to know about you.
- Stay organized!
 - Keep track of companies, contacts, next steps, follow up, applications, interviews, thank you notes, etc.! Don't trust that you'll just remember everything you've learned, everything you've done, and everything you need to do.

Att. Q – Job Searching Resources

Job Searching Resources

Your University's Career Center – website: _____

- Career counselor's name: _____
- Career counselor's email: _____

LinkedIn (www.linkedin.com) – This is good for:

1. Making yourself searchable online and sharing your professional/academic successes.
2. Researching companies and individuals that you may want to work for; keeping up on company news. If you have an upcoming interview, looking up your interviewer to understand their background and priorities.
3. Finding or creating connections to your top target organizations; figuring out “who’s who” and how you can increase your chances for a job.

O*Net (<http://online.onetcenter.org>) – This is good for:

1. Researching sectors, job titles, job requirements, job tasks, salary ranges, etc. The government aggregates information on particular jobs and presents it in a clear, concise way. Not all of the information will apply to every job with the same title, but it’s a good way to get a general sense. At the bottom of the page for a particular job, there is information divided by state that can give you local salary ranges.
2. Developing language and content for your resume. You can search a job you’ve had and it will help you think of tasks and responsibilities you may have had in that job. It’s a good starting point, but it’s usually not nearly enough because it doesn’t include metrics or details unique to your job
3. My Next Move, which can take you through an interest inventory to point you towards possible careers.

Idealist.org – This is a great place to research nonprofit organizations. You can search jobs, volunteer opportunities, or organizations themselves by region and topic. Idealist also hosts on-campus graduate school fairs throughout the US.

Glassdoor.com – This site is a bit like Yelp for companies. People post information on pay rates, interview questions, and the working culture of various places where they have applied and/or worked. It’s not a replacement for your own networking, but it’s still a great source of insider information!

Twitter/Facebook/Company Blogs – These are good for following company news and job announcements, but be careful about which “version” of you is following that company. If you use a personal Facebook or Twitter account to “follow,” you are allowing (even asking!) for that account to be seen by everyone in that company. USE CAUTION. Remember that there is no privacy on the internet!

Indeed.com and **SimplyHired.com** – These postings are usually NOT the best way to get hired. However, they do provide current information for certain jobs. These sites are good for:

1. Seeing what the common job postings are for a given job title; learning what the common tasks, requirements, and preferences are
2. Seeing which companies are often hiring for a given position in a given area

Monster.com - You can post your complete resume online at Monster, and some recruiters may contact you about possible opportunities. However, you should create a version of your resume with only your

email. Never include your address or phone number on resumes you post online. Be aware that people use Monster for phishing – trying to get your personal information. If someone contacts you with an offer that is “too good to be true” it could be a scam.

Att. R – Action Plan Guide – Graduate School

Action Plan Guide – Graduate School

👤 - This symbol indicates good places to ask for input from your career center counselors, mentors, professors, advisors, Eastside Alumni Services, and/or other people whose opinions you trust regarding your career.

- Research departments, faculty members, and areas of focus at various schools 👤
 - For each department:
 - Which professors do research/focus on topics closely related to your interests?
 - What is the average time to complete the degree in that department?
 - How many full-time/part-time students? What is the retention rate?
 - What are the ages/ethnicities/backgrounds of the other students?
 - What kind of financial support is available?
 - How highly ranked is the department? How competitive is admission?
 - Select several possible programs to apply for
- Research programs more carefully and learn about application requirements
 - Work on developing a list of 5-10 programs and then find out more: 👤
 - Do you have personal connections to professors in that department?
 - Does your school have alumni in that program and/or do representatives from that university come to your school?
 - What do you know about the whole university? Are they growing, changing direction, focusing on particular initiatives or philosophies?
 - What do you know about the work of the specific professors with whom you'd work? What are their personal styles/reputations? What projects/research are they working on?
 - What do you know about the other students?
 - What are the graduates of this department doing now?
 - Is there a common department philosophy or approach?
 - How much support do graduate students get from faculty?
 - Will you be expected to TA? Are there unusual/additional requirements?
 - What is the departmental culture? What are the opportunities for graduate students to develop professionally?
- Choose at least 5 programs to pursue
 - Network, network, network!! 👤
 - If you do not have direct connections, find "second degree" connections (someone you know who knows the company) and ask for help: 👤
 - College/University alumni
 - Friends and family
 - Eastside – alumni, faculty, etc.
 - LinkedIn
 - If you have ZERO first-degree or second-degree connections, you can:
 - Figure out someone in the department would want to work with and contact them. Introduce yourself and ask for an informational interview to learn more about them. 👤
 - Look for networking events, conferences, etc. where you can meet representatives of the school. Be sure to make an outstanding impression: dress professionally, bring a resume, be enthusiastic, get contacts' cards and follow up right away
 - Prepare your references 👤
 - Ask each person individually (and preferably in person) to serve as your reference

- Only choose people who are enthusiastic about you
- Complete all applications before Winter Break
 - Adjust your personal statement for each school
 - Emphasize your interest in the specific research/projects of particular faculty members and/or the philosophy/approach of the department
 - Describe how your own work/experience fits in with their philosophy
 - Demonstrate your knowledge of that particular company, and any connections you have made (e.g. “After speaking with Ms. XYZ at the ABC University Career Fair, I am excited to apply... I was particularly interested to learn from Ms. XYZ about...”)
 - Make sure several people read your personal statements, including your faculty advisor and other professors in your field whom you trust
 - Give your references the materials they need to do your recommendations
 - After they have agreed, prepare a “recommendation packet” for each person, including a list of the websites they will need to use, stamped and addressed envelopes, copies of your personal statement, and any forms or materials they need to complete. Make it as easy as possible for them; they are usually very busy (and sometimes forgetful!). Check in regularly as the deadline approaches to see if they need any additional information and if they have completed the reference as the deadline approaches.
 - Write thank you notes and consider giving small gifts to each reference after they have completed all of your recommendations
 - Request transcripts from your undergraduate school for each of the schools you are applying for. It is a good idea to get at least one additional transcript in a sealed envelope that you can send yourself if a school has not received your transcript.
 - Follow up. There is no guarantee that all the pieces of your application have arrived. Also, check in with any professors you have met at your target schools to let them know you have applied.
 - Once you apply, ask your network connections to talk to their connections in that department on your behalf. Tell them what you would want them to emphasize about you.
- Stay organized!
 - Keep track of departments, contacts, next steps, follow up, applications, interviews, thank you notes, EVERYTHING! Don’t trust that you’ll remember everything you’ve learned, everything you’ve done, and everything you need to do. (see spreadsheet)

Att. S – Graduate School Resources

Graduate School Resources

Your University's Career Center website: _____

Career counselor's name: _____

Career counselor's email: _____

GradSchools.com – This is a good starting point to find out about most of the programs/schools that are available. However, it tends to focus on professional degree programs (MBA, JD, Masters in Education) more than academic ones. Also, be aware that schools can pay to be advertised on this site, so you may not want to use it for ranking one school against another.

The Princeton Review - <http://www.princetonreview.com/graduate-school.aspx> This is another good starting point for researching programs. It focuses on academic programs more than professional ones. There is a free practice GRE test, and an application timeline. There are several ads and sponsored links, so think of it as a place to get the general sense of what is available, but not to rank or select particular programs

Peterson's (for Grad Schools) – A third “starting point” website, though not very logically laid out when browsing programs. Includes both academic and professional degrees, as well as articles about choosing the right degree, test prep, etc.

Idealist.org – This website hosts several grad school fairs around the country. You should plan to attend one of the fairs if at all possible, because it is a great way to gather lots of information quickly. Realize that you will be speaking with admissions officers, not the professors in the department, however, so you will not be able to get as good an “insider” view as an actual campus visit.

Program websites – Once you have focused on particular programs, reading faculty and grad student bios on the department website can be very helpful. Also look for events or activities that the department is putting on to gauge faculty and student involvement. If the school is nearby, try to attend public lectures or events that the department is hosting to get a sense of the people there.

Campus visits – Depending on the department, campus visits may be official or informal. You can contact the department administrators to see what is available. You should ask to meet with specific professors (once you have researched their interests and background!), sit in on a class, and talk with current graduate students about their experience. The administrators can let you know about any official events for prospective students. Academic programs are less likely to have official campus visit activities for prospective students than professional programs. Additionally, professional programs often have “admitted student” events in the spring, once students have gotten their acceptance letters and are deciding between programs.

Appendix

MIDDLE SCHOOL PROGRAM, 1999-2018

After many years running a successful middle school program, we made the difficult decision to phase it out to concentrate our resources and efforts on our high school program, expanding boarding program and growing alumni program in order to strengthen the critical work of supporting our students through college and into professional careers. A description of our middle school program (in the current tense) follows.

We offer our sixth, seventh and eighth graders a challenging yet supportive environment – one that gives them a solid background in the skills and study habits that will allow them to succeed in an academically rigorous high school college prep environment. All students have a tutorial period from 3:30 – 5:00 pm. There are high expectations for quality of homework and student behavior, from demeanor and comportment to positive contributions to the class community. Students also learn the importance of organization for academic success in high school.

The core subjects are Reading, Language Arts, Social Studies, Math, Science, and elective classes in Computers, Physical Education, Art, Drama, and Band. All of our eighth grade students complete a full year of Algebra with enrichment and academic support to prepare them for success in our high school math program. ([Att. A – Middle School Curriculum](#))

Middle School Reading Program

Our Middle School Reading Program compliments the social studies and language arts curriculum, and is designed to help students develop effective reading and writing skills as well as foster critical thinking through intensive studies of different genres of literature. All seventh and eighth grade students participate in the program, which meets daily for an hour and a half. Students are divided into small groups led by a community volunteer reading tutor. They read a book orally and supplement understanding of the reading through discussions and a variety of writing activities that require students to undergo a rigorous editing process. For example, students examine the literary element "perspective," assuming a character's point of view, then write diary entries from that perspective using a two-draft process.

By the end of the eighth grade, Eastside students are expected to be reading at or above grade level. Teachers and tutors use various measures to track student progress, including writing assignments, oral presentations, vocabulary quizzes, reading comprehension tests, and group projects and presentations.

Environmental Sciences Program

Our Middle School partners with the Jasper Ridge Biological Preserve at Stanford University to introduce our sixth-grade students to the concepts of environmental preservation, species' interdependency, and the importance of recycling and conservation. Every spring, the class is divided into small groups and assigned one of four ecosystems: redwoods, creeks and streams, oak woodlands, and chaparral. Each group, led by a docent, learns to graph their ecosystem over time and compare the graphs with their own experiences outdoors. They identify plants and

animals using field guides, take soil cores, collect bugs, and identify tracks and scat, and record weekly measurements of the ecosystem's change and growth. At the end of the course, our students prepare a report to share what they have learned.

This hands-on approach teaches our students to better analyze data and apply theoretical concepts of ecology to the real world. Our students' curiosity about the natural world increases dramatically over the eight-week program.

Middle School Summer Bridge

This program provides rising seventh and eighth graders with a five-week academic program designed to keep them engaged and focused through part of the summer. Students divide their time between math, language arts and electives. Our intent is to help fill the summer weeks with outdoor field trips, academics and support, ensuring our students are ready for the school year ahead.

Att. A – Middle School Curriculum

Middle School Curriculum

Sixth Grade	Seventh grade	Eighth Grade
Reading	Reading	Reading
Language Arts and Social Studies: Ancient Civilizations	Language Arts and Social Studies: (in alternate years)	Language Arts and Social Studies: (in alternate years)
Pre-Algebra Earth Science and Environmental Studies Introduction to Computers	World Studies and World Literature Early American History and American Literature	World Studies and World Literature Early American History and American Literature
Physical Education	Pre-Algebra/Intro to Algebra Science: (in alternate years) Physical Science Human Biology Electives	Algebra Science: (in alternate years) Physical Science Human Biology Electives

Att. B – Expected Schoolwide Learning Results (MS)

Eastside College Preparatory School EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs) Middle School

1) CRITICAL THINKING (a higher level of thinking)

b) Drawing Conclusions/Synthesizing Information

- I am able to investigate and gather information
- I am able to make conclusions after studying data or reading information
- I am able to find main ideas
- I am able to summarize information after reading
- I am able to sort out relevant from irrelevant information
- I am able to put information in logical order
- I am able to make connections to help me understand

b) Problem Solving

- I am able to summarize what the problem is asking
- I am able to sort out relevant from irrelevant information
- I am able to explain my thinking
- I am able to make connections to help me understand
- I am able to solve problems in logical order
- I am able to identify and use strategies to help me solve the problem
- I am able to check for reasonableness

c) Asking Questions

- I can ask questions that are relevant to the problem
- I can ask questions that need thorough, thoughtful answers
- I can ask questions that connect to other topics and areas

d) Technology

- I am able to use technology effectively to achieve the above learning result

2) COMMUNICATION

- a) I am able to communicate effectively through writing
- c) I am able to communicate effectively through speaking
- d) I am able to communicate effectively through visual presentations
- e) I am able to get my point across by speaking in both academic and social settings
- f) I participate actively and appropriately in classroom discussions
- g) I am able to use technology effectively to achieve the above learning result

3) HABITS OF WORK (Scholarly Responsibility)

- I am responsible with homework completion
- I turn in assignments and projects on time
- I manage my time wisely in class and outside of class
- I read directions more than once to help me understand
- I use rubrics to help me complete my assignments/projects
- After I complete an assignment or test, I check over my work again
- I organize my materials and papers in folders, binders, desk area
- I have all materials at school that I need to complete my work
- I manage my resources effectively (books, binders, supplies, materials)
- I use my notes, HW, old test/quizzes, assignments as resources to help me study
- I study for tests and quizzes using effective study skills
- I am focused during class, participating and taking notes
- I am focused when I study independently and when I study with a partner or in groups
- I participate and contribute positively while working in groups
- I am on time to class

4) HABITS OF MIND (Scholarly Attitude)

- I am a proactive learner who asks questions, searches for answers, uses resources to find answers, seeks help (I know what I know, and I know what I don't know)
- I know my strengths and weaknesses
- I set goals for myself and continue to work towards them
- I put 100% effort into my work so that it is complete, full of detail, thorough, beautiful, and high-quality
- I do not give up but continue to try
- I do my best on everything
- I am working to become an independent learner who is able to work and study on my own, answer my own questions, be responsible for myself

5) OBLIGATION TO COMMUNITY

a) Classroom Community

- I bring positive energy to the classroom everyday
- I do not distract my classmates or teachers
- I do not put down my classmates
- I take responsibility for my actions during class
- I am aware of my classmates' needs, and I try to help when I can

b) Greater Community

- I contribute positively to my family
- I contribute positively to my community
- I contribute positively to my nation
- I contribute positively to my world