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. Started with a freshman class of eight students, we added a ninth grade class each year until all four high school grades were complete. By our third year, the need to reach students earlier in their education was clear, and we added a middle school component to our program. By 2014, we serve over 300 students in grades six through twelve, and 98% of our scholars are first generation college-bound students.

ADMISSIONS CRITERIA

Priorities for admission to Eastside are students who will be the first in their families to go to college and have 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 $17,000 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 enrichment program, 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

Our approach, requiring extraordinary dedication from both students and faculty, is geared toward the admission of every Eastside graduate to a four-year college or university. To date, 100% of Eastside's graduates have been accepted to four-year colleges and universities.

Eighty percent of our alumni are either in a four-year college or have graduated, in comparison with a sobering nationwide statistic indicating just 11% of first generation college students graduate from college.

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. 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.

BACKGROUND

We were 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 our 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 committed, experienced teachers who set high expectations, and we limit class sizes to ensure every student gets personalized attention.

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, and mathematical problem solving. All of the students' academic courses meet the University of California and California State University a-g admissions requirements.

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 are required to take four years of the following: English, including AP English Language in their junior year); laboratory science, with either AP Physics, Advanced Chemistry, or Advanced Biology in their senior year; mathematics, ending in either AP Calculus or Pre-calculus; and Spanish with the exception of native speakers who finish their 3rd year in AP Spanish Literature as juniors. Students take a year of World History, U.S. History, and a semester each of U.S. Government and AP Microeconomics. Students enroll in College Readiness courses in their 10th, 11th and 12th grade years for skill development, test preparation, and senior college prep, a course in which seniors complete their college applications and prepare to transition to college (see section on College Counseling). In the senior year, students also take Senior Research Institute (SRI), a research and writing based course that culminates in a 25-page research paper and a 30-minute presentation of research. (Att. A – High School Curriculum)

Math Program

Students at Eastside take the equivalent of five years of college preparatory mathematics. We have three different math tracks. The first starts with algebra in the freshman year, and ends with pre-calculus in the senior year. The accelerated math tracks begin with Algebra 2 or Advanced Algebra and Geometry in the freshman year, and ends with AP Calculus BC or AB in the senior year. We added the advanced math classes 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 these fields.

Computer Science

With generous support from the Brin Wojcicki Foundation, we launched a series of engineering and computer science elective classes designed to give our students the opportunity to explore majors and careers in these fields. Currently courses include a Computer Science sequence, which covers Introduction to CS, Advanced CS, and AP Computer Science.

AP Exams

Students take a minimum of two advanced placement courses in high school. All students take the Spanish AP exam, and every student enrolled in BC Calculus and AP Computer Science takes the associated AP exam. Students can choose whether they will take other AP exams; roughly 95% of students taking AP Physics take the AP exam, and approximately 60% of students take the AP exam for Macroeconomics and English. Student achievement in these courses helps measure preparation for college work. This also enables our students, most of whom get a 3 or higher on the AP exam, to graduate from Eastside with college credits in hand.

MIDDLE SCHOOL PROGRAM

By our third year, the need to reach students earlier in their education was clear, and we added a middle school component to our program. 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. 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. B – 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 sixth, 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 a local Biological Preserve 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.

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. In the middle school, all students have a tutorial period from 3:30 pm – 5:00 pm. 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, discussing the student's progress, and observing class, 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.

Most students request tutoring in math and science. 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

Our students have a wide range of abilities. While they have dedicated themselves to completing Eastside's rigorous requirements and enrolling in college, between 10 and 20% require extra support to bring their reading, writing and math skills 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 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. 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. In addition, a resource teacher is on campus several days each week after school helping students to understand and complete their work.

During the 9th and 10th grade years, students have both a humanities resource class and a math resource class available to them. By junior year, there is no formal resource class; students are expected to work on their own but the resource teachers are available to them. 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.

Friday Night Homework Policy

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. There are very few juniors or seniors on this list each Friday. 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 space to work on and complete homework assignments, get academic support from teachers, and utilize the technology resources that 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 centers on 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 weaknesses, and discussed what skills were both essential and cross curricular. This led to a discussion about the assessments of these outcomes and competencies that 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. (Attachments C & D are the ESLRs, written in language that is accessible for students, that we review with the high school and middle 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.

When new students enroll in Eastside, the principal and vice principal meet with each family to 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 Middle School Back to School Night and 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 Parent and Student Conferences that occur twice a year in the ninth week of 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. E for examples of progress reports). Each student then leads a twenty-minute conference with their parents and each of their 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 to 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
Four Year Academic Plan

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Algebra	Geometry	Algebra 2/ Trigonometry	Pre-Calculus
Physics	Chemistry	Biology	Advanced Biology/ Advanced Chemistry/
World History	U.S. History	Economics (AP)	Advanced Physics (AP)
World Literature	American Literature	American Government	Senior Research Institute
Spanish 1/	Spanish 2/	English Language and Comp (AP)	Senior English
Spanish: Native Speakers 1	Spanish Language (AP)	Spanish 3/	English 1A & 1B (College)
Electives	Composition & Argumentation	Spanish Literature (AP)	Spanish 4
	Electives	Writing for College	Electives
		Electives	

Four Year Academic Plan: Advanced Math

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Advanced Algebra/	Algebra 2/ Trigonometry/ Analytical	Intro to Analysis/	AB/BC Calculus (AP)
Algebra 2	Geometry	Analysis/ Calculus	Advanced Biology/ Advanced Physics (AP)
Geometry	Chemistry	Biology	Senior Research Institute
Physics	U.S. History	Economics (AP)	Senior English
World History	American Literature	American Government	English 1A & 1B (College)
World Literature	Spanish 2/	English Language & Comp (AP)	Spanish 4
Spanish 1/	Spanish Language (AP)	Spanish 3/	Electives
Spanish: Native Speakers 1	Composition & Argumentation	Spanish Literature (AP)	
Electives	Electives	Writing for College	
		Electives	

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

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

A variety of student clubs, such as the National Society of Black Engineers, Student Council, and the community service club Step by Step 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

Middle School Curriculum

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

Att. C

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. D

EASTSIDE 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

Att. E

Report Card							
2012-2013							
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 Reponse:
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.

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 to 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.

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. On weekends, another smaller staff of RFs is responsible for tutorial sessions and activities from Friday at 5:00 pm through Sunday at 5:00 pm.

Residential Faculty

The RFs all have a college degree, and some have attained a Masters degree. 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 – Boy's 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. Lights are

out at 10:00 pm for the lower classmen, and 11:00 pm for the juniors and seniors. The older students used to be allowed to stay up later, but the resulting exhaustion students exhibited in the classroom wasn't a good trade-off for the diminishing returns of staying up late. Our current philosophy is that eight hours of sleep is very important to the students' ability to function well in the classroom, but this is open for negotiation and reviewed on an individual basis.

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 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. Dorm residents prepare dinner together on Saturday night. Pizza, paella and other menu options have been popular and serve as a great way to teach the students how to cook. 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 that 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, when upper classmen help to 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.

An RF in the boys' dorm started a Boy Scout troop several years ago. The scout troop meets every Sunday afternoon, and they have outings once per month. Students learn that responsibility and trust are desirable traits, and necessary to be a leader. These values are demonstrated in practice with concrete examples (such as being entrusted to check out sleeping bags for everyone who is going on the camping trip). Responsibility is granted in increments as they take on more and more leadership tasks.

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 impacts 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."

The faculty and staff reported similar comments about our residential program in the first year-end evaluations. The staff as a whole unanimously remarked on the positive impact of the program, noting that "the support for the boarding students was phenomenal and the resident faculty members were amazingly accessible and held students accountable for their academic work." Others commented on the positive impact the residential program had on the larger school community. One teacher wrote, "It was amazing to see this much-anticipated and discussed idea realized. The success of the resident students had a discernible ripple effect on the student body at large that observed this success and commented on it frequently."

Att. A

RESIDENTIAL FACULTY POSITION - BOY'S 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 up to 20 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. Experience as a teacher is highly desirable.
• 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.

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. 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, financial literacy and skill-development classes and tutorials from 8:00 am – 3:15 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 Director of College Counseling (see section on College Counseling). This two-week session in August 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 Enrichment

Students not enrolled in Summer Bridge or Senior Summer Institute have many choices for summer enrichment (and freshman and seniors are encouraged to do additional activities if their schedule permits). If a student doesn't get a C- or better in an Eastside class during the school year, they need to retake the course during the summer. However, they still need to pursue a summer enrichment activity in addition to retaking a class. All students who will be rising sophomores, juniors and seniors in the summer are required to enroll in a class at Eastside, unless they get approval to participate in an off-campus program. Our Student Services Coordinator helps students find programs that offer scholarships and/or target low-income, minority, and first-generation college-bound students.

<u>On-Campus Classes</u>
The majority of our students are enrolled in a variety of courses on campus. Some classes are offered for college credit, which allows students to save money on school fees. This also enables our students to graduate from Eastside with college credits in hand and the familiarity and confidence of having completed a college-level course.

A typical summer program might include five courses at Eastside, which meet from 8am-12pm, Monday- Friday for six weeks:

- Art – worth one year of academic credit and goes toward Eastside's fine arts requirement
- Fundamentals of Engineering – also worth one year of academic credit
- Environmental Science and Engineering: Water – taught by a Stanford University faculty member and two graduate students, this exposes students to American water systems and conservation, and includes visits to Stanford labs, field research and a community service project.
- College-level Psychology – a Foothill College class given at Eastside for juniors and seniors that is worth five college credits and is UC and CSU transferable.
- College-level Statistics – also led by Foothill College, worth five college credits and UC and CSU transferable.

In addition, fitness is offered two afternoons a week for six weeks.

<u>Local Off-Campus Programs</u>

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. Some students opt for community service at nearby organizations, including the Boys and Girls Clubs and the YMCA.

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 are 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.

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 they have for their future summer. Students are asked to fill out a form to indicate what they would like to pursue in the upcoming summer (Att. A: Summer 2013 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.

Students are sent individualized suggestions for off-campus summer programming. 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. She always offers to look at everything.

By late April, the goal is for each student to be committed to meaningful summer programming. 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 2013 Planning

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
- ( ) Engineering
- ( ) Fitness
- ( ) 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?

- ( ) 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?

- ( ) Statistics
- ( ) 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.

- [x] 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 seniors, 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 ENRICHMENT

Background

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 Enrichment Program 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 Enrichment

- 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

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 Director of College Counseling 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 college 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 Director of College Counseling, Director of Alumni Services, 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 and stay at a hotel near the Los Angeles International Airport. Students 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 the University of California (UC) Los Angeles, UC Merced, UC Riverside, Occidental, Loyola Marymount and the Claremont Colleges. Now that there are Eastside graduates at many southern California schools, alumni are often able to 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 next 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 selectability, 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 learn 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, national monuments and the White House. 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, and students are required to attend a minimum number of visits in order to learn about the wide variety of colleges they can consider, and to begin gaining 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 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 work on SAT test preparation in advance of the fall SAT.

Senior College Prep

During the school year seniors take "Senior College Prep," a mandatory full year class taught by the Director of College Counseling that guides students through the college application process. The first semester is dedicated to completing college applications. 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.

The Director of College Counseling goes through 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 public universities so that they have an affordable option with a reasonable commute. If eligible, students also apply to a University of California school. Most students also apply 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 Director of College Counseling

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.

During second semester, the seniors work on the financial aid process. Students come to class with their parents' financial information, and they fill out the FAFSA (Free Application for Federal Student Aid) 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 February, 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 March, April and May 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 fun 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 Director of College Counseling and the Alumni Services 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
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

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

Journey to College – The College Application Process for Eastside Seniors 2012-13

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.

Spring semester: 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. Students will also 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.

All students must make their college decision by May 1.

Future parent meetings (in addition to parent conferences in October and March):

January – overview of the financial aid process led by a financial aid officer from a local college

April – individual family meeting led by the student discussing his/her college decision and financial aid package.

Att. D

Eastside Parent Night and Open House for 11th/12th grades **September 4, 2012**

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.

BACKGROUND

Our initial goal was straightforward: ensure that every student is enrolled in a four-year college. Although this goal was successfully accomplished every year, it soon became apparent that more was needed. 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. While 80% of Eastside alumni have either graduated from college or are on track to graduate within five years, some students dropped out (this isn't a challenge unique to Eastside: the national college completion rate for first-generation college students is just 11%). Some alumni earned their college degrees but had no sense of how to connect their degrees with professional careers. Former students kept coming back to Eastside for support with a variety of academic, financial and employment issues they were struggling with. In order to help alumni successfully navigate college and get a good job, we established a formal Alumni Program in 2007.

ALUMNI SUPPORT SERVICES

The Alumni Program provides academic support, counseling, financial and scholarship guidance and employment assistance for alumni in college. While we hope all our alumni will earn their degrees, the goal of the Alumni Program is for at least 80% of alumni to graduate from college within five years and successfully transition into graduate studies or the workforce.

The Alumni Services group spends the majority of their time reaching out to and assisting alumni. During her first year, the Director of Alumni Services met and/or contacted the 145 students who had graduated from Eastside. She worked closely with the Director of College Counseling and Eastside faculty and staff to learn about our alumni and the challenges they were facing, and to enlist their help in facilitating relationships with graduates. In 2011, we created the Career Pathways Program in Alumni Services to help our students and alumni develop the professional skills and experience they need to achieve successful careers after college (see section on Career Pathways Program) and hired a Program Manager. In 2013, an additional Alumni Services staff member was hired to help support and advise our growing alumni population in college.

Following are some examples of how our Alumni Services staff has helped alumni:

- Counsel a student who is thinking of transferring schools to help her determine the best course of action
- Assist an alum with questions regarding financial aid, including how to appeal for more aid, how to figure out how financial aid works, and how to resolve any related tax issues
- Read essays for a student who is applying for a college transfer
- Meet with a freshman before college starts to create a course map that will allow him to graduate on time
- Encourage a student to apply to Inroads, an organization that develops and places talented underserved youth in business and industry and prepares them for corporate and community leadership.
- Create an educational plan to meet all general education requirements for a student who wants to transfer

- Encourage a student to apply to a dedicated program at his/her college that provides extra support and services for first generation college students

Building and supporting relationships with alumni has changed how they view Eastside beyond graduation. Alumni come by campus regularly during their breaks to discuss scholarship, internship, and job opportunities as well as concerns they have at their respective schools. Alumni now view Eastside as a valuable resource beyond high school graduation. Also, when we meet with new students and families enrolling in our school, we emphasize that we are making a nine-year commitment (for our freshmen) or a twelve-year commitment (for our sixth graders) to their education, to see them through to their graduation from college, and we ask them to make that same commitment to us.

HIGH SCHOOL OUTREACH

Outreach services now begin during a student's junior year in high school. The Alumni Services staff goes on two college trips with juniors to begin to establish a relationship with them (see section on College Counseling). They also use this time to meet with alumni at colleges in southern California and on the east coast.

Senior College Prep

To continue building a relationship with current students, the Alumni Services team helps teach the second semester Senior College Prep class with the College Counselor. They instruct seniors on such topics as note-taking and study skills, selecting classes for your major, and general education requirements. For the note-taking session, the Alumni Services staff shows the seniors online lectures in various subjects, and talk about the differences in college lectures versus Eastside classes. There is also a unit on personal finance where seniors look at a case study of two different students and their expenses, which is good practice for making trade-offs and budgeting. Throughout the course of this class, the Alumni Services staff gets to know each of the graduating seniors well, and are able to identify those that are likely to need additional support during their freshman year in college.

Alumni Panels

In March, the Alumni Services staff puts together alumni panels for several groups of students - seniors in Senior College Prep, as well as sophomores and 6th graders. Alumni meet with each group to talk about the transition to college and answer any questions. In addition, an alumni panel presents to the parents at a Parent Meeting during the first semester in order to help parents better understand the transition their children will experience when they enter college.

Help with Selecting and Financing College

The Alumni Services staff and Director of College Counseling meet individually with all seniors and their families to discuss their college acceptances and help guide them on choosing the best school for them. During the summer after graduation, the Alumni Services staff has an exit interview with each graduating senior to review financial aid packages, create a reasonable plan for four years of tuition payments, note critical deadlines for payments and registration, and discuss individual issues in the transition to college (such as academic planning and living out-of-state). Students identified as needing extra support usually come in for several more meetings over the summer.

COLLEGE OUTREACH

Staying Connected to Alumni

During the fall, members of the Alumni Services team visit all Eastside alumni who are attending local colleges at their campuses to check in on their progress. On a regular basis, they communicate with all alumni through email, newsletters, Facebook, and phone calls, and track anecdotal information that will be helpful in advising students. [1] Most students respond to the Alumni Services staff outreach efforts because they've already developed a relationship with them. If necessary, an Alumni Services staff person will ask an Eastside faculty or staff member that the student has a strong relationship with to serve as an intermediary. At biweekly faculty meetings, Alumni Services staff and faculty share alumni updates so everyone is in sync about how to assist our alums. While some students may not respond to the Alumni staff overtures, the staff makes sure alumni always know they have their support. The first year in college is a time when many students need a lot of guidance, especially as they become homesick or struggle academically. A lot of Alumni Services staff time is focused on freshman and sophomores, because if students complete their first two years of college they are very likely to stay in school and graduate.

Tracking Academic progress

Reviewing Transcripts

All Eastside high school seniors sign a FERPA (Family Educational Rights and Privacy Act) form to allow the Eastside Principal and Alumni Services staff to see their college transcripts. [2] This allows the Alumni Services staff to provide appropriate academic support for our alumni in college. The Alumni staff checks each student's college transcript at the end of every term and keeps track of GPAs, units completed and any special academic status (probation, subject to dismissal). Students are grouped into tiers based on risk. The Alumni Services staff contacts any student who appears to be a high risk and ask to talk and/or meet with them to develop an action plan.

Developing a Road Map

For alumni at California public schools (University of California and California State University), the Alumni Services staff focus on the specific requirements they will need to graduate. Our Alumni staff works with these students to develop a road map of everything they need to do to

[1] Eastside is using the Beyond12 Tracking Tool for alumni contact info. As Beyond12 partners with the National Student Clearinghouse, Eastside plans to use it to verify college graduation rates and college enrollment every semester.

[2] In addition, visibility to alumni's college grades helps us understand where additional academic support is needed for our high school students. As a result, we have added computer science and engineering elective classes to our curriculum to enable students taking related classes in college to be more successful. We also started offering English 1a and 1b via a local community college to allow students to earn ten credits transferrable to a Cal State University or University of California colleges and meet the freshman English requirement. This saves students tuition money and ensures they won't have to take remedial English at the California State Universities. During the first year the class was offered at Eastside, all seniors passed English 1a. Statistics and Psychology were added to the summer program schedule in 2012 and can also be taken for college credit.

graduate in four to five years. Approximately 40% of our alumni attend public schools; the rest are at 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 California State Universities, commuter students and students who needed to take remedial classes tend to require the most support at college.

When working on a roadmap with our alumni, we keep the following issues in mind:

- Major Requirements
- General Education 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
- Roadmap will likely change, it is a GUIDE. Student is not picking out classes for the next four years, but planning with lots of room for changes.
- Creating roadmaps builds the practice of planning and preparing, and using tools/resources provided by the university

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.

Local College Programs

The Director of Alumni Services works to build relationships with local colleges to find out which ones have programs that provide the support alumni need. 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).

ALUMNI PROGRAM PLANNING GUIDE

Overarching Goal: Eastside alumni will complete college and successfully transition into the professional world.

Goal: All Eastside students are prepared to succeed in college.
Metric: All students will place out of remedial classes.

Milestone 1
During senior year of high school, seniors pass CSU (California State University) and UC (University of California) placement tests.

Activities:

- Students prepare for math placement test in math classes.
- Students prepare for English placement test by completing two-year English course sequence.

Milestone 2
Students enter college with college credit.

- Students take community college classes during summer.
- Some students will earn college credit by scoring well on AP Exams.

Goal: All Eastside alumni will earn their bachelor's degree within five years.
Metric: over 80% of Eastside alumni will graduate from a four-year college within five years.

Milestone 1
All college freshmen will make use of at least one specific campus resource for personal support and one for academic support half way through the first term.

Alumni Services Activities

- Conduct meetings in person or via phone within the first month of school and work with each student to create a first year action plan.
- Check in with each freshman at least once a month by phone or in person.

Milestone 2
By the end of first semester all freshmen will be in good academic standing.

Alumni Services Activities

- Meet with each freshman during winter break to review action plan.
- Collect first semester transcripts by January 1st from all freshmen.

Milestone 3
All freshmen will complete FAFSA and CSS Profile, when applicable.

Alumni Services Activities

- Send out email and Facebook blasts.

Milestone 4
By the end of first year all freshmen will be in good academic standing.

Alumni Services Activities

- Throughout second semester freshman year, continue meeting with each freshman monthly via phone or in person.
- Check in more frequently with freshmen identified as high risk.
- By end of June, collect transcripts from all freshmen.
- During summer break, Alumni Services staff and all freshmen will update action plan for upcoming sophomore year.

Milestone 5
All college sophomores will continue to make use of at least one specific campus resource for personal support and one for academic support half way through the first term.

Alumni Services Activities

- Conduct meetings in person or via phone within the first month of school and work with each student to review second year action plan.
- Check in with each sophomore at least once a month by phone or in person.
- Check in more frequently with sophomores identified as high risk.

Milestone 6
By the end of first semester sophomore year all students will be in good academic standing.

Alumni Services Activities

- Meet with each sophomore during winter break April to review action plan.
- Collect first semester transcripts by January 1st from all sophomores.

Milestone 7
All sophomores will complete FAFSA and CSS Profile, when applicable.

Alumni Services Activities

- Send out email and Facebook blasts.

Milestone 8
By the end of sophomore year all students will be in good academic standing.

Alumni Support Activities

- Throughout second semester sophomore year, continue meeting with each student monthly via phone or in person.
- Check in more frequently with students identified as high risk.
- Collect transcripts by end of June from all sophomores.
- During summer break, Alumni Services staff and all sophomores will update action plan for upcoming junior year.

Milestone 9
Upon entering junior year all students will have formed a connection to at least one campus resource.

Alumni Services Activities

- Meet with each student in person or over the phone
- Collect first semester transcripts by January 1st from all juniors.

Milestone 10

By the end of fall semester, all juniors will have acquired enough units for junior standing.

Alumni Services Activities

- Check in with each student half way through fall semester in person or via phone to discuss degree progress.
- Work with students not on track to create a plan to reach junior standing by following summer.
- Collect transcripts from all juniors.

Milestone 11

All juniors will complete FAFSA and CSS Profile, when applicable.

Alumni Support Activities

- Send out email and Facebook blasts.

Milestone 12

By the end of fall semester, all juniors will have declared a major based on strengths and academic successes.

Alumni Services Activities

- Check in with each student halfway through fall semester in person or via phone to discuss major choice using transcripts as a guide.

Milestone 13

By the end of junior year, all students will be in good academic standing.

Alumni Services Activities

- By end of June, April collect transcripts from all juniors.

Milestone 14

By the end of fall semester, all seniors will have acquired enough units for senior standing.

Alumni Services Activities

- Check in with each student halfway through fall semester in person or via phone to discuss degree progress. If possible, students will print out degree audit report.
- Work with students not on track to create a plan to reach senior standing by following summer.

Milestone 15

By end of spring semester, graduation status for all seniors will be confirmed.

Alumni Services Activities

- Collect final transcripts.
- Meet with students who have not yet graduated.

BACKGROUND

Nearly all of our students are the first in their families to go to college, and as a result they will also be the first to navigate the professional world. 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 start them on the right career path.

Initially, we forged a partnership with Hewlett Packard, which hired several Eastside students to be summer interns. Then additional interns were hired at a few more local companies primarily through the help of a tireless supporter who sought out these opportunities. However, it became apparent that a more comprehensive approach was needed if we were to help all of our graduates successfully launch their professional careers.

In 2011, we hired a Career Pathways Program Manager to formalize a program to help Eastside students and alumni develop the professional skills and experience they need to achieve successful careers after college. In high school, the program focuses 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, the focus is on helping alumni gain competence and networks relevant to achieving their career goals. Program success is measured by how many alumni are able to secure positions that require a college degree or gain admittance to a graduate program.

HIGH SCHOOL PROGRAMS

Approximately 10-15% of the Program Manager's time is spent working on high school classes and events.

Classes

<u>Professional Skills</u>
During sophomore year, there are two class periods that help students to begin identifying and marketing their expertise. In the first class, the Career Pathways Program Manager discusses professional skills, including what they are, how to identify them, and how to acquire them (Att. A – Skills Explanation). In addition, students review several resumes, and try to identify the necessary skills that are needed for various jobs. For homework, students look at O*Net, and begin to draft their own resume (Att. B - 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. For homework, they complete and submit a resume.

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. Their homework is to have three people (an adult, friend, and family member) complete a skills survey about them. Next they complete the interest inventory on My Next Move on O*Net and bring their scores to the next class (Att. C – Skills vs. Interests).

In the second class, they identify and explore careers, again using O*Net. 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 – Career Mapping Worksheet)

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 Pathways Program Manager edits all the resumes, and then meets individually with each student to review their draft. Students revise their resumes, and the Program Manager will work with them if additional help is needed. (Att. E – Resume Checklist)

Career Incubator

Sophomores and juniors attend a Career Incubator in the fall. The event is held on a Saturday from 9:00 am – 2:00 pm and includes three to four sessions, each lasting about an hour. The goal is to give students hands-on experience with a variety of careers, including law, medicine, technology, finance and the non-profit sector. There are 15-20 companies that make a presentation, and one to two presenters from each company. Speakers are asked to develop a hands-on workshop, and talk about the types of decisions they make on a daily basis. Students get a packet of information in advance and choose three sessions that 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.

Job Shadow Day

The Career Pathways Program Manager organizes a Job Shadow Day for all seniors in March to expose them to what it's like to work in a professional environment. She checks her network of Bay Area companies to ask for volunteer hosts, and every student is matched with a local professional. Hosts are given suggestions on what activities and topics to cover with their student (Att. F – Possible Materials and Resources for Job Shadow Student). Students are prepped in advance on how to handle the day and what questions to ask. 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. G – 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 a ten-minute slideshow to each other on the key points 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.

COLLEGE PROGRAMS

We have a variety of programs and support to help alumni gain professional skills and experience when they are in college. High school seniors are also invited to attend many of the programs. Support includes help with job and graduate school applications, career and college coursework/major advice, resume and interview preparation and connection to career resources.

Interviewing Workshops

Interviewing workshops are held during winter break when alumni are home from college. Students are given an overview of interviewing tips, techniques and advice, along with time to practice answers to some common questions. (see Att. H – Interviewing Workshop Outline). Next, volunteers from a variety of fields come to Eastside for an afternoon and conduct practice "mock interviews" with alumni. The interviewers are given a list of questions to ask during each 20-minute session. (Att. I – Eastside Practice Interview Event - Overview). After the interview, the volunteer fills out a form (Att. J – Eastside Practice Interviews) for each alum they meet with, rating and commenting on how he/she handled the questions and the overall experience. The Career Pathways Program Manager compiles the responses for each alum and gives them feedback on what went well and areas for development.

Internships

Approximately 40-50% of the Program Manager's time is spent on the Internship Program.

<u>External Programs</u>
There are presentations on various summer internship programs during winter break. Inroads, an organization that develops and places talented underserved youth in business and industry and prepares them for corporate and community leadership, is one group that presents to alumni. Alumni are given time and support to explore various routes/options for internship programs.

<u>Eastside Programs</u>
In addition to encouraging alumni to apply to internships through their colleges and local/national programs, we have also started our own internal internship program. The Career Pathways Manager regularly networks with local companies to build a list of contacts who are interested in hiring Eastside alumni for the summer. Companies are informed about Eastside's rigorous high school academic program, and the fact that every graduate gets accepted to a four-year college or university. They understand that the internship program is focused on providing alumni with a level-playing field for access to the professional world, and that Eastside is committed to sending them very qualified candidates who will be a good match with their company and the hiring manager. To ensure a good fit, the Career Pathways Program

Manager visits most of the internship sponsors to ascertain which students' interests, career goals and personality will be a good match with an employer. We also pledge to support interns throughout the summer with workshops, events and mentoring.

Ideally alumni apply for internships through Eastside in early fall. Alums are asked to identify their interests and submit a resume. The Career Pathways Program Manager and the Director of Alumni Services 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 very closely with the Career Pathways Program Manager throughout the process, and alumni have been placed in professional internships in law, financial services, technology 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 employers (mostly non-profits) who do not have the budget to completely or partially fund an Eastside Intern. One philanthropic gift allowed us to pay several companies up to $3,000, or three-quarters of the cost of an intern earning $4,000 working 40 hours/week for ten weeks. Another generous grant of $10,000 allowed us to fund the entire cost of several non-profit internships.

Before their internship begins, the Career Pathways Program Manager ensures that alums are prepared for any transportation, food and clothing costs they might incur. During the summer, she holds workshops for interns on such topics as how to present a professional image. Student interns are coached on how to conduct an informational interview, and given the assignment to have this type of interview with their manager.

Every intern and manager meets with the Career Pathways Program Manager or Director of Alumni Services 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.

Support for College Seniors

The Career Pathways Program Manager spends roughly 30-40% of her time working with seniors in college. During the summer before college graduation, our goal is to have all seniors attend a workshop at Eastside and meet individually with the Program Manager to talk about life after college and planning for a career and/or graduate school. When students return to school, the Program Manager follows up with monthly phone calls checking in on students' progress. She helps students problem solve and encourages them make use of the resources on their college campuses, such as the college career center and career fairs.

The Career Pathways Program Manager also meets with most students over winter break, or talks to them on the phone. She helps review applications for jobs, programs and graduate school, and offers access to her network of companies if needed. Technically, the support from the Program Manager is complete twelve months after graduation when the student gets a professional-level job or acceptance to graduate school. However, she will always review job and graduate school applications and help with career advice as needed.

Att. K – Action Plan Guide – Career Search

Att. L – Job Searching Resources

Att. M – Action Plan Guide – Graduate School

Att. N - Graduate School Resources

Att. A

Skills Explanations

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Mathematics — Using mathematics to solve problems.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Science — Using scientific rules and methods to solve problems.

Speaking — Talking to others to convey information effectively.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination — Adjusting actions in relation to others' actions.

Instructing — Teaching others how to do something.

Negotiation — Bringing others together and trying to reconcile differences.

Persuasion — Persuading others to change their minds or behavior.

Service Orientation — Actively looking for ways to help people.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Att. B

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.
2. Describe one experience they have had in terms of skills and tasks.

Assessment:
Participation

Activities:

Time	Teacher will…	Students will…
5 min	Lead a quick discussion on resumes.	Answer the questions: What is a resume? What information is on a resume? What information is NOT on a resume?
10 min	Introduce resume activity and break students into groups of 3-4; lead class through the job description and make sure it makes sense	Read through the job description, and decide on 3 skills they will be looking for when reading resumes; write skills on the board
10 min	Answer any questions	Receive resumes and read through them, looking for the 3 skills. Decide which candidate to interview, and (if time) come up with one question you would ask in the interview
15 min	Lead class discussion of sample resumes.	Answer questions: Which resume would you choose to interview? Why? How did you know that person had the skills you were looking for? What, exactly, did the resume say to demonstrate those skills?
5 min	Talk through homework: - Basic personal information - Job information - Bullets of tasks: action verb + what? how many? for whom? why? how?	Take notes, ask questions

Handouts:
Job Description
4 resumes
Action Verb List
Resume Template Form

Collect:

Tonight's Homework:

1) Complete the basic personal information and at least one entry about a school or summer activity on the Resume Form. Include a minimum of 3 bullet points of *tasks* you have done that demonstrate a skill starting with action verbs from the list.

Att. C

WFC Class #1: Skills vs. Interests 1 hour, 30 min

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

Objectives: *Students will be able to:*

3. Distinguish between interests and skills.
4. 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	Teacher will…	Students will…
5 min	Introduce the idea of career exploration as an ongoing practice	Answer the question: How do you think people find or choose their careers?
10 min	Introduce blank Venn diagram and ask where the labels go…. Lead discussion on the difference between a job and a career; label "skills" and "interests" on diagram	Decide with a partner how to label the intersections: job, charity, passion, career
10 min	Skills introduction: review skills from O*Net, talk about how we can identify these skills in real life	Provide real-life examples of a person using this skill.
10 min	Run Roadtrip Nation clip	Watch clip, and choose the three skills they think the person demonstrates most. Discuss, as class, which skills those are and why they selected them.
10 min	Ask students to take a minute to think of their own success story and share it with the person next to them	Listen to each other's success stories and rate the top three qualities
15 min	Hand out skills assessment	Complete skills assessment and calculate scores
15 min	Discussion: what do you think about your top skills? Do you agree/disagree? Are you surprised? Think about situations where you have improved or developed these skills. How did become skilled in these areas?	Participate in discussion, generate class list of skills-developing activities.
10 min	Talk through homework: 1) Selecting three evaluators 2) Show My Next Move site and how to start assessment	Ask questions and ensure they understand how to use My Next Move

Handouts:
O*Net Skills List, Skills Self-Assessment, Directions & recording sheet for Interest Inventory

Collect:
Journals?

Tonight's Homework:

1) Have three people (an adult, a friend, and a family member) complete the skills survey about you. Try not to influence their opinions. Compare to your own scores of yourself.
2) 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

Career Mapping Worksheet

List your interest inventory scores here:

Realistic:

Investigative:

Artistic:

Social:

Enterprising:

Conventional:

List 3 of your current strongest skills here:

-

-

-

Find Careers by Interests

1) Go to: www.mynextmove.org/explore/ip and enter your scores from the interest profiler.
2) If you'd like to learn more about any of the categories, you can click on the links that explain their meanings. Otherwise, continue on by clicking "Next" until you are able to select which Job Zone you'd like to search.
    - **Job Zone 4**: Typically means jobs that require a college degree but not an advanced degree (grad school).
    - **Job Zone 5:** Typically means jobs that require an advanced degree.
3) Start with **Job Zone 4** and click "Next" until you end up with a list of possible careers.
4) Now, start clicking on jobs that you are most interested in (don't worry about "best fit" vs. "great fit" – these are all good possibilities for you).
    a. Look at the Tasks for this job most closely, and decide if you would enjoy doing those tasks on a daily basis.
    b. Consider things like Work Values and decide if the description sounds like you.
5) Write down 3-5 jobs that seem like the best fit for your interests, without worrying the skills.
6) Repeat Steps 3 through 5 for **Job Zone 5**. Aim to have 7-9 total careers listed here.

High Interest Careers	
Job Zone 4	Job Zone 5

Find Careers by Skills

1) Go to: http://www.onetonline.org/skills/ and check the boxes for the top three skills and click search. *Careers are NOT listed by best fit for you, just by which Job Zone they fall into.*
2) Begin by searching (Ctrl+F) for the job titles you listed on the last page.
    a. For each one you find from the first list, click through to the description and scroll down to the list of skills.

b. Check that none of the skills listed are weak areas for you. Don't worry about skills for which you don't have any scores.
c. If your scores are medium-to-strong for the skills listed in that career, enter it in the appropriate box below.
d. Repeat a through c for each of the careers you listed on the first page. If you don't find one, just skip it for now.

3) Now, go back to the main list and look for additional careers in **Zone 4 or 5** that you might be interested in, and check the skills lists for those careers as you did for the first set. If you find careers for which your skills are well-matched, enter them in the appropriate box below. You should aim to have 7-9 total careers listed here.

High Skill Careers	
Job Zone 4	Job Zone 5

Map It

1) List all of the careers that show up on both lists in the “Sweet Spot” and check them off both lists.
2) List all of the careers that are left on the “High Interest” list under “Wishful Thinking.”
3) List all of the careers that are left on the “High Skill” list under “Backup Plans.”

	Low Interest	**High Interest**
High Skill	*Backup Plans*	*Sweet Spot*
Low Skill		*Wishful Thinking*

Reflect

1) Select one of the most interesting careers from "Sweet Spots." *You are not choosing your career for life, just ONE that MIGHT be a good fit!*
2) Read the full description carefully, including pay rates, job outlook, work contexts, etc.
3) Reflect on your interest in this career below and on the back of this page. Be sure to answer the following questions:
    - Why are you interested in this career? What specific tasks do you find most interesting?
    - Why are your skills a good fit for this career? What evidence do you have that you could do this kind of work well?
    - What kinds of experience do you already have that might be relevant to this career?
    - What kinds of experience do you think you might need to prepare for this career? Be specific:
        - What summer programs/activities might begin to prepare you for this career?
        - What majors do you think would lead to this career?
        - Which companies (or kinds of companies) might offer relevant internships?
        - What kind of graduate degree (if any) might you need to pursue this career?
4) If you don't know the answer to some of these questions, that's okay! Keep a list of things you still need to find out. For example: Are there tasks you don't understand or know if you would enjoy? Are there skills you aren't sure how to obtain? Are you unsure about the education or experience that makes you qualified?

Job Title: _____

Extend

Below are additional resources that contain lots of career information. You should start exploring them *as much to understand what kinds of information they contain* as to answer questions about specific careers. Remember: the point is to learn the tools that are available, not to plan your whole future now.

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

1) Researching sectors, job titles, job requirements, job tasks, salary ranges, etc. At the bottom of the page for each job, you can select a specific state. Aside from giving you specific job outlooks and salaries for that state, there is also a brief video that describes the work in more detail.
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 not nearly enough because it doesn't include metrics or details unique to your experience.

LinkedIn.com – This is a social networking site for professional purposes. BE CAREFUL! We strongly discourage you from creating a profile until you are in college. You probably don't have enough experience to make it relevant yet. In addition, if your profile is incomplete or unprofessional, it will reflect poorly on you. This information is VERY PUBLIC. However, there is a lot of good information on this site about careers, so we have created a generic account for you to access it. Do not post anything, complete any part of the profile, send any messages, etc. with this account. It's just for you to have access to search!

1) Log in: student.eastside@gmail.com / Password: panthers
2) Search for a job title where it says "People." Click on a person to see their profile. Most profiles will show where people went to college (and grad school, if they did), what their majors were, and what kinds of work experience they've had. This can help you see one possible path to that career.

Idealist.org – This is a great place to research nonprofit organizations and postings for service-oriented careers. You can search jobs, volunteer opportunities, and organizations by region and topic. Nonprofits are a great place to get experience (even if you don't plan on going into service kinds of positions), since most of them can use volunteers for lots of different kinds of tasks. When looking at job postings, consider: what are the tasks, requirements, and skills they are requesting. This should give you and idea of the education and experience you might need to get in order to pursue that kind of career.

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 best 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 hiring for a given position in a given area.

Att. E

Resume Checklist

Content

Yes	No	Comments
☐	☐	Bulleted statements are clear, reasonably concise, and compellingly written; resume is interesting!
☐	☐	Bulleted statements include sufficient detail to make accomplishments clear. *e.g. YES: Answered about 50 client calls per day for office of 23 corporate lawyers* *NO: Answered phones*
☐	☐	Bulleted lists of tasks and accomplishments are relevant and prioritize most important tasks first
☐	☐	If present, "Summary" or "Skills" section contains bullets that show relevant skills, not list them. *e.g. YES: Three years' experience writing and editing articles for school publications* *NO: Strong writing skills*
☐	☐	Every bulleted task or accomplishment begins with an action verb[3] and does NOT end with a period
☐	☐	Verbs for present activities are in present tense. Verbs for past activities are in past tense
☐	☐	No personal pronouns (I, my)
☐	☐	Absolutely no spelling, grammatical, capitalization, or other errors
☐	☐	No abbreviations other than the abbreviation for states (CA), or when previously spelled out
☐	☐	All locations include only city and state OR city and country (if outside of the US)
☐	☐	Entries are listed in reverse chronological order (most recent first)
☐	☐	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
☐	☐	There are no paragraphs/long narratives; descriptions of organizations are one line or less (if at all).
☐	☐	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
☐	☐	Document is titled: "FirstName LastName – Resume.doc" or "FirstName LastName Resume.doc"	
☐	☐	Name is larger than other text, is at top of page, and is easily readable	
☐	☐	Phone number, email address, and street address are clear; no "Phone:" or "Email:" markers	
☐	☐	All headers have exactly the same format, spacing, and font size.	
☐	☐	All dates, job titles, company names, and locations are consistently formatted and easy to skim.	
☐	☐	All bullets are exactly the same character, size, and alignment.	
☐	☐	Resume is one page (with few exceptions).	
☐	☐	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.	

[3] One good source of action verbs is:
http://www.bc.edu/offices/careers/skills/resumes/verbs.html

Att. F

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:
    - Who will be at the meeting? Why this group of people?
    - What decisions or actions are being discussed?
    - What are the expected outcomes for the meeting?
    - What information and/or decisions will be most relevant for you in this meeting?
    - 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):
    - Who are you contacting?
    - What is the point of the contact? (Sales? Customer service? Team planning? Negotiation? Etc.)
    - What is your goal for the call/email?
    - 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. G

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 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. H

Interviewing Workshop Outline

The Interview Path: Connecting Yourself to the Job

1. Nonstarters
    a. Timing
    b. Dress – *April*
    c. Greeting
2. What are they really asking?
    a. Can you do the job?
    b. Can you work well with our staff & customers?
    c. Are you easy to manage?
3. Traditional Questions (generated by students as much as possible, then handout)
    a. Can you do the job?
        i. Tell me about yourself.
        ii. What are your strengths?
        iii. What do you know about this position?
        iv. What did you do at your last job?
        v. How did you get the specific skills we need for this job?
        vi. Why should we hire you?
    b. Can you work well with our staff & customers?
        i. How do you deal with conflict?
        ii. Why do you want this job?
        iii. What are your goals?
    c. Are you easy to manage?
        i. Why did you leave your last job?
        ii. What are your weaknesses?
        iii. What do you look for in a supervisor?
4. Building answers to Traditional Questions (building the path)
    a. Do your homework: know your resume, know the job, know the company
    b. Qualities of a good path
        i. On track: Stay relevant, connecting yourself to the position you want, and always answering the question that was asked (ABC: Always Be Connecting)
        ii. Concrete: details are understood and remembered better than generalities
        iii. Grounded: back up your claims with brief, concrete proof (stories) from your experience/education
        iv. Avoids the pitfalls:
            1. Honesty/Credibility vs. Positivity/Enthusiasm
            2. Humility vs. Confidence
            3. Common pitfalls for Eastside students - *April*
5. Practice/Critique a few answers to traditional questions in small groups
6. Behavioral Questions
    a. What are they? Why are interviews moving in this direction? Can you do the job? (generated by students)
        i. Tell me about a time you showed (a skill required for job).
    b. Can you work well with our staff & customers?
        i. Tell me about a time you had to deal with an irate customer or coworker.

    c. Are you easy to manage?
        i. Tell me about a time when you had to follow a policy you didn't agree with.
7. Building answers to Behavioral Questions
    a. Same as traditional questions: on track, concrete, grounded, avoiding pitfalls
    b. Different from traditional questions:
        i. Make sure you understand what is being asked
        ii. SAR approach
        iii. You can't possibly prepare for them all, and that's part of the point
8. Practice/Critique a few answers to traditional questions in small groups
9. Other Types of Questions for Specific Industries & Companies
    a. Case Study Questions
    b. Off-the-Wall Questions
    c. Coding/Engineering Questions
    d. Research your industry/company: Glassdoor.com, networking, etc.
10. Final Road Bump: Do you have any questions?
    a. ALWAYS have questions
        i. Best questions are specific to the company/job
        ii. What qualities make people most successful here?
        iii. What are the opportunities/challenges that you expect this company/department to face in the next 5 years?
        iv. What do you like best about working for this company? What is hardest about working here?
        v. Do you have any concerns or questions about my ability to do this job?
    b. NEVER ask about pay, benefits, vacation, etc. unless the interviewer brings it up
11. Follow up:
    a. Thank You Note: within 24 hours
    b. Check-In: 10-14 days after interview (UNLESS you've been given a specific timeline)
12. Practice Interview Logistics
    a. Go over handout
    b. Generate some questions for networking

Att. I

Eastside Practice Interview Event – Overview

1. You will be interviewing current college students* who are preparing to apply for summer internships and/or their first jobs after graduation. Students will use a "generic" job description as the basis of their interview, but should be asked about any special skills or expertise. Most should provide a copy of their resume. If there is time, you may give feedback on resumes, but please focus on the interview questions first and foremost.

   ** It is possible that some high school seniors may participate as well, but preference has been given to alumni in college.*

2. Interviews are scheduled to last 20 minutes. You will then have a 5-minute break between each interview. Please use these breaks to complete the written feedback forms for each student. Most feedback should be written (rather than verbal), to give the students as much time to practice answering questions as possible. The back of the form is good for comments that do not fit elsewhere.

3. Students have been instructed to knock on the door at their interview time, and then wait outside the door if the previous interview has run long.

4. Please begin with the questions on the form, but feel free to use your own words, ask follow up questions, etc. Also feel free to ask other questions that you think the candidate should be prepared to answer.

5. Students may ask you for your card. You may to give it to them or pantomime doing so.

6. At the end of the interview, please point out one or two things the student did well, and suggest one or two things s/he can improve for the next interview. More detailed feedback should go on the form.

Att. J

Eastside Practice Interviews – January 4, 2013

Student: _____
Interviewer:_____

Traditional Interview Questions: Please ask **all 5** (as is or in your own words).

1.	Tell me about your background.	Did s/he **summarize** her/his background well? **If no**, was there too little or too much information, or was the information not relevant to a job interview?	Yes Too little Too much Not relevant
2.	Why are you interested in this position?	Did s/he express a **good understanding of the job requirements**? Was the candidate **enthusiastic**?	Yes No Yes No
3.	What are your strengths?	Did s/he choose **relevant** strengths? Did s/he give **specific examples** from work/education?	Yes No Yes No
4.	What are areas where you need to improve?	Did s/he **know and own** what areas s/he can improve? Did s/he give examples of how s/he has **worked to improve**?	Yes No Yes No
5.	What do you look for in a manager?	Did s/he show **self-awareness** about how s/he works? Did s/he appear **able to adapt** to different management styles?	Yes No Yes No

Behavioral Interview Questions: Please ask **one or more**.

		Rate 1 - 5 (low to high) & Explain Rating
A.	Tell me about a difficult decision you had to make in the last year.	1 2 3 4 5
B.	Give an example of when you had to work with someone who was difficult to get along with. Why was s/he difficult? How did you work with him/her?	1 2 3 4 5
C.	Describe a time you felt particularly successful.	1 2 3 4 5
D.	How do you determine priorities when scheduling your time? Please give examples.	1 2 3 4 5
E.	Tell me about a time you did not accomplish a goal. Why did it happen, what did you do about it, and how did you feel?	1 2 3 4 5
F.	Describe a situation where you have had to work as part of a team to achieve a result. What was your role?	1 2 3 4 5
G.	(*Your choice – please write question below)*	1 2 3 4 5

Please feel free to ask other questions as time allows.

Other Feedback on the Interview:

Some things to consider:

- Body language, appearance, verbal/physical distractions
- “Red Flags,” including negativity, unrealistic expectations, or failing to answer the question that was asked
- Clarity of expression and demonstration of logical, analytical thought
- Understanding of job and clear self-perception; confidence in skills and experience
- Demonstration of humility, honesty, and enthusiasm

Att. K

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…")
        - <u>Follow up</u>. 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. L

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:

3) 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.
4) 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
5) 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:

3) Seeing what the common job postings are for a given job title; learning what the common tasks, requirements, and preferences are

4) 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. M

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 <u>enthusiastic</u> about <u>you</u>

- 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 <u>several</u> 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 <u>after</u> 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. N

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.