

Date: _____
Name: _____
GPA: _____
Grade: _____
Email: _____

**HSLPS Peer Mentoring Program
Mentor Interest Form**

1. Why are mentors important?
2. What do you believe are some of the most pressing issues being faced by boys today?
3. Please provide a brief biography, including work experience.
4. What influenced you to become a mentor for high school students?
5. What are your favorite subjects in school?
6. What personal strengths do you believe you have? How might these strengths help your mentee?

**HSLPS Peer Mentoring Program
High School Graduation Requirements Worksheet**

Courses	# of Exams ¹ Required	# of Courses Required	How many courses/credits have you completed?
ENGLISH			
MATH			
HISTORY			
SCIENCE			
FOREIGN LANGUAGE			
PHYSICAL EDUCATION			
HEALTH			
VISUAL ART, MUSIC, DANCE AND THEATER			
ELECTIVES			

How many more credits do you need in total to graduate high school in four years?

How many more Regents exams must you pass to graduate in four years?

¹ This refers to the New York State Regents Exams, which are statewide examinations in core subjects required for high school graduation. To learn more, see <http://www.nysedregents.org/>.

**HSLPS Peer Mentoring Program
Goal-Setting Worksheet**

Name: _____
 Grade: _____
 GPA: _____
 Class Rank Fall 2014: _____
 Class Rank Spring 2015: _____

In order to get somewhere in life, you have to know where you are going! After reviewing your GPA and rank, work with your mentor to identify **your personal and academic strengths** and then create goals for the future based on your present strengths, GPA, and what you want to be when you grow up. Once you have set goals, begin to work with your mentor on the steps you can take to achieve them.

Remember: Your goals should be realistic but ambitious.

1. My personal and academic strengths:

2. What do I want to be when I grow up:

	GOAL	STEPS TO ACHIEVEING GOAL
By our next meeting, my goal is to....		
By next marking period, my goal is to...		
By the end of the semester, my goal is to....		

**HSLPS Peer Mentoring Program
Second Marking Period Grade Review**

Date: _____

Name: _____

Grade: _____

Answer the following questions based on discussions we have had during past meetings:

1. How important is attendance to success in high school and beyond?
2. How many credits do you need to move on to the next grade?
3. What are the core classes you need to graduate high school?
4. List the Regents exams you must pass to graduate high school.
5. What is the minimum Grade Point Average (GPA) you must earn for acceptance to a four-year college?

TAKE OUT YOUR REPORT CARD

1. How many days were you absent during the second marking period?
2. How many days were you late during the second marking period?

**HSLPS Core Pathways
Plan-It Module Daily Overview**

Plan-It: College Awareness

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly Theme	Interest & Career Exploration	Raising College Aspirations	College Knowledge 101	Thinking About College Now	Personal Strengths & Challenges (How do pictures tell our story?)	Photo Project
Daily Topics/ Aims	Where do I see myself in 15 years?	Why do people go to college?	What do colleges really want?	Where do I stand in the 9 th grade?	How do pictures tell a story?	How do we write our photo project paragraphs?
	How do my interests match my goals?	How do we use statistics and data to inform our goals?	What do I want from a college experience?	How can time management help me be successful?	How do we create a story based on a picture?	How does a second draft help us perfect our writing?
	What careers match with my interests and skills?	What's the link between college and my future income?	What are the different types of colleges?	What are the requirements for college admission?	What is the photo project?	Photo project work day
	What careers do others match with?	What can I do in high school to help me succeed?	What type of colleges would be best for me?	How can my background help me be successful?	What are our strengths and challenges?	Final revisions
	What are the necessary steps to achieve my long-term goals?	How do others' college experiences inspire me?	How do we explore differences in opportunity?	What can I do today to help my college and career dreams come true?	How do we symbolize our strengths and challenges?	Photo project gallery walk & reflection
Products	Career Matchup Survey	Data Analysis	College Knowledge Collection	My Game Plan	Strength and Challenge Exploration	Final Photo Project & Analysis

HSLPS Core Pathways
Core Learnings in Core Pathways
(Distributed after each module)

Name: _____

Module: _____

Date: _____

Marking Period: _____

My Best Work

Please describe three of your best pieces of work or class activities or projects that demonstrate what you have learned in this Core Pathways class:

1. _____

2. _____

3. _____

Please include these 3 pieces in your portfolios folder. If your example of mastery is demonstrated by an experience (a trip, a role play, a hands-on project or class activity), please write a paragraph describing this experience and what you learned.

What I Have Learned:

Please list a few of the core learnings from this Core Pathways class you wish to remember that will help you succeed in high school and college (your class can brainstorm together):

1. _____

2. _____

3. _____

4. _____

5. _____

Good Habits I Am Developing:

Please think about habits that make a good student and list one habit you think you have mastered this marking period (these can be things like using a student planner, coming to school on time, doing your homework, taking notes, having a study buddy, listening actively and participating in class, defusing conflicts, managing anger, etc.):

Next Steps:

Now, think about these habits and list one you think you should work on next marking period:

**HSLPS Core Pathways
Student Survey**
(Distributed after each module)

- 1) What was your MOST RECENT Core Pathways module? (circle one)
- | | | |
|----------------------------------|------------------------------|------------------------------|
| Plan-It (College Planning) | Code-It (STEM) | Present-It (Public Speaking) |
| Resolve-It (Conflict Resolution) | Type-It (Typing Instruction) | Hab-It (7 Habits) |
- 2) What was your Core Pathways grade for this module? (circle one)
- | | | | | |
|--------|-------|-------|-------|-----|
| 90-100 | 80-89 | 70-79 | 65-69 | <65 |
|--------|-------|-------|-------|-----|
- 3) There was at least one skill or idea in that class that will benefit me in high school and/or college or a career: (circle one)
- | | |
|-----|----|
| Yes | No |
|-----|----|
- 4) List 3 things you learned in your most recent Core Pathways class that will be useful later:
- _____
- _____
- _____
- 5) There were some hands-on activities (role playing, creative projects, artifacts/photos, field trips, computer uses, craft, etc.) in my most recent Core Pathway class: (circle one)
- | | |
|-----|----|
| Yes | No |
|-----|----|
- 6) I use my student planner: (circle one)
- | | |
|-----------|-----------------------|
| Every day | A couple times a week |
| Not yet | Not now, not ever |
- 7) It is clear to me how my most recent Core Pathway class will help me meet my goals: (circle one)
- | | |
|-----|----|
| Yes | No |
|-----|----|
- 8) I have some clear goals (academically, personally): (circle one)
- | | |
|-----|----|
| Yes | No |
|-----|----|
- 9) My most recent Core Pathways teacher is someone I can talk to about my progress in school or problems I'm having: (circle one)
- | | |
|-----|----|
| Yes | No |
|-----|----|
- 10) My most recent Core Pathways class was interesting to me personally: (circle one)
- | | |
|------------------------------------|------------------------------------|
| Always | Usually |
| More in the beginning than the end | More in the end than the beginning |
| Not at all | |

**El Puente Academy for Peace and Justice ECAPP
Senior Parent/Guardian Financial Aid Info Session**

At the workshop, parents/guardians will:

- Fill out the Free Application for Federal Student Aid (FAFSA)
- Fill out the CSS/PROFILE if required by colleges.

We will have computers available so you can fill out the necessary financial aid forms with your child. Please see below to confirm what paperwork you will need to bring. **Help will be available in English and Spanish.**

If you have any questions, do not hesitate to contact [college counselor] at [telephone number]

Important Documents

For the 2013-2014 school year, you will need financial information from 2012. Please bring the following documents.

For identification:

- Your Social Security card. It is important that you enter your Social Security Number correctly!
- Your driver's license (if any)
- Your alien registration or permanent resident card (if you are not a U.S. citizen)

For proof of income:

- Your 2012 W-2 forms and other records of money earned
- Your (and if married, your spouse's) 2012 Federal Income Tax Return
 - IRS 1040, 1040A, and/or 1040 EZ
- **IF YOU HAVE NOT YET FILED 2012 TAX RETURNS, PLEASE BRING IN YOUR 2011 TAX RETURNS**

For proof of untaxed income:

- Your 2012 untaxed income records
 - Budget letter
 - Award letter

For proof of assets:

- Your current bank statements
- Your current business and investment mortgage information, business and farm records, stock, bond and other investment records

**El Puente Academy for Peace and Justice ECAPP
Moving to College: How Can You Help?**

The transition to college life can be difficult for students. They may be living on their own, and academics may be harder than in high school. Your role as a parent/guardian is also changing, as you take on a supporting role, rather than being involved in day-to-day decisions. We encourage parents/guardians to be supportive of students in the transition to college without being overly involved. Here are some tips that might help.

- Encourage your student to call home as often as needed. You may want to set up a regular time to call or email, but try to remember that college students' schedules are often irregular.
- Allow students to make their own decisions. Be supportive even if you don't agree. Offer your advice and encourage them to gather as much information as possible to make an appropriate decision.
- Don't worry if what you hear from your student is different than what other parents/guardians hear. Some students talk more about the struggles while others may focus on positive experiences, but each student goes through highs and lows.
- Don't worry if they're having second thoughts about their college choice. The transition is difficult for most students. Listen.
- Let your child vent about their frustrations. If you feel like they need to complain, let them complain. If you think they need to cry, let them cry. Then, assess the situation and see if there are some suggestions you can offer.
- Make an agreement with your student about their academic effort. Ask students about their grades.
- Let your student decide the frequency of visits home. Make sure they don't feel guilty about not going home enough, or about wanting to stay on campus to study and be with friends.
- When students come home for break, they'll be tired. Let them sleep. Expect that they will want to spend time with friends from home.
- When your child comes home, they will need to transition back to life with your rules and expectations. Remember that they have been living on their 'own.' Having a conversation before they arrive home about your expectations can be helpful.
- All students love to get mail in their campus mailbox! Ask your child if they would like a subscription to your local newspaper or copies of the church bulletin.
- Send your child care packages throughout the year with necessities as well as fun things.
- If your child's birthday occurs while they are at college, think about sending them a cake to share with their friends.
- Encourage healthy eating habits and getting plenty of rest. Don't forget breakfast!

**El Puente Academy for Peace and Justice ECAPP
Supporting Your College-Student Child**

You matter in your child's transition to college. They need you for support and guidance. Here are some insights into what your child's life might be like at college, which might help you provide the support they need.

Your child's life as a college student:

For every hour of class, it is estimated that students need three hours of prep time (to do readings, finish assignments, or study for quizzes and tests). It may seem that your child has lots of free time since they only have one or two classes a day but that is not the case. The chart below that shows how much time your child may need to prepare for classes, each week.

Credits	In-Class Instruction Time	Expected Prep Time
3-credit course	3 hours per week	9 hours per week
4-credit course	4 hours per week	12 hours per week
Part-time student (9-12 credits)	9-12 hours per week	27-36 hours per week
Full-time student (15-18 credits)	15-18 hours per week	45-54 hours per week
Total in-class instruction and expected prep time for full-time students		48-72 hours per week

Remember that the table above is an estimate of *average* study time. During some intense weeks, such as midterms and finals, your child will live and breathe with their books!

Finally, remember that in addition to class and prep time, your child will probably dedicate additional time to student organizations and social activities.

Your role as a parent/guardian:

- Your child will complain, cry, and be miserable at times and that is NORMAL. You can help by listening, encouraging, and loving them through this process.
- Don't try to solve their problems. It is important that your child take responsibility for their actions and the consequences of them.
- Ask about their courses and how they are doing. If they're struggling, suggest that they meet with a professor or teaching assistant or visit their school's math or writing center.