

College and Career Office
2022-2023 Report to the Board of Trustees

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Prepared by Ana Falla Riff
Director of the College and Career Office

The Supreme Court's decision in the case of Students for Fair Admissions vs. Harvard College and the University of North Carolina has dominated much of the conversation in college access circles. Colleges, universities, community-based and national organizations have expressed their continued commitment to work

towards equity in the college admissions process. CCO staff will closely monitor the impact the decision might have on our students directly.

Outcomes

All 54 seniors applied to college and were accepted. One chose to enlist in the Marines and will not be attending in the fall. Two have chosen to pursue employment. One has not made a final decision.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
Senior Colleges Baruch College City College Hunter College John Jay College of Criminal Justice NYC College of Technology Queens College Community Colleges Borough of Manhattan CC Guttman CC Queensborough CC	Fashion Institute of Technology (FIT) Delhi New Paltz Suffolk CC	DePaul University Long Island University (Brooklyn) New York University Pace University St. John’s University Wheaton College (MA)-Posse Scholar

Percent by Type of College

This chart only includes data for the 50 of the students who finalized their college decision. As in previous years, a number have chosen to attend community colleges even though they were accepted to senior colleges.

Class	CUNY Senior College	CUNY Community College	SUNY	Private

2023	48	30	4 yr - 4 2 yr - 4	14
2022	55	25	4 yr - 6 2 yr - 2	10
2021	57	30	4	11
2020	44	23	12	21

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PUBLIC - OUT OF STATE	PRIVATE
Senior Colleges	Alfred State	Illinois State U.	Adelphi U.
Baruch	Binghamton	U. of Illinois - Springfield	Augustana College
Brooklyn	Buffalo State		DePaul U.
City	Fashion Institute of Technology (FIT)		Drexel U.
Hunter	New Paltz		Fordham U.
John Jay	Oswego		Illinois College
Medgar Evers	Plattsburgh		Hampshire
Lehman	Purchase		Long Island U. (Brooklyn)
NYC College of Technology	Stony Brook U.		LIU Post
Queens			Mercy
Staten Island	Community College		New England Institute of Technology
Community Colleges	Suffolk CC		New York University
Borough of Manhattan CC			Notre Dame College
Bronx CC			Pace U.
Guttman CC			Rockford U.
Kingsborough CC			Union

LaGuardia CC Queensborough CC			U. of New Haven Wheaton C. (MA) Wesleyan (IL)
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Scholarships

Posse Foundation

After a very competitive process, one of our students was chosen as a Posse Scholar for Wheaton College (MA).

College Level Courses 2022-2023

TRCS students attend pre-college and college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to meet high-level academic challenges. College courses help them prepare for the challenges of college and also raise their admissions profiles.

College Now Program - City University of New York

Fall 2022

Queens College

- English
- Sociology

Spring 2023

Queens College

- English
- Sociology

John Jay College of Criminal Justice

- Psychology

Summer 2023

Borough of Manhattan Community College

- Introduction to Psychology

John Jay College of Criminal Justice

- Introduction to the American Criminal Justice System
- Psychology

Advanced Placement (AP) and Honors Courses

TRCS has increased the number of AP and Honors courses offered at our school. These courses prepare students for the rigors of college-level work and give them a chance to earn college credit.

The following AP and Honors courses were offered during the 2022-2023 school year:

- AP European History
- AP World History
- AP U.S. History
- AP Biology
- AP Environmental Science
- AP Computer Science Principles
- AP English Literature
- AP Spanish Language and Culture
- Honors Calculus
- Honors English

Parent Meetings

Parental engagement is one of the cornerstones of the College and Career Office. We believe that parents are stakeholders and have the right to information and the responsibility to be involved in their children's education. Specifically, parents need information regarding high school graduation requirements, post-secondary options, financial aid, and how they can support their children's success in high school, college, and career.

This year's parent meetings initially took place on Zoom on separate evenings for Spanish-speaking and English-speaking parents to reach as many families as feasible. Both sessions were well attended. When available, we provide translation of documents in other languages such as Bangla. To facilitate engagement, copies of the PowerPoint presentations and materials discussed were sent home with the students and sent via email prior to the meetings. Participants were able to review the materials beforehand and during the presentation. We were thrilled to begin our parents in person meetings in February of 2023.

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

The Director also met with parents and students in person or via Zoom to discuss students' academic performance and their progress toward meeting graduation requirements. She met with parents to discuss individual student's college and financial aid options. Financial aid awards were explained and offers from different colleges were compared. The goal was to support families as they make decisions about the best college option for their children.

October 2022

- Senior Parent Meetings (virtual) - Senior year timelines, and college admissions criteria, college research and application were discussed. Over 50 students and parents were in attendance.

October 2022

- Junior Parent Meetings (virtual) - Junior year timelines, and college admissions criteria, high school graduation requirements were discussed. Parents received their children's transcript and,

with the student, filled out a Diploma Requirement Worksheet to determine if student was on track to graduate. We also addressed letters of recommendation, the Family Education Rights and Privacy Act (FERPA) and our school's FERPA Rights to Access Letters of Recommendation. Over 54 students and parents were in attendance

- Financial Aid Workshops (virtual) - Senior Parents. Attendees received information about how families can finance a college education. Topics included: types of financial aid, scholarships, how to apply for federal, state, and institutional funds. Ana Falla Riff translated the presentation into Spanish and led the workshop in Spanish. Over 31 students and parents were in attendance.

February 2023 - held in person.

- FAFSA and NYS TAP Application Completion Workshop - Senior parents. Staff from the CCO and the Director of Data and Accountability assisted students and their parents fill out their FAFSA and NYS Tuition Assistance Program (TAP) applications. Over 25 students and parents were in attendance.

June 2023 - held in person.

- Rising Senior Parent Meetings - Senior year timeline, college admissions requirements, creating a realistic college list and the impact of COVID-19 on standardized testing and college admissions. Over 50 students and their parents were in attendance.

College Bound Classes

College Prep Section - 11th Grade

To help students begin to craft and finalize a postsecondary plan, eleventh graders used the U.S. Department of Labor's O*Net Interest Profiler and researched career options on The Department sponsored My Next Move website. Students explored careers that might be suitable for them depending on the level of education or preparation they are interested in pursuing.

Students learned about college admissions requirements and how to compare their admissions profile to the requirements of individual colleges. They were introduced to the factors they might want to consider as they make decisions (location, size, diversity of student body, etc.). Students began to research colleges. Additionally, our school contracted with Bell Curves, a test preparation and educational services company, to provide SAT instruction to the juniors during the College Bound/College Prep classes.

College Prep Section - Senior Seminar

In the fall semester students finalized their college lists. They thoroughly researched colleges considering the factors that were of most significance to them. Students completed their CUNY and SUNY applications and worked on their personal statements in class. In September and October students learned about the financial aid process. Topics included financial aid myths, types and sources of financial aid, and the components of the cost of attending college. They also updated and finalized their resumes. They met with members of the CCO team during lunch and after school to finalize their personal statements and application supplements (additional essays or short-answer questions). The seniors attended a SUNY college fair at the Javits Center.

Students reviewed their transcripts and were assisted in assessing their progress towards graduation. During class and outside of class the Director regularly met with struggling students to support their academic progress. Individual parent meetings were scheduled as needed.

The spring semester was dedicated to easing students' transition to college. Students learned to compare financial aid packages and research resources at the college they would be attending. They learned to read and compare financial aid award letters. Information and resources regarding commitment deadlines, registration, and financial aid were presented.

Celebrations

Rites of passages strengthen community bonds. These have gained special significance since the quarantine. Seniors created their *IDecided* banner on which they wrote the colleges they will attend and signed their names. The banner is displayed in the high school common area. As in previous years, a group of seniors designed a bulletin board where they posted photos of their classmates and the logos of the colleges they chose.

In June, everyone in our school celebrated our graduating seniors as they paraded through the building. Students in grades six through eleven created posters during Advisory and students in the elementary school adorned posters with individualized messages for the seniors. Everyone present that day was in the hallway and cheered as the seniors walked by. After the parade, the seniors and the eighth graders attended a breakfast catered by our cafeteria staff which the CCO Director helped to coordinate. The twelfth graders welcomed their younger peers and gave them tips on how to thrive in high school.

Seniors were also celebrated at a lunch held at St. Mark's Episcopal church and catered by a local Mexican restaurant. The Senior Awards Ceremony took place during that time.

Professional Development

To remain current on developments in the field, the Director attended webinars, presentation and meetings offered by the following governmental agencies, colleges and organizations:

- College Access Consortium of New York (CACNY)
- Collegematch Point
- Education Reform Now
- National Association for College Admissions Counseling (NACAC)
- New Visions' College Access and Action Network
- The City University of New York
- The State University of New York
- Graduate NYC (College Readiness and Success)
- uAspire
- IvyWise: College Admissions Counseling

Memberships

- American School Counselors Association
- College Access Consortium of NY
- National Association for College Admissions Counseling
- NYS School Counselors Association
- NYS Association for College Admissions Counseling

College Bound and Senior Seminar

**Prepared by Ali Rose
College and Career Counselor**

College Bound Classes

NINTH GRADE

During the fall 2022 semester, ninth graders learned a variety of topics primarily focusing on transitioning from middle school to high school. Topics included introduction to New York State graduation requirements and goal setting. Starting in the spring 2023 semester, the SMARTS curriculum was adapted into the College Bound course to enhance students' executive function skills. The MetaCog survey was used as a baseline to determine the executive function strengths and challenges for the class as a whole and for individual students. Lessons were then tailored and implemented based on the needs of each class section. This included time management, organizing, prioritizing and self-monitoring. Additionally, students learned professional email etiquette and the steps they can take as first year high school students to prepare for a post-secondary education. In May, to help students begin thinking about their career interests, ninth graders engaged in a career exploration unit.

TENTH GRADE

In the fall, tenth graders prepared for the PSAT/NMSQT which they took in October. Students were given practice questions from each section of the exam to familiarize them with the test. Sophomores engaged in a vision board project in the fall designed to promote goal setting and encourage students to think more critically about steps they can take to meet their goals. Additionally, post-secondary planning was discussed and topics covered included a personal introduction writing assignment, stress management, and a review of New York State graduation requirements and their transcripts. In the spring, the tenth graders heavily engaged with the SMARTS curriculum to promote executive function skills such as time management, organization, and self-monitoring. Students also created and updated their resumes, and worked on professional email etiquette. In May sophomores began to explore different careers using the interest assessment *My Next Move*. Based on their results, they researched one career in depth to gain knowledge about their strengths and career interests.

ELEVENTH GRADE

In the fall, eleventh graders prepared for the PSAT/NMSQT which they took in October. Students were given practice questions from each section of the exam to support improvements in their scores. The MetaCog survey was administered and used as a baseline assessment so the curriculum could be tailored to their specific needs. Lessons focused on time management, factors to consider when setting goals and meeting deadlines. Juniors reviewed graduation requirements to ensure that they have an accurate understanding of how many credits they have accumulated and whether they are on track to graduate.

For the spring semester, the primary goal was to have students engage with an SAT prep course to support students in improving their scores. To help students prepare, practice sections of the SAT were administered in class and for homework leading up to the exam. With an exception of one student that was ill and another that is planning to enlist in the military, the entire junior class took the exam on March 22nd. After the completion of the SAT exam, students began their post-secondary planning, learning about different programs offered by CUNY and SUNY. Additionally, students learned how to build a comprehensive college list that includes, target, likely and reach schools with an emphasis on CUNY. Eleventh graders ended the semester working on building their college list through the first week of June.

TWELFTH GRADE

The Career and College Office staff began working with the seniors from the start of the fall semester. From September through December, the primary focus in Senior Seminar classes was college applications. Students completed their CUNY and SUNY applications and worked on their personal statements during class time. Class requirements included assignments to research and create a list of colleges students intended to apply to and to complete a personal essay that could be used on an application. At the start of the school year students were given an assignment to curate a list of questions they could ask on their trip to a SUNY college fair.

The spring semester focused heavily on executive function skills to better support students as they begin their transition to life after high school. Topics included time management, self-monitoring and self-checking and thinking flexibly. Additionally, much class time was spent assisting students in choosing the best fit college using a variety of factors such as financial aid, graduation rates, retention rates, and majors. Students were also given an assignment to research and apply to scholarships. Seniors reflected on their high school experience and transitioning to college through an end of year project. They were tasked with creating a high school survival guide. Class time was spent supporting students in maintaining strong communication with the college they intend to enroll in, accept their financial aid package, register for courses and become familiar with the resources their college offers.

College and Career Exposure

TENTH GRADE

Outside of the College Bound course, the College and Career Office worked closely with a group of sophomores on the Opportunity Network application throughout the spring semester. Students were nominated by teachers, staff, and the CCO and attended a presentation in January 2023 to learn more about the program and its objectives. Seven sophomores committed to the process and began working on the application during lunch and afterschool. Of the seven students, three were asked to the group interview phase. Three students were successfully admitted to the program for the class of 2030 and will begin the Summer Institute in July 2023.

TWELFTH GRADE

Students attended a presentation on opportunity programs by a CUNY financial aid counselor. During these presentations, students were actively engaged and asked insightful questions. Seniors also attended a financial literacy workshop with Chase Bank where they began setting financial goals and learning about personal credit.

The Leadership Program

Prepared by Gavriella Arias, Leadership Program Coordinator

2022-2023 Process

The Leadership Program Coordinator conducted extensive interviews with students to help place them in leadership programs aligned with their interests throughout the fall of 2022. By October, the Coordinator had

met with all high school students and supported their placement in programs that correlated with their career goals or with topics they were interested in exploring. At the beginning of the spring semester the Coordinator met with students whose placements were only one semester and needed a new one. The CCO staff met with students who needed programs requiring essays and/or interviews, the CCO staff helped students submit applications and prepare for interviews.

Program Highlights

- I. This year there two **new** in-house leadership programs:
 - A. The Green World Project is designed to address the causes and effects of climate change and the mishandling of Earth’s resources along with its effects on social and environmental sustainability. This year-long internship provides an in-depth study of the 12 fundamental principles of permaculture and its three ethics: Care for the Earth, Care for People, and Fair Shares for All. Through the permaculture lens, students will gain “ecological literacy” of the natural world and explore the ecological and social challenges of globalization, climate change and the problems that ensue. Through hands-on experience and self-guided learning, students will learn how to be analytical, solutions-oriented, and compassionate thinkers, who learn how to ask the right questions and make important connections. The Green World Project program will be offered in 23 sessions and will consist of field trips, guest speakers, in-class readings, independent and group projects, and in-class hands-on activities such as making salves, ginger beer, dying with vegetable scraps, etc. You'll see how all these activities connect to our effort to green our world and live sustainably.
 - B. In the Model United Nations, students step into the shoes of world leaders working together to solve global challenges. They represent different countries, learn how to research, practice public speaking and grow into confident student leaders.
- II. At-risk students can be exempt from Leadership programming when they must focus on their academic work.

Programming

- I. **9th Grade Students -**
 - A. Ninth graders participate in leadership programs offered at the school. These programs were scheduled on Tuesdays or Thursdays after school.
 - B. In-house Leadership program choices included:
 1. Elite Web Design
 2. TREA (Teens for Racial and Ethnic Awakening)
 3. Sadie Nash Leadership Program
 4. Urban Word
 5. Career in Arts
 6. Planned Parenthood’s Be Proud, Be Bold
 7. The Green World Project
 8. Model UN
 - C. During the 2022-2023 school year, ninth graders were scheduled as follows:
 1. 98.5% participated in in-house partner programs

2. 1.5% participated in programs outside of TRCS

II. 10th, 11th and 12th Grade Students -

- A. Students in these grades are encouraged to participate in leadership programs outside but are welcome to participate in programs at TRCS if they are aligned with their interests. Students are required to complete a minimum of 25 hours each semester.

2022-2023 Enrollment

The list below highlights programs and organizations outside of TRCS that our students attended (virtually and in person) during the academic year 2022-2023.

New Programs:

- Emerging Leaders in Technology and Engineering (ELiTE)
- NYPD Explorers
- The Weill Cornell Youth Scholars Program (WCYSP)
- Boys' Club of New York
- STEM Institute App Design/ Entrepreneurship CCNY
- Queens Library Volunteer Program
- America on Tech
- 34th Avenue Open Street
- Ophthalmic Consultant of New York
- BCI Brands Internship
- READ Alliance
- Powerhouse Kids
- SAYA (South Asian Youth Action)
- Youth Ocean Advocates at the New York Aquarium

Returning Programs:

- SEO -Seizing Every Opportunity
- CAT Youth Theatre
- Mount Sinai MED DOC's Margaret Tietz Nursing Program
- Vaughn STEP Program
- Youth Advisory Board for Planned Parenthood
- Architecture, Construction, Engineering (ACE) Mentor Program

In-house Programs by Outside Organizations at TRCS

- TREA (Teens for Racial and Ethnic Awakening)
- Urban Word
- Sadie Nash Leadership Program
- Elite Web Design
- Planned Parenthood, Be Proud, Be Bold
- Best Delegate: Model United Nations

What Students had to say about their in-house Leadership Programs:

I enjoyed being in Sadie Nash. We talk about current events. Some people have different opinions, and this leads to a discussion. If a student likes learning about feminism, current issues, equality, and race, then I would recommend it to them.

I would recommend this leadership to others because it offers an actual real life skill that you can use after you graduate and could even help you get a well paying job.

I would definitely recommend this leadership program to another student because it teaches you how to develop your own opinion as well as understanding others opinions and through different activities you are shown why it is good to be a leader and how to be a leader rather than a follower.

What Students had to say about their outside Leadership Programs:

America on Tech is an amazing program. I have been introduced to life change opportunities because of the TRCS Leadership program.

The NYPD explorers program helped me understand my career interests and learn more about myself. It allowed me to make a positive contribution to my community, allowed me to see myself in the field I am interested in and realize I am on the right path, allowed me to build relationships I hope to hold on to for a long time and helped me work on myself so I can be the best version of myself in everything I do.

Programs and Positions at TRCS

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

Positions:

1. Spanish Dept. Assistant, *Marta Bolivar and Lisjane Gaviria*
2. Middle School Humanities Support, *Malini Geer*
3. Science Department support, *Riaad Etheridge,*
4. HS ELA, *Nicole Jollon, and Addison Martin*
5. HS Algebra Intern, *Natalie Kurzyna*
6. HS Geometry, *Erin Chae*
7. Athletics Department, *Robert May, Vincent Garelick*

Enrollment Statistics

Leadership Program Outcomes 2022-2023

	Class of 2023 [Seniors] 56 Students	Class of 2024 [Juniors] 57 Students	Class of 2025 [Sophomores] 59 Students	Class of 2026 [Freshmen] 60 Students

Positions at TRCS	3%	25%	15%	0%
Programs at TRCS	7%	12%	7%	0%
Outside Programs at TRCS	22%	14%	51%	97%
Outside Programs	58%	44%	19%	1.5%
*Not Enrolled	10%	5%	8%	1.5%

NOTE:

- In the **Class of 2023**, (10%) 6 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team. 2 students are also not enrolled in Leadership because they have not attended in over 2 years.
- In the **Class of 2024**, (5%) 3 students was exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2025**, (8%) 5 students was exempt from participating in the Leadership Program at discretion of the High School Intervention Team