

**College and Career Office
2024-2025 Report to the Board of Trustees**

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**Prepared by Gavriella Arias
Director of the College and Career Office**

The New Wave of the College and Career Office

This has been an exciting year at the College and Career Office. Ana Falla Riff retired after 27 years of service to the students at our school. Gavriella Arias, TRCS Class of 2015 and Leadership Coordinator, took the reins of the Office and assembled a dynamic team which includes Gabriela Diaz, Leadership Program Coordinator, and Fahad Rumi, College and Career Adviser. Together we hope to continue to impart the skills our students need to thrive academically, personally and professionally.

With Ms. Falla Riff's guidance as consultant and Ms. Arias' supervision the Adviser and Coordinator were able to transition quickly to the many responsibilities CCO must fulfill throughout the school year.

Despite all the recent changes within CCO, one thing has never changed: the students have always come first. We have continued to assist students in their college application process and ensure they are meeting all their deadlines, while planning and implementing events such as Career Day, Evening Parent Meetings, and Community Service Day. We have also made sure that our curriculum enhances students' academic and professional skills. The Leadership Program's growing network of partners offer our students many opportunities to explore, to experience the world outside of TRCS and to grow.

State of College Admissions and Advocacy

College and Career Office staff vigorously advocate on behalf of our students. We maintain consistent communication with college admissions, financial aid and testing agencies and offices. We help our students track and manage their applications as well as respond to frequent and confusing requests for academic, financial, and other documentation. We also remained abreast of changes implemented by governmental agencies that might impact our students and their families so we could provide up-to-date, accurate information and resources.

Collaboration with the Special Populations Department

The College and Career Office staff works closely with the Special Populations Department to support students with diverse learning needs. In the fall, CCO staff met with Ms. Elizabeth Perez, Assistant Principal of Special Populations, and Ms. Robyn O'Sullivan, School Psychologist for NYC Public Schools, to discuss how CCO programming supports all our students.

During the meeting, CCO staff outlined components of the College Bound and Senior Seminar curricula delivered in the classroom, including activities such as *My Next Move*, a career interest inventory from the Department of Labor and the implementation of the SMARTS curriculum which aims at strengthening executive function skills. Activities such as these engage students in

real-world learning as they prepare to make post secondary choices. As an Office, we have made great strides in working with this Department.

Ms. O'Sullivan was impressed with the curriculum and even suggested that samples of student work be incorporated into students' Individualized Education Plans (IEPs).

Financial Aid

The US Department of Education's Office of Federal Student Aid addressed most of the issues that arose during last year's disastrous roll out of the new Free Application for Federal Student Aid (FAFSA). As a result, the financial aid application process was smoother for most of our students. We continue to stay abreast of the directives from the Federal Government regarding financial aid applications. New York State recently released a NYSTAP form that can be submitted even when the FAFSA has not been. This is a great step because it addresses concerns of our families.

2025 Senior Class

The College and Career Office has ushered in a new generation of learning. This graduating class has been the first class to be in-person all four years of high school since the COVID-19 pandemic. Classes were virtual in their final years of their middle school career which led to many challenges as they transitioned into their high school career. They had to develop social and academic skills they missed out on during the quarantine. Beginning in the 9th grade, we helped guide them as they transitioned to young adulthood. We prioritized clear and direct communication with them and their parents as well as coordination of services with other TRCS departments. We offered resources, opportunities, counsel, and a place to be joyful and to feel sorrow.

To support their development, CCO staff collaborated with the Cluster Co-Coordinator to organize a class-wide bonding activity through Outward Bound during their sophomore year. In their junior and senior years, students attended a college fair, participated in a campus tour, and met with college representatives. We have witnessed growth in the students and look forward to welcoming them to career day in the future.

Outcomes

Fifty four out of the fifty five students applied to college; 100% of those who applied were accepted to at least one college. The student who did not apply will be entering the Navy.

CUNY	SUNY	PRIVATE
Senior Colleges Brooklyn City College of the City of New York Hunter John Jay College of Criminal Justice Queens Community Colleges Borough of Manhattan CC LaGuardia CC New York City College of Technology Queensborough CC	Senior Colleges Brockport Community College Fashion Institute of Technology	Aveda Arts & Science Institute Columbia University Long Island University Post New York University Rochester Institute of Technology St. John's University University of Rochester Special Programs St. John's University Dr. of Pharmacy Degree

Percent by Type of College

This chart only includes data for the 49 of the students who finalized their college decision. As in previous years, a number of students have chosen degrees that are only offered at Community Colleges or Senior Colleges which offer Associates degrees

Class	CUNY Senior College	CUNY Community College	SUNY	Out Of State Public Two-Year	Private
2025	29	51	4 yr - 2 2 yr - 2		16
2024	47	22	4 yr - 10 2 yr - 4	2	14
2023	48	30	4 yr - 4 2 yr - 4		14
2022	55	25	4 yr - 6 2 yr - 2		10

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PUBLIC - OUT OF STATE	PRIVATE
Senior Colleges Baruch Brooklyn City Hunter John Jay Lehman Medgar Evers NYC College of Technology Queens	Senior Colleges Buffalo State College of Environmental Science and Forestry Farmingdale Geneseo Oneonta Oswego Polytechnic Institute Purchase College	Four-Year Penn State Schuylkill Temple U.	American Musical and Dramatic Academy Aveda Arts & Science Institute Berkeley College Chaminade University of Honolulu Columbia U. Hofstra U. Long Island U. Marymount U. New York Institute of

York Community Colleges Borough of Manhattan CC Bronx CC Hostos CC Guttman CC Kingsborough CC LaGuardia CC NYC College of Technology (two-year program) Queensborough CC	Stony Brook U. U. at Albany U. at Buffalo Community Colleges Fashion Institute of Technology		Technology Pace U. Rochester Institute of Technology St. John's U. Syracuse U.
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Scholarships

After a very rigorous process, one of our students was selected as a semi-finalist for the Posse Arts Foundation Scholarship. Unfortunately they were not chosen as a finalist. Another student was a finalist for the Questbridge Scholarship.

College Level Courses 2024-2025

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 2024

Queens College

- Fitness Through Diet, Exercise, and Weight Control
- General Introduction to Sociology
- Introduction to Acting
- Introduction to Language

- Introduction to Philosophy
- Urban Issues: Poverty and Affluence

Spring 2025

Queens College

- Introduction to Psychology
- Environmental Science: Our Changing Planet

Summer 2025

Medger Evers

- Awaiting Response

Advanced Placement (AP) and Honors Courses

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 2024-2025 school year:

- AP World History
- AP U.S. History
- AP Biology
- AP Calculus
- AP English Literature
- AP Spanish Language and Culture
- AP Spanish Literature
- Honors English

Parent Meetings

Parental engagement remains a foundational priority for the College and Career Office. We recognize parents as key stakeholders who are entitled to timely, relevant information and who play an essential role in supporting their children's educational journey. It is critical that families understand high school graduation requirements, post-secondary pathways, financial aid opportunities, and effective ways to support their child's success throughout high school, college, and career planning.

To ensure strong participation, meeting notifications were communicated not only to students but also directly to parents through email and follow-up phone calls. These efforts were made to promote awareness, encourage attendance, and foster active involvement in the planning process.

This year's parent meetings took place in person on separate evenings for Spanish-speaking and English-speaking parents to reach as many families as feasible. Both sessions were well attended. To facilitate engagement, copies of the PowerPoint presentations and materials

discussed were sent home with the students prior to the meetings. Participants were able to review the materials beforehand and during the presentation.

This year, parent meetings were held in person on separate evenings for Spanish-speaking and English-speaking families to maximize accessibility and participation. Both sessions were well attended. To encourage engagement and preparedness, students were sent home with printed copies of the PowerPoint presentations and accompanying materials in advance. This allowed parents to review the content both prior to and during the meetings.

Information about the SAT, PSAT/NMSQT, and PSAT 10 was shared with families in both English and Spanish via email, enabling parents to better support their children's preparation for these assessments. Additionally, guidance on how to interpret test results was provided to help families understand their student's academic progress.

College and Career Office staff also held individual meetings with students and their parents or guardians to address specific questions or concerns. When staff identified situations requiring parent involvement, meetings were scheduled to discuss the concerns, collaborate on a plan of action, and establish a clear line of communication between the CCO and the family.

The Director met with students and their parents either in person or via Zoom to review academic performance and ensure students remained on track to meet graduation requirements. These meetings also included personalized discussions around college options and financial aid. Families received support in understanding financial aid packages, comparing offers from different institutions, and identifying the most suitable college path for their student.

October 2024

- Senior Parent Meetings - Graduation requirements, senior year timelines, and college admissions criteria, opportunity programs, college research and application were discussed. Using students' transcripts and a CUNY worksheet, parents and students identified likely, target, and reach CUNY schools. Parents also received information regarding senior activities and costs. Over 70 students and parents were in attendance.

October 2024

- Financial Aid Workshops (virtual) - Senior Parents. Ms. Julieta Schiffino, Associate Director of Financial Aid, SUNY System Administration facilitated the workshop. 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. Over 40 students and parents were in attendance.

October/November 2024

- Junior Parent Meetings - 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 the 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 80 students and parents were in attendance

December 2024

- FAFSA and NYS TAP Application Completion Workshop - Senior parents. Ms. Julieta Schiffino, 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 60 students and parents were in attendance.

June 2025

- Rising Senior Parent Meetings - Senior year timeline, college admissions requirements, opportunity programs, creating a realistic CUNY college list. Participants engaged in a sorting game to learn about college admissions requirements.

College Prep Section - Senior Seminar

During the Fall Semester, students focused on finalizing their college lists by researching and evaluating colleges based on the factors most important to them. They completed their CUNY and SUNY applications and worked on their personal statements during class. Students also updated and polished their resumes as part of their application preparation. To ensure strong submissions, members of the College and Career Office met with students during lunch periods and after school to review and refine personal statements and application supplements, such as additional essays and short-answer responses.

Students were taught extensively on the financial aid process. Key topics included common financial aid misconceptions, various types and sources of aid, and the full cost of college attendance.

As part of academic planning, students reviewed their transcripts and received support in evaluating their progress toward meeting graduation requirements. CCO staff provided ongoing assistance—both during and outside of class—to students facing academic challenges, helping them stay on track for graduation.

In the Spring Semester, the focus shifted to preparing students for the transition to college. Students were taught how to compare financial aid packages, analyze award letters, and explore available support services at their chosen institutions. Additional information regarding college commitment deadlines, course registration, and securing financial aid was also provided to ensure a smooth and informed transition.

Advisory

The College and Career Office has overseen the advisory program for three years now. CCO has collaborated with the Advisory Team, which this academic year consisted of Ms. Marta Bolivar, Advisory Coordinator, Ms. Vanessa Monsalve, High School Advisory Coach, and Middle School Advisory Coach, Ms. Helen Zumaeta, to implement advisory in grades 7th through 11th. Each week, the advisory coaches created lesson plans to be shared with the 37 advisors who met with

their advisories once per week. Lessons ranged from academic check-ins to social-emotional learning activities and Community Service Day planning. Over the years, advisors have been trained on the Origins Program's Developmental Designs curricula.

Annually, the Advisory Team helps facilitate a Community Service Day, which takes place in the spring. On this day, each advisory gives back to the community by volunteering with local or city-wide organizations or agencies such as the Brooklyn Book Bodega, Campaign Against Hunger, Regal Heights Rehabilitation and Health Care Center, North Shore Animal League, Love Wins Food Pantry, Queens Botanical Garden, and many others.

The advisory team held a final professional development session in May to reflect on the Service Day and gather feedback. Here's what some advisors had to say:

- "The students had a lot of fun and were very proud of the hard work they put in!"
- "Students worked together really well. They had fun and got a glimpse of how their actions can make a positive difference in our neighborhood."
- "Students loved it. They saw service as a form of leadership."

Overall, the day was a great success. Students and advisors enjoyed their projects and are looking forward to next year.

SAT Prep Classes

For the third year in a row, the College and Career Office (CCO) partnered with Bell Curves to provide SAT prep classes for the junior class. The prep classes began in November and ended in April, totaling 15 sessions. Classes were held every Monday from 2:50 to 4:00 p.m.

To register, juniors and their parents were required to sign a contract stating that the student would attend all classes and diagnostic exams, unless they had a family emergency or a doctor's appointment and provided documentation for the excused absence. In addition to the contract, students were also required to submit a \$50 check or money order as a deposit to secure their seat. This deposit would be refunded if the student attended all classes and diagnostic exams.

Bell Curves provided three diagnostic exams, which were proctored on three separate Saturdays at the school. These exams helped track the progress of the students participating in the program.

A total of 42 juniors signed up for the classes. Based on the diagnostic exam results, students improved their reading scores by an average of 14 points, math scores by 23 points, and their overall scores by 37 points.

Squared x Kent

The Squared x Kent School program, held in Kent, Connecticut, is a STEM-focused college access initiative designed for first-generation and/or low-income high school students. Applicants must be freshmen, and once accepted, commit to attending the program for five weeks each summer over the course of three consecutive years. All expenses are paid in full, including transportation to and from the college.

During the program, students engage in six hours of rigorous academic instruction each weekday, complemented by a dynamic co-curricular program that includes outdoor and experiential activities. This blend of academic challenge and personal development fosters intellectual, social, and emotional growth. Additionally, the residential aspect of the program promotes independence, responsibility, and a strong sense of community among scholars.

In the fall, the College and Career Office invited Mr. Jonathan Price to present to the entire ninth-grade class about the Squared x Kent Summer Program. One student expressed interest in applying, and CCO worked closely with them throughout the application process and the CCO Adviser provided a letter of recommendation. The student was admitted to the program and will begin the summer session at the end of June.

One of our sophomores will be returning to Squared x Kent's summer program this year, where they will take courses in computer science, writing and college counseling, and pre-calculus. They will also participate in two activities, which may include team sports, arts, music, or other offerings provided by the program.

Opportunity Network

CCO staff recruited sophomores who had been nominated by staff to apply to the Opportunity Network Fellows Program. Seniors who are current Fellows met with them to discuss their experience with the Program and to encourage them to apply. CCO staff worked closely with the three students who committed to the process. They receive application and interview support. Two students were admitted to the program for the class of 2031 and will begin the Summer Institute in July 2025.

Principal for a Day

As in previous years, the CCO assisted in welcoming the Principal for a Day, Jessica "Jessie" Liu. Ms. Liu is a risk and compliance leader with nearly 20 years of experience at major financial institutions, including Bloomberg, Forge Global, Société Générale, BNY Mellon, The Clearing House, and JPMorgan Chase. We recruited eight students from grades 9th through 12th. Jessie gave a presentation on rising and declining professions and discussed how students can prepare for the future through fellowships, certificate programs, and internships. Students then asked Jessie a range of questions, from how she manages her time to what advice she would give current high school students.

Hiroshima and Nagasaki Peace Messengers

For the first time, the College and Career Office (CCO) had the honor of assisting in welcoming the Nagasaki and Hiroshima Peace Messengers. Since 1998, the Peace Messengers have advocated for the abolition of nuclear weapons and the promotion of global peace. Each year, they visit the United Nations and high schools around the world to share their message—and this year, they chose Renaissance.

Students from the Leadership Program's Model United Nations and TRCS High School Student Council were selected to meet with the Peace Messengers. During the visit, students learned about the atomic bombings in Japan during World War II, the mission of the Peace Messengers, and the symbolism of origami cranes. They even had the opportunity to create their own origami cranes.

Our students left the experience both informed and inspired. As a token of appreciation, the Peace Messengers presented Renaissance with a bundle of origami cranes, which is now proudly displayed in the College and Career Office for all students to see.

College Tours

Seniors attended a presentation and campus tour of SUNY Farmingdale to learn about opportunity programs and mission requirements. During these presentations, students were actively engaged and asked insightful questions.

College Representatives at TRCS

The entire eleventh grade class attended a presentation from the representative of the SUNY system. Students were engaged and asked questions about the different SUNY schools and the admission requirements.

The entire senior grade class attended a presentation from the representative of the CUNY system. Students were engaged and asked questions about the different CUNY schools and the admission requirements.

Celebrations

As in previous years, seniors created their *IDecided* banner, drawing the logos of the colleges they plan to attend and signing their names. The completed banner is currently displayed in the high school common area. In addition, seniors are designing a bulletin board that will feature photos of their classmates alongside the logos of the colleges they have committed to.

Coming up is the Senior Parade, a cherished event where the entire school community comes together to celebrate our graduating seniors as they parade through the building. Students in Pre-K and elementary school create personalized posters with messages for the seniors, and everyone lines the hallways to cheer them on. Following the parade, seniors and eighth graders will attend a special breakfast catered by our cafeteria staff. During this time, twelfth graders will

welcome their younger peers and share advice on how to thrive in high school.

Due to ongoing changes at St. Mark's Episcopal Church, the venue is no longer available to host the seniors' annual picnic. Instead, the graduating class will participate in a bowling trip organized by the High School Cluster Coordinator, Nicole Jollon, followed by the Senior Awards Ceremony, which will take place in the school's auditorium.

Next Steps

The College and Career Office staff strives to stay abreast of the trends in workforce development and college and career readiness to best serve our students. During the summer, in addition to supporting summer school, we use the time to look at the upcoming classes in depth to determine how to best address students' strengths and needs. The many changes happening at the K-12 as well as the higher education landscape inform how we build curriculum, how to access resources and programs that will support the work we do. We want to be ready to meet the challenge of working with the Class of 2027, the largest graduating class in our school's history.

CCO staff will take the rising seniors to two college fairs in the fall. In September, they will attend the SUNY College Fair at the Javits Center, where students will have the opportunity to meet with representatives from most of the SUNY colleges. In October they will also participate in the SUNY Equal Opportunity Program's Annual College Fair where they can connect with representatives from a range of institutions, including SUNY, CUNY, HBCUs, and private colleges and universities.

Professional Development

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

- College Access Consortium of New York (CACNY)
- 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
- uAspire

Workshops Attended by the College and Career Staff

- New Visions' College Access and Action Network (CAAN)
 - The Future of Work: Supporting High School Students to Navigate a Changing Job Market
 - Crafting Recommendation Letters That Shine
- State University of New York (SUNY) Opinform Counselor Conference
- City University of New York (CUNY) Counselor Conference
- CUNY Financial Aid Counselor Information Session

- New York State Higher Education Services Corporation (HESC)
 - New Pathway for NYS Tuition Assistance Program (TAP) Application
- New York State Financial Aid Administrators Association Annual FAFSA and TAP Application
- New York Charter School Association Creating Safe and Welcoming Schools for Immigrant Students
- Posse New York New and Returning Nominator Orientations
- Questbridge Match - Quest for College Event

Certificates Earned - Gavriella Arias

- Options Institute:
 - Assessing Postsecondary Readiness
 - Student's Choice through the Lens of Career
 - Financial Aid Process
 - Researching and Evaluating Students' Postsecondary Choices
 - Strong College Applications
 - Financial Aid Process II
 - Counseling Workshop I,II,III
- National Association for College Admissions Counseling (NACAC) training on Coordinating a Dynamic Postsecondary School Counseling Program

Memberships

- College Access Consortium of NY
- National Association for College Admissions Counseling

College Bound and Senior Seminar: 2024–2025 Academic Year

Prepared by: Fahad Rumi, College and Career Adviser

Throughout 2024–2025, the College Bound and Senior Seminar classes were instrumental in building students' college and career readiness across grades 9–12. Through scaffolded executive function lessons, targeted postsecondary content, and culturally responsive supports—including translated materials for multilingual learners—the program continues to promote equity, self-awareness, and preparedness for life after high school.

The Adviser came on board TRCS, at the end of September. With the assistance of the CCO team, he was able to begin the year with a clear understanding of the learning goals for each grade and received support in creating an enriching curriculum for them. Across all grade levels, our classes emphasized college and career awareness and readiness, executive function skills growth, and fostering an authentic student voice. Instruction was adapted as needed to meet our students' needs. For instance, to support our growing ELL learners, the Adviser worked with these students and their classmates to ensure that they understood the material. Students were permitted to use their native language in producing some of their assignments to ensure full accessibility and meaningful participation.

Our work was not just instructional, but relational. Each class created room for students to ask bold questions, share uncertainties, and envision futures grounded in their identities and ambitions. Whether it was a freshman grappling with high school organization and time management or a senior comparing college acceptances and financial aid offers, the goal was to guide, affirm, and equip all our students.

Ninth Grade

Ninth grade students engaged in foundational college and career exploration in College Bound. In the fall, students focused on making a successful transition from middle school to high school, exploring academic expectations, executive function strategies, and the structure of high school graduation requirements. Using the SMARTS MetaCog survey to assess individual executive functioning strengths and areas of growth, the SMARTS curriculum was embedded into the course to address time management, organization, cognitive flexibility, and self-monitoring. Students also learned resume building and professional email etiquette. Students learned to read their transcripts and began a record of their graduation requirements. In the spring, ninth graders explored career interests through a guided introduction to the Department of Labor's O*NET database and completed the My Next Move career inventory. Students culminated the year with a presentation of a career of interest, followed by written reflections on their growth as high school students and the goals they have established for the years ahead.

Tenth Grade

Tenth grade students deepened their executive functioning skills and postsecondary awareness in

College Bound. Building on the SMARTS curriculum in the fall, students explored goal setting, cognitive flexibility, organization, and self-assessment of their academic performance. Students continued to update their progress towards meeting graduation requirements. Lessons also introduced students to a wide range of postsecondary options, including community and senior colleges, public and private schools, as well as non-traditional and traditional pathways.

A key feature of this year was the incorporation of equity in access to instruction. Several students required and were provided translated materials in Spanish to ensure full comprehension and participation, particularly in preparing and delivering their My Next Move presentations. This responsive approach enabled all students to meaningfully engage with the material. In the spring, students transitioned into PSAT 10 preparation, learning question formats and test-taking strategies aligned with the new digital PSAT format. Resumes and email professionalism were revisited, and students discussed how to strengthen their extracurricular involvement to become more competitive college applicants. Students concluded with reflection activities and planning for the transition into junior year.

Eleventh Grade

The junior year class marked a significant pivot toward preparing for postsecondary transitions. In the fall, College Bound focused on preparation for the PSAT and understanding graduation progress. Students reviewed and recorded credit accumulation and strengthened academic habits ahead of key testing milestones.

In spring, the College and Career Office worked closely with students as they engaged in SAT preparation, using a blend of in-class practice and after-school tutoring sessions through Bell Curves. The full cohort sat for the SAT on April 15. Following this, students launched into intensive postsecondary planning: building balanced college lists with reach, target, and likely schools—with an emphasis on CUNY—while learning to assess institutional fit based on academic, financial, and personal factors. In addition to these efforts, juniors revisited O*NET and My Next Move to reflect on their evolving interests and potential career paths.

To prepare students to transition to the 12th grade and to help them begin to choose a postsecondary option, students reviewed their resumes as well as their academic records so they could address areas of growth to become more competitive applicants. This is regardless of the path they choose.

Juniors also participated in a Mock Admissions Council activity, where they analyzed real student profiles and engaged in thoughtful debate about admissions decisions—a powerful experiential learning opportunity that deepened their understanding of college selectivity and decision-making.

Twelfth Grade

Senior Seminar classes focused on guiding students as they navigated the process of choosing a

postsecondary path that suited their goals and aspirations. Beginning in September, students received support through the entirety of the college application and matriculation process. With consistent counseling and assistance, 12th graders built thoughtful and well-balanced college lists. Students completed CUNY and SUNY applications, worked on their personal statements, and finalized resumes. They were introduced to the essentials of financial aid and received assistance in filling out their FAFSA, NYSTAP, and other scholarship applications.

In the Spring, focus continued to be on financial aid. Students learned to understand financial aid offers and to compare aid packages. Executive function instruction continued, incorporating SMARTS lessons around self-monitoring, organization, and emotional regulation as students faced important decisions. Seniors also revisited the O*NET database and participated in the My Next Move exercise to reflect on how their college goals aligned with career aspirations. Based on the career they chose, they created a “Salary Based Budget” using real numbers taken from sites such as the ADP Salary Calculator and the Zumper Average Rent tool. Financial literacy is an essential aspect of postsecondary readiness.

Seniors further explored college selection criteria including financial fit, graduation rates, available majors, and campus life. Notably, they participated in the Mock Admissions Council simulation, sharpening their understanding of the admissions process and the dynamics involved in evaluating applicant profiles. As Decision Day passed, the College Bound team supported students through next steps—accepting offers, navigating financial aid portals, and preparing for campus life. End-of-year reflections helped students synthesize their high school journeys and articulate advice for underclassmen. Many Seniors provided words of wisdom and gems for the Class of 2029 as they graduate from the 8th grade and embark on their upcoming high school journey.

“Don't hold back on anything, try new things, do anything you're interested in. High school life might be one of your memories you will never forget and you won't want memories remembering your regrets. If there is a time when you doubt your decision, think if you would regret or like it in the end, then decide.”

“Don't wait until the last minute to turn things in. Whenever you have the ability to get ahead you should do so, because you never know when other classes will overload you with assignments.”

“Your time in high school will seem instantaneous. Appreciate the time you have with the people around you and don't be afraid to make mistakes. Be nice to your teachers, do your work on time or don't let it pile on top of you. Most importantly make sure you prioritize yourself. Good luck. Class of 2029, make us all proud!”

Prepared by Gabriela Diaz,
Leadership Coordinator, College and Career Office

2024-2025 Process

The Leadership Program Coordinator conducted an interest survey in September to place students in leadership programs aligned with their interests throughout the academic year. By October, the Coordinator had met with all the high school students interested in programs outside of TRCS and supported the research and application process to secure placements. The latter correlated with their career goals or areas of interest. Additionally, she worked with the Associate Director to implement the ten in-house Leadership programs for the ninth grade. The majority of the high school students began their programs by the end of October. At the end of January, the Coordinator followed up with students whose placements were only one semester to help them with spring program placements. The CCO staff met with students who needed programs requiring essays and/or interviews as well as submit applications and prepare for interviews.

As her first year in the position, the Coordinator was able to transition into her role with the support of the CCO team. This is her first year working directly with high school students and it has been an incredibly rewarding experience to witness their growth throughout the academic year. The leadership program continues to nurture the students' professional and developmental growth by exposing them to different career fields, allowing them to capture a glimpse of their potential future. Students who participate in outside programs gain valuable professional networking skills and broaden their world view.

Program Highlights

New Leadership Program

Living Redemption Community Development - The program strives to “innovate and impact healing, wholeness and life changing transformation, to drastically reduce youth involvement in the criminal justice system, to potentially eradicate recidivism and ultimately affect emergent revitalized communities through re-envisioned lives.

Students who are at risk of failing classes or are experiencing difficulties can be exempt from Leadership programming but they must focus on their academic work.

Model United Nations

Every year students in our Model United Nations participate in the Model United Nations Conference at the Hilton Hotel in Times Square in March. They represented Turkey in the World Health Assembly, the Disarmament and International Security Committee, and the UN's

Children's Emergency Fund. The topics included "Mitigating High Levels of Exposure to Carcinogenic Agents" and "Protecting Children in Armed Conflicts."

Students honed their research, public speaking and writing skills. They were able to meet students from all over the world and participated in thought-provoking debates. Here is what one of the students had to say about the Conference:

Thank you to all of my advisors for all your hard work and diligence towards our security and performance this weekend, and thanks to my fellow delegates for sticking it through and making this experience unforgettable. Together, we all did something so many others could not, and grew so much along the way. Personally, I had so much more fun this weekend than in a very long time, and I'm grateful and honored to be part of this group representing our school.

TRCS hosted Ren2 and Esperanza Preparatory school for a Scrimmage in December. The topic was "The Use of Artificial Intelligence." The Esperanza team invited our school for a Scrimmage in May. The topic centered around solutions to eradicate Voldemort in the Harry Potter world on his return.

TRCS High School Student Council

After a rigorous process, students were selected by Joseph Wasserman, the Facilitator, to participate. The Council held a high school-wide election in order to select the members of their Cabinet. The positions included President, Vice President, Secretary, and Treasurer. Once elected, the Cabinet members wrote a constitution in which they outlined agreements and clauses they would follow throughout their time in the Council. In addition, the members supported events meant to promote unity and positivity in our school community. One of them included the "P.S. I Love You" Day, in which they handed out heart-shaped messages to other high school students in order to promote kindness and spread awareness about mental health/emotional well-being. Some of the messages included "You are loved," "Have a great break," and "You matter." Another campaign that the students supported was for St. Patrick's Day, in which the students handed out similar heartfelt messages, but also left a couple of lucky students with chocolate gold coins in their lockers, with the permission of Mr. Vincent Garelick, Assistant Principal for Student Support & Safety. This is what one of our students had to say about their time in the program:

My experience was good in this program. The environment and unity in the program was seen constantly in our meetings. I learned many useful skills that I will continue to use in the future. I gained the skills of communication, leadership and teamwork.

TRCS High School Newspaper

With the help of the program facilitator, Ms. Georgia Eggers, from Global Kids, students learned journalistic strategies including, how to research their topics and to formulate interview questions. Under Ms. Eggers' guidance, they wrote a series of articles published in two editions. The topics ranged from a recap of Renaissance events, suggestions for the academic year, sports, the use of Artificial Intelligence in schools, and banned books. Students were able to interview their teachers in order to obtain their perspectives on the topics. Here is what one of the students had to say about his year in the program:

One accomplishment I feel really proud of from this program was writing about President Jimmy Carter's funeral procession and his state funeral service in Washington DC. It was a big responsibility to cover such an important national event that rarely happens, and I put in a lot of effort to get the facts right and make my article informative. Seeing my work published and knowing that people were reading about history in the making made me feel accomplished and more confident in my writing.

Annual Leadership Showcase

To celebrate the end of a successful year of in-house Leadership programming, all programs participated in a gallery walk during which they presented artifacts that showcased what students learned. In fifteen-minute time slots, certain groups of students would walk with their program supervisor to other rooms in order to hear the presentations and projects. Students in the Human Rights Activist Project made presentation boards putting a spotlight on the different humanitarian crises worldwide. Overall, the students enjoyed this new format since they were able to engage with their peers on their projects.

Programming

I. 9th Grade Students -

- A. Ninth graders participate in leadership programs offered at the school. These programs were scheduled on Wednesdays or Thursdays after school.
- B. In-house Leadership program choices included:

1. Elite Web Design
2. Sadie Nash Leadership Program
3. Urban Word
4. Career in Arts
5. Living Redemption
6. Permaculture Design Lab
7. Global Kids: Human Rights Activist Project
8. TRCS Newspaper
9. TRCS Student Council
10. Best Delegate: Model United Nations

C. During the 2024-2025 school year, ninth graders were scheduled as follows:

1. 100% participated in in-house partner programs

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.

2024-2025 Enrollment

The list below highlights programs and organizations outside of TRCS that our students attended (virtually and in person) during the academic year 2024-2025.

New Programs:

- Junior Rangers Parks Department
- Queens Community House Volunteer Program
- School of Interactive Arts
- The Fiver Children's Foundation Internship

Returning Programs:

- SEO -Seizing Every Opportunity
- Mount Sinai MED DOC's Margaret Tietz Nursing Program
- Vaughn STEP Program
- Architecture, Construction, Engineering (ACE) Mentor Program
- Emerging Leaders in Technology and Engineering (ELiTE)
- Queens Library Volunteer Program
- America on Tech

- Cooper Union Saturday Program
- Noguchi Museum's Teen Advisory Board [TAB]
- The Opportunity Network
- Alka Ballet School
- Siblinghood Academy
- Gallop NYC

In-house Programs by Outside Organizations at TRCS

- Global Kids: Human Rights Activist Project
- Urban Word
- Sadie Nash Leadership Program
- Elite Web Design
- Living Redemption Community Development Corporation
- Best Delegate: Model United Nations
- Permaculture Design Lab

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

I would recommend Living Redemption because it is a good Leadership where we can learn how to make good decisions and how to change ourselves in a positive way.

I definitely recommend Student Council to other students. I say this because it is a good program to allow for people to express themselves, not be judged and be able to make new friendships.

I would recommend Model United Nations to another student, as it helps create relationships, public speaking, and confidence. These are all valuable qualities that can help you achieve success.

What Students had to say about their outside Leadership Programs:

I would recommend Tech Flex Leaders to another student because this program is very helpful. This program truly wants what is best for their students and they set them up for success. Even after the program ends, they don't just send you off. They help connect you to paid internships and even have us do mock interviews to prepare for future jobs. Beyond coding, they also help set up a resume and portfolio. Even if you do not choose a career in technology, this program gives you experience when working with others for your future.

I really recommend the program ELiTe because students are able to explore STEM topics, but it also teaches you new skills. Students also create connections with their peers, and even receive support from the instructors on college readiness.

Programs and Positions at TRCS

Below is a list of TRCS programs our students participated in and positions they 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, Lisjane Gaviria, Helen Zumaeta, Dennis Gereritz*
2. Science Department Support, *Martin Medina*
3. Music Department Support, *Ryan Siegel*
4. Art Department Support, *Robert Evangelista*
5. Athletics Department, *Robert May, Vincent Garelick, Dharianna Mojica, James Drumgoole*

Enrollment Statistics

Leadership Program Outcomes 2024-2025

	Class of 2025 55 Students	Class of 2026 63 Students	Class of 2027 89 Students	Class of 2028 61 Students
Positions at TRCS	25%	23%	17%	0%
Programs at TRCS	9%	24%	58%	36%

Outside Programs at TRCS	7%	13%	36%	62%
Outside Programs	36%	47%	17%	0%
*Not Enrolled	7%	7%	3%	2%

NOTE:

- In the **Class of 2025**, (7%) 5 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team.
- In the **Class of 2026**, (7%) 5 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team.
- In the **Class of 2027**, (3%) 3 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team.
- In the **Class of 2028**, (2%) 1 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team.

Second-Annual Alumni Career Day

Our second Alumni Career Day was a success, featuring 18 dynamic presenters across eleven panels: Law/Criminal Justice, Health and Medicine, Mental Health, Education, Marketing, Media and Visual Arts, Administrative Office Work, Public Sector, Finance, Architecture & Design, and Food & Hospitality. The majority of students from 9th through 12th grade participated, engaging in three separate panels tailored to their interests and future aspirations. Alumni from these fields shared their insights and experiences, providing invaluable guidance as students navigated their career paths. The event fostered meaningful connections, sparking conversations about industry trends, job searching strategies, and the importance of networking. Attendees left inspired and equipped with practical advice, making this event a memorable milestone in our community's commitment to student success.

The panelist bios are as follows:

LAW/CRIMINAL JUSTICE

Taskia Alam. Deputy Director in the NYC Department of Corrections. (TRCS Class of 2011)

Tazkia Alam graduated from TRCS in 2011 and earned a B.A. in Psychology from Hartwick College in 2015. In 2016, she began working with the NYPD as a Victim Advocate, supporting victims of crime and domestic violence and serving as a liaison between them and police officers. In 2018, she joined the NYC Department of Correction as an Investigator in the Prison Rape Elimination Act (PREA) unit, investigating sexual abuse and harassment in custody. She was promoted to Supervising Investigator in 2019 and became Deputy Director of the Investigation Division in 2024. In her current role, Tazkia oversees a team investigating Use of Force incidents in correctional facilities, ensuring quality and timely reporting, recommending administrative actions, and collaborating with the Trials Unit on cases requiring judicial review.

HEALTH AND MEDICINE

Antonio Peralta-Avila. Medical Student. (TRCS Class of 2020)

Antonio will be speaking about his time as a pre-medical student, as well as what it took to get into medical school. The journey consists of many struggles, sacrifices, lessons and accomplishments. The journey didn't start in College, it started here, in Renaissance. Throughout his years in TRCS, a big obstacle he faced was reading and comprehension, as he would oftentimes be behind others in terms of reading level and had to take extra classes just to catch up with everyone else. Many of the challenges he has faced all have one thing in common: he didn't face them alone. One lesson he has taken away from his time in TRCS is resilience. TRCS taught him to believe in himself and the importance of a support system.

MENTAL HEALTH

Maximilian Perez. Mental Health Counselor. (TRCS Class of 2011)

Born and raised in New York, Max has been dedicated to the field of mental healthcare since 2021. His career began in adolescent inpatient substance abuse treatment, where he gained firsthand experience addressing the complex intersection of addiction and trauma. In early 2024, Max transitioned to outpatient adult substance abuse counseling, utilizing a trauma-informed approach to support clients on their path to healing. Currently, he is expanding his expertise to serve a more diverse population. Max's approach is tailored to meet each client where they are, fostering meaningful progress through individualized, compassionate care. New York is a city of resilience and transformation, and he is honored to provide support that aligns with each client's unique journey toward recovery and well-being.

Dahlia Case. Licensed Mental Health and Family Therapist. (TRCS Class of 2006).

Dahlia Case is a Licensed Marriage and Family Therapist with over a decade of experience supporting individuals, couples, and families. A graduate of Georgetown University, she discovered her passion for helping others through a transformative psychology course. After relocating to California, Dahlia worked in student services at UC Berkeley, where she deepened her interest in counseling. She went on to earn a Master's in Counseling Psychology and began

her clinical career as a school therapist in community mental health. Most recently, she provided brief therapy to students at Cal State East Bay before transitioning to private practice. Dahlia is deeply passionate about her work, viewing therapy as a shared journey of growth and healing.

EDUCATION

Stephanie Montalvo. Lead Teacher for 3-K in a Pre-K setting. Children's Big Apple (TRCS Class of 2015)

Stephanie earned her Associate's Degree from LaGuardia Community College, a Bachelor of Science in Sociology from Queens College, and a Master's in Early Childhood Education from Bank Street College. Inspired by her mother—a former teacher and now a principal—and the amazing educators at TRCS, Stephanie always knew she wanted to teach. As someone who is hard of hearing, Stephanie faced skepticism and discouragement when she expressed interest in becoming a teacher. Many questioned how a deaf person could lead a classroom. Despite these challenges, she persevered. While studying at LaGuardia, she discovered American Sign Language and found a community that helped her embrace her identity. This experience sparked her passion for supporting students with disabilities in public schools. Her commitment was further reinforced while assisting her mother and witnessing the transformative power of communication and student growth.

Tabassum Alam. Experiential Education Facilitator. (TRCS Class of 2015).

Tabassum Alam works as a facilitator in outdoor education. For over a decade, her work has lived at the intersection of student advocacy, community empowerment, and experiential learning—rooted in a deep belief that people grow most in spaces where they're both challenged and supported. She is looking forward to sharing her journey through nonprofit spaces, mentoring young people, and building environments that center wellness, adventure, equity, and human connection. Tabassum has always been drawn toward spaces where people—especially young people—could express themselves and feel seen. She studied history, found joy in performance through theater, and is still discovering her path through learning to trust her own voice along the way. The pivotal moment came at the Princeton Blairstown Center, where she witnessed how nature's beauty and openness disarms us, and how human connection transforms us. She looks forward to being in conversation with all of you—about inspiration, about choice, and about what it means to build a life and career that feels true.

MARKETING

Kimberly Maradiaga. Emerging Enterprise Client Partner at Yelp. (TRCS Class of 2005)

Kimberly had an unexpected path to landing her current role. At first, she was selling cars for 8 ½ years straight out of school, but wanted to look for something with more growth potential and work life balance after having her 2nd daughter. She started in Local Sales as an Account

Executive. She decided to obtain her bachelor's degree in Psychology from New Hampshire University. She began her journey at Yelp through a friend who recommended a startup looking to grow their NYC office and with her background in sales, she was a perfect fit. Kimberly grew within the company really quickly and while she enjoyed her job, it was a challenge to balance school at the same time. Nevertheless, she obtained her degree, graduating with no student loans or debt!

Jordan White. Innovation Manager at GS1 (TRCS Class of 2012)

Jordan White graduated from TRCS in 2012. After college, he was a middle school teacher and then pivoted to GS1 US. At GS1 US, he is an Innovation Manager at GS1, a global organization that helps businesses speak the same digital language through barcodes and data standards. His job is all about exploring new technologies—like robotics, AI, and automation—and figuring out how they can make supply chains smarter and more efficient. He works with startups, engineers, and companies to bring new ideas to life and shape the future of how products move from factories to stores to our homes!

MEDIA AND VISUAL ARTS

Manuela Agudelo. Professional Dancer, Community Organizer, Teaching artist. (TRCS Class of 2015)

Manuela (She/They) is a bold and energetic force of nature born in Colombia raised in Queens. Manuela is a TRCS alum. She has a combined degree in Social Justice and Performance Art from the CUNY BA School for Unique Interdisciplinary Studies. Influenced by traditional Afro-Indigenous Colombian, modern and jazz techniques, she choreographed/ directed Legado Dorado, a dance production that tells the stories of her matrilineal ancestors along with poetry, live music and film. Upon graduation Manuela founded an art collective in 2019. This Queens based collective, KALEIDOSPACE, focuses on the intersection of art, activism, and community by providing accessible spaces for educational workshops, performances, and mutual aid. When she's not performing or organizing with her Queens community you can find Manuela dancing on her roller skates! Credits include *In the Heights* at the Gateway Playhouse and WPPAC, *The Running Show* by Monica Bill Barnes at City Center's Fall for Dance, *Little House On the Fairy* at the Duplex and *Xanadu* at The Heights Players.

Andres Aguirre. Public Address Announcer. (TRCS Class of 2018)

Andres is a TRCS graduate of the Class of 2018. He graduated from Baruch College in 2022 with a degree in public affairs. He is an avid fan of many sports, including basketball, baseball and hockey.

During the day, he works as a community associate for a high school in the Bronx. After school, however, he works as a public address announcer for all types of sports at the high school and college level. As an announcer, Andres has provided spectacular live commentary and

information at live sporting events to make the experience more memorable for fans and players alike. He has worked with schools such as John Jay University, Monroe College, and The Patrick School, the alma mater of NBA star Kyrie Irving. He is self-taught and has even announced TRCS basketball games before! Andres has been a public address announcer for two years. Before announcing, Andres worked in politics with various local campaigns and elected officials as well as with non-profit organizations.

PUBLIC ADMINISTRATION

Sage Gauthier. Graduate Student for Global Affairs (TRCS Class of 2020).

Sage graduated as the Class Salutatorian from Renaissance in 2020 and went on to earn her B.A. in Political Science from LIU Post in 2024, graduating Magna Cum Laude with a double minor in English and Sociology and an Honors College designation. During college, she held several leadership roles in Alpha Xi Delta sorority and served as Secretary for LIU's Model United Nations, attending the 2022 conference in NYC. She studied abroad in Reykjavik, Iceland to research the Cantril Ladder, a global measure of well-being, and attended the 2024 and 2025 UN Commission on the Status of Women NGO Forums. These experiences confirmed her passion for international policy, particularly through NGO work and field research. After a gap year, she was accepted into NYU's MS in Global Affairs program, where she is excited to begin her graduate studies and support others pursuing higher education.

Tenzin Damdul. Intern for Congresswoman Ocasio-Cortez. (TRCS Class of 2020)

Born and raised in Jackson Heights, Tenzin's passion for politics and organizing began at Renaissance. As a Tibetan, she is deeply committed to promoting civic engagement within underrepresented communities. She is completing her final semester at The City College of New York, majoring in International Relations with a focus on Comparative Policy and minoring in Latin American Studies and Anthropology. Tenzin studied abroad in Argentina, exploring feminism, activism, and human rights, and was a Moynihan Public Service Fellow. Her diverse experience includes roles in the City Council, Mayor's Office, City agencies, the International Rescue Committee, nonprofits, and political campaigns. Currently, she interns with Congresswoman Alexandria Ocasio-Cortez, where she engages with constituents on both local and national issues.

Porshia Rogers. Senior Development Manager for Randall's Island Park Alliance. (TRCS Class of 2005)

Porshia is a Queens girl through and through. School was never her thing—she never liked it, and plenty of people thought that would hold her back. But she proved them wrong. Despite the odds, she pushed forward, carving her path and earning her diploma from The Renaissance Charter School. From her initial days at TRCS, curiosity and ambition first began to stir within her. She completed a bachelor's degree in hospitality at Buffalo State University. With a passion

for leadership and service, she has pursued a Master's degree in Public Administration, further strengthening her ability to make a meaningful impact on the non-profit sector. Now, as Porshia works towards her PhD at Liberty University, she is entering her professional chapter as Senior Development Coordinator of Goodwill Industries—a role in which she is fortunate to be able to guide enterprises to support and bring up communities.

FINANCE

Michael Gallego. Accountant, Club Quarters Hotels. (TRCS Class of 2015)

Michael attended and graduated from Iona College, where he knew he wanted to study and work in the business/finance industry. He discovered a talent in Accounting, Financial Planning and analysis, and chose to pursue accounting as his major for undergraduate. Upon graduation, Michael's career took off slowly, mostly due to the pandemic. He started in smaller accounting roles while learning and developing several skills to succeed in the field. His first real job out of college was an Accounts Payable Associate for Wine Enthusiast, a large editorial and commercial wine company. Today, Michael has 6 years of experience which has enabled him to pursue and attain senior positions. Michael intends to pursue further education, whether a Masters in Business Administration, Certified Public Accountant or both to further his goals of entering a managerial or executive position.

ARCHITECTURE AND DESIGN

Jacob Cadavid. Junior Architectural Designer at Float Studio. (TRCS Class of 2020)

After graduating from TRCS, Jacob was not sure what path he would take for his college career. Architecture was something new to him that he grew to enjoy as he continued to expose himself to the field. Upon graduating with his bachelor's degree from New York City College of Technology, he began seeking out apprenticeships in the architectural design field. Now, he is sure that this is the career he sees himself doing. He is working under licensed architects where he helps in all processes of a project scope: analysis, design, detailing. Jacob works in a team to compose material for project proposals.

Tenzin Samphel. CEO/Founder of Design Next Agency. (TRCS Class of 2014)

Tenzin Samphel is the co-founder and lead contractor at Design Next Agency (DNA), a full-service design-build studio specializing in high-impact commercial spaces. From concept to construction, Tenzin bridges the gap between creative vision and hands-on execution—bringing ambitious interiors to life with precision, speed, and deep field expertise. At Design Next Agency, we craft bold environments for restaurants, cafés, retail, and boutique spaces that don't just look great—they work. Our team integrates design thinking, architectural planning, and construction management under one roof, allowing us to deliver cohesive, brand-driven spaces

that meet both budget and buildability. Tenzin leads the construction arm of DNA, managing everything from structural framing and finish carpentry to MEP coordination and site logistics. Whether navigating tight urban sites or sourcing the perfect custom millwork, he ensures every detail is dialed in from the ground up.

FOOD AND HOSPITALITY

Simon Ortiz. Chef at the Nexus Club of New York. (TRCS Class of 2013).

After graduating from Renaissance in 2013, Simon attended the Institute of Culinary Education and graduated in 2021. He began his culinary journey as a line cook at the Grand Lux Cafe. After some time in that role, Simon decided to seek employment elsewhere and secured a position as a line cook at the Nexus Club. Today, he is a sous chef and continues to nurture his love for food while serving the members of the club.



Enfermera anestesista

SENIOR SEMINAR

Que hace una enfermera anestesta?

Una enfermera anestesta es una enfermera que se especializa en poner anestesia a las personas antes y durante una cirugía, para que no sientan dolor.

- ❑ Revisar al paciente antes de la cirugía para saber qué tipo de anestesia necesita.
- ❑ Da la anestesia para que el paciente esté dormido o que solo se le duerma una parte del cuerpo.
- ❑ Monitorear al paciente mientras está dormido para asegurarse de que todo vaya bien.
- ❑ Cuidar al paciente cuando despierta después de la cirugía para que se recupere sin problema.

Para ser enfermera anestesta, primero tienes que ser enfermera y luego estudiar más para especializarse en anestesia.



RN: enfermera
registrada,
completada la
educación y
formación necesaria

Cuánta educación necesitas?

- ❑ Grado en enfermería: Obtener un título de enfermera registrada (RN), lo cual generalmente toma unos 4 años en una universidad.
- ❑ Experiencia clínica: Necesitas tener al menos 1 a 2 años de experiencia trabajando como enfermera en un hospital, en áreas como cuidados intensivos o emergencias.
- ❑ Programa de anestesia: Un programa de maestría en anestesia, que dura de 2 a 3 años, aprendes todo sobre la anestesia y haces prácticas en hospitales.
- ❑ Certificación: Debes aprobar un examen de certificación para poder ejercer esta profesión como enfermera anestesista.
- ❑ se necesitan al menos 6 a 8 años de educación y formación.

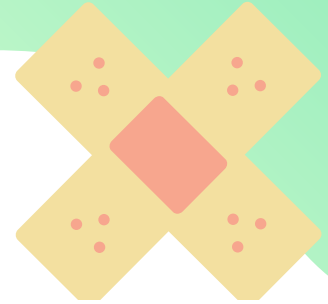


Qué habilidades necesitas?

- ❑ Conocimiento médico: Saber sobre el cuerpo y la anestesia.
- ❑ Tomar decisiones rápidas: Reaccionar bien en emergencias o cuidados intensivos.
- ❑ Atención: Estar atento a los signos vitales del paciente.
- ❑ Comunicación: Explicar bien a los pacientes y trabajar en equipo.
- ❑ Manejo del estrés: Mantener la calma en momentos difíciles.
- ❑ Técnicas: Saber usar el equipo médico y administrar la anestesia correctamente.



Opciones de carreras



- ❑ Trabajo en hospitales: En salas de cirugía o unidades de cuidados intensivos, administrando anestesia a los pacientes.
- ❑ Clínicas privadas: Trabajar en clínicas que realicen cirugías o procedimientos que requieran anestesia.
- ❑ Docente: Enseñar en escuelas de enfermería o en programas de anestesia.
- ❑ Consultora de anestesia: Asesorar a hospitales o clínicas sobre mejores prácticas en el uso de anestesia.





Cuanto ganas?



- ❑ varía según el país, la experiencia y el lugar de trabajo
- ❑ En Estados Unidos, el salario promedio de una enfermera anestesista es de alrededor de \$160,000 a \$200,000 dólares al año.
- ❑ El promedio al mes es de \$13,000 y \$16,500 dolares
- ❑ En países como Colombia y México, el salario mensual puede variar entre \$2,000 y \$3,500 dolares al mes, aunque eso tambien varia del centro de salud



The background is a light yellow gradient. It is framed by a border of orange and red blocks, similar to Tetris pieces, along the top, bottom, and sides.

My Next Move

SENIOR SEMINAR



REQUIREMENTS FOR THE JOB

- You need some years working in construction , having hands on experience helps you know how to treat your workers and what's going on with the blueprints
- Certificates like , construction management and safety certificates are not required but can help get a job faster
- You need to have skills like , communication, natural leadership, computer skill , money management, networking
- In some states you need a special license to be a manager
- Knowing building codes and regulations, it's good to know the zoning law making sure everything is up to date with the safety and legal standards

Responsibilities for construction management

- Planning - making plans for the project , figuring out time lines and what goals need to be achieved.
- Supervising- making sure everyone is on track and dosing what they're supposed to
- Budgeting and quality control - Making sure everything is meeting the standard and is in the budget.
- Safety and communication- responsible of everyone needs are being met both the workers and the client . Also have to make sure that everyone is following safety precautions

REQUIRED EDUCATION



- High School Diploma
- 4 Year College Degree
- Some just need a Associate Degree
- Sometimes just a trade school certificate can be enough

Why I chose this career

I chose this career because it closely aligns to what I initially wanted to become, which was a welder. I've always been intrigued about hands on work and the excitement of creating something from nothing. In the future I want a good financial job. So when I saw the money a construction management it made me have motivation to explore more. Initially, I was hesitant about going to college, but as I learned more about the requirements, I realized that not giving it a shot would be something I'd regret.

STEP	CATEGORY	ITEM	AMOUNT	% of MONTHLY GROSS	CHOICE			
2	INCOME	Annual Gross Wage	\$104,000		Record your career here			
3		Monthly Gross Wage	\$8,676					
4		Net Wage (monthly)	\$7,886					
5	SAVINGS	Monthly Savings Account	\$400	5%	Record % here. Goal is at least 10%			
6		Monthly Retirement	\$788		Record % here. Goal is at least 10%			
7		Total Monthly Savings	\$1,182					
8	MONTHLY MONEY	Monthly Amount for Budget	\$6,704					
9	COST OF LIVING	Monthly Rent	\$1,000		queens			
10		Renter's Insurance	\$0					
11		Cable/Satellite	\$0		Record Cable Type & # of people			
		Internet	\$0		# of people			
		Home Phone	none		# of people			
		Mobile Phone	\$60		Plan			
		Electricity/Gas	\$0		# of people			
12		Total Cost of Living	\$1,060					
13	TRANSPORTATION	Public Transportation	\$132		Record which city's example you used here			
14		Car Payment	\$0		Record the price of your car here			
15		Car Insurance	\$0					
16		Car Maintenance	\$0					
17		Gas	\$0		Record your mileage plan here			
18		Total Cost of Transportation	\$132					
19	FOOD	Groceries	\$200		Record which plan			
20		Dining Out	\$150		Record which plan			
21		Total Cost of Food	\$350					
22	HEALTH	Health Insurance	\$0					
23		Dental Insurance	\$0					
24		Eye Insurance	\$0					
25		Haircut/hair appointment	none					
26		Other Grooming/Hygiene	\$300					
27		Gym Membership	\$0					
28		Total Cost of Health	\$300					
29	EDUCATION	Student Loan	\$288		Record total amount of debt			
30	DISCRETIONARY SPENDING	"Wants"	\$400					
31	MONTHLY SPENDING	Total Costs	\$2,530					
32	MONTHLY BALANCE	Balance	\$4,174		If you have a deficit, go back and review your budget to find ways to balance your budget			