Family Involvement Network
9:00 a.m. - 12:00 p.m.
October 7, 2011
Building D, 1004-5-6

Agenda

• Getting to Know You...

• **Parent/Family Advisory Committees:** Recruiting and Training Parent Leaders

• **Homework Help:** A System to Manage at-Home Academic Support

• **Now What?**

• **Technology for Families:** Apps you can share with your parents/families

• **Meeting Evaluation**

Next FIN Meeting: Friday, December 2, 2011
9:00 a.m. - 12:00 p.m.
Family Involvement Network Meeting

Agenda:
- Getting to Know You...
- Parent/Family Advisory Committees
- Homework Help
- Now What?
- Technology for Families
- Meeting Evaluation

WIIFM?
- What's In It For Me?
- How does this relate to your work?
- How COULD it relate to your work?
- How would a Welcoming School transmit this information?
School and District Advisories

- School Site Council
- District Advisory Council
- English Learner Advisory Council
- District English Learner Advisory Council
- GATE Parent Advisory
- Parent/Teacher/Student Associations or Organizations
- Other?

Advisory Groups: Challenges and Successes

1. What are some challenges you face when working with parent advisory groups?
2. What are some successes you’ve had?
   (3 minutes)
3. Repeat – Person 2
4. Thank your partner and return to your seat...

School and District Advisories

10 minutes

What practices do we use to RECRUIT members?
What practices do we use to TRAIN members?
What practices do we use to CELEBRATE members?

Think outside the box. What COULD we do??
Parent Leadership

- Recruiting and Training Parent Leaders

**Purpose:**
1. Deliver current information
2. Provide a model for your own parent meetings

Now What? (WIIFM?)

- **What's In It For Me?**
  - How does this relate to your work?
  - How COULD it relate to your work?
  - How would a Welcoming School transmit this information?
- What is one thing you can do NEXT WEEK related to Parent Advisories?

Homework Help

- What can families do to support at-home learning?
  - Andy Fisher, OCDE consultant
  - Principal, OUSD (retired)

**Purpose:**
1. Deliver current information
2. Provide a model for your own parent meetings
WIIFM?

- What’s In It For Me?
- How does this relate to your work?
- How COULD it relate to your work?

Technology for Families

- What are some Applications (APPS) you can share with your parents/families?

  - Stacy Deeble-Reynolds, Coordinator, Educational Technology

Thank you!!

Please do three things:

1) Complete your Feedback Form
2) Fold it in half
3) Leave at the center of your table

Next meeting: Friday, December 2nd
New Center for Public Education Report Reviews How Parent Involvement Can Increase Student Achievement

Report finds that involving parents in their children’s homework can improve academic outcomes


"Families working in close partnership with teachers can have a measurable impact on their child’s academic achievement, particularly when they are focused on helping students do well in school," said Patte Barth, Director of the Center. "While parent involvement is no substitute for good classroom instruction, it can make the job much easier for everyone -- teachers, parents, guardians, and students themselves."

The report examines various ways parents get involved with their local schools and finds that something as simple as engaging families in their children’s homework can be one of the best ways to advance their learning.

"Such involvement is fairly straightforward in elementary school, but it’s also possible later on," said Barth. "At the middle and high school level, school outreach that supports the family’s own high expectations for their children can also improve attendance and encourage college going."

Michael A. Resnick, NSBA’s Associate Executive Director for Advocacy and Public Policy added, "The start of the new school year is an opportune time for parents and school leaders to think about and commit themselves to how parent involvement can best help America’s school children achieve. Yet federal or state mandates are not the solution. Parent involvement plans and strategies work best when defined and implemented locally, taking into account the unique characteristics of the school community."

Major findings of the report:

- **Parent involvement is high.** About nine in 10 parents report having attended a school or PTA or PTO meeting in the past year, while eight in 10 attended a parent-teacher conference. Family income is not a factor in the level of parent involvement; low-income families are as likely to report being involved as those with higher incomes.

- **Parent involvement can produce better student outcomes.** A Southwest Educational Development Laboratory (SEDL) synthesis of 51 studies showed that students with involved parents were more likely to: earn higher grades and scores; enroll in higher-level programs; be promoted; earn credits; have better attendance and social skills; graduate and attend college. However, not all parent involvement is related to student gains.

- **Six categories of parent involvement.** Johns Hopkins researcher Joyce Epstein identifies these as: Parenting (schools help with parenting skills); communicating; volunteering; learning at home; decision making; and community collaboration.

- **Of the six categories, support for learning at home produces the biggest student gains.** SEDL found that “programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement.” Other studies have found that targeted outreach to parents also has a beneficial impact on improving attendance and helping students prepare for and enroll in postsecondary education.

- **Encouraging parents and guardians to volunteer and attend school events can strengthen the central place public schools hold in the community.** However, these activities do not have much impact on student achievement. There are many good reasons to encourage families’ involvement in school. But if the goal is to improve student outcomes, family-school partnerships that supplement student learning at home are the best bet.

The Center for Public Education (www.centerforpubliceducation.org) is a national resource for credible and practical information about public education and its importance to the well-being of our nation. The Center provides up-to-date research, data, and analysis on current education issues and explores ways to improve student achievement and engage public support for public schools. The Center is an initiative of the National School Boards Association.

Founded in 1940, the National School Boards Association (NSBA) is a not-for-profit organization representing state associations of school boards and their more than 90,000 local school board members throughout the U.S. Working with and through our state associations, NSBA advocates for equity and excellence in public education through school board leadership. www.nsba.org

Contact:
Linda Embrey, Communications Office
National School Boards Association
703-838-6737; lembrey@nsba.org
www.nsba.org;

The report is available for download on the Center’s website at: http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement
Teenagers...

If you are tired of being hassled by Unreasonable Parents

Now is the Time for Action!! —

Leave Home and Pay Your Own Way While You Still Know Everything!
SOME RULES KIDS WON’T LEARN IN SCHOOL

By Charles J. Sykes

Unfortunately, there are some things that children should be learning in school, but don’t. Not all of them have to do with academics. As a modest back-to-school offering, here are some basic rules that may not have found their way into the standard curriculum:

'à Rule No. 1: Life is not fair. Get used to it. The average teenager uses the phrase "It’s not fair" 3.6 times a day. You got it from your parents, who said it so often you decided they must be the most idealistic generation ever. When they started hearing it from their own kids, they realized Rule No. 1.

'à Rule No. 2: The real world won’t care as much about your self-esteem as your school does. It’ll expect you to accomplish something before you feel good about yourself. This may come as a shock. Usually, when inflated self-esteem meets reality, kids complain that it’s not fair. (See Rule No. 1)

'à Rule No. 3: Sorry, you won’t make $40,000 a year right out of high school. And you won’t be a vice president or have a car phone either. You may even have to wear a uniform that doesn’t have a Gap label.

’à Rule No. 4: If you think your teacher is tough, wait ‘til you get a boss. He doesn’t have tenure, so he tends to be a bit edgier. When you screw up, he’s not going to ask you how you feel about it.

’à Rule No. 5: Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping. They called it opportunity. They weren’t embarrassed making minimum wage either. They would have been embarrassed to sit around talking about Kurt Cobain all weekend.

’à Rule No. 6: It’s not your parents’ fault. If you screw up, you are responsible. This is the flip side of "It’s my life," and "You’re not the boss of me," and other eloquent proclamations of your generation. When you turn 18, it’s on your dime. Don’t whine about it, or you’ll sound like a baby boomer.

’à Rule No. 7: Before you were born your parents weren’t as boring as they are now. They got that way paying your bills, cleaning up your room and listening to you tell them how idealistic you are. And by the way, before you save the rain forest from the blood-sucking parasites of your parents’ generation, try delousing the closet in your bedroom.

’à Rule No. 8: Life is not divided into semesters, and you don’t get summers off. Not even Easter break. They expect you to show up every day. For eight hours. And you don’t get a new life every 10 weeks. It just goes on and on.

’à Rule No. 9: Television is not real life. Your life is not a sitcom. Your problems will not all be solved in 30 minutes, minus time for commercials. In real life people actually have to leave the coffee shop to go to jobs. Your friends will not be as perky or pliable as Jennifer Aniston.

’à Rule No. 10: Be nice to nerds. You may end up working for them. We all could.

’à Rule No. 11: Enjoy this while you can. Sure, parents are a pain, school’s a bother, and life is depressing. But someday you’ll realize how wonderful it was to be a kid. Maybe you should start now.

You’re welcome.
“Look, I am not your buddy. I’m your father. Your mother is not your friend, she’s your mother. We’re the only parents you are ever going to have.

Our job is very different from, and way beyond, the job of being a friend. Also, this is not a democracy. I didn’t campaign for you to elect me. You certainly didn’t vote for me. So, we’re stuck with each other. But if you realize how much we love you, and I hope that love is self evident, then it will be easier for you to take our discipline, because it is an extension of our love.

We, as your parents, have a tremendous responsibility. We introduced you into this world and we have to guide you to the road that will take you to a good life. You may question our intelligence, our logic, even our sanity, but you cannot question our intent. We love you so much that we are willing to sacrifice your love for us in order to put you on that road.

If you still love us, that’s beautiful. But that’s not as important as the fact that we love you. As parents we owe you all our love.”
REFLECTIONS OF A PARENT

I gave you life but cannot live it for you.
I can give you directions, but cannot be there to lead you.
I can take your to church, but cannot make you believe.
I can teach you right from wrong, but cannot always decide for you.
I can buy you beautiful clothes, but I cannot make you beautiful inside.
I can offer you advice, but I cannot force it upon you.
I can give you love but, I cannot force it upon you.
I can teach you to share, but I cannot make you unselfish.
I can teach you respect, but I cannot force you to show honor.
I can advise you about friends, but I cannot choose them or you.
I can advise you about sex, but I cannot keep you pure.
I can tell you about alcohol and drugs, but I can’t say “No” for you.
I can tell you about lofty goals, but I can’t achieve them for you.
I can teach you about kindness, but I can’t force you to be gracious.
I can pray for you, but I cannot make you to walk with God.
I can tell you how to live, but I cannot give you eternal life.
I can love you with unconditional love all of my life….and I will.
# 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help
young people grow up healthy, caring, and responsible.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSET NAME AND DEFINITION</th>
</tr>
</thead>
</table>
| **Support** | 1. Family support—Family life provides high levels of love and support.  
2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).  
3. Other adult relationships—Young person receives support from three or more nonparent adults.  
4. Caring neighborhood—Young person experiences caring neighbors.  
5. Caring school climate—School provides a caring, encouraging environment.  
6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. |
| **Empowerment** | 7. Community values youth—Young person perceives that adults in the community value youth.  
8. Youth as resources—Young people are given useful roles in the community.  
9. Service to others—Young person serves in the community one hour or more per week.  
10. Safety—Young person feels safe at home, at school, and in the neighborhood. |
| **Boundaries & Expectations** | 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.  
12. School boundaries—School provides clear rules and consequences.  
14. Adult role models—Parent(s) and other adults model positive, responsible behavior.  
15. Positive peer influence—Young person's best friends model responsible behavior.  
16. High expectations—Both parent(s) and teachers encourage the young person to do well. |
| **Constructive Use of Time** | 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.  
18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.  
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.  
20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week. |
| **Commitment to Learning** | 21. Achievement motivation—Young person is motivated to do well in school.  
22. School engagement—Young person is actively engaged in learning.  
23. Homework—Young person reports doing at least one hour of homework every school day.  
24. Bonding to school—Young person cares about her or his school.  
25. Reading for pleasure—Young person reads for pleasure three or more hours per week. |
| **Positive Values** | 26. Caring—Young person places high value on helping other people.  
27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.  
28. Integrity—Young person acts on convictions and stands up for her or his beliefs.  
29. Honesty—Young person "tells the truth even when it is not easy.”  
30. Responsibility—Young person accepts and takes personal responsibility.  
31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| **Social Competencies** | 32. Planning and decision making—Young person knows how to plan ahead and make choices.  
33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.  
34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.  
35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.  
36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. |
| **Positive Identity** | 37. Personal power—Young person feels he or she has control over “things that happen to me.”  
38. Self-esteem—Young person reports having a high self-esteem.  
39. Sense of purpose—Young person reports that "my life has a purpose.”  
40. Positive view of personal future—Young person is optimistic about her or his personal future. |
# 40 elementos fundamentales del desarrollo

La investigación realizada por el Instituto Search ha identificado los siguientes elementos fundamentales del desarrollo como instrumentos para ayudar a los jóvenes a crecer sanos, interesados en el bienestar común y a ser responsables.

<table>
<thead>
<tr>
<th>CATEGORÍA</th>
<th>NOMBRE Y DEFINICIÓN DE FUNDAMENTOS</th>
</tr>
</thead>
</table>
| **Apoyo**                         | 1. Apoyo familiar—La vida familiar brinda altos niveles de amor y apoyo.  
2. Comunicación familiar positiva—El joven y sus padres se comunican positivamente. Los jóvenes están dispuestos a buscar consejo y consuelo en sus padres.  
3. Otras relaciones con adultos—Además de sus padres, los jóvenes reciben apoyo de tres o más personas adultas que no son sus parientes.  
4. Una comunidad comprometida—El joven experimenta el interés de sus vecinos por su bienestar.  
5. Un plantel educativo que se interesa por el joven—La escuela proporciona un ambiente que anima y se preocupa por la juventud.  
6. La participación de los padres en las actividades escolares—Los padres participan activamente ayudando a los jóvenes a tener éxito en la escuela.  

| **Fortalecimiento**               | 7. La comunidad valora a la juventud—El joven percibe que los adultos en la comunidad valoran a la juventud.  
8. La juventud como un recurso—Se le brinda a los jóvenes la oportunidad de tomar un papel útil en la comunidad.  
9. Servicio a los demás—La gente joven participa brindando servicios a su comunidad una hora o más a la semana.  
10. Seguridad—Los jóvenes se sienten seguros en casa, en la escuela y en el vecindario.  

| **Límites y expectativas**        | 11. Límites familiares—La familia tiene reglas y consecuencias bien claras, además vigila las actividades de los jóvenes.  
12. Límites escolares—La escuela proporciona reglas y consecuencias bien claras.  
13. Límites vecinales—Los vecinos asumen la responsabilidad de vigilar el comportamiento de los jóvenes.  
15. Compañeros como influencia positiva—Los mejores amigos del joven son un ejemplo de comportamiento responsable.  
16. Altas expectativas—Ambos padres y maestros motivan a los jóvenes a que tengan éxito.  

| **Uso constructivo del tiempo**   | 17. Actividades creativas—Los jóvenes pasan tres horas o más a la semana en lecciones de música, teatro u otras artes.  
18. Programas juveniles—Los jóvenes pasan tres horas o más a la semana practicando algún deporte, en centros comunitarios, en la escuela o en alguna otra organización comunitaria.  
19. Comunidad religiosa—Los jóvenes pasan una hora o más a la semana en actividades organizadas por alguna institución religiosa.  
20. Tiempo en casa—Los jóvenes conviven con sus amigos "sin nada especial que hacer" dos o pocas noches por semana.  

| **Compromiso con el aprendizaje** | 21. Motivación por sus logros—El joven es motivado a salir bien en la escuela.  
22. Compromiso con la escuela—El joven participa activamente con el aprendizaje.  
23. Tarea—El joven debe hacer tarea por lo menos durante una hora cada día de clases.  
24. Preocuparse por la escuela—El joven debe importarle su escuela.  
25. Leer por placer—El joven lee por placer tres horas o más por semana.  

| **Valores positivos**             | 26. Preocuparse por los demás—El joven le da mucho valor al hecho de poder ayudar a otras personas.  
27. Igualdad y justicia social—Para el joven tiene mucho valor promover la igualdad y reducir el hambre y la pobreza.  
28. Integridad—El joven actúa con convicción y defiende sus creencias.  
29. Honestidad—El joven dice la verdad "aunque esto no sea fácil."  
30. Responsabilidad—El joven acepta y es responsable de sí mismo.  
31. Abstinencia—El joven cree que es importante no tener actividades sexuales, ni utilizar alcohol u otras drogas.  

| **Capacidad social**              | 32. Planeación y toma de decisiones—El joven sabe cómo planear y hacer elecciones.  
33. Capacidad interpersonal—El joven tiene empatía, sensibilidad y capacidad para entablar amistad.  
34. Capacidad cultural—El joven tiene conocimiento de y sabe convivir con gente de diferente marco cultural, racial o étnico.  
35. Habilidad de resistencia—El joven tiene la habilidad de resistir presiones negativas y situaciones peligrosas.  
36. Solución pacífica de conflictos—El joven busca resolver los conflictos sin violencia.  

| **Identidad positiva**           | 37. Poder personal—El joven siente que él o ella tiene el control de "las cosas que le suceden."  
39. Sentido de propósito—El joven afirma "mi vida tiene un propósito."  
40. Visión positiva del futuro personal—El joven es optimista sobre su futuro mismo.  

| Elementos fundamentales internos |                                                                                                                                                                                                                           |
# Thriving Consequences of Developmental Assets

<table>
<thead>
<tr>
<th>Thriving Indicators</th>
<th>Percent with Thriving Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If 0-10 Assets</td>
</tr>
<tr>
<td><strong>Succeeds in School:</strong> Gets mostly A's on report card</td>
<td>7</td>
</tr>
<tr>
<td><strong>Helps Others:</strong> Helps friends or neighbors one or more hours per week</td>
<td>69</td>
</tr>
<tr>
<td><strong>Values Diversity:</strong> Places high importance on getting to know people of other racial/ethnic groups</td>
<td>34</td>
</tr>
<tr>
<td><strong>Maintains Good Health:</strong> Pays attention to healthy nutrition and exercise</td>
<td>25</td>
</tr>
<tr>
<td><strong>Exhibits Leadership:</strong> Has been a leader of a group or organization in the last 12 months</td>
<td>48</td>
</tr>
<tr>
<td><strong>Resists Danger:</strong> Avoids doing things that are dangerous</td>
<td>6</td>
</tr>
<tr>
<td><strong>Delays Gratification:</strong> Saves money for something special rather than spending it all right away</td>
<td>27</td>
</tr>
<tr>
<td><strong>Overcomes Adversity:</strong> Does not give up when things get difficult</td>
<td>57</td>
</tr>
</tbody>
</table>

*Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.*
# Protective Consequences of Developmental Assets

<table>
<thead>
<tr>
<th>HIGH RISK BEHAVIOR PATTERNS</th>
<th>PERCENT WITH HIGH RISK PATTERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Has used alcohol three or more times in the past month or got drunk once or more in the past two weeks</td>
</tr>
<tr>
<td>Tobacco</td>
<td>Smokes one or more cigarettes every day or uses chewing tobacco frequently</td>
</tr>
<tr>
<td>Illicit Drugs</td>
<td>Used illicit drugs three or more times in the past year</td>
</tr>
<tr>
<td>Sexual Intercourse</td>
<td>Has had sexual intercourse three or more times in lifetime</td>
</tr>
<tr>
<td>Depression/Suicide</td>
<td>Is frequently depressed and/or has attempted suicide</td>
</tr>
<tr>
<td>Anti-Social Behavior</td>
<td>Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the past year</td>
</tr>
<tr>
<td>Violence</td>
<td>Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year</td>
</tr>
<tr>
<td>School Problems</td>
<td>Has skipped school two or more days in the past month and/or has below a C average</td>
</tr>
<tr>
<td>Driving and Alcohol</td>
<td>Has driven after drinking or ridden with a drinking driver three or more times in the past year</td>
</tr>
<tr>
<td>Gambling</td>
<td>Has gambled three or more times in the past year</td>
</tr>
</tbody>
</table>

*Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.

**For further elaboration on developmental assets and the capacity of communities to promote these assets, see Peter Benson (1997). All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents. San Francisco: Jossey-Bass.
LEARNING LOGS

The Learning Log will let parents know exactly what happened in the classroom each day. The students records the critical learning, what the homework is for that day, what needs to be studied, and what long term projects and assignments are in progress.

Learning Logs have many advantages for parents, students, and teachers. This record helps the student focus on instruction, acts as a daily communicator to parents, helps the teacher check for student understanding, reinforces student learning, and helps sequence the day for the student. It allows the student to write across the curriculum, helps to prepare the student for success in middle school, high school, and college, as well as the work place. Supports planning for success.

No longer do parents have to ask, “What did you do in school today?” Now parents can say: “Let’s take a look at your Learning Log.
# Learning Log

| Date | Critical Learning | What to Study
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What I learned Today</td>
<td>Homework Projects</td>
</tr>
<tr>
<td></td>
<td>Why I was in Class Today</td>
<td>(post each day until complete)</td>
</tr>
<tr>
<td></td>
<td>I am Smarter Because I know......</td>
<td></td>
</tr>
</tbody>
</table>

- Reading
- Math
- Science
- Social Studies
- Music
- Art
- PE
LOG

What's happening in class?
Focus on Instruction
Writing across the curriculum
Sequences learning
Sequences the day
Daily Homework
Long Term Projects
Studying that needs to be done
Aids in test preparation
Checks for understanding
Communication between
  Student, Teacher and Parent
Focus for conferences
Test correlation to instruction
THE STUDY PROGRAM

COMMITMENT / TOGETHERNESS

SAME HOUR EACH DAY.
THE HOUSE SHUTS DOWN.
SET GOALS.
INTERACT / WORK.
REVIEW SUCCESSES AND NEEDS.
SET NEW GOALS.

PROGRESS REPORTS

GENERATED BY PARENT.
CONSEQUENCE FOR IT NOT COMING HOME, NOT FOR WHAT IT SAYS.
Worksheet

In addition to your courses and grades, we want to know about any honors you’ve received and how you spend your time outside of school. Use this worksheet to prepare concise descriptions of your most significant awards and activities. You may list up to five entries in each category, so think carefully about what you want to highlight.

### Activities and Awards

#### Coursework Other Than "A-G"
List the courses you took during high school other than those approved for UC admission, that demonstrate a particular focus or interest (e.g., language immersion courses or nontransferable college courses).

<table>
<thead>
<tr>
<th>Course name</th>
<th>Description of course</th>
<th>Year of involvement</th>
<th>Hours per week</th>
<th>Weeks per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9th 10th 11th 12th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Educational Preparation Programs
List your participation in educational or academic preparation programs that are designed to help students prepare for university study. These programs may include academic enrichment programs sponsored by colleges/universities, research programs and study-abroad programs.

<table>
<thead>
<tr>
<th>Program name</th>
<th>Description of program</th>
<th>Year of involvement</th>
<th>Hours per week</th>
<th>Weeks per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9th 10th 11th 12th</td>
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</tbody>
</table>

#### Volunteer and Community Service
List unpaid work only.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description of organization and your responsibilities</th>
<th>Year of involvement</th>
<th>Hours per week</th>
<th>Weeks per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9th 10th 11th 12th</td>
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</table>

#### Work Experience
List paid work only.

<table>
<thead>
<tr>
<th>Job title</th>
<th>Responsibilities</th>
<th>Year of involvement</th>
<th>Hours per week</th>
<th>Weeks per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9th 10th 11th 12th</td>
<td></td>
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</tr>
</tbody>
</table>

To what use have you or will you put your earnings?

### Awards and Honors
List and describe briefly the most significant awards you have received since 9th grade.

<table>
<thead>
<tr>
<th>Award or honor</th>
<th>Description of award or honor</th>
<th>Award or honor type</th>
<th>Date received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic</td>
<td>Other</td>
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### Extracurricular Activities
List and describe briefly the activities you have been involved in since 9th grade.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of activity (include any leadership involved)</th>
<th>Year of involvement</th>
<th>Hours per week</th>
<th>Weeks per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9th 10th 11th 12th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>