

El Pomar Foundation's Emerging Leadership Development Program



**Multicultural Youth Leadership Initiative
2009-2010**

Scholar Handbook

**El Pomar Foundation
1661 Penrose House
Colorado Springs, CO 80906
800-554-7711**

“Building a community coalition to support young Emerging Leaders...”



“...Through awareness, opportunity, and empowerment”



El Pomar Foundation Mission

To enhance, encourage, and promote the current and future well being of the people of Colorado through grant making and community stewardship.

Emerging Leaders Development (ELD) Program Mission

Facilitate the process for developing diverse leadership potential with a strong commitment to broad-based community involvement, civic engagement and service to nonprofit boards and commissions in Colorado Springs and Pueblo.

ELD/ Multicultural Youth Leadership Initiative (MYLI) Summit Purpose

- *Obtain information from high school students of diverse backgrounds on factors that challenge their education.*
- *Outreach to ethnic minority youth to facilitate cross cultural dialogue on factors that impact their education.*
- *Empower high school students to have influence and develop strategies to impact their long term success in education.*

2009-2010 ELD/MYLI Theme, Focus and Target Audience

*The 2009/2010 Multicultural Youth Leadership Initiative (MYLI) Summit is titled “**Planting the Seeds of Success**” and will address a range of topics that include; goal setting, building a healthy balance, overcoming obstacles, and striving beyond success. This year’s summit will be made up of four half day sessions that will focus on: diversity, leadership skill development, and activities that will enhance achievement in Science, Technology, Engineering, and Math – “The (STEM) model”.*

Each session will be located on a college site in the Pikes Peak Region. Workshops will be facilitated ELD program participants and local ‘experts,’ exposing students to a wealth of knowledge and future resources. Each day will include breakfast, lunch and snacks. There is no cost to the students.





Target Audience:

- *Pikes Peak Area High School Students of all cultural heritages with a focus on students who are Black/ African American, Hispanic/ Latino, Asian, or Native American cultural heritage*
- *156 participants (Scholars)*
- *Candidates should meet one or more of the following characteristics:*
- *Socioeconomic diverse background*
- *Need help with goal orientation*
- *Interested in long term goal setting and career development*
- *Interested in developing academically and in leadership skills development*
- *39 Principals/Teachers /Counselors to serve as “Student Recruitment Coordinators”*

MYLI seeks students who, with extra assistance, mentorship and motivation, have the potential to complete a year-long program and focus on long-term goals, allowing them to become dynamic leaders in their communities.

Year in View

The 09/10 MYLI Youth Summit sessions will be hosted by colleges and universities throughout Colorado Springs on the following dates.

Session #	Heritage Month	Host University	Speakers	Topic	Life Skills	Date/Location
1	Hispanic	Intellitec 	Dr. Kurt Stevens, Booz Allen Hamilton/ Emanuel Glyman, Intellitec	Setting Your Goals	Importance of setting goals for work, college/university, life and defining your individual mission/purpose	Wednesday September 9, 2009 @ El Pomar Foundation Penrose House
2	Native American	Colorado College 	TBD	Aligning Your Values	Building a healthy balance in life to help you get where you want to go	Wednesday November 4, 2009 @ Colorado College
3	African American	Colorado Technical University 	Jennifer Barber, Colorado Technical University	Managing Future Obstacles	Overcoming challenges through leadership, community service, and education	Wednesday February 17, 2010 @ Colorado Tech
4	Asian American	University of Colorado at Colorado Springs 	TBD	Creating Your Personal Development Plan	Continuously striving for success in your individual life, community, education, career, and professional opportunities	Wednesday May 5, 2010 @ UCCS

MYLI Session Ground Rules

1. One person speaks at a time.
2. Let everyone speak once before you speak again.
3. Respect the opinions and experiences of other people. Learn from your differences.
4. Speak for yourself, not for others.
5. Assume good intentions.
6. Don't interrupt.
7. Write down thoughts and questions if someone else is talking. Bring them up when it is your turn.
8. Be courteous. TURN OFF ALL CELL PHONES.

Have fun!

ELD/MYLI Summit: The R.I.T.E. Values

Respect

Respect is...

- Being punctual/ Being prepared for meeting/events/sessions
- Encouraging participants to share their thoughts/ideas/opinions/concerns
- Appreciating differences of opinion/thought/ideas
- Having a high regard for each other and the people we serve
- Listening to understand
- Having an awareness of others and their circumstances
- Holding each other accountable for commitments made and the quality of work produced

Integrity

Integrity is...

- Being accountable for your actions/behaviors
- Honest communication of thoughts/ideas/concerns/praise/frustrations to participants in a timely fashion
- Understanding how your actions impact/reflect on MYLI Summit participants and the Foundation's Emerging Leaders Development (ELD) Program
- Following through on your commitments...do what you say you will do

Teamwork

Teamwork is...

- Seeing the job through to completion
- Acknowledging progress/Celebrating accomplishments
- Being proactive in assisting teammates/Asking for help
- Sharing thoughts/ideas/lessons learned in order to promote ELD Program
- Communicating roles and responsibilities
- Sacrificing for the good of others
- Working through problems with each other
- Responding to "all hands" call for help
- Assuming positive intent in the actions of teammates and participants

Excellence

Excellence is...

- Taking pride in the work that you do/portraying a professional image
- Supporting team members through encouragement and feedback
- Having and exuding a positive attitude
- Striving to learn from mistakes and improving your performance accordingly
- Appreciating the opportunities provided by ELD Program / MYLI Summit

ELD/MYLI Organizing Committee

- Explore opportunities for partnership and additional collaboration
- Develop strategies to impact high school students long-term success in education (focusing specifically on math and science, achievement, life skills, and workforce development)
- Set a timeline to develop a proposal for the MYLI Organizing Committee and Pikes Peak Area Superintendents Association

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Emerging Leaders Development Program Advisory Councils		
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Community Sponsors/ Partners		
Glen Bruels	Colorado Springs Diversity Forum	glen@bruels.com
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Session 1

The Key Components to an Effective Goal

- S: Specific**
M: Measurable
A: Attainable
R: Realistic
T: Time Bound

Objective: get scholars focused on components of goal setting, gain understanding of how they define each of these steps, and generate discussion of why **all** elements are essential to successful goal setting.

A. **Specific:** Without a clear objective in mind, your goal will lack the clarity needed to take effective action. Question: Is the statement "I want money" or "I want to continue my education" specific? See what they say then inform them: Answer no – because there is nothing specific about either of these statements. What would make this more specific?

- I want to save \$12,000 for a car.
- I want to start my college career at IntelliTec in the college of business.

B. **Measurable:** The goal must have specific observable verifiable, and behaviors or results. Actions must be measurable so you can evaluate your progress and determine when your goals have been achieved.

- I am saving \$500 a month toward my goal of \$12,000
- I must have a 3.5 GPA in these courses to qualify for X scholarship, which will allow me to go to IntelliTec.

Other examples they can think of? The bottom line is the steps or behaviors can be checked off as they accomplish them or reach milestones.

C. **Attainable:** The goal should be something that is achievable. Does not mean it will be simple to achieve and certainly will involved a lot of effort. You don't want to strive for something so far out of reach that you become overwhelmed or discouraged, but you do want to stretch yourself. Think stepping stones – completion of one goal leads to another possible level of success.

- If you only take home \$800 a month after taxes – your goal of saving \$500 might be hard.
- If you have poor grades, you may need to start off at community college before you can transition to IntelliTec.

D. **Realistic:** Are the actions, behaviors, and commitment of time and/or resources realistic in achieving your goal?

- To reach your goal of saving \$500 you will have to work 20 hours of overtime or get a second job. With other obligations – might not be possible, but then again it might be.
 - If I work really hard in my last year of school, score well on my ACT and SAT, I have good shot of getting into college– go for it!
- E. Time Bound: “Someday” goals are seldom achieved. You must be very clear on the target date. In doing so you are able to plan your overall strategy and breakdown the tactical steps to achieve the overall goal.
- 24 months @ \$500/month = target date of September 2011
 - I will be attending IntelliTec Springs Fall Semester of 2010
- F. Three other components we want them to understand:
- **Costs:** Goals come at a price – explain they will need to identify cost not only in dollars but in time and effort taken away from family, friends, other interests, hobbies, etc.
 - **Resources:** Ask the scholars to come up with who they believe their resources are (people, equipment/supplies), which are needed to accomplish their goals. Family, friends, teachers, counselors, library, higher ed counselors and advisors. We will provide them with some additional resource references.
 - **Benefits:** What are some benefits in establishing goals? Provide clear direction, help to maximize time and resources, help define roadmap to success – case and point:

Yale conducted a study 1953 on the impact of goal setting by its current graduating class. They found at graduation only 3% of the class had specific goals in mind. When surveyed 20 years later, that 3% had achieved more wealth and success than the rest of the class combined.

(Fact or Fiction) – What is the relevance and why has it endured for 56 years?

S.M.A.R.T WORK SHEET

Objective:

- Reflect on a goal that you seek to obtain within the next year
 - Evaluate whether or not your goal takes all the components into consideration
 - You have 10 minutes to complete the exercise
-

SPECIFIC: _____

MEASURABLE: _____

ATTAINABLE: _____

REALISTIC: _____

TIME BOUND: _____

***COST AND
RESOURCES:*** _____

STATE YOUR GOAL: _____



MYLI SUMMIT
“Planting the Seeds of Success”

Resource List for High School Students
Hispanic Advisory Council
September 9, 2009
Prepared by Grace M. Blea-Nunez

What am I going to do after high school?

- Higher Education
 - Community college, liberal arts college, university
- Apprenticeship
 - Includes careers such as able seamen, carpenter, chef, child care development specialist, construction craft laborer, dental assistant, electrician, fire medic, law enforcement officer, & pipefitter
 - See doleta.gov
 - Search area of interest + apprenticeship
- Military Service
 - See Military.com, Todaysmilitary.com, army.mil, navy.mil, uscg.mil, marines.com, af.mil
- Area Vocational Programs
 - Community colleges sponsor vocational programs in conjunction with local high schools (done junior & senior year of high school)
 - Includes careers such as auto technology, computer aided design, criminal justice, welding, telecommunications, & medical prep
 - See ppcc.edu/prospective-students/high-school-programs/area-vocational-programs and intelliteccollege.com
- Americorps Program
 - Service opportunities in certain fields such as education, environment & public safety
 - See americorps.gov
- Gap Year
 - Lifelong Education Alternatives & Programs (LEAP)
 - See leapnow.org

THE REMAINDER OF THIS RESOURCE LIST FOCUSES ON THE FIRST OPTION OF HIGHER EDUCATION

What should I be doing now?

- **9th Grade**
 - Focus on your core classes of science, math, English & social studies. Take the most challenging courses possible. The number one factor in college admissions is the type and rigor of the courses taken in high school. See the Colorado Commission on Higher Education’s Admission requirements at higher.ed.colorado.gov/Academics/Admissions. This lists the high school courses Colorado colleges and universities require for admission.
 - Get involved in your school or community. Select at least one school activity (sport/club/music) or community activity (nonprofit/religious) and pursue your interest in it for all four years of high school. Demonstrate leadership and/or increasing responsibility by junior and senior years.

- Start a personal activity record listing all your extracurricular activities, employment, community service and other volunteer hours & honors received.
- **10th Grade**
 - Continue focus on core classes, extracurricular activities and/or employment.
 - Increase level of difficulty for all core classes from freshman year.
 - Take the PSAT and/or PLAN exams.
 - Visit your college planning office and ask about summer opportunities. Some summer programs are offered free of charge.
 - Summers count! Use this time to work and start saving for college and to research and apply for scholarships. Look into test preparation services, including free online sites and library resources.
 - If employed, demonstrate dependability and continuity as an employee. Employers make excellent references. Schools and scholarship grantors are impressed with a good employment record.
- **11th Grade**
 - Schedule a meeting with your school counselor.
 - Continue taking the next appropriate level of core class.
 - Increase leadership roles in your extracurricular activities and/or employment.
 - Visit test web sites, take practice exams, and take the SAT and ACT.
 - Explore postgraduate opportunities online and with mentors (teachers, counselors, employers, church leaders).
 - Attend college fairs and come up with a list of 10-15 schools of interest.
 - Start working on your college application essays over the summer. Start filling out the common application form that many colleges utilize. See commonapp.org for a copy. See collegeboard.com/student/apply for guidance on all aspects of the application, including essay tips.
- **12th Grade**
 - Meet with your school counselor early to review your school record and obtain advice on a good range of colleges for which you are qualified.
 - Retake the SAT and ACT as necessary.
 - Continue taking the next level of core classes. Do not let your grades drop, even in spring semester of senior year. Schools can and do rescind offers based on last semester grades.
 - Demonstrate and take leadership roles in your extracurricular activities and/or employment.
 - Visit, live or virtually, schools of interest.
 - Get yourself organized. Get a file folder for all application materials. Mark due dates clearly on a calendar. Make and keep copies of all applications and financial aid forms sent. Use your activity log started in freshman year for applications and scholarships. Ask for teacher and counselor recommendations early (no later than 3 weeks before they are due).
 - Utilize the resources available at school and in your community to assist with your application essays.

Where do I find out information on colleges/universities?

- For Colorado schools, see collegeincolorado.org & highered.colorado.gov
- For nationwide schools, see collegeboard.com & www.princetonreview.com
- High school counseling office and all area high school websites
- Local libraries and bookstores
 - See guides by [US News & World Report](#), [Princeton Review](#), [Fiske Guide to Colleges](#), [Rugg's Recommendation for Majors](#), [Barrons](#), [Insider's Guides](#), [Petersons](#)
- College fairs

- See d11.org/palmer/counseling/college_fairs for a list of in state and out of state college fairs in Colorado Springs and Denver.
- See collegefairsdenver.org for additional college fairs in the area.
- For virtual tours of colleges/universities, see ecampustours.com, campustours.com, & collegiatechoice.com

How do I find out about the tests necessary for college and prepare for them?

- To find out testing dates in your area and general information about the exams, see the SAT Calendar and the ACT calendar online at collegeboard.com and actstudent.org. You can sign up online for the tests and find sample exams. Sign up for daily delivery of the SAT question of the day at the collegeboard.com site.
- Other ways to prepare can be found at eureka-review.com and vocabulary.com.
- Excellent preparation for the ACT and SAT tests include taking the PLAN and PSAT tests in your sophomore and/or junior years.
- Some colleges and universities also require SAT subject matter tests. See collegeboard.com/student/testing/SAT/about/SATII for frequently asked questions about the SAT subject matter tests.
- Libraries and bookstores have numerous books with practice exams for both tests.
- Some schools offer low cost preparation courses for these tests. Check with your college counseling office.
- There are also commercial preparation services but these are often quite expensive.
- Also, don't forget about Advanced Placement courses and their tests which can result in college credit if a certain score is obtained. See collegeboard.com/student/testing/ap/about
- If you don't take the AP courses or your school doesn't offer them in a certain area, you can also gain early (and discounted) college credit through the College Level Examination Program (CLEP) exams. See collegeboard.com/student/testing/clep/about
- Any college credits obtained in high school (including summers) may be transferable to colleges/universities, thereby reducing the overall cost of your education.

How do I apply to colleges/universities and where do I find help with the applications?

- Many colleges use the common application form. This can be found at commonapp.org. The college websites will note whether or not the common application is accepted at their school. Many also have a shorter supplemental application. Don't forget to complete the supplement as well.
- Application fees for low income applicants may be waived by completing a form online. Some colleges also waive application fees if the application is completed online.
- College counseling offices at your high school are there to help you with the application process including reviewing essays, providing the necessary transcripts and assisting in your choice of teachers for recommendations. Ask teachers for help with your essays but don't leave it to the last minute. Don't forget to send thank you notes for all help given with your applications and to your recommendation writers.
- See collegeboard.com/student/apply for tips on applying to college including tips on completing the essays.

Where do I find information on financial aid?

- College counseling offices and websites
- For general financial aid information, see collegeincolorado.org, college-assist.com, fafsa.ed.gov, collegeinvest.com, collegeboard.com/student/pay, finaid.org, act.org/fane, studentaid.ed.gov, students.gov

- For an estimate of your financial aid, see fafsa.4caster.ed.gov
- For help in understanding your financial aid award letter, ask your counseling office and see fastweb.org/financial-aid. Also, see [Financial Aid! The Smart Student Guide to Financial Aid at finaid.org](#)
- To compare financial aid awards from different colleges, see collegeboard.com/student/pay/ways-to-pay
- For information on student loans from a variety of lenders, see simpletuition.com
- For advice on the best ways to save for college, see savingforcollege.com, collegesavings.org, collegeboard.com/student/pay/add-it-up
- For financial incentives specific to Colorado students
 - Early Achievers Scholarships for 7th, 8th & 9th graders
 - Grant programs for teachers, first generation college bound students, and teachers in high need fields
 - Grant programs under the National Science & Mathematics Access to Retain Talent (SMART) initiative
 - See collegeincolorado.org/pay/Aid_Opportunities_Not_to_be_Missed for the 3 categories above.
 - Graduation reward program (loan forgiveness) for students in certain majors in Colorado Springs and El Paso County. See collegeinvest.org
 - Tuition reduction pursuant to the Western Undergraduate Exchange Program in which out of state public universities discount their out of state tuition for Colorado residents. States participating include Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington & Wyoming. See wiche.edu
- Do not miss deadlines for applying for financial aid! Remember that financial aid needs to be applied for every year. Beware of scams. Future aid and/or scholarships should not have a fee attached. **NEVER** give your or your parents' credit card information to "hold a scholarship" or "aid."
- Keep your mind and options open. Some high cost institutions may be less expensive for families with high financial need. Do not write off high cost institutions until you research their financial aid policies.

Where do I find information on scholarships?

- For academic and other scholarships, see fastweb.com, scholarships.com, meritaid.com, freescholarships.com, collegeincolorado.org, collegeanswer.com, collegeinvest.org, & salliemae.com/before_college/students_plan
- For athletic scholarship information, see ncaaclearinghouse.net & ncaa.org
- For minority, low income and first generation students, see fastweb.com/college-scholarships/articles, educationplanner.com/education-planner/espanol, hispanicfund.org, chci.org, nahj.org, hsf.net, hacu.net, uncf.org, collegefund.org, ed.gov/about/offices/list/OELA, hillel.org, gmsp.org, qem.org & nativeculture.com
- For students with disabilities, see ahead.org, add.org, chadd.org, ldanatl.org, nclد.org, ldresources.com, fcsn.org & nifl.gov
- Don't forget to check with your parents/grandparents' employers and your church for additional scholarship opportunities.

“It is not your aptitude, but your attitude that determines your altitude.”

Zig Ziglar