



Advisory Program Acknowledgements

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Bottom Line

C.O.A.C.H. Program

College and Career Planning Guide by Vicky Magaletta and Margaret Zenga,
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GEAR UP in Boston

GEAR UP Madison Park Advisory Resource Binder

English High School GEAR UP Program

Eileen Weir

Madison Park Technical Vocational High School, including:
Madison Park Guidance and College and Career Center
Madison Park Private Industry Council (PIC) and Job Placement

H.O.P.E.

Program in Afterschool Education and Research (PAER) & Harvard University Graduate School of
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Admissions Staff and student representatives from the following colleges:

Bates College

Bunker Hill Community College

Clark University

College of the Holy Cross

Mass Bay Community College

Roxbury Community College

UMASS Boston

Wentworth Institute of Technology

Advisory Program Curriculum-in-Progress



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GEAR UP Advisory Program:

GEAR UP is offering an Advisory Program to 10th and 11th grade students at Madison Park. This program provides GEAR UP students the opportunity to assess their strengths, learn their options, and practice decision making skills through small group work which focuses on the areas of college and career exploration.

The tenth grade students in this program were members of the GEAR UP RALLY Program in the Pre-Academy last year.

The eleventh grade students were selected based on recommendations by each Academy's guidance counselors.

This program begins at the start of second term (Thursday, November 6, 2003) and runs on a bi-weekly basis, five days a week, during the school day.



GEAR UP Advisory Program

Worksheet #1

11/6/03

1. Who do you know who is a successful person?

What makes them successful?

What did they do to get where they are?

2. Who do you know who is not a successful person?

What makes them not successful?

How did they get where they are?

3. What are the differences between successful and not successful people?

How do you move from one category to the other?





GEAR UP Resource Sheet 2004

GEAR UP Madison Park Information

1. What is GEAR UP?

GEAR UP is a federally funded program that partners middle schools and high schools with colleges and universities. In Boston, Madison Park High School is partnered with Harvard University.

The GEAR UP staff and tutors at Madison Park work in partnership with students, school staff, parents, and community members to assist students in developing and achieving their goals in high school and beyond.

2. Who are GEAR UP students?

This year the GEAR UP Program works with 9th, 10th, and 11th graders at Madison Park. Any student in these grades who has been serviced by the GEAR UP Program in middle school or high school is a member of the GEAR UP Program. If you are interested in being part of the GEAR UP Program, all you have to do is participate in one of our programs!

3. What does GEAR UP stand for?

G = Gaining
E = Early
A = Awareness and
R = Readiness for
U = Undergraduate
P = Programs

4. Who works in the GEAR UP office?

Elizabeth Beal, GEAR UP Site Director
Maggie Ghidirim, Program Coordinator
Jaime Grande, Program Coordinator
Eriko Masuda, Project Assistant
Ernesto Martinez, Parent Outreach Coordinator

Rich Powell, Undergraduate Director
Miranda Dietz, In-School Tutoring Team Leader
Brian Haggerty, Afterschool Team Leader
Zach McComsey, College/Career Team Leader
Sarah Maxwell, College Events Team Leader

5. How can I reach the GEAR UP staff?

For more information or to speak with a staff member at GEAR UP, please call 617-442-9560 or visit us in Room B3G.

6. What programs are available through GEAR UP?

- ❖ In-School Tutoring and Advisory Groups
- ❖ Afterschool Math MCAS Prep
- ❖ Afterschool Homework Help
- ❖ College and Career Related Programs, including College Trips and In-School Workshops
- ❖ Outreach to parents

7. What other GEAR UP sites are there in Boston?

GEAR UP Madison Park is part of GEAR UP in Boston, a partnership project that is managed by the Boston Public Schools and The Boston Higher Education Partnership. It involves eight colleges and universities directly paired with Boston public schools (listed below). The partnership project also includes a number of community partners.

- ❖ Boston University : Brighton High School
- ❖ Bunker Hill Community College : Charlestown High School
- ❖ Curry College : Hyde Park High School
- ❖ Lesley College : Snowden International High School
- ❖ Simmons College/Suffolk University : The English High School
- ❖ UMass Boston : John D. O'Bryant School
- ❖ Northeastern University : Boston Housing Authority





Name: _____

Please answer the following questions.
Do not share your answers with anyone else!

1. Favorite Food _____
2. Favorite TV Show _____
3. Favorite Movie _____
4. Favorite Color _____
5. Favorite Type of Music/Song _____
6. Favorite cereal _____



Options for Life after High School



1. MORE SCHOOL

Types of Education:	Time You're There:	What You Can Get:	Public or Private:	Options For After You Finish:
Vocational School Trade School Technical College	From 6 months up to 3 years	Certification/License Technical Diploma Associate's Degree	Mostly Private	1. Go straight to work 2. With an Associate's Degree, you can transfer to a 4-year college
2-Year / Junior College	2 years (if you go full-time and pass all your classes)	Associate's Degree Certificate	Community Colleges are Public, Junior Colleges are mostly Private	1. Go straight to work 2. Transfer to a 4-year college (if all your credits are accepted, you will enter as a Junior)
4-Year College	4 years (if you go full-time and pass all your classes)	Bachelors Degree - either B.S. (Bachelor of Science) or B.A. (Bachelor of Arts)	Both	1. Go to work 2. Go on to graduate school

Public - Public colleges receive a large amount of funding from the government so their tuition is lower for students, especially those who live in-state.

Private - Private colleges are not significantly funded by the government so their tuition is higher (and tuition is the same for in-state and out of state residents).

Financial Aid is available at both Public and Private colleges

2. GO TO WORK

Some types of Jobs:	What you may need:	Time you are there:	What you may get:	Options For After You Finish:
Administrative Communications Construction Health Care High Tech Human Services Transportation	Resume (a list of your education & work experience) Cover letter References Portfolio Vocational certificate	Depends on the job offer - and depends on how long you decide to stay at the job	A pay check Benefits (health insurance) Experience in the field Contacts for other jobs Certifications Additional Training	1. Take another job 2. Go back to school (full or part-time) 3. If you have 6 years work experience in an industry (and pass an exam, and get recommendation letters from your employers) you can teach at a vocational school like Madison!





Student Profile: Life After High School

Student Name: _____ ID Number: _____

Grade _____ Date _____

Imagine yourself ten years from now. In what job or career field do you see yourself?

Where are you most likely to be the year after you graduate?

- Vocational or Trade School Two-Year College
 Working Full-Time Other _____
 Four-Year College

When thinking about your plans for next year, what would you most like help with?

- College/Trade School Applications Job Search and Placement
 MCAS Preparation Finding Internships and Summer Jobs
 SAT Preparation Academic Help (what subjects? _____)
 Financial Aid Forms and Planning Other _____
 Cover letters and Resumes

Which of the following do you visit at Madison Park to get help with college/career planning?

- College and Career Center ACCESS
 Guidance Counselor PIC (Job Placement Office)
 Teachers Other _____
 Coach

Have you worked with any of the following agencies outside of school?

- Bottom Line ACCESS
 Summer Search Upward Bound (Where? _____)
 HERC (Higher Education Resource Center) Family Sound
 HEIC (Higher Education Information Center) Lena Park CDC
 Youth Opportunities ABCD
 Get Ready! Other (specify _____)
 HOPE

What Summer Programs have you participated in? (include summer jobs)

Have you ever visited a college campus or vocational/trade school (other than Madison Park)?

Yes ___ No ___

If yes, which one(s)?

Which colleges/universities, trade schools, or job sites would you most like to visit?

Have you worked with the GEAR UP Program? Yes ___ No ___

If so, what programs have you participated in?

PERSONALITY TEST

DESCRIBE YOURSELF. With the boxes below are groups of words in rows. Score each group of words giving yourself (4) for the most like you, (3) for second, (2) for third, and (1) for least like you. (Score words across)

ACTIVE OPPORTUNISTIC SPONTANEOUS	<input type="checkbox"/>	PARENTAL TRADITIONAL RESPONSIBLE	<input type="checkbox"/>	AUTHENTIC HARMONIOUS COMPASSIONATE	<input type="checkbox"/>	VERSATILE INVENTIVE COMPETENT	<input type="checkbox"/>
COMPETITIVE IMPETUOUS IMPACTFUL	<input type="checkbox"/>	PRACTICAL SENSIBLE DEPENDABLE	<input type="checkbox"/>	UNIQUE EMPATHETIC COMMUNICATIVE	<input type="checkbox"/>	CURIOUS CONCEPTUAL KNOWLEDGEABLE	<input type="checkbox"/>
REALISTIC OPEN-MINDED ADVENTURESOME	<input type="checkbox"/>	LOYAL CONSERVATIVE ORGANIZED	<input type="checkbox"/>	DEVOTED WARM POETIC	<input type="checkbox"/>	THEORETICAL SEEKING INGENIOUS	<input type="checkbox"/>
DARING IMPULSIVE FUN	<input type="checkbox"/>	CONCERNED PROCEDURAL COOPERATIVE	<input type="checkbox"/>	TENDER INSPIRATIONAL DRAMATIC	<input type="checkbox"/>	DETERMINED COMPLEX COMPOSED	<input type="checkbox"/>
EXCITING COURAGEOUS SKILLFUL	<input type="checkbox"/>	ORDERLY CONVENTIONAL CARING	<input type="checkbox"/>	VIVACIOUS AFFECTIONATE SYMPATHETIC	<input type="checkbox"/>	PHILOSOPHICAL PRINCIPLED RATIONAL	<input type="checkbox"/>
TOTAL ORANGE	<input type="checkbox"/>	TOTAL GOLD	<input type="checkbox"/>	TOTAL BLUE	<input type="checkbox"/>	TOTAL GREEN	<input type="checkbox"/>

IDENTIFY YOUR TRUE COLORS. TOTAL COLUMNS. HIGHEST SCORE INDICATES YOUR PRIMARY COLOR; LOWEST SCORE REPRESENTS COLOR LEAST LIKE YOU.



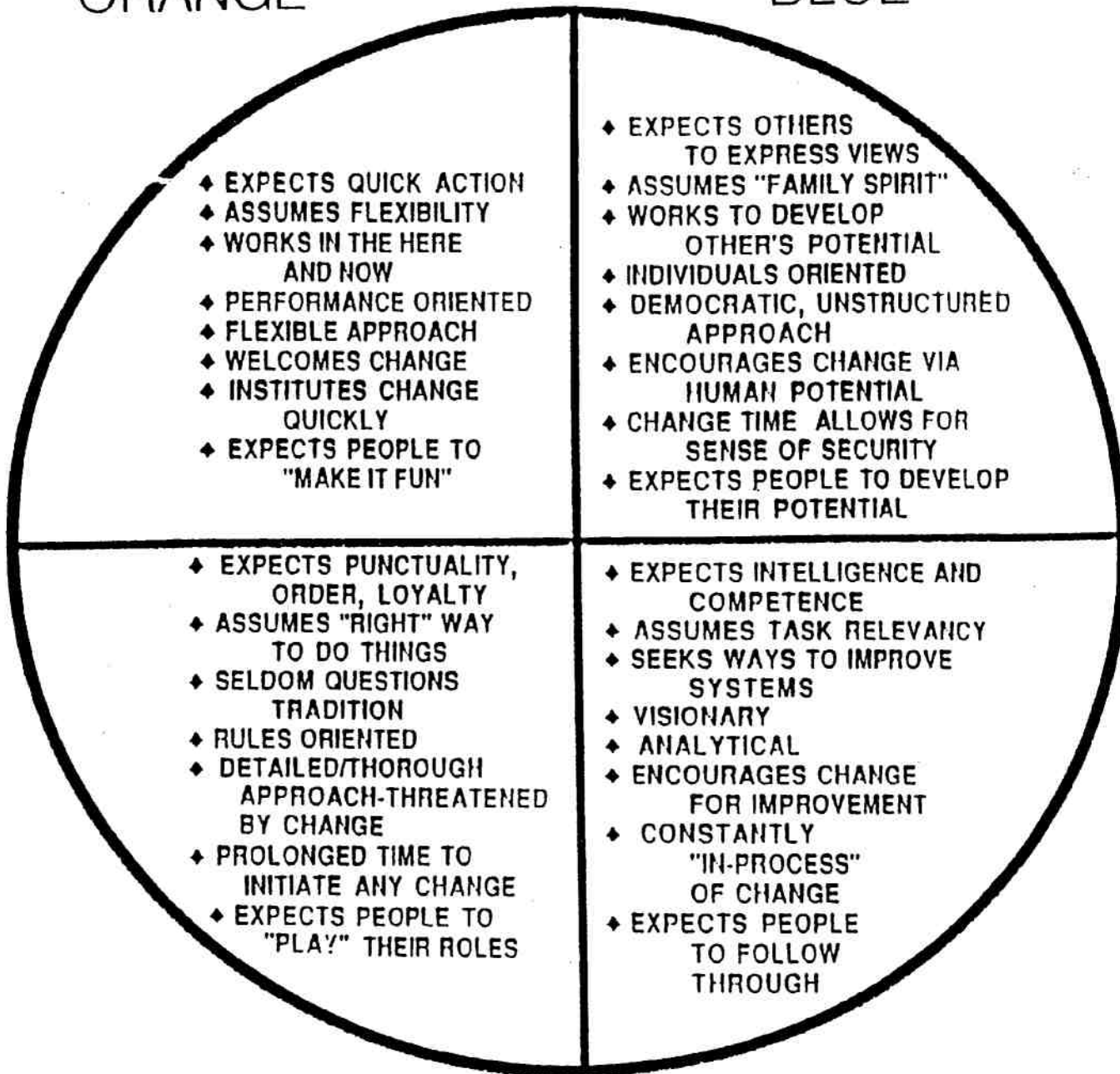
Colors at a Glance

	Orange	Gold	Blue	Green
<u>Characteristics</u>	Free, Spontaneous, Impetuous	Influence, Security, Status	Authenticity, Affection, Love	Competence, Accuracy, Truth
<u>Values</u>	Freedom, Action, Performing	Responsibility, Dependability, Stability	Compassion, Sympathy, Rapport	Intelligence, Explanations, Answers
<u>Regard</u>	Opportunity, Competition, Options	Dedication, Service, Order	Significance, Meaning, Identity	Efficiency, Output, Ideas
<u>Dislikes</u>	Rigidity, Authority, Rules	non-conformity, Ambiguity, Waste	Insincerity, Hypocrisy, Deception	Incompetence, Unfairness, Injustice
<u>Expresses</u>	Optimism, Confidence, Openness	Purpose, Stability, Concern	Enthusiasm, Inspiration, Vivacity	Coolness, Reservation, New Ideas
<u>Fosters</u>	Recreation, Enjoyment, Fun	Institutions, Traditions, Rules	Harmony, Community, Growth	Inventions, Technology, Growth
<u>Respects</u>	Skill, Expression	Loyalty, Obligation	Nurturing, Empathy	Knowledge, Capability

LEADERSHIP STYLES

ORANGE

BLUE



GOLD

GREEN



WORK STYLES

BLUE(NF)

Searches for meaning and authenticity
Empathetic
Sees possibilities of institutions and people
Communicates appreciation, enthusiasm, approval
Highly responsive to interpersonal transactions
Keeps in close contact with others
Highly personalized
Gives and needs strokes freely

GREEN(NT)

Hungers for competency and knowledge
Works well with ideas and concepts
Intrigued and challenged by riddles
Sees life as a system to be designed and redesigned
Focuses on possibilities through nonpersonal analysis
Likes to start projects, but not good with follow-through
Not always aware of others' feelings
Responsive to new ideas

GOLD(SJ)

Strives to belong and contribute
Prizes harmony and service
Orderly, dependable, realistic
Understands and conserves institutional values
Expects others to be realistic
Supplies stability and structure
More likely to reward institutionally than personally
Can be critical of mistakes more easily than rewarding expected duties

ORANGE(SP)

Hungers for freedom and action
Deals with realistic problems
Flexible, open-minded
Willing to take risks
Highly negotiable
Can be perceived as indecisive
Challenged by "trouble spots" but not over the long term
Best at verbal planning and short-range projects.

STRENGTHS AND WEAKNESSES IN ORGANIZATIONS

BLUES (NF)

Their strengths include their ability to persuade and cooperate. These are the team builders. Their weaknesses include an overpersonalization of organizational problems and their tendency to carry grudges.

GREENS (NT)

Their strengths include their ability to think systemically and strategically. These are the natural analysts. Their weaknesses include their tendency to make things more complex than necessary and their impatience with incompetency.

GOLDS (SJ)

Their strengths include their strong sense of responsibility and duty to the organization. These are the organization's backbone. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

ORANGES (SP)

Their strengths include their ability to do a variety of tasks with ease and their sense of urgency when the situation demands it. These are the organizational troubleshooters. Their weaknesses include their disinterest in routine and their lack of a sense of the big picture.



TRUE COLORS AND TIME

ASSETS

LIABILITIES

GOLDS (SJ)

Good at time management
Most grounded in sensate realities
Most realistic
Able to throw things out

Rigid about schedules
Hooked on responsibility
Can't relax
Hate to wait for others

ORANGES (SP)

Can meet immediate needs of a situation
Flexible and pliable
Handle emergencies well
Adaptable about scheduled changes

Efforts get scattered
Change directions often
There's always tomorrow
Bowed over by the moment

BLUES (NF)

Sensitive to people and their time
Give people all the time they need
Time oriented toward others' needs
Time is useful for finding life's purpose

Difficulty saying no
Feel guilty if they don't give others time
Neglect own time needs
Waste time searching for self

GREENS (NT)

Time is conceptual, impersonal
Time is part of a bigger system
Time is a tool to accomplish things

It is enough just to think it through without taking action
Time is in the mind only
People's needs may suffer

Succeeding With Different Types

Succeeding with the BLUE individual:

- Respect their need to know about you
- Take a creative approach to problem solving
- Be truthful and sincere
- Cooperate with other team members
- Show that you value and appreciate them through thoughtfulness
- Be helpful, open and communicative

Succeeding with the ORANGE individual:

- A direct right-to-the-point approach gets their attention
- Respect their lack of structure and need for spontaneity
- Get involved in physical activities with them
- Compliment their generosity and sense of humor

Succeeding with the GOLD individual:

- Be organized and neat in work and appearance
- Be truthful
- Plan ahead for them
- Don't beat around the bush, be up front
- Respect their need for tradition and stability
- Be loyal and dependable
- Support their need for structure and security

Succeeding with the GREEN individual:

- Respect their preoccupation with ideas and logic
- Know that they care but may not express feelings freely
- Respect their wisdom and knowledge
- Think ahead, they are future oriented
- Help them with day-to-day details
- Praise their ingenuity and intelligence



Advisory Project

Knowing Ourselves and Knowing our Options

1. Please select and /or make something that tells us more about you.

For example: Pieces of music / specific songs
 Drawings you have done or that you like
 Photos of you or that you have taken
 A collage you have made

2. Please either:

- a. Write an explanation of what this item means to you or what it tells us about you, or
- b. Prepare comments to share with the class about what this item means to you or what it tells us about you.

Please relate your comments to our Personality Test.

You will have time in class to work on the drawing/music/photos/collage and to prepare your comments.



GEAR UP Resource Sheet 2004

Graduation Requirements

To graduate from Madison Park, you must **PASS**:

- 4 Years of English Language Arts
- 3 out of 4 Years of Math, including Advanced Algebra
- 4 Years of History
(2 Years of World History, 2 Years U.S History)
- 3 Years of Science
- 2 years (11th and 12th grade) of the same Vocational Program or 3 years of the Music Program
- 2 Years of Gym
- 1 Year of Health
- 1 Year of Computer Literacy
- Senior Project – Written and Oral Sections
- Math & English MCAS,

and have regular attendance at school.

Please see your guidance counselor with any questions.

