

A Reflection from Director Chris Sumner

President Obama stressed in his speech to the nation that dropping out of school is no longer an option. He said, "It's not just quitting on yourself; it's quitting on your country -- and this country needs and values the talents of every American." In that speech, President Obama emphasized that our educational outcomes directly affect our economic strength. The dismal dropout rate not only affects students' life trajectory but our economy as well.

As we prepare our scholars to be the next cohort of teachers and educators, it is important to remember when the bar of excellence is raised and young people have a safe place to dream, young people rise to the occasion. Our goal is not to have our scholars just graduate from high school; it is college completion. As our Teacher Bound Scholars navigate through their personal stories, we strive to instill in them the values of Wheelock's mission: "Improve the lives of children and families." As a private college with a public mission, Wheelock strives to be the premier college educating people to create a safe, caring, and just world for children and families. Teacher Bound continues to contribute to the vitality of families and communities while being a contributing stakeholder in the lives of this population.

Teacher Bound concluded this academic year with remarkable results. As you know our scholars spent the last ten months preparing themselves for college access and success. Our scholars took part in weekly tutoring, life skills and state exam preparation. We also celebrate our new mentoring program, connecting college students and working professionals with Teacher Bound Scholars. We are encouraged that seventeen of our scholars are on the honor roll and ten missed it by one or two grades this past term.



Director Chris Sumner on a
 Northeastern University college tour
 with Teacher Bound Scholars

Our local and out-of-state college tours were a huge success. We visited Boston College, Boston University, Brandeis University, Georgetown University, George Washington University, Hampton University, Harvard University, Howard University, Lincoln University, Northeastern University, Tufts University, and William & Mary College. Teacher Bound Scholars were exposed to diverse academic opportunities throughout these two trips. Higher education no longer seems far from reach but a viable and achievable opportunity.

As we wind down the academic year and prepare for the summer, I would like to speak on behalf of the children and families of the Teacher Bound Upward Bound Program at Wheelock College: "Thank you for all of your support and partnerships." As Wheelock's 2009 commencement keynote speaker and Honorary Degree recipient, Louis Gossett, Jr. stated in his address, "I see Wheelock personifying this philosophy, 'Live in the solution.'" Thank you for living in the solution.

Teacher Bound Launches its First Academic Year Program

We have had an amazing first year at Teacher Bound. Teacher Bound Scholars have been working incredibly hard in both the classroom and in extracurricular activities. Many of the Teacher Bound Scholars are in tutoring on Mondays, Tuesdays, and Wednesdays from 4:30 to 6:30 PM. College students give assistance to the Scholars during these sessions. On Thursdays, the Scholars attend Life Skills classes from 4:30 to 6:30 PM. Teacher Bound staff—Jasmine Toussaint, the Program Coordinator, and 2009 Wheelock graduates, Trisha Mah, who received her Masters in Educational Leadership, and Albert Hayle, who received his Masters in Social Work, lead these classes. During these sessions, they reviewed study skills and learned about a variety of colleges and careers. For example, the students researched different colleges and presented their findings about the similarities and differences.

Another component of Fall programming is Saturday Academy. Every other Saturday, Teacher Bound Scholars attend classes in Math, Science, and English (an hour of each) to strengthen their academic skills. Yuniesh, a 10th grade Scholar says, “Life Skills, tutoring, and Saturday Academy has helped me to learn new things and I also get to interact with new

people. Tutoring helps me to get my schoolwork done and properly looked over by college students. Life skill teaches me a lot about colleges and it helps me to be more open when it comes down to applying [to different] colleges.”



Nicole, a 2nd year Wheelock college student, helps Jessie, a 9th grade Scholar, with her homework during tutoring

“We are the young men and women of Teacher Bound.”

In December, Teacher Bound Scholars attended a mid-year annual retreat. The retreat was based around the five pillars of the Teacher Bound Program—Academic Excellence, Service, Professionalism, Accountability, and Responsibility. During the first session, Academic Excellence, the Scholars heard from a panel of college students and working professionals about their academic success and college experiences. The second session, which focused on the importance of Service, was run by the Philanthropic Association of Youth who presented the work they have been doing in the community. Susan Owusu led the Professionalism session, discussing with Scholars the use of media as a means to present themselves. Chris Sumner, our Director, introduced the concept of Accountability with the Teacher Bound Creed. Scholars are expected to memorize

the Creed and recite it if requested. The final pillar discussed was Responsibility. Students participated in a round table discussion with four young adults about the power of choice and the importance of making responsible decisions. Lyza, a 9th grade Scholar said, “[The Retreat] helped me [meet] people who had similar situations as me.” Many of our Scholars felt similarly about the retreat and now have a new perspective about their own decision-making processes.

History in the Making- The 44th President Inauguration Ceremony



Teacher Bound Scholars celebrate the inauguration of the nation's first President of color at the JFK Library and Museum.

This year the Presidential Inauguration was a historic event and therefore very important and exciting event for Teacher Bound Scholars. We were fortunate enough to bring the Scholars to the John F. Kennedy Library and Museum to watch the Inauguration. The scholars got front row seats to watch history in the making and were given memorabilia to mark this special event—JFK Library and Museum buttons, and a copy JFK's inauguration speech. Due to the locale, the Scholars were able to truly see the similarities between John F. Kennedy and Barack Obama. The Scholars were ecstatic to be sharing this moment with other people and students from the area. Ally, a 10th grade Scholar said that her favorite part was, "Seeing so many people inspired and happy to see a [person of color] become president." The excitement from this ceremony increased when the Scholars realized that they made it into the news! The aftermath of the event was also very important.

Dominique, a 10th grade Scholar stated, "The best part was talking about how we felt about Obama on the way back home and taking pictures together." For many of our Scholars, witnessing the Inauguration has given them hope that they can achieve their dreams too.

One of our Teacher Bound Scholars, Sasha (Social Justice Academy, class of 2011), actually travelled to Washington D.C. to watch this historical event live. When reflecting on her experience she wrote:

I was one of the few students from my school that had the privilege to actually attend a very important event, the Presidential Inauguration 2009. At first I was a bit nervous because of the bus trip from Boston to Washington DC. It was a rough drive on our way there since we didn't really get to wash up or anything and we barely got any sleep. We woke up very early in the morning and walked a lot to be able to get to the mall, where the inauguration was taking place. There were moments where many of us got lost in the enormous group of people heading towards the same place we were. It was very cold and my fellow friends and I worked hard to try to keep ourselves warm. We were standing out in the cold from about 4:00am to 2:00pm when the inauguration ended. We tried to warm up and other stuff. As soon as the event started everybody was anxious to see our new president. When Barack Obama walked out, we all went crazy. We started yelling, clapping and cheering for our new president. At that moment I realized that the rough time on that bus and all the walking we did was worth it. I could feel people's joy and their excitement because of what was happening. I found it amazing how people from all over the country joined together to celebrate this historical event. I believe this is something that I will never forget. I feel privileged that 20-30 years later from now I can look into a text book and read where it says that on January 20, 2009 we had our first African American president, and I can be proud to say; "I was there, I was standing on that mall watching our first African American president [take his oath]."

On the Road to College

During their February break, Teacher Bound Scholars spent the week visiting colleges and universities, participated in a Brand Me workshop where they discussed the importance of a positive public image, and learned about the consequences of poor choices on a visit to the Suffolk County Prison.

Scholars were exposed to a variety of different colleges and universities in the Boston area, including Boston College, Boston University, Brandeis University, Harvard University, Northeastern University, and Tufts University. They attended information sessions where they asked questions about the admission process as well as characteristics of each school; they went on tours of each campus to learn where to take classes, where to dine, and the traditions that make each school unique. When asked to pick a favorite college on the tour, Jasmine, a 9th grade Scholar responded, “Harvard. That school is cool!”

Additionally, Teacher Bound Scholars participated in their first Brand Me workshop where they learned the importance of representing themselves to the public in a positive light. Yuniesh Robinson, a 10th grade Teacher Bound Scholar and young thespian learned a lot about herself, “Brand Me was a way to help me sort out my goals, think about myself as a person and the way I represent myself. [It] is a way of later on seeing the way I’ve changed over time until my senior year.” Scholars began creating their digital portfolios to chronicle their life stories that can be used when they apply to college.



Two Harvard University students guide Teacher Bound Scholars on a campus tour.

At the request of several of the Scholars, Teacher Bound organized a visit to the Suffolk County Prison. Scholars toured the prison and listened to prisoners’ journeys to this unfortunate destination. Scholars learned about how little mistakes could lead to big consequences. Prisoners expressed regret for making choices that landed them in jail. “Going to Nashua [helped] me realize that people in jail have or had ambitions too, and their journey has been interrupted due to lack of common sense, but they still have a future if only they go back down the right path,” commented Storm Ervin, a 10th grade Scholar. It was a sobering experience for many of the Scholars.

Scholars were given the opportunity to write a reflection essay on their experiences during the week and enter them in our February Break Essay Contest. Winners were chosen based on the content of their essays. Congratulations to our winners Dario Hernandez, Iris Umana, and Felicia Andre. Read excerpts of their essays are on the next page.

Education through Music

During the first week of March, Tufts University invited Teacher Bound Scholars to attend their annual Emerging Black Leaders Symposium. Attendees listened to a panel of hip-hop advocates, which included producers, writers, educators, and hip-hop artists. Teacher Bound Scholars listened intently as panelists discussed the state of hip-hop and its impact on youth. The real treat was the keynote speaker, socially conscious hip-hop artist, Talib Kweli. Bakari Kitwana, a hip hop advocate and educator, and Talib Kweli had an intimate conversation on stage where Kweli talked about his childhood in New York, his parents’ influence on his music (his parents were both college professors), and his thoughts on hip hop today.

Teacher Bound Scholars were impressed by his insight on hip-hop and how his upbringing influenced his identity as a hip-hop artist.

There was also an essay contest for all the high school students who attended the symposium. They responded to prompts related to education through music and were required to pull information they learned from the panelists. Through this contest, one of our Scholars won a brand new laptop. Congratulations to our 10th grade Scholar, Dario Hernandez!

Excerpts from February Break Essay Winners

Dario Hernandez, 10th grade Scholar

“William Jennings Bryant states, ‘Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.’ Choice is the legs of life, they can steer a person’s life in any direction and it sets success and failure apart. This February vacation was a preview of our future and how our choices can sculpt our future in any way we want. We saw a life that was full of the construction of our minds in a way that it would be ready to change the rules of the world and the [lives] of others. But we also witnessed the reality of men and women who chose the wrong path and are now bound by their decisions. In the last two days of the week we started to unwrap our own destinies and got the key to our individual destinies [through a Brand Me workshop]...Choice is something each human is given and only we can take that choice that can lead us either to successful life or destiny that was not meant to happen.”

Iris Umana, 10th grade Scholar

“It’s now Thursday morning and I’m heading to jail, but not because I did something wrong, and hopefully I never will, but because [Teacher Bound] is taking students to visit people like us who didn’t make the best choices in life. First we went to Suffolk County Sheriff’s Department and hear the story of a 25-year-old man. He was a good student throughout high school and once he started college he didn’t make the right choices. It was sad hearing his story because I felt like someday this could be me. Like him, I spend a lot of time helping out my church and I am a good student, but he is in jail, a place where he never thought he would be, and I never thought of that being a possibility for myself. It made me think twice about my decisions. [Teacher Bound] is giving me an opportunity to excel in life and to make it into college. I am grateful for this, and hopefully I know how to take advantage of this help and not throw it all away.”

Felicia Andre, 10th grade Scholar

“First off I would like to say that was the most exciting and educational vacation I could have had. It was also very fun because I was with ‘family’ pretty much. I also thank you for taking mine and Natalie’s [suggestion] of a prison fieldtrip into consideration. I have been on a couple of college tours before. However, this one was different because of the way I was presented at each college. I also found myself imagining myself within each college/university to see if I thought it was the one for me. My personality is very outgoing and active. So if I were to pick a college out of all the colleges that we visited I would choose Boston College. I’m not sure if it’s because I’m very familiar with [it]. But even then, that must be because I find it very captivating; and it clearly is. A college that I think was very good, but don’t quite see where I fit besides the Africana House section, is Tufts [University].”

Teacher Bound One-on-One Mentoring Program Launches

The one-on-one mentoring component of the mentoring program officially launched on March 6, 2009. In our first group, ten Teacher Bound Scholars were matched with an individual adult mentor. Mentors went through a rigorous recruitment process, which included an application, interview, and training before meeting their mentees. Mass Mentoring Partnerships led the training, during which mentors learned more about their mentor roles and the program's expectations. Mentors and mentees are required to meet and communicate for at least five hours per month for a variety of events and activities. Mentors provide academic, social, and emotional support to their mentees. Matches can also participate in a number of activities, including going to the movies, taking walks around Boston Commons, and tutoring. When asked what she enjoys most about having Jessica as a mentor, Lyza, a 9th grade Teacher Bound Scholar responded, "Everything. She's fabulous just like me...she plans a lot of stuff for us to do." The purpose of the mentoring program is to increase Scholars' exposure to different academic and career opportunities as well as encourage academic excellence to reach their long-term goals. The program is also a two-way learning experience. Jill describes her mentee, Iris, a 10th grade Scholar as, "An amazing person, sometimes I feel like she is teaching me!"

Thirteen additional Teacher Bound Scholars were matched earlier this month. They attended a Meet n' Greet where they had the opportunity to meet their mentor, participate in some icebreakers, and learn more about their mentors. The goal is to have the second half of Scholars matched by the end of the summer program in August. If you or someone you know is interested in mentoring one of our wonderful Teacher Bound Scholars, please contact Trisha Mah, the Program Assistant at teacherbound@wheelock.edu.



Albert (center) and Teacher Bound Scholars eating lunch at Northeastern University

Testimonial- Albert Hayle, Tutor Proctor

Working with Teacher Bound has been a tremendous life changing experience that I will cherish for the rest of my life. The experience reenergized me and fueled my passion for working with youth and adolescents. I valued every moment and every day I shared with the students. These experiences helped me realize the importance of friendship and how the simplest moments and laughter shared can have a profound impact on an individual's nature and character. Through this experience, God provided me with the opportunity to embrace and support the growth of young teenagers trying to mature into young men and women.

It's an experience that opened up my eye's to how smart, creative, and talented the young men and women of Upward Bound truly are. I have had the opportunity to support their academic and personal growth towards being successful students and responsible young adults.

It has truly been a blessed experience, to see the passion and the drive that the program has begun to instill in the students. The sky is the limit for the students and my heart is filled with joy at the excitement in their voices and the smiles on their faces every time they shared their academic and personal accomplishments with me. I get sad as things come an end, but I am fully confident that this journey we have shared over these past several months will continue to enlighten our lives and bring smiles to our faces for years to come.

Teacher Bound Scholars Learn about the Stimulus Package

On Thursday, March 26, 2009, a group of Teacher Bound Scholars had the privilege of attending a town hall meeting at the John F. Kennedy Library and Museum. Before the meeting began, Governor Deval Patrick came over to greet our Scholars (who were ecstatic to meet him) and other members of the audience. He spoke about how the stimulus package was going to be utilized in the Commonwealth. Audience members were encouraged to ask him questions about how he was going to delegate funds. "It was nice to see how people were very interested about what's going on around us," said 10th grade Scholar Sasha when asked about the event, "And I liked hearing the [Governor's] opinion about it." This event was a chance for Teacher Bound Scholars to witness and experience part of the democratic process. They thoroughly enjoyed their time there.



Governor Deval Patrick responds to audience questions about the stimulus package.
Picture from <http://www.jfklibrary.org>

Police Athletic League Karate Demo Team Visits Teacher Bound

In April, Teacher Bound hosted a special event at Wheelock College, featuring Lianne Hughes, a Wheelock sophomore, Teacher Bound Mentor, and a multiple award-winning martial artist. She attends the East Coast School of Combined Martial Arts where she is also a member of the Police Athletic League (PAL) Karate Demo Team. Members of the team ranged from ages 7 to 20 years and were at a variety of different skill levels. This event was a real treat for everyone who attended. Spectators watched as these martial artists showed them how they warm up and exhibited their skills with music to set the scene. Afterwards, Lianne spoke about how she became involved in karate, "I used to walk by and see the karate classes but I was never interested. I wanted to be good at something like my brother. [Once I became involved] the awards I won drove me to continue." Karate has also opened many opportunities to travel the world. Did we mention that Lianne is on the U.S. Olympic team? She will be abroad this summer where she will compete against some of the world's best. If she wins she will qualify to compete in the 2012 Olympics. Lianne was grateful for the opportunity to demonstrate her skills for the Wheelock community, "I am thankful the Upward Bound program allowed me to showcase what I do because [Karate] is important to me."



Lianne (front) and fellow PAL member perform a Karate Demo for Teacher Bound and the Wheelock community

On the Road Again- Teacher Bound Scholars Visit Out-of-State Colleges and Universities

During their April break Teacher Bound Scholars went on another college tour. Selected Scholars went on a 5-day bus trip, visiting different colleges and universities in four different states—Virginia, Pennsylvania, Maryland, and Washington D.C. They visited 7 schools— Georgetown University, George Washington University, Hampton University, Howard University, John Hopkins University, Lincoln University, and William & Mary College. They also participated in cultural activities such as taking a night tour of Washington D. C. and went candlepin bowling in Maryland. Teacher Bound Scholars wrote about their trip in journals. Here are some excerpts highlighting their experiences:



L to R: Omar, Rodney, Dario, Andre, Danny (chaperone), Yusuf, John (chaperone), and Cimron in front of the Capitol Building during the Washington D.C. night tour.

“[There] is a curfew for the new freshmen [at Howard University]. This shows that the people at the university care about the new students and this gives them some discipline and lets them learn to be more independent and more mature.” ~Coretta, 10th grade Scholar

“John Hopkins is all about math and science, and engineering. I am all about math and science and in the past I have lost my interest in Science but while I [walked] around the university, the hunger for science came back to me. That passion I have for science was once again born.” ~Omar, 10th grade Scholar

L to R: Anny, Jazmyn, Miguel, Lyza, Kristen, Yasmin, Javier, Jessie, Cimron, Jasmine, and Oniel pet George Washington University’s mascot, the Hippo.



“When visiting Hampton University we got a chance to visit their museum. One thing in the museum I found interesting was a picture. It was a picture of a black man in chains on a cross and behind him there were black people also with chains on their hands. For me the meaning of the picture seemed like the black people felt like they still weren’t free from slavery. It seemed like they didn’t fully have their freedom all the way.” ~Ateyanna, 10th grade Scholar

“My first reaction to [William and Mary] when we got there was, ‘Wow, this college is not for me.’ After we went on the tour it was amazing. I loved the amazing facts about it and when I graduate high school William and Mary will definitely be one of [my college] choices.” ~Ashley, 9th grade Scholar

Congratulations to Our Honor Roll Scholars!

Students who have a B- or above in all of their high school classes receive a Teacher Bound sweatshirt in honor of their academic excellence.

Term 1:

Jasmine Agosto, 9th
Alaxandria Bianchi, 10th
Sasha De La Cruz, 10th
Storm Ervin, 10th
Carmel Gabriel, 10th
Dario Hernandez, 10th
Francovna Lapointe, 10th
Naomie Pacouloute, 10th
Kristen Padgett, 10th
Javier Sanabria, 9th
Miguel Sigaran, 9th
Selina Sigaran, 10th
Dominique Trotman, 10th
Iris Umana, 10th

Term 2:

Jasmine Agosto, 9th
Stephanie Beauboeuf, 10th
Alaxandria Bianchi, 10th
Cimron Charles, 9th
Marcelino Daveiga, 9th
Storm Ervin, 10th
Dario Hernandez, 10th
Lyza Laurent, 9th
Naomie Pacouloute, 10th
Javier Sanabria, 9th
Miguel Sigaran, 9th
Selina Sigaran, 10th
Kristen Padgett, 9th
Dominique Trotman, 10th
Iris Umana, 10th

Term 3:

Jasmine Agosto, 9th
Stephanie Beauboeuf, 10th
Alaxandria Bianchi, 10th
Katherine Castillo, 9th
Cimron Charles, 9th
Marcelino Daveiga, 9th
Sasha De La Cruz, 10th
Storm Ervin, 10th
Dario Hernandez, 10th
Francovna Lapointe, 10th
Kristen Padgett, 9th
Naomie Pacouloute, 10th
Natalie Rubin, 10th
Andre Scott, 10th
Selina Sigaran, 10th
Dominique Trotman, 10th
Iris Umana, 10th

Congratulations to Our Merit Scholars!

Teacher Bound Scholars who missed the Honor Roll by one or two grades. We have high hopes they will make the Honor Roll soon!

Term 1:

Felicia Andre, 10th
Jamaree Bonnette, 10th
Ateyanna Brumant, 10th
Katherine Castillo, 9th
Susi Castillo, 9th
Cimron Charles, 9th
Rodney Chery, 10th
Tianna Cruse, 9th
Marcelino Daveiga, 9th
Martin Duncan, 10th
Destiny Evbodaghe, 10th
Yusuf Mansaray, 10th
Stephanie Miranda, 10th
Yuniesh Robinson, 10th
Natalie Rubin, 10th
Andre Scott, 10th
Evana Williams, 10th

Term 2:

Oniel Bailey, Jr., 9th
Felicia Andre, 10th
Jamaree Bonnette, 10th
Sasha De La Cruz, 10th
Susi Castillo, 9th
Tianna Cruse, 9th
Carmel Gabriel, 10th
Francovna Lapointe, 10th
Yusuf Mansaray, 10th
Stephanie Miranda, 10th
Yuniesh Robinson, 10th
Natalie Rubin, 10th
Andre Scott, 10th
Evana Williams, 10th

Term 3:

Oniel Bailey, Jr., 9th
Jamaree Bonnette, 10th
Rodney Chery, 10th
Tianna Cruse, 9th
Rehema James, 9th
Jessie Laurent, 9th
Lyza Laurent, 9th
Yusuf Mansaray, 10th
Javier Sanabria, 9th
Miguel Sigaran, 9th

Teacher Bound Creed

Building a positive program culture is very important at Teacher Bound as it helps promote positive self-esteem and high achievement. One way we foster a positive program culture is by holding our Scholars accountable to live by the Teacher Bound Creed which they will recite each academic session. The Teacher Bound Creed will be embraced & memorized by our entire community.

We believe.

We are the young men and women of Teacher Bound.

We are college bound.

We are exceptional-not because we say it, but because we work hard at it.

We will not falter in the face of any obstacle placed before us.

We are dedicated, committed and focused.

We never succumb to mediocrity, uncertainty or fear.

We never fail because we never give up.

We make no excuses.

We choose to live honestly, nonviolently and honorably.

We respect ourselves and, in doing so, respect all people.

We have a future for which we are accountable.

We have a responsibility to our families, community and world.

We are our brothers' and sisters' keepers.

We believe in ourselves.

We believe in each other.

We believe in Teacher Bound.

WE BELIEVE.

Guest Speaker Ronald Mah Speaks at a Parents/Caregivers Life Skills Workshop

While Teacher Bound focuses intently on academics, we want to ensure that the entire child is well supported beyond the classroom. While our Scholars have been hard at work with their academics and attending Life Skills workshops, Teacher Bound Parents and Caregivers have been attending their own Life Skills workshops every few months. These workshops provide important information about the program as well as how parents/caregivers can support their child on the path to college. In March, Teacher Bound had a special guest, Ronald Mah, a licensed Marriage and Family therapist and consultant, come and speak



Ronald Mah advises parents and caregivers on how to support their children on the college path.

to parents and caregivers about parenting. He was brutally honest on the mistakes that many parents make when raising their children. Attendees were informed on how they could support their children with their academics to ensure they remain on the college track. He spoke about the difference between getting on or going, getting by, and getting over in life. He also suggested that parents should set the bar high so their children can succeed. Even if they miss, at least they aimed high. He also highlighted that they have plenty to offer even if they did not attend college. He encouraged parents to offer guidance through their own experiences or lack thereof. Attendees were attentive and appreciated the resources that Mr. Mah provided.

Parent/Caregiver Resources

In addition to our Parent Life Skills workshops, we plan to provide additional resources to parents and caregivers that will support them in supporting their child. Below are some tips that may help in this process.

RAISING GREAT TEENS: PARENT TEEN RELATIONSHIPS

Your teen still needs you more than ever

Although it may seem like your teen doesn't need you anymore, children at this age actually need their parents more than ever. And although it may seem like s/he isn't listening to what you say, teens do consider their parents' actions, opinions and values when making decisions for themselves. Life gets busier as children get older, and your teen probably spends most of his time outside of school with friends or talking to friends. Although these friendships are important, it is also important to talk and listen to your teen and spend time together as a family.

How to build a good relationship with your teen

Be actively interested in your teen's life. Even though your child no longer needs you to arrange his/her get-togethers with friends, you should still know who his/her friends are and make an effort to meet their parents. Your teen may be responsible, but you should still know where s/he is, what s/he is doing, and whom s/he is with.

Talk with your teen, not at him/her. Try to avoid arguing with your teen, because as both of you get more emotional, you will be less likely to listen to the other person and more likely to say something you don't mean. If you need to, take a time out from the conversation and come back to it when you both are calm. Try to listen to your teen's emotions and his/her point of view. Remember that things have changed from when you were a teen.

Share things with your teen. Your teen is old enough to understand what is going on in the world around him/her. Take your teen to work with you for a day to see what the real world is like. Talk to him/her about what s/he thinks s/he might want to do after high school and encourage him/her to explore this by taking on an after school job (that

Parent/Caregiver Resources (continued)

is, of course if his/her academics are not suffering as a result). Let your child know of stressful circumstances, such as if things are tight financially for your family right now. Children see and hear more than we think. Discuss things in the news with your teen.

Schedule in family time. Make sure to schedule some one-on-one time with your teen. Although everyone has busy schedules, take advantage of the short times you have his undivided attention, such as when you both are in the car together, to ask him/her about school or friends. Even though your teen may be too old for a bedtime story, take a few minutes to sit in his/her room when you go in to say goodnight and talk about things. Family dinners are important, even when your child is a teenager, so try to make sure you eat together as often as possible, and away from the television! Find an activity that you both can enjoy together, from going to the gym to watching the news together for a half hour every night. – *The Massachusetts Children's Trust Fund* – www.onetoughjob.org

PREPARING YOUR TEEN FOR LIFE AFTER HIGH SCHOOL

Your teenager will leave the nest eventually to go on to college or a job. Helping him/her prepare for life after high school is one of the most important tasks you have as a parent/caregiver. Going to college, getting a job, joining the military, or taking time off are the common choices teenagers face. Listen to your teen and try to remain supportive and enthusiastic during this time of decision-making.

Tips for parents as their teenagers move on to new lives

Work with your teen's school. Meet with your teen's school guidance counselor to make sure s/he is participating in a college preparatory curriculum.

Help your teen research colleges and narrow his/her options. Plan visits to select colleges as early as the start of his/her junior year. Tour the campus and outlying community. Talk with your teen about what s/he did and didn't like about each campus to help him/her make an eventual selection.

Speak with the college admissions office about the admissions process. This will ensure you and your teen know the procedures and requirements for applying to each school, such as which college admissions tests to take and how many teacher recommendations you will need.

Financial Aid. Investigate with your teen her eligibility for financial aid and assist her in filling out the application. *See that your teen completes all college applications by their deadlines.*

– *The Massachusetts Children's Trust Fund* – www.onetoughjob.org

For additional resources:

<http://www.onetoughjob.org> - The Children's Trust Fund

<http://www.ronaldmah.com> - Website of a licensed marriage and family therapist

<http://parentingteensresourcenetwork.org/> - Parenting Teens Resource Network

<http://www.kidshealth.org> - Resources for parents, kids, and teens