

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Academic After-School Clubs

Kearny High School of International Business, California

March 2010

Topic: Helping Students Navigate the Path to College

Practice: Foster College Aspirations

Highlights

- For the staff at Kearny School of International Business, building a college-going culture extends beyond the regular school day.
- In this presentation Kearny's principal and AVID coordinator describe after-school clubs and classes that give students the opportunity to interact with college-going peers, consider career paths, experience hands-on learning, get extra academic support, and facilitate the steps to college entry.

About the Site

Kearny High School of International Business

San Diego, CA

Demographics

47% Hispanic

16% Black

12% White

4% Asian

1% Native American
74% Free or Reduced-Price Lunch
30% English Language Learners
12% Special Education

Kearny High School of International Business is a small school serving a diverse population of students, many of whom are English language learners, with a focus on individualizing instruction. Some key features of Kearny's college preparatory program are:

- Hand-scheduling students so that they become college-ready and are supported in areas of need;
- Using multiple sources of data and assessments to determine student needs;
- Offering before-, after-, and during-school classes, tutorials, and advising to support struggling students;
- Creating a community where academics and achievement are highly valued; and
- Offering extracurricular activities for students to explore careers, get extra help, or receive assistance with college applications.

Full Transcript

Slide 1: Welcome

Welcome to Academic After-School Clubs.

Slide 2: Introducing Ana Diaz-Booz and Erica Heinzman

My name is Ana Diaz-Booz. I am the principal here at Kearny High School of International Business.

My name is Erica Heinzman. I am a teacher here at Kearny International Business.

Slide 3: College for everyone

Diaz-Booz: From the beginning, from when students first enter our school, one of our main goals is for them to understand how to get to college and, more importantly, to understand that regardless of where they have been prior to us, or what their situation at home, or what their language ability is, that they are still able to go to college. Most of our students come from families where they are many times not only the first to go to college but also the first to graduate from high school. So it is critical for us as a school to introduce them to the idea of going to college from the time they come to the school.

Slide 4: Academics after school

Heinzman: The after-school opportunities here at Kearny really reinforce the college-going culture. We do have a number of clubs that are centered around academic themes, such as the science club, where students can get excited about studying a subject area and really embed themselves in all the possibilities.

The students do have opportunities to also explore careers through the after-school experiences. So in the science club they do a different project every week, and they feature different aspects of science. So students learn about microbiology and what would that look like in the career type if I would want to pursue that. Or what does it look like in forensics, and then what are my different career pathways.

Slide 5: A science mystery

Heinzman: Today the mystery is all around the Fountain of Youth, and so there is a scientist who's discovered the Fountain of Youth that's been murdered. The students first select which of the rooms they are going to. So there is different aspects of the mystery going on and they get to decide, are they going to go to the bio room and learn about forensics, are they going to stay in the chemistry room and learn about a chemical compound and they have to identify which is a chemical compound, or are they going to go wander off to the physics room and learn about some physics experiments that relate to the central theme of the mystery.

Slide 6: Academics for all

Diaz-Booz: There have been times when I have walked into the science club and there are 100 kids jammed into one classroom, and they are all excited about whatever science project they are working on. That is very atypical to what I have seen at high schools. You get the kids who are considered the "geeks" and the smart kids that like math or science in those types of clubs, but if you were to walk into our science club it's all kids. It's kids from ninth grade to twelfth grade, some that are learning English, some that can speak English fluently, some that are skaters, others that ride bikes. It's a very diverse group. And they're just kids having fun and enjoying learning.

Slide 7: Academic assistance

Heinzman: The other thing that I think our clubs do really well is they support the students in our hard classes. In order for our students to succeed when they go to college, we need to run an extremely rigorous program here. But then at the same time we have an obligation to support our students, and so we run extensive tutoring before school and after school so that every student can be successful in these rigorous classes. And so there is a large part of after-school that's centered around just getting academic help and making sure the students are successful in their academic classes, and that helps build a community.

Slide 8: AVID: Advancement Via Individual Determination

Heinzman: AVID is an elective that extends beyond the school day. So the kids are also enrolled in an official class during the school day, and then it extends after school as well. And so through AVID they explore colleges, they learn how to fill out financial aid and scholarship applications—in general, be a competitive applicant to college.

Slide 9: Applying to college

Heinzman: Today the students are going to be coming in to start looking at mock college applications so that the students really understand when they start putting together their information how they look. So for example, we will look at common app; these are actual ones we got from a conference where we white out the names, but there is all the other information for the common application. And the students are getting to look through and decide which of the four students gets to go to college. And they can start seeing and being very self-reflective in their own choices. So for example, they will see an application where there is not a lot of extracurricular activities, and how does that look to an admissions officer. And they will look at the different essays, and how well does the students express themselves and how well do they make that necessary human connection with the essay.

Slide 10: Fusing school and social lives

Diaz-Booz: The after-school activities are so academically focused that students make a really positive connection between school and their social lives because we have fused both together.

The career- and college-related experiences really change our students' perceptions of themselves. Because many of them come to us and they really don't have very high expectations of themselves, and when they see adults around them having high expectations and then on top of that they are able to have some really authentic experiences in either career- or college-related activities, I think that they start believing in themselves, that they start envisioning themselves in situations they never would have thought of.

Slide 11: Learn more

To learn more about Academic After-School Clubs, please explore the additional resources on the Doing What Works website.