

MyNYC Coordinator Manual

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Program Overview

1. Mission

A. To help underprivileged high school students, most of whom will be first-generation college graduates, to have the best chance of making it into their top choice universities.

B. To expose these students to culturally rich activities that will whet their appetites for a type of education that takes place outside of the classroom.

Taken from the Recruitment Flyer (which is uploaded under google docs and can be edited with the appropriate dates/times):

MyNYC is a Community Impact organization in which students from Columbia pair up with students from the Manhattan Center for Science and Mathematics, which is located in East Harlem. The students with whom we work are almost always future first-generation college students, and our goal is to help guide these students through the university application process and to give them cultural opportunities to which they normally might not have access.

Program sessions include cultural enrichment activities, such as trips to shows and museums, college and career preparation workshops, visits from admissions and financial aid officers, independent mentor-mentee outings, and more.

This program is a partnership between Community Impact, the Manhattan Center for Science and Mathematics, and the New York Department of Education. MyNYC has received Best Programming and Group Renewal Awards from Community Impact. Volunteer commitment of 1.5 hours/week for a minimum of 1 year is required. Meetings are always on **Friday afternoons from 4-5:30 in Earl Hall Auditorium**.

Program Events

Admissions Officer/Tour

Contact Meaghan McCarthy, the Director of URC, to see if she has any tour guides available to lead a tour of Columbia's campus. Explain what our program is, and that the goal of this particular event is to demonstrate what a typical college tour is like so that they are more

prepared when they go on their own college visits. Print handouts about college tours, such as this one:

<https://bigfuture.collegeboard.org/find-colleges/campus-visit-guide/campus-visit-checklist>

Also contact an admissions officer, such as Angela Velez, to come make a presentation about Columbia what colleges look for in candidates. After this week's session, send an email with this website to remind them of the importance of the college visit.

<https://bigfuture.collegeboard.org/find-colleges/campus-visit-guide>

College Shopping

There should be four stations and mentees/mentors will be divided into groups of four. The time at each station will be divided accordingly.

Station 1: Have mentors bring their laptops (if at all possible) so that all students can make college board accounts. Navigate the collegeboard website-there are so many great unused resources on it! Have students take the college board quiz. It is not completely accurate but it is a fun way for students to see what kind of college is for them.

Station 2: Bring in Princeton Review College books that are the coordinators' possession. Have mentors look through the books with the mentees-looking at colleges that are appropriate for each mentee.

Station 3: Panel where mentors talk about their own college shopping experience. Mentors need to be notified ahead of time if they will be on this panel so that they can plan accordingly.

Station 4: Have panel where mentors talk about the various types of colleges out there. Private, public, core curriculum, no curriculum etc. A document where these colleges are listed is uploaded in the MyNYC collection.

Essay Writing Workshop

Contact a University Writing teacher to come in and lead the essay writing workshop. In the past we have used Kassi Underwood, but if she is not available ask Columbia freshmen volunteers if they could approach their own university writing teacher. Print out the handouts that are uploaded under google docs. There should be 4. Have the UW teacher, or if one is not available, then you yourselves, explain that when an admissions officer reads the student essay they should be able to know more about the student's personality or character. When the officer reads the essay they should come up with the exact same personality traits that the student was intending to portray. Ask the teacher to talk about the "Do's and Don'ts" when writing a college essay. Practice writing to demonstrate that the student possesses whatever adjective or characteristic. Ask mentees to brainstorm ideas for their essay and bring in those ideas to share with their mentors the following week. The mentors should hopefully assist the mentees throughout the year with tasks such as looking at their college essay.

SAT/ACT

Although our organization is not geared towards SAT Prep, it is something that mentees usually ask about. Inform them of different services they can find, whether it be through another Community Impact organization, or from free online websites such as collegeboard.com or

number2.com. Print out sections from practice SATs and spend a day going through the practice sections. Focus mainly on verbal and writing, because those are typically the mentees' week points.

<http://sat.collegeboard.org/practice/sat-practice-test>

Major Fair

A few weeks ahead of time email the mentors to ask what either their declared or potential major is. Inform them that there will be a major fair where the Columbia mentors sit at various tables and entertain questions about their major/career interests. Have the mentors bring in books, papers, or any other materials they think relevant and helpful. Before the event, organize the different majors so that mentors with the same or related ones are sitting near one another. Arrange the tables in a large semicircle so that the high school students can freely walk around from one table to the next.

Community Service

The high school students need to understand that a very important aspect of applying to college is demonstrating interest in the well being of the community, but that interest does not need to stop once the students are accepted to colleges. If enough preparation is made in advance, try to coordinate the session with another group so that they can go to a soup kitchen, or something of that sort. If not, supplies can be bought to prepare peanut butter sandwiches on site, and then delivered to the church on 114th street. Make sure that you contact the church beforehand. At the event, have every mentor and mentee talk about the different ways that they help the community so that everyone can see how many different options there are for community service.

Career Panel

The whole meeting will be taken up by the panel. Make sure to agree on the MC ahead of time. Thank the panelists by giving them a card and gift (either a gift certificate to Barnes and Noble or a Columbia-specific gift like a mug). Allow time for students to ask questions. The most popular career panel has been the pre-med/health profession panel. Ask pre-med students, a pre-med advisor, and a physician to come in to speak to the mentees. Law panels and career panels with various professions are also options; with limited weeks, the pre-med panel is usually best.

The contact information for Dr. Samuel Seward (Columbia health services vice president and great physician) and Cynthia Cogdill (pre-med academic advisor) is in the below contact information section.

Come up with questions that you would like the panelists to think about beforehand, so that they are prepared. Ask the mentors to email two questions each that they would like to see answered, and also ask the mentees to email two questions. This way there is plenty of material to discuss at the panel in the event that the mentees are shy. This event is most successful with more students. If not enough mentees are planning on coming, email the high school contact (Mr. Piel) and ask that he bring in more interested high school students.

Financial Aid and Scholarships

Contact a Financial Aid Officer and ask them to come make a presentation about financial aid and scholarships. Print out the uploaded document about Financial Aid/scholarships for each of the mentees. After the presentation by the financial aid officer, and if time allows, explain a little more detail about the scholarships.

Sample Fall and Spring Calendars:

***Find out the break schedule of the Manhattan center, to plan accordingly**

Date	Event
9/16	Information Session
9/23	New Mentor Training
9/30	Holiday-no meeting
10/7	Pair Ups with BJ
10/14	Mentor/Mentee Meet Up, College Process Overview
10/21	CU Tour and Admissions
10/28	Academic Bowl/College Shopping
11/4	Fall Break-no meeting
11/11	Essay Writing Workshop
11/18	SAT/ACT Info and Prep
11/25	Thanksgiving Break-no meeting
12/2	One-on-One meeting
12/9	End of Year Event-Bowling

Date	Event
1/27	Jeopardy/Fireside Chat
2/3	Major Fair
2/10	One-on-one

2/17	Columbia Mentoring Initiative (Fireside Chat) (see attached documents for further information)
2/24	Manhattan Center Closed-Mid Winter Break
3/2	Community Service
3/9	Columbia Spring Break
3/16	Columbia Spring Break
3/23	Money Thinks
3/30	Medical Career Panel
4/6	Manhattan Center Closed-Spring Break
4/13	Manhattan Center Closed-Spring Break
4/20	Central Park Picnic
4/27	End of Year Event

Contact Information

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Dr. Samuel J. Seward

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Cynthia Cogdill

Pre-Med Advising Dean

(speaker for pre-med panel)

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Specific Coordinator Details and Program Logistics

The Community Impact Coordinators' Retreat takes place every year during the first week of September. Community Impact makes it possible for each retreat participant to move in a few days before the remainder of the upperclassmen in order for all the coordinators to be able to attend the retreat, which is always overnight and takes place on-campus. The purpose of the retreat is to instill in coordinators the mission of Community Impact, encourage them to make friends and network with the coordinators of other Community Impact clubs, and teach them about such details as how to operate the website and how to manage the treasury.

Weekly coordinator meetings--Set a time and place at the beginning of each semester. Discuss the upcoming weeks and delegate what needs to be done that particular week.

Detailed coordinator information

Coordinator positions:

1. Evaluations Officer
2. Treasurer
3. Communications Officer

1. Evaluations Officer

General rules pertaining to Community Impact can be found in the Community Impact Retreat handbooks.

Responsibilities:

1. Collect sign in sheets from mentors and mentees at the start of each week's event
2. At the end of the year compile a list of the colleges that high school seniors have been accepted to and are attending
3. Work with Margaret Perkins (CI Evaluations Coordinator) on handing out appropriate surveys to mentors and mentees (these will be emailed to MyNYC evaluations coordinator by Margaret)
4. Work on framework at start of the school year (other coordinators may help and provide input)
5. Meet with CI executive to maintain good relations
6. Work on reapplication at the end of the school year (other coordinators may help and provide input)

7. Help conduct a fireside chat where volunteers verbalize their suggestions/criticisms/compliments/advice about the program in order to ensure its future success
8. Submit a pre-semester survey at the start of the program (what would you as a mentor like to see accomplished)
9. Submit a post-semester survey at the end of the program (what was accomplished and what was not)

2. Treasury:

MyNYC Account Number: 9-10108

General Rules pertaining to Community Impact can be found in the Community Impact Retreat handbooks.

Responsibilities:

1. Provide projected budget for the upcoming school year (in the Fall and Spring)
2. Budget the money granted to MyNYC for the entire year
3. Fill out voucher requests/check requests/cash reimbursements
4. Turn in all treasury information at Town Halls
5. Update Budget History on the Community Impact Website
6. Be the final communication aspect of planning events
7. Fill out pre-calendaring/space requests

Detailed description of the above responsibilities:

1. The CI Treasurers email a template of a projected budget so that you can fill it out accordingly. Examples of past projected budgets are uploaded under google docs. The information that needs to be provided includes the names/dates of events (they can be hypothetical and not entirely accurate), projected client and volunteer attendance (the clients are the students and the volunteers are the Columbia students. Usually this is about 50 people total), the amount of money that will be spent in each expense type. An expense type is the reason that the money is being spent, which should all be outlined in the community impact retreat handbook.

Examples of expense types that we typically use include Student supplies and materials, and student meetings and occasions. Every weekly meeting that we have we use the meetings and occasions to get food for the week, and we also use this for special events such as museum trips, bowling, etc. Supplies and materials include things such as the books or lanyards from the bookstore.

When you fill out the projected budget in the fall you should account for all of the money that you have received for that school year.

When you fill out the projected budget in the spring for the following year you should keep in mind that you will never receive more money than you have accounted for in the spreadsheet, so try to make it as accurate as possible so that you are not limited the following year.

2. ****You want to spend all of your budget/as much of it as possible**, otherwise the following year you will not receive as much money. If for some reason you think that there needs to be a

significant increase in funding for the following year, in the spring you must explain exactly why you need that increase. This really shouldn't be an issue unless the program expands to having many more participants.

3. The treasury resources are found on the community impact website. Log on as a coordinator, click treasury at the top, and there are the 3 options of vendor list, request money, and view history. The vendor list is just a list of all of the places around campus where the community impact vouchers are accepted. When we spend money it is best to use those and only go to those places, because getting cash reimbursements or check requests is more difficult. Save the check requests for the larger events such as bowling, or the trips to Ripley Believe it or Not, or the American Museum of Natural History.

Request money is where you will fill out voucher or check requests. Request the money at least a week in advance. If special directions need to be given, make sure that you also email the CI Treasurers.

View history is a spreadsheet that lists the money that you have requested. Once you have spent the voucher, fill in the amount actually spent so that whatever you don't spend is added back to your remaining budget. Keep this as updated as possible. Before every town hall, this spreadsheet needs to be up-to-date.

4. Once you have updated the treasury information on the community impact website, you should make photocopies of all receipts so that you have copies for yourself. At the town hall you should turn in the receipts and invoices, both taped to pieces of white printed paper, to the CI treasurer. You need photocopies of everything you turn in because the CI treasurers may lose pieces of papers, and it is beneficial to MyNYC to have backup copies.

5. (explained in #3).

6. While the other coordinators generally help with planning events, because you are in charge of the budget, most of the planning lies in your hands. With any event that you plan you should keep track of the person with whom you speak, their contact information, and a mental note of how easy they were to work with so that in the future you know whether or not you would like to work with them again. Contact information of past events will be listed in this manual.

7. **Pre-calendaring******* is one of the most important aspects of your job, regardless of how pertinent it is to treasury. In both the fall and spring semesters you will receive an email about Pre-calendaring for Earl Hall. **You must pre-calendar in a timely manner.** Because Earl Hall is a building of the University Chaplan, they have their own rules and do not like when Community Impact organizations disobey their rules.

When you receive the email about the due date for pre-calendaring, plan to fill it out the first day that it opens. I will upload the most recent pre-calendaring form for Earl Hall Auditorium. Refer to this google doc for how to fill out the space request!

Notice that one of the questions asks if food will be served. This is in reference to catering, not the simple food that is picked up at Morton Williams, so you can answer No, because otherwise

you need to fill out a facilities request. However under the description you can write something along the lines of “This year we served food, but because it was only once we don't know that food will be served next semester. If we find that does happen we will contact the appropriate people to make sure everything is in order in regards to having a custodian.”

If you want to have food delivered/catered you need to speak with either Robert or Raquel from the University Chaplan Office. Let them know the date/time you would like to have the catering and ask them **very politely if they could fill out the custodian request for you.**

<http://www.columbia.edu/cu/earl/oucstaff.html>

Robert Doyle: rd2521@columbia.edu, (212) 854- 6242

Raquel Whittaker: rjw2110@columbia.edu, (212) 854- 4194

3. Communications Officer

This position is not an official Community Impact club position, but is necessary to the success of our specific club, especially due to our close partnership with Lori Mastromauro (program director at NYC Department of Education)

Responsibilities:

1. Coordinate with Lori the date of the training session with her and date to have mentors fingerprinted
2. Email potential volunteers a “Welcome Email” before the training session
3. Coordinate with Mr. BJ Piel (or high school contact at Manhattan Center for Science and Math) what date mentor/mentee pairs will be made
4. Coordinate with Mr. BJ Piel the start date for the program
5. Email Mr. BJ Piel weekly updates
6. Email Lori Mastromauro monthly updates
7. Email mentors (volunteers) weekly updates
8. Email mentees weekly updates

Detailed Description of the above responsibilities:

1. This should be done over the summer with the collaboration of the other coordinators, although the Communications Officer is the one to initiate all of the contact. A conference call should be held over the summer (organized by the Communications Officer) in order to discuss potential training dates. Since the activities fair is the first week of school, an information session needs to be held the following week and the training session the week after. The information session is necessary to narrow down the volunteers who are really interested in the program, because many enthusiastic freshman sign up for every club at the activities fair.

****Make sure Lori knows the exact start date of the training session. She always shows up late and since it is 3 hours long it is unfair for the volunteers that she shows up late. However she shortens the training session for us and is very accommodating, so make sure to maintain good relations with her. Make sure she knows the correct room location and tells the fingerprinting man the correct room location and time.**

2. You will have a huge list of names/unis/year/school from interested volunteers who signed up at the CI open house and the Activities Day. Make an excel sheet (see uploaded excel sheet in MyNYC collection as example) and email every single interested volunteer on this excel sheet the welcome email. Good welcome email is uploaded in MyNYC collection. This welcome email is necessary to give interested volunteers more information and to remind them about our club. If they are truly interested then they should show up at the information session.

****When emailing potential volunteers/mentors make sure to BCC the list. The emails of the coordinators should only be made public (only type the coordinators' names in the TO box)**

3. This can only be done once there is a good idea of how many male and female mentors there are. This information will be obtained after the training session with Lori. Once numbers are gathered, all coordinators need to work with Mr. Piel on making match ups. If an event is held for only returning pairs, this match up session can occur during or after the returning pair event.

4. Once match ups are made the first event can be held. Mentors cannot meet with their mentee one-on-one until they have been cleared to do so (should take about 2 weeks and will be notified by Lori when this happens). Until then, group activities can take place.

5. Either the night of, or day after each weekly coordinator meeting, an email needs to be sent to Mr. Piel. He needs to be informed of the upcoming week's event and if he has any responsibilities for it (ex: printing out photo release forms, surveys, etc). If additional unpaired mentees would benefit the week's activity, he needs to be told how many additional students he can bring. Typically no more than five, but this also depends on the number of paired mentors/mentees and how many additional students the coordinators will be able to take on for the week. Activities such as the campus tour, financial aid workshop, pre-med panel, Columbia Mentoring Initiative Fireside chat, are more successful with greater numbers. Activities such as college shopping day, jeopardy game, essay writing workshop, benefit with smaller, intimate numbers.

6. In order to maintain good relations with Lori Mastromauro, she needs to be updated about the success, or shortcomings of the program. She is a great resource and is always willing to help and so we need to make sure we also reach out to her even when we do not need anything.

7. Either the night of, or day after each weekly coordinator meeting, an email needs to be sent to the volunteers. They need to be informed of the upcoming week's event and if they have any responsibilities (ex: bring books or papers for the major fair, research information so they are knowledgeable about the various "college types" for the college shopping day, etc). Every week in the email the mentors need to be reminded to contact their mentee to make sure that he/she will be in attendance. If the mentees will not be in attendance the mentors also need to inform the coordinators if he/she will be present.

****Knowledge of the numbers that will be present each week is critical to the success of**

the program

It is a good idea to have each of the mentor's phone numbers, so if need be, texting or phone calls can also take place.

8. It is a good idea to get the email of all of the mentees. They should also be emailed in case they forgot about the upcoming week's event, even after their mentor and Mr. Piel have reminded them. Once again, awareness of numbers at each event is critical!!