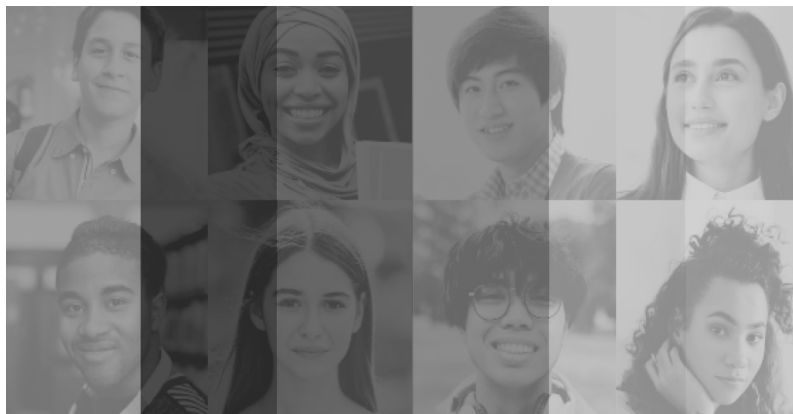

Who I Am

MYCHAL WYNN

WITH STUDENT CONTRIBUTORS

Volume IV - My Goals

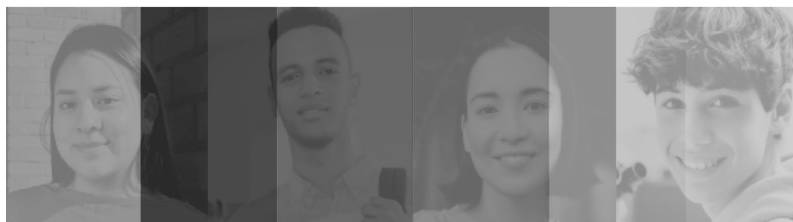
Foreword by Jocelyne Lioe (10th Grader)



Who I Am

MYCHAL WYNN

WITH STUDENT CONTRIBUTORS



Volume IV - My Goals

Foreword by Jocelyne Lioe (10th Grader)

Who I Am - Volume IV

My Goals

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ISBN 13: 978-1-880463-88-8

Library of Congress Control Number: 2023934874

Printing 1

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Rising Sun Publishing is the exclusive publisher for The Foundation for Ensuring Access and Equity, Inc., a Marietta, Georgia Community-based Organization whose mission is to expand college access for underserved, first generation, lower income, and marginalized youth.

Interior and Cover design by David Escobar
Student Illustrator - Jocelyne Lioe



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P.O. Box 70906
Marietta, GA 30007
(770) 518-3069
E-mail: info@rspublishing.com
Website: www.rspublishing.com

Printed in the United States of America.

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Student Contributors

I appreciate the willingness of so many students to become vested in their own learning, their participation in our national college planning program, and their willingness to serve as contributors. Student contributors, who attend school in California, Florida, Georgia, North Carolina, and South Carolina, exemplify our belief that the strategies set forth in this book can be embraced and applied by any student.

Middle School

Chizara - 6th Grade

Morgan - 6th Grade

Teni - 6th Grade

Aliyah - 7th Grade

Piers - 7th Grade

Griffin - 8th Grade

Layla - 8th Grade

Naomi - 8th Grade

Vaughn - 8th Grade

Illustrator

Jocelyne - 10th Grade

College

Elijah - University of Southern California

Faith - The University of Chicago

Jada - North Carolina A&T State University Honors College

Jayla - North Carolina A&T State University Honors College

High School

Jocelyne - 9th Grade

Jordan - 9th Grade

Anna - 10th Grade

Erin - 10th Grade

McKinley - 10th Grade

Nishan - 10th Grade

Angel - 11th Grade

Jayla - 11th Grade

Omar - 11th Grade

Reese - 11th Grade

Collin - 12th Grade

Foreword - Jocelyne Lioe

I've had the honor of working with Mr. Wynn in the College Planning Cohort since I was a rising 6th grader. It started out with a simple summer boot camp that my mother prodded me into attending after she read about the program from an article in my middle school's newsletter. At first, it was just a place to talk with my friends and answer a few questions based on a module in an on-line curriculum. But nearing the end of the camp, I began to sense a promising future for myself through the program. That jump started my entire college planning process. I was quite ambitious before the program and I had high-reaching aspirations, but I lacked knowledge on how to actually achieve my aspirations—a gap in my knowledge that the College Planning Cohort so graciously filled.

I've worked with Mr. Wynn on various projects within the program over the past several years as I have become, not only engaged in actively planning my journey through school, but working with other students to pass on the enormous amount of information that I have gained. I have participated in the grade level cohorts, completed the on-line modules, developed a strong résumé, and created a solid academic and leadership profile—all things that I would not have known how to do if I was not participating in the program.

I felt established in the program as I was making my transition from middle school into high school so I sought to increase my engagement. I served as President of the Youth Leadership Board and with my growing experience, served as an intern in the very same boot camp where I started

the program. Now, I'm writing the foreword and creating the illustrations for the *Who I Am* series of books. This has been an incredible experience and I am only a high school sophomore.

Over the course of my 5-year involvement in the program, I've seen the way that Mr. Wynn works and the way he leads the cohort. He always communicates his high hopes for students in the program as he pushes them to strive for their personal achievement and setting goals to make an impact in their respective schools and communities. Not only does Mr. Wynn believe that students are capable, his belief in the capacity of students to demonstrate grit and hard work is not only relentlessly communicated in our monthly meetings, but echoed in each book in the *Who I Am* series. After all, a large portion of this book provides strategies of what any student can do to become a better student.

Throughout the course of my involvement in the program, as is evidenced in this book, Mr. Wynn inspires us to think about our future and to care about our education. He always shares new opportunities and encourages us to explore ways to be engaged in our own personal way. This can be done through a myriad of ways such as service, extracurricular activities, leadership, etc. Our end goal is not to be the best of the best, but rather be the best version of ourselves. For this reason, his teaching and writing focuses on understanding our strengths and weaknesses and their impact on our personal aspirations. He is more than just a regular educator or a traditional classroom teacher, he is an educator who is uniquely gifted in providing step-by-step guidance in helping students to create plans that are personalized to them. This

unique ability is evidenced in this book and each of the other books in the series.

I am particularly excited that these books are being published, because the information that is being presented is information that students in our program are exposed to every year that is inspiring them to become top academic students and leaders. Students are also inspired to engage in many hours of community service in schools and communities throughout the country. Even as we are engaging in this process, we have learned that everyone works and thinks differently. We are taking different classes, involved in different activities, and pursuing different passions. However, we are conscious of the body of work that we are developing in a manner as to make each of us a competitive college applicant. That's the beauty of this program and what I believe is being communicated through each of Mr. Wynn's books. I've seen students that have come through the program with idealistic dreams who then are guided in developing a realistic plan for pursuing a career or college major that reflects who they are. On the other hand, I've seen students who originally planned on going with the flow until they realized the importance of their education and began their college planning with ambitious goals.

The effects of the program are lasting which is why community outreach is always incredibly influential. It is gratifying when given the opportunity to share this information with others who would not have learned about what to do until it was far too late in the process. I am working with students in my school through the College Cohort Club who gain insight from the opportunities and planning steps I

share in workshops. Achieving access and promoting equity comes from increasing awareness of the college planning process.

I have gone through the units and completed the narratives through the on-line curriculum for many years and I'm quite familiar with the information and topics presented in this book and the other books in the series. My understanding of these topics has made me a great student and a better person. The on-line curriculum that Mr. Wynn created, allows students to complete modules through which they are guided in writing narratives, developing a personal profile, building a résumé, and creating a college planning document. Not only does this differ from a standard assignment or a normal class, but it teaches students time management skills and personal responsibility. It's meant to provide students with enough time to explore the topics and understand the information on a deeper level. This book gives students a similar feel in terms of the freedom to explore while also providing essential information. I've used the information being presented in this book to set goals and have developed tremendous insight into my approach to school and life. The student I am today is because of the support from Mr. and Mrs. Wynn and the knowledge that I have gained from the College Planning Cohort. In hopes that you may gain the same insight that I have from this information, this book can provide the knowledge, skills, and information that could change the course of your educational future.

Jocelyne Lioe

St. Petersburg High School Class of 2025

International Baccalaureate Diploma Candidate

Since graduating from college (*cum laude*) as my family's first college graduate, I have been an educator, researcher, and entrepreneur for nearly 50 years. Over this period of time, I had written 28 books before redirecting my attention to developing the curriculum for our on-line college planning program. Consequently, for several years I had been unable to find time to return to writing until I was inspired by the students with whom we are working to put pen to paper, or in this case, the computer, once again. Our on-line college planning curriculum places life after high school within the context of what a student should be doing today as an elementary, middle, or high school student.

Recognizing that despite the advances in technology with computers and cell phones, many students continue to learn best with paper and pencil. Rather than struggling to find a reliable Internet connection, many students still prefer to hold a book in their hands. So my return to writing begins with the *Who I Am* series of books in which I have invited some of my students to contribute their responses and share their essays. Each book in the series provides examples of how middle school and high school students have approached each topic. When I published my first book, "*Don't Quit - Inspirational Poetry*" in 1988, I had a goal of writing 50 books. Well, despite a long layoff, with the publishing of this book, I am now over 30 books and excited about writing once again.

Mychal Wynn

Author

CEO/Founder

The Foundation for Ensuring Access and Equity

This chapter will...

- Open each book in the series and serve as a reminder of why being vested in your own learning is essential to understanding the ideas and utilizing the strategies being presented in the *Who I Am* series
- Provide examples of how other students are using their aspirations for the future as motivation for maximizing their success in school today
- Provide insight into the type of students that colleges and scholarship programs are looking for

Guiding Questions

- What is your purpose for reading this book?
- How do you think high school students who are planning to go to college after high school would answer the question, “Why am I here?”
- How do you think middle school students who are planning to go to college after high school would answer the question, “Why am I here?”

Chapter 1



Why I Am Here

The first question we ask students participating in our college planning and summer enrichment programs is, “*Why are you here?*” Within the context of this book, the question is, “*Why are you reading this book?*” Answering the question, why you are doing something, provides insight into whether your motivations are intrinsic or extrinsic. For example, if your response to the question is, “*I am being forced to read this book.*” Being *forced* to do something can result in apathy, low motivation, or even resistance. Apathy can result in your reading the book, but not paying attention to details or giving much thought to some of the larger concepts. Low motivation can result in reading and proceeding through the

What is Goal Setting?

Goal setting is a powerful motivator, the value of which has been recognized in an abundance of clinical and real-world settings for over 35 years.

‘Goals,’ are “*the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit.*” (Locke & Latham, 2002, p. 705) They are the level of competence that we wish to achieve and create a useful lens through which we assess our current performance.

Goal setting is the process by which we achieve these goals. The importance of the goal-setting process should not go unappreciated. According to Lock (2019) “*Every person’s life depends on the process of choosing goals to pursue; if you remain passive you are not going to thrive as a human being.*”

Goal-setting theory (Locke & Latham, 1984) is based on the premise that conscious goals affect action (Ryan, 1970) and conscious human behavior is purposeful and regulated by individual goals. Simply put, we must decide what is beneficial to our own welfare, and set goals accordingly.

Why do some people perform better on tasks than others? According to Ryan (1970), if individuals are equal in ability and knowledge, then the cause must be motivational.

The theory states that the simplest and most direct motivational explanation of why some people perform better than others is due to disparate performance goals, implying that setting and adjusting goals can significantly impact performance.

(reprinted from PositivePsychology.com)

This chapter will...

- Explore why it is important to set goals and share examples of how students are setting goals in 5 distinct areas:
 - Academics
 - Leadership
 - Extracurricular Activities
 - Community Service
 - Honors and Awards

Guiding Questions

- How does mindset and grit impact how you set and pursue goals?
- Have you been introduced to a “process” for setting and pursuing goals, and if so, explain?
- What is a résumé, why is it important, and do you have one?
- What is meant by the phrase, “body of work?”
- How would setting goals influence the body of work reflected on your résumé?

Chapter 2



Mindset & Grit

Your mindset and grit will impact the goals that you set. If you have not read *Volume II - Personality, Temperament, Mindset, and Grit* of the *Who I Am* series, I encourage you to read the chapters on mindset and grit to expand your understanding of these important topics. In this chapter, we will provide examples of how goals set by students reflect their mindset and grit. Students participating in our college planning program set goals in each of the 5 areas presented in this book: *academics, leadership, extracurricular activities, community service, and honors and awards*. Pursuing and achieving goals in each of these areas will make any student a more competitive college or scholarship

End of Chapter Discussion

Mindset & Grit

Evaluate your mindset and grit. Assess your mindset and grit by your ability to apply the 7 steps of setting goals to a single goal (p. 15).

(1) Identify the Goal: Clearly identify the goal that you want to achieve, e.g., I want to earn a final grade of 95+ in math.

(2) List the Benefits: State the benefits of achieving your goal, e.g., earning a high grade in math will qualify me for the next higher level of math, strengthen my high school transcript, and assist in qualifying for induction into the National Math Honor Society.

Stanford University Holistic Admission

At Stanford, we practice holistic admission. Each piece in your application is part of an integrated and comprehensive whole.

One piece tells us about your background and life experiences, another about your school and your academic achievement. We learn from others about your character and intellectual contributions. In your essays, we learn about your ideas and interests, and what is meaningful to you.

Academic Excellence

The primary criterion for admission to Stanford is academic excellence. We look for your preparation and potential to succeed. We expect you to challenge yourself throughout high school and to do very well.

The most important credential for evaluating your academic record is your high school transcript. Please know that our evaluation goes beyond any numerical formula.

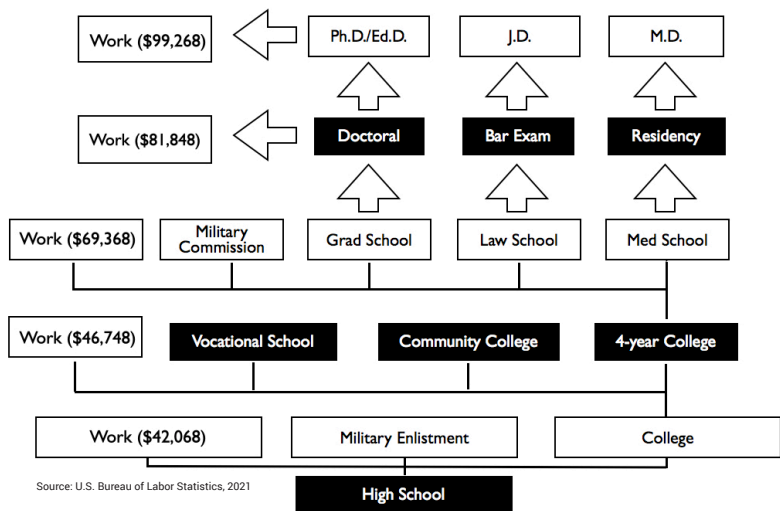
We want to see your commitment, dedication and genuine interest in expanding your intellectual horizons, both in what you write about yourself and in what others write on your behalf. We want to see the kind of curiosity and enthusiasm that will allow you to spark a lively discussion in a first-year seminar and continue the conversation at the dinner table. We want to see the energy and depth of commitment you will bring to your endeavors, whether that means in a research lab, as part of a community organization, during a performance or on an athletic field. We want to see the initiative with which you seek out opportunities and expand your perspective.

Extracurricular Activities

Learning about your extracurricular activities and nonacademic interests helps us understand your potential contributions to the Stanford community. Students often assume our primary concern is the number of activities in which a student participates. In fact, an exceptional depth of experience in one or two activities may demonstrate your passion more than minimal participation in five or six clubs.

(reprinted from the Stanford University website)

Chapter 3



A Context for Setting Goals

The excerpt from the Stanford University *Holistic Admission Policy* on the opposite page provides the context for setting goals for any student seeking to apply for admission to Stanford University of any highly selective college. For students who may not be pursuing admission to a highly selective college like Stanford, the illustration presented above provides a context for setting goals for pursuing any pathway after high school, whether it be into the workforce, enlisting in the military, or attending college. It is important to have a context for considering, discussing, and “planning” how you set goals throughout your 7-year progression through middle school and high

At the beginning of each school year, you have opportunities to choose classes and activities. If you consider these choices within the context of what you want to do after high school, your choices, and consequently your year-to-year goals should be focused. For example, if you begin the ninth grade and want to attend college after high school, but know that your parents cannot afford to pay for college, you should be intentional in pursuing *strategies* throughout high school to qualify for a full college scholarship. But how would you know what the right strategies were unless you first set a goal of receiving a full scholarship and then learned the *context* in which colleges and scholarship providers would be reviewing your future applications? Consider again, the words and phrases in the Stanford University Holistic Admissions statement:

- Character
- Intellectual Contributions
- Ideas and Interests
- Academic Excellence
- Preparation and Potential
- Commitment
- Dedication
- Curiosity and Enthusiasm
- Energy and Depth of Commitment
- Exceptional Depth of Experience
- Passion

If, as you begin high school, you talk to your counselor or a college adviser who advises you that there is a college that would likely award you a full scholarship based on your grade point average and SAT or ACT scores, you will have 3 years to earn the GPA and attain the test scores to achieve your goal of receiving a full college scholarship (maybe a little more time depending on the college or scholarship deadline). If you enter high school with a strong academic foundation, developed throughout elementary school and middle school, then you already have the academic foundation needed to be successful. But the same will apply to other areas in which you have gifts such as music, dance, art, or athletics.

If you are serious about pursuing scholarships, you cannot avoid the 7-step goal setting process that was introduced in the previous chapter (pp. 15-16):

1. Identify the Goal
2. List the Benefits
3. List the Obstacles to Overcome
4. List the Skills and Knowledge Required
5. List the People or Groups to Work with
6. Create an Action Plan
7. Set the Deadline for Achievement

Our sons chose different scholarship pathways based on their personality, temperament, mindset, grit, and gifts. Our eldest son chose a pathway into the country's top ranked

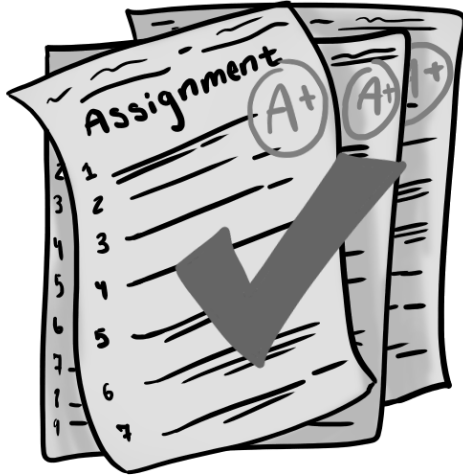
The University of Chicago Statement on Academics

The University does not require any specific courses for admission. Rather, we wish for students to pursue challenging coursework in any path that is available and relevant to them. In mathematics, this may include coursework in data science, statistics, mathematical modeling, linear algebra, trigonometry, calculus, and other advanced math classes. Students will always have the opportunity to complete required mathematics coursework, such as calculus, if required for their program of study in the College while on campus.

Guiding Questions

- What is the importance of taking calculus in high school?
- Are colleges more concerned with the level of classes taken, grades earned, or both?
- How many academic honors are available at your school?
- Did you set academic goals for the previous school year, and if so, what were they?

Chapter 4



My Academic Goals

The goal setting steps within this, and each of the following chapters, are being approached within the context of attending college and qualifying for scholarships. Even if you are not committed to attending college, but considering enlisting in the military or going to work after high school, you will still benefit from the type of goal setting being presented in each chapter. By being intentional in setting goals during each school year, you will not only keep your college options open, but you will develop a body of work that will make you a stronger military enlistment candidate and develop a more impressive résumé for entering into the workforce. Setting goals within the area of academics

What Yale Looks For

There are no score cutoffs for standardized tests, and successful candidates present a wide range of test results. During the most recent year, test score ranges (25th to 75th percentiles) for enrolled first-years were:

SAT-Evidence-Based Reading and Writing: 720-770

SAT-Math: 740-790

ACT Composite: 33-35

While there is no hard and fast rule, it is safe to say that performance in school is more important than testing. A very strong performance in a demanding college preparatory program may compensate for modest standardized test scores, but it is unlikely that high standardized test scores will persuade the admissions committee to disregard an undistinguished secondary-school record.

Guiding Questions

- What are the tests given in your school and what impact will they have on the opportunities available in your school or school district?
- If you are planning to apply to college, what do you think is the most direct pathway to a full college scholarship?
- How much money can test scores be worth?

Chapter 5



My Testing Goals

Testing is unique to each school, school district, and college. In grades K—12, some of the areas in which test scores matter are:

- Placement into advanced classes or the gifted and talented program
- End-of-Course or End-of-Grade testing to determine class placement or being promoted to the next grade
- PSAT, in which 11th grade scores qualify for National Merit Scholarship consideration

Stanford - Extracurricular Activities

Learning about your extracurricular activities and nonacademic interests helps us understand your potential contributions to the Stanford community. Students often assume our primary concern is the number of activities in which a student participates. In fact, an exceptional depth of experience in one or two activities may demonstrate your passion more than minimal participation in five or six clubs. You may also hold down a job or have family responsibilities. These are as important as any other extracurricular activity. In general, we want to understand the impact you have had at your job, in your family, in a club, in your school or in the larger community, and we want to learn of the impact that experience has had on you.

In some cases, exceptional abilities in athletics may influence our decision if the applicant is otherwise well qualified, but such abilities never, by themselves, ensure admission to Stanford.

Guiding Questions

- Are colleges more concerned with the **quantity** of your activities or the **quality** of your activities?
- What activities in your school or community are most closely aligned with your gifts, talents, and passions?
- Is being a “well rounded” student or developing an “exceptional gift” most likely to result in being offered a full college scholarship?

Chapter 6



My Extracurricular Activity Goals

While participation in extracurricular activities is common, setting goals in what you want to achieve through your participation in activities may be far less common. There is nothing wrong with participating in an activity that you find enjoyable and where you can have fun. However, if your participation and achievements in one or more activities have the potential to make you more competitive in being offered admission to certain colleges or qualifying for certain scholarships, they deserve serious consideration.

GE-Reagan Foundation Scholarship Program

MAKE COLLEGE POSSIBLE. LEAD FOR LIFE

We're helping to send the next generation of leaders to college.
Will you be next?

The GE-Reagan Foundation Scholarship offers college scholarships of up to \$40,000 for high school seniors nationwide who showcase leadership, drive, integrity, and citizenship.

Guiding Questions

- Based on your personality, temperament, and grit where are you best suited to pursue leadership roles?
- How can you benefit from making strong connections between your activities, service, and leadership?
- What are the best programs in your school or community for developing leadership skills?

Chapter 7



My Leadership Goals

Leadership is an area in which many students do not devote sufficient attention. Colleges and scholarship providers are looking for leaders—students who will enrich their campus communities or the world around them. Your leadership in campus-based programs; social and community activism; or creating businesses or nonprofit organizations provides a return on the investment that a college or scholarship provider has made by offering you admission or awarding you a scholarship.

When making the decision of offering you admission or awarding you a scholarship, college or scholarship providers

The Gates Scholarship

An ideal candidate will demonstrate:

- Outstanding academic performance (Students in the top 10% of his/her graduating class)
- Leadership ability (e.g., as shown through participation in community service, extracurricular, or other activities)
- Exceptional personal success skills (e.g., emotional maturity, motivation, perseverance, etc.)

Guiding Questions

- Based on your personality, temperament, and grit where are you best suited to pursue community service?
- How can you lead and serve through your activities?
- What does it mean to pursue “meaningful” community service?
- What scholarships have you thought of pursuing that are primarily focused on leadership and service?

Chapter 8



My Community Service Goals

Many colleges, scholarship providers, and even high school clubs assess your commitment to community service. Some high school clubs not only require you to have completed community service hours, but some state scholarship programs like the Florida Bright Futures Scholarship, have a community service requirement. Since you can engage in almost any type of community service, consider pursuing community service opportunities through your clubs and activities, through your gifts and talents, and in your passionate areas of interest. When applying to colleges, having a community service profile that reflects your gifts, talents, and interests will help you stand out among

Stony Brook University - University Scholars Program

Admission to Stony Brook's three largest programs for scholars (The Honors College, University Scholars and WISE) is highly competitive, and based on a variety of factors including high school academic record, strength of curriculum, standardized test scores, **honors and awards**, extracurricular achievements, leadership skills, unique individual talents, and life experiences that make students a good fit for their preferred program.

Successful applicants to these programs (the middle 50th percentile ranges) have historically had 95-99 high school GPAs, 1310-1450 SAT composite scores, and 29-34 ACT composite scores.

Guiding Questions

- What impact can honors and awards have on your competitiveness as a college, scholarship, or job applicant?
- Are your honors and awards most likely to come from academics, extracurricular activities, leadership, or community service?
- What is the strongest area of your résumé and what is the weakest?
- What impact will achieving your goals for this school have on your résumé?

Final Chapter



My Honors and Awards Goals

As you enter high school, it is advisable to give thought as to how you would like to be recognized at your high school graduation. Whether or not graduation regalia of hoods, pins, chords, and other awards are important to you, there will be a place for them if you apply to college. Over 1,000 colleges receive their applications through *The Common Application*. The Common Application will allow you to list up to 10 honors and awards. In part, the honors and awards received throughout high school can establish you as a competitive college, scholarship, or job applicant. The sample résumés being shared are those of students who, as the result of intentionally pursuing academics, leadership,