



REACH

— REGIS HIGH SCHOOL —



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From the Director

The Nativity Tradition

By the time you read this issue of the REACH Magazine, the Church will have completed its celebration of the great feasts of the Christmas season, beginning with the Feast of the Nativity of the Lord and concluding with the Feast of the Baptism of the Lord.

For many years now *nativity* has been one of my favorite words. I like the way it sounds when spoken. Its pattern of alternating consonants and vowels in four syllables (N-a • t-i-v • i • t-y), give it a lyrical quality. I like the way it feels. The palindromic arrangement of the middle letters (Na-ti-vi-t-y) helps the word roll smoothly off the tongue. I even like the way the word looks as the shape of the middle *v* is reflected in the design of the first and last letters (Nativity). And I like its meaning. Stripped of its religious character, nativity means the occasion of a birth, the moment that new life leaves the womb and enters the world. It is an undeniably sacred word. As the name of a Christian feast, the Nativity of the Lord marks the occasion of Jesus's birth to Mary and Joseph, the moment for us at which God's mission of Love breaks into human history with the determination of an infant's first cry.

I recognize, however, that it wasn't my sensitivity to language or the Christmas narrative that first fixed my attention on the word nativity. What focused my attention was the story I heard in the spring of 1995 about Nativity Mission Center in New York City and the emerging network of Jesuit-sponsored Nativity middle schools. This story led me to Nativity Prep in Boston where I spent a year as a volunteer teacher and coach and continues to inspire my work as an educator, including my decision to join the REACH team in 2005. REACH, after all, can trace elements of its mission and program to the Nativity educational model.

Nativity Mission Center, an extension of the Jesuit-run Nativity Parish on the Lower East Side, was established in 1917 to serve the growing Italian immigrant population. By the early 1950's, a new Puerto Rican community had established itself in the neighborhood. The Jesuit mission responded to the needs of the Puerto Rican youth by sponsoring afterschool, weekend and summer programs (including a sleep-away experience at Camp Monserrate on Lake Placid). In 1971, the mission opened Nativity Middle School as a neighborhood school designed to equip children with the skills and vision needed to successfully navigate their urban neighborhood and seize future educational opportunities. The school held its ground until 2012. A demanding curriculum, small classes, evening study halls, organized sports, a summer academic camp, volunteer teachers, high school placement, graduate support and Ignatian formation became the hallmarks of Nativity Middle

School and every other Nativity school founded on its model. While REACH is not a formal middle school, it certainly has caught the Nativity spirit and incorporated into its own program a number of these educational strategies. We are proud to associate ourselves with the Nativity movement in these ways. Lake Placid would be nice, but the University of Scranton serves us quite well!

Nativity strikes me as such a fitting name for the Jesuit commitment to middle school education. The Nativity scene features Jesus's birth—there the newborn Christ is nurtured. In our young students REACH seeks to nurture the light of Christ given to them at their baptisms. "*Lux lumine*" or "let your light shine," we encourage them, hopeful that their lives will illuminate the world in new and creative ways. The Nativity scene also tells of parenthood—fear, migration, anticipation, labor, joy and hope—and those who attend to Mary and Joseph. Infancy passes quickly but parenthood remains. REACH accompanies parents as they raise their sons out of childhood into adolescence. In doing so, it is our privilege to share in the challenges and graces that our REACH parents know so well.

Enjoy the good news you read here, and please accept our gratitude for the many gifts you share with us throughout the year.

God's love and grace lead us onward.



Todd Austin
REACH Director

REACH ADMINISTRATIVE TEAM

Mr. Todd Austin
Director

Mr. Alan Garcia
Dean of Recruitment

Mr. Doug Eickman
*Academic Dean for
Mathematics*

Mr. Kyle Mullins
*Academic Dean for English
& Language Arts*

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Summer Awards

Candidates

Ignatius Loyola

Language Arts Academic: Bryce Yambao
Mathematics Academic: Ethan Garcia
General Excellence: Harry Guiracoche

Peter Claver

Language Arts Academic: Mark Cubi
Mathematics Academic: David Vasquez
General Excellence: Andrew Larry

Francis Xavier

Language Arts Academic: Daniel Mundy
Mathematics Academic: Elijah Bou
General Excellence: Dustin Batista

Miguel Pro

Language Arts Academic: Maciej Adamczyk
Mathematics Academic: Edwin Valencia
General Excellence: James Post

Music

Latin

Membership

Andre Thomas
Christopher Gomez
Bryce-Derek Yambao

2nd Years

Matteo Ricci

Language Arts Academic: Bernard Kramarchuk
Mathematics Academic: Alan Ventura
General Excellence: Brendan Alvarez

Patrick F. Healy

Language Arts Academic: Elbys Gonzalez
Mathematics Academic: Jefferson Guaman

Music

Latin

Leadership

Christopher Reyes
Stephen Mgbemeje
Alan Ventura

3rd Years

Edmund Campion

Language Arts Academic: Wilkin De Los Santos
Mathematics Academic: Felipe Santamaria
General Excellence: Moises Espinal

Aloysius Gonzaga

Language Arts Academic: William Hernandez
Mathematics Academic: Raymon Cato
General Excellence: Brian Hernandez

Music

Civitas

MAGIS Award

Memphis Peralta
Edwin Hernandez
Gabriel Gomez-Tirado

2014 Summer Team

Administrators & Teachers

Mr. Todd Austin

Mr. Brian Daley

Mr. Doug Eickman (Regis '05)

Mr. Kyle Mullins (Regis '05)

Mr. Stephen Sanchez
(REACH '05, Xavier '09)

Mr. Darnell Weir

Mr. Antonio Loccisano (Regis '08)

Mr. Brendan Coffey

Mr. Ed Walsh (Regis '06)

Ms. Suzy Breslin

Ms. Terra Holman

Mr. Casey Quinn (Regis '08)

Ms. Lindsay Sudeikis

Mr. Pedro Ramirez
(REACH '05, Loyola '09)

Mr. Michael Dion

Ms. Lee Chua

Mr. Ed Young (Regis '90)

Collegians

Dan Passon (Notre Dame Volunteer)

David Vargas (REACH '07, Regis '11)

John Balletta (Regis '12)

Luis Perez (REACH '09, Regis '13)

Rafael Dilones (Regis '11)

Dan Apadula (Regis '13)

Gustavo Caceres (REACH '09)

Chris-David Fleurant
(REACH '09, Regis '13)

Hao Lam (REACH '09, Regis '13)

Justin Tacuri (REACH '09)

Counselors

Kwadwo Agyekum
(REACH '10, Regis '14)

Danny Vilela (REACH '10, Xavier '14)

Patrick Ndukwe (REACH '11, Regis '15)

Kyle Guzman
(REACH '11, Fordham Prep '15)

Dennis Muentes (REACH '10, Xavier '14)

Greg Chin (Regis '14)

Aaron Rivera
(REACH '11, Fordham Prep '15)

Mike Sullivan (Regis '14)

Randy Balletta (Regis '14)

Thao Nguyen (REACH '10, Regis '14)

Minh Tran (Regis '15)

Monseratte DeLeon
(REACH '11, Regis '15)

Volunteer Counselors

Cesar Diaz (REACH '12, Regis '16)

Charles O'Brien (Regis '16)

Oliver Rozario (REACH '12, Regis '16)

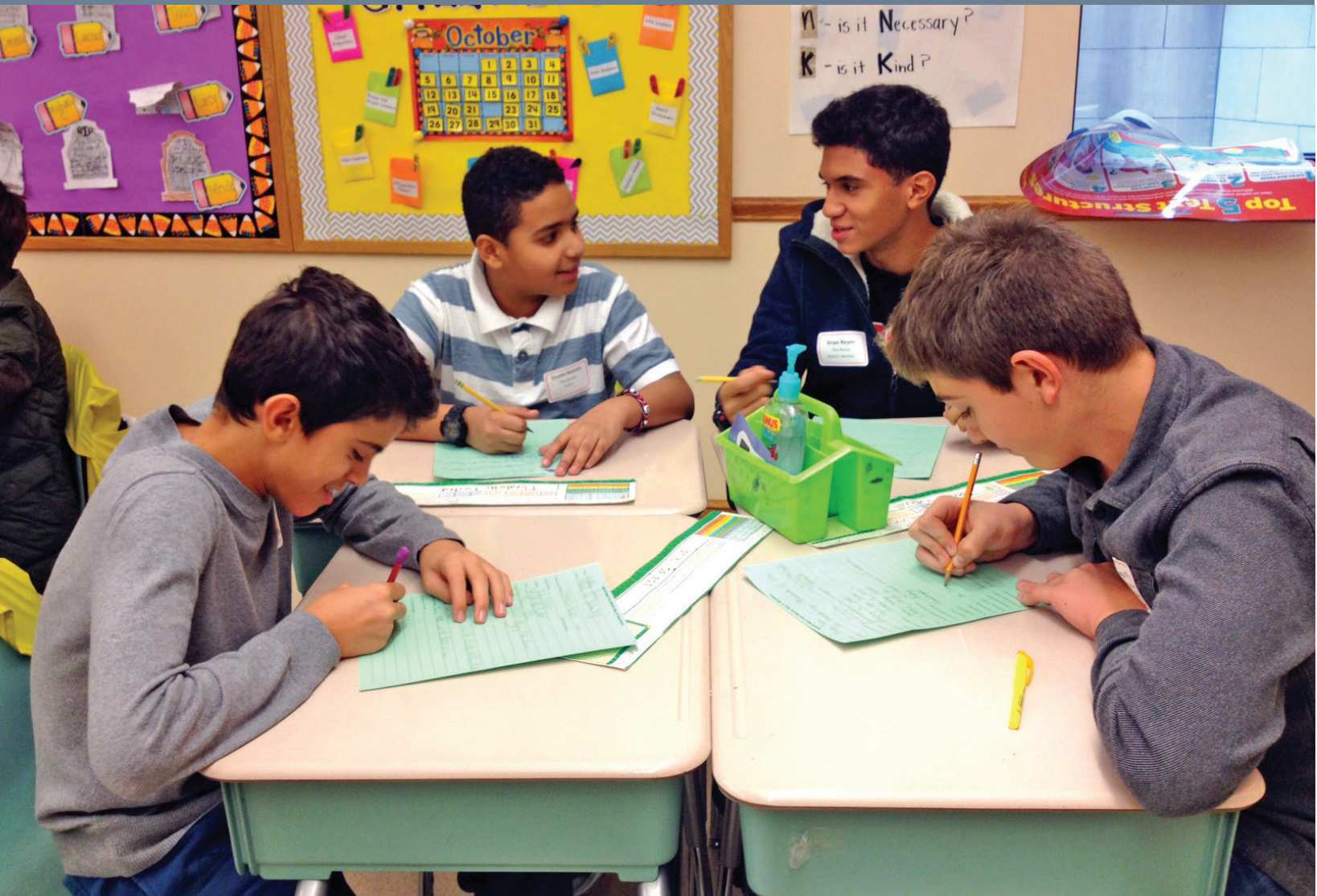
Jeffrey Suliveres (REACH '12, Regis '16)



ON THE COVER: The Fall Saturday Oratory teachers Justin Hunte '09, R'05 (L) and Matt Ulloa '09, R'05 (R) gather with a class of 2nd Year students and REACH mentor Carter Owen '16 (Center).

New Members & Mentors

<i>Student</i>	<i>Grammar School</i>	<i>Mentor</i>	<i>Student</i>	<i>Grammar School</i>	<i>Mentor</i>
Maciej Adamczyk	P.S. 8 Robert Fulton School	Nicholas Kaponyas	Daniel Mundy	Holy Angels Catholic Academy	Tomas Silva
Dustin Batista	P.S./I.S. 218 R. Hernandez	Brian Reyes	Ryan Napoleon	St. Joseph of Yorkville	Mac Vivona
Geovanny Benitez	St. Ignatius Academy	Louis Kuhlmann	Garland Patterson	Mount Carmel - Holy Rosary	Teddy Burke
Elijah Bou	Blessed Sacrament	Aidan King	Letxi Perez	P.S. 71 ROSE E. Scala School	David Kilduff
Sebastain Colon	P.S. 71 Rose E. Scala School	Daniel Ortiz	James Post	Our Lady of Fatima	Gabriel Van Oordt
Jayden Colorado	St. Elizabeth	Ray McCann	Richard Powers	Our Lady of Mount Carmel	John Timony
Mark Cubi	St. Theresa	Yuri Nesen	Brayan Ramirez	KIPP Infinity Charter School	Pierce Lewin
Joel Cueto	St. Margaret Mary	Jose Nacion	Marvin Siguencia	P.S. 165 Robert E. Simon School	Luke D' Cruz
Antonio Garcia	Our Lady Queen of Angels	Henry Deteskey	Andre Thomas	Holy Cross	Gene Witkowski
Ethan Garcia	Our Lady of Fatima	Lorenzo Manuali	Edwin Valencia	P.S. 85 Judge Charles Vallone	Jack Gillespie
Chris Gomez	P.S./I.S. 218 R. Hernandez	Joel Bacha	Jorge Valerio	Icahn Charter School 4	Benjamin Barth
Harry Guiracoché	P.S. 122	J.D. Calvelli	David Vasquez	P.S. 12 James B. Colgate School	Chris Crespo
Edwin Inga	PS 14 Queens	Kevin Quirk	Alexander White	St. Barnabas	Eoin Matthews
John Kim	Bronx Community Charter Sch.	Jack McCordick	Phillip Whitford	Saint Ann School	Paul Heyden
Anthony Kocovic	St. John the Baptist	George Pazos	Holman Woo	Holy Child Jesus	Jack Ellwood
Andrew Larry	St. John Chrysostom	Steven Von Kessel	Giovanni Worrell	St. Therese of Lisieux	Tobi Ayeni
Melvin Martinez	Our Lady of Mount Carmel	Brendan Dodd	Bryce Yambao	Our Lady of Lourdes	Patrick Beyrer
Nicholas Marzan	St. Stephen of Hungary	Paul Castaybert	Fu'aad Yeonaba	Christ the King	Reme Uduebo
Malachy McGloin	VOICE Charter School of NY	John Beyrer			



Partner Profile:

Mt. Carmel-Holy Rosary School

In general, what impact does REACH have on your students?

Follow-up: Anything specific you can share about Dramane and Garland?

When a Mt. Carmel-Holy Rosary School (MCHR) student is accepted to the REACH program, we know that both his academic and personal trajectories will be propelled to entirely new levels of success. The REACH program's rigor, in combination with the intentionality with which students are encouraged to approach goal-setting and personal reflection, transforms naturally intelligent fifth graders into highly disciplined, driven, and poised young men equipped to excel in high school, college, and beyond. They are also encouraged to further commit themselves to service and spiritual development in the context of a faith-centered learning environment. The students are personally supported throughout the

program by their mentors, who serve as male role model figures that some of our students may not otherwise have. In short, REACH changes lives.

Both MCHR seventh grader Dramane Doumbia and sixth grader Garland Patterson approach their academics, faith, and peer relationships with new insight and heightened maturity, thanks to their involvement in the REACH program. Dramane, for instance, applies his lessons learned in time management to read a book per week outside of school, as well as participate in his parish youth group. Garland, an inherently independent student, has honed his teamwork and relational skills through the REACH team-building exercises and athletic programming. We are extremely proud of Dramane and Garland for the tremendous growth they have demonstrated throughout the program, and we anticipate very bright futures for the both of them.

In your opinion, how do you think REACH impacts your students' families and their home communities at large?

REACH requires a substantive commitment from students and families alike. From the pomp and circumstance of the induction ceremony, through the initial parent/child separation during the overnight summer camp, through the regular Saturday program, families invest significant time and energy – physically and emotionally – in their son's participation. As such, they grow in their understanding of their son's education as a serious and valuable investment in his future success. They also become partners in their son's developing independence, as they witness him spending an extended period of time away from home and flourishing in a new and different environment. Families are likewise



empowered to pursue opportunities to better their children's futures, which they otherwise may not have considered.

When the REACH recruiting season comes around, what are looking for from students (and their families) as you choose who to nominate?

When the time comes to nominate students for REACH, we seek fifth graders who are high achievers in the classroom due to a combination of natural smarts and demonstrated work ethic. REACH students must stay on top of their studies both

here at MCHR and in the REACH program, so nominees must be up for that challenge. We also consider the student's family and whether they are both willing and able to ensure that their son attends all REACH programming and completes all assignments. Both the student and the family must be fully committed to the program in order for the nominee to be a good match.

4. How does the MCHR faculty deal with the students transitioning between their school curriculum and their REACH curriculum/homework?

It is a pleasure for MCHR faculty to teach our REACH students. The REACH curriculum reinforces and strengthens students' understanding of concepts taught in the classroom. At times, it introduces students to new concepts that have not yet been learned in the school curriculum, in which case REACH students can serve as classroom leaders and help their peers understand the concept.

Partner Profile: KIPP Infinity

In general, what impact does REACH have on your students?

REACH has a significant impact on our students in many ways. First and foremost, REACH provides them with a rigorous academic experience that supplements what they are receiving at KIPP Infinity. Because we serve students with a very wide range of academic capabilities, REACH is critically important in providing some of our highest performing students with the additional academic support and instructional challenges that will enable them to realize their full potential and prepare them to be successful in a demanding, college-preparatory high school.

KIPP Infinity already has very high expectations for our students and we have a demanding daily schedule and workload. The additional work that is required of them by REACH helps to instill in them the strong work ethic, self-discipline, organizational tools, and grit that are all necessary

for a successful high school and college experience. Although our students are accepted into the REACH program because they demonstrate strong potential, the boys continue to consistently perform at the top of their class at our school, largely due to the invaluable combination of KIPP Infinity and REACH.

Finally, at KIPP Infinity, we consider the character development of our students to be equally important to their academic development. We incorporate an explicit, comprehensive character component into the curriculum and culture of our school so that our students have the character strengths necessary to be happy and successful in the future. The REACH program helps develop many of those same character strengths in our boys and is an ideal complement to what they receive at KIPP Infinity.

Follow-up: Anything specific you want to share about one of your students?

Our first two students in the REACH program are now at Regis High School. We currently have four boys in their third year at REACH and they are completing their high school applications. One of the most valuable aspects of the REACH program is the fact that there are a variety of outstanding high schools that participate in REACH. This helps to ensure that our boys will attend not only an excellent high school, but the high school that is most appropriate for them. We are all excited to see where these four boys matriculate to next year.

In your opinion, how do you think REACH impacts your students' families and their home communities at large?

Our students' families are an integral part of the KIPP Infinity community and they are highly engaged in the education of their children at our school. They want their children to have the best education possible.

However, because most of our families do not have the financial means to offer their children access to additional opportunities that will help them excel, REACH provides them with the type of program they would otherwise never be able to experience.

The families of our students in the REACH program realize the value of the academic and character development that their sons receive at both KIPP Infinity and REACH and they see it embodied in their sons every day. They have experienced firsthand the growth in their sons from promising 5th grade students to successful, responsible young men of integrity and commitment. The boys in REACH become respectful, supportive members of their families and communities, not only because of the education they receive but also because of the commitment that REACH instills in them to be young men in service to others. The boys develop a sense of responsibility to help their families, their classmates, and their community because of their experience at REACH.

Follow-up: In your opinion, what does it mean for these communities to see these boys go on to attend such great high schools?

We have had the great fortune to have seven students participate in the REACH program. These boys become leaders in their class and in their community. Our first two students are now freshmen at Regis High School and when they were accepted to Regis, their classmates celebrated them. The experience that our boys have had at REACH, and now at Regis, have helped all of our students and families to realize that there are great opportunities available to them as well. Most of them would not have thought these outstanding high schools were accessible to them. REACH has helped them to realize that through hard work and excellent character, these opportunities do exist. We are always looking for additional programs for our students that are not eligible for REACH, and we look forward to having more of our eligible boys attend REACH in the future.

When the REACH recruiting season comes around, what are looking for from students (and their families) as you choose who to nominate?

When we consider which of our students to nominate for REACH, we look for several things. First, we look for a record of strong academic performance as represented by their grades and their standardized test scores. As part of this, we also look for boys who have demonstrated a strong work ethic and sense of responsibility, so their homework completion and their class participation are also considered. Second, we want to nominate boys that we think will be successful in REACH and will also be valuable contributors to the REACH program, so we look for boys who have demonstrated the potential for leadership at our school, and in their community. We also want to ensure that the boys have the commitment to do the additional work required by REACH, so we need to make sure we nominate boys who are highly motivated and are committed to being successful students. Finally, we try to ensure that the entire family is interested in and committed to supporting their son's educational experience. The REACH program is a commitment for not only the student, but his parents as well, so we need to help our families understand that, so that they can help support their son at KIPP Infinity as well as at REACH.



Why We Teach

The First in a Series | By Doug Eickman, Academic Dean for Mathematics

Why do we teach children mathematics?

It's a simple question, but even in an era of near-constant technological innovation, it turns out to be a surprisingly difficult one to answer. As it turns out, very few Americans go on to have a career that involves actually using the math they learned in middle or high school—some estimates have the percentage of the current U.S. workforce that uses Calculus in any way in their daily work as low as 5% (a figure that *includes* high school mathematics teachers, mind you!). So if you ever found yourself in high school sitting through an Algebra lecture, thinking, with some bitterness, that you'd never end up completing the square or factoring quadratics as an adult...well, it turns out you were probably right.

We don't, I believe, teach mathematics to our students because we think most, or even many of them, will actually need these specific skills to be successful in life. And it isn't because mathematics is the language of science (which it most certainly is), or because we want our young men and women to be well-rounded individuals (which we certainly do). We teach mathematics, I think, because we believe the subject has an ability to call upon and develop our students' creative abilities, and because we hope it will make

them more powerful thinkers and problem-solvers in life.

Here at the REACH Program, where we work to find, recruit, and help develop the minds of young men who are trying to win a scholarship for a top Catholic high school in New York, teaching students to grow as powerful thinkers and problem solvers is one of our highest—and most challenging—priorities. REACH is about many things; it is about developing young men as leaders, as servants, and as people of faith, but perhaps its toughest task is to use its limited time and resources (only 6 weeks during the summer and 20 Saturdays during the year), to actually change and enhance *the way its students think*—in short, to help them become more creative. For whereas a REACH student is unlikely to recall the specific skills and lessons learned in a REACH classroom years, if not months, down the line, a new and more powerful mindset will last a REACHian his lifetime. Mathematics, precisely because it is difficult and abstract, offers a tremendous opportunity to force students to reconsider the way they approach thinking itself, and it is for this reason, I believe, that good mathematics education is at the heart of what we do here.

So how does one *teach* creativity (in mathematics, or otherwise)? I don't have all the answers to that question, but I know the first step: believing it is possible to do so. It is a sad fact of our culture that most students walk into my classroom for the first time having already

decided whether they are “good at math” or “bad at math,” as though there were some sort of genetic sequence that corresponded to comprehension of the Pythagorean Theorem or factoring quadratics. It is our challenge as teachers to not only reject this idea in our own minds, but to also manage to convince our students that, with effort, and above all perseverance, that they can develop as thinkers and as problem solvers. Especially in an environment like REACH, where students are often accustomed to easy success in their regular schools, but who will be challenged on the high school level and beyond, students must come to associate creativity and intelligence with hard work more than they do with their natural gifts and abilities.

Most importantly, students need the opportunity to be creative and to problem solve. In mathematics, this means they need to be challenged, and quite frankly, they need to learn how to fail and to respond to that failure in a healthy way. In REACH classes, math students are regularly asked to do work well beyond their grade level—not so much because we want them to recall the material at a later date, but because we believe it is important for them to experience problems that will force them to struggle and stretch their minds. The REACH Math Competition poses even tougher questions that would stump many a high school student for much the same reason. Throughout the curriculum, the emphasis is not on memorizing techniques or finding the answer, but on the process of discovery itself. Students need to

learn to embrace trial and error—the idea that, in fact, repeated failure is a completely essential part of the process of innovation. They must learn that truly great thinkers do not simply have great ideas pop into their heads out of thin air; that instead, great ideas are almost always the result of immense effort, often hidden, unseen, but full of false starts and dead ends. Indeed, students must learn that the only unacceptable response to a difficult question is a blank page or a dead stare, and that they are being assessed not on their ability to find the answer, but their ability to go about their search for the truth in a clever and systematic manner.

Getting students to put forth tremendous effort is only half the battle, though. Students must also learn to be confident in their abilities, and, once they start sifting in their mind through the many possibilities before them on a particular problem, they must

learn to be organized in presenting their work. And of course, they must learn how to ask themselves critical questions (What seems to be missing in this problem? What tools do I have? What do I know to be true?) that help them avoid freezing with anxiety and uncertainty when confronting new challenges. Interestingly, the best way to teach students these problem solving skills is to have the teacher model them directly; in other words, often the best thing for students to see is the teacher herself (perhaps in concert with the class) struggling through a new problem, voicing her questions, thoughts, and concerns. Ironically, setting students loose on open-ended questions without direct guidance—seemingly all the rage in modern education—is more likely to confuse students and reinforce their own preconceptions about their lack of native creativity than it is to unlock any hidden

problem solving ability. It is only in breaking down the creative process into its component parts for our kids in a digestible and comprehensible manner that we can expect them to grow in skill, in confidence, and ultimately in creative ability.

All of this is easier said (or written) than done, of course. At REACH, where the stakes are high and the opportunities to make an impact limited, I often struggle to craft lessons and assignments that not only teach students concrete math skills, but which challenge them to think more critically, and more open-mindedly. But if we are going to prepare REACH students for the rigors of life in top Catholic high schools, and for the demands of a life of work and service, then we must not only convince our students that they can become more creative, more powerful thinkers—we must make it happen.

REGIS HIGH SCHOOL

Founded in 1914, Regis High School offers a tuition-free Jesuit college preparatory education to Catholic young men who live in the New York City area and demonstrate superior intellectual and leadership potential. In the admissions process, special consideration is given to those who cannot otherwise afford a Catholic education.

REACH (Recruiting Excellence in Academics for Catholic High Schools), a 3-year educational and leadership program, prepares middle school boys from families with financial need to earn scholarships at Regis and other leading Catholic high schools in New York City.

Dr. Gary Tocchet, Principal
Rev. Philip G. Judge, S.J., President

Alumnus Profile | Breidy Cueto

Breidy Cueto is a member of REACH class of 2011 and Regis High School class of 2015. Recently, we had a chance to discuss his reflections on REACH, himself, and life. As he sat in Mr. Desrosier's office, clad in a sharp mélange of canary yellows and azure blues, this young artist exuded confidence and cool.

How did you discover the REACH program?

Ms. Malone, my 5th grade teacher told me about REACH. It seemed exciting. I actually still talk to her on occasion when I pick up my brothers from school.

Brothers? How many siblings do you have?

I live with my mother and three baby brothers—to me they're always babies—Joel, Elias, and Rey. Joel is a REACH first year now.

What was your first impression of REACH as an incoming 5th grader?

It helped that I went into REACH with two other guys from my school. I loved school and was proud to excel academically. I wouldn't say I was super competitive, but I strove to do well and make my family happy. However, going to REACH was like a big fish leaving a small pond to enter a large ocean.

I remember kids like Michael and Esteban finishing the Math section of the diagnostic test in less than five minutes. I couldn't do that; I wanted to keep up with them. I realized that I could not just rely on what came naturally. I had to study; I had to strive. Yet, I also found driven kids who were not cut-throat. We were just a bunch of normal kids that like school. I found the same atmosphere at Regis. It was a refreshing change from the South Bronx.

How was coming to REACH and now Regis different from the South Bronx?

I always felt a sense of camaraderie in the Bronx. Growing up in a building, you know all the kids that live with you; they're like family. I went to the Catholic school, but I had friends in the local public school as well. I think the Bronx has a bad reputation of being unsafe, but I love walking through blocks of apartment buildings with merengue and bachata blasting from the fourth floor while a car passes by playing a Drake song. It's so diverse as well. I went to school with kids from the Caribbean, West Africa, and Albania! Whether it's going to the pizzeria at the corner of each block or going shopping at Fordham, I associate the Bronx with doing something with family.

You have really great experiences from the Bronx. Are there any fond memories of the REACH program?

Too many to count. Most of my favorite memories from REACH are at Scranton. I remember playing sockball in the hallway and—

Sockball?

—It's essentially Knockout, but using rolled pairs of socks as the ball and a dustbin as the net.

That's very creative.

(laughs) Thanks. My team won two championships! I also recall spending hours spitting some amazing bars with my friend Mark, who now goes to Loyola High School across the street. One time Mr. Daly let us into the dining hall at Scranton early after we rapped for him. I loved Scranton; I had never left my house for such a long period of time before. The friends, the adventures, just... #Scranton

#Scranton? We should make that go viral. It's great. On a side note, can Mr. Daly rap as well?

He can drop an album any day and it will go platinum. (laughs)

You seem to know a lot about rap. Is it your favorite pastime? Do you have any other interests as well?

I love rap. That and writing are my two favorite interests. The summer of my sophomore year, I even taught a course at Scranton about the history of rap music. As to writing...I've always loved writing. I have submitted a short story to *Images*, Regis' literary magazine, for which I am an editor. As a rapper you write lyrics, but I feel freer with indie music and rock.

Here at Regis, I am a member of the Hearn (Regis' speech and debate team) and the Heritage Club (an affinity group for students of color). I also serve as a REACH Mentor and president of the Modern Music Society.

You seem to know a great deal about music and literature. Do you have any favorite bands that you want to share? A poem or a quote?

Well an abridged list of my favorite artists would be, in no particular order: All Time Low, Rakim, The Smiths, Brand New, Interpol, Isaiah Rashad, Fall Out Boy, Radio Head, and Biggy. The list goes on, but I think 9 is enough.

In the bat of an eye, an hour's passed! Do you have any advice for current REACH students?

I would like to share some advice that my 8th grade teacher told me. "Don't worry. You may want to take care of family and give back, but don't start plotting life too early. Don't stress so much about every grade or question on the test as if it's the end of world" I'm 17. I love English and wrote six poems last week, yet on some days I think I may want to go into finance after college. You do not know the future, so do not worry too much about it. Live in the present.



Breidy, seen front and center here as a Third Year, leads the way to the high elements of the Boy Scouts' COPE Course.

Alumnus Profile | Chris Chavez

Chris Chavez is a member of REACH's 2007 class. Since then, he has attended Xavier High School, Marquette University, where he is now a senior, and run and reported on marathons from New York to Chicago to Europe. We caught up with him about that journey and where REACH has fit into it.

Can you tell us a little about where you're from originally and what your elementary and middle school background is like?

I'm from Queens. I've lived in East Elmhurst my entire life and attended Our Lady of Fatima School in Jackson Heights. That was the start of my Catholic education and it's been great ever since.

In particular, how did you find out about REACH?

REACH was just in its early years when I first heard about it. Three students in the grade above me were in the program and my principal, Mrs. Cassie Zelic, thought it would be a good opportunity for me to apply to.

Would you recall a fondest REACH memory (or memories) for me?

Sometimes I forget that I starred in a musical production of *The Wiz* back in the day and then laugh about that REACH memory as a candidate student.

I think some of my best REACH memories have come from working as a counselor and collegian. I had the chance of giving back to the program that put me on the path to success and see the whole process all over again. What's even better about that is tracking the progress of those students I had as a counselor and seeing their success. Now they're applying to colleges. It's pretty awesome.

What sparked your interest in endurance sports? What's your history as far as competing?

I wanted to avoid the "freshman 15" in college and so I started running. I was a sprinter in high school and didn't take

running too seriously. When I watched the marathon on television, I told myself I wanted to tackle that challenge. The build-up to the 26.2 mile distance hasn't been easy, but there is a reward when it comes to pushing yourself to the next level and lowering personal bests. Never thought I'd be running marathons.

Can you name an athletic highlight of yours?

I once beat Joey Fatone of NSYNC in a half-marathon. It wasn't even my best time, but I won that duel at the 2013 Walt Disney World Half Marathon. I think I'm most proud of running this year's past NYC Marathon. I wanted to run a personal best after my first one in Chicago. Unfortunately, I hurt my left quad and maybe should've dropped out of the race since the pain was so bad. I pushed through and hobbled the last eight miles to the finish. I had friends, family and my high school coach along the course to really motivate me. Giving it all I had on that day before thousands of people in the city I called home was rewarding regardless of the time on the clock.

What do you do now?

I'm wrapping up my senior year at Marquette while balancing my commitment to cover the marathons for ESPN.com. I completed a ten-week internship in Bristol over the summer and they were pleased with my work enough to keep me on to cover the Chicago and New York City Marathons. It's been an awesome experience and I'm just hoping to make the most of the opportunity before committing to a full-time job this spring.

How'd you decide to start covering endurance sports as opposed to just participating?

Before ESPN, I covered track and field for flotrack.org, which is part of a small media company in Austin, Texas. I thought track and field would be a sport that presented itself with a great opportunity to build a career in the

media. There isn't a lot of competition when you look around at classes and see everyone aspiring to be the next best NFL, NBA or MLB analyst. I found a niche and running was becoming a passion for me.

Flotrack enjoyed my work enough to start flying me out to meets and competitions every weekend while I was at school. Then they offered the chance to go to Europe as a correspondent covering the track circuit overseas. I couldn't say no and it was the summer of a lifetime. Eight countries in a month and covering the world's best athletes? I couldn't ask for more.

That immersion with athletes, coaches and agents over time really did help me develop a bond that now benefits both sides professionally as I've risen in the ranks.

How'd you get involved with ESPN?

ESPN called me to apply to the Sports Journalism Institute, a program helping minorities and women into newsrooms. The previous year I was a finalist for their ESPN internship spot and was accepted to the program, but the Europe offer was too good to pass up. I got the call from ESPN and reapplied to the program and within a few weeks, I was headed to Bristol for the summer. The Sports Journalism Institute brought me back to my REACH days with the bootcamp-feel of working in the summer, but the reward was tremendous.

Best part of the job?

I'm learning from the best. ESPN is "the Worldwide Leader in Sports" and I wanted to be crushed when it came to my work. I feel that the best way to learn is learning from my mistakes. The editors there were critical and I've grown as a writer as a result.

Any particular highlights from your time as a reporter?

Going to Europe with Flotrack was awesome and when I got the chance to interview Usain Bolt three times in a

matter of weeks, which was really cool. It's not every day that you have the world's fastest man in front of you. By the third time, he saw me and before I asked a question he said "What's up, youngin'?" I proceeded to blurt out words that I don't think formulated any sort of questions. That and putting together a profile on Boston Marathon champion Meb Keflezighi's relationship with his brother (http://espn.go.com/sports/endurance/story/_/id/11793667/endurance-sports-meb-keflezighi-brother-merhawi-continue-their-marathon-journey-nyc) is my proudest work.

Are you training for anything at the moment?

Unfortunately, with the leg injury, I haven't been able to run a step since the marathon. I can't wait to get back out there and run. I haven't really given much thought to what's next. I'm only 21, so calling it quits isn't happening any time soon. I have unfinished business with the New York City Marathon, but I may try smaller-scale marathons in the meantime.

And how do you think REACH has affected you since your graduation from it? In other words, where do you see the program in your life trajectory thus far?

I think about REACH often. Every time I head to Notre Dame to catch a football game, I stay with my best friend Keith Mesidor. It blew us away that 2014 marked ten years since we met as candidates in the Claver advisement group. I don't think I'd be where I am without REACH. The program put me on the path towards a Jesuit education. I think I would've gone to a different high school and followed the masses without REACH. The program recognizes talent and makes sure it blossoms. From REACH I went to Xavier, which provided me with many of the best friends in my life. I didn't want to lose the value of a Jesuit education and continued onto Marquette, where they also nourish that comfort of community.

In my application to REACH, I remember writing that I believed the program "provides a firm base for me to build a successful future upon." Ten years later, it's done just that.



Chris, seen here at the end of his summer with ESPN, continues to file endurance sports articles with the media outlet during his senior year.

College & High School Destinations

REACH '10 STUDENT

Kwadwo Agyekum
Adrian Alonzo
Angel Alvarado
Janus Cataluna
Mark Del Quaglio
Ricky Fernandez
David Fonseca
Christopher Gjekaj
Carlos Hernandez
Ashraful Islam
Jesse Jaroszewski
Dominick Jimenez
Joseph Kennedy
Peter Kulma
Julian Madera
Jaime Martinez
Brian Mendez
Dennis Muentes
Josue Neri
Ryan Nguyen
Thao Nguyen
Ariel Paulino
Kelman Ramirez
LaVonte Robinson
Lawrence Rooney
Anthony Silvera
Marcos Suliveres
Warren Thimothé
Stephen Togher
Juan Torres
Charls Vergara
Danny Vilela
Diego Wagner

HIGH SCHOOL

Regis High School
Fordham Preparatory School
Xavier High School
Regis High School
All Hallows High School
Xavier High School
Xavier High School
Fordham Preparatory School
Xavier High School
St. John's Prep School
The Loyola School
Xavier High School
Regis High School
Regis High School
Regis High School
Cardinal Hayes High School
Xavier High School
Xavier High School
Xavier High School
Regis High School
Regis High School
Harlem Village Academy
Cristo Rey High School
St. Raymond's High School
Xavier High School
Xavier High School
The Loyola School
Regis High School
Townsend-Harris High School
Regis High School
Xavier High School
Xavier High School
Cardinal Hayes High School

COLLEGE

Boston University
The College of the Holy Cross
St. John's University
University of Richmond
SUNY Oneonta
New York Institute of Technology
Boston University
SUNY Albany
SUNY Albany
(unknown—let us know!)
Boston University
Middlebury College
Sophie Davis School for Biomedical Education
Rice University
SUNY Binghamton
(unknown—let us know!)
St. John's University
Providence College
(unknown—let us know!)
Steven's Institute of Technology
Boston University
Hunter College
The College of the Holy Cross
Manhattan College
The College of Mount Saint Vincent
The University of Buffalo
LeMoyne College
Amherst College
SUNY Binghamton
Northeastern University
Hunter College
New York University
The College of Mount Saint Vincent

REACH '14 STUDENT

Edgar Aguirre
Alexis Amigon
John Beaufort
Jiho Chang
Enrique Colon
Airam Cruz
Enmanuel Cruz
Giancarlo De La Rosa
Uziel Dominguez
Kevin Fernandez
Ernest Frimpong
Yeric Garcia
Anthony Gomez
Alexis Gonzalez

HIGH SCHOOL

Fordham Preparatory School
Xavier High School
Regis High School
Archbishop Molloy High School
Regis High School
Regis High School
Fordham Preparatory School
Fordham Preparatory School
Regis High School
Benjamin Cardozo High School
The Loyola School
Regis High School
Xavier High School
Fordham Preparatory School

REACH '14 STUDENT

Roberto Hidalgo
Paolo Merisier
Joshua Mora
Ikenna Nebo
Francesco Osso
Robert Passanisi
Aleksander Prasak
Jeffrey Robles
Derek Rosario
Arthur Severino
Nathan Thimothé
Cesar Torres
Daniel Andres Zeron
Randiel Zoquier

HIGH SCHOOL

Regis High School
Regis High School
Regis High School
Regis High School
Regis High School
Salesian High School
Regis High School
Benjamin Cardozo High School
Regis High School
Fordham Preparatory School
Regis High School
Xavier High School
Regis High School
Regis High School

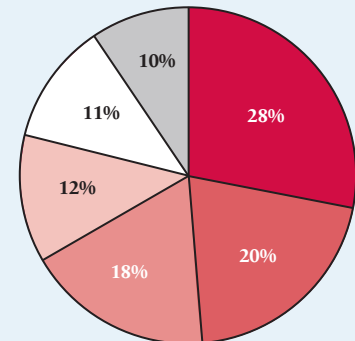
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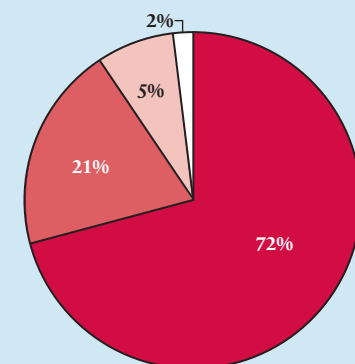
FY 2014 Expenses | \$485,087



- Academic Development
- Camp REACH
- General Administration
- Recruiting & Admissions
- Student Services*
- Leadership Formation

**Student Services includes the Mentoring Project, Student Advising, High School Placement and Alumni Support.*

FY 2014 Revenues | \$485,087



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January 31
Read for REACH Quiz Day

February 1
Nomination Deadline

February 7
REACH Information Session

February 11
REACH Information Session

February 28
Spring Session Begins

March 14
Entrance Exam and Application
Deadline

May 9
Nominee Interviews

May 19
Spring Recognition Ceremony

June 7
New Candidate Orientation

July 2
Departure for Camp REACH

