

# The *Get Focused...Stay Focused!*<sup>®</sup> Performance Pledge

For certified schools who adopt the GFSF goals and curriculum with fidelity

The *Get Focused...Stay Focused!*<sup>®</sup> Initiative (GFSF) developed through Santa Barbara City College is a scalable, cost-efficient program that promotes high school graduation, post-secondary completion and successful entry into the workforce. The freshman course is the launch course for formal career pathway programs and should be delivered prior to students making pathway choices.

## HOW DOES IT WORK:

A *Get Focused...Stay Focused!*<sup>®</sup> Initiative starts with a semester\* or year-long freshman course\*\*.

This standards based\*\*\* comprehensive guidance course, helps students become identity-achieved and career-committed. It culminates with the development of an online 10-year career and education plan that is used throughout high school for counseling and academic coaching. This vital data is portable in order to share with their advisors at their post-secondary institution.

During the 10th, 11th, and 12th grades, students update their online 10-year career and education plan as they:

- Expand their career and education options
- Learn the process for selecting and applying to post-secondary education
- Create a skills-based Education Plan

## RESULTS:

Upon completion of the freshman semester course along with the three follow-up modules, students have identified and will graduate with:

- A carefully-considered career path
- An *informed* major or program of study
- A post-secondary institution or training program that not only matches their career and life goals but is affordable
- A Skills-based Education Plan that facilitates successful entry into a highly competitive workforce upon completion of their education.

\* optional dual enrollment

\*\* optional 8<sup>th</sup> grade

\*\*\* Meets the Freshman Transition Standards of the George Washington University and the English Common Core Standards

## BENEFITS:

This hybrid, classroom-based, comprehensive guidance coursework is cutting edge and unlike anything available.

- Teachers will appreciate the engaging lessons that support the Common Core Standards.
- Students will come away with the knowledge and experience necessary to successfully navigate higher education.
- Parents will applaud this reality-based experience that sets their children on a trajectory to become self-sufficient adults.
- Administrators understand that more motivated students translates to better attendance, thus increasing ADA funding.

## GET FOCUSED...CURRICULUM:

The course material for the freshman course is the *Career Choices* series along with My10yearPlan.com®

The *Career Choices* curriculum is designed around the core precepts that:

- ALL entering high school students should develop, in either the 8th or 9<sup>th</sup> grade, a comprehensive, individualized 10-year education and career plan
- ALL secondary school students are capable of developing and updating an online 10-year plan when empowered by a complete career and life course that follows the proven scope and sequence of the *Career Choices* curriculum.
- When students have a productive vision and plan for their future beyond their years in school, and also understand the consequences of not getting a good education, they will stay in school and graduate (either high school or college), achieve to the best of their abilities and transition into a productive self-sufficient adulthood.

## STAY FOCUSED...CURRICULUM:

The course material for the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades, are the Common Core based, 16 lessons/year for follow-up found in the *Get Focused...Stay Focused!*® *Follow-up Modules* integrated with My10yearPlan.com®

## Performance Pledge

When secondary schools, in partnership with the *Get Focused...Stay Focused!*<sup>®</sup> Initiative and Academic Innovations, implement the *Career Choices*<sup>\*</sup> and GFSF *follow-up modules* materials **with fidelity by adhering to the shared responsibilities outlined below**, based on the students who pass the course using the recommended curricula and strategies note below, the school should:

- Increase attendance rates by at least 10% (thereby increasing ADA, which should eventually pay for course materials)
- Decrease the retention rate of 9<sup>th</sup> graders (not passing to 10<sup>th</sup> grade) by at least 20%
- Reduce the suspension rate of students in the semesters following the completion of the course by at least 25%
- Reduce the number of freshmen who finish 9<sup>th</sup> grade but do not return for 10<sup>th</sup> grade at any school (dropouts) by at least 25%

This is as compared with the *average* of the freshman cohorts for the three previous years as noted in published data.

Preliminary data points to these long-term benefits:

- Increase high school graduation rates
- Increase post secondary matriculation
- Increase percentage of students university qualified (in CA that is A-G)
- Increase post secondary completion rates

\* either *Career Choices* for secondary schools or the college version *Career Choices and Changes* for dual enrollment programs

## The FRESHMAN COURSE

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<p>Design a program where all 8<sup>th</sup> or 9<sup>th</sup> grade students complete a course using the <i>Career Choices curriculum</i> that culminates with every student writing a comprehensive and meaningful 10-year plan. To qualify the course must be:</p> <ul style="list-style-type: none"> <li>• At least a semester (90 hrs) in length</li> <li>• In heterogeneous classrooms</li> <li>• With at least 75 hours spent on the <i>Career Choices</i> activities</li> <li>• In a sequential, scope and sequence format of the curriculum</li> <li>• Culminating with all students putting their 10-year plan online at <a href="http://www.my10yearplan.com">www.my10yearplan.com</a>. (Recommended as the final exam)</li> </ul>	<p>To provide quality course materials, textbooks, workbooks, online curriculum enhancements, online professional development and videos and online assessment tools that are continually being evaluated, enhanced and updated.</p>
PRIOR TO THE START OF THE COURSE	
<ul style="list-style-type: none"> <li>• Order adequate materials for effective classroom delivery and execution of homework assignments. Every student, from the first day of class will have their own copy of the <b><i>Career Choices</i></b> main text (non-consumable) and their own consumable <b><i>Workbook and Portfolio</i></b>. In addition, every student will be registered for their online <b>My10yearPlan.com®</b>.</li> <li>• Note: The English Language Arts anthology, <i>Possibilities</i> and the math component, <i>Lifestyle Math</i>, are optional.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide proven <i>Career Choices</i> curriculum materials in a timely manner once order is placed by the school or district</li> <li>• Maintain the online program My10yearPlan.com® for student access 24/7.</li> </ul>

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<ul style="list-style-type: none"> <li>The principal will identify and assign a Lead Teacher for the course and school-wide initiative and will provide the resources to enable that individual to get the professional development required for this leadership position.</li> </ul>	<p>Make available quality professional development opportunities for Lead teachers which include:</p> <ul style="list-style-type: none"> <li>Annual 3-day Lead Teacher Institute in July at Focus on Freshman Conference</li> <li>Comprehensive Lead Teacher Manual</li> <li>Online Lead Teacher certificate program</li> <li>Comprehensive <i>Instructor's Guide</i> and start-up kit to a <i>Career Choices</i> Lead Teacher</li> </ul>
<ul style="list-style-type: none"> <li>The principal will identify and assign a <b>School Site Executive</b> (SSE) for the maintenance of the school's My10yearPlan.com platform and will provide the resources to enable that individual to get the professional development required for this leadership and technology support position</li> </ul>	<ul style="list-style-type: none"> <li>Online video on the tasks of the SSE and how to choose one.</li> <li>On request, provide a complimentary tutorial (by phone) regarding all online enhancements for the SSE</li> <li>Make available online SSE course (for credit or audit) <a href="http://www.careerchoices.com/lounge/profdev_ceu2A.html">www.careerchoices.com/lounge/profdev_ceu2A.html</a></li> </ul>
<ul style="list-style-type: none"> <li>The principal will recruit a team of highly effective and enthusiastic teachers as course instructors for the <i>Career Choices</i> classes. Recognizing the rigor of the course and the need for adequate prep time, teachers will commit to <i>Career Choices</i> as their main instructional focus.</li> </ul>	<ul style="list-style-type: none"> <li>Provide presentation materials and video resources to help the principal and/or lead administrator with the recruitment of the best teachers.</li> </ul>
<ul style="list-style-type: none"> <li>The lead teacher and/or instructional team will develop a detailed Lesson Plan that provides adequate classroom time for at least 75 hours of <i>Career Choices</i> activities following the curriculum's comprehensive scope and sequence (chapter 1 to 12) and culminating with every student creating a 10 year plan online.</li> </ul>	<ul style="list-style-type: none"> <li>On request, provide complimentary year round curriculum support by phone, online, and email (during weekday business hours)</li> <li>On request provide a <i>Career Choices</i> Lead Teacher with a free introductory phone session with an Academic Innovations curriculum support advisor</li> <li>On request, provide support (in the form of online training modules and through the curriculum support team) with recommendations for lesson plan customization.</li> <li>Maintain a library of proven Lesson Plan templates for a variety of course structures, so time spent on this task is efficient and effective.</li> </ul>
<ul style="list-style-type: none"> <li>All <i>Career Choices</i> instructors and the SSE will have completed a comprehensive implementation professional development activity by <b>doing at least one</b> of the following: <ul style="list-style-type: none"> <li>Attend a two-day implementation workshop by an Academic Innovations certified trainer.</li> <li>Complete the online professional development courses for <i>Career Choices</i> Instructors. (with or without credit) See pages 1/20 to 1/22 of the 7<sup>th</sup> edition of the Instructor's Guide.</li> <li>Attend school-sponsored onsite implementation trainings (of at least 10-hours in length) which is led by the school's Lead Teacher, and combined with designated online training videos.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide a Quick Start Self-Study program that includes videos and individual reading assignments. See pages 1/20 to 1/22 in the 7<sup>th</sup> edition of the Instructor's Guide.</li> <li>Provide easy-to-use online implementation workshops for <i>Career Choices</i> instructors found at <a href="http://www.careerchoices.com/lounge/profdev_ceu1A.html">www.careerchoices.com/lounge/profdev_ceu1A.html</a> and <a href="http://www.careerchoices.com/lounge/profdev_ceu1B.html">www.careerchoices.com/lounge/profdev_ceu1B.html</a></li> <li>Make available the opportunity for instructor's to earn graduate level continuing education units with an accredited university. <a href="http://www.careerchoices.com/lounge/profdev_ceu.html">www.careerchoices.com/lounge/profdev_ceu.html</a></li> <li>Within the Lead Teacher's Manual provide a series of implementation workshops along with video resources.</li> <li>Referrals to a highly trained, certified consultant available to do onsite professional development and long term technical assistance for a fee.</li> </ul>

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<ul style="list-style-type: none"> <li>Provide all <i>Career Choices</i> teachers with an <i>Instructor's Guide</i>, which they refer to section four daily and access to the online Teachers' Lounge</li> </ul>	<ul style="list-style-type: none"> <li>To maintain a professional development website known as <i>The Teachers Lounge</i> with online training modules, classroom tips and enhancements, and a variety of professional and technical support resources for 24/7 access. <a href="http://www.careerchoices.com/lounge/">www.careerchoices.com/lounge/</a></li> <li>Provide easy-to-use, turnkey classroom resources to member schools through the online Teachers' Lounge Resource Cupboard <a href="http://www.careerchoices.com/lounge/cupboard_structure.html">www.careerchoices.com/lounge/cupboard_structure.html</a></li> <li>Provide a free bi-weekly online newsletter: TIPS</li> </ul>
<p>On the first day of class, prior to the delivery of course content, each student completes the pre-course survey either online at within <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> or handwritten on the form found on page 14/9 – 14/16 of the 7<sup>th</sup> Edition Instructor's Guide.</p>	<ul style="list-style-type: none"> <li>Provide an online assessment and reporting tool for the pre and post surveys so data is easily interpreted and shared. <a href="http://www.careerchoices.com/lounge/prepost.html">www.careerchoices.com/lounge/prepost.html</a></li> </ul>
THROUGHOUT THE YEAR	
<ul style="list-style-type: none"> <li>Provide all course instructors with adequate training and support from the "School Site Executive" (SSE) regarding the <i>Career Choices</i> online course enhancements</li> </ul>	<ul style="list-style-type: none"> <li>Maintain all technical functions, broadband and professional development resources for: <a href="http://www.careerchoices.com">www.careerchoices.com</a> <a href="http://www.lifestylemath.com">www.lifestylemath.com</a> <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> so students and teachers have access 24/7.</li> </ul>
<ul style="list-style-type: none"> <li>Require students complete the entire planning process leading to the development of individualized 10-year education and career plan and then enter their data online at <a href="http://www.my10yearplan.com">www.my10yearplan.com</a>. This allows for updating and advisory function throughout their high school tenure.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain access to <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> 24/7</li> <li>Make available referrals to George Washington University's Freshman Transition Initiative resources and professional development opportunities for the whole school reform model based on the 10-year plan.</li> </ul>
<ul style="list-style-type: none"> <li>Provide time for weekly meetings of the instructional staff for the purpose of planning and evaluation (both program and individual student assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Provide dynamic online planning and portfolio tools to help facilitate an effective, reality-rich <i>Career Choices</i> course/school-wide initiative</li> <li>Provide meeting agendas and videos for 22 sessions of professional development for the instructional team.</li> </ul>
<ul style="list-style-type: none"> <li>Provide timely feedback to the technical support team at Academic Innovations so corrective suggestions or resources can be provided as needed. It is the responsibility of the lead teacher to request these services.</li> </ul>	<ul style="list-style-type: none"> <li>A technical assistance department with availability weekdays between 9 am and 4 pm MST via phone (800) 967-8016 or email <a href="mailto:support@academicinnovations.com">support@academicinnovations.com</a></li> <li>Trained Educational Consultant/contractors available for long-term technical assistance for a fee.</li> </ul>
AT THE END OF THE COURSE	
<ul style="list-style-type: none"> <li>All students complete their post survey found on page 14/12 of the 7<sup>th</sup> edition Instructor's Guide. The pre and post survey are evaluated using the online assessment (for both the program and individual students).</li> </ul>	<ul style="list-style-type: none"> <li>An online assessment tool, designed to provide feedback on students pre and post surveys. <a href="http://www.careerchoices.com/lounge/prepost.html">www.careerchoices.com/lounge/prepost.html</a></li> </ul>
<ul style="list-style-type: none"> <li>Each course instructor completes Academic Innovations annual survey found online at <a href="http://www.careerchoices.com/lounge/surveys.html">www.careerchoices.com/lounge/surveys.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Develop and analysis the annual surveys found at <a href="http://www.careerchoices.com/lounge/surveys.html">http://www.careerchoices.com/lounge/surveys.html</a></li> </ul>
<ul style="list-style-type: none"> <li>The Lead teacher or Lead Administrator completes the data analysis website.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain data analysis website at <a href="http://www.whatworkscareerchoices.com/dataproject">www.whatworkscareerchoices.com/dataproject</a> and provide analysis tools and recommendations so data can be used for increasing student achievement and graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li>Gather data from students, pre and post for any formal evaluation directed by the University of California, Santa Barbara</li> </ul>	<ul style="list-style-type: none"> <li>Provide comprehensive training on this process.</li> </ul>

## For the Follow-up Lesson Plans for the 10th, 11th, & 12th Grade

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<ul style="list-style-type: none"> <li>Design a delivery system within each grade where the 16 lessons are integrated into an Academic course. (lessons meet the English Common Core State Standards. Students require access to a computer lab to complete many of the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>To provide quality course materials, textbooks, workbooks, online curriculum enhancements, online professional development and videos and online assessment tools that are continually being evaluated, enhanced and updated.</li> </ul>
<b>PRIOR TO START OF THE COURSEWORK</b>	
<ul style="list-style-type: none"> <li>Order adequate materials for effective classroom delivery and execution of homework assignments. Every student, will have their own consumable <i>GFSF Follow up Student Workbook</i>. In addition, every student will be registered for the GFSF area of <b>My10yearPlan.com®</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide proven <i>GFSF</i> curriculum materials in a timely manner once order is placed by the school or district</li> <li>Maintain the online program: <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> for student access 24/7.</li> </ul>
<ul style="list-style-type: none"> <li>The principal and executive will identify and assign the course delivery to the appropriate academic department</li> </ul>	<ul style="list-style-type: none"> <li>The support team of GFSF staff and Academic Innovations' staff will provide technical assistance to building the capacity of the instructors teaching the lessons.</li> </ul>
<ul style="list-style-type: none"> <li>The department chair of the academic discipline will recruit a team of highly effective and enthusiastic teachers as the course instructors for the <i>GFSF lessons</i>. Recognizing the rigor of the course and the need for adequate prep time, teachers will be provided adequate prep time during the first year to learn the material.</li> </ul>	<ul style="list-style-type: none"> <li>Provide presentation materials and video resources to help the lead teachers build the capacity of the instructors.</li> </ul>
<ul style="list-style-type: none"> <li>All Follow-up modules instructors and the SSE will have completed a comprehensive implementation professional development activity by <b>doing at least one</b> of the following:               <ul style="list-style-type: none"> <li>Attend a two-day GFSF implementation workshop.</li> <li>Working through the lessons on their own as if they were a student.</li> <li>Attend school-sponsored onsite implementation trainings (of at least 10-hours in length) which are led by the school's Lead Teacher, and combined with designated online training videos.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide easy-to-use online implementation workshops for <i>GFSF</i> instructors</li> <li>Make available the opportunity for instructor's to earn graduate level continuing education units with an accredited university.</li> <li>Upon request, contract for an onsite capacity building workshop for instructors teaching the GFSF modules.</li> </ul>
<ul style="list-style-type: none"> <li>Provide all <i>GFSF module</i> teachers with a <i>Program and Instructional Guide for the GFSF program</i> which they should refer to daily.</li> </ul>	<ul style="list-style-type: none"> <li>Provide easy-to-use, turnkey classroom resources to member schools through the online Teachers' Lounge Resource Cupboard <a href="http://www.careerchoices.com/lounge/cupboard_structure.html">www.careerchoices.com/lounge/cupboard_structure.html</a></li> </ul>
<b>THROUGHOUT THE YEAR</b>	
<ul style="list-style-type: none"> <li>Provide all course instructors with adequate training and support from the "School Site Executive" (SSE) regarding the <i>GFSF modules</i> online course enhancements</li> </ul>	<ul style="list-style-type: none"> <li>Maintain all technical functions, broadband and professional development resources for: <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> so students and teachers have access 24/7.</li> </ul>
<ul style="list-style-type: none"> <li>Require students to complete the entire planning process leading to the development of their own individualized 10-year education and career plan and then enter their data online at GFSF area of <a href="http://www.my10yearplan.com">www.my10yearplan.com</a>. This allows for updating and advisory function throughout high school.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain access to <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> 24/7</li> <li>Make available referrals to George Washington University's Freshman Transition Initiative and their resources and professional development opportunities for the whole school reform model based on the 10-year plan.</li> </ul>
<ul style="list-style-type: none"> <li>At least during the first year provide time for weekly meetings of the instructional staff for the purpose of planning and evaluation (both program and individual student assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Provide dynamic online planning and portfolio tools to help facilitate an effective, reality-rich <i>GFSF follow up modules</i> course/school-wide initiative.</li> </ul>

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<ul style="list-style-type: none"> <li>Provide timely feedback to the technical support team at Academic Innovations so corrective suggestions or resources can be provided as needed. It is the responsibility of the lead teacher to request these services.</li> </ul>	<ul style="list-style-type: none"> <li>A technical assistance department with availability weekdays between 9 am and 4 pm MST via phone (800) 967-8016 or email <a href="mailto:support@academicinnovations.com">support@academicinnovations.com</a></li> <li>GFSF Consultant are available for technical assistance by phone or webinar (at no cost) or onsite (contracted).</li> </ul>
<b>AT THE END OF THE COURSE</b>	
<ul style="list-style-type: none"> <li>All students complete the surveys required for the evaluation of the project.</li> </ul>	<ul style="list-style-type: none"> <li>An online assessment tool, designed to provide feedback on students.</li> </ul>
<ul style="list-style-type: none"> <li>Each course instructor completes Academic Innovations annual survey found online at <a href="http://www.careerchoices.com/lounge/surveys.html">www.careerchoices.com/lounge/surveys.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Develop and analyze the annual surveys found at <a href="http://www.careerchoices.com/lounge/surveys.html">http://www.careerchoices.com/lounge/surveys.html</a></li> </ul>
<ul style="list-style-type: none"> <li>The Lead teacher or Lead Administrator completes the data analysis website.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain data analysis website at <a href="http://www.whatworkscareerchoices.com/dataproject">www.whatworkscareerchoices.com/dataproject</a> and provide analysis tools and recommendations so data can be used for increasing student achievement and graduation rates.</li> </ul>

***THE SCHOOL-WIDE INITIATIVE using My10yearPlan.com® student data for counseling, advisories, and academic coaching***

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<b>AT THE END OF YEAR ONE</b>	
<ul style="list-style-type: none"> <li>Conduct a school-wide training program so instructors and counselors learn what it is and how to access student data on My10yearPlan.com</li> </ul>	<ul style="list-style-type: none"> <li>To provide quality online training material and presentation materials so school leaders can conduct these trainings in-house.</li> <li>Maintain the online program: <a href="http://www.my10yearplan.com">www.my10yearplan.com</a> for student and educator access 24/7.</li> <li>The GFSF team, along with school leaders, will help design the school wide training</li> </ul>
<ul style="list-style-type: none"> <li>Provide capacity building opportunities for all counseling staff on campus. The counseling staff commits to becoming the leaders in the following projects and goals by supporting the concept that every teacher is an advisor.</li> </ul>	<ul style="list-style-type: none"> <li>Provide online support and materials to the Guidance chair so they can conduct a one-day workshop about the online 10-year Plan as a data driven advisory tool.</li> </ul>
<ul style="list-style-type: none"> <li>Provide time in weekly staff meetings to discuss the progress on staff development on the use of the 10-year Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Support of videos to explain My10yearPlan.com and how it works.</li> <li>Continue building the capacity of the SSE who will be the school site go-to person for support.</li> </ul>
<b>BY THE END OF YEAR TWO:</b>	
<ul style="list-style-type: none"> <li>Establish the online 10-year Plan as a key organization and communication tool for both students and teachers. Infuse its uses into the foundation of the school conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Provide online tools for helping staff learn how to use My10yearPlan.com and the resulting data with their students to motivate them to perform at their highest level.</li> <li>Make available referrals to George Washington University's Freshman Transition Initiative and their resources and professional development opportunities for the whole school reform model based on the 10-year plan.</li> </ul>
<ul style="list-style-type: none"> <li>Encourage every academic instructor to review each student 10-year Plan Summary page prior to the start of each semester. They can use that data to personalize their instruction with students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide support to the SSE in order for them to provide technical assistance for helping staff learn how to use this tool and data with their students.</li> </ul>

The School's Responsibilities	Academic Innovations' & GFSF Staff Responsibilities
<ul style="list-style-type: none"> <li>• Provide capacity building opportunities for all academic staff to learn strategies for providing data driven academic coaching sessions for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide online technical assistance for the leadership of the school, in order to build the site capacity for helping their staff learn how to use this tool and data. This will motivate their students to perform at their highest level.</li> </ul>
<ul style="list-style-type: none"> <li>• Discussions of a student's 10-year Plan will be incorporated into Parent meetings.</li> <li>• The community will be aware of the 10-year planning process so employers will know to ask students about their plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sample news releases to be edited and sent to local media.</li> <li>• Provide strategies for getting the community involved with the mentoring process.</li> </ul>
<ul style="list-style-type: none"> <li>• Recruit businesses to become career pathway mentors and train them to use the students 10 year Plan for building Skills-based Education and Training plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Will provide online technical assistance for helping staff learn how to work with employers to use this tool and data with their mentees to motivate them to perform at their highest level.</li> </ul>
<p>THROUGHOUT THE PROJECT:</p> <ul style="list-style-type: none"> <li>• Provide timely feedback to the technical support team at Academic Innovations so corrective suggestions or resources can be provided as needed. It is the responsibility of the lead teacher to request these services.</li> </ul>	<ul style="list-style-type: none"> <li>• A technical assistance department with availability weekdays between 9 am and 4 pm MST via phone (800) 967-8016 or email <a href="mailto:support@academicinnovations.com">support@academicinnovations.com</a></li> </ul>

Note to *certified* GFSF schools:

Phone and online technical assistance as noted above, will be provided at not charge. This includes phone consultations, scheduled webinars and access to the webinar archives, and online training videos and self-study professional development formats.

There are charges for: course materials, professional development materials, onsite professional development or presentations, staff attendance at workshops or conferences\* and personalized technical assistance. For long-term technical assistance with certified professionals, a contract can be facilitated.

If school personnel are self-directed learners and take advantage of the online professional development and the extensive instructional guides (both written and online) there is very little need for personalized attention that requires a fee. On the other hand, attendance at workshops and conferences is a wonderful way to motivate and support your instructional team.

*\*Certified* GFSF schools will be provided priority registration at workshops and conferences. They will receive a one-week notice prior to public announcements.