

*Delete this slide before your presentation*

Directions to the presenter:  
Study the **Presenter Notes** for each slide  
and watch each of the short videos  
before finalizing your presentation.

1

For technical support, contact Tanja Easson at (800) 967-8016 or at [tanja@academicinnovations.com](mailto:tanja@academicinnovations.com).

This presentation provides 30 minutes of video content and about 15 minutes of the activities at the beginning to engage participants. To deliver this in about an hour requires that you move through the slides quickly and efficiently. These presenter notes are designed to help you do that.

The notes in BLACK are the presenter's script. Other information is in BLUE.

DOWNLOAD HANDOUT: The handout used for the "Kelly Green" activity is available at: <http://getfocusedstayfocused.org/chs/10-Year%20Plan%20Summary%20-%20Kelly%20Green.pdf>  
Provide a copy of this handout for all attendees.

NOTE TO PRESENTER: This is a one-hour presentation about the Get Focused...Stay Focused!™ Initiative. There are six short videos that will do most of **the work** of content delivery. It is important to watch these videos prior to your presentation so you know what is said and you don't have to repeat information. The videos require about 30 minutes total. With this presentation, you are as much facilitator as lecturer. The notes for each slide are really all that needs to be said about the topic on the slide.

CLICK THRU: When you see the phrase "CLICK THRU" we intend it to mean that the presenter only needs to reference the content on the slide and then CLICK THRU. These slides should not be on the screen more than 5 seconds.

READ THE SLIDE: When the notes say "*Read the slide.*" we don't necessarily mean turn around and read the slide. This is information you should memorize so you don't look like you are reading a slide. BUT deliver the information as it is stated on the slide, being careful in your paraphrasing.



To download a copy of this presentation  
to share at your campus, visit  
[www.getfocusedstayfocused.org/  
onehourpresentation](http://www.getfocusedstayfocused.org/onehourpresentation)

If you display this slide up as people start coming into the meeting, they'll understand from the beginning that they can get a copy of the presentation and videos. This is a great strategy to build support for your efforts, so you want them sharing this back on their own campuses.

You may make mention throughout the presentation that the presentation will be available for download at [www.getfocusedstayfocused.org/onehourpresentation](http://www.getfocusedstayfocused.org/onehourpresentation).

NOTE TO PRESENTER: This is a one-hour presentation about the Get Focused...Stay Focused!™ Initiative. There are six short videos that will do most of **the work** of content delivery. It is important to watch these videos prior to your presentation so you know what is said and you don't have to repeat information. The videos require about 30 minutes total.

With this presentation, you are as much facilitator as lecturer. The notes for each slide are really all that needs to be said about the topic on the slide.

A Replicable Model:



*Get Focused... Stay Focused!*™ Initiative  
developed at  
Santa Barbara City College


SCRIPT:

In the hour we have together I'll share an overview of the Get Focused...Stay Focused initiative, developed at Santa Barbara City College along with some of the research that led up to it's developments and the history and overview of this Freshman Transition Initiative.

NOTE TO PRESENTER: This is a one-hour presentation about the Get Focused...Stay Focused!™ Initiative. There are six short videos that will do most of **the work** of content delivery. It is important to watch these videos prior to your presentation so you know what is said and you don't have to repeat information. The videos require about 30 minutes total.

With this presentation, you are as much facilitator as lecturer. The notes for each slide are really all that needs to be said about the topic on the slide.

During their transitional years, students  
make three important choices:



**MAJOR**  
**CAREER**  
**COLLEGE**

*Read the slide.*

PRESENTER NOTES: The next few slides outline an activity that is very effective in getting participants in the right frame of mind. This short activity helps them discover for themselves the paradigm shift that is needed in our approach to the transition to college.

Directions: **Provide no background** information. Just **ask the questions at the top of each of the following slides** and let groups discuss each slide. (Small groups at tables works well.) As you mention each of the three elements (Major, Career, College), be sure to read them in the order listed on each slide. They are mixed up each time by design.

This activity also allows the audience to get involved from the beginning, which is important to the buy-in process.

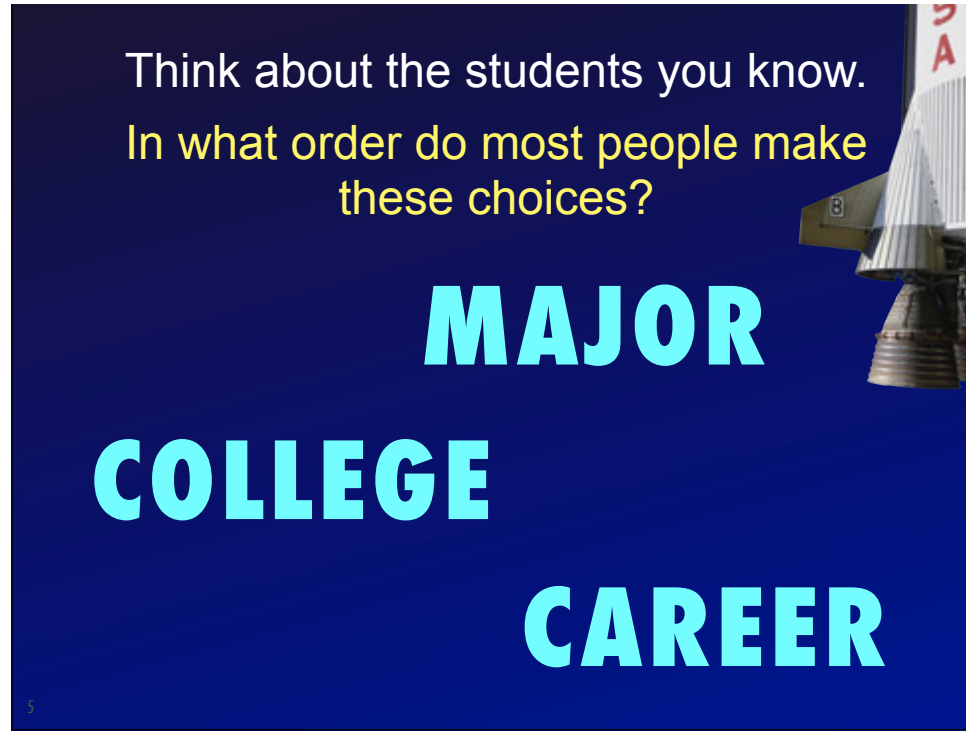
Optional Visual Aid: Ahead of the meeting, print 3 small signs to put on each table (for instance, 8.5" x 5.5" inches), one for each word: Major, Career, College. Then ask the groups to rearrange the of the three signs as the activity moves forward.

Think about the students you know.  
In what order do most people make  
these choices?

**MAJOR**

**COLLEGE**

**CAREER**



*Read the slide.*

**PRESENTER NOTES:** After reading the question at the top, let participants discuss the assignment at their tables (90 seconds max). They should come come up with the right order very quickly.

After discussion and feedback reinforce the answer:

*Most students today make their choices in this order:*

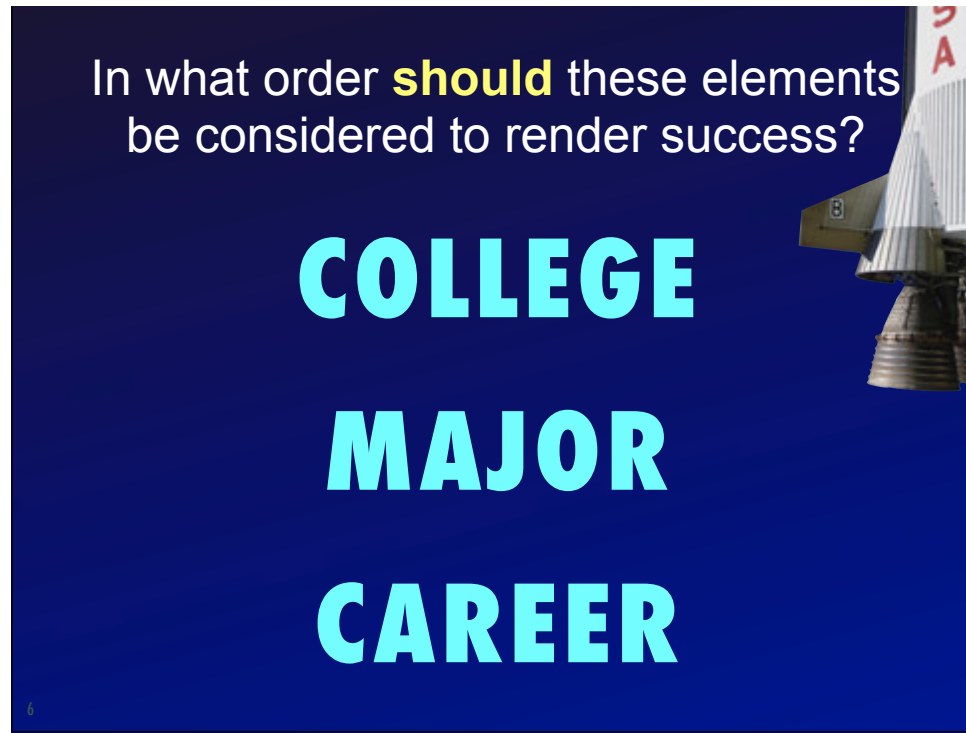
*First college, then major, then career, that is if they make a career choice at all during college.*

In what order **should** these elements be considered to render success?

**COLLEGE**

**MAJOR**

**CAREER**

The slide has a dark blue background. On the right side, there is a partial image of a white rocket with red and black markings. The text is centered on the left side of the slide. The word 'should' is highlighted in yellow. The words 'COLLEGE', 'MAJOR', and 'CAREER' are in large, bold, cyan letters. A small white number '6' is in the bottom left corner of the slide.

SCRIPT:

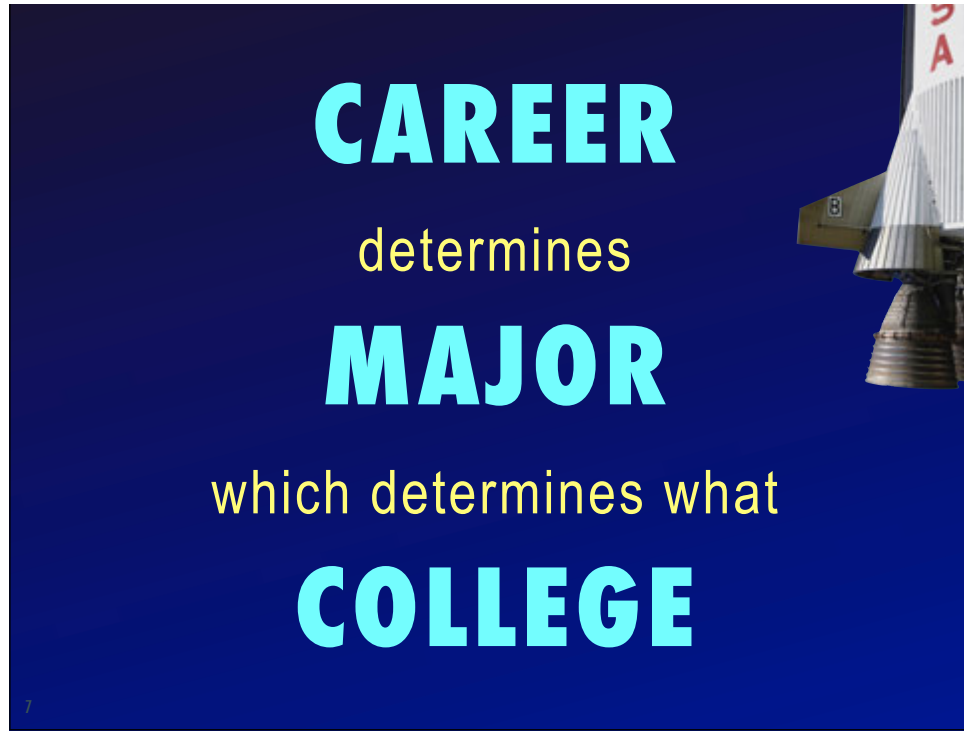
But what is wrong with that order? What if the college they choose doesn't offer the major they need.

For example, Many students enter University of California Santa Barbara hoping to major in business but UCSB doesn't offer a business major. Most students don't discover that until they are enrolled and find out economics is the closest thing -- and it's really NOT that close. have determined that is what they want.

In what order should these elements be considered to render student success?

In other words, what order makes the most sense, if the goal is college completion in the most timely and efficient manner?

PRESENTER NOTE: If possible, give an example of a local college that doesn't offer a common major).



*Read the slide.*

This is the answer: 90% have come up with this quickly. As you walk around, to hear their answers (again taking no more than 2 minutes for groups to discuss)...chose a group to answer that you KNOW has the right answer or ask the group as a whole.

If you have time, ask participants to explain why. Choose someone who seems articulate on the topic and ask them to explain why.

Then ask the group, "How many came up with this same order?" Most, if not all, will raise their hands.

Remind the group that they want to keep this fact in mind throughout the rest of the presentation. The *Get Focused...Stay Focused!*™ program will help them change this long standing cultural paradigm.

*Think back to your college  
experience...*

Would you have done  
anything differently?

If so, why?

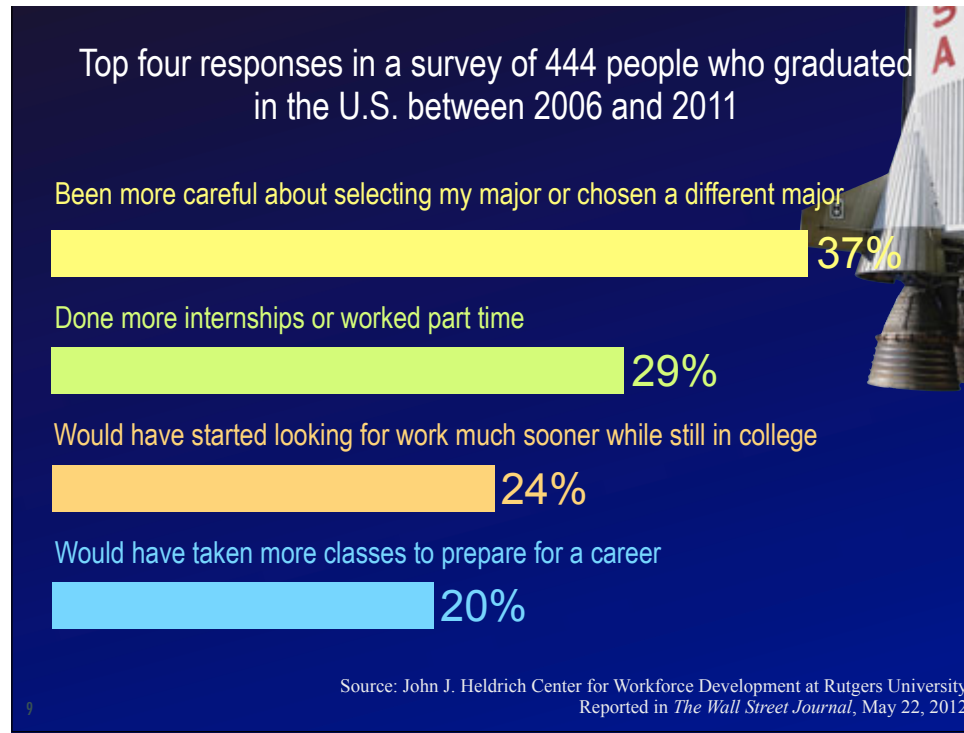


*Read the slide.*

SCRIPT:

Take a couple of minutes to discuss this at your tables.





PRESENTER NOTE: This information was reported in the *Wall Street Journal* in 2012 from a study at Rutgers University.

Quickly explain the info on the slide. Emphasize that the highest percentage of respondents -- 37% -- would have been more careful in selecting a major. Also point back to the Career-Major-College activity that demonstrates career choice drives major choice.

## Activity

Pair up. Decide who will be Kelly Green and who will be the counselor.

---

Kelly Green comes to the counselor for advice.

Kelly is considering dropping out of school.

---

**Counselor's task:** Convince Kelly to stay.



### ACTIVITY DIRECTIONS:

Ask participants to pair up. Each pair should choose one person to be the counselor and one to be the student (allow 15 seconds).

*Read the slide.*

Counselors will role play what you would say to keep Kelly in school.

Allow 2 minutes for this role play. All of the Kellys should play the role as if they are one of the students they know who is struggling with this dilemma.

Note: The length and timing of the activities is important. You want to keep things moving forward or you'll run out of to time.

Let's begin  
with the end in mind...

11

*Read the slide.*

CLICK THRU

What if  
every entering freshman had  
**an online 10-year plan**  
that could be used  
by counselors for advisement and  
instructors for academic coaching?

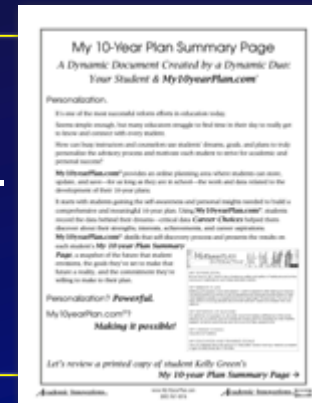
12

*Read the slide.*

CLICK THRU

## Activity

With the same partner,  
try advising Kelly Green again.  
Kelly is considering dropping  
out of school.



**Counselor's task:**  
Convince Kelly to stay using information from the  
My 10-year Plan Summary Page.

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ACTIVITY CONTINUES...

DOWNLOAD HANDOUT: The handout used for the "Kelly Green" activity is available at: <http://getfocusedstayfocused.org/chs/10-Year%20Plan%20Summary%20-%20Kelly%20Green.pdf>  
Provide a copy of this handout for all attendees.

ACTIVITY DIRECTIONS:

Have participants turn to page 2. (Don't take time to read page 1.)

SCRIPT:

printout of Kelly Green's 10-year Plan Summary page. This is what the counselor could see online OR Kelly could print it out to share. Everyone take 2 minutes to quickly review this information.

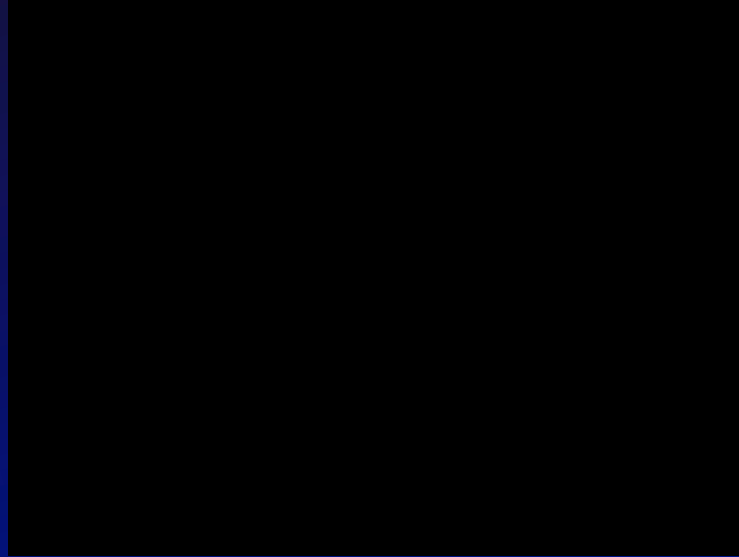
(pause while everyone reads this information silently and point out that a few minutes is usually all the time an instructor or counselor has to prep for a student coming to talk)

Now imagine that Kelly Green has completed a **comprehensive guidance course** that culminates with this 10-year career and education Plan and, as a school counselor, you have access to that plan. With the information from Kelly's plan in mind, counselors take another shot at convincing Kelly to stay in school.

Give them 2 minutes and then ask for volunteers to explain the difference in the experience from the first effort when they didn't know much about Kelly's plans to this last effort once they had the data from Kelly's 10-year Plan.

Walk around room to identify a team that is doing a good job using the data from the 10-year Plan. When you call the group back, ask that team to share their strategy.

## Academic Coaching with the 10-year Plan



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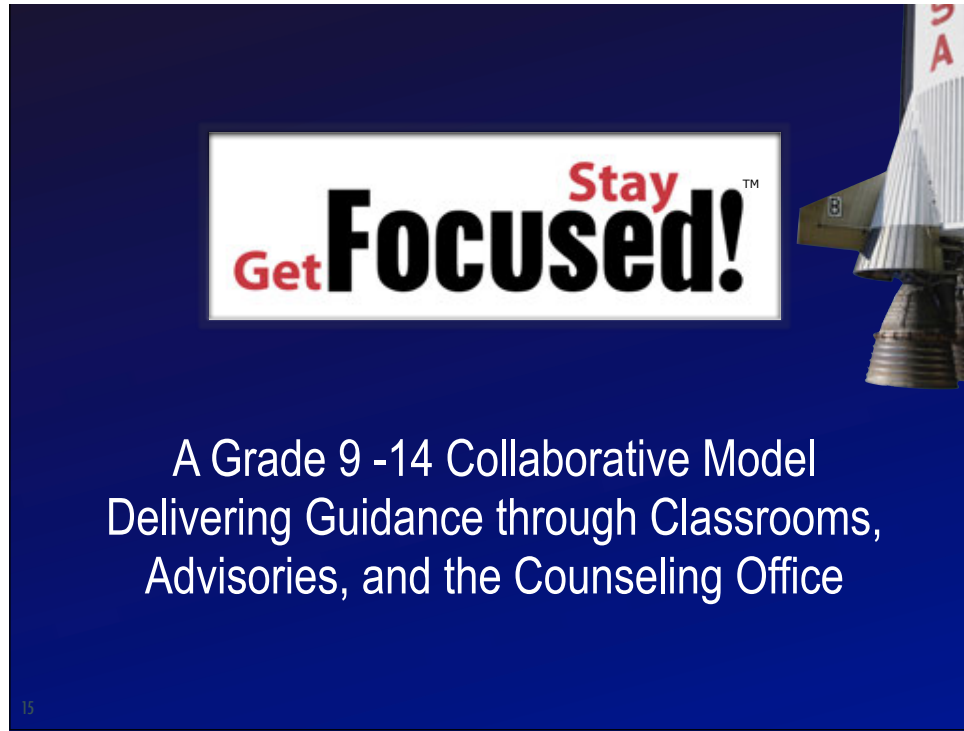
### SCRIPT:

Let's watch this academic coaching technique in action.

This is a video of Paul Childress at McGavock High School in Nashville providing academic coaching to a student who is doing poorly in geometry. Paul had just participated in a **Caring Conversations** training by Dr. Dedmond from George Washington University's Freshman Transition Initiative.

This is an example of another form of advisement -- academic coaching -- where the 10-year Plan is helpful.

When every instructor and every counselor is trained in this process, all staff can support not only the guidance functions but also help bolster academic achievement. The 10-year Plan can be used to help students stay on target with their academic goals. After a comprehensive guidance course, they fully understand the consequences of not performing at their personal best.



**SCRIPT:**

What is the Get Focused...Stay Focused!™ Initiative?

It's a grade 9 - 14 collaborative model involving the college and their feeder high schools, and it's designed to deliver the information students require to be college and career ready through classroom courses, advisories, and the counseling office.

**Get Stay Focused!**<sup>TM</sup>

Initiative Goals  
for ALL entering college freshmen:

**College and Career Ready**  
**Informed, Declared Major**  
**College or Post-secondary Path**  
**10-year Career & Education Plan**



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SCRIPT:

What are the outcomes of *Get Focused...Stay Focused!*<sup>TM</sup> program?

*Read the slide.*





*Read the slide.*

**PRESENTER NOTE:**

The video embedded in the next slide explains why a 10-year plan is necessary for today's students.



PLAY VIDEO

**K**ids  
**I**n  
**P**arents'  
**P**ockets  
**E**roding  
**R**etirement  
**S**avings



SCRIPT:

Think of the young adults you know -- children of friends or members of your own family.

Some call this failure to launch. How prevalent is this problem?

Why not consider showing the video we just watched at your next meeting of parents, board members, or community supporters.

If you want a copy of the video or the other short videos I'll show today, remember that you can download this presentation from [www.getfocusedstayfocused.org/onehourpresentation](http://www.getfocusedstayfocused.org/onehourpresentation)

# What Research Tells Us About Student Success



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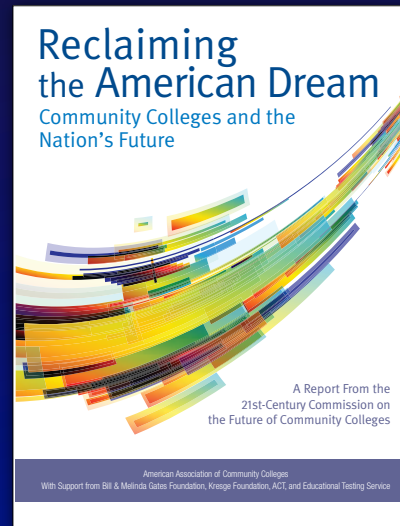
*Read the slide.*

CLICK THRU

Report from the  
21st-Century Commission  
on the Future of  
Community Colleges

American Association of  
Community Colleges

April 2012

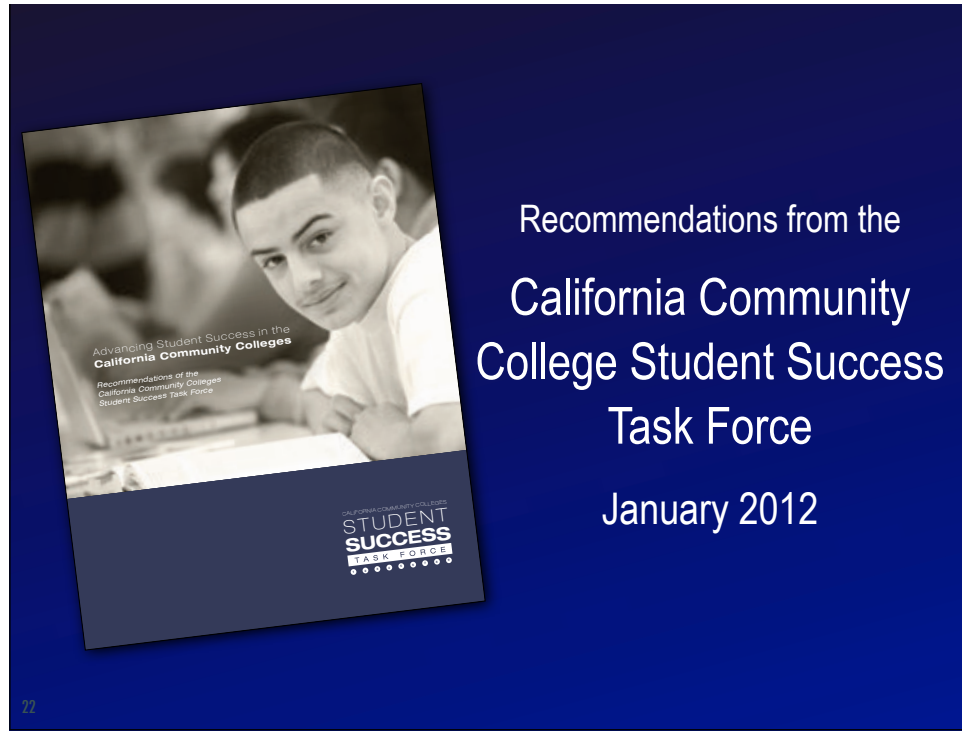


21

## SCRIPT:

Let's look at two recent major studies. The first is Reclaiming the American Dream from the American Association of Community Colleges.

At the end of this report, after presenting all of the research they reviewed, they outlined recommendations for the **RE-IMAGINED COLLEGE** in two pages.



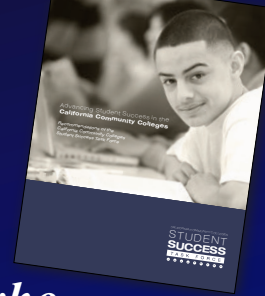
Recommendations from the  
California Community  
College Student Success  
Task Force  
January 2012

SCRIPT:

The other report was by the **California Community College Student Success Task Force**. This report launched a legislative mandate in California -- SB 1456 -- that has fundamentally changed higher education at California community colleges.

The research that follows was pulled from these two highly respected reports.

*“Research from the Institute for Higher Education Leadership and Policy shows that students who entered a program [of study] in their first year were twice as likely to complete a certificate, degree or transfer as students who entered a program after their first year.”*



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*Advancing Student Success in the California Community Colleges:  
Recommendations of the California Community Colleges Student Success Task Force, p. 30*

*Read the slide.*  
(pause)

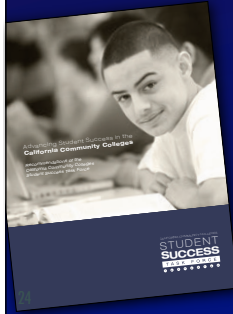
SCRIPT:  
TWICE as likely. That is a HUGE difference.

PRESENTER NOTE: If asked, it is important to note that the term “Program of Study” often means major, but it can also refer to a program that leads to a certification. That is why it is called a **program of study** rather than just calling it a major.

RECOMMENDATION:

## Every Matriculating Student Needs an Education Plan

*“Every student who enrolls to pursue a certificate, degree, or transfer objective, and in many cases even those seeking career advancement, needs a **Student Education Plan** that represents the sequence of courses that can get them from their starting point to attainment of their educational goal. ... **Expanded resources for career exploration are essential.**”*



*Advancing Student Success in the California Community Colleges  
Recommendations of the California Community Colleges Student Success Task Force, p. 23*

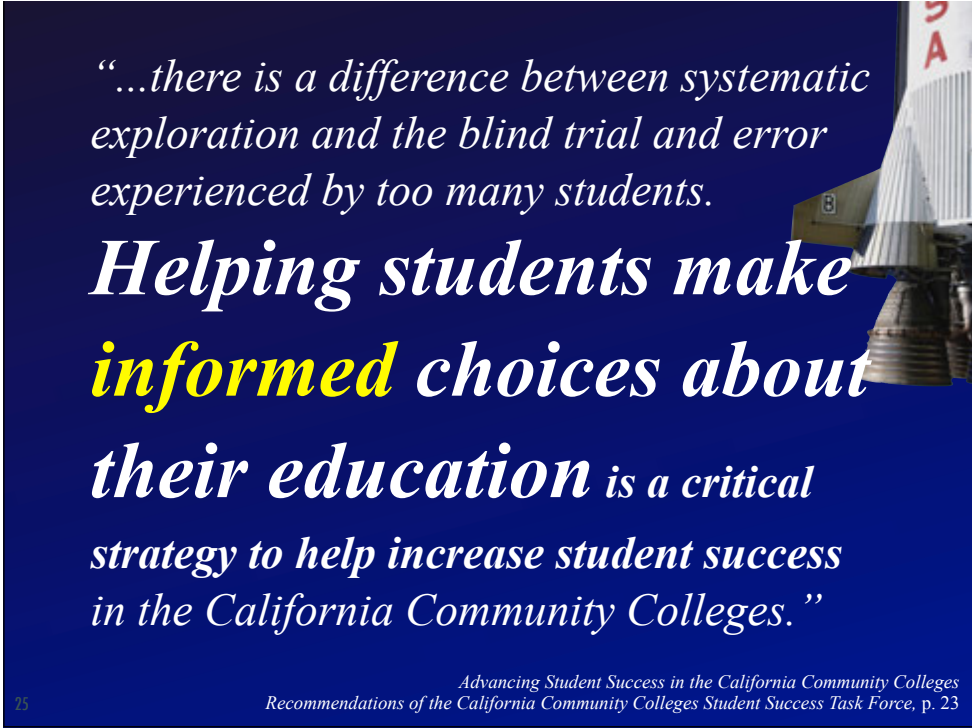
*Read the slide.*

### SCRIPT:

Today in California, all matriculating community college students need an education plan within the first year, or they start losing priority registration status.

And states throughout the country are coming to the same conclusion -- students without an education plan rarely complete.





*“...there is a difference between systematic exploration and the blind trial and error experienced by too many students.*

***Helping students make informed choices about their education** is a critical strategy to help increase student success in the California Community Colleges.”*

Advancing Student Success in the California Community Colleges  
Recommendations of the California Community Colleges Student Success Task Force, p. 23

*Read the slide.*

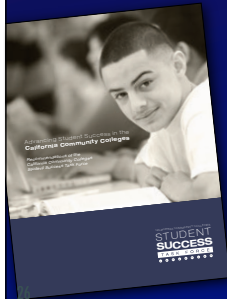
SCRIPT:

Here's the challenge: How do we help the hundreds -- and in some cases thousands -- of matriculating freshmen develop an INFORMED and MEANINGFUL education plan -- a plan that is motivational and will drive them to complete their schooling or training.

RECOMMENDATION:

# Guidance is Key to Student Success

*“The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However, many students never see a counselor.”*



*Advancing Student Success in the California Community Colleges  
Recommendations of the California Community Colleges Student Success Task Force, pp. 22-23*

*Read the slide.*

SCRIPT:

What is the biggest barrier to every student meeting with a counselor?

PRESENTER NOTE:

The next slide answers this question: Not enough counselors.

RECOMMENDATION:

## Guidance is Key to Student Success yet...

*“...colleges were unable to provide all students with access to counseling services to help them clarify and refine their educational objectives and assist with the development of education plans to achieve those objectives. **Student to counselor ratios range from 800 to 1 to 1,800 to 1 in the community colleges.**”*

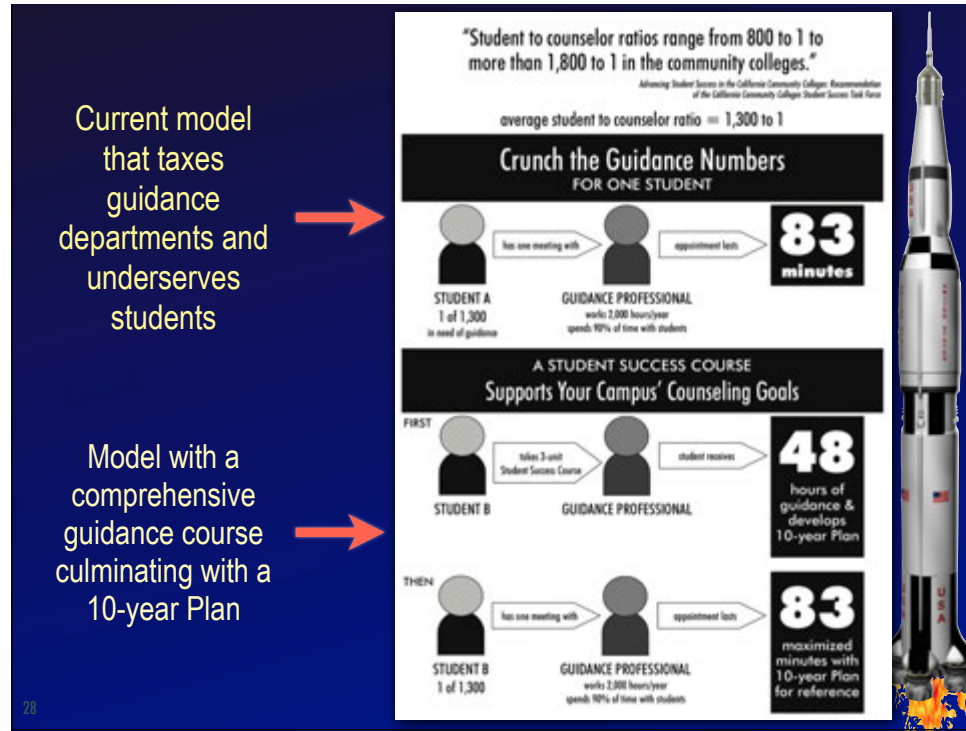
27

*Advancing Student Success in the California Community Colleges  
Recommendations of the California Community Colleges Student Success Task Force, pp. 22-23*

*Read the slide.*

SCRIPT:

Is this a problem on your college campus? Is this a problem on your high school campus?



SCRIPT:

With the Student Success Course scenario, a student takes a comprehensive guidance course spending 48 hrs (college) to 90 hours (high school) or even up to 180 hours of class time in self discovery, career exploration, and planning activities before taking their 10-year Plan to their counselor or advisor to finalize their education plans.

PRESENTER NOTE:

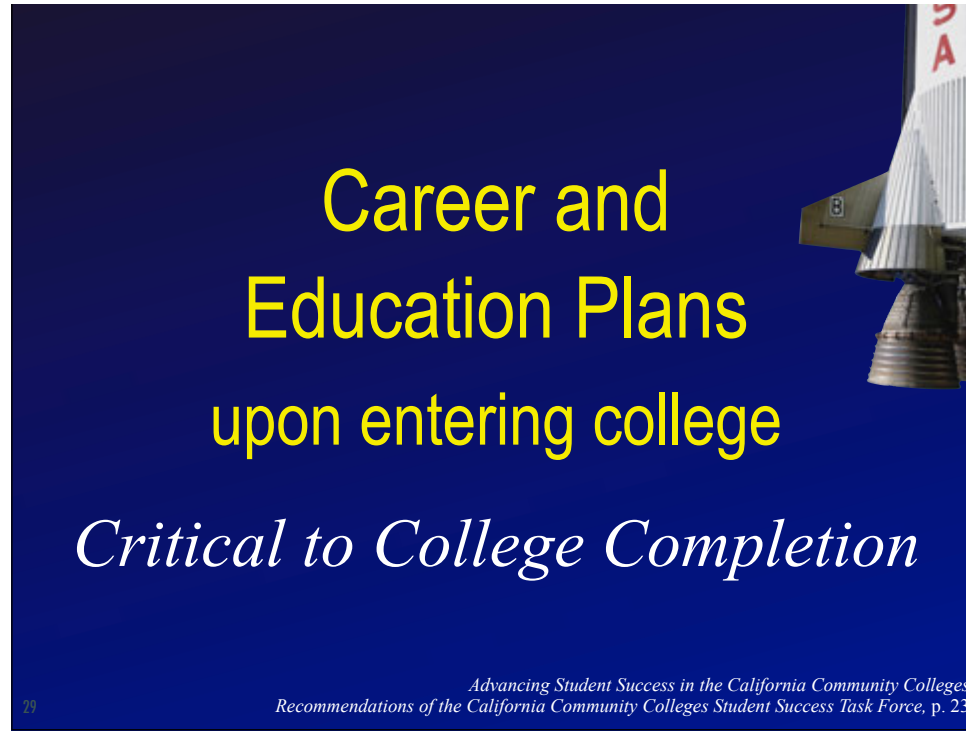
If you have time, go into additional detail in your explanation of this graphic. This graphic illustrates a college where the average counselor to student ratio is 1 to 1300, which is a good average.

If a counselor were spending 90% of their 2000 hours STRICTLY helping students develop their career and education plans, the maximum amount of time that counselor could spend with each student is 83 minutes.

Is 83 minutes long enough for students to develop the plan that will impact the rest of their lives?

In the model we are going to study today (the bottom half of this chart), the student takes a comprehensive guidance course that culminates in the development of an meaningful 10-year plan and that plan is then used to INFORM the 83-minute counseling session.

For high schools the ratio of counselors to students is lower, but counselors in secondary schools have many more duties that aren't even related to guiding students on their path to post-secondary success. For high schools the number of hours of guidance would increase to 90 hours for a semester course and up to 180 hours for a year-long comprehensive guidance course.



Career and  
Education Plans  
upon entering college

*Critical to College Completion*

79

Advancing Student Success in the California Community Colleges  
Recommendations of the California Community Colleges Student Success Task Force, p. 23

SCRIPT:

What's the answer?

Students who have career and education plans upon entering college!

Let's explore the strategies to ensure that your students have a meaningful career and education plan:

- Either upon entry into college

OR

- By the end of a student's first year of college if they didn't have a *Get Focused...Stay Focused!*™ program in their high school

We all want to DOUBLE their chances of college completion.

If Guidance is Key to Student Success

*A new model  
for delivery of guidance:*

**Comprehensive Guidance  
in the Classroom**

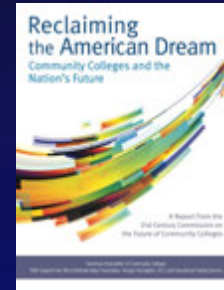
30

SCRIPT:

Today we are going to learn about a NEW model for delivering the GUIDANCE required by students to be successful in both high school and college.

Known as **Comprehensive Guidance in the Classroom**, this model is proven, cost effective, and critical to assuring high school and college/post-secondary completion for ALL students.

# Redesign for Colleges



*In the "Reimagined" Community College:*

*"All or most students would complete a **student success course in their first term** and enter a structured program of study as soon as possible."*

31 *American Association of Community Colleges. (2012, April). Reclaiming the American Dream: A report from the 21st-Century Commission on the Future of Community Colleges.*

*Read the slide.*

## SCRIPT:

A Student Success COURSE for freshmen is a very important strategy and is implemented in the *Get Focused...Stay Focused!*™) model, either for high school freshmen or college freshmen.

For additional information, you may want to find this report -- Reclaiming the American Dream -- online and read Section 5.

How can this be done efficiently?

With

**either** a

**Freshman Transition Course**

that culminates in creation of a

**10-year Career and Education Plan**

during the

freshman year of **high school**

**or...**

32

*Read the slide.*

CLICK THRU

PRESENTER NOTE: Freshman Transition Course is usually referring to the high school course and Student Success Course is usually meaning the college course.



a **3-unit**  
**Student Success Course**  
that culminates in creation of a  
**10-year Career and Education Plan**  
during the  
freshman year in college

33

*Read the slide.*

CLICK THRU

PRESENTER NOTE: Freshman Transition Course is usually referring to the high school course and Student Success Course is usually meaning the college course.

Get **Stay Focused!**<sup>TM</sup>

Step 1:

Students

**GET FOCUSED**



CLICK THRU

# Dual Enrollment Freshman Transition



**Santa Barbara City College  
in partnership with**



**four local high schools**

[www.whatworkscareerchoices.com/deft.html](http://www.whatworkscareerchoices.com/deft.html)

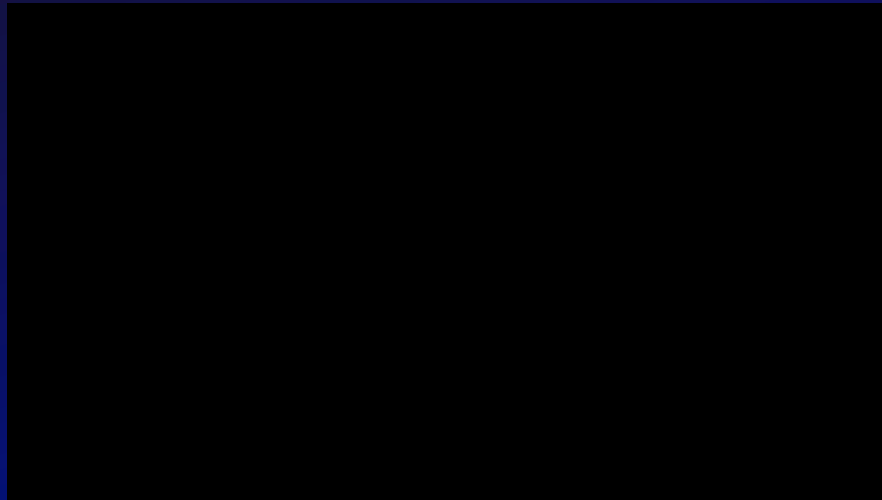
35

## SCRIPT:

The 9th grade course that Santa Barbara City College and the Santa Barbara area schools collaborate on is known as DEFT -- Dual Enrollment Freshman Transition.

This short clip outlines how their course works.

# Dual Enrollment Freshman Transition



36

PLAY VIDEO

*Get Focused...Stay Focused!*™

## Model

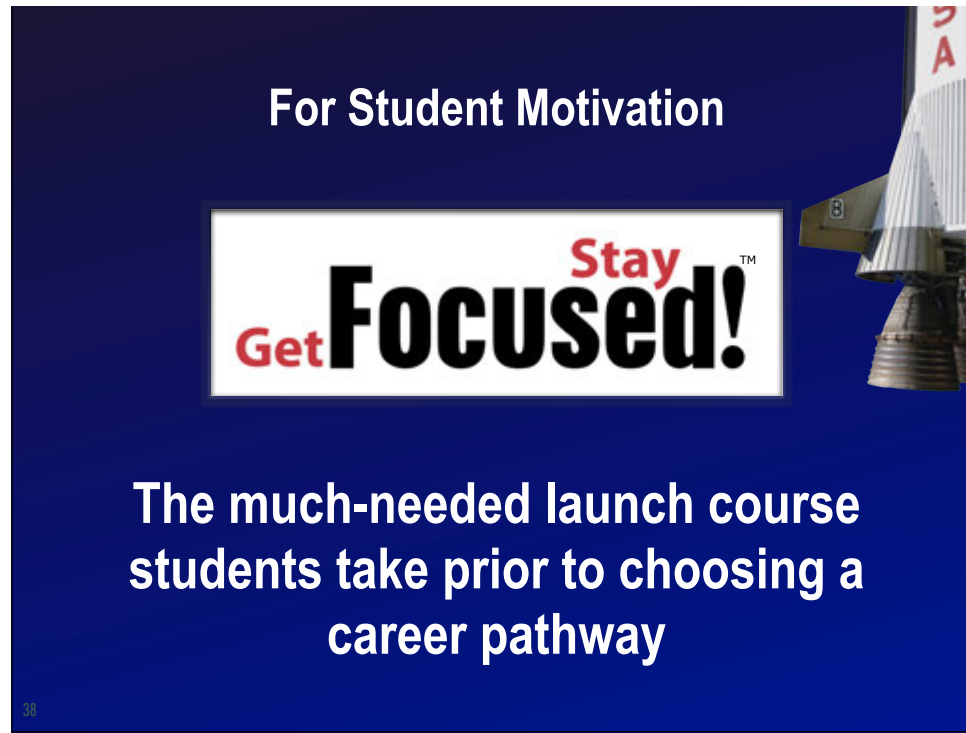
ALL freshmen take a semester-long, comprehensive guidance course that culminates in the development of an online 10-year Plan.

In the Santa Barbara area, it is a dual enrollment course.

37

*Read the slide.*

For Student Motivation



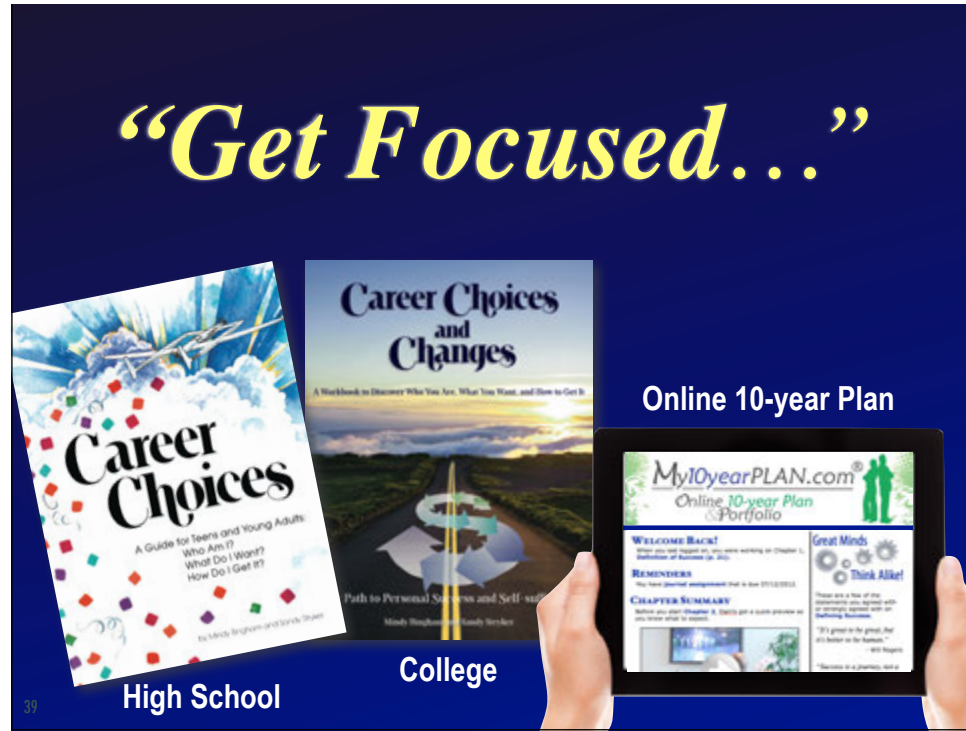
**Get Stay Focused!**

The much-needed launch course  
students take prior to choosing a  
career pathway

39

**SCRIPT:**

For schools with career pathways or career academies, the comprehensive guidance course is the necessary launch course that students take prior to choosing with industry sector to study.



**SCRIPT:**

The “Get Focused” part of the initiative is the freshman course.

The Santa Barbara City College course uses the Career Choices curriculum with the online 10-year Plan.

This interactive comprehensive guidance course helps both high school and college freshmen answer the questions:

Who am I?

What do I want?

How do I get it?

The students follow a two-step process: They complete the work in their workbooks and then polish their responses when they enter the data online on My10yearPlan.com®.

***“Stay Focused!”***



**in the 10th, 11th, and 12th grades**

**to promote...**

40

*Read the slide.*

CLICK THRU



# College Completion

has become a **national priority**



41

The slide features a dark brick wall background. At the top, the text 'College Completion' is written in a large, white, serif font. Below it, the phrase 'has become a national priority' is written in a smaller, white, sans-serif font, with 'national priority' highlighted in a light blue color. In the center of the slide is a rectangular image of the United States flag, waving. In the bottom-left corner of the slide, the number '41' is visible in a small, white font.

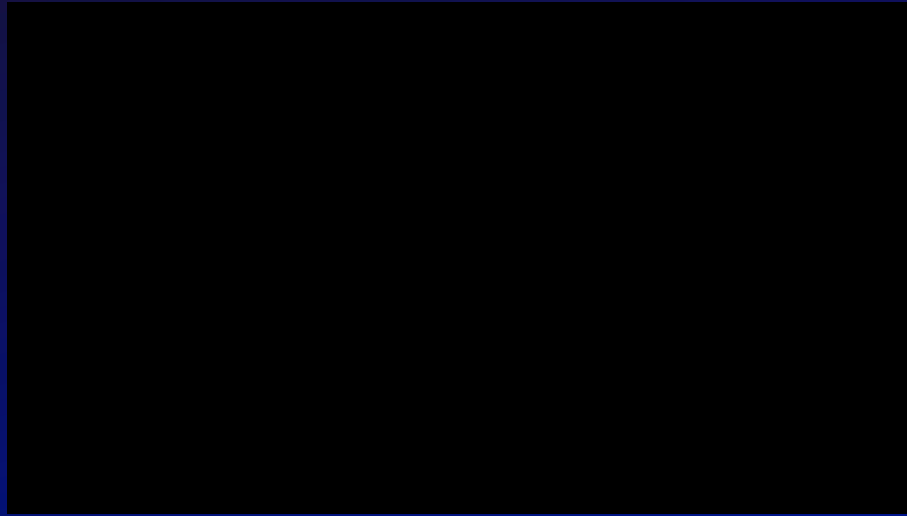
*Read the slide.*

CLICK THRU

SCRIPT:

Why? The following video will answer that question.

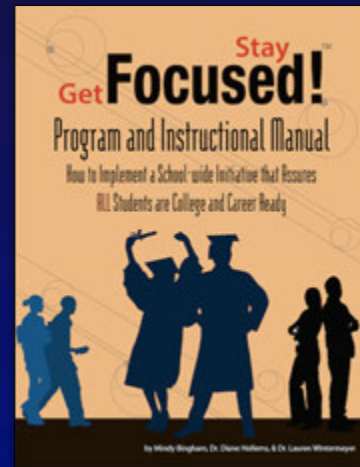
## Overview: Get Focused...Stay Focused!™



42

PLAY VIDEO

**Easy to  
implement with  
the tools to get  
the job done**



**You don't have to reinvent the wheel!**

43

CLICK THRU

**In answer to the question,**

“In a *Get Focused...Stay Focused!*™  
Initiative.

is dual enrollment required for  
the Freshman Transition  
course?”

**No, but...**

44

SCRIPT:

You may be asking yourself this question.

*Read the slide.*

## The “magic” of DEFT

- ▶ Freshmen experience college level work and gain confidence that they can do it.
- ▶ They are more likely to take more dual enrollment or AP courses -- they understand the benefits because of their 10-year Plan.
- ▶ They are more likely to stretch themselves to take the courses that qualify them for admission to their state’s university system (such as A-G in California).

45

### SCRIPT:

Concurrent enrollment courses -- courses where high school students can get college credit -- are growing in popularity. Indications are that more federal and state funding may soon follow.

This model makes economic sense for the government and for families, but the real magic of a DEFT course is the motivation it provides students.

*Read the slide.*

So even if you can’t include dual enrollment right from the start of your *Get Focused..Stay Focused!*™ Initiative, you will probably want to work with your local college(s) to investigate dual enrollment opportunities.

## Outcomes for Schools

- ▶ Increased attendance
- ▶ Higher academic achievement
- ▶ Higher concurrent enrollment rates
- ▶ Higher completion rates: high school, career pathways, and college

46

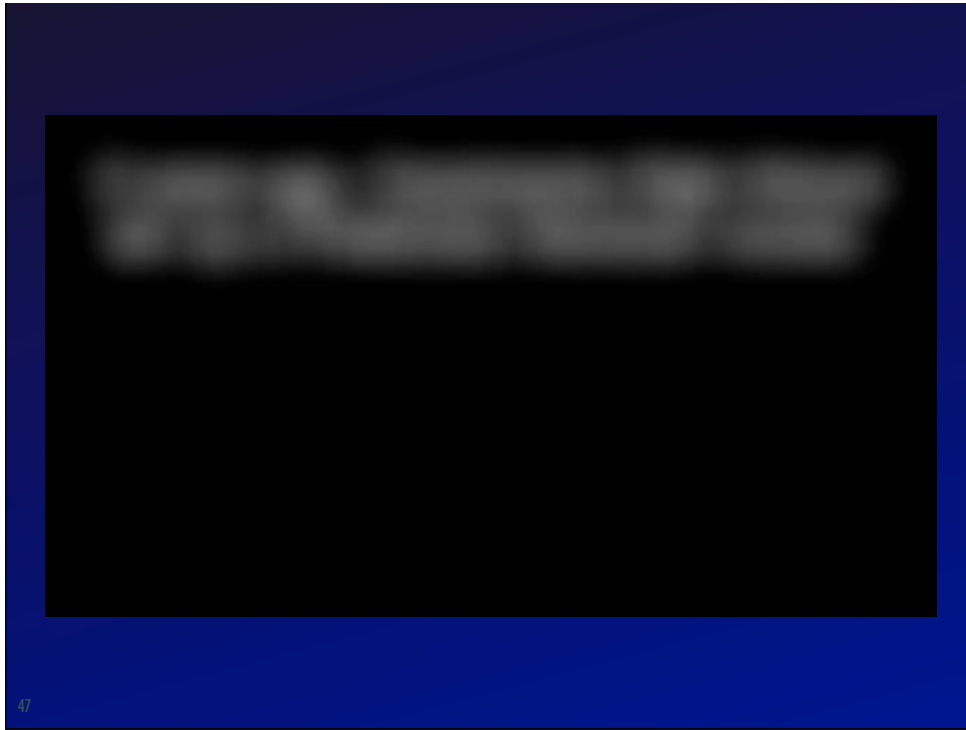
SCRIPT:

What are the outcomes of *Get Focused...Stay Focused!*™ program?

*Read the slide.*

But the most important benefactors are the students themselves.

This next video catches up with some of the students you met earlier in the DEFT video to see what they have to say a few years later.



PLAY VIDEO

What is the bottom line?

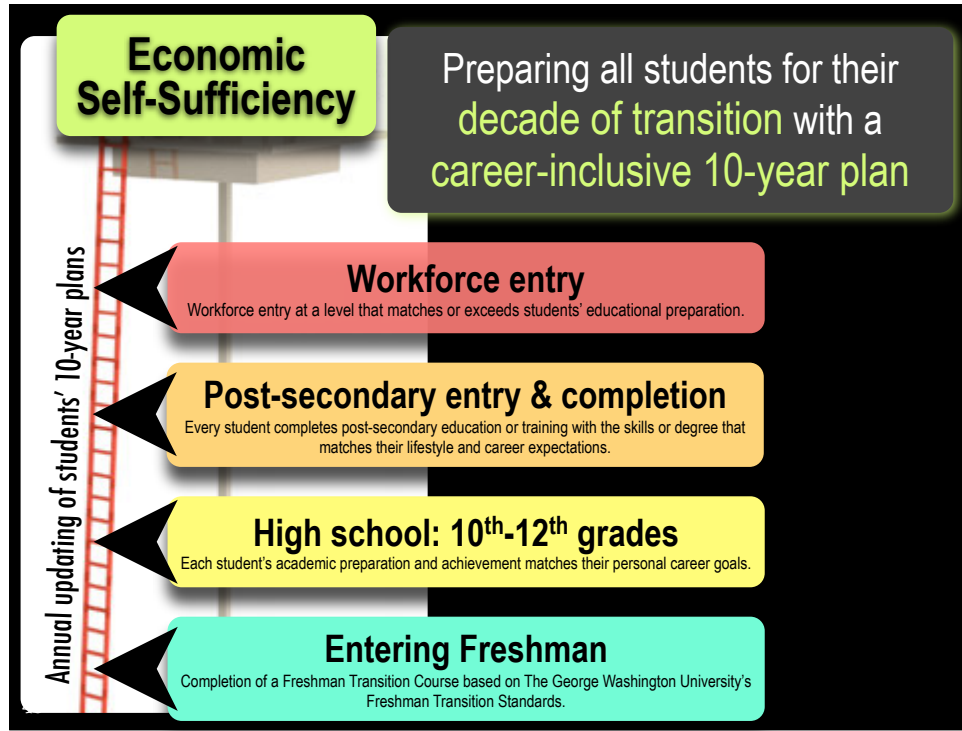
**Economic  
Self-Sufficiency**

48

*Read the slide.*

CLICK THRU





**PRESENTER NOTE:**

Briefly explain this chart that looks at the decade of transition that students experience in the 10-year period that includes high school, post-secondary education and training, and workforce entry.

Emphasize “decade of transition” and “economic self-sufficiency.”

But be sure to mention that because this process is AGELESS, if your students are entering as RE-ENTRY workers who are coming back to school to refine or recalibrate their career, this process of becoming identity achieved and career focused is as important to them as anyone.



## SCRIPT:

Dr. Cash, Superintendent of the Santa Barbara Unified School District, was the opening keynote for the Focus on Freshmen conference in Los Angeles. He closed his remarks by summing up the value of investing the resources and making the effort to replicate a *Get Focused...Stay Focused!*<sup>™</sup> Initiative on your high school or college campus.



SCRIPT:

Does the *Get Focused...Stay Focused!*™ program intrigue you?

For those of you who want to share this information with colleagues back on your own campus, you can find links a lot of these videos at [www.getfocusedstayfocused.org/meeting](http://www.getfocusedstayfocused.org/meeting).

Copy and paste the links to the videos and send them in an email to your colleagues prior to your introductory meeting, so everyone comes with ideas and enthusiasm.



## SCRIPT:

For more information about *Get Focused...Stay Focused!*, including a video presentation by Dr. Diane Hollems on how Santa Barbara City College runs their Dual Enrollment program, visit this website.

*Get Focused...Stay Focused!™*

# QUESTIONS?

My phone number and email address:

If you would like a DVD of the videos and this powerpoint, so you can share it with your team back at your campus, give me your name, phone number and email address

53

## PRESENTER NOTE:

Add your own contact information to this slide.

Mention that if they'd like a copy of the presentation, it can also be sent on DVD if they call the Academic Innovations office.

If there are any questions you can't answer, make note and contact Mindy Bingham at [mindybcom@aol.com](mailto:mindybcom@aol.com) for further follow up.