

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.

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 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 "Skylar Brown" 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!® program. There are several 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 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.

# Get **Stay** Focused!<sup>®</sup>

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 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.

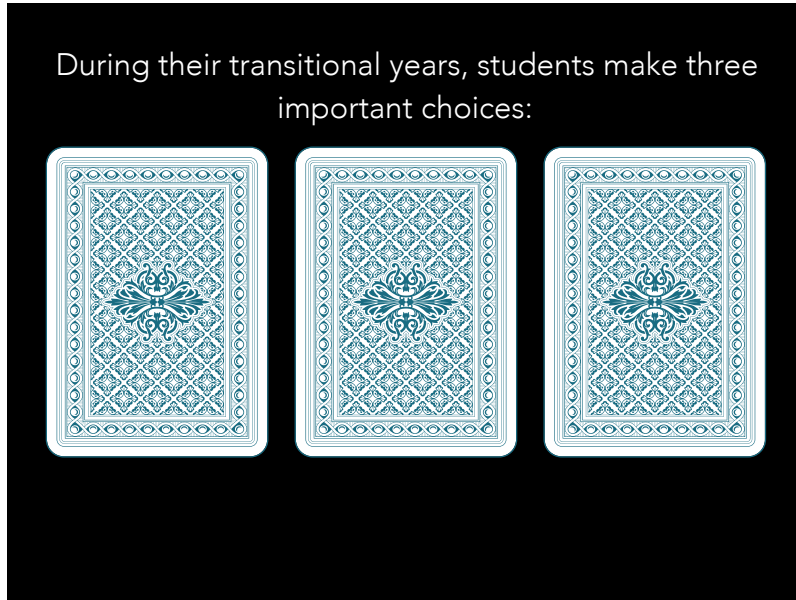
You may make mention throughout the presentation that the presentation will be available for download at [www.getfocusedstayfocused.org/onehourpresentation](http://www.getfocusedstayfocused.org/onehourpresentation).

A REPLICABLE  
PROGRAM MODEL

Get **Stay Focused!**<sup>®</sup>

A 60-minute overview exploring the GFSF program model and how it builds the intrinsic motivation to succeed in ALL students through a 10-year Skills-Based Education Plan.

SCRIPT:  
In the hour we have together, I'll share an overview of the Get Focused...Stay Focused!<sup>®</sup> program along with some of the research that led up to its development and the history and overview of this Freshman Transition Initiative.



READ 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.

PRESENTER: Practice your delivery of these next six slides so you get the timing right.

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

During the transitional years between high school and college, students make three important choices:



READ SLIDE

Think about the students you know.



TURN TO THE PERSON NEXT TO YOU and discuss:  
**In what order** do most people make these choices?

READ SLIDE

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

Ask someone to share the order they came up with. (Walk around the room and listen.)

See if there is consensus in the room.

Then flip to the next slide.

Most students make their choice of **college** first.



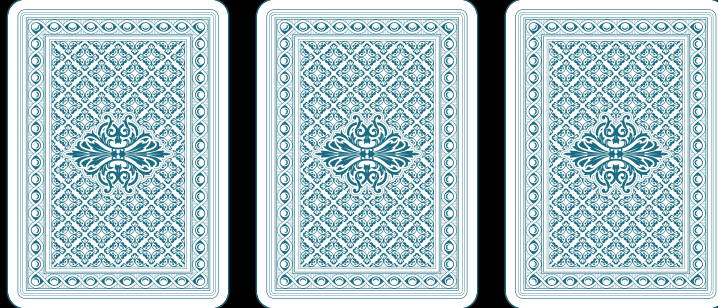
Then, hopefully, within the first year (or two), they choose a **major**, and, for too many students, **career** choice comes last after graduation.

READ SLIDE

Most students today make their choices in this order:  
First college, then major, then career.

And in too many cases, the choice of career takes place AFTER graduation. Does that make sense?

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



1

2

3

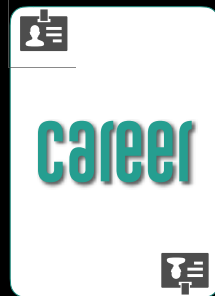
SCRIPT:

In what order should these elements be considered to render the highest probability of success?

At this point your audience will call out the right answer.



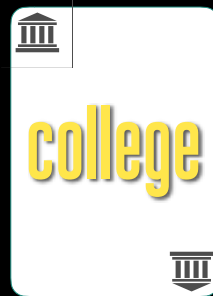
In what order **should** these elements be considered to render success?



1



2



3

READ SLIDE



READ SLIDE

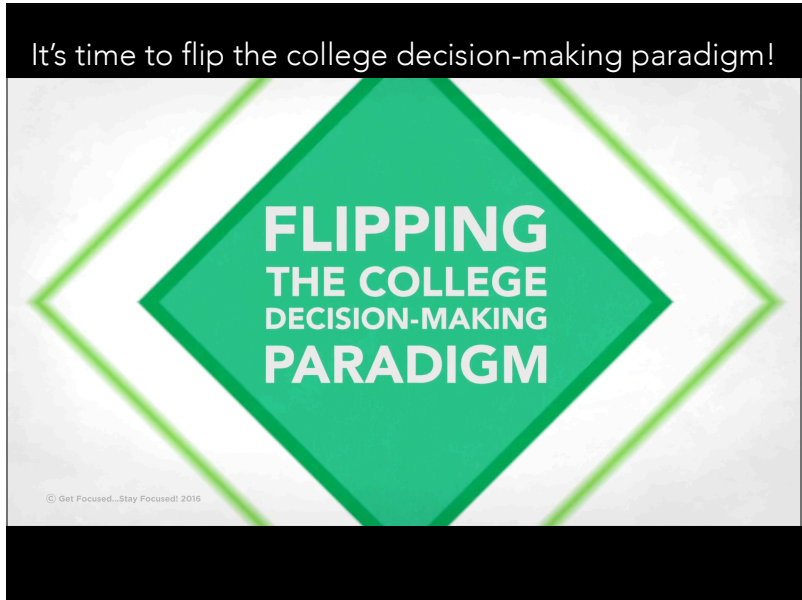
Ask a participant to explain why this is important. Choose someone who seems articulate on the topic and ask them to explain why.

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.

If you have time, you can give this sort of example:

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.



State: It's time to flip the college decision-making paradigm in this country.

Show the video.

Suggest they take this video back and share this with parents and their media outlets.



READ SLIDE

CLICK THRU

## Activity ~ Pair Up

Decide who will be Chris Cash &  
who will be the academic coach.

---

Chris comes to you for advice.

Chris is considering  
dropping out of school.

---

Academic Coach's task:  
Convince Chris 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 SLIDE

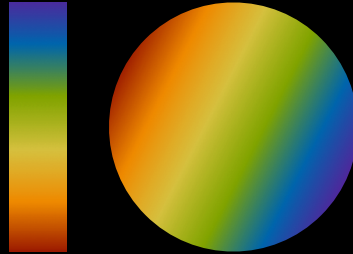
Counselors will role play what you would say to keep Chris in school.

Allow two minutes for this role play. All of the Chris's 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 time.

As you move around the room, determine who should be called upon to share the experience, someone who is struggling with getting Chris to stay.

The foundation of the GFSF program is every student having a 10-year Plan.



WHY A 10-YEAR PLAN?

READ SLIDE

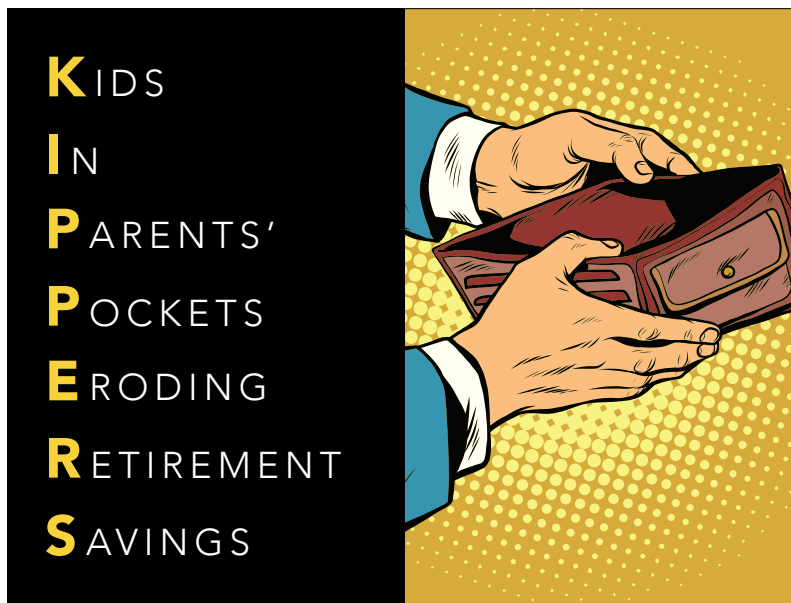
PRESENTER NOTE:

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

Why a 10-year Plan?

10

[PLAY VIDEO](#)



**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)

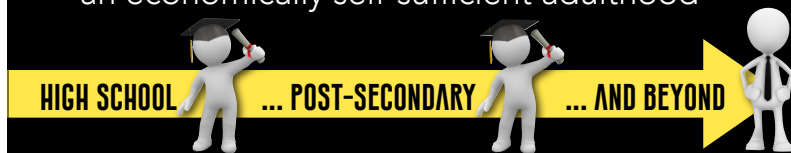




In the Get Focused...Stay Focused!® program model, every student has their own account of [My10yearPlan.com](http://My10yearPlan.com). All the work they do in their courses is stored and synthesized here.

A 10-YEAR PLAN PROVIDES THE VISION THAT HELPS STUDENTS:

- Successfully complete high school, and then...
- Enter and complete post-secondary education and/or training...
- Make timely and successful transitions into an economically self-sufficient adulthood



READ SLIDE

CLICK THRU

What is the GFSF program model and how does it work?



PLAY VIDEO



The coursework they enter on the computer is synthesized to...

## 10-YEAR PLAN SUMMARY

provides a quick overview of  
a student's

- DREAMS
- GOALS
- PLANS

that can be accessed by or  
shared with

- Counselors
- Instructors
- Family, friends, & mentors

**THE LIFESTYLE I WANT** ▼

**RELATIONSHIPS**

- I want to be **married and have 2 children.**
- *The people I would like to have as friends:* Interesting people who are passionate about a variety of pursuits and activities. People with high integrity and that you can count on.
- I would like to be able to spend at least **10 to 20 hours with family** and **1 to 10 hours with friends** each week.
- I envision myself **working 40 - 50 hours per week per week** at my chosen profession.

**WORK**

- *My mission:* To improve not only my but the lives of my co workers. To have time for fun with family and friends and have a semi flexible life.
- I want to be able to make this commitment to a larger goal or ideal: To give my all to this process and still be able to keep my health and my relationships.

**PERSONAL**

- *My other priorities that will require my time and attention are:*
- On average, each week I'd like to spend **11 to 15 hours on recreation, 1 to 5 hours on individual pursuits and 6 to 10 hours contemplating and relaxing.**
- *I would like to have the following flexibility:* I need some flexibility so I can be creative. I am somewhat dependent and independent and want to be able to work in ways that make me most productive.
- *When it comes to "pace" I consider myself:* I am a high energy individual who likes to help others learn new things.
- *I plan to meet my spiritual needs by:* Yoga and meditation self spiritual things. I guess

**MATERIAL ITEMS**

- *I envision myself living:* Carpinteria, CA in a house
- *Once I'm working in my chosen field for a few years I would like to be making:* Enough to pay all my bills, have some savings, and travel when I want. Enough for fun and things I need.
- *The possessions that are most important to me are:* A nice home, a car that runs. My one extravagance is art.

---

**THE BUDGET TO SUPPORT MY LIFESTYLE** ▼

My total monthly expenses, for the lifestyle I envision for myself and my family is **\$11,810.00** per month. Therefore, I (we) need to earn the following salaries (pre-tax) to support this lifestyle:

One Income Earner in the Family	Two Income Earners in the Family
I need to earn at least <b>\$141,720.00</b> per year, to support the lifestyle described in my budget narrative.	If I am married and we both work, on average we each need to earn at least <b>\$70,860.00</b> per year to support the lifestyle described in my budget narrative.

---

**MY BUDGET NARRATIVE** Expand >

---

**MY CAREER AND LIFESTYLE GOALS** >

a summary page so all teachers and counselors can quickly and easily access each student's plan.

## STUDENTS CAN TAKE THEIR PLANS ON THE ROAD WITH THE MOBILE APP

- A different My10yearPlan.com® interface for **STUDENT** users
- A streamlined way of viewing and editing the 10-year Plan Summary
- An easy way for students to share plans with mentors, advisors, parents, potential employers, etc.



Now there is an app for even more portability. If a student has a mobile device, they can share their 10-year Plan on the go.

What if **EVERY** student had an  
**online 10-year Plan**  
that could be used by **counselors for advisement**  
& **instructors for academic coaching?**

A group of seven diverse students, including men and women of various ethnicities, are sitting on a wooden bench in front of a large window. They are all looking at their laptops or tablets, suggesting a collaborative learning or advisory session. The scene is brightly lit, likely from natural light coming through the window.

READ SLIDE

CLICK THRU

## The Whole-School Initiative

Let's see an example of  
**Academic Coaching** with  
the online 10-year Plan.

When all students have an online 10-year Plan, every adult in the school has the data to provide personalized support to each student.

Here's an example of what that looks like.



First, the  
advisor  
studies the  
student's  
10-year Plan  
Summary  
Page.

**THE LIFESTYLE I WANT** ▼

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**MY BUDGET NARRATIVE** Expand >

**MY CAREER AND LIFESTYLE GOALS** >

The advisor has studied the online 10-year Plan prior to his meeting with the student.

He used this student's passions, values, and career goal as the key discussion points for helping the student understand the need for a change in behavior and classroom effort.

This takes place at a high school in Nashville, Tennessee.



PLAY VIDEO

The advisor states  
the problem  
as it relates to the  
dreams, goals,  
and hopes  
articulated  
in the student's  
10-year Plan.



READ SLIDE



PLAY VIDEO

The advisor references some of the responses in the student's written **10-year Plan**, and that reinforces the need to **get focused, stay focused**, and bring their grade up.

SCRIPT:  
His advisor has noted some of the responses in the students written 10-year Plan, and that reinforces the need to "get focused and stay focused" and bring their grade up.



PLAY VIDEO

Because the student has completed his freshman comprehensive guidance course, he is more **vested** in following his plan and **understands the consequences** of scaling back. Students can move quickly to taking **ownership** of the solution.

READ SLIDE



PLAY VIDEO



The process culminates  
with **brainstorming**  
**solutions** and **writing a**  
**plan** to remedy the  
situation.

READ SLIDE

When remediation strategies  
are based on a student's own  
hopes, dreams, and goals,  
you will have a more  
motivated student.

Because students have completed a comprehensive guidance course, they understand the consequences of not following through with their plan. They are more likely to expend the energy and focus required to bring their grade up.

Then, the academic instructor can proceed with traditional academic coaching strategies and help the student develop a plan (with quantitative goals and objectives that they learned in the Freshman Transition course).

- time management, setting priorities, study skills, reading strategies, combating procrastination, note taking

## Let's try the earlier activity again.

Look over Chris's  
10-year Plan  
Summary page  
and try the  
activity again.  
Convince Chris  
to stay in school.

**Chris Cassi's 10-year Plan Summary**  
Printed on 04/20/2014 10:48 AM EDT

**MY 10-YEAR GOAL**  
To become a professional in the field of information technology and to be successful in my career.

**MY MISSION IN LIFE**  
To become a professional in the field of information technology and to be successful in my career.

**MY DEFINITION OF SUCCESS**  
To become a professional in the field of information technology and to be successful in my career.

**MY CAREER CHOICE**  
Information Technology

**MY EDUCATION AND TRAINING GOALS**  
To become a professional in the field of information technology and to be successful in my career.

**EDUCATION AND TRAINING**  
Bachelor's Degree: 4 Years  
Associate Degree: 2 Years

**MY SKILLS INVENTORY**

SKILLS FORUM	HOW I USE THEM	TRANSFERABLE SKILLS		
		COMMUNICATION	TECHNICAL	PROBLEM SOLVING
Communication	Writing, speaking, listening, reading, and thinking.	X	X	X
Teamwork	Working with others to complete a task.	X	X	X
Problem Solving	Using logic and reasoning to solve a problem.	X	X	X
Self-Management	Organizing and managing my time and resources.	X	X	X
Customer Service	Providing excellent service to customers.	X	X	X
Leadership	Inspiring and motivating others to achieve their goals.	X	X	X
Technical Skills	Using tools and equipment to complete a task.	X	X	X
Math	Using numbers and mathematical concepts to solve a problem.	X	X	X
Science	Using scientific methods to investigate a problem.	X	X	X
History	Understanding the past to inform the present.	X	X	X
Art	Using creativity and imagination to create a work of art.	X	X	X
Physical Education	Using physical activity to maintain health and fitness.	X	X	X
Foreign Languages	Communicating with people from other cultures.	X	X	X
Information Technology	Using computers and digital devices to complete a task.	X	X	X
Writing	Communicating ideas and information in written form.	X	X	X
Reading	Gaining knowledge and understanding from written text.	X	X	X
Speaking	Expressing thoughts and feelings verbally.	X	X	X
Listening	Understanding and responding to what others say.	X	X	X
Thinking	Using logic and reasoning to solve a problem.	X	X	X
Working with Others	Collaborating and cooperating with others to achieve a common goal.	X	X	X
Self-Management	Organizing and managing my time and resources.	X	X	X

Printed on 04/20/2014 10:48 AM EDT | Student using My10YearPlan.com | © 2013 My10YearPlan.com | Page 1

Have participants turn to their handout of Chris's 10-year Plan Summary page.

Give them two minutes to look this over and discuss what they would do different if they had this data. How they would now conduct a session to convince Chris to stay in school?

What if **every** student had a **comprehensive and meaningful 10-year Plan** that you could access?

How much better could you **counsel** and **support** each student?

**Chris Cash's 10-year Plan Summary**  
1 year in school and expect to graduate in 2020

**MY 10-YEAR GOAL**  
 My 10-year goal is to be able to establish myself in the workforce and begin the process of opening my own consulting practice.

**MY MISSION IN LIFE**  
 My mission in life is to become a successful owner and leader to support a happy and healthy family.

**MY DEFINITION OF SUCCESS**  
 Success means to me to achieve my career, personal goals and dreams, and enjoy living along the way.

**MY CAREER CHOICE**  
 IT SALES

**MY EDUCATION AND TRAINING GOALS**  
 Postsecondary education in the area of education and/or counseling and to complete an apprenticeship in the field.

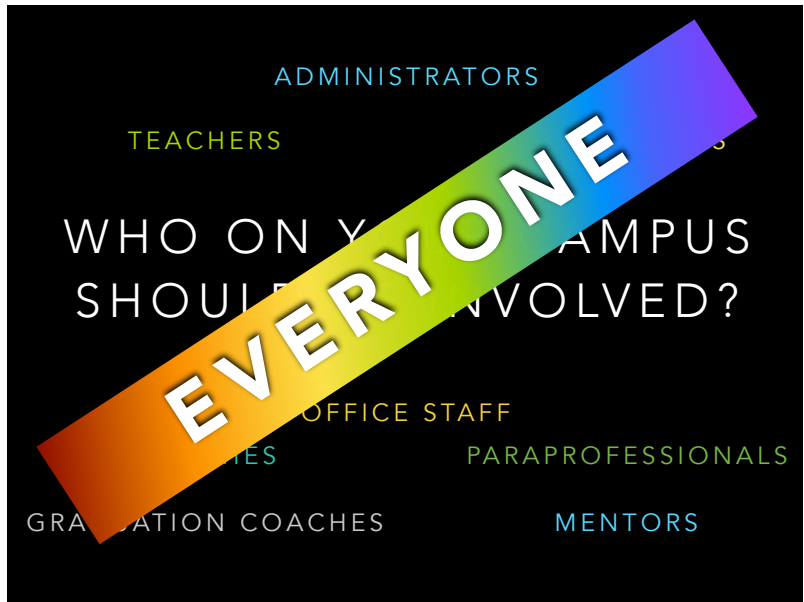
**EDUCATION AND TRAINING**  
 Bachelor Degree      4 Years  
 Graduate Degree      2 Years

**MY SKILLS INVENTORY**

SKILLS PROFILE	HOW I USE THEM	TRANSFERABLE SKILLS		
		ON-JOB CAREER EVENTS	BASED #1 THROUGH #10	DISCIP #1 THROUGH #10
Self-Management	Self-Management: I am able to manage my time and resources effectively.	Y	8	10
Communication	Communication: I am able to communicate effectively with others.	Y	9	10
Teamwork	Teamwork: I am able to work effectively with others.	Y	9	10
Problem Solving	Problem Solving: I am able to solve problems effectively.	Y	9	10
Customer Service	Customer Service: I am able to provide excellent customer service.	Y	9	10
Leadership	Leadership: I am able to lead others effectively.	Y	9	10
Decision Making	Decision Making: I am able to make decisions effectively.	Y	9	10
Organization	Organization: I am able to organize my work effectively.	Y	9	10
Time Management	Time Management: I am able to manage my time effectively.	Y	9	10
Financial Literacy	Financial Literacy: I am able to manage my finances effectively.	Y	9	10
Information Literacy	Information Literacy: I am able to find and use information effectively.	Y	9	10
Technology Literacy	Technology Literacy: I am able to use technology effectively.	Y	9	10
Global Literacy	Global Literacy: I am able to understand and appreciate global perspectives.	Y	9	10
Civic Literacy	Civic Literacy: I am able to understand and participate in civic life.	Y	9	10
Health Literacy	Health Literacy: I am able to understand and manage my health.	Y	9	10
Arts and Culture Literacy	Arts and Culture Literacy: I am able to appreciate and create art and culture.	Y	9	10
Environmental Literacy	Environmental Literacy: I am able to understand and manage the environment.	Y	9	10
Foreign Language Literacy	Foreign Language Literacy: I am able to communicate in a second language.	Y	9	10
Math Literacy	Math Literacy: I am able to use math in real-world situations.	Y	9	10
Science Literacy	Science Literacy: I am able to understand and apply scientific knowledge.	Y	9	10
History Literacy	History Literacy: I am able to understand and appreciate history.	Y	9	10
Physical Education Literacy	Physical Education Literacy: I am able to engage in physical activity.	Y	9	10
Visual Arts Literacy	Visual Arts Literacy: I am able to create and appreciate visual art.	Y	9	10
Music Literacy	Music Literacy: I am able to create and appreciate music.	Y	9	10
Dance Literacy	Dance Literacy: I am able to create and appreciate dance.	Y	9	10
Theater Literacy	Theater Literacy: I am able to create and appreciate theater.	Y	9	10
Media Literacy	Media Literacy: I am able to understand and create media.	Y	9	10
Design Literacy	Design Literacy: I am able to create and appreciate design.	Y	9	10
Writing Literacy	Writing Literacy: I am able to write effectively.	Y	9	10
Speaking Literacy	Speaking Literacy: I am able to speak effectively.	Y	9	10
Listening Literacy	Listening Literacy: I am able to listen effectively.	Y	9	10
Reading Literacy	Reading Literacy: I am able to read effectively.	Y	9	10
Research Literacy	Research Literacy: I am able to conduct research effectively.	Y	9	10
Analysis Literacy	Analysis Literacy: I am able to analyze information effectively.	Y	9	10
Evaluation Literacy	Evaluation Literacy: I am able to evaluate information effectively.	Y	9	10
Creation Literacy	Creation Literacy: I am able to create new ideas and products.	Y	9	10
Collaboration Literacy	Collaboration Literacy: I am able to work effectively with others.	Y	9	10
Conflict Resolution Literacy	Conflict Resolution Literacy: I am able to resolve conflicts effectively.	Y	9	10
Networking Literacy	Networking Literacy: I am able to build and maintain professional relationships.	Y	9	10
Entrepreneurship Literacy	Entrepreneurship Literacy: I am able to start and manage a business.	Y	9	10
Project Management Literacy	Project Management Literacy: I am able to manage projects effectively.	Y	9	10
Quality Management Literacy	Quality Management Literacy: I am able to ensure high quality in my work.	Y	9	10
Continuous Improvement Literacy	Continuous Improvement Literacy: I am able to improve my work continuously.	Y	9	10
Change Management Literacy	Change Management Literacy: I am able to manage change effectively.	Y	9	10
Stress Management Literacy	Stress Management Literacy: I am able to manage stress effectively.	Y	9	10
Emotional Literacy	Emotional Literacy: I am able to understand and manage my emotions.	Y	9	10
Self-Awareness Literacy	Self-Awareness Literacy: I am able to understand myself better.	Y	9	10
Empathy Literacy	Empathy Literacy: I am able to understand and care for others.	Y	9	10
Resilience Literacy	Resilience Literacy: I am able to bounce back from setbacks.	Y	9	10
Optimism Literacy	Optimism Literacy: I am able to maintain a positive outlook.	Y	9	10
Perseverance Literacy	Perseverance Literacy: I am able to stick with things until I succeed.	Y	9	10
Initiative Literacy	Initiative Literacy: I am able to take action without being asked.	Y	9	10
Accountability Literacy	Accountability Literacy: I am able to take responsibility for my actions.	Y	9	10
Integrity Literacy	Integrity Literacy: I am able to be honest and ethical.	Y	9	10
Respect Literacy	Respect Literacy: I am able to treat others with respect.	Y	9	10
Responsibility Literacy	Responsibility Literacy: I am able to complete my tasks on time.	Y	9	10
Teamwork Literacy	Teamwork Literacy: I am able to work well with others.	Y	9	10
Communication Literacy	Communication Literacy: I am able to communicate clearly.	Y	9	10
Listening Literacy	Listening Literacy: I am able to listen to others.	Y	9	10
Speaking Literacy	Speaking Literacy: I am able to speak clearly.	Y	9	10
Writing Literacy	Writing Literacy: I am able to write clearly.	Y	9	10
Reading Literacy	Reading Literacy: I am able to read clearly.	Y	9	10
Research Literacy	Research Literacy: I am able to find information.	Y	9	10
Analysis Literacy	Analysis Literacy: I am able to think critically.	Y	9	10
Evaluation Literacy	Evaluation Literacy: I am able to make good decisions.	Y	9	10
Creation Literacy	Creation Literacy: I am able to create something new.	Y	9	10
Collaboration Literacy	Collaboration Literacy: I am able to work with others.	Y	9	10
Conflict Resolution Literacy	Conflict Resolution Literacy: I am able to solve problems.	Y	9	10
Networking Literacy	Networking Literacy: I am able to build relationships.	Y	9	10
Entrepreneurship Literacy	Entrepreneurship Literacy: I am able to start a business.	Y	9	10
Project Management Literacy	Project Management Literacy: I am able to manage projects.	Y	9	10
Quality Management Literacy	Quality Management Literacy: I am able to do things right.	Y	9	10
Continuous Improvement Literacy	Continuous Improvement Literacy: I am able to get better.	Y	9	10
Change Management Literacy	Change Management Literacy: I am able to adapt to change.	Y	9	10
Stress Management Literacy	Stress Management Literacy: I am able to stay calm.	Y	9	10
Emotional Literacy	Emotional Literacy: I am able to control my emotions.	Y	9	10
Self-Awareness Literacy	Self-Awareness Literacy: I am able to know myself.	Y	9	10
Empathy Literacy	Empathy Literacy: I am able to understand others.	Y	9	10
Resilience Literacy	Resilience Literacy: I am able to bounce back.	Y	9	10
Optimism Literacy	Optimism Literacy: I am able to see the good.	Y	9	10
Perseverance Literacy	Perseverance Literacy: I am able to keep going.	Y	9	10
Initiative Literacy	Initiative Literacy: I am able to take action.	Y	9	10
Accountability Literacy	Accountability Literacy: I am able to own up to my mistakes.	Y	9	10
Integrity Literacy	Integrity Literacy: I am able to be honest.	Y	9	10
Respect Literacy	Respect Literacy: I am able to treat others well.	Y	9	10
Responsibility Literacy	Responsibility Literacy: I am able to do what I say I will do.	Y	9	10
Teamwork Literacy	Teamwork Literacy: I am able to work with others.	Y	9	10
Communication Literacy	Communication Literacy: I am able to talk to others.	Y	9	10
Listening Literacy	Listening Literacy: I am able to hear others.	Y	9	10
Speaking Literacy	Speaking Literacy: I am able to say what I mean.	Y	9	10
Writing Literacy	Writing Literacy: I am able to put my thoughts on paper.	Y	9	10
Reading Literacy	Reading Literacy: I am able to get information from books.	Y	9	10
Research Literacy	Research Literacy: I am able to find answers to my questions.	Y	9	10
Analysis Literacy	Analysis Literacy: I am able to think about things deeply.	Y	9	10
Evaluation Literacy	Evaluation Literacy: I am able to judge things.	Y	9	10
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WHO ON YOUR CAMPUS  
SHOULD BE INVOLVED?

Ask this question of participants and give them a chance to respond.



Reiterate that EVERYONE at the school should be involved.

HOW DO YOU GET AVERAGE  
14-YEAR-OLDS TO DEVELOP A  
MEANINGFUL 10-YEAR PLAN?



READ SLIDE



A comprehensive guidance curriculum.

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

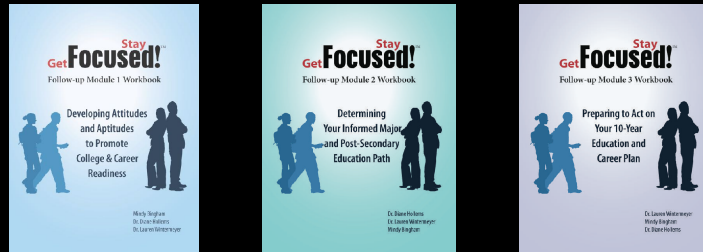
This interactive comprehensive guidance course helps both high school and college freshmen answer the questions:

- 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

They then “Stay Focused” in the 10th, 11th, and 12th grade to promote completion of an appropriate post-secondary path.

How do the GFSF modules work, and why is this school-wide effort vital for ALL students?



Ask the question on the slide and then play the video.

GOALS OF THE  
**Get Stay Focused!**<sup>®</sup>  
PROGRAM

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

SCRIPT:  
What are the outcomes of the Get Focused...Stay Focused! ® program?

READ SLIDE

## OUTCOMES FOR SCHOOLS

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

SCRIPT:

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

READ SLIDE

But the most important benefactors are the students themselves.

What are the outcomes?



PLAY VIDEO

To easily share the videos in this presentation, visit

[GetFocusedStayFocused.org/meeting](http://GetFocusedStayFocused.org/meeting)

You can copy and paste the links into emails.

**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 to 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. **Brainstorm how to find one hour on you busy school calendar so you can deliver this. This is important and will support your efforts in the school-wide initiative.**

Get **Stay Focused!**<sup>®</sup>

QUESTIONS?

800-967-8016

[info@academicinnovations.com](mailto:info@academicinnovations.com)

PRESENTER NOTE:  
Add your own contact information to this slide.

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.