

The 10-Step Plan for Implementing a *Get Focused...Stay Focused!*[®] or Freshman Transition Program

Using an adaptation of the *10-Step Plan from the George Washington University's Freshman Transition Initiative* (which inspired the *Get Focused...Stay Focused!*[®] model), the following step-by-step process was developed to help you create, implement, and sustain your *Get Focused...Stay Focused!*[®] program.

One of the most onerous and time-consuming things of any new endeavor is the planning process. This document was designed to provide best practice strategies and resources, so your implementation of the *Get Focused...Stay Focused!*[®] (GFSF) program can be quick and cost-efficient. It is the roadmap of best practices that will help you develop a program that will increase graduation rates (both high school and college) and ensure ALL students are college and career ready.

Follow this plan, and you can develop AND sustain a program where your students will graduate with:

- A carefully-considered career path
- An *informed* major or program of study
- An online 10-Year Plan based on a career pathway
- A unique Skills-Based Education Plan that facilitates successful entry into a highly competitive workforce
- An affordable, postsecondary education or training plan that matches their career and life goals

Lofty goals, you say. Follow the 10-Step Plan outlined below, deliver the GFSF program with fidelity, and your students will have the skills and attitudes to develop a self-sufficient life.

You don't have to reinvent the wheel.

You can have a robust, proven program up and running successfully within six months (or less) if you follow the 10-Step Plan below. Rather than bringing in consultants to manage your program, you have—literally at your fingertips—manuals, videos, and documents that will walk you quickly through your planning and implementation process. With some coaching delivered remotely by our staff and volunteers, your team can take ownership of this program and implement your freshman course the following semester.

Follow this roadmap utilizing the resources and strategies below, and you'll create a cost-efficient whole-school program that will enhance and transform the lives of your students.

PHASE ONE

GFSF Awareness and Stakeholder Buy-In

Step 1: Gather Your Resources

Human Resources

The Champions and Visionaries

It starts with one individual or a handful of people who believe in the goals and methodology of the GFSF model. They should make up your Executive Steering committee.

District GFSF Curriculum and Technical Support Specialist

For a district adoption, it is important that one individual is recruited and trained for the full-time responsibility of the GFSF Curriculum and Technical Support Specialist. Their duties could include shepherding and executing the remaining nine steps.

In the *Get Focused...Stay Focused!*[®] Program and Instructional Manual, you'll find:

- ✓ The Role of the *Get Focused...Stay Focused!*[®] Curriculum Specialist, page 10/20
- ✓ Sample Work Plan for a *Get Focused...Stay Focused!*[®] Program and Curriculum Specialist, page 11/15

Print and Video Resources

1. *Data*: Visit <http://www.whatworkscareerchoices.com> for data, awards, testimonials, and videos of successful school programs.
2. What is the GFSF program? This is an online tool to walk the learner through a comprehensive overview of the program. Many of the keystone videos are found here:
www.academicinnovations.com/GFSFprograms/nonprofitplan/public.html
3. Standards for a Freshman Transition Course: www.freshmantransition.org/fts.php
4. A copy of the *Get Focused...Stay Focused!*[®] Program and Instructional Manual
5. A copy of the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com*[®] (7th Edition)
6. Review copies of the *Career Choices* curriculum texts and the three GFSF Follow-up Modules
7. The secrets of success for implementing or enhancing your *Career Choices* course
8. The Performance Pledge (ingredients of a successful GFSF program):
www.academicinnovations.com/GFSFprograms/meeting/GFSF%20Performance%20Pledge.pdf
9. The one-hour presentation (including slides, presenter notes, handouts, and videos designed for school-site leaders to easily deliver): www.academicinnovations.com/GFSFprograms/onehourpresentation/

Online Resources to Customize Your Planning

1. www.getfocusedstayfocused.org
2. www.academicinnovations.com/gfsf
3. www.careerchoices.com/lounge

Funding Resources

Identify the possible funding resources in your community and state. Are there any mandates that will support this program? For example:

- College and career readiness
- Dropout prevention or college completion

- Required student plans
- Increased guidance opportunities

Invite your district grants manager to give suggestions for funding.

What about allocating district general funds?

For a video describing how districts will actually increase revenue from average daily attendance (ADA) funding due to the increase in attendance they experience, visit the following webpage: www.getfocusedstayfocused.org/scalability.php

This presentation, given at the annual *Get Focused...Stay Focused!*[®] Conference at Santa Barbara City College, was made by Bob Hawkes, recently retired Director of Workforce Development for the Kern Community College District. You'll want to make note of his funding suggestion starting at minute 30 and running to minute 41.

Footnote: Since this 2014 presentation, through Bob Hawkes' leadership, the number of schools in the Kern Community College District boundaries that are adopting the GFSF program continues to grow. You may contact Bob Hawkes at rwhbakersfield@gmail.com. He can speak from firsthand experience about schools and districts that have implemented the program.

Step 2: Create a Vision

Getting buy-in and then creating your program methodology is a critical step in the adoption and implementation of any new endeavor. Conduct an initial meeting in the form of an Executive Roundtable to determine if there is the energy and commitment to create a GFSF program in your schools.

Plan and Execute an Executive Roundtable for Key Leaders

Consider the prepared presentation at: www.getfocusedstayfocused.org/onehourpresentation.

This link includes a Keynote or PowerPoint presentation (with embedded video clips) that can be downloaded and delivered by someone within your district. It is designed to help the in-house presenter introduce the program with very little preparation.

Form an Executive Steering Committee

After the Executive Roundtable, add any interested stakeholders to your Executive Steering Committee. This committee does not need to be large; three to five individuals is ideal. The members on this special committee must be willing to do the necessary self-study to understand the concepts of what makes GFSF successful. They must also be individuals who are proactive and have "can-do" attitudes.

The Executive Steering Committee will need to outline the program parameters before going to Step 3. They need to determine:

1. Will the implementation be district-wide at all high schools, or will a number of innovator/pilot high schools be selected?
2. If not all high schools in the district are involved the first year, how will the high school selection process take place? Will it be competitive or by assignment?
3. What funding will be used? How much would be a reasonable amount to ask for? Naturally, funding will determine the number of schools in the initial launch year.
4. Will the program offer dual credit, thereby requiring the involvement of the local community college or university?
5. What assessment/evaluation model will be used? What data will be collected? (See Step 10 for suggestions.)
6. Will your freshman course be a semester or a year-long course?
7. What department(s) will be responsible for the 16 lessons in each of the follow-up modules in the 10th, 11th, and 12th grade?
8. Who will be named the Curriculum and Technical Support Specialist for this project?
9. What is the implementation calendar for the first two years?
 - a. An example can be found on pages 11/4 and 11/5 of the GFSF manual.

For assistance in answering the above questions, request the attendance of one of the national GFSF program specialists (remotely via webinar), or contract with a GFSF consultant to facilitate this meeting at your district headquarters.

Dual Credit? (Dual Enrollment or Articulation)

You'll want to research the *optional* Dual Enrollment structure for your GFSF program.

Review the information in the *Get Focused...Stay Focused!*[®] *Program and Instructional Manual* found in Section 8.

- College and High School Collaborations, page 8/1
- Dual Enrollment Research and Findings, page 8/8
- What Has Been Learned from the Santa Barbara Model, page 8/12

 The Dual Enrollment Freshman Transition (DEFT) video (5:34):
www.academicinnovations.com/GFSFprograms/meeting/deft_video.html

 The DEFT Follow-up Video: Three Years Later (6:00):
www.academicinnovations.com/GFSFprograms/meeting/deft_followup_video.html

For an in-depth conference presentation on Dual Enrollment by GFSF co-founder Dr. Diane Hollems: How to Implement and Manage Your Dual Enrollment Program: Lessons from a Successful Dual Enrollment Program:

www.academicinnovations.com/GFSFprograms/howto_strategies.html

Resources

Self-Directed Study Suggestions

You don't have to wait for a consultant to visit to energize your efforts. The self-directed study suggestions below allow you to launch your program quickly and efficiently. Ideally, participants attending the initial Executive Roundtable will have done some homework using the planning tools found at:

1. Quick Start Self-Study: What is the *Get Focused...Stay Focused!*[®] Program?
www.academicinnovations.com/GFSFprograms/nonprofitplan/public.html

When your leadership takes the time to review the short videos and documents found on this self-directed informational webpage, everyone will come to the table not only with enthusiasm, but with the same understanding of what it is, why it is important, what makes it unique, and strategies for implementation.

2. The Program Performance Pledge
Found on pages 3/47 of the *Get Focused...Stay Focused!*[®] *Program and Instructional Manual* and also at this link:
www.academicinnovations.com/GFSFprograms/meeting/GFSF%20Performance%20Pledge.pdf

The Performance Pledge outlines the strategies for a successful GFSF program. After nearly 30 years with the foundational course, we've learned what works and, just as important, what doesn't. Delivering the program with fidelity will ensure success. To deviate from this model risks not getting the results desired.

3. Quick Start Resources
Found in Section 3 of the *Get Focused...Stay Focused!*[®] *Program and Instructional Manual*, ask your leadership to review prior to your meeting.
4. *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com*[®] (7th Edition)
Ask your leadership team to review:
Section 1: Quick Start for the Freshman Course, pages 1/7 to 1/30
Section 6: Freshman Transition: Create a Vision of What's Possible
5. The secrets of success for implementing or enhancing your *Career Choices* course.
Based on over 25 years of working with schools across the country, our "secrets of success" tips will help you develop a productive course from the first day of class.

One Quick Start Strategy

Bring a GFSF certified trainer to your location to facilitate the Executive Roundtable for the leadership on the first day, and then conduct a one-day GFSF workshop the following day for interested school teams. For further information, complete the request form at:

www.getfocusedstayfocused.org/request_pd.php

Meeting, Workshop, or Consulting Suggestions

For long-term success and sustainability of any new educational program, it is essential to have your school's and district's decision makers on board from the beginning. Consider sending your leadership to one of the following motivational events:

- A one-day workshop sponsored by Academic Innovations held throughout the country. For information, visit: www.aiworkshops.com/freshmen
- The Annual *Get Focused...Stay Focused!*[®] Conference at Santa Barbara City College. For information, visit: www.getfocusedstayfocused.org/conference
- The annual Focus on Freshmen Professional Development Institutes and/or Conference. For information, visit: www.focusonfreshmen.com

Capacity Building for the GFSF Program and Curriculum Specialist

It is vital that the GFSF Program and Curriculum Specialist has the capacity to deliver consistent advice and direction to your high school teams. Understanding the fidelity and resources will ensure that high level of success. Eastern Oregon University's Graduate Certificate for GFSF Specialists is an efficient and effective way to provide outstanding professional development to the individual who has been tapped for leadership of this project. For details, visit: www.academicinnovations.com/GFSFprograms/eou_certificate_courses.html.

By now you should have your preliminary GFSF Plan. This is what you will present to your stakeholders:

- ✓ The Board of Education
- ✓ Your funding sources
- ✓ The staff at each school
- ✓ Parents
- ✓ Students
- ✓ Community members
- ✓ Media

If you wish to become a certified *Get Focused...Stay Focused!*[®] school/college at this point, you will want to start the process by signing an "Intent to Join" which will add you to a list to receive alerts about additional resources and upcoming professional development opportunities.

Step 3: Form a Team of Champions to help finalize your plan and buy-in strategies

You know the sayings...

"Many hands make light work."

"An involved volunteer is a committed volunteer."

"Meetings take minutes... and waste hours."

Educators' workdays are already too full, so it is critical that your organizational and committee structure is understandable to all. Job descriptions should be written in a way that promote efficiency and productivity. You want your committees to function without too many formal meetings. It should be clear to everyone what is expected from each committee (before someone agrees to serve) and what the timeline is for each of the projects (see flow chart and responsibility chart in the Project Management section).

Here are sample committee job descriptions. Committees may be combined, but dividing the tasks into smaller units, such as outlined here, allows for more people to be involved because of reasonable workloads.

For a District Adoption

Using the parameters and timeline developed by the Executive Committee, the district's GFSF Program and Curriculum Specialist will promote the formation of coordinating committees of the most innovative instructors, administrators, and community members to help plan and lead your GFSF effort. This should include:

- One Executive/Advisory committee at the district level
- One Executive and the Coordinating Committees outlined below at each high school

Divide the members into action-oriented committees using the suggested job descriptions.

Dual Enrollment and/or College Sponsorship?

If your program includes dual credit or a college/high school collaboration, be sure that leaders from both institutions are on the advisory and/or executive committees.

On Each Campus

Theoretically, one highly skilled, full-time manager at each campus could accomplish the majority of the tasks, but by involving a greater number of individuals in the committee format outlined, it is more likely that your Freshman Transition/*Get Focused...Stay Focused!*[®] program will become an institutionalized part of your school. Faculty buy-in is the most important ingredient to success, followed closely by the care taken in choosing the best course instructors.

Sample Job Descriptions and Plans to Download and Edit

Recruiting your Coordinating Committee Chairperson and Members:

www.academicinnovations.com/districtadoption/step3a.html

The Principal's Role:

www.academicinnovations.com/districtadoption/the_principals_role.docx

The Executive Committee:

www.academicinnovations.com/districtadoption/the_executive_committee.docx

Committee Structure and Job Descriptions:

www.academicinnovations.com/districtadoption/committee_structure.docx

Project Management Tools

Use of detailed Job Descriptions will increase your efficiency and success

The detailed job descriptions can be used as is, or they can be adapted to your particular plans. These are necessary for keeping this team-driven project on track.

Responsibility and decision-making charts promote the highest level of teamwork

The link below will introduce you to the "responsibility and decision-making chart" process which is a sophisticated tool used in business to facilitate team projects. Once your project responsibility chart is completed, share it with all stakeholders, and post it in the faculty lounge and your school's online area so the process, timeline, and personnel will be clear for all. This tool allows teams to execute complex tasks efficiently and effectively by cutting the execution time at least in half.

Deadlines are important in team projects. A comprehensive flow chart in order of deadlines will help your teams stay on track. Each committee will be impacting and supporting the work of the other committees, so this management tool is critical to timely execution of your project. It will help your teams focus on results.

You might want to keep a copy of this flow chart posted in an area where all team members can review it. If you have a secure server and your entire faculty is linked to the Internet, the documenter/archivist can keep the latest version there for all to review. As tasks are completed, notes can be made for review.

IMPORTANT NOTE: Once you complete your planning phase and you are in the execution mode, you'll find that this kind of process can be replicated over other future projects such as school restructuring. Your team will have developed new skills in project management.

How to Create a Responsibility and Decision-Making Chart for your Freshman Transition/GFSF program:
http://www.academicinnovations.com/districtadoption/create_a_chart.pdf

Resources

For suggested strategies, planning documents, and sample committee job descriptions, see:

The Role of the Principal

Strategies to Form a Team of Champions: Committee Job Descriptions

For checklists and job descriptions, see the following templates in the *Get Focused...Stay Focused!® Program and Instructional Manual*:

Administrator's Checklist, page 3/35

Quick Start Checklist for Success, page 3/36

The Role of the Lead Administrator or Lead Teacher, page 3/40.

Step 4: Generate School and Community Buy-In for the new courses and 10-year Plan

Resources, including meeting agendas, can be found in:

Get Focused...Stay Focused!® Program and Instructional Manual

Section 6: What is a School-Wide Initiative?

Section 7: Whole-School Buy-In Strategies


Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com® (7th Edition), 2013.

Section 5: Getting Buy-in, pages 5/1 to 5/14

Section 13: Getting Parents and the Community Involved

 *Get Focused...Stay Focused!®* The launch pad to student success (8:08):

www.academicinnovations.com/GFSFprograms/video.html?video=gfsf_final

 Why a 10-year Plan? (15:21):

www.academicinnovations.com/GFSFprograms/why_10yrplan.html

The Student Experience and Testimonials

 Success 101: The Indio High School Documentary (24:43):

www.whatworkscareerchoices.com/success101doc.html

 Three Years Later: Graduation (3:40):

www.whatworkscareerchoices.com/success101doc.html

 The Dual Enrollment Freshman Transition (DEFT) video (5:34):

www.academicinnovations.com/GFSFprograms/meeting/deft_video.html

 The DEFT follow-up Video: three years later (6:00):

www.academicinnovations.com/GFSFprograms/meeting/deft_followup_video.html

Links to a variety of buy-in tools can be found on The Teachers' Lounge. (www.careerchoices.com/lounge/cupboard_letters.html)

The Board of Education

Make a presentation at your School Board meeting about the importance of the 10-year planning process and the *Get Focused...Stay Focused!®* program. Use one or two of the videos listed above.

The short-term goal is to get support for implementing the *Get Focused...Stay Focused!*[®] program in your schools. One strategy could be to first get approval for the freshman course.

The long-term goal could be to have a graduation requirement where every student has a 10-year Plan that facilitates not only high school graduation, but also entry and completion of postsecondary education or training and successful entry into the workforce with the skills necessary to succeed.

The Staff at Each School

It is important that the whole school is involved from the beginning of the program. Plan a whole-school information meeting prior to the launch of the freshman course.

From the *Get Focused...Stay Focused!*[®] Program and *Instructional Manual*, the following in Section 7 will provide a roadmap and meeting agendas for impactful meetings:

- Key Strategies for Getting Buy-in, page 7/2
- *Get Focused...Stay Focused!*[®] Buy-in Workshop for All Staff, page 7/4
- Hands-on Buy-in Workshop about the Freshman Course, page 7/14
- Implementation Professional Development, page 7/16
- Whole-school Buy-in Workshop: A Critical First Step, page 7/17

Parents

Start by introducing the freshman course and the 10-year Plan to parents. You'll find an example detailed agenda for this meeting in the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com*[®], pages 5/8 to 5/9.

Community and Media

Keeping the community informed of your efforts will ensure sustainability. In the *Get Focused...Stay Focused!*[®] Program and *Instructional Manual*, you'll find suggestions:

- Work with Your Local Media to Publicize Your Effort, page 13/9

Your Funding Sources

By now, if you haven't already, you are ready to finalize your funding if it is coming from a grant. Time to write your proposal and develop your final budget narrative.

Working with your Educational Consultant from Academic Innovations, we have proposal and budget templates to make this an easier, efficient, and, yes, even enjoyable process. Contact our office at (800) 967-8016 to connect with your Educational Consultant for help with this process.

Once you have your plan that meets the requirements of a GFSF school, and you also have the buy-in from your stakeholders for your GFSF program, consider becoming a GFSF membership school. For details, visit www.getfocusedstayfocused.org

PHASE TWO

Freshman Course Planning and Implementation

It starts with a Freshman Transition course that meets the Freshman Transition Standards.

Step 5: Plan Your Freshman Course Structure using the *Career Choices* series & My10yearPlan.com®

(At the same time, start projecting ahead for the follow-up modules)

Freshman Course Description

Career Choices, along with My10yearPlan.com®, is a PROVEN, award-winning curriculum used with over 100,000 high school and college students each year. Based on the George Washington University's Freshman Transition Standards, this unique, hybrid course promotes college and career readiness by providing a **classroom-based, in-depth guidance experience** that culminates with students creating a personalized, online 10-year Career and Education Plan. In this course, students learn a systematic decision-making process for quantifying life-defining choices. They develop the knowledge, skills, and attitudes to successfully examine their own lives, evaluate a wide range of education options, foster a growth mindset, and establish reasoned and researched career and life goals for their future. At the same time, they explore the consequences of not completing their education. When students can envision a productive life **of their own design**—not a canned plan resulting from an online survey—and, at the same time, understand the consequences of not following through with their education plans, the motivation to stay in school and realize their goals increases. As they become intrinsically self-motivated learners, dropping out, whether it's high school, college, or life, is not a choice they make. To request a review set, visit www.academicinnovations.com/60day.html.

Having a curriculum that meets the Freshman Transition Standards of the George Washington University is vital to the success of your program. The *Career Choices* series curriculum, along with My10yearPlan.com®, is the tool used by Santa Barbara City College's GFSF program. There is no need to re-invent the wheel, and you can be successful from the first day of your classes if you use these provided resources:

Resources

Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com®

For planning, see:

Section 2: Overview of the Curriculum

Section 3: Where to Use the Curriculum? Who Should Teach It?

Section 7: Program Planning Resources

Section 8: Integrating Academics and Technology

All instructors will want to be sure to visit The Teachers' Lounge for a variety of resources, including sample pacing guides that are important to implementation: www.careerchoices.com/lounge/

What are the ingredients of *Career Choices'* success?

 *Career Choices: Why it works* (12:15):
www.academicinnovations.com/GFSFprograms/meeting/whyitworks_video.html

 *Career Choices: Five Ingredients of Success* (17:10):
www.academicinnovations.com/GFSFprograms/meeting/fiveingredients_video.html

Overview Videos of the *Career Choices* curriculum

Who Am I?: www.careerchoices.com/lounge/module_detail.html?m=86

What Do I Want?: www.careerchoices.com/lounge/module_detail.html?m=87


How Do I Get It?: www.careerchoices.com/lounge/module_detail.html?m=88

In-Depth Overview of My10yearPlan.com®: www.careerchoices.com/lounge/module_detail.html?m=10

Upon completion, every student has an online 10-year career and education plan...

Skylar Brown 10-year Plan Summary Page:

www.academicinnovations.com/GFSFprograms/nonprofitplan/10-yearPlanSummarySkylarBrown.pdf

 *Why a 10-year Plan* (6:56):

www.academicinnovations.com/GFSFprograms/why_10yrplan.html

...that educators in your school can use for academic coaching and counseling.

 An example of academic coaching (4:48):

www.academicinnovations.com/GFSFprograms/meeting/childress_video.html

Dual Credit Opportunity

Many high school districts/college collaborations provide Dual Enrollment Credit for their GFSF course work.

 The Dual Enrollment Freshman Transition (DEFT) (5:34):

www.academicinnovations.com/GFSFprograms/meeting/deft_video.html

 The DEFT Follow-up Video: Three Years Later (6:00):

www.academicinnovations.com/GFSFprograms/meeting/deft_followup_video.html

For details about the Dual Credit opportunities, see Section 8 of the *Get Focused...Stay Focused!® Program and Instructional Manual*.

For information on the college course that provides the basis for this dual enrollment program, visit

www.academicinnovationshighered.com.

Get Focused...Stay Focused!® Follow-up Modules

As you generate buy-in for your program, you'll want to be sure to introduce the GFSF Follow-up Modules at the same time. By making copies available for review, stakeholders can quickly see how it works together. Not just theoretical, they have practical hands-on tools to make the GFSF vision tangible. To order 60-day review sets, call (800) 967-8016 or visit www.academicinnovations.com/60day.html.

See Step 8 for more details about the follow-up modules.

Step 6: Recruit Your Most Experienced Instructors to conduct the courses

This is a make-or-break step. Without an enthusiastic, high-functioning instructor who has the higher-order teaching skills of a facilitator of learning, the tools (workbooks and online My10yearPlan.com®) will be less likely to produce the desired outcomes. The resources below provide strategies to assist with this critical step.

Resources

The *Get Focused...Stay Focused!® Program and Instructional Manual*

- How to Recruit Your Team of Instructors, page 10/12
- Recruitment Strategies, page 10/14
- Retention Strategies, page 10/17
- Technology Skills Required to Teach the Freshman Course and Follow-up Modules, page 10/19

Step 7: Provide Professional Development and Course Planning Time

Comprehensive Professional Development Plan

In Step 2, the Executive Steering Committee developed a long-range professional development plan. Continually revisit and refine this plan. Remember, the more professional development opportunities you provide your practitioners (teachers, counselors, advisors), the better your program. Front load your efforts with the professional development described throughout this 10-Step Plan and maintain communication. The result will be that your students will soar.

An example of a comprehensive two-year professional development plan can be found on pages 11/4 and 11/5 of the *Get Focused... Stay Focused!® Program and Instructional Manual*.

Professional Development for Instructors

Once you've recruited your best instructors, there are a variety of resources available for self-directed learning so that instructors can launch a superior course from the first day of class. As you create your professional development plan, review the professional development options available at www.aiworkshops.com.

For the freshman course instructors, we recommend beginning with attending a two-day implementation workshop or participating in the Focus on Freshmen institutes. For details, visit www.aiworkshops.com.

Online Professional Development for Implementation: Available 24/7

If timing doesn't permit attending a formal, in-person training prior to the start of the semester/term, we believe that utilizing the following resources will ensure that a teacher who is new to the curriculum will feel confident launching their course:

- **Self-Study Quick Start Guide** found on pages 1/20 to 1/22 of the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com®*

Also found online at: <http://www.careerchoices.com/lounge/quickstartguides.html>

Available 24/7, this robust professional development for the Career Choices course instructor means that any instructor can benefit from a comprehensive implementation workshop outside the confines of scheduled trainings.

It takes approximately eight hours to complete the work outlined in this self-study format. Because most instructors will complete this work on school time, there are tools to facilitate reporting related to this online learning. Call the Academic Innovations Technical Support team at (800) 967-8016 for details.

In addition, there is a "flipped" workshop model that starts with this Self-Study Quick Start Guide and is followed by a traditional, trainer-led workshop or webinar. Ask your Educational Consultant for details.

- **Performance Pledge: The ingredients of a successful program**

It starts with developing a program with fidelity. From our nearly 30 years of working with thousands of programs across the country, we know what works, and we know what doesn't. This experience is now reflected in the Performance Pledge.

The Performance Pledge can be found in the *Get Focused... Stay Focused!® Program and Instructional Manual* beginning on page 3/47 or online at www.academicinnovations.com/GFSFprograms/meeting/GFSF%20Performance%20Pledge.pdf.

- **The Freshman Course Pacing Guide: Vital to success**

Pre-course lesson planning and pacing are critical to student success and instructor satisfaction. Pacing is important so the course is delivered in a way that allows time for the culminating project of each student developing and creating their online 10-year Plan.

Lesson planning and pacing starts with reading the appropriate sections of the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com®*. The next step is downloading and customizing one of the lesson plan pacing spreadsheets found on The Teachers' Lounge to fit your course goals.

For course development and implementation, see the following in the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com*[®]:

Section 4: Lesson Plan Suggestions for Each Activity

Section 9: My10yearPlan.com[®]

Section 10: Lesson Planning and Pacing

Section 11: Instructional Strategies

For professional development options, see the following in the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com*[®]:

Section 12: Curriculum Support and Professional Development Options

For strategies to create a professional learning community of course instructors, see the *Career Choices Lead Administrator/Lead Teacher Manual* provided at Lead Teacher Institutes.

PHASE THREE

Planning and Implementation for a GFSF School-Wide Initiative

Implementing the three Follow-up Modules for the 10th, 11th, and 12th grades and using the online 10-year Plan for counseling, advising, and academic coaching

Step 8: Make Your *Get Focused...Stay Focused!*[®] Program a School-Wide Initiative

It is important that each year students revisit the 10-year Plan started in their freshman year to update and refine goals as they learn more about themselves.

The three 16-lesson follow-up modules provide activities and guidance on:

- Researching career and education options
- Researching and applying to post-secondary education and training
- Creating a unique Skills-Based Education Plan
- Planning for the transition from secondary to post-secondary life, including educational and career pursuits

By integrating these standards-based lessons into academic courses in the 10th, 11th, and 12th grade years, students will graduate with:

- A carefully researched and considered career path
- An informed declared major or program of study
- A carefully considered post-secondary choice—to either pursue college, workforce training, or an entry-level job
- A Skills-based Education Plan

Resources






Section 6 of the *Get Focused...Stay Focused!*[®] Program and Instructional Manual

- What is a School-wide Initiative?, page 6/1
- The School-wide Initiative: Every Student Has an Online 10-year Plan, page 6/2
- Updating the 10-year Plan Throughout High School with the *Get Focused...Stay Focused!*[®] Follow-up Modules, page 6/19

- *Get Focused...Stay Focused!*[®] Lessons, page 6/20
- Other School-wide Initiative Strategies for Consideration, page 6/21
- The Whole-school Launch, page 6/22
- Interdisciplinary Lesson Planning, page 6/24
- Designing Your Interdisciplinary Lessons for the 10th, 11th, and 12th Grades, page 6/26

The *Get Focused...Stay Focused!*[®] Program




VIDEOS

-  *Get Focused...Stay Focused!*[®] The launch pad to student success (8:08):
www.academicinnovations.com/GFSFprograms/video.html?video=gfsf_final
-  Implement a Freshman Transition Initiative to Increase High School & College Completion (11:03):
www.academicinnovations.com/GFSFprograms/meeting/fti_video.html
-  *GFSF Overview Video* (10:40):
www.academicinnovations.com/GFSFprograms/meeting/gfsf_overview_video.html
-  Flipping the College Decision-making Paradigm (5:18):
www.academicinnovations.com/GFSFprograms/flip/index.html
-  The Skills-based Education Plan (5:48):
www.academicinnovations.com/GFSFprograms/skills/

DOCUMENTS

- How is the *Get Focused...Stay Focused!*[®] program different from other college and career ready programs?:
www.academicinnovations.com/GFSFprograms/nonprofitplan/How_is_the_Get_Focused_Stay_Focused_different.pdf
- Four-page GFSF brochure:
www.academicinnovations.com/GFSFprograms/meeting/GFSF%20flyer%204-pg.pdf
- The Progression in Education Model:
www.academicinnovations.com/GFSFprograms/PEM.pdf

The Follow-up Modules

- Two-page flyer about the GFSF modules:
academicinnovations.com/GFSFprograms/quickstart/GFSF_flyer_2-pg.pdf
-  Follow-up Module 1: Developing Attitudes and Aptitudes that Promote College & Career Readiness (4:07):
academicinnovations.com/GFSFprograms/10th_gradelessonplans.html
-  Follow-up Module 2: Determining Your Informed Major and Post-Secondary Education Path (3:50):
academicinnovations.com/GFSFprograms/gfsf_11thgrade.html
-  Follow-up Module 3: Preparing to Act on Your 10-Year Education and Career Plan (4:24):
academicinnovations.com/GFSFprograms/gfsf_12thgrade.html

Identify a Lead Teacher or Lead Administrator as a Point Person at Your Campus for this Phase of Your Program

Identifying a key visionary to champion your goals will help to streamline training efforts for the instructors in the 10th, 11th, and 12th grades. This could possibly be an administrator in charge of curriculum and instruction or a lead teacher of the 9th grade curriculum. It will be up to this person to organize the necessary training for a launch of the school-wide initiative and the follow-up curriculum implementation.

Hold a School-Wide Meeting to Launch this Whole-School Effort

The point person should identify how best to introduce *Get Focused...Stay Focused!*[®] to the entire school campus.

For tips, you'll want to refer to Whole-school Buy-in Workshop: A Critical First Step on page 7/17 in the *Get Focused...Stay Focused!*[®] Program and Instructional Manual.

Suggestions for launching your school-wide initiative include:

- Utilizing an in-service day to bring a GFSF Certified Trainer to your campus for a half- or full-day presentation
- Arranging a webinar for all staff so that everyone can be introduced to the follow-up strategies for GFSF (follow-up modules and academic coaching using the 10-year Plan) at the same time
- Training the campus point person to present a workshop to their colleagues; for training resources and videos, call (800) 967-8016

NOTE: A school-wide initiative requires scheduled and ongoing professional development to sustain momentum. Plan ahead for success!

Follow-Up Training and Ongoing Professional Development

For teachers implementing the freshman course

- Schedule regular collaborative planning time each year for all teachers of the freshman course
- Refer to Step 7 for additional suggestions

For teachers implementing the follow-up modules

- During year one as the freshman course is launched, the point person should plan with colleagues as to where in the general curriculum/master schedule the follow-up modules will fit
- The point person and teachers of Module 1 should meet regularly during year one to:
 - ♦ Plan for integration of Module 1 into 10th grade
 - ♦ Train the instructors on the content and instructional strategies for Module 1
- During year two as Module 1 is launched, the point person and Module 2 teachers should plan for Module 2 implementation in year three
- During year three as Module 2 is launched, the point person and Module 3 teachers should plan for Module 3 implementation in year four

Counselors can take a leadership role in your school-wide initiative (see Step 9).

Step 9: Share All Students' 10-year Career and Education Plans for Counseling, Advisory, and Academic Coaching

The real value of the online 10-year Plan is its accessibility to counselors, advisors, and academic instructors as a data-driven tool for personalizing their work with their students. All students' plans are available to authorized teachers, counselors, and administrators. As a result, everyone in the school community can have access to each student's self-identified and articulated goals. For more information on this important tool, and strategies for utilizing the 10-year Plan in counseling and advising capacities, be sure to review the resources below.

Resources

Get Focused...Stay Focused!® Program and Instructional Manual

- Every Instructor an Advisor, page 6/4
- What is Academic Coaching?, page 6/5
- My10yearPlan.com® and the School-wide Initiative, page 6/7
- Six Steps to Make the School's "Every Instructor an Advisor" Goal a Reality, page 6/15
- CARE - Strategies for Student Advisories: Caring and Responsive Educators, page 6/18
- Using the 10-year Plan to Personalize Instruction, page 6/29
- Academic Courses and Transferable Skills, page 6/30
- Rolling Out the 10-year Plan into the Community Consciousness, page 6/31

Professional Development Opportunity

Caring Conversations workshop with Freshman Transition Initiative founder, Dr. Rebecca Dedmond:

www.freshmantransition.org/care.php



The School-wide Initiative (6:39):

www.academicinnovations.com/videos/SWI-LYF.mp4



How the 10-year Plan is used in an academic coaching situation (9:36):

www.academicinnovations.com/childress/index.html



An overview of the follow-up modules and strategies (21:21):

www.getfocusedstayfocused.org/GFSF_Modules_Overview.mp4

Capacity Building for All Educators on Your Campus—in One Day

Hold a day of workshops on your campus to orient all instructors on how to access students' 10-year Plan Summary pages for academic coaching and counseling. The process is easy to learn, and instructors should be able to master all they need to know within 45 to 50 minutes.

Hold these sessions in a campus computer lab with each instructor attending during a planning/free period. If each educator on your campus has a planning or free period each day, you'll be sure to cover all instructors over the course of a day.

Each department chair can take on the role of ensuring all instructors are comfortable with the implementation and using the tool for personalized academic coaching.

Step 10: Evaluate, Invigorate, and Celebrate

Assessment is vital, not only for each student, but also for the program as a whole. Using the resources and tools below, develop a formal assessment process so you can continually evaluate and upgrade your work with your students.

And don't forget to celebrate, because you and your students are sure to experience success if you:

- ✓ Implement the program and courses with fidelity
- ✓ Follow the planning path outlined in this document
- ✓ Take advantage of the resources provided

Showcase your achievements (a.k.a. student outcomes) to the school community, parents, community stakeholders, and fellow educators! The media is always interested in reporting on programs that promote student success, because so many in the audience are parents and grandparents.

Resources

Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com[®] (7th Edition)

Section 14: Assessment

Section 15: Sustainability and Funding

Get Focused...Stay Focused![®] Program and Instructional Manual

Section 12 - Designing the Evaluation and Assessment Component for Your *Get Focused...Stay Focused!*[®] Initiative

- Example of an Evaluation and Assessment Project, page 12/1
- Opportunities for Evaluation and Assessment, page 12/2
- Online Data Reporting Tool, page 12/4
- Course and Student Assessments, page 12/5
- Program Goals: Keeping the End in Mind, page 12/7
- If College Completion is a Key Goal, Keep These Figures in Mind, page 12/8
- Proven Program ~ Successful Track Record: The Career Choices Curriculum, page 12/9

The University of California, Santa Barbara began a rigorous, random assignment evaluation of the *Get Focused...Stay Focused!*[®] program in 2016 with 20 schools. For details and information regarding what a substantial evaluation could look like, visit www.academicinnovations.com/GFSFprograms/evaluationproject/.

Online Student Pre-/Post-Survey and Instructor Scoring Tool

Available through both My10yearPlan.com[®] and The Teachers' Lounge, an online rubric helps instructors streamline the evaluation, assessment, and reporting process related to the pre-/post-survey. Students respond to the short pre-survey when they log on to My10yearPlan.com[®] for the first time. The post-survey becomes available to students as they complete the creation of their 10-year Plan, and the online tools make the review and evaluation process of each student's surveys easy to manage.

Online Data Reporting Tool

Designed to demystify data collection, this online tool provides a worksheet to direct your efforts to evaluate and assess your program. After writing a brief narrative about your program and entering the data points outlined on the worksheet, the system compiles your information and formats a report to not only empower your decision-making and planning process, but also to assist with your requirements for reporting to funders and reviewers. See pages 13/2 to 13/3 of the *Get Focused...Stay Focused!*[®] *Program and Instructional Manual* for details.

Visit www.whatworkscareerchoices.com/dataproject to get started or to view a sample report.