

The Ninth Annual

Get **Stay Focused!** Conference

January 3-4, 2019
Santa Barbara City College (SBCC) West Campus



The organizers wish to thank the following for their support:

*The James Irvine Foundation
Santa Barbara Foundation
Ventura County Community Foundation
Dr. Matthew Roberts
Donna Wyatt
Dr. Alice Perez
Dain Blanton
Santa Barbara City College (SBCC)
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Dr. Paula Ralston
Dr. Melissa Moreno
SBCC's Dual Enrollment Office
SBCC's Catering Department
SBCC's Facilities & Janitorial Staff
SBCC's A/V & Tech Support Teams
Breakout Session Presenters (see page 4)
Academic Innovations' Staff*

Dear Participant:

Welcome to the ninth annual *Get Focused...Stay Focused!*® Conference. We are thrilled to have you with us in Santa Barbara. Our goal is to give you as much information and help as possible to support your own successful *Get Focused...Stay Focused!*® program.

Malcolm Gladwell's book *The Tipping Point* is subtitled "How Little Things Can Make a Big Difference." The *Get Focused...Stay Focused!*® movement is one of those little things that continues to grow in order to make a big difference in the lives of our students. What began with the launch of The George Washington University's Freshman Transition Initiative 12 years ago has now evolved into *Get Focused...Stay Focused!*®, a mature, award-winning educational program for secondary and postsecondary students.

Get Focused...Stay Focused!® began in 2009 right here in Santa Barbara with our local school districts. Since then, it has grown throughout California and has spread to many other states.

And, as you'll experience over the next two days, a cadre of educational professionals who believe in the goals and methodology of the *Get Focused...Stay Focused!*® program continues to grow. They come from programs across the country and will share their experiences, challenges, and triumphs.

So, as the scales tip and you expand upon and enhance all of the little things that *Get Focused...Stay Focused!*® has accomplished, we look forward to working with you and impacting the futures of tens of thousands of students striving to achieve their own goals and dreams.

Sincerely,

Dr. Diane Hollems, Ph.D.

Dr. Lauren Wintermeyer, Ed.D.

*Many thanks to Santa Barbara City College
and staff for their support of the*

Get **Stay Focused!**
Conference

Table of CONTENTS

Welcome Letter	2	Resources	17
Speakers and Presenters	4	How is GFSF Different	17
Conference Agenda	5	College/Career Indicator	18
Breakout Session Overview	6	Overview of the Modules	20
Opening Session	7	Skills-Based Education Plan	21
Tuesday General Sessions	7	Sample 10-year Plan Summary	22
General Session Overview	7	Purposeful Planning	26
General Session Keynote Speaker Bio	8	Middle School Program	28
Raffle Information	8	GFSF/Guided Pathways Correlation	29
Breakout Session Descriptions	9	Other Information	
Breakout Session #1	9	Presenter Resources	4
Breakout Session #2	10	Thursday Reception	7
Breakout Session #3	11	Sierra High School Site Visit	14
Breakout Session #4	13	E-Center	15
Facilitated Planning Conversations Descriptions	15	Focus on Freshmen 2019 Information	16
General Information	32	Thanks to Sponsors	31
		GFSF Board of Directors and Staff	31

Speakers and Presenters

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Resources from the presentations will be available online after the conference.

bit.ly/GFSFconf2019

The Ninth Annual
***Get Focused...Stay Focused!*[®] Conference**
 January 3-4, 2019 • Santa Barbara City College (SBCC) West Campus

CONFERENCE AGENDA

Thursday, January 3	
7:30 AM to 8:30 AM	Check In
8:30 AM to 10:10 AM	Opening Session in the Garvin Theater <i>Keynote Speakers: Dr. Matthew Roberts, Donna Wyatt, and Dr. Alice Perez</i>
10:10 AM to 10:30 AM	Break <i>If you were unable to check in prior to the General Session, please do so during this break.</i>
10:30 AM to 11:30 AM	Breakout Session #1 <i>Session descriptions start on page 9</i>
11:45 AM to 12:45 PM	Breakout Session #2 <i>Session descriptions start on page 10</i>
12:45 PM to 1:30 PM	Lunch
1:30 PM to 2:30 PM	Breakout Session #3 <i>Session descriptions start on page 11</i>
2:45 PM to 3:45 PM	Breakout Session #4 <i>Session descriptions start on page 13</i>
4:30 PM to 6:00 PM	Reception - Appetizers will be provided with no-host bar <i>El Paseo, 10 El Paseo, Santa Barbara, CA</i>
Friday, January 4	
8:30 AM to 10:15 AM	General Session in the Garvin Theater <i>Keynote Speaker: Dain Blanton, Olympic Gold Medalist</i> <i>Raffle</i>
10:15 AM to 10:30 AM	Break
10:30 AM to 12:30 PM <i>(Break from 11:15 AM-11:30 AM)</i>	Facilitated Planning Conversations <i>Choose from 3 topics</i> <i>Topic descriptions start on page 15</i>
12:30 PM to 1:30 PM	Lunch

Breakout Session Overview

Thursday, January 3

1st Choice	2nd Choice	Room	Presenter(s)	Title	Strand
Breakout Session #1 ~ 10:30 AM to 11:30 AM				See page 9 for session descriptions	
		IDC 215	Dr. Naomi Castro & Joel Vargas	Dual Enrollment in California: Challenges and Bright Spots	Dual Enrollment
		IDC 209	Amy Gil	Get Focused: Launching a Freshman Transition Course for All High School Freshmen	GET FOCUSED
		IDC 206	Erin Hansen	Stay Focused: Strategies for Implementing the GFSF Follow-up Modules for 10th, 11th, and 12th Grades	STAY FOCUSED
		IDC 211	Mike Vogenthaler	GFSF and CDE's College & Career Indicator	<i>Get Focused...Stay Focused!®</i>
		IDC 223	Rachelle Fast	Utilizing My10yearPlan.com® Across the High School Campus for Academic Coaching	My10yearPlan.com®
		IDC 220	Karen Miles	Career Development in Middle Schools/High Schools	Middle School Bridge Curriculum
		IDC 217	Jenn Ramos	Launching your GFSF Program with a Thematic Approach	Ramp Up Your GFSF Program
		BC Forum	Dr. Matthew Roberts, Donna Wyatt, & Dr. Alice Perez	Keynote Presentation Follow-up Session with the Statewide Experts	Bringing Initiatives Together
Breakout Session #2 ~ 11:45 AM to 12:45 PM				See page 10 for session descriptions	
		IDC 215	Claudia Johnson & Anna Laven	Dual Enrollment: Program Logistics and Open Enrollment	Dual Enrollment
		IDC 209	Julius Munyantwali	Get Focused: Implementing a First-Year Experience/Student Success Course at the College Level	GET FOCUSED
		IDC 206	Erin Hansen	Stay Focused: GFSF Follow-up Module 1: In-depth Curriculum Training	STAY FOCUSED
		IDC 211	Dr. Sherry Davis & Patrick Mair	GFSF Alignment with California Department of Education State Standards	<i>Get Focused...Stay Focused!®</i>
		IDC 223	Tanja Easson	Using My10yearPlan.com® to Help Students Clarify Their Guided Pathway Selection	My10yearPlan.com®
		IDC 220	Karen Miles	Overview of the <i>Building a Bridge to Your Future</i> Curriculum	Middle School Bridge Curriculum
		IDC 217	Rachelle Fast	Whole School Buy-in: Changing the School Culture through Family and Community Involvement	Ramp Up Your GFSF Program
		BC Forum	Dr. Matthew Roberts and Mike Vogenthaler	Funding Strategies: Concrete Ideas for Integrating GFSF into Existing Initiatives and the New K12 Strong Workforce Funding	Bringing Initiatives Together
Breakout Session #3 ~ 1:30 PM to 2:30 PM				See page 11 for session descriptions	
		IDC 215	Brad Deeds, Katie Bongard, & Julie Cain	Dual Enrollment for the Get Focused Course and Stay Focused Modules	Dual Enrollment
		IDC 206	Erin Hansen	Stay Focused: GFSF Follow-up Module 2: In-depth Curriculum Training	STAY FOCUSED
		IDC 223	Tanja Easson	How Colleges Can Use My10yearPlan.com® to Help Students Enter Their Guided Pathway Selection	My10yearPlan.com®
		IDC 217	Rachelle Fast & Jenn Ramos	Leading the Vision: The Role of the Lead Teacher	Ramp Up Your GFSF Program
		BC Forum	Dr. Diane Hollems, Dr. Alice Perez, & Dr. Lauren Wintermeyer Ramirez	Building Strong Alliances: Elements Within the New K12 Strong Workforce Program	Bringing Initiatives Together
		IDC 220	Geno Malkiewicz	Adult Education with GFSF: Preparing Adult Students for Success in Colleges, Technical Training Programs, Work, and Citizenship	Adult Education with GFSF
Breakout Session #4 ~ 2:45 PM to 3:45 PM				See page 13 for session descriptions	
		IDC 215	Dr. Diane Hollems & Dr. Melissa Moreno	Dual Enrollment: Navigating the Waters of Two Educational Systems	Dual Enrollment
		IDC 209	Dawn O'Bar, Bob Hawkes, & Amy Gil	Get Focused: Professional Development Options to Get Your Entire Team Trained to Implement GFSF	GET FOCUSED
		IDC 206	Erin Hansen	Stay Focused: GFSF Follow-up Module 3: In-depth Curriculum Training	STAY FOCUSED
		IDC 211	Darla Cooper & Anna Laven	Dual Enrollment as a Strategy for Guided Pathways Design and Implementation	<i>Get Focused...Stay Focused!®</i>
		IDC 223	Dr. Lauren Wintermeyer Ramirez	The College Counselor's Use of My10yearPlan.com®	My10yearPlan.com®
		IDC 217	Rachelle Fast, Jenn Ramos, Mike Vogenthaler, & Kari Rosson	Meet the Pros: A Conversation with Mentor Teachers	Ramp Up Your GFSF Program
		BC Forum	Dr. Matthew Roberts & Dr. Alice Perez	Crosswalk Showing how GFSF Meets the Guided Pathways Pillars	Bringing Initiatives Together
		IDC 220	Geno Malkiewicz	Adult Education with GFSF: Preparing Adult Students for Success in Colleges, Technical Training Programs, Work, and Citizenship	Adult Education with GFSF

Opening Session

Garvin Theater : Thursday, January 3

8:30 AM to 10:10 AM

Introductions

Dr. Diane Hollems, Co-founder, *Get Focused...Stay Focused!*®

Welcome

Santa Barbara City College Leadership

General Session Overview

Dr. Lauren Wintermeyer Ramirez, Co-founder, *Get Focused...Stay Focused!*®

Keynote Address

Dr. Matthew Roberts, Dean of Field Operations, Workforce and Economic Development Division, California Community Colleges Chancellor's Office

Donna Wyatt, Director of Career and College Transitions, California State Department of Education

Dr. Alice Perez, Vice Chancellor, Academic Affairs, California Community Colleges Chancellor's Office



RECEPTION

Appetizers will be provided with no-host bar.

Thursday, January 3
4:30 PM to 6:00 PM

El Paseo
10 El Paseo, Santa Barbara, CA
<http://elpaseosb.com/>

General Session

Garvin Theater : Friday, January 4

8:30 AM to 10:15 AM

Welcome

Dr. Lauren Wintermeyer Ramirez, Co-founder, *Get Focused...Stay Focused!*®

Keynote Address

Dain Blanton, Olympic Gold Medalist and Student Success Advocate

Raffle

Dain Blanton

info@gettingtogold.com

Dain Blanton has traveled the world representing the United States in beach volleyball. He became the first African American to win an AVP Beach Volleyball tournament in 1997. In 2000, Dain and his volleyball partner Eric Fonoimoana struck gold at the Olympic Games in Sydney, Australia, and in 2004, Dain became Team USA's first two-time male beach volleyball Olympian. In 2016, Dain returned to the Olympic Games, this time as an NBC Olympics commentator, adding to a growing list of impressive sports broadcasting credits.



After achieving gold, Dain found himself in a unique position to lead and inspire. After making a presentation at the Focus on Freshmen Conference in Los Angeles, Dain became excited about the possibilities offered by this type of program. The *Get Focused...Stay Focused!*® ethos matched his passion for helping young people realize their dreams. Since that time, he has carried an important message—make solid choices, create a plan of action, and go for YOUR gold—to students at campuses across the country.

Watch for Raffle Prizes on Day Two!

You received a raffle ticket with your name badge when you checked in. You have the opportunity to earn 1 additional raffle ticket by returning your completed Day One conference feedback form to the information table in the IDC Building after session 4.

Winning tickets will be drawn during the General Session on Day Two.

Raffle Prizes

4 iTunes Gift Cards—\$25 each

4 ThermoFlasks

2 iHome Knit Bluetooth Speakers



10:30 AM to 11:30 AM | Breakout Session #1

IDC 215

Dual Enrollment Strand

Dual Enrollment in California: Challenges and Bright Spots

Dr. Naomi Castro and Joel Vargas

Dual enrollment is a proven strategy for success and completion, giving students “college knowledge” and experience. Some student groups particularly benefit including CTE, male, low-income, first-generation, and academically “at risk,” making dual enrollment a strong equity strategy. Jobs for the Future and the Career Ladders Project will present our most recent dual enrollment research providing: common barriers in California, examples of innovations, and an examination of policy both in California and from other states.

IDC 209

GET FOCUSED Strand

Get Focused: Launching a Freshman Transition Course for All High School Freshmen

Amy Gil

Learn the ins and outs of training your best faculty to teach the 9th grade course as well as details about the course itself which guides students to answer the questions: Who Am I? What Do I Want? and How Do I Get It?

IDC 206

STAY FOCUSED Strand

Stay Focused: Strategies for Implementing the GFSF Follow-up Modules for 10th, 11th, and 12th Grades

Erin Hansen

Learn how to effectively integrate the 16-lesson follow-up modules in an existing class. This session will be an overview of each of the three modules.

IDC 211

Get Focused...Stay Focused!® and Outcome Metrics Strand

GFSF and CDE's College & Career Indicator

Mike Vogenthaler

How is your school meeting the California Department of Education's College/Career Indicators? Students who complete the a-g approved GFSF dual enrollment course with a grade C- or better will fulfill one of the two Prepared requirements of the CCI indicator AND are eligible to earn one semester of Dual Enrollment credit (3 units) through their local community college.

IDC 223

My10yearPlan.com®: Student Support Perspectives Strand

Utilizing My10yearPlan.com® Across the High School Campus for Academic Coaching

Rachelle Fast

This session will detail successful use of the students' My10yearPlan.com®, begun in 9th grade and updated through the GFSF follow-up modules in 10th, 11th, and 12th grades by teachers, counselors, administrators, and even parents.

IDC 220

Middle School Bridge Curriculum Strand

Career Development in Middle Schools/High Schools

Karen Miles

Participants will learn how the *Building a Bridge to Your Future* curriculum helps students get excited to engage in career planning in high school and how the GFSF curriculum will move them from a direction to a destination. The session will also explore the importance of non-cognitive factors, career self-efficacy, and relevant research.



Launching your GFSF Program with a Thematic Approach*Jenn Ramos*

Hear from GFSF schools that have found creative and impactful ways to launch their initiative with a school-wide theme that builds enthusiasm, community, and vision.

BC Forum

Bringing Initiatives Together Strand

Keynote Presentation Follow-up Session with the Statewide Experts*Dr. Matthew Roberts, Donna Wyatt, and Dr. Alice Perez*

Don't miss this opportunity with our Keynote speakers to ask targeted questions about K12 Strong Workforce, the CDE's College and Career Indicator Metrics, how to boost your efforts on the CA Dashboard, and the vision for bringing Guided Pathways to K12.

11:45 AM to 12:45 PM | Breakout Session #2

IDC 215

Dual Enrollment Strand

Dual Enrollment: Program Logistics and Open Enrollment*Claudia Johnson and Anna Laven*

Learn the ins and outs of developing and sustaining a successful DE program that withstands changes in policy, leadership, and evolving initiatives.

IDC 209

GET FOCUSED Strand

Get Focused: Implementing a First-Year Experience/Student Success Course at the College Level*Julius Muniyandali*

Hear how the GFSF college curriculum is being used as a first-year experience course that covers career exploration, decision making, and student success. Students finish the course with a well-researched 10-year career and life plan and a skills-based education plan.

IDC 206

STAY FOCUSED Strand

Stay Focused: GFSF Follow-up Module 1: In-depth Curriculum Training*Erin Hansen*

Participants will explore the 10th grade follow-up module and be given pacing guides and other resources. The 10th grade module has students research high-wage, high-demand careers as well as update their 10-year Plan.

IDC 211

Get Focused...Stay Focused!® and Outcome Metrics Strand**GFSF Alignment with California Department of Education State Standards***Dr. Sherry Davis and Patrick Mair*

This session will provide an integrated crosswalk on how each chapter in all GFSF curriculum, Middle School through High School, aligns to the CA Common State Standards for: English Language Arts, NGSS, Math, History/Social Sciences, CTE Anchor Standards, College and Career Ready Practice Standards, California Standards for School Counseling Profession, and MTSS. Attendees will know how to better deliver their curriculum regardless of what their teaching and/or counseling credential subject states by better aligning their subject matter with colleagues and ensuring they are all serving their students for successful outcomes by middle school transition and/or high school graduation.



IDC 223

My10yearPlan.com®: Student Support Perspectives Strand

Using My10yearPlan.com® to Help Students Clarify Their Guided Pathway Selection

Tanja Easson

Participants will learn how to utilize the online Skills-based 10-year Plan with students to achieve a well-informed pathway decision.

IDC 220

Middle School Bridge Curriculum Strand

Overview of the *Building a Bridge to Your Future* Curriculum

Karen Miles

This session will provide an overview of the scope and sequence of the *Building a Bridge to Your Future* curriculum. Participants will be provided with pacing guides, instructional resources, best practice tips for implementation, and an overview of the instructor's guide.

IDC 217

Ramp Up Your GFSF Program Strand

Whole School Buy-in: Changing the School Culture through Family and Community Involvement

Rachelle Fast

This session will explore the powerful impact of a GFSF community effort. Learn how involving families and local industry can enhance your GFSF efforts.

BC Forum

Bringing Initiatives Together Strand

Funding Strategies: Concrete Ideas for Integrating GFSF into Existing Initiatives and the New K12 Strong Workforce Funding - Aligning with K12 SWP Outcome Metrics

Dr. Matthew Roberts and Mike Vogenthaler

GFSF provides a means for linking diverse improvement efforts across your campus and for bridging silos between CTE, general education, instruction, and student services. But what does that really look like? This session will share specific examples of how you can leverage funding, including how to write GFSF into your K12 Strong Workforce Program Letters of Intent & Application, Local Control and Accountability Plan, and the work already underway with Guided Pathways.

1:30 PM to 2:30 PM | Breakout Session #3

IDC 215

Dual Enrollment Strand

Dual Enrollment for the Get Focused Course and Stay Focused Modules

Brad Deeds, Katie Bongard, and Julie Cain

Learn how colleges can grant DE credit for the GFSF 9th grade course and for the GFSF Follow-up Modules for 10th, 11th, and 12th grades.

IDC 206

STAY FOCUSED Strand

Stay Focused: GFSF Follow-up Module 2: In-depth Curriculum Training

Erin Hansen

Participants will explore the 11th grade follow-up module and be given pacing guides and other resources. The 11th grade module helps students research STEM careers as well as learn about how to select an appropriate college major and update their 10-year Plan.



How Colleges Can Use My10yearPlan.com® to Help Students Enter Their Guided Pathway Selection

Tanja Easson

This session will show how college leadership and student affairs professionals can leverage feeder high schools' online My10yearPlans to inform student Pathway and Major decisions before they reach their campus.

Leading the Vision: The Role of the Lead Teacher

Rachelle Fast and Jenn Ramos

Learn how successful GFSF Lead Teachers implement the program and guide their colleagues and school community to a shared GFSF vision through ongoing professional development.

Building Strong Alliances: Elements Within the New K12 Strong Workforce Program & Guided Pathways

Dr. Diane Hollems, Dr. Alice Perez, and Dr. Lauren Wintermeyer Ramirez

This session will serve as a follow-on from the morning's opening keynote presentation on the new K12 Strong Workforce Program leading into community college Guided Pathways. Section 88821 of CA Education Code has been amended to establish The Strong Workforce Program as a K14 state education, economic, and workforce development initiative for the purpose of expanding the availability of high-quality, industry-valued career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees. Session participants will receive more in-depth explanation of the requirements as well as have the opportunity to ask targeted questions.

Adult Education with GFSF: Preparing Adult Students for Success in Colleges, Technical Training Programs, Work, and Citizenship

Geno Malkiewicz

Want your students to reach economic independence by working in a career that they love? Use the GFSF/Career Choices and Changes curriculum to gently guide learners through the process of making some of life's most important decisions. Students exit the 18-week course with a researched, realistic, and actionable plan for their postsecondary education, career, and lifestyle. At Elk Grove Adult and Community Education's Career and Academic Preparation (Adult Basic Education) program, we are in our fourth year of using CCC, and about 95% of our 'graduates' have implemented their plans and are persevering. After completing the course, they are now more effectively contributing to their families, schools, workplaces, and communities through education/training and/or by earning a living wage from fulfilling careers. Come and see how CCC works and how it transforms lives.

**Resources from the presentations will be available
online after the conference.**

bit.ly/GFSFconf2019



2:45 PM to 3:45 PM | Breakout Session #4

IDC 215

Dual Enrollment Strand

Dual Enrollment: Navigating the Waters of Two Educational Systems

Dr. Diane Hollems and Dr. Melissa Moreno

Beginning a DE program must start with building the critical relationships between the secondary school and community college. Other groups must be included, such as bargaining units and academic senates. With the right approach, healthy and sustained relationships can be built which lead to benefits for the respective schools and students.

IDC 209

GET FOCUSED Strand

Get Focused: Professional Development Options to Get Your Entire Team Trained to Implement GFSF

Dawn O'Bar, Bob Hawkes, and Amy Gil

This session will detail workshops, webinars, conferences, online training, and training for counselors in how to use the students' 10-year Plans. Learn about the plethora of training opportunities for K-12 and college faculty, counselors, and administrators.

IDC 206

STAY FOCUSED Strand

Stay Focused: GFSF Follow-up Module 3: In-depth Curriculum Training

Erin Hansen

Participants will explore the 12th grade follow-up module and be given pacing guides and other resources. The 12th grade module guides students to learn about college support systems, financial aid, college applications, mock interviewing, and update their 10-year Plans as well as build a Skills-based Education Plan.

IDC 211

Get Focused...Stay Focused!® and Outcome Metrics Strand

Dual Enrollment as a Strategy for Guided Pathways Design and Implementation

Darla Cooper and Anna Laven

A highly structured approach to student success, the Guided Pathways framework provides students with a set of clear course-taking patterns and integrated support services to streamline their community college experience. One key element of the Guided Pathways framework based on the GP self-assessment is intersegmental alignment—where colleges engage in systematic coordination with K-12, four-year institutions, and industry partners to inform program requirements. This session will provide a snapshot of where California Community Colleges (CCCs) are in terms of intersegmental alignment based on their baseline GP self-assessments accompanied by an example of how one California Community College is using dual enrollment as a strategy and related data to support efforts related to Guided Pathways. Attendees will be invited to share their own experiences and learn about other colleges' intersegmental alignment efforts.

IDC 223

My10yearPlan.com®: Student Support Perspectives Strand

The College Counselor's Use of My10yearPlan.com®

Dr. Lauren Wintermeyer Ramirez

Incorporating the 10-year Plan into advising for new students can lead to the development of abbreviated and comprehensive education plans that better fit the short and long-term goals of your matriculating students. When students have made informed decisions about their future, counselors can provide more relevant and robust resources to support student success in college and career.



Meet the Pros: A Conversation with Mentor Teachers*Rachelle Fast, Jenn Ramos, Mike Vogenthaler, and Kari Rosson*

This session will be a deep dive opportunity for Q & A with our most experienced GFSF high school teachers and administrators.

BC Forum

Bringing Initiatives Together Strand

Crosswalk Showing how GFSF Meets the Guided Pathways Pillars*Dr. Matthew Roberts and Dr. Alice Perez*

During this session, we will explore how to build on our past efforts and evolve our thinking about how students are recruited to, enter, and progress through our colleges so they complete their goals at markedly higher rates. We will begin by exploring a story of one college's journey to increase outcomes and will set the table for an exploration of guided pathways by focusing on the issues of economic mobility and equity and intersegmental alignment.

IDC 220

Adult Education with GFSF Strand

Adult Education with GFSF: Preparing Adult Students for Success in Colleges, Technical Training Programs, Work, and Citizenship*Geno Malkiewicz*

Want your students to reach economic independence by working in a career that they love? Use the GFSF/Career Choices and Changes curriculum to gently guide learners through the process of making some of life's most important decisions. Students exit the 18-week course with a researched, realistic, and actionable plan for their postsecondary education, career, and lifestyle. At Elk Grove Adult and Community Education's Career and Academic Preparation (Adult Basic Education) program, we are in our fourth year of using CCC, and about 95% of our 'graduates' have implemented their plans and are persevering. After completing the course, they are now more effectively contributing to their families, schools, workplaces, and communities through education/training and/or by earning a living wage from fulfilling careers. Come and see how CCC works and how it transforms lives.

Support School Culture with Get **Focused![®]**

See a Get Focused...Stay Focused!® program in action and learn from program administrators, teachers, and students!

Sierra High School

1700 Thomas Street
Manteca, CA 95337

\$249 *registration, which
includes resource materials*

Teams are highly recommended

Learn more and register at
aiworkshops.com/visitmanteca.html

**February 28
& March 1**



Visit the E-Center

*Stop by for a demo or to get answers
to your My10yearPlan.com® questions.*

Thursday in IDC 222 & Friday in Garvin Lobby



Facilitated Planning Conversations | Day 2

IDC 220

Crafting your K12 SWP Proposal with GFSF as a Foundation

Facilitated Conversation

In this session, you will receive guidance in how to develop your SWP proposal using resources available through GFSF. The timing of this session is truly serendipitous as Letters of Intent are due Friday, January 4th. Edits could be made along with final submittal during this session! **Just remember to bring your laptop!**

IDC 222

Planning your K14 Guided Pathways Collaboration using GFSF to Clarify the Path

Facilitated Conversation

As your partnerships outline and/or expand their plan for Guided Pathways implementation, this session will provide tangible resources for incorporating GFSF into the foundational pillar of Guided Pathways. Learn how to partner effectively with your K-12 partners to ensure that students enter college with a plan for success, knowing the “why” behind their chosen pathway.

IDC 223

Integrating Dual Enrollment into your GFSF Program

Facilitated Conversation

Developing a dual enrollment program involves building strong intersegmental relationships, detailed strategic planning, and keen attention to Education Code. This session will guide you through the key steps of program development, highlighting the numerous benefits to students who have early access to college via dual enrollment.



Focus on **FRESHMEN** 2019

Santa Barbara, CA

12 Exciting 2-Day Institutes for High School and College Educators

March 19th & 20th

My10yearPlan.com® Advanced*
*How to Use the Online 10-Year Plan to
Make Informed Decisions on
Student Progress and Education Plans*

How to Implement the Freshman Course
*Chapter-by-Chapter Introduction for
Instructors Using the **Career Choices** Series*

**How to Implement a 2- to 3-Unit
College Freshman Course**
*Instructional Strategies for Student Success/
First-Year Experience Courses*

March 21st & 22nd

TIPS: Teaching Insights, Practices, & Solutions*
*for Experienced **Career Choices** Instructors*

My10yearPlan.com®
*Hands-On Exploration of a
Comprehensive Planning Tool*

**Start-Up Strategies for Principals
and Administrators***
*Developing Your Strategic Plans for
Building Your School-Wide Team*

April 2nd & 3rd

**Career Choices Lead Administrator/
Teacher Institute**
*for Educators Responsible for
Professional Development*

How to Implement the Freshman Course
*Chapter-by-Chapter Introduction for
Instructors Using the **Career Choices** Series*

**School-Wide Guidance Strategies for
Instructional Leaders***
*Strategies for Counseling and Academic Coaching
Using the 10-Year Plan*

April 4th & 5th

**Building a Bridge Between Middle School
and High School***
How to Implement a Bridge Program

**Implementing the Stay Focused!
Follow-Up Modules**
in the 10th, 11th, and 12th Grades

Freshman Transition Leadership Institute
*by George Washington University's
Freshman Transition Initiative*

* New Focus on Freshmen Institutes for 2019

Great Value for Individuals & Teams

Only \$295 for the first 2-day institute

\$165 per institute for additional institutes for the same attendee
Teams of three or more receive a 20% discount!

Extend your time in Santa Barbara to take advantage of one of our institute packages.

Details are at www.focusonfreshmen.com/2019institutes/packages.html.



FocusOnFreshmen.com/2019institutes

How is the **Get Stay Focused!**® Initiative Different from Other College and Career Ready Programs?

Get Focused...Stay Focused!® (GFSF) supports what research says is best for students.

- ✓ GFSF is designed for **ALL students** rather than a select few or a special population.
- ✓ GFSF is a **whole-school redesign project** with a continuum covering the four years of high school.
- ✓ GFSF is a curriculum-based effort, with **comprehensive instructional materials** for each grade in high school.
- ✓ The curriculum materials address **rigorous standards** and is **A-G approved (Area G)**.
- ✓ High school students graduate **with two vital and unique planning documents**: a dynamic 10-year career and life plan and a self-articulated Skills-based Education Plan.
- ✓ The keystone of the GFSF program is a **10-year career and education plan** that is broader than the four-year education plans commonly used by high schools and colleges.
- ✓ Students' online 10-year Plans can be used by **all instructors and counselors for advising and academic coaching**.
- ✓ A **mobile app** provides portability and just-in-time access to the 10-year Plan.
- ✓ Students develop a long-range **Skills-based Education Plan** that promotes successful entry into the workforce rather than a traditional Student Education Plan that focuses solely on graduation.
- ✓ The coursework for GFSF supports the **development of the higher-order thinking skills** required in the 21st century workforce.
- ✓ The GFSF program is the **"missing link" for career academy and pathway programs**.
- ✓ Meets the **highest College/Career Indicator (CCI) performance level of Prepared**.
- ✓ The GFSF program is designed as a viable **dual credit opportunity** (dual enrollment and articulation).
- ✓ Designed so schools can launch quickly and efficiently, GFSF has one of the most **comprehensive professional development** programs available.
- ✓ The GFSF program **flips the college decision-making paradigm** and increases the percentage of students entering college with an **informed, declared major and an online 10-year Plan**.

The **Get Focused...Stay Focused!**® program changes the culture of your school!

When students have completed the comprehensive guidance coursework and their **online 10-year Career and Skills-based Education Plans**, every adult in the high school can personalize their work with each student.

For details about each of the above points, visit

www.academicinnovations.com/difference

HOW IS YOUR SCHOOL MEETING THE CALIFORNIA DEPARTMENT OF EDUCATION COLLEGE/CAREER INDICATOR?

When your school adopts the **Get Focused!®** program model,
your students will be on track to
meet the **PREPARED** level of postsecondary readiness!

College/Career Indicator

PREPARED

Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics

Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams

International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams

Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded

University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below

Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
 - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
 - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

Source: California Department of Education (November 2017), *College/Career Indicator*. Retrieved from <https://www.cde.ca.gov/ta/ac/cm>.

Students who complete the *Get Focused...Stay Focused!®* course with a grade of C- or better will fulfill one requirement of the College/Career Indicator **AND** are eligible to earn one semester of college credit (three units) through their local community college.

To learn more, contact Dr. Monica Carmo ~ 800.967.8016 or monica@academicinnovations.com

COLLEGE/CAREER INDICATOR PREPARED LEVEL

Students who complete the *Get Focused...Stay Focused!*® course with a grade of C- or better will fulfill one requirement of the College/Career Indicator **AND** are eligible to earn one semester of college credit (three units) through their local community college.



HIGH SCHOOL DIPLOMA

Only graduates can be classified as Prepared (or Approaching Prepared).

+ one of the following



CTE PATHWAY COMPLETION

Finishing a sequence of courses totaling at least 300 hours and completing a capstone course with a grade of C- or better



one of the following



SMARTER BALANCED SUMMATIVE ASSESSMENT

Score of level 3 (standard met) or higher in both ELA and math



ADVANCED PLACEMENT

Score of 3 or higher on two AP exams

INTERNATIONAL BACCALAUREATE

Score of 4 or higher on two IB exams



COLLEGE CREDIT

(academic or CTE) with a grade of C- or better and earn college credit for two semesters or three quarters



A-G REQUIREMENTS

Complete a-g requirements with a grade of C- or better



one of the following



SMARTER BALANCED SUMMATIVE ASSESSMENT

Score of level 3 or higher in ELA or math AND score of level 2 or higher in ELA or math



COLLEGE CREDIT

(academic or CTE) with a grade of C- or better and earn college credit for one semester or two quarters



CTE PATHWAY COMPLETION

Finishing a sequence of courses totaling at least 300 hours and completing a capstone course with a grade of C- or better



SMARTER BALANCED SUMMATIVE ASSESSMENT

Score of level 3 or higher in ELA or math AND score of level 2 or higher in ELA or math



ADVANCED PLACEMENT

Score of 3 or higher on one AP exam

INTERNATIONAL BACCALAUREATE

Score of 4 or higher on one IB exam



COLLEGE CREDIT

(academic or CTE) with a grade of C- or better and earn college credit for one semester or two quarters




CRITERIA KEY



Coursework

Assessment

Lesson #	Follow-up Module 1: Developing Attitudes & Aptitudes that Promote College & Career Readiness	Follow-up Module 2: Determining Your Informed Major & Post-Secondary Education Path	Follow-up Module 3: Preparing to Act on Your 10-Year Education & Career Plan
1	Reviewing Your 10-year Plan & Analyzing How You've Changed 	Reviewing Your 10-year Plan & Analyzing How You've Changed 	Updating Your 10-year Plan & Your Education Plan 
2	Updating the 10-year Plan to Bring into Perspective Who You are Today 	Revisiting Keystone Topics: My Skills Inventory & Counseling with Your 10-year Plan 	Building a Skills-based Education Plan: A Road Map for Self-directed Learners 
3	Which Careers Will Have the Highest Demand in the Next Decade? 	Learn about STEM-related Careers on the Department of Labor Web Sites 	Back-up Plans: Critical to Navigating Your Education & Career 
4	Creating a Career Interest Survey for a High-Demand Career of Interest 	Creating a Career Interest Survey for a STEM Career & Reaffirm/Change Your Chosen Career Path 	Time to Take Action: Developing Your Action Plan Checklists 
5	Writing an Education Plan for a High-Demand Career 	Your Education Plan & Transferable Skills 	Developing Your College Planning Timeline & Action Plan 
6	Developing an Education Plan & Course Schedule for a High-Demand Career 	Choosing a Major to Match Your Chosen Career 	Seeking Letters of Recommendation
7	Writing the Autobiographical Statement for Your 25 th High School Reunion	Choosing a College to Match Your Chosen Career 	Finalizing Your Application Essay
8	Lesson 7 continued Presentation of autobiographical statements in class	Examining Colleges that Offer Your Chosen Major & are Close to Home 	Research Scholarships Online
9	Lesson 8 continued Presentation of autobiographical statements in class	Examining Colleges that Offer Your Chosen Major & are Within Your Budget 	Apply for Financial Aid & Scholarships
10	Which Post-Secondary Option is Right for You? Starting Your Education Plan 	Comparing Colleges to Find the Right Match 	Complete College Applications
11	How to Conduct Online Research for Post-Secondary Options 	Getting Ready for the Application Process & the College Acceptance Probability Worksheet 	Writing Your Resume, Cover Letters, & Thank-you Letters
12	Lesson 11 continued 	Writing the College or Scholarship Essay: Your Outline	College or Career? It's Not an Either/Or Choice 
13	How to Afford College Regardless of Individual Circumstance 	Writing the College or Scholarship Essay: Your First Draft	Write a Student Education Plan (SEP) 
14	Do You Have the Preparation to Get into the College or Job of Your Choice? 	Creating a Timeline for Applying to College, Financial Aid, and Scholarships 	Apply for Jobs and Prepare for Interviews
15	Online Research of Post-Secondary Schools' Admission Requirements 	Updating Your Resume for Applying to College, Scholarships, & Summer Jobs	Build a College Schedule
16	Update Your Online 10-year Plan to Guide You in Making the Best Life Choices 	Updating My 10-year Plan and Portfolio 	Your Portfolio for Success: Updating Your 10-year Plan, Now and in the Future 

The  denotes keystone lessons. In the event that it is not possible to cover all 16 lessons in the time available, the keystone activities should be given priority as you are planning.

Get Focused...Stay Focused!®
www.getfocusedstayfocused.org

UNIQUE TO THE *GET FOCUSED...STAY FOCUSED!*® PROGRAM

THE SKILLS-BASED EDUCATION PLAN

prepares students with the skills, attitudes, and aptitudes to complete postsecondary education/training and transition successfully into employment in a competitive workplace.

How is a Skills-based Education Plan different from the traditional Student Education Plan (SEP) used in most colleges today?

Traditional MAJOR-BASED EDUCATION PLAN Courses are based on the graduation requirements of a "declared" major	Progressive SKILLS-BASED EDUCATION PLAN Courses are based not only on major but also on the skills required for a chosen career path
Institution-directed learning	Student-directed learning
Four-year education plan	10-year career and education plan that is updated throughout a lifetime
Goal: To graduate from college or trade school	Goal: To graduate from college or trade school with the skills for a chosen career path
College courses taken for credit toward a certificate or degree in a major	In addition, student uses diverse learning settings and tools, some for credit and others not, and the skills learned are transferable to a chosen career
Academic-department centric	Interdisciplinary
Subject-based learning	Project-based learning
Study skills focus on excelling in an academic setting	Study skills focus on life-long learning strategies for the self-directed learner and strategies are applicable to both academic and workplace settings
The institution is responsible for the development of learning plans based on the requirements of the major	In addition, the student is responsible for development of their own learning plans based on their chosen career
Result: A general education plan which may or may not have meaning to the student and, therefore, may impact their motivation to follow through	Result: A personalized education plan that is meaningful to the student who will, therefore, take ownership of the outcome
Potential: Without career goals or a clear understanding of the role a good education plays in life satisfaction, the student is at higher risk of dropping out	Potential: With a 10-year plan that includes a career focus and lifestyle expectations, the student understands the consequences of dropping out and is more likely to persist and graduate
Result: Student enters a workforce that demands skills the student may not have	Result: Student has the opportunity to develop the skills required for their chosen career by following their Skills-based Education Plan
Potential: Under-employment due to lack of skills	Potential: Can compete for jobs in their chosen career field because they have the necessary skills

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Using *Career Choices and Changes* and *My10yearPlan.com*®, students will quickly develop the mindset and strategies required for 21-century jobs.

Ryan Duggan's 10-year Plan Summary

I am a student and expect to graduate in 2020.

MY 10-YEAR GOAL

My 10 year goal is to be able to establish myself financially, buy my first house, and begin the process of opening my own orthodontics practice.

MY MISSION IN LIFE

My mission in life is to have a successful career and be able to support a happy and healthy family.

MY DEFINITION OF SUCCESS

To be constantly trying to achieve your own personal goals and dreams, endlessly learning along the way.

MY CAREER CHOICE

Dentist

MY EDUCATION AND TRAINING GOALS

From my research this is the amount of education and/or training I need to complete to get an entry-level job in this field.

Education and Training	Duration
Bachelor Degree	4 Years
Masters Degree	2 Years

MY SKILLS INVENTORY

MY SKILLS INVENTORY		TRANSFERABLE SKILLS		
SKILLS I HAVE	HOW I USE THEM	CHOSEN CAREER Dentist	BACKUP 1 Financial Advisor	BACKUP 2 Pharmacist
ability to adapt to new environments			X	
active learning	I will use my active learning to constantly make developments in my education and knowledge.	X	X	X
active listening	I will use my active listen to listen to clients or patients wishes.	X	X	X
computer skills	I will use my knowledge of computers to	X	X	X
computer storage devices	I will use my knowledge of computer storage devices to keep important records pertaining to a company and my clients.	X	X	X
coordination	I will use my skill of coordination to build schedules and plan my time.	X	X	X
database	I will use databases to study and continue my pursuit of constant education.		X	
determination	I will use my skill of determination to always work hard at my job.	X	X	X
digital camera	I will use my knowledge of digital cameras to document any career related things that need to be documented.	X		
editorial skills	I will use my skill of editing to ensure that my work is professional.		X	
electronic presentation	I will use my skill of electronic presentations to teach others.	X		
e-mail management	I will use my skill of email management to communicate with coworkers and clients.	X	X	X
fitness	I will use my fitness to stay healthy.	X		X
flexibility	I will use my skill of flexibility to create schedules and find ways to work around others.			X
hard work	I will use my skill of hard work to ensure that I get all of my work done within the day, and that I never have to bring work home.	X	X	X
instructing	I will use my skill of instructing to help teach others.		X	
keyboarding (at least 50 wpm)	I will use my skill of keyboarding to communicate efficiently and save time on emails and records.	X	X	X
love of learning	I will use my love of learning to continue developing my knowledge.	X	X	X

MY PERSONAL PROFILE

Roles

Student
Friend
Sister

Nanny
Niece
Girlfriend

Nonprofit Thrift Store Volunteer
Cousin
Mountain Biker

Daughter
Editorial Associate
Runner

Skills & Aptitudes

Working with others
Meeting deadlines
Fitness

Planning
Problem solving
Time management

Communication
Organization
Computer skills

Reliable
Teamwork

Personality & Strengths

Independent
Curious
Balanced

Self-motivated
Intuitive
Honest

Hardworking
Dependable
Organized

Intelligent
Active
Perfectionist

Values

Family
Adventure
Exercise

Friends
Independence
Health

Strength
Exploration

Knowledge
Natural beauty

Passions

The Outdoors
School
Cars

Riding my bike
Learning
Animals

Running
Politics

Hiking
Biology

THE LIFESTYLE I WANT

RELATIONSHIPS

I want to be married and have 2 children.

The people I would like to have as friends: I would like to be friends with honest individuals who are down to earth, caring, and dependable. I would like to be able to spend at least **30 to 40 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: My mission in life is to always be learning and improving whatever my focus is. I would like to make a commitment to have all of my education done within 6 years, and be working and saving by age 25.

PERSONAL

On average, each week I'd like to spend **6 to 10 hours on recreation**, **6 to 10 hours on individual pursuits** and 6 to 10 hours contemplating and relaxing. *I would like to have the following flexibility:* I would like enough flexibility in my life allowing me to spend time with family and travel, but not too much to the point of boredom. *When it comes to "pace" I consider myself:* I am a high energy but focused person who plans on living a fast paced life. I plan to meet my spiritual needs by: I am unsure of this at the moment.

MATERIAL ITEMS

I envision myself living: I would like to live in the mountains, in a little cabin that is cozy and homey, but decorated nicely. I would like to have property and be able to garden in my free time. Once I'm working in my chosen field for a few years I would like to be making: I would like to reach an upper class income. *The possessions that are most important to me are:* I would like to have a small cabin, multiple cars, and a garage full of bikes.

THE BUDGET TO SUPPORT MY LIFESTYLE

My total monthly expenses, for the lifestyle I envision for myself and my family is **(Not Answered)** per month. Therefore, I (we) need to earn the following salaries (pre-tax) to support this lifestyle:

One Income Earner in the Family: I need to earn at least \$164,131.50 per year, to support the lifestyle described in my budget narrative.

Two Income Earners in the Family: If I am married and we both work, on average we each need to earn at least (Not Answered) per year to support the lifestyle described in my budget narrative.

MY BUDGET NARRATIVE

Today I am 38 years old. In 10 years, when I am 48 years old, this is how I would like my life to look.

FAMILY PROFILE

In my ideal situation, I plan to be **married**, have **2** children ages **3, 1**. I plan to live in: I would like to live in the mountains in a small, cozy cabin, to satisfy both my love of the outdoors and the activities that I enjoy.

HOUSING

I envision living in a A cabin with 3 bedrooms, 2 bathroom(s), loft areas and a wood burning fireplace. I would also like the cabin to be weatherized and have nice furniture/appliances. I plan to spend **\$3,005.00** per month for all housing expenses.

TRANSPORTATION

I plan to get around by walking , bicycle , public transportation , my own car, previously owned .

I plan to own at least one car described as a **2016, Volkswagen, golf**. My budget will include driving **1000** miles per month

My total transportation costs per month will be **\$1,115.00**

CLOTHING

For clothing, I plan to , sew for the family , purchase recycled clothing , buy from discount or economy catalogs and stores , always buy on sale , buy from department stores and boutiques , buy designer fashions . I would like to have A moderate-size wardrobe. Our total family monthly budget for clothing will be **\$225**.

FOOD

My food budget is based on The Liberal Plan. Flexitarian may increase my food budget from this plan. My monthly food budget is projected to be \$1001.

SUNDRIES

I plan to budget \$100 each month for Sundries.

ENTERTAINMENT AND RECREATION

My Entertainment and recreation budget of **\$1300.00** includes: eating out at restaurants ; attending concerts ; my children's activities ; entertaining friends ; my hobby or sports

VACATIONS

I plan to take vacations **Every six months**. I hope to afford to take: camping/hiking ; car trips to places of interest. I will save **\$250** each month toward my vacations.

CHILDCARE

By the time I am **48** years old, I hope to , have **2** children ages **3, 1** . My plans for childcare are A private nursery school or day care center . I will need to budget **\$1726** for their childcare requirements.

HEALTH CARE

For my health care I want ; government-subsidized free clinics ; Health Maintenance Organization care ; private physician and dentist . I plan to budget \$1520 for healthcare costs.

FURNISHINGS

While I plan to have most furnishing by age **48**, I expect to save **\$100** a month for replacements/new furnishings/equipment.

SAVINGS

Each month I will set aside \$500 in a savings account for the purpose of: emergencies ; repairs, replacements, or major purchases ; Children's college , retirement , income cushion .

MISCELLANEOUS

In addition I will budget \$300.00 per month for all those other expenses such as: holiday gifts ; pets ; contributions and charitable giving , private schooling for my children , high tech Services .

MY CAREER AND LIFESTYLE GOALS

Your lifestyle goal: Live a healthy lifestyle by exercising and eating well every day throughout the next ten years.

Objectives:

1. Run on dirt 2-3 times a week.
2. Ride my bike, road or mountain, 2-3 times a week.
3. Eat healthy, mostly fruits, veggies, and proteins, every day and stay away from artificial foods/gluten during the week.

Your lifestyle goal: Always make time to spend with family and friends for a couple hours each day.

Objectives:

1. When at work, work effectively and efficiently during each hour of my day to allow for time outside of work.
2. Never take work home, always leave it at the office at the end of the day.
3. When spending time with family, be present with them and maximize the time and energy I am spending with them.

Your lifestyle goal: To be employed with a good job by 25, earning enough to support myself and my lifestyle.

Objectives:

1. Go to University of Washington for 4 years to obtain an undergraduate degree by the time of graduation.
2. Apply to 5 different post graduate and dental schools throughout my senior year in college.
3. Stay determined and always be looking forward to the many opportunities that I may come across in life.

THE WORK CONDITIONS THAT MATCH MY PERSONALITY

MY IDEAL CAREER

I would like to work for myself. I would like to make people feel better. I would like to be recognized in the community for my work. I would like a job that lets me put my family duties first. I want to be married. I want to have children. The skills I have or would most like to acquire include: Sales, hard work, knowledge, teamwork speaking, time management

MY ACTION PLAN FOR THE NEXT 10 YEARS

YOUR 10-YEAR GOAL

My 10 year goal is to be able to establish myself financially, buy my first house, and open my own orthodontics practice.

YEAR ONE

Education and training: Attend University of Washington and graduate with a degree in Business Administration.

Living arrangements: On campus dorm housing

Employment: On campus job in a cafe.

Finances: Save all earnings.

YEAR TWO

Education and training: Attend University of Washington and graduate with a degree in Business Administration.

Living arrangements: Off campus college housing.

Employment: On campus job in a cafe.

Finances: Save all earnings.

YEAR THREE

Education and training: Attend University of Washington and graduate with a degree in Business Administration.

Living arrangements: Off campus college housing.

Employment: Find an internship that relates to dentistry or business administration.

Finances: Continue to save earnings and invest in the stock market.

YEAR FOUR

Education and training: Attend U of W and graduate with a degree in Business Administration. Apply to dental school.

Living arrangements: Off campus college housing.

Employment: Find an internship that relates to dentistry, and more specifically orthodontics.

Finances: Continue to save earnings and invest in the stock market.

YEAR FIVE

Education and training: Dental School

Living arrangements: Apartments near graduate school.

Employment: Find an internship in orthodontics.

Finances: Continue to save and start supporting myself off of my savings.

YEAR SIX

Education and training: Graduate from dental school.

Living arrangements: Apartments near graduate school.

Employment: Finances: Continue to save while supporting myself off of my savings.

YEAR SEVEN

Education and training: On the job training in an orthodontics office.

Living arrangements: Apartments close to job opportunities.

Employment: Begin working in an orthodontics office.

Finances: Continue to save while supporting myself off of my savings.

YEAR EIGHT

Education and training: On the job training in an orthodontics office.

Living arrangements: Apartments close to job opportunities.

Employment: Continue to work in an orthodontics office.

Finances: Be able to support myself with the salary that I am earning.

YEAR NINE

Education and training: On the job training in an orthodontics office.

Living arrangements: Apartments close to job opportunities.

Employment: Continue to work in an orthodontics office.

Finances: Be able to support myself with the salary that I am earning.

YEAR TEN

Education and training: Begin the process of opening my own practice.

Living arrangements: Buy first house.

Employment: Be a self employed orthodontist.

Finances: Be able to support myself with the salary that I am earning.

PURPOSEFUL PLANNING

for administrators of a *Career Choices* series program

1. **Build a Get Focused...Stay Focused!® community.**

Get everyone in your community involved in this game-changing effort—students, parents, school board members, all faculty and staff, employers, community members, etc. Make all stakeholders aware of the process behind the 10-year Plan and encourage community members to ask about the 10-year Plans when students apply for jobs, scholarships, or college entry. The more people in the community ask about the 10-year Plan, the more students will value the process.

Create buy-in for your efforts by sharing the video at www.academicinnovations.com/what-is-gfsf.

Get the community involved to help recognize and support students' work on their 10-year Plans.

2. **Carefully consider the course name.**

The name of your course needs to convey to students that the course is important, different, desirable. You also need to look down the road a bit. What if your course becomes a graduation requirement or is offered as an elective to students in upper grades? If you use the word “freshman” in the title, students who take the course as upperclassmen may be put off by the name.

A few suggestions: Success 101, Get Focused, Post-Secondary & Career Readiness.

3. **Plan for quality professional development and ongoing support for solid implementation.**

The process taught through the *Career Choices* series course is unlike any other, so planning for training and ongoing support for your instructional team is key to reaching your program goals. A quality professional development experience is most effective when it is grounded in specific course content (rather than theory) and provided by certified trainers or a trained lead teacher. Consider booking a customized 2-day implementation training for your team, sending teachers to institutes annually, and encourage them to make use of complimentary curriculum support, which is always available.

Professional development options at www.aiworkshops.com and support is available at [800] 967-8016.

4. **Give teachers & students enough time to complete this important course.**

When looking at the master schedule, make sure you are providing ample instructional hours to cover the content in the *Career Choices* series text; remember that the goal is for all students to leave class with a self-articulated 10-year Plan. Try not to require that teachers cover too much content from other sources because they will already need to adjust their pacing for testing, field trips, pep rallies, etc.

Set your sights on the end goal: ALL students develop their own 10-year Plan.

5. **Consider a first semester start for ALL students.**

If possible, schedule all sections of this course for the first semester of the school year. Understandably, schools with semester-long courses may hope to divide the sections across first and second semester. Unfortunately, by the start of the second semester, some students may have already fallen behind or failed required coursework.

Ideally, all entering students start with a *Career Choices* course to promote success.

for implementing a freshman transition course in your school

Step 1: Gather your resources. Download a copy of the Standards for a Freshman Transition Course and sign up for the Principals' Forum of the Freshman Transition Initiative at www.freshmantransition.org. You can also download a PowerPoint presentation to be used in Steps 2 and 4.

Step 2: Create a vision. Present the 10-year education and career plan concept and the Freshman Transition Initiative in a school-wide meeting. Generate interest around what students will gain from creating a comprehensive 10-year plan, and cast a vision for how the plan can be used by all instructors to motivate students to higher academic achievement (see Steps 8 and 9).

Step 3: Form a team of champions. Form a committee of your most innovative teachers to develop a plan for instituting a standards-driven, Freshman Transition course that culminates in the development of a 10-year education and career plan for all incoming freshmen (whether it is completed in grade 8 or 9). Their duties should include formulating and assisting with Steps 4, 5, 6, 8 and 9.

Step 4: Generate community buy-in for the new course and the 10-year plan. With your team, make presentations to parents, community groups, and your school board. Lobby your school board to consider mandating a semester or yearlong classroom-based Freshman Transition course for all students in either grade 8 or 9.

Step 5: Identify a curriculum that will accomplish your course goals. Good curriculum is one with scope and sequence, where it is apparent to the learner what the results are for their efforts (in this case, a comprehensive—yet flexible—10-year plan for students' transition into adulthood). Seek out resources that provide your teachers with the textbooks and materials required. Support your team in finding the best tool they can that meets the Standards for a Freshman Transition Course.

Step 6: Recruit your most enthusiastic teachers to conduct the course. This kind of course requires a high level of teaching skills. Ideally, by this time, your team of champions will become your pool of potential instructors. When recruiting, don't make the mistake of assigning the newest teachers or the least skilled. In addition, provide course continuity by identifying a lead teacher who will commit a minimum of four years to the project. Provide him or her with the release time needed to train and to support both the course instructors and the School-wide Initiative (see Step 8).

Step 7: Provide professional development and course planning time. In order for course instructors to develop a comprehensive, rigorous classroom experience, they will need professional development and course planning time, particularly during the first year. Arrange schedules so all course instructors have at least one common prep time each week in which to meet and discuss the progress of their efforts. Send the complete team to appropriate workshops and conferences.

Step 8: Make your Freshman Transition Initiative a School-wide Initiative. Provide professional development to all instructors on how to best use and support their students' 10-year plans. Because it is important for students to reassess their goals each year, develop a system in which each student revisits and updates their 10-year plans at least once per year within their sophomore, junior, and senior coursework. Ask each department to identify where they can assist in this project.

Step 9: Share all students' 10-year education and academic plans. Provide teachers with immediate access to each of their students' current 10-year plans. Every teacher then has increased insight when counseling and personalizing their efforts with each student. If a student is failing a course that is required for their desired career goal, any academic teacher, upon reviewing the student's 10-year plan, is in the position to counsel that student and either help them make up the deficit or rewrite their plan with altered expectations.

Step 10: Recognize and reward. To maintain the energy of your best instructors and to keep the enthusiasm of the total school community high, it is important to reward and recognize excellence. One way to do this is to invite your local newspaper and news channel to cover your Freshman Transition Initiative once it is up and running, with periodic updates. Encourage your lead teacher to attend conferences and make presentations about your school's efforts. Ask students to vote each year on the teacher in each grade who most supports their dreams, and then recognize those "dream catchers" at a year-end assembly.

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For additional details, visit www.freshmantransition.org.

NEW

MIDDLE SCHOOL CURRICULUM

from the Creators of the Award-winning *Career Choices* Series

Co-authored by best-selling *Career Choices* author Mindy Bingham and Karen Miles, a career counselor with over 25 years of working with different student populations in K-16, the NEW middle school workbook ***Building a Bridge to Your Future*** is designed to do three very important things:

- 1** Prepare students to engage in a rigorous career exploration, decision-making, and planning process in high school.
- 2** Raise the self-efficacy of students so they believe that they can be successful in high school and beyond.
- 3** Introduce students to the 10-year planning process and get them enthused about becoming long-range planners and self-directed learners.

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Too many middle school students believe that they will not be successful in high school. This curriculum addresses those fears by helping students understand more about their attitudes, self-concept, self-motivation, and self-management. Concepts are introduced in the context of planning for the future, so students are more likely to embrace and practice what is learned.

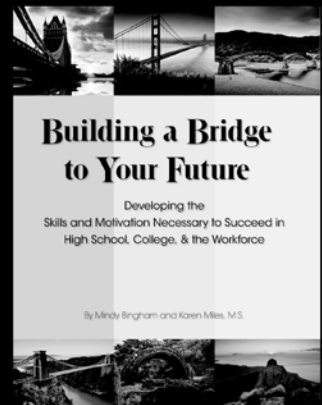
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Best Practice Template: How *Get Focused...Stay Focused!*® and My10yearPlan.com® support the four Guided Pathways Practice Areas and other recommended strategies

Guided Pathways Practice Areas	Pages from Executive Summary	Get Focused...Stay Focused!® (GFSF) and My10yearPlan.com®	Get Focused...Stay Focused!® (GFSF) Program Resources
Mapping pathways to student end goals	pp. 2/3/4	When students take a Student Success Course (either prior to high school graduation or during their first term of college) and complete their online 10-year Career and Skills-based Education Plan, which is unique to the GFSF program, they have developed a comprehensive education plan to achieve their end goal for a self-sufficient future. Their plan will include in-school coursework as well as extracurricular strategies for mastering the skills required for their chosen career.	Career Choices and Changes Student Workbook My10yearPlan.com® Interactive My10yearPlan.com® app Career Choices and Changes Instructor's Guide (online)
Helping students choose and enter a program pathway	pp. 2/4/5	Upon completion of their coursework (either prior to high school graduation or at college) students have discovered —through a comprehensive decision-making process—the career pathway that meets their lifestyle goals, aptitudes, and fiscal requirements. Too many career exploration programs use online assessments that defer to algorithms rather than adult advocates when advising students. After answering a string of multiple-choice questions, the computer magically maps an education or career path for the student. This can be a weakness of a guided pathway program. In contrast, the GFSF program was designed to teach students a decision-making process in which they employ their own brainpower to analyze, synthesize, and evaluate life choices before developing their own strategic education and career plan. The learner can use this in-depth model throughout their life as they navigate our fast-changing workplace and society.	Upon completion of the course, students have two vital and unique documents: their dynamic 10-year Career and Life Plan along with their Skills-based Education Plan . This is made possible through the delivery of comprehensive guidance coursework designed in a scope and sequence fashion that is not only developmentally appropriate but also reinforces the critical and creative thinking skills coveted in today's workplace. Through this in-depth planning process, students build the intrinsic motivation necessary to succeed.
Keeping students on path	pp. 2/5/6	Through the GFSF program, secondary and postsecondary counselors receive professional development on the use of the online 10-year Plan for advisement with students. Academic instructors also receive professional development on the use of the 10-year Plan for academic coaching. Once students complete the classroom-based comprehensive guidance freshman course, they understand the consequences of not completing their education and are less likely to drop out.	Professional development opportunities (includes face-to face, webinar, and online learning options) for counselors and for academic instructors.
Ensuring that students are learning	pp. 3/6	For both high school and college students taking the curriculum , a key aim is the development of self-directed learners who have the ability to self-advocate for the educational options they require both in school and out of school. In the development of their Skills-based Education Plan, based on a chosen career path, students will have the knowledge required to make informed choices so they complete their education or training with the skills to be employable in a highly competitive workforce. Unlike online programs, the GFSF program is delivered intentionally and directly by a classroom teacher who monitors that students are learning and provides personalized feedback. Students learn through classroom projects and contextualized learning experiences, such as job shadows and mock interviews, as well as through formal presentations and the development of a personal portfolio. In this way, students also observe and apply transferable skills with practice time in the classroom.	The keystone of the GFSF program is the online 10-year career and skills-based education plan , which is broader than the four-year education plans commonly used by high schools and colleges. Students develop and then upgrade and enhance an online 10-year Plan of their own creation . This tool is designed to propel them from high school graduation into and through college or postsecondary training and, most important, into employment that leads to economic self-sufficiency and life satisfaction.

Guided Pathways Practice Areas	Pages from Executive Summary	Get Focused...Stay Focused!® (GFSF) and My10yearPlan.com®	Get Focused...Stay Focused!® (GFSF) Program Resources
Managing the Change Process			
Creating a climate for change	pp. 6/7	<p>The GFSF program changes the culture of the high school: it changes the way students invest their time and energy toward their future while it also engages educators in supporting students' 10-year career and education plans.</p> <p>The GFSF program can help the college break down silos: the <i>Career Choices & Changes</i> college text with its online 10-year Plan can be offered to incoming college students (who have not had the program in high school) as a first-year experience course, and then career and academic counselors can be trained on utilizing the 10-year Plan for advisement with students.</p>	<p>GFSF has a variety of professional development and technical assistance opportunities to help develop buy-in from faculty and staff.</p> <p>There are also myriad online videos available to support this process within departments and for self-directed professionals.</p> <p>The GFSF National Resource Center can provide training and consultants to colleges as requested.</p>
Engaging and enabling the whole organization	p. 7	<p>The online 10-year Plan affords every educator on campus the opportunity to personalize their work with each student. Academic instructors can review students' 10-year Plans so they can recognize and support student goals—both in class and in one-to-one discussions. Counseling and advising sessions will be more productive when professionals start with a student's carefully considered plan.</p>	<p>The non-profit National Resource Center provides support to GFSF schools through guidance and professional development for administrators, teachers, and counselors at both K-12 and college levels.</p>
Implementing and sustaining change	p. 7	<p>At the high school level, all the support resources have been developed and the implementation of this all-inclusive program has a short ramp up timeline. This is not a complicated process. It includes professional development for staff, comprehensive materials and curriculum, and motivational conferences and materials to sustain enthusiasm. But most important are the dramatic student results when the GFSF program is conducted with fidelity, which provides the motivation to sustain and grow the effort.</p> <p>At the college level, GFSF could be instituted as a first-year experience career and life planning course required for all students (who have not had the course in high school). Counselors would be thoroughly trained.</p>	<p>There are comprehensive professional development resources and proven curriculum materials for a traditional, hybrid, or distance-learning course.</p> <p>Nationally recognized experts, Drs. Diane Hollems and Lauren Wintermeyer, are adept, culturally responsive communicators and presenters with extensive experience working with institutions across California. They have built intersegmental relationships across educational institutions and levels working in partnership with community-based organizations. GFSF seeks to connect agencies, industry, and education together so that far more students, from all backgrounds, may be served.</p> <p>GFSF changes the college decision-making paradigm and is well positioned to impact public education policy in that regard. This could propel GFSF beyond the K12 and college education domains into the governmental and public policy arena—generating increased visibility among those for which GFSF is a new program and engendering sustainability for those who have embraced the model.</p>

Guided Pathways Practice Areas	Pages from Executive Summary	Get Focused...Stay Focused!® (GFSF) and My10yearPlan.com®	Get Focused...Stay Focused!® (GFSF) Program Resources
Increasing student success in program gateway courses	p. 8	<p>The GFSF program is the “missing link” for guided pathway programs. When students are asked to select a path without a carefully considered career choice, it is little wonder that these important programs can be plagued by high dropout rates and “pathway hopping” (i.e., lateral movement between pathways). This is true for both high schools and colleges.</p> <p>Without the benefit of a comprehensive guidance course that takes students through the process of determining not only the career they desire but also the lifestyle they envision, too many young people make uninformed choices and lose interest or focus before completing a program of study.</p> <p>When students have carefully chosen a career path through this comprehensive process, they are intrinsically motivated to succeed and prepared with a plan for making their dream a reality. Attendance, academic effort, and completion rates all increase.</p>	<p>GFSF is often referred to as a strategy for equity and access for all students. GFSF is equitable because it meets each unique student where they are on their educational and life path, and it builds intrinsic motivation as the curriculum centers on the individual (Who am I? What do I want? How do I get it?). It fosters the development of positive campus cultures at high schools and colleges, and aids students in developing positive professional networks throughout high school and postsecondary schooling. The research students conduct throughout this program allows them to learn about the world of work, understand how to honor their cultural capital, and recognize how learning about others serves to enrich one’s life and to expand one’s horizons.</p>

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General Information

for the *Get Focused...Stay Focused!*[®] Conference

West Campus of Santa Barbara City College (SBCC)

Getting digital directions to SBCC - West Campus

For your GPS: **800 Block of Cliff Drive, Santa Barbara, CA**

For your browser: goo.gl/maps/AVMU3

Parking

Because classes at SBCC are not in session at the time of the conference, there is plenty of parking on the West Campus. It's only a short walk (approximately 200 yards) from the parking area to the Garvin Theater or BC Building.

Directions:

Enter the parking lot from the Cliff Drive, **West Campus entrance**. From the beach hotels, head north on Cabrillo Blvd. (running along the beach with the ocean on your left) to Castillo Street. Go **right** on Castillo Street. After about 3 blocks, turn **left** at the traffic light onto Cliff Drive. Head up Cliff Drive and pass the main entrance to SBCC on your left. Pass through Loma Alta Street and continue up $\frac{1}{4}$ mile, taking a **left** at the **SBCC West Campus sign**. Once on campus, continue straight (staying right at the fork); you will find plenty of tiered parking, and you'll see the Garvin Theater straight ahead.

Wi-Fi

You can connect to the **SBCC-Guest** Wi-Fi network.

You will be prompted to enter your name and email address. Once you accept the terms of use and click "Register," a password will be sent to you via email. Use your smartphone to retrieve your username and password which will give you access to the SBCC-Guest network for 12 hours.

Breaks

Coffee and tea will be available each morning. On Thursday, there will be a dessert break with coffee at 2:30 PM.

Lunch

Each day of the conference, a box lunch will be served outside the IDC Building. There will be vegan, vegetarian, and gluten-free options.

Lunch will be served at 12:45 PM on Day 1 and 12:30 PM on Day 2. Seating is available outside the Garvin Theater and BC Building.

In the event of rain, lunch will be eaten on the ground floor of the parking structure by the IDC Building.

Campus Rules on Food

There can be **no** food or drinks (aside from water) in the Garvin Theater or the computer labs at any time. This will be strictly monitored. We also request that you leave all food and drink outside the classrooms.

Curriculum and Conference Materials

Each participant will receive a complimentary set of the curriculum used in the *Get Focused...Stay Focused!*[®] program at check-in. If you are traveling by air, you'll want to save space in your luggage; we are not set up to ship your books to you.