

| Guided Pathways Practice Areas                      | Pages from Executive Summary | <i>Get Focused...Stay Focused!</i> ® (GFSF) and My10yearPlan.com®   | <i>Get Focused...Stay Focused!</i> ® (GFSF) Program Resources   |
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| Mapping pathways to student end goals               | pp. 2/3/4                    | When students take a <b>Student Success Course</b> (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.   | <b><i>Career Choices and Changes Student Workbook</i></b><br><b>My10yearPlan.com® Interactive</b><br><b>My10yearPlan.com® app</b><br><b><i>Career Choices and Changes Instructor’s Guide (online)</i></b>   |
| 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 <b>for</b> 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: <b>their dynamic 10-year Career and Life Plan along with their Skills-based Education Plan</b> . 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 develop 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.   | <b>Professional development opportunities</b> (includes face-to face, webinar, and online learning options) for counselors and for academic instructors.  |
| Ensuring that students are learning                 | pp. 3/6                      | <b>For both high school and college students taking the curriculum</b> , 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 <b>online 10-year career and skills-based education plan</b> , 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 <b>of their own creation</b> . 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.                    |

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| <b>Managing the Change Process</b>           |                              |  |   |
| Creating a climate for change                | pp. 6/7                      | <p><b>The GFSF program changes the culture of the high school:</b> 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><b>The GFSF program can help the college break down silos:</b> the <i>Career Choices &amp; 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><b>GFSF has a variety of professional development and technical assistance opportunities to help develop buy-in from faculty and staff.</b></p> <p>There are also myriad online videos available to support this process within departments and for self-directed professionals.</p> <p><b>The GFSF National Resource Center</b> can provide training and consultants to colleges as requested.</p>  |
| Engaging and enabling the whole organization | p. 7                         | 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.   | The <b>non-profit National Resource Center</b> provides support to GFSF schools through guidance and professional development for administrators, teachers, and counselors at both K-12 and college levels.   |
| Implementing and sustaining change           | p. 7                         | <p>At the <b>high school level</b>, 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><b>At the college level, GFSF could be instituted as a first-year experience career and life planning course required for all students</b> (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><b>Nationally recognized experts, Drs. Diane Hollems and Lauren Wintermeyer</b>, 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 <b>well positioned to impact public education policy</b> 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> |

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| Increasing student success in program gateway courses | p. 8                         | <p><b>The GFSF program is the “missing link” for guided pathway programs.</b> 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). <b>This is true for both high schools and colleges.</b></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> |