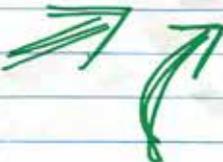


GRADUATION COACH PLAYBOOK

 leading you to the
 finish line!

Welcome to the Graduation Coach Playbook

Dear Promise Coaches,

I want to thank you for contributing your time and talent to a critically important cause: ensuring all Sacramento youth graduate from high school and go on to have a successful higher education experience. These educational milestones matter more today than at any other time in history, as they heavily influence the economic opportunities young people will have access to in an increasingly globalized and competitive world economy.



Not surprisingly, the educational status of Sacramento youth has implications for the rest of us as well. We know that by ensuring all youth have the support they need to succeed in school, we are also ensuring our region has the human capital required to keep our local businesses growing and our cultural and civic life vibrant. These economic and social attributes will benefit all who live in our region now and into the future.

Your personal commitment to this cause is recognition of your understanding that academic success is more likely to be achieved by youth who have a personal connection to supportive adults to help guide their way. This guidance greatly increases the likelihood of students reaching their high school and post secondary educational goals, and can turn the dream of having a career pathway into reality. Because of your support and commitment we are well on our way to making sure all Sacramento students are prepared to live up to their fullest potential.

A handwritten signature in black ink, which appears to read "Chet Hewitt". The signature is fluid and cursive, with a large initial "C" and "H".

Chet P. Hewitt
President and CEO
Sierra Health Foundation

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Check this out!



STUDENTS take note
of your Youth symbol to
find content for YOU!



COACHES take note
of your Coach symbol to
find content for YOU!

Growth Mindset



Some of your students may enter the classroom doubting their ability to perform what is asked of them. This perspective could be based on previous academic experiences.

They may have adopted a theory of “fixed intelligence” instead of believing that intelligence and academic success are functions of hard work and are therefore accessible to them. Coaches must break through that perspective, instilling the theory of “Growth Mindset,” which assumes that:

- intelligence is not a fixed trait that one simply possesses
- intelligence can be cultivated through learning
- with effort and guidance, anyone can increase their intellectual abilities

Because student belief in Growth Mindset is absolutely critical to success, coaches must explicitly discuss and message ideas of Growth Mindset with students. This approach is supported by recent research. *Note: At the secondary level this may be more challenging, as students may have a longer history of doubting their abilities. Don't give up, it's not too late.*

People Who Believe in Fixed Intelligence:

- Will not see how their work will lead to achievement and may be reluctant to exert effort.
- Believe they struggle because they are inherently incapable.
- Are easily discouraged when faced with difficult tasks.
- View the difficulties they face as an attack on their ability and therefore prefer to protect their self-esteem by pursuing low-risk, easier tasks.
- Avoid high-risk tasks (and become withdrawn), create a distraction from it (and cause behavior problems), or “self-handicap” by withholding effort.
- Under-perform, so they can explain that they hadn't tried their hardest, preserving the possibility that they could perform well if they had tried.
- Attribute failure to forces outside their control. (In turn, they may attribute success to “luck” and take less responsibility for challenges.)
- Failure is a confirmation of their low self-esteem.

People Who Believe in Growth Mindset:

- Will believe intelligence is a function of effort and will work to achieve
- Are willing to stretch their skills (since easy tasks waste their time rather than raise their self-esteem).
- Engage fully in new tasks and are less likely to become easily discouraged when faced with difficult tasks.
- Believe they struggle because they need more experience or should try harder—not because they are inherently incapable.
- Are willing to exert effort to master something. If your intelligence can be increased, why not do that? Why waste time worrying about looking smart or dumb, when you could be becoming smarter?
- Can more readily accept struggle as “situational” rather than feel defined by it.

Did you know?

Students who believe in Growth Mindset feel good about their intelligence and therefore enjoy putting their knowledge to good use! For example to help other students learn...



Teaching your students Growth Mindset



You should by now be well acquainted with the theory of Growth Mindset and the research that supports it. A recent study by faculty at Columbia University indicates that actually teaching your students about Growth Mindset theory— sharing information with them on how the brain works— can increase their levels of academic achievement!

The study in question focused on two groups of junior high school students receiving direct, one-on-one tutoring time and individual instruction.

The control group was not given access to information on Growth Mindset, while the experimental group of students read articles on this theory and the research that supports it, and discussed with their mentors how the brain works and expands over time to accumulate knowledge.

*The results from the study showed that students who **believed** their intelligence was malleable held many other **positive attitudes** about learning as a goal, working hard to **achieve success**, and therefore they chose more positive, effort-based strategies to attack any difficulties they encountered in their academic work.*



The study revealed a strong correlation between these positive attitudes/work methods and the success of the students in terms of their mathematic abilities.

For another measure of difference between the control and experimental groups, researchers asked the teachers of each group of students to assess changes in their students' classroom motivation over the period of the intervention. (Note: as the intervention occurred outside the classroom, teachers did not know which students were in which group and had received this information.) Teachers cited a positive change in the effort and interest in 27% of the students in the experimental group, compared to 9% of the students in the control group.



Typical comments from teachers showed that those students who were taught about Growth Mindset were not only more likely to have increased their performance levels in the classroom, but they were also more likely to be more interested and engaged in learning.



Reflection Questions



Now that you know that teaching your students about Growth Mindset theory can help them believe in themselves, their ability to learn, and possibly increase their levels of academic achievement, how can you do this as a coach? On the next page are some strategies that the researchers used in the study on their middle school students; you may want to try these yourself or adapt them for your students' age level.

Step by Step Strategies

- Students read an article called *Believing You Can Get Smarter Makes You Smarter*, which described this research that has backed the theory of Growth Mindset in student-friendly terms.  http://www.lifehack.org/articles/lifehack/believing-you-can-get-smarter-makes-you-smarter.html?dgs=1&fb_ref=Default
- They also read the article on page 10 (BrainWize) with short summaries of specific experiments, ones on rats, human infants, taxi drivers in London, and learning a second language as an adult.
- Students fill out worksheets to relate their previous knowledge to Growth Mindset, by describing their favorite activity and responding to questions on how they got better at it over time. This is a worksheet that can be completed after a youth has read the "You Can Grow Your Intelligence" article, to set goals for themselves related to the article.  <http://www.thehelpfulcounselor.com/wp-content/uploads/2013/12/SMART-Goals.pdf>
- Finally, mentors discussed all of this information with their students to further explain the material and reinforce their new understandings of the brain and intelligence theory.

The Growth Mindset

The theory of Growth Mindset states that if you work hard, you can “get smart”. In other words, if you believe you can achieve you will. A person is not born either smart or dumb, they are capable of shaping or changing their intelligence if they put work into doing so.



Post Test Assessment

1 = Strongly disagree

5 = Strongly agree

If you did **WELL** on this test, is it because:

You studied hard?	1	2	3	4	5
You studied the right things?	1	2	3	4	5
You are smart?	1	2	3	4	5
The teacher explained things well?	1	2	3	4	5
Someone helped you?	1	2	3	4	5
The work was easy?	1	2	3	4	5

If you did **POORLY** on this test, is it because:

You didn't study much?	1	2	3	4	5
You didn't study the right things?	1	2	3	4	5
You are not as smart as other students?	1	2	3	4	5
The teacher didn't explain things well?	1	2	3	4	5
You weren't helped by anyone?	1	2	3	4	5
The work was hard?	1	2	3	4	5



Anticipation Guide

Pre-Reading

Post-reading

T	F	People are born either smart, average or dumb.	T	F
T	F	The parts of the brain do not change size.	T	F
T	F	The brain is made of billions of nerve cells.	T	F
T	F	If you use your brain a lot, it will become stronger.	T	F
T	F	It is impossible to train your brain to be a better reader.	T	F

Thinking about intelligence as changeable and malleable, rather than stable and fixed, results in greater academic achievement, especially for people whose groups bear the burden of negative stereotypes about their intelligence.



What's My Mindset, a survey to help youth understand what their current "Mindset" is about learning and performance. Work with your youth to complete the chart.



SMART Goals

Specific Measurable Achievable Realistic Timely

SPECIFIC

Describe your goal. _____

MEASURABLE

How can you track your progress? _____

ACHIEVABLE

What three steps can you take to reach your goal?

1. _____

2. _____

3. _____

REALISTIC

List the skills or resources you need to reach your goal. _____

TIMELY

When will you reach your goal? _____

BrainWise – Brain Growth Research

Here are descriptions of some different research studies that showed how learning changes the brain.



BABIES' BRAINS Newborn babies have plenty of neurons, but the cells have very few connections between them. Because they are learning so much in their first few years, babies develop many new connections between their brain cells. By the time you become an adult you will have a trillion or more of these connections!



CLEVER CABBIES London cabbies have to learn the locations of many different places, because their streets don't have numbers. Researchers measured the hippocampus – the area of the brain that remembers information about places – in London cabdrivers and compared them to other people's. The cabbies' hippocampus were bigger and the longer they were on the job, the bigger this area of the brain became! This shows that learning and practicing this skill made that area of their brain grow.



LEARNING LANGUAGES Most people think that learning a second language once you are an adult is very hard. But researchers had adults use special exercises to practice hearing different sounds. Using a PET scan to measure the activity in the brain, the researchers found that when people did the special exercises, areas of their brains that they had never used before became active. This shows that you can retrain your brain and develop new abilities all through your life.



MUSICAL MASTERY When people play an instrument, they use a special area of the brain to coordinate the movement of their fingers. Researchers found that when the people practiced playing an instrument, the area of the brain that controls the fingers grew larger! This shows that when you learn and practice a new skill, you can build up that area of the brain.



NEW NEURONS Scientists used to think that we had a fixed amount of brain cells and that we could never grow new ones. But in the past decade, research has shown that the brain grows new cells every day! The cells are grown in the hippocampus, an area important in memory, and they travel to other areas of the brain. They also found that the brain grows more new cells when you are learning new information and skills! So, by learning and practicing, you actually add brain cells as well as new connections.



REMARKABLE RATS Twin rats were raised in two different environments: either in a bare cage with food and water, or in a cage with lots of toys and exercise equipment to explore. In the bare cages, the “cage potato rats” just ate and drank and laid around, while in the enriched environment, the “summer camp rats” were busy exploring and learning, exercising their brains. It turned out that the summer camp rats became much smarter than the cage potato rats – they were better at learning new things. And their brains were heavier, too: they had more connections between the neurons in their brains.



This research shows that active mental exercise builds up the brain and makes it smarter. Even old rats were able to develop their brains in the enriched environment, proving that you’re never too old to grow your brain (meaning you’ll be smarter)!

Holland Code

The Holland Code test was created by Dr. John Holland who is a career development theorist. It is a system of arranging interests and abilities into six categories. Every person fits into at least one category, and most fit into two or three categories. Your personal combination is called your Holland Code. You can use your personal Holland Code to compare with the codes for various careers in order to find a career that matches natural interests.



Go to the California Career Zone home page at  www.cacareerzone.org and select “Register Now!” to set up an account. After your account is set up, go to  <http://www.cacareerzone.org/quick> and take the Quick Assessment. Follow the directions on the page and you can discover your Holland Code.

Connect positive contribution to a particular career sector.

Research

- Once youth identify their visions, they should research careers that are in alignment with their interests.
- In general youth will have more energy to accomplish their goals if there is an alignment with their vision.

Here are resources to help students harness their career energy:

Go to the Bureau of Labor Statistics at  www.bls.gov. Select the student resources tab and then the career search tab. Choose a career industry that fits your interests. There will be various jobs listed under each industry. Once you choose a job you can click on the Similar Occupations tab and it will show other jobs that are related to the job you chose. It will also list the salaries and education requirements.

Go to the ONET online website at  www.onetonline.org. Place your job selection or Holland Code in the Occupation Quick Search tab in the top right corner. This will give you a list of careers that are relevant to your Holland Code. It will also provide more career information aligned with your Holland Code. Start your search by choosing a particular job, it will also list the Holland Code in the Interest section. Other sections listed include: Related Occupations, Employment Trends, Skills, Education, and Work Activities.

Identify education requirements to reach career.



- Once students have selected a career that energizes them they need to find out the educational requirements. If college is required, they need to make sure that they take the adequate classes and maintain an adequate grade point average for college admission.
- Students should also consider the size, location, demographics, and majors offered when selecting a college.
- Please note that most large colleges are much more competitive and do not provide as much individual attention as smaller colleges.
- Public schools in California now advise students to identify a career interest as early as possible. Students should also review the expenses for college, identify resources for financial aid, and create a budget.

Go to the College Board website  at www.collegeboard.org. You can list the college of your choice in the “Quick Search” tab. Once there go to the applying section to view the academic classes needed and the application deadlines. You can also research the typical grade point averages and typical SAT-ACT scores for incoming freshmen.

Build a bridge.



- There is a saying that goes “it’s not what you know, but who you know.” Having the right team can take you to a higher level no matter how talented or smart you may already be. If you look closely at any successful business professionals, athletes, or artists; they are usually surrounded by a team of people who help them become better. The same is true for your career goals.
- Youth need to understand that they have to have a team to get to the next level. Your career team will usually include your parents, family members, teachers, and counselors.

Early Success Indicators

ATTENDANCE Regular attendance habits begin early in a child's life – as early as preschool. Often a child's attendance pattern is influenced by their parent's school experience. Fortunately, attendance patterns can be improved at any time the student and family decide to make a change. Regular class attendance and participation is imperative to student success.



Students who miss as few as 10 days throughout the school year can fall behind.

GRADE LEVEL PERFORMANCE It is also very important that a student is performing at grade level or accessing the assistance needed to perform to the best of their ability. Reviewing report cards, performance tests, state exams or other benchmarks are ways to assess any early warning indicators. Encourage your student to complete their homework or seek help from their teacher or someone on their support team. If a student is receiving grades below a “C”, the first step is to advise the parent/guardian to contact the school and request a meeting to explore an intervention plan or any resources to assist the student. Older students can talk to their counselor or administration team on their own to request help.

HABITS AND BEHAVIORS In addition to good attendance, classroom participation, and homework completion, habits and behavior in school can also be an early warning indicator. For this area we would like to highlight GRIT- Essential Skills for Success.

GRIT – Essential Skills for Success

CURIOSITY having an interest in learning

PERSEVERANCE the ability to actively pursue a goal, despite set-backs

CONSCIENTIOUSNESS the ability to manage oneself in careful consideration of values and ethics

FUTURE FOCUSED focused on long term success and attainment of goals

SELF-CONTROL the ability to avoid temptations that would distract from higher goals

SELF-CONFIDENCE confidence is one's own worth and abilities

Talk with your student about how they are doing in terms of their behavior. Ask them if they are sent out of the classroom often; sent to the office; given detention; suspended; or possibly facing expulsion. Depending on the level of their behavior pattern you may need to explore other resources with the school administration team.

Check the boxes where you see a potential risk indicator.

Risk Indicators	Elementary	Middle School	High School
Attendance			
Grade Level Performance			
Habits and Behaviors			

Reflection Questions



Do you see any areas that are "risk indicators" for you? Areas that you want to work on or improve?



Are there any areas that you need further assistance to find more resources for the student?



Checklist



Yes



No

Do you attend class every day?

Do you participate regularly?

Do you complete your homework?

Are you passing all of your classes with a "C" or better?

Do you get sent out of class due to behavior?

Do you have trouble getting along with others?

DEVELOPING FUTURE PLANS AND END GOALS

Successful people have a vision of what they would like to do and how they would like to use their minds, talents, and interests. Secondly, they have the energy to make their decisions come true because they believe in their vision. One of the best ways to help youth succeed in life is to help them create a vision for their future that is aligned with the natural energy (or strengths) that they already possess. Listed below are some tips to help youth visualize their goals and create a strategy for success.



Give youth a sense of how they can make a positive connection.

Everyone is born with strengths and weaknesses. When people focus on what they are good at or what they enjoy, they have a tendency to spend more time on task and improve all of their skill sets (even their weaknesses). Here are some activities that you can do with youth to help them define their vision:

DREAM IMAGERY

Ask youth to sit quietly, close their eyes and imagine their ideal career.



What kind of setting are you in?

What tasks are you performing?

Are you working alone or with others?

How do you feel about yourself?



Describe your vision in as much detail as possible:

Ask The Right Questions



Youth should get to know their team and make sure they are communicating their needs so others can help.

Here are some sample questions:

Teachers



- How many points are needed for each letter grade?
- Do you have a class syllabus?
- What is my current grade?
- Can I make up assignments?
- How much of our grade is based on homework?
- Does attendance affect my grades?

Counselors



- Am I on track to graduate?
- Do you have any information on scholarships?
- Does our school have any connections for job shadows?
- How many credits do I need to graduate?
- Can I have a copy of my transcripts?

Parents



- What do you see as my greatest strengths?
- What areas do you think I need to work on?
- How do you overcome obstacles?
- What do you like about me?
- Do you know anyone who works in my chosen career field?

TRANSITIONING: One Step at a Time

Helping youth grow into successful adults takes more than the effort of parents and schools. We all know that “it takes a village to raise a child.” There are many tips to help our young people develop and maintain positive connections.



IDENTIFY THE KEY PLAYERS

Key players in these connections include parents, neighbors, peers, educators, members of the community, faith-based organizations, and Graduation Coaches.



Who are some of
YOUR key players?

6th 8th GRADERS *Succeeding in Middle School*



Research

- Talk to people who have attended college and ask about their experiences.
- Talk to people who are in the workforce about their experiences.
- Find out what high school your middle school feeds into. Research the Career Pathways to make the best decision as to the High School to attend.
- Know which classes you need to take in high school to go to a 4 year college.
- Find out the “a-g” requirements (page 28).
- Know which schools have block schedules (2 hour classes) versus traditional schedules (1 hour classes) and decide which is best for you.



Brainstorm

- Start thinking about careers that interest you.
- Look into additional academic options that may be available in your area, such as magnet programs and school enrichment programs.
- Think about athletic and club activities that you might enjoy. Does the high school you're considering offer programs that interest you?



Commit

- Practice managing your time well. Make the most efficient use of your time.
- Take the ACT ASPIRE test to evaluate your skills in English, math, science and reasoning.
- Track your classes and grades.



This is a good time to sit down with your youth and talk about their plans for the future and what they see themselves studying in college or for a career pathway. Ask some engaging questions like:

What do you like to do? Can you turn this into a career?



Engage

- Get involved in extracurricular activities like clubs, student organizations, sports, or volunteer work.
- Take a class in a new subject. Try a new sport or club.
- Sign up for a summer program in your community.



Focus

- Work on developing good study habits
- Maintain good grades.
- Improve your reading, writing and math skills.

Transitions: Selecting a High School

Neighborhood Schools

Neighborhood schools are operated by public school districts. They are designed to allow students to attend school close to home. Neighborhood schools have been successfully educating youth for over a century, the first public high school started in 19821. Today, some schools have special areas of interest for students to help them pursue a particular career. See the High School Pathways section of this guidebook, pages 26-27 .

Magnet/Open Enrollment (OE) Schools

Magnet/(OE) schools are free public elementary and secondary schools of choice that are operated by school districts or a consortium of districts. Magnet/(OE) schools have a focused theme and aligned curricula in Science, Technology, Engineering, and Mathematics (STEM), Fine and Performing Arts, International Baccalaureate, International Studies, MicroSociety, Career and Technical Education (CTE), World Languages (immersion and non-immersion) and many others. Magnet/(OE) schools are typically more “hands on minds on” and use an approach to learning that is inquiry or performance/project based. They use state, district, or Common Core standards in all subject areas, however, they are taught within the overall theme of the school.



Magnet/(OE) schools make the extra effort to create a sense of classroom and school community and cultivate school spirit.

Most magnet/(OE) schools do not have entrance criteria, but rather, embody the belief that all students have interests and talents that families and educators believe are better cultivated in a magnet/(OE) school. They often use a random computer-based lottery system for admission. There are also “Talented & Gifted” magnet/(OE) schools that may utilize student assessment data and teacher or parent recommendations for selection.

Diversity is an important element of a magnet/(OE) school. Since student interest in a theme is the only eligibility criteria to attend a magnet/(OE) school, students from a wide array of backgrounds attend magnet/(OE) schools. As a result, they promote higher level cognitive and social learning. Curriculum is also clear and transparent for families so they can more fully engage in the learning of their students. Magnet/(OE) schools serve all students including English learners as well as students receiving Special Education services.

Charter Schools

A charter school is an independently run public school that is granted greater flexibility in its operations, in return for greater accountability for performance. The “charter” establishing each school is a performance contract detailing the school’s mission, program, students served, performance goals, and methods of assessment. Charter schools are public schools of choice, meaning that families choose them for their children. They operate with freedom from some of the regulations that are imposed upon district schools. Charter schools are accountable for academic results and for upholding the promises made in their charters. They must demonstrate performance in the areas of academic achievement, financial management, and organizational stability. If a charter school does not meet performance goals, it may be closed. Charter schools can vary a great deal in their design and in their results.

Write in the date when you complete each checklist item.

 High School Checklist	 Date completed
Youth has selected 3–4 High Schools of interest to research	
Youth has determined High Schools to visit	
Youth schedules an appointment to visit top 3 High School choices	
Youth has written questions to ask during the visit	
Enrollment process has begun for the selected High Schools Pathways (page 22)	

High School Pathways

Use the information below to find programs of interest in each specific school district. Contact the schools to find out more information for the programs offered.

Elk Grove Unified School District

Area of Focus	Schools
Agriculture Food Production	Franklin, Laguna Creek, Monterey Trail and Pleasant Grove
Advanced Manufacturing and Engineering	Cosumnes Oaks, Elk Grove, Florin, and Sheldon
Energy Infrastructure	Cosumnes Oaks, Franklin, Laguna Creek, Monterey Trail, and Sheldon
Health Science & Medical Technology	Laguna Creek and Valley High
Information & Communication Technology/Digital Media	Elk Grove, Florin, Monterey Trail, Pleasant Grove, and Sheldon

San Juan Unified School District

Area of Focus	Schools
Agriculture and Natural Resources	Mira Loma
Arts, Media and Entertainment	San Juan
Building and Construction Trades	Casa Roble and Rio Americano
Finance and Business	Mesa Verde
Health Science & Medical Technology	Encina, Casa Roble, and Rio Americano
Hospitality, Tourism and Recreation	San Juan
Information Technology	Del Campo and San Juan
Manufacturing and Product Development	El Camino
Public Services	Del Campo
Transportation	Casa Roble and San Juan

Sacramento City Unified School District

Area of Focus	Schools
Auto Mechanics	John F. Kennedy
Business	American Legion, Hiram Johnson, Luther Burbank
Computer Graphics and Visual Communication	Hiram Johnson, John F. Kennedy, Luther Burbank, Rosemont, Sacramento New Technology School of Engineering and Science
Culinary	American Legion, C.K. McClatchy, John F. Kennedy, Rosemont
Design and Construction	John F. Kennedy, Luther Burbank, Rosemont
Health and Medicine	Arther A. Benjamin Health Professions, Hiram Johnson
Law Enforcement	C.K. McClatchy, Luther Burbank
Law and Public Policy	C.K. McClatchy, Hiram Johnson, Luther Burbank
Robotics	Hiram Johnson, John F. Kennedy, School of Engineering and Science
Technology and Engineering	Hiram Johnson, John F. Kennedy, Sacramento New Technology School of Engineering and Science
Television	Luther Burbank
Woodworking	Luther Burbank

Natomas Unified School District

Area of Focus	Schools
Health Professions	Natomas High School
California Early College Academy (CECA) and International Baccalaureate	Inderkum High School
Art Pathway and Business Pathways	Leroy Greene Academy

High School Pathways continued...

Twin Rivers Unified School District

Area of Focus	Schools
Criminal Justice Academy	Grant

Workforce Pathways

Area of Focus	Agency
Advanced Manufacturing and Engineering	Sacramento Employment and Training Agency (SETA)
Agriculture and Food Production	
Energy and Infrastructure	
Health Science and Medical Technology	
Information & Communication Technology/Digital Media	



Sit down with your youth and talk about how different high school's areas of focus can help steer youth toward a rewarding future. Contact the schools to find out more information for the programs offered.

District Resources

District	Website
Elk Grove	www.egusd.net
Natomas	www.natomasunified.org
Sacramento City	www.scusd.edu
San Juan	www.sjusd.edu
Twin Rivers	www.twinriversusd.org

TRANSITIONING: One Step at a Time

9th GRADERS *Transitioning to High School*

Research

- It's time to think seriously about your post-secondary plans.
- Research colleges of interest. Learn the requirements for acceptance, attend a college fair.
- Find out about AP* and other honors-level courses that are offered at your school.
- Check the CA Department of Education's High School Graduation requirements for high school
 -  <http://www.cde.ca.gov/ci/gs/hs/hsgmin.asp> and college
 -  <http://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>

Think about it...



How are you going to spend your summer?

Volunteering and educational programs can help give you a better idea about what type of training and career would be right for you. What's available in your area?

Evaluate

- Is college a good option for you? Explore all your options
- Use a Plan of Study to track your courses and final grades.
 -  <https://docs.google.com/file/d/0BxMsrQrtznQMMMEhXODJTaFNjdE0/edit?pli=1>
- Take the ACT ASPIRE test, if you didn't take it last year, to evaluate your skills in English, math, science and reasoning.

TRANSITIONING: One Step at a Time



- If you don't have one, sign up for a college savings account.
- Create a portfolio which contains the following items; report cards, awards and honors, a tracking of school and community activities, and volunteer work.



- Continue to get involved in campus and with community colleges.
- Take small steps towards independence. Take on a responsibility around your house.



- Don't neglect your study habits.
- Practice managing your time well. Learn to make the most efficient use of your time to help prevent you from getting overwhelmed.
- Improve your reading, writing and math skills.

10th GRADERS *Preparing for College or Career*

Get started now!

Many students mistakenly believe that the early years of high school are not as important as junior year and senior year when applying to colleges. But this is incorrect! Your performance in the ninth and tenth grade is important because it represents almost two thirds of the academic record that college admissions officers see when you apply to college.





Write down a list of 3 people you can connect with about college:

Research

- Participate in academic enrichment programs, summer workshops and camps with specialty focuses such as music, arts and science.
- Continue talking to people who have attended college to learn about their experiences.



Brainstorm

- If there's time in your schedule, consider volunteering or getting a part-time job.
- Look into taking college courses while you are in high school.
- Create a list of reasons why you are interested in specific colleges or careers.

Evaluate

- Plan your AP or other honors-level courses for junior year.
- Start thinking about what factors are important to you in choosing a college.



Commit

- Continue to put money into your college savings account.
- Start working on your college application checklist.
- Consider taking the PLAN test to prepare for the ACT. Consider taking the PSAT to prepare for the SAT.

TRANSITIONING: One Step at a Time



Focus

- Keep your grades up!
- Keep reading.
- Continue extracurricular activities.
- Practice managing your time well.
- Improve your reading, writing and math skills.



Continue your conversations with your guidance counselor, teachers, family members or trusted adults about your plans for college or other paths towards a career.

11th GRADERS *Preparing for College or Career*



Brainstorm

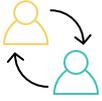
- Create your resume.
- Add new report cards, awards and honors, and test scores to your portfolio and resume.
- Rank your colleges.

Evaluate

- Make sure you're challenging yourself academically.
- Take another look at how you're managing your time.
- Really focus on your career and college research.



- Plan and schedule visits to colleges.
- Take the SAT, SAT Subject and ACT plus Writing exams if you're registered. Fee waivers are available for low income students through your counseling office.



Engage

- As you research college and career options, share your discoveries with your family.
- Talk to teachers about writing letters of recommendation for you.
- Write “Thank-you” notes to everyone you connected with during your college visit.

Let's start talking!

Talk to your guidance counselor about:

- Availability of and enrollment in AP classes.
- Taking college level courses before you graduate from high school.
- Schedules for the PSAT, SAT, SAT Subject, ACT plus Writing, AP and EAP exams.
- Why you should take these exams and how they can benefit you.



While many schools might not have their applications ready, you can look at previous years' applications to get an idea of what the school might ask you. There will be some applications that should be available near the end of summer. For example, the common application  www.commonapp.org usually becomes available in the July before senior year (read more on page 36).

By looking at applications you can begin preparing essays for personal statements and other questions you might come across during the admissions process. Some of these essays can be used for **scholarships** and other **opportunities** you might find during your application season. Just remember, if you start planning out this process early, you will be rewarded with a **less stressful** senior year.



TRANSITIONING: One Step at a Time

12th GRADERS *Transitioning to College or Career*

Research

- Some colleges require the CSS/PROFILE, a supplemental financial aid form, in addition to FAFSA. Find out if the colleges you're interested in will need this.**
- Find out when and where college fairs are being held in your community.
- Find out from the colleges whether or not they need official copies of your transcripts (these are sent directly from your school).
- Based on your list of schools, research what support programs are available.
- Research CAL grants and make sure you apply before the deadline.
- Check with the financial aid offices of schools you are applying to for specific information on scholarships and costs for tuition, fees, room and board, and any additional financial aid information they require.
- Check your transcripts to make sure you have all the credits you need to get into colleges that interest you.



Make a final list of schools that interest you and keep a calendar of deadlines and required admissions items for each school.



Brainstorm

- Get started with any essays to be included with your application.
- Work on your scholarship applications, and mail according to deadlines.
- Start thinking about how you are going to spend your summer. Summer is a great time to start earning extra money and gain work experience.



- Register for the October/November SAT, SAT Subject and ACT plus Writing exams if you plan to take them.
- Give any recommendation forms to the appropriate teachers or counselors with stamped, college-addressed envelopes, making certain that your portion of the forms are filled out completely and accurately.
- If English is your second language, make sure to register for the Test of English as a Foreign Language (TOEFL).
- Remind your parents/guardians that you will need a copy of last year's taxes for your FAFSA!
- If you haven't already done so, make sure your official test scores are being sent to the colleges to which you are applying.
- If you're choosing community college, see if you qualify for the Board of Governors fee waivers.
- Schedule any remaining required interviews.



Check this out!

Unique Immigration status?
Check out the tips and resources below:



If you have an unusual immigration issue, determine if you are eligible for Deferred Action. If you don't have a Social Security Number, you may be considered an undocumented student. If so, do NOT fill out the FAFSA, as you do not qualify for state or federal aid. There are certain steps you must take on the FAFSA if you are a citizen, but your parents are undocumented. If you are an undocumented student, you may qualify for AB540.

Find out more at  <https://studentaid.ed.gov/>

** See the Road to College checklist page 40.

TRANSITIONING: One Step at a Time



Engage

- College life can be a big change—you're on your own! Try taking some small steps towards independence this year, or perhaps with more responsibility around the house.
- Talk to your counselor about possibilities for concurrent enrollment (taking college-credit course while you're still in high school).
- Consult with your school counselor about scholarship opportunities.

Challenge yourself!

You may be tempted to 'take it easy' and load up on electives during your last year of high school. Your senior year is, in fact, the time to buckle down and truly **challenge yourself**. This is your chance to do as much as you can to **get ready for college**. Consider signing up for another math class, taking additional English and literature classes or enrolling in an AP course.



Focus

- Keep studying! Avoid “senioritis”—a drop in motivation, and consequently, grades, that is sometimes experienced by seniors.
- Save your money! It's a good idea to start planning for those unexpected costs of college.
- Watch your mailbox if you submitted any early decision applications.

Foster Youth and Homeless Students



- If needed, you can get back on track by re-enrolling in an education program. Call the re-enrollment center for your School District.
- Getting a high school or college degree increases your eligibility for a variety of career opportunities.
- Build your Key Strengths of resiliency and resourcefulness by considering options like moving in with family (if necessary).
- Consider working part-time to ensure success as you attempt to re-enroll in school.
- Research literacy classes, tutors, testing and instruction that will assist with re-entering school.

Under **AB 490** (foster youth) and most recently **AB 1806** (homeless), students may have reduced graduation requirements. Districts are required to grant partial credits to all homeless or foster youth students who move mid semester. These students also have the right to stay in their “school of origin” even when they change residences. All school districts have designated homeless and foster youth liaisons who can help them and their caregivers navigate the school system, expedite referrals for services and help reduce or eliminate fees so that students can participate in sports and other extra-curricular activities.

For additional information, refer to;

AB 490

 http://www.cfyetf.org/publications_5_1692470168.pdf

AB 1806

 <http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/214/AB%201806.pdf>

Benchmarks for Post-Secondary Plans



Required Courses to Attend a Public 4-year College in California

Both University of California and California State University colleges require specific courses to be completed that are approved by the University of California system. These required courses are referred to as The Subject Requirement or “a-g”. All high schools must submit course curriculum each year for approval.

The Subject Requirement or A – G

 <p style="text-align: center;">a</p> <p style="text-align: center;">History/Social Science</p>	 <p style="text-align: center;">b</p> <p style="text-align: center;">English</p>	 <p style="text-align: center;">c</p> <p style="text-align: center;">Mathematics</p>
<p>Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.</p>	<p>Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.</p>	<p>Three years of college -preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.</p>

It is important to know that not all high schools in California offer “a-g” approved courses. To find out if your student’s school offers approved courses visit the UC Doorways website:



<https://doorways.ucop.edu/list/app/institutionSearch-flow?execution=e2s1>

The Subject Requirement or A – G

 <p>d</p> <p>Laboratory Science</p>	 <p>e</p> <p>Language other than English</p>	 <p>f</p> <p>Visual and Performing Arts</p>	 <p>g</p> <p>College-preparatory Elective</p>
<p>Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.</p>	<p>Two years of the same language other than English or equivalent to the second-level of high school instruction.</p>	<p>One year chosen from dance, drama/theater, music or visual art.</p>	<p>One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.</p>

Course requirements for private colleges and universities (not UC or CSU) typically follow the same requirements (a - f) with the exception that high schools do not submit course curriculum for approval. For example, if a student takes two years of a world language, other than English, that is not approved by a college system then the student will have not met that requirement. All students will need to look into each of their perspective colleges for more details regarding course requirements.

Resources to better understand A – G requirements

Sample A – G courses:

 <https://doorways.ucop.edu/list/app/modelCourseSearch-flow?execution=e1s2>

A – G Guide:

 <http://www.ucop.edu/agguide/a-g-requirements/index.html>

The Common Application

The Common Application is a not-for-profit member organization that provides students with the opportunity to apply to more than 500 different colleges and universities across the country with one application. This tool streamlines the process for students seeking to enroll at institutions that accept the Common Application.

Resources for the Common Application

Colleges that accept the Common Application:

 <https://www.commonapp.org/Login#!PublicPages/AllMembers>

Common Application Homepage:

 <https://www.commonapp.org/Login>

Understanding What An Impacted College Means For You

Some colleges in the California State University system (CSUs) have impacted campuses, which mean that a campus has more students applying than they have the capacity to support academically and physically. These campuses will restrict enrollment to a specific category. For example, a campus may limit enrollment to first-time freshmen or transfers students meeting an index score of 2900 (see page 33). It is also important to know that a college may not be entirely impacted, meaning that some campuses may only have specific majors that are impacted such as nursing or engineering. For more information check-out the following websites to learn more about impacted campuses.

Resources for Impacted Colleges in the CSU system:

The California State University:

 <http://www.calstate.edu/sas/impaction-campus-info.shtml>



All students seeking to attend a four-year college or university are required to complete and submit scores from the SAT or ACT to each perspective institution.

There are a variety of test that students will need to be aware of in regards to pursuing a college education after high school.

To seek support for preparing your student for the SAT or ACT, the Princeton Review offers the free Princeton Review Assessment (PRA), which will inform a student of which assessment they are likely to do better on.

Check-out your local Princeton Review office for more details. In addition to the required assessments, students in California should complete assessments

developed by the Early Assessment Program (EAP). This assessment is important because it will determine if a student is able to enroll in college level courses at any state college or university in California. Students have the opportunity to complete this assessment prior to their senior year of high school. Should students demonstrate the need for growth, students will have the opportunity to complete required courses during their senior year of high school. Successful completion of specified courses that are accredited by the EAP will allow students to enroll in college level courses once they are admitted.

Students seeking to attend two-year community and technical colleges will need to complete a placement exam prior to registering for classes. This placement exam maybe the Accuplacer or Compass tests. Some two-year institutions in the state of California also accept the assessment from the EAP. It is also important to know that many two-year colleges in California are developing pathway projects that are similar to the EAP that will provide students with alternatives to enrolling in college courses. It is highly recommended that you check with the student's perspective institution for more details on college placement and their respective required exams.

Students seeking to enter the military after high school will need to complete the ASVAB. Your local military recruiter's office can provide more details regarding testing dates and materials for preparing for the test.

Resources

Assessments for Four-Year Colleges and Universities

SAT	http://sat.collegeboard.org/home
ACT	http://www.actstudent.org/
Princeton Review (PRA)	http://www.princetonreview.com/offer/free-practice-tests#!Test-ACT
EAP	http://www.calstate.edu/eap/about.shtml

Assessments for Two-Year Colleges

Accuplacer:	http://www.act.org/products/higher-education-act-compass/
COMPASS	http://www.act.org/products/highereducation-act-compass/

Other Post-Secondary Assessments

ASVAB	http://official-asvab.com/ or http://www.military.com/joinarmed-forces/asvab
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Understanding Why the High School Transcript is Important

Your student's high school transcript is very important. It is the primary document that college admissions staff will use to determine if a student will be accepted to their institution. The transcript has the following key information:

- Cumulative grade point average (GPA)
- Class ranking
- Course load and student progress
- State proficiency test results
- College entrance exam results

Your student's cumulative GPA indicates the average grade of all courses completed while in high school, and will be measured on a 4.0 scale. This GPA will be a critical piece of information for college admissions staff at four-year private and out of state institutions. The higher a student's GPA is the more likely they are to be accepted and receive scholarships from the institution of their choice.

In addition to the cumulative GPA, students also have an “a-g” GPA. This GPA is what California public four-year institutions use to determine a student’s eligibility index to attend college in the University of California (UC) or California State University (CSU) systems. The “a-g” GPA is the average grade of all “a-g” approved courses that have been completed by the students while in high school. This GPA may not be on the student’s transcript, but can be calculated utilizing tools from the following website:

 https://secure.csumentor.edu/planning/high_school/gpa_calculator.asp#calculator.

In addition to the “a-g” GPA, student’s ACT or SAT scores are used to identify a student’s eligibility index for CSU institutions. Students must have an index of 2900 or higher in order to be eligible to attend a CSU institution. For more information on identifying a student’s eligibility index visit:

 https://secure.csumentor.edu/planning/high_school/cal_residents.asp

If students are credit deficient it is very important that they meet with their counselor to identify credit retrieval programs. These programs may be summer school, back on track programs, independent studies, or doubling up on specific core subjects in a single semester. There are always options to retrieve credits needed to graduate from high school and counselors will have the information you need.



Resources

Converting Weighted GPAs to a 4.0 Scale

<http://www.collegeboard.com/html/academicTracker-howtoconvert.html>

Calculating your A – G GPA

https://secure.csumentor.edu/planning/high_school/gpa_calculator.asp#calculator

Calculating your UC score:

<http://admission.universityofcalifornia.edu/freshman/california-residents/admissions-index/index.html>

CSU eligibility index

https://secure.csumentor.edu/planning/high_school/cal_residents.asp
https://secure.csumentor.edu/planning/high_school/eligibility_index.asp

The Road to College Checklist

Incoming Seniors with A – G GPA > 2.0

Month	Activity	Cost
August	Sign-up for SAT/ACT test	Approximately \$50–60 if you do not qualify for a fee waiver*.
September	Attend HBCU fair and apply on the spot	
January	Attend a local FAFSA support night, Apply to Community Colleges	
March	Attend Community College Pre-Orientations · Campus tour · Counseling · Assessment	
May	Register for community college classes	Approximately \$40–60 per unit unless you qualify for the BOG Fee Waiver. Contact the financial aid office regarding the BOG Fee Waiver.
	Sign-up for Student Support Services	Free programs, including EOP or others, that focus on providing student supports to graduate on-time.
	Complete the BOG Fee Waiver	If you qualify, you will pay approximately \$10 per semester for tuition and fees.

*Fee waivers for the SAT/ACT are available to student eligible for free or reduced price meals. See the school counselor for more details on how to obtain one of these waivers.

**See the abbreviation reference guide on page 43.

The Road to College Checklist

Incoming Seniors with A – G GPA 2.0–2.9

Month	Activity	Cost
August	Sign-up for SAT/ACT test	Approximately \$50–60 if you do not qualify for a fee waiver*.
September	Attend HBCU fair and apply on the spot	
October	Apply to the CSUs	If you do not qualify for a fee waiver each CSU application is approximately \$50–60. Contact the admissions offices for information on the fee waivers.
	Sign-up for Student Support Services	Free programs, including EOP or others that focus on providing student supports to graduate on-time.
December	Send your SAT or ACT test scores to CSUs	Approximately \$10 per college if you have not already sent them.
	Send official transcripts to CSUs, if requested	
January	Attend a local FAFSA support night	
	Apply to Community College, if desired	
March	Attend Community College Pre-Orientations, if applicable <ul style="list-style-type: none"> · Campus tour · Counseling · Assessment 	

**See the abbreviation reference guide on page 43.

Month	Activity	Cost
May	Commit to four-year college by May 1st	Many colleges waive the enrollment fee if you receive financial aid.
	Complete housing forms and send in housing deposit by May 1st, if requested.	Housing deposits ranges from \$30 - \$700.
	Sign-up for college orientation, if requested.	Orientation ranges from \$50 - \$150.
	Register for community college classes, if desired.	
June	Sign up for Early Start at CSUs, if available.	Fee may be waived if you receive financial aid. Talk with the financial aid office for more details.

***See The Road to College Checklist A – G GPA < 2.0 for other important dates*

The Road to College Checklist

Incoming Seniors with A – G GPA 3.0 or higher

Month	Activity	Cost
August	Sign-up for SAT/ACT test	Approximately \$50–60 if you do not qualify for a fee waiver*.
September	Attend HBCU fair and apply on the spot	
October	Apply to the CSUs	If you do not qualify for a fee waiver each CSU application is approximately \$50–60. Contact the admissions offices for information on the fee waivers.

Month	Activity	Cost
October continued...	Sign-up for Student Support Services	Free programs, including EOP or others that focus on providing student supports to graduate on-time.
	Apply to private colleges Early Decision, if desired.	
	Complete a brag sheet and request letters for recommendations from teachers and counselor if you are applying to private colleges.	
November	Apply to UCs	Approximately \$60–70 per UC, unless you qualify for a waiver. Contact the admissions offices for information on the fee waivers.
	Sign-up for Student Support Services	Free programs, including EOP or others that focus on providing student supports to graduate on-time.
December	Send your SAT or ACT test scores to CSUs and UCs.	Approximately \$10 per college if you have not already sent them.
	Send official transcripts to CSUs, if requested.	
	Apply to private colleges using the Common Application.	Fees vary but can be waived if you qualify for free/reduced lunch.

***See the abbreviation reference guide on page 43.*

Month	Activity	Cost
January	Attend a local FAFSA support night	
March	Sign-up for EPT/ELM	EPT/ELM cost approximately \$30–40. There are NO fee waivers available.
May	Commit to four-year college by May 1st	Many Colleges waive the enrollment fee if you receive financial aid.
	Complete housing forms and send in housing deposit by May 1st, if requested.	Housing deposits ranges from \$30 - \$700.
	Sign-up for college orientation, if requested.	Orientation ranges from \$50 - \$150.
	Take UC writing, math, and chemistry placement test, if required.	
June	Sign up for Early Start at CSUs, if available.	Fee may be waived if you receive financial aid.

**Fee waivers for the SAT/ACT are available to student eligible for free or reduced price meals. See the school counselor for more details on how to obtain one of these waivers.*

Reflection Questions



Based on the information provided, what pathway do you want to pursue after high school?



What resources do you still need to support the student? Who might you reach out to or connect with to assist the student in reaching his/her post-secondary goal?

REFLECTION SECTION

Work with your youth to reflect upon the following questions.

What did you learn (today, this week, this year...)?



What are your dreams?

What would you like to learn more about (today, this week, this year...)?

What are potential obstacles you may face in chasing your dreams?

How can you take what you have learned and apply it to your life?

What problems do you hope to solve (today, this week, this school year...)?



What will you need to learn to solve those problems?

What are some things you can do to overcome obstacles?

District Resource Page

Utilize this table to provide school district specific resources.

After school programs

Before school programs

Tutoring

Mentoring

Parenting Classes

College and Career Preparation Resources

Community Resources

Khan Academy  <https://www.khanacademy.org/>

Parent University (check with your school District)

FAFSA  <https://fafsa.ed.gov/>

Social Emotional Learning

As a coach, you may observe that your student is sometimes uncomfortable in the typical social settings. You may want to consider some of these questions to further assess. Can the student communicate easily with his or her peers, can they self-advocate, do they participate in various social settings with ease, do they interact with various face-to-face groups or only social media? If so, this may be an area to seek further assistance, see the resource section page @#\$.

Abbreviation Reference Guide

PSAT	Pre Scholastic Aptitude Test
SAT	Scholastic Aptitude Test
ACT	American College Test
CSS/Profile	College Scholarship Service Profile
FAFSA	Free Application for Federal Student Aid
CAL Grants	California
ESL	English as a Second Language
HBCU	Historically Black Colleges and Universities
BOG	Board of Governors
EOP	Education Opportunity
UC	University of California
CSU	California State University
EPT/ELM	English Placement Test / Entry Level Mathematics
AP	Advanced Placement

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For additional information or to request training on the use of the Graduation Coach Playbook, contact Cheri Chord at cheri@afterschoolassist.com or Keith Herron at targetexcellence@yahoo.com.



thank you.

