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# Pick Your Spotlight on Best Practices Sessions

There are several exciting sessions during each time block, but seating is limited. You'll want to identify a first and second choice for each session time below. (See pages 27-32 for session descriptions.)

| 1st Choice              | 2nd Choice | Room                  | Presenter(s)                | Title  | Suggested Audience* |
|-------------------------|------------|-----------------------|-----------------------------|--|---------------------|
| <b>Sunday ~ 2:50 PM</b> |            |                       |                             |  |                     |
|                         |            | Marquis Salons 1 & 2  | Amy Bryant                  | Double the Credits, Double the Fun: A Year in Review   | HS I                |
|                         |            | Atlanta/Boston        | Rebecca Dedmond             | CAREing Conversations: Strategies to Support Your "Every Instructor an Advisor" Efforts  | HS PS A I C         |
|                         |            | Imperial Suites E & F | David Farris                | Creative Ways to Give Meaningful Grades: Making the 10-year Plan a Tool Students Use   | HS I                |
|                         |            | Imperial Suite D      | Rachelle Fast               | It's Not You, It's Freshmen: Tricks for Working with the Developing Brain  | HS I                |
|                         |            | Imperial Suites A & B | Karen Henry                 | What is the <i>Career Choices</i> Series? A Brief Overview   | MS HS PS A I C      |
|                         |            | Denver                | Cesar Lopez-Barreras        | Utilizing My10yearPlan.com® as a School-wide Advising Tool                    | HS I C              |
|                         |            | Marquis Salons 5 & 6  | Kristen McReynolds          | An Open Letter to Freshmen: What the Adults in Your Lives Wish You Knew  | HS A I C            |
|                         |            | Marquis Salons 3 & 4  | Dan Mielke & Nicole Stewart | Professional Learning Communities to Foster Professional Development for Teachers using GFSF/ <i>Career Choices</i> for Eastern Promise Success 101              | HS PS A I           |
|                         |            | Chicago/Dallas        | Rudy Ramirez                | Mastering the Master Schedule  | HS A                |
| <b>Sunday ~ 4:00 PM</b> |            |                       |                             |  |                     |
|                         |            | Scottsdale            | Hope Clausman               | Exploring Values & Careers (PSYC 102): Teaching Strategies for an Effective University Course Model  | PS A I              |
|                         |            | Chicago/Dallas        | Gerardo Cornejo             | Using the 10-year Plan to Bring Parents into the Planning Process  | HS A C              |
|                         |            | Imperial Suite D      | Rachelle Fast               | Beyond "The Initiative"—Strategies for Moving Your School from GFSF Implementation to GFSF Immersion   | HS A I C            |
|                         |            | Marquis Salons 1 & 2  | Erin Hansen                 | An Overview of the <i>Get Focused...Stay Focused!</i> ™ Follow-up Modules for 10th, 11th, and 12th Grades  | HS A I C            |
|                         |            | Imperial Suites A & B | Bob Hawkes                  | Strategies for Funding Your Freshman Transition/ <i>Get Focused...Stay Focused!</i> ™ Initiative   | MS HS A I C         |
|                         |            | Marquis Salons 5 & 6  | Kristen McReynolds          | Helping Your Students Get More from Dain Blanton's Chapter Introduction Videos   | MS HS PS I          |
|                         |            | Imperial Suites E & F | Jennifer Ramos              | Building Positive Teacher-Student Relationships: Helping Students Transition to High School by Increasing their Connectedness                                    | HS I                |
|                         |            | Atlanta/Boston        | Brian Slotnick-Lastrico     | Power Ups!: Integrating Technology, Apps, and Dynamic, Real-World Projects  | HS I                |
|                         |            | Marquis Salons 3 & 4  | Nicole Stewart              | Writing IEP Transition Goals Using My10yearPlan.com®                        | MS HS A I C         |
|                         |            | Denver                | Lauren Wintermeyer          | Strategies for Championing a First-year Experience/ Student Success Course at the College Level  | PS A I              |
| <b>Monday ~ 7:30 AM</b> |            |                       |                             |  |                     |
|                         |            | Marquis Salons 1 & 2  | Maria Hennessy              | First Impressions Make Lasting Impressions: Building Character and Confidence in Your Freshmen   | HS A I              |
|                         |            | Imperial Suites A & B | Tina Silva                  | From Lost to Found: A Story of an Urban High School's Journey Towards Change   | HS A I C            |
|                         |            | Imperial Suite D      | Nicole Stewart              | Classroom Atmosphere: How to Set the Tone in Your <i>Career Choices</i> Classroom from Day One   | MS HS I             |
|                         |            | Atlanta/Boston        | Mary Truitt                 | Enhancing Your <i>Career Choices</i> Course to Meet the Needs of Students: Movies, Special Education, and More   | MS HS A I C         |
|                         |            | Chicago/Dallas        | Teresa Warde                | Small School Implementation: A Collaborative Process   | HS A C              |
| <b>Monday ~ 2:50 PM</b> |            |                       |                             |  |                     |
|                         |            | Imperial Suites A & B | Dain Blanton/Panel          | Inform! Motivate! Inspire! Hosting a Campus Visit with Dain Blanton  | MS HS A I C         |
|                         |            | Atlanta/Boston        | Brenda Carr                 | Tell Your Story: Don't Overlook Your Personal Experience, It Can Be A Powerful Resource  | HS I                |
|                         |            | Marquis Salon 3 & 4   | Erin Hansen/Panel           | Implementing the Follow-up Modules: A Panel Discussion   | HS A I C            |
|                         |            | Marquis Salons 5 & 6  | Dan Mielke                  | Becoming a Certified <i>Get Focused...Stay Focused!</i> ™ Specialist through Eastern Oregon University's Graduate Program in the College of Education            | MS HS PS A I C      |
|                         |            | Marquis Salons 1 & 2  | Micheline Miglis            | From a Superintendent's Perspective: How to "Launch" a GFSF Community  | MS HS PS A          |
|                         |            | Imperial Suite D      | Karen Miles                 | Start-up Strategies: An Overview of the Middle School Bridge Program   | MS HS A I C         |
|                         |            | Chicago/Dallas        | Rudy Ramirez                | Changing a Generation  | MS HS A C           |
|                         |            | Imperial Suites E & F | Kari Rosson                 | Putting It All Together: Implementing and Organizing Your <i>Career Choices</i> Classroom  | HS I                |

| 1st Choice               | 2nd Choice | Room                  | Presenter(s)        | Title  | Suggested Audience* |
|--------------------------|------------|-----------------------|---------------------|--|---------------------|
| <b>Monday ~ 4:00 PM</b>  |            |                       |                     |  |                     |
|                          |            | Marquis Salons 5 & 6  | Tech Support Team   | Into, Through, and Beyond: Tips for Success with My10yearPlan.com®  | MS HS PS A I C      |
|                          |            | Imperial Suite D      | Mindy Bingham       | <i>Possibilities and Lifestyle Math: Supplemental Materials for the Career Choices Series</i>  | MS HS A I C         |
|                          |            | Imperial Suites E & F | Laurel Ciervo       | Success 103: Implementing a Year-long Course to Help Seniors Stay Focused  | HS PS A I C         |
|                          |            | Marquis Salons 1 & 2  | Gerardo Cornejo     | Investing in the Future: Changing Your School's Culture via the Freshman Class   | HS A                |
|                          |            | Marquis Salons 3 & 4  | Diane Hollems/Panel | Dual Credit Panel Discussion: Strategies for Navigating Two Educational Systems  | HS PS A             |
|                          |            | Scottsdale            | Keala Hughes        | 10-Year Plan Days:<br>A School-Wide Effort Devoted to the Values & Principles of the 10-Year Plan  | HS A I C            |
|                          |            | Atlanta/Boston        | Gina Sanders        | Check, Please! Creating Career-mindset Students With Practical Financial Literacy  | MS HS I             |
| <b>Tuesday ~ 7:30 AM</b> |            |                       |                     |  |                     |
|                          |            | Houston               | John Farinella      | Freshman Transition—A Collaborative Effort: Positioning Students in the Center of a Culture  | HS A I C            |
|                          |            | Scottsdale            | Dr. Krista Herrera  | The High School-College Connection: Creating College Success For All Students  | HS PS A I C         |
|                          |            | St. Louis             | Aaron Houk          | The Great Awakening:<br>Using the Budget Exercises in Chapter 4 to Pull in Reluctant Students  | MS HS I             |
|                          |            | Denver                | Karen Miles         | Start-up Strategies: An Overview of the Middle School Bridge Program   | MS HS A I C         |
|                          |            | Chicago/Dallas        | Sasha Robinson      | Growth Ethos and the 10-year Plan:<br>Lessons, Tips, and Ideas to Develop a Growth Mindset in Your Students  | HS I                |
|                          |            | Atlanta/Boston        | Nicole Stewart      | The All-Inclusive Classroom:<br>Chapter-by-chapter Tips for Working with Your Special Education Students   | MS HS I             |

\*  = Tech session    MS = Middle School    HS = High School    PS = Post-secondary    A = Administrator    I = Instructor    C = Counselor

## 3 Options for Graduate Credit During the Conference

We are committed to helping *Career Choices* and *Get Focused... Stay Focused!*™ educators gain the content specialty skills and knowledge needed to achieve their professional goals while **changing attitudes and changing lives!** Working with Eastern Oregon University's Credit Overlay program allows us to offer the option of earning graduate credit for work done while at Focus on Freshmen.

### Credit Overlay Course Offerings

**For Freshman Transition Leadership Institute registrants:**

Course Name: **Freshman Transition Leadership Institute** (Reference # 10381 ED710)

Credit Hours: **3 Graduate Credits**                      Prerequisite: **Graduate Standing**

**For Career Choices Lead Administrator/Lead Teacher Institute registrants:**

Course Name: **Career Choices Lead Teacher Institute** (Reference # 10380 ED710)

Credit Hours: **3 Graduate Credits**                      Prerequisite: **Graduate Standing**

**For all other conference registrants:**

Course Name: **Successful Strategies for Freshman Transition** (Reference # 10382 ED710)

Credit Hours: **3 Graduate Credits**                      Prerequisite: **Graduate Standing**



Visit with Dr. Dan Mielke at the Eastern Oregon University table in the foyer for complete details or to register.

Interested in additional learning? Check out the 15-unit *Get Focused... Stay Focused!*™ Program and Curriculum Specialist Graduate Certificate offered through EOU's College of Education. (See page 24 for details.)

# Frequently Asked Questions

## Question:

*Why can I only register for one Institute?*

## Answer:

Institute sessions run concurrently, and the content delivered in most Institutes has been developed following a scope and sequence, where important information learned in earlier sessions is applied in later sessions. Given that design, attendees will benefit the most by attending all of their specific Institute sessions in order.

## Question:

*Can I switch Institutes?*

## Answer:

Every effort has been made to ensure that you were placed in an Institute matching your goals. If you didn't make that determination yourself, please talk with your school or team leader before you make the decision to switch. However, if you still feel you would be better off in a different Institute, revisit the registration desk to check availability. If there is room in the Institute into which you'd like to switch, simply return the binder and all materials from your current Institute. We'll issue the appropriate materials for your new Institute. Institute changes will be allowed through Monday morning.

## Question:

*What exactly is "Spotlight on Best Practices?"*

## Answer:

The Best Practices sessions are presented by administrators and classroom instructors who have built successful programs based on the **Standards for a Freshman Transition Course**. We've added the Spotlight on Best Practices breakout sessions so ALL attendees have the opportunity to learn about these model Freshman Transition programs.

## Question:

*I'm not registered for the Best Practices Institute. Can I still attend the Spotlight on Best Practices sessions?*

## Answer:

ABSOLUTELY! While you are not able to attend the core Best Practice sessions, we've scheduled the Spotlight on Best Practices at times that don't conflict with your regular Institute sessions. You'll find sessions available after dessert on Sunday and Monday and a few select early-bird sessions prior to the General Sessions on Monday and Tuesday. To maximize your conference attendance, catch as many of these Spotlight sessions as you can.

## Question:

*Can I take materials from a different Institute than I am attending?*

## Answer:

Each registration includes the materials for one Institute only. Materials for each Institute have a monetary value, and cannot just be given away. If you want the materials, please contact Academic Innovations following the conference to inquire about the possibility of purchasing additional materials.

## Question:

*I have questions about which Career Choices materials might be best for my hoped-for or existing program design. Who can I talk to about classroom materials?*

## Answer:

Your Educational Consultant\* can provide you with suggested lesson plans and implementation strategies that match your course timeframe and specific objectives, professional development for your team, quotes for curriculum materials, etc. Ask the staff at the information desk to find the Educational Consultant working with your state.

## Question:

*Can I earn CEUs for attending this conference?*

## Answer:

We are committed to helping *Career Choices* and *Get Focused...Stay Focused!*<sup>™</sup> educators gain the content specialty skills and knowledge needed to achieve their professional goals while changing attitudes and changing lives! Working with Eastern Oregon University's Credit Overlay program allows us to offer the option of earning graduate credit for work done while at Focus on Freshmen.

\* Educational Consultants are Academic Innovations staff members with training and experience working directly with schools and districts to design programs in which the *Career Choices* materials can be used most effectively.

Your name badge is required for entry to all conference events and meals. If you have guests who would like to join you for a conference meal, please see the Registration staff.

The George Washington University Freshman Transition Initiative's

# *10-Step Plan 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](http://www.freshmantransition.org). You'll also want to download your own copy of 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 have to gain from creating a comprehensive 10-year education and career 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 below).

**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 the help of 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.

*Reprinted with permission from Dr. Rebecca Dedmond.*  
For additional details, visit [www.freshmantransition.org](http://www.freshmantransition.org).

# Information Booth

The information booth will be open during regular Focus on Freshmen Conference hours.



## Stop by for:

Walk-in Registration

Sign up for the Hollywood Tour

Turn in Feedback Forms

Turn in Bingo Cards

Get Raffle Tickets

Request One-on-One Time with a Presenter

General Conference Information

Questions, Concerns, or Special Requests



*Please note that during check-in hours, you may be redirected to a temporary Information Table.*

## Continental Breakfast

Ballroom Level Patio

Come and enjoy breakfast each morning during the morning Spotlight on Best Practices or prior to the General Session. Breakfast will be available from **7:00 AM to 8:15 AM** each morning. Make sure you have the fuel you need to get through each learning-filled day. Breakfast is the most important meal of the day and you can **use the time to network with your fellow conference attendees.**

## Networking Challenge

### NETWORKING BINGO

#### The Guidelines:

To participate in this challenge, pick up a Bingo card in your first institute session on Sunday morning. Then collect signatures from other attendees in the appropriate boxes to fill in your Bingo card. Each person can sign only one box per Bingo card. The object is to get at least one Bingo either vertically, horizontally, or diagonally, which qualifies you for one raffle ticket. Get a blackout by filling all of the spaces on your Bingo card and you'll get three raffle tickets.

Once you've achieved Bingo or a blackout, take your card to the information booth for verification and to get your ticket(s) for the drawing. **Bingo cards should be turned in by 5:00 PM on Monday to qualify for raffle tickets.**

The real prize is the opportunity to start your own network of Freshman Transition experts as you meet and talk with educators from around the country, right?

If that's not enough incentive, each ticket you earn can be entered into a drawing to be held during the awards luncheon.

(See page 29 for information on prizes, including a Samsung Tablet and Apple TV.)



# Sunday

## 5:00 PM TO 6:30 PM



### FEELING SOME “BRAIN DRAIN” AFTER A FULL DAY OF LEARNING?

*Join us poolside  
for a relaxing  
cocktail reception.*

This is a great chance to socialize with the many interesting people you’ve met in your institute sessions.

The first drink is on us, so be sure to bring the beverage ticket you received at registration. (After that, it’s a cash bar.) There will also be light refreshments.



# Monday

## 6:30 PM TO 8:00 PM

### *My10yearPlan.com® Forum*

#### Meridian

Enjoy your dinner, and then head to the lobby level for an informal evening with the team behind My10yearPlan.com®.

The room will be wired for access, so bring your laptop\* and get some hands-on experience with this powerful, internet-based, decision-making and planning tool.

*\* If you’re traveling sans laptop, we’ll have a few extra computers available to share.*



You’ll have an opportunity to review the basic functions of the site, and take you on a tour of My10yearPlan Interactive the *Get Focused... Stay Focused!*™ enhancements, and the mobile app for My10yearPlan.com®.

Our “tech team” will be on hand to answer questions and demo features for novice and experienced users alike.

**We’ll also be introducing a fully redesigned My10yearPlan.com® system that will be available for beta testing this fall.**



# Day One

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

|  |   |
|--|---|
| 7:00 AM to 8:15 AM   | <p><b>Late registration, check in, and material pick up</b> <i>(If you have not already registered, please swing by the registration area. The General Session starts promptly at 8:30 AM and you won't want to miss a moment.)</i></p> <p><b>Continental breakfast available on the patio</b></p>  |
| 8:15 AM  | <p><b>Doors open for General Session seating</b></p>  |
| <p>8:30 AM to 10:00 AM</p> <p>Marquis Salons 3 &amp; 4</p>   | <p><b>General Session</b></p> <p><b>The Big Picture: Gathering the Resources to Get Buy-in for Your Freshman Transition Initiative</b></p> <p>Over the next three days, you'll gather a lot of resources and strategies to help you impact high school attrition rates, post-secondary completion, and, ultimately, life satisfaction.</p> <p>This opening session will provide insights into the issues as well as tools to generate the buy-in necessary to launch your school-wide Freshman Transition initiative. The session will also provide an overview of the Standards for a Freshman Transition Course and the 10-Step Plan from the Freshman Transition Initiative.</p> <p><b>Dr. Lauren Wintermeyer</b>, Co-Founder, <i>Get Focused... Stay Focused!</i>™ Initiative</p> <p><b>Dr. Rebecca Dedmond</b>, Founder, Freshman Transition Initiative</p> <p><b>Dr. Diane Hollems</b>, Co-Founder, <i>Get Focused... Stay Focused!</i>™ Initiative</p> <p><b>Mindy Bingham</b>, Author, <i>Career Choices</i> Series</p> <p><b>Gil Compton</b>, Principal on Special Assignment, Temecula Valley Unified School District</p> <p><b>Wendy Bingham</b>, Vice President, Professional Development, Academic Innovations</p> |
| 10:00 AM to 10:20 AM   | <p><b>Break</b> <i>(If you were unable to check in prior to the Opening Session, please do so during this break)</i></p>  |
| <p><b>Institute Sessions</b></p>   | <p><i>For the balance of the day, you'll receive concentrated instruction in your chosen institute, building your knowledge base in a specific topic area related to the Freshman Transition Initiative.</i></p>  |
| <p>10:20 AM to 11:20 AM</p> <p>Imperial Suites A &amp; B</p> <p>Imperial Suite E</p> <p>Chicago/Dallas</p> <p>Houston</p> <p>Scottsdale</p> <p>Imperial Suite D</p> <p>Marquis Salons 5 &amp; 6</p> <p>Denver</p> <p>Marquis Salons 1 &amp; 2</p> <p>Meridian 1</p> <p>Meridian 2</p> <p>Atlanta/Boston</p> <p>St. Louis</p> | <p><b>Institute Session 1</b></p> <p>Best Practices: Freshman Transition in Action</p> <p><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute</p> <p>Freshman Transition for Principals</p> <p>Freshman Transition Leadership Institute</p> <p><i>Get Focused... Stay Focused!</i>™ Initiative Institute</p> <p>How to Implement the Freshman Course <i>(with Career Choices and Changes)</i></p> <p>How to Implement the Freshman Course <i>(with Career Choices)</i></p> <p>Implementing a Student Success Course for College Completion <i>(for college instructors)</i></p> <p>Implementing the Stay Focused! Follow-up Modules</p> <p>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused... Stay Focused!</i>™ Classrooms</p> <p>My10yearPlan.com® Interactive</p> <p>Teaching Insights, Practices, and Solutions (TIPS)</p> <p>Team-Building for a Freshman Transition Initiative</p>  |
| 11:20 AM to 11:30 AM   | <p><b>Break</b></p>   |

*Please see pages 14 to 26 for session descriptions*



|  |  |
|--|--|
| <p>11:30 AM to 12:20 PM</p> <p>Imperial Suites A &amp; B<br/>Imperial Suite E<br/>Chicago/Dallas<br/>Houston<br/>Scottsdale<br/>Imperial Suite D<br/>Marquis Salons 5 &amp; 6<br/>Denver<br/>Marquis Salons 1 &amp; 2<br/>Meridian 1<br/>Meridian 2<br/>Atlanta/Boston<br/>St. Louis</p> | <p><b>Institute Session 2</b></p> <p>Best Practices: Freshman Transition in Action<br/><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute<br/>Freshman Transition for Principals<br/>Freshman Transition Leadership Institute<br/><i>Get Focused...Stay Focused!</i>™ Initiative Institute<br/>How to Implement the Freshman Course (with <i>Career Choices and Changes</i>)<br/>How to Implement the Freshman Course (with <i>Career Choices</i>)<br/>Implementing a Student Success Course for College Completion (for college instructors)<br/>Implementing the Stay Focused! Follow-up Modules<br/>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused... Stay Focused!</i>™ Classrooms<br/>My10yearPlan.com® Interactive<br/>Teaching Insights, Practices, and Solutions (TIPS)<br/>Team-Building for a Freshman Transition Initiative</p> |
| <p>12:30 PM to 1:30 PM</p>   | <p><b>Lunch</b> (Served in Imperial Suite C &amp; Patio)      <b>Success 101 documentary viewing</b> (See page 26 for more details)</p>  |
| <p>1:30 PM to 2:20 PM</p> <p>Imperial Suites A &amp; B<br/>Imperial Suite E<br/>Chicago/Dallas<br/>Houston<br/>Scottsdale<br/>Imperial Suite D<br/>Marquis Salons 5 &amp; 6<br/>Denver<br/>Marquis Salons 1 &amp; 2<br/>Meridian 1<br/>Meridian 2<br/>Atlanta/Boston<br/>St. Louis</p>   | <p><b>Institute Session 3</b></p> <p>Best Practices: Freshman Transition in Action<br/><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute<br/>Freshman Transition for Principals<br/>Freshman Transition Leadership Institute<br/><i>Get Focused...Stay Focused!</i>™ Initiative Institute<br/>How to Implement the Freshman Course (with <i>Career Choices and Changes</i>)<br/>How to Implement the Freshman Course (with <i>Career Choices</i>)<br/>Implementing a Student Success Course for College Completion (for college instructors)<br/>Implementing the Stay Focused! Follow-up Modules<br/>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused... Stay Focused!</i>™ Classrooms<br/>My10yearPlan.com® Interactive<br/>Teaching Insights, Practices, and Solutions (TIPS)<br/>Team-Building for a Freshman Transition Initiative</p> |
| <p>2:30 PM to 2:50 PM</p>  | <p><b>Dessert Break</b> (Served in the foyer)</p>  |
| <p>2:50 PM to 3:50 PM</p>  | <p><b>Spotlight on Best Practices—Open to Everyone</b> (Refer to page 27 to plan your schedule)</p>  |
| <p>4:00 PM to 5:00 PM</p>  | <p><b>Spotlight on Best Practices—Open to Everyone</b> (Refer to page 28 to plan your schedule)</p>  |
| <p>5:00 PM to 6:30 PM</p>  | <p><b>Networking Opportunity—Poolside Cocktail Reception</b> (See page 7 for details)</p>  |
| <p>6:30 PM</p>   | <p><b>Day One Concludes—Dinner on your own</b></p>   |

# Day Two

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

|   |   |
|---|---|
| 7:00 AM to 8:15 AM  | <b>Continental breakfast available on the patio</b>   |
| 7:30 AM to 8:15 AM  | <b>Spotlight on Best Practices—<i>Open to Everyone</i></b> (Refer to page 29 to plan your schedule)   |
| 8:15 AM   | <b>Doors open for General Session seating</b>   |
| 8:30 AM to 10:00 AM<br>Marquis Salons 3 & 4   | <p><b>General Session</b></p> <p><b>Panel Discussion: What’s Working for Successful Freshman Transition Initiatives</b></p> <p>Dr. Lauren Wintermeyer moderates a panel discussion with administrators involved with very different but equally successful initiatives.</p> <p>You’ll hear about actual strategies used by schools—for everything from planning to implementation to assessment—and the results of their efforts.</p> <p><b>John Farinella</b>, Rahway High School, Rahway, NJ<br/> <b>Bob Hawkes</b>, Kern Community College District, Bakersfield, CA<br/> <b>Carnell Henderson</b>, Woonsocket High School, Woonsocket, RI<br/> <b>Micheline Miglis</b>, Carpinteria Unified School District, Carpinteria, CA<br/> <b>Diego Ochoa</b>, Esparto High School, Esparto, CA<br/> <b>Rudy Ramirez</b>, Indio High School, Indio, CA</p> <p><b>Student Panel</b></p> <p>Dr. Lauren Wintermeyer continues the discussion with a panel of students who have experienced Freshman Transition in different ways.</p> |
| 10:00 AM to 10:20 AM  | <b>Break</b>  |
| <b>Institute Sessions</b>   | <i>For the balance of the day, you’ll receive concentrated instruction in your chosen institute, building your knowledge base in a specific topic area related to the Freshman Transition Initiative.</i>   |
| 10:20 AM to 11:20 AM<br>Imperial Suites A & B<br>Imperial Suite E<br>Chicago/Dallas<br>Houston<br>Scottsdale<br>Imperial Suite D<br>Marquis Salons 5 & 6<br>Denver<br>Marquis Salons 1 & 2<br>Meridian 1<br>Meridian 2<br>Atlanta/Boston<br>St. Louis | <p><b>Institute Session 4</b></p> <p>Best Practices: Freshman Transition in Action</p> <p><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute</p> <p>Freshman Transition for Principals</p> <p>Freshman Transition Leadership Institute</p> <p><i>Get Focused...Stay Focused!</i>™ Initiative Institute</p> <p>How to Implement the Freshman Course (with <i>Career Choices and Changes</i>)</p> <p>How to Implement the Freshman Course (with <i>Career Choices</i>)</p> <p>Implementing a Student Success Course for College Completion (for college instructors)</p> <p>Implementing the Stay Focused! Follow-up Modules</p> <p>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused!</i>™ Classrooms</p> <p>My10yearPlan.com® Interactive</p> <p>Teaching Insights, Practices, and Solutions (TIPS)</p> <p>Team-Building for a Freshman Transition Initiative</p>  |
| 11:20 AM to 11:30 AM  | <b>Break</b>  |

*Please see pages 14 to 26 for session descriptions*

|  |   |
|--|---|
| <p>11:30 AM to 12:20 PM</p> <p>Imperial Suites A &amp; B<br/>Imperial Suite E<br/>Chicago/Dallas<br/>Houston<br/>Scottsdale<br/>Imperial Suite D<br/>Marquis Salons 5 &amp; 6<br/>Denver<br/>Marquis Salons 1 &amp; 2<br/>Meridian 1<br/>Meridian 2<br/>Atlanta/Boston<br/>St. Louis</p> | <p><b>Institute Session 5</b></p> <p>Best Practices: Freshman Transition in Action<br/><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute<br/>Freshman Transition for Principals<br/>Freshman Transition Leadership Institute<br/><i>Get Focused...Stay Focused!</i>™ Initiative Institute<br/>How to Implement the Freshman Course (with <i>Career Choices and Changes</i>)<br/>How to Implement the Freshman Course (with <i>Career Choices</i>)<br/>Implementing a Student Success Course for College Completion (for college instructors)<br/>Implementing the Stay Focused! Follow-up Modules<br/>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused...Stay Focused!</i>™ Classrooms<br/>My10yearPlan.com® Interactive<br/>Teaching Insights, Practices, and Solutions (TIPS)<br/>Team-Building for a Freshman Transition Initiative</p> |
| <p>12:30 PM to 1:30 PM</p>   | <p><b>Lunch</b> (Served in Imperial Suite C &amp; Patio)</p>  |
| <p>1:30 PM to 2:20 PM</p> <p>Imperial Suites A &amp; B<br/>Imperial Suite E<br/>Chicago/Dallas<br/>Houston<br/>Scottsdale<br/>Imperial Suite D<br/>Marquis Salons 5 &amp; 6<br/>Denver<br/>Marquis Salons 1 &amp; 2<br/>Meridian 1<br/>Meridian 2<br/>Atlanta/Boston<br/>St. Louis</p>   | <p><b>Institute Session 6</b></p> <p>Best Practices: Freshman Transition in Action<br/><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute<br/>Freshman Transition for Principals<br/>Freshman Transition Leadership Institute<br/><i>Get Focused...Stay Focused!</i>™ Initiative Institute<br/>How to Implement the Freshman Course (with <i>Career Choices and Changes</i>)<br/>How to Implement the Freshman Course (with <i>Career Choices</i>)<br/>Implementing a Student Success Course for College Completion (for college instructors)<br/>Implementing the Stay Focused! Follow-up Modules<br/>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused...Stay Focused!</i>™ Classrooms<br/>My10yearPlan.com® Interactive<br/>Teaching Insights, Practices, and Solutions (TIPS)<br/>Team-Building for a Freshman Transition Initiative</p> |
| <p>2:30 PM to 2:50 PM</p>  | <p><b>Dessert Break</b> (Served in the foyer)</p>   |
| <p>2:50 PM to 3:50 PM</p>  | <p><b>Spotlight on Best Practices—Open to Everyone</b> (Refer to page 30 to plan your schedule)</p>   |
| <p>4:00 PM to 5:00 PM</p>  | <p><b>Spotlight on Best Practices—Open to Everyone</b> (Refer to page 31 to plan your schedule)</p>   |
| <p>5:00 PM</p>   | <p><b>Day Two Concludes—Dinner on your own</b></p>  |
| <p>6:30 PM to 8:00 PM</p>  | <p><b>My10yearPlan.com® Forum</b> (Refer to page 7 for more information)</p>  |

**#FOF16LAX**

It's the educational spectacular of the summer!

We know you're having a rewarding, enriching, and incredible experience at Focus on Freshmen 2016, so why don't you take a second to share your amazing moments with the rest of us?

Use **#fof16lax** on your social media channels to connect with other conference attendees and the world.



# HOLLYWOOD EXCURSION

MONDAY ~ 5:15 PM TO 9:30 PM

Enjoy the air-conditioned comfort of the bus while someone else worries about the L.A. traffic.

Time on your own near:  
Hollywood Sign,  
Hollywood Walk of Fame,  
TCL Chinese Theatre's Movie Star Hand & Footprints,  
and more!



For more information or to sign up, please visit the information booth.

Optional activity requiring a \$40 pre-paid ticket.

**Space is limited and we expect to reach capacity!**

DON'T FORGET TO SWING BY THE

**E-CENTRE**

Open during meals and between sessions.  
*(See page 16 for details.)*

**Tuesday**  
is School Spirit Day.



**Let us see your school colors shining through!**

*(See page 20 for details.)*

# Day Three – School Spirit Day!

Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

|  |   |
|--|---|
| 7:00 AM to 8:15 AM   | <b>Continental breakfast available on the patio</b>   |
| 7:30 AM to 8:15 AM   | <b>Spotlight on Best Practices—<i>Open to Everyone</i></b> (Refer to page 32 to plan your schedule)   |
| 8:15 AM  | <b>Doors open for General Session seating</b>   |
| 8:30 AM to 9:45 AM<br>Marquis Salons 3 & 4   | <p><b>General Session</b><br/>Learning is its own reward, right? Well, not today! Today learning will be accompanied by an opportunity for some bonus prizes, so don't be late and come ready to share.</p> <p><b>Strategies for Your School-wide Initiative</b><br/>By expanding your Freshman Transition efforts to a School-wide Initiative, you'll have a true whole-school reform effort. This final general session will provide an overview of the <i>Get Focused...Stay Focused!</i>™ modules, and you'll get some hands-on experience with a sample activity for supporting the 10-year Plan with upperclassmen.</p> <p>Wendy Bingham, Vice President, Professional Development, Academic Innovations<br/>Dr. Lauren Wintermeyer, Co-Founder, <i>Get Focused... Stay Focused!</i>™ Initiative<br/>Dr. Diane Hollems, Co-Founder, <i>Get Focused... Stay Focused!</i>™ Initiative</p> <p><b>Starting Your Action Plan</b><br/>This session will also include facilitated planning time, during which all of institute presenters will be on hand to answer questions, troubleshoot, and brainstorm ideas.</p> |
| 9:45 AM to 10:00 AM  | <b>Break</b>  |
| 10:00 AM to 11:15 AM<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>Chicago/Dallas<br>Houston<br>Scottsdale<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>Marquis Salon 3 & 4*<br>St. Louis | <p><b>Institute Session 7</b></p> <p>Best Practices: Freshman Transition in Action<br/><i>Career Choices</i> Lead Administrator &amp; Lead Teacher Institute<br/>Freshman Transition for Principals<br/>Freshman Transition Leadership Institute<br/><i>Get Focused...Stay Focused!</i>™ Initiative Institute<br/>How to Implement the Freshman Course (with <i>Career Choices and Changes</i>)<br/>How to Implement the Freshman Course (with <i>Career Choices</i>)<br/>Implementing a Student Success Course for College Completion (for college instructors)<br/>Implementing the Stay Focused! Follow-up Modules<br/>Integrating Technology into Your <i>Career Choices</i> &amp; <i>Get Focused... Stay Focused!</i>™ Classrooms<br/>My10yearPlan.com® Interactive<br/>Teaching Insights, Practices, and Solutions (TIPS)<br/>Team-Building for a Freshman Transition Initiative</p>  |
| 11:30 AM to 1:30 PM  | <b>Awards Luncheon</b> ( <i>Imperial Suites A-F, see page 33 for more information</i> )   |
| 2:00 PM  | <b>Conference Concludes</b>   |

\*please note room change

*Please see pages 14 to 26 for session descriptions*

# Institute Session Descriptions

## BEST PRACTICES: FRESHMAN TRANSITION IN ACTION

Facilitated by Trish Procetto

### Session 1

Imperial Suites A & B ~ Sunday, 10:20 AM

#### Freshman Transition—A Collaborative Effort: Positioning Students in the Center of a Culture

Rahway High School teacher, Maria Hennessy, will share key aspects of the Rahway High School freshman seminar program. The presentation will highlight aspects of the strategic collaboration among members of the school community that yield a winning program. Additionally, the presentation will include remarks from selected graduating seniors from the class of 2015 and 2016. Furthermore, Principal Farinella will touch on staffing, scheduling, and other key program considerations.

Maria Hennessy, Teacher, Rahway High School, Rahway, NJ

~ Repeated in the **Spotlight on Best Practices** Monday at 7:30 AM with John Farinella~

### Session 2

Imperial Suites A & B ~ Sunday, 11:30 AM

#### From Lost to Found: A Story of an Urban High School's Journey Towards Change

Who are we? An urban district whose freshman failure rate was unacceptable, with a team of dedicated teachers and administrators ready to do whatever necessary to reach any and all students. What did we want? To guide students as they worked towards becoming self-sufficient adults by defining success, developing interpersonal skills, and realizing their own dreams. In this session our team will share how we did it by discussing Year One of our journey toward changing the prevailing climate of our city's high school.

Tina Silva, Teacher, Woonsocket High School, Woonsocket, RI

Ann Croft, Success 101 Educator, Woonsocket High School, Woonsocket, RI

~ Repeated in the **Spotlight on Best Practices** Monday at 7:30 AM ~

### Session 3

Imperial Suites A & B ~ Sunday, 1:30 PM

#### Professional Learning Communities to Foster Professional Development for Teachers using GFSF/Career Choices for Eastern Promise Success 101

One of the pillars of the Eastern Promise project in eastern Oregon was to incorporate the *Career Choices/Get Focused...Stay Focused!*™ curricula into our efforts to increase the number of students in our region who would go on to college or post-secondary training. Twenty-two schools became involved in offering a required high school freshman level course that also received college credit. A hallmark of the Eastern Promise program is that the teachers involved in these dual credit courses are required to attend regular Professional Learning Communities (PLC) where professional development training takes place.

This session will look at how the PLC has added credibility to the college credit portion of the program, including discussion of the role the university plays in the process and how each meeting is structured to encourage collaboration.

Dan Mielke, Executive Director, Eastern Promise, Eastern Oregon Univ., LaGrande, OR

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR

~ Repeated in the **Spotlight on Best Practices** Sunday at 2:50 PM ~

### Session 4

Imperial Suites A & B ~ Monday, 10:20 AM

#### Exploring Values & Careers (PSYC 102): Teaching Strategies for an Effective University Course Model

PSYC 102, Identity & Experience: Exploring Values & Careers, is a first-year experience course offered at Vincennes University, Indiana's oldest college. The course guides students through a journey of identity exploration and planning for a productive college life as well as an achievable and stimulating future. During this fast-paced and interactive presentation, two members of the VU PSYC 102 team will introduce the audience to the current course model and a plethora of effective and engaging teaching strategies.

Hope Clausman, Department Chair, Vincennes University, Vincennes, IN

Robert Cullen, Professor, Vincennes University, Vincennes, IN

~ Repeated in the **Spotlight on Best Practices** Sunday at 4:00 PM ~

### Session 5

Imperial Suites A & B ~ Monday, 11:30 AM

#### 10-Year Plan Days: A School-Wide Effort Devoted to the Values & Principles of the 10-Year Plan

In 2010-11, Norte Vista instituted a Freshman Focus course and, over the years, has worked to provide additional opportunities for students to update and revise their 10-Year Plan. The Norte Vista team now implements six 10-Year Plan Days each school year, correlating to six grading periods. Each 10-Year Plan Day allows the entire campus to devote one hour of instruction specifically to the themes and values of the 10-Year Plan. Over the course of the six days, EACH student discusses the following topics: Transcript Analysis, Goal Setting, Post High School Options, Careers vs. Jobs, Budget Analysis, and "If I Could Do It All Over Again...I Would've\_\_\_\_." This 60-minute presentation will walk participants through a step-by-step process for creating a 10-Year Plan Day, including bell scheduling.

Keala Hughes, Teacher/ASB Director, Norte Vista High School, Riverside, CA

Blanca Silva-Hill, Freshmen Focus Lead Teacher & 10-Year Plan Days Co-Coordinator (Teacher), Norte Vista High School, Riverside, CA

~ Repeated in the **Spotlight on Best Practices** Monday at 4:00 PM ~

Graduate Certificate for

Stay  
**Get Focused!**  
Program & Curriculum Specialist

Eastern Oregon University's  
College of Education

Eastern Oregon University's Online Graduate Education  
Program is ranked one of the top programs  
in the country by U.S. News and World Report.

(See page 24 for details.)

## Session 6

Imperial Suites A & B ~ Monday, 1:30 PM

### **The High School-College Connection: Creating College Success for All Students**

This session will provide high school and college leaders an example of one high school-college partnership that worked to create an early college pathway where students can graduate with a high school diploma in one hand and an AS degree in the other. This program starts with a Freshman Transition course as the foundation. Krista, Danielle and Kailani will share the process of getting their program started, as well as the challenges and obstacles they have faced and how they have overcome them.

**Dr. Krista Herrera**, Principal, Summit Charter Collegiate Academy, Porterville, CA

**Danielle Aguilar**, High School Counselor, Summit Charter Collegiate Academy, Porterville, CA

**Kailani Knutson**, Professor, Porterville College, Porterville, CA

~ Repeated in the **Spotlight on Best Practices** Tuesday at 7:30 AM ~

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### **From an Instructor's Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers**

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

## **CAREER CHOICES LEAD ADMINISTRATOR & LEAD TEACHER INSTITUTE**

Presented by David Farris

## Session 1

Imperial Suite E ~ Sunday, 10:20 AM

### **Overview of the Lead Teacher Strategy and Resources to Make Your Job Easier**

The *Career Choices* Lead Teacher's most important role is providing ongoing, sustained professional development. Over the next three days, you'll learn a variety of strategies such as how to form a professional learning community with your *Career Choices* instructors, how to facilitate workshop sessions using video training modules, how to develop a customized lesson plan that will meet your Freshman Transition initiative's goals, and how to get buy-in for this important total school reform effort. In this session, we'll review the roles and responsibilities of an effective Lead Teacher and review the resources available in the Lead Teacher/Administrator Manual.

## Session 2

Imperial Suite E ~ Sunday, 11:30 AM

### **Customizing Your Professional Development Plan Using Your 22 Workshop Agendas**

To be competitive for reform initiative monies, you'll need to prove that your school can provide capacity-building professional development to all stakeholders. We know that you have very little time for planning and preparation, so we've designed a system that makes this process easy and efficient. In this session, you'll learn how to facilitate workshop sessions using the 45-minute workshop agendas and training videos outlined in your Lead Teacher/Administrator Manual. In addition, you'll be exposed to a variety of professional development strategies, including building professional learning communities, so you can design a plan that works for you.

**Institute Session Descriptions**

## Session 3

Imperial Suite E ~ Sunday, 1:30 PM

### **The Five Ingredients of Success: Modeling a Workshop Agenda**

Using one of the 22 workshop agendas in your Lead Teacher/Administrator Manual, your trainer will lead you through the training module *The Five Ingredients of Success*. Not only will you learn these five critical components of a *Career Choices* course, but you'll also gain first-hand experience with this unique professional development system designed to help you launch your Freshman Transition initiative in an efficient and effective way.

## Session 4

Imperial Suite E ~ Monday, 10:20 AM

### **Integrating Academics and Technology into Your Whole-School Reform Effort**

As you begin working on your customized lesson plans today, we'll review the academic and technology opportunities that you'll want to consider integrating into your *Career Choices* coursework. And, because a key technology piece is the online 10-year plan, we'll review this innovative strategy and the Lead Teacher's role in the implementation of this advisory tool.

## Session 5

Imperial Suite E ~ Monday, 11:30 AM

### **Course Planning Strategies: Using Excel-formatted Templates to Jumpstart Your Planning**

It's far easier to edit than it is to create. In this session you'll learn a system for creating customized lesson plans for your team using and Excel spreadsheet. You'll piggyback on the experiences of hundreds of educators by learning how to start your planning using one of the lesson plan templates provided on your resource disk. The information from this session will save you hours and hours of work and you'll be secure in knowing your course will culminate with every student creating a quantitative and meaningful 10-year plan.

## Session 6

Imperial Suite E ~ Monday, 1:30 PM

### **Higher-Order Teaching Strategies for the Career Choices Curriculum**

To be competitive in the 21st century, our students will require higher-order thinking and self-management skills. This skill development can only be delivered through higher-order teaching strategies. This session provides the opportunity to review the classroom management techniques that encourage this outcome. How will you know you are successful in your efforts? Learn assessment and evaluation techniques that will help you continually reassess your efforts so you can upgrade your classroom tactics.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### **From an Instructor's Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers**

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

#FOFI6LAX

# FRESHMAN TRANSITION FOR PRINCIPALS

Presented by Rudy Ramirez

## Session 1

Chicago/Dallas ~ Sunday, 10:20 AM

### Beginning with the End in Mind

The most important skills of a successful leader are establishing a clear purpose and vision for the organization. After reviewing some of the research related to Freshman Transition programs, participants will explore tactics for developing personal vision within the context of organization identity and personal identity. They will begin outlining possible goals for the outcome from their efforts related to their Freshman Transition initiative.

## Session 2

Chicago/Dallas ~ Sunday, 11:30 AM

### Laying the Foundation

This session details the framework for designing and implementing a Freshman Transition course tailored for your school and community. You'll be asked to explore your school's data, identify core values, and then set goals and develop a plan for shared commitment to a common purpose.

## Session 3

Chicago/Dallas ~ Sunday, 1:30 PM

### Choosing the "A" Team

Institutional change requires the support and effort of many. This session will provide strategies to help you to identify and then recruit the "best of class" leaders in your school. The discipline and skills of team learning will be introduced and applied to your unique organization. The basics of team leadership will be explored as you develop your "A" Team for your Freshman Transition initiative.



## Session 4

Chicago/Dallas ~ Monday, 10:20 AM

### Generating Buy-in

This session will provide some research-based methods for generating buy-in among faculty and staff. Professional development activities will be introduced to promote systems thinking and develop communication capacity. Mediums for promoting district, board, and stakeholder support will be developed for the Freshman Transition initiative.

## Session 5

Chicago/Dallas ~ Monday, 11:30 AM

### Shaping the Curriculum to Meet Your Goals and Standards

This session will focus on how the *Career Choices* curriculum was refined to meet all of the specific goals and state standards for Indio High School. You will engage in activities to correlate your developed school goals to the curriculum that best fits the demands of your school and needs of your students.

## Session 6

Chicago/Dallas ~ Monday, 1:30 PM

### Extending the Freshman Initiative to a School-wide Effort

This session will discuss the "how to" of transforming your Freshman Transition course and school culture into a collaborative learning community. The model includes a continuity plan for the sophomore, junior, and senior years using the 10-year plan as a common planning and advisory tool. The senior year will culminate with a senior project and portfolio that provides a seamless transition to post-secondary experiences.

## Session 7

Chicago/Dallas ~ Tuesday, 10:00 AM

### Reward, Recognize, Celebrate, and Motivate

This session will share a successful plan for celebrating and rewarding the achievements of the faculty and staff to foster continued energy and commitment to the learning community. You will develop specific incentives to meet the needs of your students, motivating them to keep to a high level of enthusiasm for the total school community. Participants will share the Freshman Transition initiative Plans they've been working over the course of the three days so we can all support, celebrate and share in their commitment to transforming the lives of their students.

# E-CENTRE

Visit the E-Centre in the registration area throughout the conference for a personal tour of any of the *Career Choices* online enhancements.



The *Career Choices* E-Centre staff will happily activate your one-year PREMIUM Teachers' Lounge membership. This gives you access to an exciting online library of print and video resources for your *Career Choices* classroom, our gift to you for attending this year's conference. Simply complete the form **in your binder** and bring it by the **E-Centre**.

If you don't have time during the conference to activate your access, **fax the completed form to our office** once you return home, and we'll email your login information to you.



# FRESHMAN TRANSITION LEADERSHIP INSTITUTE

Presented by Dr. Rebecca Dedmond, Penny Paine, and John Farinella

## Session 1

Houston ~ Sunday, 10:20 AM

### Leadership Quotient: The Role of the Principal

Studies clearly show school leadership, starting with the principal, is vital to the success of any new effort. It's like the trickle-down economics of high school redesign. We know you've only got one principal and he/she already has great demands on their time. Learn why he/she is indispensable to the process and gain strategies for maximizing the principal's role through the use of ready made resources and solid planning.

## Session 2

Houston ~ Sunday, 11:30 AM

### Form a Team of Champions: Recruiting Your Coordinating Committee

Recruit top performers for your coordinating committee and you'll save time and frustration. This session gives you the strategies and the resources (in the form of responsibility and decision making charts, job descriptions, project timelines, etc.) to make forming your "team of champions" easy. Come ready to learn time-honored techniques for motivating your team to meet its common goal—in this case, implementing a Freshman Transition initiative.

## Session 3

Houston ~ Sunday, 1:30 PM

### Generate Buy-in for the New Course and the 10-year Plan

Major changes mean major upheaval, right? Only if you skip this all-important step: Generating buy-in. If you want to institutionalize a new course in your school, you first need to institutionalize it in the hearts and minds of your "stakeholders"—parents, teachers, school administrators, board members, and community partners. Walk away from this session with new techniques and resources to make this process easy.

## Session 4

Houston ~ Monday, 10:20 AM

### Identify a Curriculum That Will Accomplish Your Course Goals

Administrators, teachers, and students alike are frustrated by courses that lack focus, content, and results. This is often because they lack the right tools for the job. Asking your teachers to provide a comprehensive Freshman Transition course without a comprehensive curriculum is like asking a contractor to dig a foundation for your new school with a shovel rather than a backhoe. This session gives you strategies for finding a curriculum that will accomplish your Freshman Transition goals and provides an overview of a proven model, the *Career Choices* curriculum.



**WANT A CHANCE TO WIN THIS AWESOME PRIZE?**



Get all your raffle tickets turned in prior to the Awards Luncheon.

(See page 29 for more details.)

## Session 5

Houston ~ Monday, 11:30 AM

### Recruiting and Retaining Your Most Enthusiastic Teachers

Having the right tools for the job is only one part of the equation; you also need the right person wielding those tools. This session helps you formalize your recruitment process, outlining the characteristics common to successful Freshman Transition teachers and providing retention strategies.

## Session 6

Houston ~ Monday, 1:30 PM

### Professional Development Strategies for Institutionalizing Your Freshman Transition Effort

It's not optional, it's a necessity. For course instructors to develop a comprehensive, rigorous classroom experience, they need professional development and course planning time. This session discusses the role professional development must play in your planning process and provides checklists and sample agendas to make the process easy.

## Session 7

Houston ~ Tuesday, 10:00 AM

### My10yearPlan.com® Online Advisory Tool for Personalized Instruction

Take your advisories to a whole new level with My10yearPlan.com®. See how this online enhancement provides your faculty with a direct link to students' plans for the future and allows students an easy way to update and revise their plans throughout high school.

Spend time developing your initial plans for launching your Freshman Transition initiative using the tools received over the last three days.

# GET FOCUSED...STAY FOCUSED!™ INITIATIVE

Presented by Dr. Diane Hollems

## Session 1

Scottsdale ~ Sunday, 10:20 AM

### **What's in it for Me? Accountability measures for both college and high school and how the *Get Focused...Stay Focused!*™ Initiative improves these measures!**

Dropout rates are a concern at both the high school and community college levels. This session will engage attendees in understanding critical areas of concern: factors impacting high school and college dropout rates, strategies at the programmatic and institutional levels to remedy dropouts, reducing the need for remediation upon entering college, and improving accountability outcome measures. Attendees will be introduced to the *Get Focused...Stay Focused!*™ Initiative, which addresses these measures in a dramatic way!

## Session 2

Scottsdale ~ Sunday, 11:30 AM

### **GET FOCUSED...**

#### **A Dual Enrollment Freshman Transition (DEFT) Course!**

Learn the ins and outs of a California Dual Enrollment program. Specifics about the Dual Enrollment Freshmen Transition (DEFT) course, and its implementation as a college/dual enrollment course will be covered. Explore the elements of the *Career Choices* curriculum (Who am I? What do I want? How do I get it? and the online My10yearPlan.com®) and how this curriculum can be offered for three units of college credit. Learn how the *Get Focused...Stay Focused!*™ 16-lesson follow-up modules for 10th, 11th, and 12th grades can be integrated into existing classes and also how each module can receive one unit of college credit.

## Session 3

Scottsdale ~ Sunday, 1:30 PM

### **GET FOCUSED... (continued)**

#### **Sustaining the Success of the Freshman Course and the Concept of "Backward Mapping"!**

It's all about relationship building! The instructor is the heart of the classroom—learn how to select the best and engage the rest! Gain useful supplemental resources and best practices from our local instructional "expert." This session will also highlight strategic partnerships and the Progression in Education Model as well as how to successfully navigate two educational systems. You will learn strategies for engaging parents and community members!

## Session 4

Scottsdale ~ Monday, 10:20 AM

### **STAY FOCUSED! The Key to Post-secondary Success: Follow-up Curriculum for Grades 10, 11, & 12 and the Important All-school Buy-in!**

Learn about strategies for ALL-SCHOOL BUY-IN—the key to the success of the comprehensive *Get Focused...Stay Focused!*™ Initiative. Attendees to this session will also be given curriculum modules for the 10th, 11th, and 12th grade follow-up to the *Career Choices* 9th grade course. Understanding the content and scope of these modules is critical to your implementation plan! Post-secondary attendees will gain an understanding of the importance of working closely with your area high schools in order to receive highly-prepared matriculating freshmen — thus improving college accountability measures.

Have a question, want to meet with one of the presenters, or need to turn in your raffle tickets?

Visit the

Information  
Booth



(See page 6 for details.)

## Session 5

Scottsdale ~ Monday, 11:30 AM

### **Get Focused...Stay Focused!™ Intro to Implementation The Guide to Having a Successful Program!**

In addition to receiving the *Get Focused...Stay Focused!*™ Manual, participants in this session will receive the *Get Focused...Stay Focused!*™ **Quick Start Implementation Guide** and begin working through the Guide to create detailed planning for their own program. This session will also feature "Lessons Learned" and "Best Practices" for creating a highly successful program in high school or postsecondary.

## Session 6

Scottsdale ~ Monday, 1:30 PM

### **Get Focused...Stay Focused!™ Implementation (continued)**

Participants will continue to work through the *Get Focused...Stay Focused!*™ **Quick Start Implementation Guide** and discuss "seamless transition" from high school to post-secondary. In this session we will address this gap and you will learn how to shift from a "send-off" model to a "hand-off" success! Gain strategies for engaging high school and college counselors in the process.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### **From an Instructor's Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers**

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

# HOW TO IMPLEMENT THE FRESHMAN COURSE

(for high school instructors using the *Career Choices and Changes* college textbook)

Presented by Rachelle Fast

## Session 1

Imperial Suite D ~ Sunday, 10:20 AM

### Understanding the Pedagogy of the Career Choices Series: Why It Works and Secrets of Successful Implementation

The *Career Choices* series is unique among curricula. We know that better than anyone, and we want to save you from "reinventing the wheel." Throughout this institute we'll review what we've discovered in our 25+ years' experience with thousands of schools and educators, sharing what works and, just as important, what doesn't. After a quick overview, we'll discuss the secrets of successful planning and implementation and explore the resources in the *Instructor's Guide*.

## Session 2

Imperial Suite D ~ Sunday, 11:30 AM

### Two Crucial Components: How You Launch and Who Am I?

How you launch your course is a crucial consideration. We'll provide recommendations for putting your best foot forward before jumping right into the text to give you first-hand with critical content in Section 1 (Who Am I?) while demonstrating integrations that can enrich students' understanding—the Chapter Introduction Videos hosted by Olympic Gold Medalist Dain Blanton and the *Possibilities* anthology.

## Session 3

Imperial Suite D ~ Sunday, 1:30 PM

### Making the Most of the Budget Exercise

Hold onto your hats, ladies and gentlemen! This is the activity where you'll see students' attitudes and perceptions of education turn on a dime. We'll spend this hour exploring the concepts of this critical project through the text and the other resources that can enrich the experience, including the optional *Lifestyle Math* workbook.



Don't Leave Empty Handed!

To gather additional information, visit the

*Resource Table*



## MOTIVATE AND INSPIRE YOUR STUDENTS

with a campus visit from  
Olympic Gold Medalist  
Dain Blanton

See page 38 for more details and  
for opportunities to see Dain during the conference.

## Session 4

Imperial Suite D ~ Monday, 10:20 AM

### What Do I Want & How Do I Get It? The Systematic Process Continues and Culminates with a Student-Centered 10-year Plan

Get hands-on with the balance of Section 2 as this session looks at ways to promote critical and strategic thinking as students articulate the work conditions that will match their personality and goals, and explore industries and careers that could provide a life of satisfaction and accomplishment. Then we turn our time and attention to Section 3, including The Final Chapter and the much-anticipated creation of a 10-year Plan. The breadth and depth of the process is apparent as everything students have tackled comes into play. We'll explore strategies for using this chapter as your course final and discuss how you can institutionalize students' 10-year education and career plans in your school.

## Session 5

Imperial Suite D ~ Monday, 11:30 AM

### Maximizing Your Options: Strategies for Pacing, Implementation Plans, and Technology Enhancements

Now that you have an overview of the course and the content students will encounter, we'll take a deeper look at the resources that can help as you roll up your sleeves and prepare for your implementation. We'll take a tour of The Teachers' Lounge and revisit key sections in the *Instructor's Guide*, so you have everything you need to finalize your pacing, lesson planning, and daily prep throughout the school year. Time will also be available for teams to prepare for the sample lessons they'll present in Session 6.

## Session 6

Imperial Suite D ~ Monday, 1:30 PM

### Bringing It All Together in a Mini-PLC Session

Here's your chance to apply some of tools and resources covered in earlier session. Small teams will present lesson plans to the rest of the group, sharing ideas and demonstrating how effective the available resources can make you with minimal prep time.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### From an Instructor's Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

# HOW TO IMPLEMENT THE FRESHMAN COURSE

(for high school instructors using the *Career Choices* textbook)

Presented by Kristen McReynolds

## Session 1

Marquis Salons 5 & 6 ~ Sunday, 10:20 AM

### Understanding the Pedagogy of the *Career Choices* Series: Why It Works and Secrets of Successful Implementation

The *Career Choices* series is unique among curricula. We know that better than anyone, and we want to save you from "reinventing the wheel." Throughout this institute we'll review what we've discovered in our 25+ years' experience with thousands of schools and educators, sharing what works and, just as important, what doesn't. After a quick overview, we'll discuss the secrets of successful planning and implementation and explore the resources in the *Instructor's Guide*.

## Session 2

Marquis Salons 5 & 6 ~ Sunday, 11:30 AM

### Two Crucial Components: How You Launch and Who Am I?

How you launch your course is a crucial consideration. We'll provide recommendations for putting your best foot forward before jumping right into the text to give you first-hand with critical content in Section 1 (Who Am I?) while demonstrating integrations that can enrich students' understanding—the Chapter Introduction Videos hosted by Olympic Gold Medalist Dain Blanton and the *Possibilities* anthology.

## Session 3

Marquis Salons 5 & 6 ~ Sunday, 1:30 PM

### Making the Most of the Budget Exercise

Hold onto your hats, ladies and gentlemen! This is the activity where you'll see students' attitudes and perceptions of education turn on a dime. We'll spend this hour exploring the concepts of this critical project through the text and the other resources that can enrich the experience, including the optional *Lifestyle Math* workbook.

## Session 4

Marquis Salons 5 & 6 ~ Monday, 10:20 AM

### What Do I Want & How Do I Get It? The Systematic Process Continues and Culminates with a Student-Centered 10-year Plan

Get hands-on with the balance of Section 2 as this session looks at ways to promote critical and strategic thinking as students articulate the work conditions that will match their personality and goals, and explore industries and careers that could provide a life of satisfaction and accomplishment. Then we turn our time and attention to Section 3, including The Final Chapter and the much-anticipated creation of a 10-year Plan. The breadth and depth of the process is apparent as everything students have tackled comes into play. We'll explore strategies for using this chapter as your course final and discuss how you can institutionalize students' 10-year education and career plans in your school.

Share the word  
with the world.

#FOFI6LAX

(See page 12 for details.)

Let us see your  
school colors  
shining through!

Tuesday, July 19, is School Spirit Day at Focus on Freshmen, so break out whatever you have with you that demonstrates your school spirit.

Pick up extra School Spirit goodies as you enter the General Session, and then watch for your chance to strut your spirited stuff.



## Session 5

Marquis Salons 5 & 6 ~ Monday, 11:30 AM

### Maximizing Your Options: Strategies for Pacing, Implementation Plans, and Technology Enhancements

Now that you have an overview of the course and the content students will encounter, we'll take a deeper look at the resources that can help as you roll up your sleeves and prepare for your implementation. We'll take a tour of The Teachers' Lounge and revisit key sections in the *Instructor's Guide*, so you have everything you need to finalize your pacing, lesson planning, and daily prep throughout the school year. Time will also be available for teams to prepare for the sample lessons they'll present in Session 6.

## Session 6

Marquis Salons 5 & 6 ~ Monday, 1:30 PM

### Bringing It All Together in a Mini-PLC Session

Here's your chance to apply some of tools and resources covered in earlier session. Small teams will present lesson plans to the rest of the group, sharing ideas and demonstrating how effective the available resources can make you with minimal prep time.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### From an Instructor's Perspective: Advice for *Career Choices* Series Teachers from *Career Choices* Series Teachers

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

# IMPLEMENTING A STUDENT SUCCESS COURSE FOR COLLEGE COMPLETION

(for college instructors)

Presented by Lauren Wintermeyer

## Session 1

Denver ~ Sunday, 10:20 AM

### Freshman Transition Initiative for College Students

The college dropout rate is staggering with national studies indicating that only 30% of students complete a certificate, associate's, or bachelor's degree within six years of college enrollment. A key to impacting college persistence hinges on full-time and part-time enrollment and capturing students at the critical time at which they commence their post-secondary studies. This session will present a model for a First-Year Experience course built on the Freshman Transition Initiative's Standards for a Freshman Transition Course. Participants will gain an overview of a Student Success course and program model to bring back to their own campuses for implementation.

## Session 2

Denver ~ Sunday, 11:30 AM

### Planning for a First-Year Experience Course—Laying the Ground Work

A Student Success course begins with the structure of a course of record, established student learning outcomes, a solid curriculum, online resources for instructors, and a shared understanding of your campus' vision. Before you implement a First-Year Experience (FYE)/Student Success course, you will need to gather your resources to lay a strong foundation upon which to build your program, ensuring equity for students and stability for program implementation. Attendees will receive a sample course outline, syllabus, and 16-week pacing guide that can help them launch their own Student Success/FYE course.

## Session 3

Denver ~ Sunday, 1:30 PM

### Establishing a Class Culture with Diverse College Populations

Cultivating a positive and productive class culture is essential for the success of your First-Year Experience/Student Success course and/or program. Instructors who understand theories of student development, career development, and how best to differentiate their course for each individual learner will be better able to engage students in a process of critical self-reflection, personal planning, and development of an online 10-year Career and Education Plan. Nothing will yield greater impact for your students than a learning environment steeped in positive interpersonal communication, opportunities for contextualized learning, and self-directed research and planning that increase students' intrinsic motivation!

## Session 4

Denver ~ Monday, 10:20 AM

### Post-Secondary Pedagogy & Student Engagement

The college classroom is unique and pointedly different from K-12 education, thus it is critical to incorporate teaching methods that are effective with adult learners. This session will help you identify ways in which you can utilize the *Career Choices & Changes* curriculum to engage students in learning experiences that bring the "real-world" into the classroom. Participants will receive sample scoring rubrics, instructor resources, and strategies for lesson implementation that is sure to keep students interested during class time and beyond.

## Session 5

Denver ~ Monday, 11:30 AM

### Best Practices for Implementing *Career Choices & Changes*

This session will take attendees through key lesson plans with suggestions for best practices to bring lessons to life through student involvement. Attendees will have an opportunity to delve into the curriculum chapter by chapter to gain practical tips that they can bring back to the classroom.

## Session 6

Denver ~ Monday, 1:30 PM

### Lesson Plan Strategies for the Flipped Classroom

College classes are limited on meeting time; therefore, the "flipped" classroom model is essential for maximizing the benefit of the course for students. Rather than reading text in class, students will complete assignments outside of class so that class sessions can be dedicated to the synthesis and application of knowledge. This portion of the institute will build on the previous best practices session and present additional models for evaluating student work and utilizing online course shells for grading and communication.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### From an Instructor's Perspective: Advice for *Career Choices Series Teachers* from *Career Choices Series Teachers*

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

## MY10YEARPLAN.COM® FORUM

~ Open to all Attendees ~

Increase your understanding of My10yearPlan.com®—  
and your chances of winning a prize at the awards  
luncheon—by attending this special after-hours session  
on Monday from 6:30 PM to 8:00 PM.

We'll also be  
introducing a  
fully redesigned  
My10yearPlan.com®  
system that will be  
available for beta  
testing this fall.



(See page 7 for details.)

# IMPLEMENTING THE STAY FOCUSED! FOLLOW-UP MODULES

Presented by Erin Hansen

## Session 1

Marquis Salons 1 & 2 ~ Sunday, 10:20 AM

### **An Overview of the *Get Focused...Stay Focused!*™ Follow-up Modules: Exploring the Related Pedagogy, Goals, Technology, and Common Core State Standards**

Studies show that revisiting and upgrading future plans is vital to continued student success. In the years following the freshman course where students first created their 10-year plan, the three *Get Focused...Stay Focused!*™ Modules, each with 16 Common Core-based lessons, will help ensure that students are college and career ready. Institute participants will come away with an understanding of the structure and value of the follow-up modules as well as a variety of resources to streamline the planning and buy-in process for school-wide efforts

## Session 2

Marquis Salons 1 & 2, 11:30 AM

### **In-depth Review of Follow-up Module 1: *Developing Attitudes and Aptitudes to Promote College and Career Readiness***

The 10th grade year is important for nurturing a post-secondary education and training mindset. In this session, participants will review each of the 16 activities in Follow-up Module 1 that lead students through the process of expanding and updating the 10-year Plan developed in their freshman course. Students review high-demand careers, the range of post-secondary options available, and start developing an education plan that covers the balance of high school and looks forward to college or technical training. Addressing key financial issues empowers all students to see a personal post-secondary path as possible. Throughout the review process, participants will learn instructional strategies that reinforce the Common Core State Standards.

## Session 3

Marquis Salons 1 & 2 ~ Sunday, 1:30 PM

### **In-depth Review of Follow-up Module 2: *Determining Your Informed Major and Post-secondary Education Path***

Early in Follow-up Module 2, students identify and explore STEM career options before finalizing the career choice that will drive their post-secondary planning. Then, with that career path in mind, students learn strategies for choosing a major and a college that can help them achieve their career goals. Financial strategies that promote post-secondary accessibility and equity are presented, and the admissions and financial aid processes are reviewed in detail, supporting your school's counseling functions. Throughout the review process, participants will continue to explore instructional strategies that reinforce Common Core State Standards.

**DON'T FORGET TO  
SWING BY THE**

# E-CENTRE

Open during meals and between sessions.  
*(See page 16 for details.)*



## Session 4

Marquis Salons 1 & 2 ~ Monday, 10:20 AM

### **In-depth Review of Follow-up Module 3: *Preparing to Act on Your 10-year Education and Career Plan***

As students approach Follow-up Module 3, they have identified their post-secondary path, whether college, technical school, apprenticeship, or on-the-job training. They should also have a personal understanding of the fact that the "College vs. Career" question is NOT an either/or proposition—they will inevitably need additional education and training AND they will also work. Learning sophisticated, self-directed strategies, they'll come away with a **skills-based education and career plan** that promotes life-long learning. Reviewing the 16 activities in Follow-up Module 3, participants will learn how to help their students create a vital education plan that studies point to as doubling college and post-secondary completion rates.

## Session 5

Marquis Salons 1 & 2 ~ Monday, 11:30 AM

### **Strategies for Integrating the *Get Focused...Stay Focused!*™ Online Activities into My10yearPlan.com®**

One extremely powerful use of the Internet is in the process of researching possible careers and appropriate college and post-secondary options. For that reason, each of the *Get Focused...Stay Focused!*™ lessons has a corresponding online activity that enriches students' 10-year Plans. Participants will review these activities, learn strategies for delivery, and experience a robust post-secondary planning process using real-world, online tools from the U.S. Department of Labor and U.S. Department of Education; tools that will be readily available throughout students' lives. A review of a variety of class structures—from one-to-one laptop scenarios to tips for managing limited computer lab time—will help participants ensure that all students can integrate these valuable tools into their planning.

## Session 6

Marquis Salons 1 & 2 ~ Monday, 1:30 PM

### **Implementing *Get Focused...Stay Focused!*™ School-wide**

Every school is unique and the placement of the *Get Focused...Stay Focused!*™ Follow-up Modules is unique to each school. In this session you will learn the different modules of placement, strategies for creating whole-school buy in, and how to recruit your best teachers. This session will also review advising strategies to share with your colleagues, and will give you experience with two key My10yearPlan.com® tools that can make student/mentor meetings more effective: *Comparison Chart of College and Post-secondary Options* and *My Skills Inventory: Skills-based Education Plan*.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### **From an Instructor's Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers**

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

# INTEGRATING TECHNOLOGY INTO YOUR CAREER CHOICES & GET FOCUSED...STAY FOCUSED!™ CLASSROOMS

Presented by Merri Ellen Wright

## Session 1

Meridian 1 ~ Sunday, 10:20 AM

### “Blending” and “Flipping” Your Career Choices Classroom

Delve into the mixed-up world of blended learning and gain practical strategies for “flipping” your *Career Choices* instruction when appropriate. We’ll cover a variety of hints for managing a hybrid (part textbook-based, part web-based) comprehensive guidance course, and you’ll leave with a better understanding of hybrid learning so you can help create buy-in for integrating technology into your *Career Choices* course.

## Session 2

Meridian 1 ~ Sunday, 11:30 AM

### CareerChoices.com and LifestyleMath.com: Tools Designed to Grow with Your Students—Even Once They’re Not Your Students

Many state and commercial web-based tools use fixed assessments and surveys that paint decision-making as magical. Just a few quick clicks of the mouse and (poof) “You should be a butcher...a baker...a candlestick maker.” This session begins by exploring CareerChoices.com, a web portal where students experience real-world research tools that support their career and life decision-making process without usurping it. Then the session will focus on cutting-edge math. No, not the theoretical mathematics NASA’s supercomputers play with, but the kind of practical, everyday math and financial literacy that every student needs, and we’ll explore the online tool that makes teaching it realistic. You’ll look at budgeting from a slightly different perspective while experiencing instructional techniques you might want to employ in your own classroom.

## Session 3

Meridian 1 ~ Sunday, 1:30 PM

### My10yearPlan.com®: Set-up, Management, and Reporting

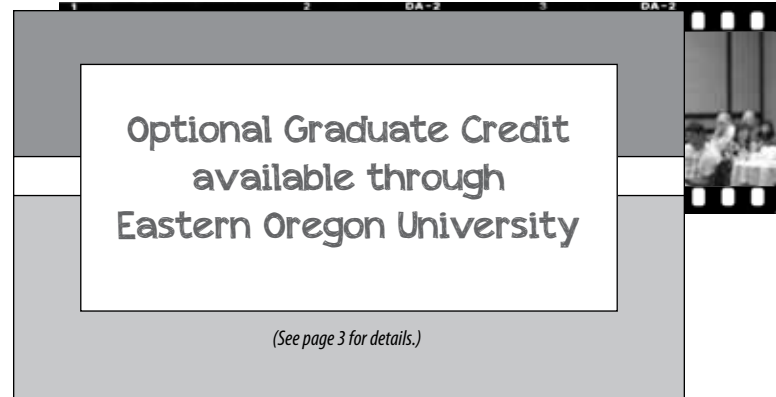
This hands-on session will be a lot more exciting than it sounds. Promise. You’ll learn about each of the different levels of My10yearPlan.com® access, understand who can do what within the system, discover tricks for getting student accounts set up quickly, and explore new resources for supporting your students’ experience with My10yearPlan.com®.

## Session 4

Meridian 1 ~ Monday, 10:20 AM

### My10yearplan.com® ESSENTIALS

Get online and experience the various optional resources and reports available with this progressive educational tool. Even if you are currently using My10yearPlan.com®, you’ll learn about some additions to this online enhancement.



Optional Graduate Credit  
available through  
Eastern Oregon University

(See page 3 for details.)

## Session 5

Meridian 1 ~ Monday, 11:30 AM

### My10yearPlan.com® INTERACTIVE

Step into your student shoes for this hour and we’ll jump feet-first into the online enhancement that incorporates all 100 activities in *Career Choices*. Join the CAST (Critical and Strategic Thinkers) as they help propel you through this organic decision-making process.

## Session 6

Meridian 1 ~ Monday, 1:30 PM

### Level Up! Accessing the Get Focused...Stay Focused!™ Modules on My10yearPlan.com®

Using students’ 10-year Plans as the foundation, targeted classroom-based lessons in 10th, 11th, and 12th grades ensure that students stay focused on their goals. The three *Get Focused...Stay Focused!*™ modules provide “touch-points” to help them effectively plan and seamlessly transition to their post-secondary goal. This session explores the *Get Focused...Stay Focused!*™ levels of My10yearPlan.com® and the activities that will help students build the skills needed to take advantage of technology advancements in learning.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### From an Instructor’s Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they’ve gained, techniques they’ve honed, and strategies they’ve implemented successfully in their own classrooms.



#fof16lax

Follow-up Modules



# MY10YEARPLAN.COM® INTERACTIVE

Presented by Chris Pulos  
Facilitated by Trishauna Doering

## Session 1

Meridian 2 ~ Sunday, 10:20 AM

### Overview of My10yearPlan.com® Interactive: What It Is and How it Works

We'll kick off our exploration of My10yearPlan.com® Interactive, a digital decision-making tool that supports the Freshman Transition and School-wide Initiative model, with a scavenger hunt for the "products" My10yearPlan.com® helps students create.

## Session 2

Meridian 2 ~ Sunday, 11:30 AM

### Getting Started: Strategies and Tips for Success

This session highlights the unique relationship between the *Career Choices* print materials and the online enhancements provided through My10yearPlan.com®. Learn more about this symbiotic relationship, the myriad ways students benefit from it, and then experience the process first-hand.

## Session 3

Meridian 2 ~ Sunday, 1:30 PM

### Meet the C.A.S.T. (Creative, Analytical, Strategic Thinkers)

Let's get to know the CAST of My10yearPlan.com®, electronic prompts (a.k.a. Review Stops) that support in-depth learning by coaching students to employ their creative, analytical, and strategic thinking skills.

## Session 4

Meridian 2 ~ Monday, 10:20 AM

### How to Use the Career Interest Survey and My Skills Inventory to Help Students Create Skills-based Education Plans

Learn everything you ever wanted to know—and maybe some stuff you didn't—about two cornerstone features of My10yearPlan.com® that make development of informed and researched skills-based education plans a powerful and empowering process.

## Session 5

Meridian 2 ~ Monday, 11:30 AM

### Tools for Authentic Assessment

Learn how My10yearPlan.com® can facilitate the authentic assessment of the growth of your students and the impact of your program using tools to evaluate students' pre- and post-surveys. We'll also explore how to use the 10-year Plan & Portfolio report as a course midterm and final "exam."

## Session 6

Meridian 2 ~ Monday, 1:30 PM

### Tips for Monitoring Student Progress, Online Discussions, and Grades

We'll take a look at the resources available to the instructor through the My10yearPlan.com® system that can help you manage your *Career Choices* class.

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### From an Instructor's Perspective: Advice for *Career Choices* Series Teachers from *Career Choices* Series Teachers

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.

## Graduate Certificate for

# Get **Stay Focused!** Program & Curriculum Specialist

Eastern Oregon University's College of Education



|        |   |  |
|--------|---|--|
| ED 623 | Overview of the <i>Get Focused...Stay Focused!</i> ™ Program Model  | 3 Graduate Credits                               |
| ED 624 | Implementation of <i>Get Focused...Stay Focused!</i> ™ Freshman Transition Course   | 4 Graduate Credits                               |
| ED 625 | Advanced Modules in <i>Get Focused...Stay Focused!</i> ™  | 3 Graduate Credits                               |
| ED 626 | My10YearPlan in <i>Get Focused...Stay Focused!</i> ™  | 3 Graduate Credits                               |
| ED 627 | Getting Started with <i>Get Focused...Stay Focused!</i> ™:<br>Start Up Strategies for <i>Get Focused...Stay Focused!</i> ™ Programs | <u>2 Graduate Credits</u><br>15-unit Certificate |

Eastern Oregon University's Online Graduate Education  
Program is ranked one of the top programs  
in the country by U.S. News and World Report.

Visit with Dr. Dan Mielke at the Eastern Oregon University table in the foyer for complete details on this 15-unit graduate certificate opportunity.



# TEACHING INSIGHTS, PRACTICES, & SOLUTIONS (TIPS)

Facilitated by Georgette Phillips and Kari Rosson

## Session 1

Atlanta/Boston ~ Sunday, 10:20 AM

### Putting It All Together: Implementing and Organizing Your Career Choices Classroom

The presenter will share a pacing calendar, website set up, a sample day-by-day system for staying organized, and will demonstrate workbook and internet resources for optimum class participation and understanding. Through the use of visual examples, handouts, and interactive participation this session will explore a course syllabus, career portfolio, and student projects.

Kari Rosson, Teacher, Cabrillo High School, Lompoc, CA

~ Repeated in the **Spotlight on Best Practices** Monday at 2:50 PM ~

## Session 2

Atlanta/Boston ~ Sunday, 11:30 AM

### Classroom Atmosphere: How to Set the Tone in Your Career Choices Classroom from Day One

The *Career Choices* class is such a unique opportunity for teachers. There is no state assessment at the end of this class; there is only a young adult who is better prepared to be a more productive and responsible citizen of the United States. In pursuit of that goal, the classroom setting must be one of: Structure, Respect, Relationships, Attitude, and Accommodations. Mentor Teacher Nicole Stewart will share her expertise and experience so that you can implement that classroom environment from Day One.

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR

~ Repeated in the **Spotlight on Best Practices** Monday at 7:30 AM ~

## Session 3

Atlanta/Boston ~ Sunday, 1:30 PM

### First Impressions Make Lasting Impressions: Building Character and Confidence in Your Freshmen

Entering high school can be a terrifying and often traumatic experience for a fourteen-year-old; new faces, new surroundings, graduation requirements, new policies and procedures! Make your students feel excited and comfortable about coming into your classroom with a few introductory activities that will help put their worries to rest.

Maria Hennessy, Teacher, Rahway High School, Rahway, NJ

~ Repeated in the **Spotlight on Best Practices** Monday at 7:30 AM ~

## Session 4

Atlanta/Boston ~ Monday, 10:20 AM

### Power Ups!: Integrating Technology, Apps, and Dynamic, Real-World Projects

Take your game to the next level! Learn how technology and the latest apps can be seamlessly integrated with real-world, student-centered capstone projects into your existing *Career Choices* curriculum. Learn about a dynamic, car buying simulation; creating Digital Vision Boards your students won't be able to take their eyes off; and harnessing Prezi to create final Career Presentation Projects that integrate music and video like the pros!

Brian Slotnick-Lastrico, Teacher, Dos Pueblos High School, Goleta, CA

~ Repeated in the **Spotlight on Best Practices** Sunday at 4:00 PM ~

## HOLLYWOOD EXCURSION

MONDAY ~ 5:15 PM TO 9:30 PM

There might still be room!

Visit the information booth to sign up.

(See page 12 for details.)



## Session 5

Atlanta/Boston ~ Monday, 11:30 AM

### The All-Inclusive Classroom: Chapter-by-Chapter Tips for Working with Your Special Education Students

Mentor Teacher Nicole Stewart will share her chapter-by-chapter tips, worksheets, and accommodations that she successfully uses in her all-inclusive (special and regular education) classroom. Teachers will leave with ready-to-use accommodations and/or have the tools to create classroom-specific accommodations.

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR

~ Repeated in the **Spotlight on Best Practices** Tuesday at 7:30 AM ~

## Session 6

Atlanta/Boston ~ Monday, 1:30 PM

### Tell Your Story: Don't Overlook Your Personal Experience, It Can Be A Powerful Resource

Learn how to use personal experiences in the classroom to effectively enhance student-teacher relationships, classroom environment, and overall student learning. The presenter will share her strategies for treating your class like family, being "real," and telling students like it is. Trust is built when students recognize that their teacher is a real human being. Sharing your struggles and victories can help point students in the right direction. Learn how finding and sharing those nuggets of truth allow students to benefit from your mistakes and/or victories. Telling your story can have a lasting impact in your students' lives.

Brenda Carr, Teacher, Hatch Valley High School, Hatch, NM

~ Repeated in the **Spotlight on Best Practices** Monday at 2:50 PM ~

## Session 7

Marquis Salons 3 & 4 ~ Tuesday, 10:00 AM

### From an Instructor's Perspective: Advice for Career Choices Series Teachers from Career Choices Series Teachers

Attendees from several Institutes will be treated to a very special panel discussion exploring Freshman Transition classrooms that work. Moderated by Dr. Lauren Wintermeyer, this panel of *Career Choices* series instructors will share some of the insights they've gained, techniques they've honed, and strategies they've implemented successfully in their own classrooms.



# TEAM-BUILDING FOR A FRESHMAN TRANSITION INITIATIVE

Presented by Margo McCormick

## Session 1

St. Louis ~ Sunday, 10:20 AM

### Begin with the End in Mind

Once you discover the answer of why a 9th grade transition program is necessary, this opening session will provide you the opportunity to outline your team's goals and expectations for a formalized plan for initiating a Freshman Transition program that will grow over the next three days in each of the seven sessions of this institute.

## Session 2

St. Louis ~ Sunday, 11:30 AM

### Developing Your Planning Team

Save time and frustration by recruiting top performers for your planning and teaching teams. In this session, you'll formalize your recruitment process, articulate year one, two, and three outcomes, create a plan for researching options and identify successful strategies for training your best instructors.

## Session 3

St. Louis ~ Sunday, 1:30 PM

### Strategies for Institutionalizing Your Freshman Transition Program

This session is loaded with strategies for institutionalizing your Freshman Transition program, including how to:

- Fit a Freshman Transition course into your master schedule
- Determine the course structure (semester, year-long, etc.)
- Generate school, district, and community-wide buy-in and funding for the course and 10-year plan
- Choose a curriculum that meets the Standards for a Freshman Transition Course
- Explore funding options

## Session 4

St. Louis ~ Monday, 10:20 AM

### Implementing a Freshman Transition Course that Gets Results

For course instructors to develop a comprehensive, rigorous classroom experience, they need professional development and course planning time. This session details the roles staff development and curriculum fidelity must play in the planning process.

## Session 5

St. Louis ~ Monday, 11:30 AM

### Instructional Leadership Strategies

This session will help you: identify a lead teacher for your course; develop a plan for long-term professional development and leadership continuity; and overcome roadblocks and detours along the way.

## Session 6

St. Louis ~ Monday, 1:30 PM

### 9<sup>th</sup> Grade Touch Points Throughout the Year

This session is all about providing meaningful connection points for freshmen through carefully designed orientations, club rushes, career fairs, and mentoring opportunities.

## Session 7

Atlanta/Boston ~ Tuesday, 10:00 AM

### After 9<sup>th</sup> Grade, Then What?

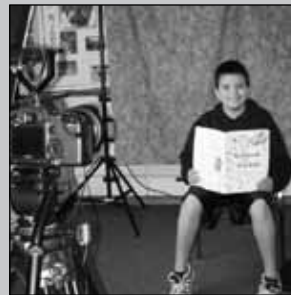
By elevating your Freshman Transition efforts to a School-wide Initiative, you'll have a true whole-school reform effort. Session Seven focuses on strategies to encourage all instructors to get involved with the updating of their students' 10-year plans by using them as a common instructional and advisory tool.

# SUCCESS 101

## A Prerequisite to Life



## The Indio Documentary



Watch as cameras follow 9th grade students through one complete year of the *Career Choices* course.

# VIEWING OPPORTUNITY

Enjoy your lunch on Sunday while watching 25 minutes of pure inspiration.

Imperial Suite D or Marquis Salons 5&6

Starts promptly at 12:55 PM, so be THERE or be SQUARE!



# Spotlight on Best Practices: Session Descriptions

[Open to Everyone]

## SUNDAY

2:50 PM to 3:50 PM

### Marquis Salons 1 & 2

#### Double the Credits, Double the Fun: A Year in Review

At Carpinteria High School, going to college is more than a future dream, it is a present reality for every incoming freshman. Participants in this session will see how this school is using the *Career Choices* curriculum to provide students with the opportunity to gain college credit as freshmen. Amy Bryant will share innovative lessons and practical strategies for making *Career Choices* a success as a dual-enrollment course, and she'll illustrate how the 10-year Plan can be incorporated school-wide.

Amy Bryant, Carpinteria High School, Carpinteria, CA

### Atlanta/Boston

#### CAREing Conversations: Strategies to Support Your "Every Instructor an Advisor" Efforts

An effective school-wide initiative requires educators in all disciplines to play a significant role in making classroom learning relevant to students' lives and futures. Students are better able to integrate this learning into their own lives and reflect the meaningful decisions they come to in the updating of their plan with the aid of CAREing Conversations. In this session, Dr. Dedmond will provide strategies schools can use to support this critical relationship between educators and students.

Dr. Rebecca Dedmond, Director, Freshman Transition Initiative  
The George Washington University, VA

### Imperial Suites E & F

#### Creative Ways to Give Meaningful Grades: Making the 10-year Plan a Tool Students Use

The team from Desert Hot Springs High School discusses ideas for grading the *Career Choices* course effectively. The session will include examples of project-based learning that are used at their site. This interactive session will engage participants in exploring creative strategies for grading the *Career Choices* course material.

David Farris, Teacher, Desert Hot Springs High School, Desert Hot Springs, CA

### Imperial Suite D

#### It's Not You, It's Freshmen: Tricks for Working with the Developing Brain

Freshmen are at a unique place in their biological and psychological development. We will look at tricks and tips for effective time management, transitions, and rewards. (They still love stickers!) There will be time to share ideas, stories, and laughs as we reflect on the skills required to keep our sanity.

Rachelle Fast, Teacher, Sierra High School, Manteca, CA

### Imperial Suites A & B

#### What is the *Career Choices* Series? A Brief Overview

The *Career Choices* series is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully examine their own lives, education, career options, and goals for their future. This course facilitates the in-depth exploration of three fundamental questions: Who am I? What do I want? How do I get it?

Karen Henry, Senior Educational Consultant, Academic Innovations, Cabot, AR

### Denver

#### Utilizing My10yearPlan.com® as a School-wide Advising Tool

We all know that My10yearPlan.com® is a great career exploration and planning tool for our students. As teachers and overseers of the curriculum, we all see the value and importance that all students have a 10-year Plan. Yet, what about our fellow colleagues on campus? How can other teachers and staff support students in their academic and life goals? In this session, Cesar Lopez, the current School Site Executive for Indio High School, describes how their team has trained all staff members that come in contact with students, including the clerical and classified staff. My10yearPlan.com® can be a great advising tool. Often hearing from other staff and teaching members outside the Freshman Transition Core Team can motivate students and keep them and/or get them back on track. Mr. Lopez will share a copy of his staff development presentation and tips on how to ensure all stakeholders are properly trained to advise students.

Cesar Lopez-Barreras, Teacher, Indio High School, Indio, CA

### Marquis Salons 5 & 6

#### An Open Letter to Freshmen: What the Adults in Your Lives Wish You Knew

Each semester, I revisit the article "A Personalized Plan for Life" by Dr. Rebecca Dedmond. "Personal" is a key word throughout the article, which gave a colleague and myself an idea. Students encounter many groups and people each day as they come to school, attend classes, attend practices, go to work, and eventually make their way back to their residence. In this session, I will share the results of our idea—a documentary exploring what the different groups in education wish freshmen knew.

Kristen McReynolds, Teacher, Bay City High School, Bay City, TX

### Marquis Salons 3 & 4

#### Professional Learning Communities to Foster Professional Development for Teachers using GFSF/*Career Choices* for Eastern Promise Success 101

One of the pillars of the Eastern Promise project in eastern Oregon was to incorporate the *Career Choices/Get Focused...Stay Focused!*™ curricula into our efforts to increase the number of students in our region who would go on to college or post-secondary training. Twenty-two schools became involved in offering a required high school freshman level course that also received college credit. A hallmark of the Eastern Promise program is that the teachers involved in these dual credit courses are required to attend regular Professional Learning Communities (PLC) where professional development training takes place.

This session will look at how the PLC has added credibility to the college credit portion of the program, including discussion of the role the university plays in the process and how the each meeting is structured to encourage collaboration.

Dan Mielke, Executive Director, Eastern Promise, Eastern Oregon Univ., LaGrande, OR

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR

### Chicago/Dallas

#### Mastering the Master Schedule

Retired Principal Rudy Ramirez has been leading a successful Freshman Transition Initiative since 2009. In this session, he'll share with a variety of practical tips for mastering the master schedule by using students' needs to inform your decision making.

Rudy Ramirez, Principal (retired), Indio High School, Indio, CA

# SUNDAY

4:00 PM to 5:00 PM

## Scottsdale

### Exploring Values & Careers (PSYC 102): Teaching Strategies for an Effective University Course Model

PSYC 102, Identity & Experience: Exploring Values & Careers, is a first-year experience course offered at Vincennes University, Indiana's oldest college. The course guides students through a journey of identity exploration and planning for a productive college life as well as an achievable and stimulating future. During this fast-paced and interactive presentation, two members of the VU PSYC 102 team will introduce the audience to the current course model and a plethora of effective and engaging teaching strategies.

Hope Clausman, Department Chair, Vincennes University, Vincennes, IN

Robert Cullen, Professor, Vincennes University, Vincennes, IN

## Chicago/Dallas

### Using the 10-year Plan to Bring Parents into the Planning Process

The availability of the online, 10-year Plan makes it easy for every instructor and counselor in your school to, in a matter of minutes, know the dreams, goals, and plans of each student they come in contact with. In this session, you'll learn how the 10-year Plan can also be used to engage students' parents in the process.

Gerardo Cornejo, Principal, Carpinteria High School, Carpinteria, CA

## Imperial Suite D

### Beyond "The Initiative"—Strategies for Moving Your School from GFSF Implementation to GFSF Immersion

The freshman course has been implemented, the modules are in place, and you have full administrative support. But what can each member of your campus do to support the successful development of the whole student? This session will discuss how one teacher instigated a collaborative planning meeting to help every staff member see his/her part in the comprehensive development of each student.

Rachelle Fast, Teacher, Sierra High School, Manteca, CA

## Marquis Salons 1 & 2

### An Overview of the *Get Focused...Stay Focused!*™ Follow-up Modules for 10th, 11th, and 12th Grades

This session will provide an overview of the pedagogy behind the 16 Common Core-based lessons in each follow-up module. As students continue updating their online 10-year Plans, they'll expand their career and education options, and learn the process for selecting and applying to post-secondary education.

Erin Hansen, Consultant, *Get Focused...Stay Focused!*™ Initiative, Santa Barbara, CA

## Imperial Suites A & B

### Strategies for Funding Your Freshman Transition/*Get Focused...Stay Focused!*™ Initiative

Bob Hawkes, Director of Workforce Development for the Kern Community College District, will share strategies for funding your *Get Focused... Stay Focused!*™ program, including presenting a mathematical model that demonstrates the ability of collecting more ADA funds through improved student attendance.

Bob Hawkes, K-14 Regional Career Pathways Technical Assistance Provider, Kern Community College District, Bakersfield, CA

#FOFI6LAX

## Marquis Salons 5 & 6

### Helping Your Students Get More from Dain Blanton's Chapter Introduction Videos

The *Career Choices* Chapter Introduction Videos are tools that I use to enhance my classroom, and my students enjoy the vignettes with Dain Blanton. I require my students to take notes as they watch the videos, which provides a foundation so we can discuss the key points and vocabulary. The videos also help me consistently introduce each chapter and concept. Participants in this session will leave with note pages and questions for each chapter video.

Kristen McReynolds, Teacher, Bay City High School, Bay City, TX

## Imperial Suites E & F

### Building Positive Teacher-Student Relationships: Helping Students Transition to High School by Increasing their Connectedness

Research shows that there are tremendous benefits for positive relationships in the classroom for both students and teachers. While these relationships play a significant role, teachers struggle with how to build those relationships. This session will provide participants with practical strategies to build positive teacher-student relationships in the classroom that individuals can easily incorporate into their daily practice.

Jennifer Ramos, Teacher, Cosumnes Oaks High School, Elk Grove, CA

## Atlanta/Boston

### Power Ups!: Integrating Technology, Apps, and Dynamic, Real-World Projects

Take your game to the next level! Learn how technology and the latest apps can be seamlessly integrated with real-world, student-centered capstone projects into your existing *Career Choices* curriculum. Learn about a dynamic, car buying simulation; creating Digital Vision Boards your students won't be able to take their eyes off; and harnessing Prezi to create final Career Presentation Projects that integrate music and video like the pros!

Brian Slotnick-Lastrico, Teacher, Dos Pueblos High School, Goleta, CA

## Marquis Salon 3 & 4

### Writing IEP Transition Goals Using My10yearPlan.com®

This session will show how to use My10yearPlan.com® to write transition goals for Individual Education Plans. During this session, the presenter will log on to My10yearPlan.com® to walk teachers and administrators through the process and demonstrate how easy and convenient My10yearPlan.com® can be for the special education teacher.

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR

## Denver

### Strategies for Championing a First-year Experience/Student Success Course at the College Level

Dr. Lauren Wintermeyer will share strategies to help you plan and launch your freshman course with success, including a look at the symbiotic relationship between your FYE course and your college's counseling efforts.

Lauren Wintermeyer, Co-Founder, *Get Focused...Stay Focused!*™ Initiative, Santa Barbara, CA



# MONDAY

7:30 AM to 8:15 AM

Marquis Salons 1 & 2

## First Impressions Make Lasting Impressions: Building Character and Confidence in Your Freshmen

Entering high school can be a terrifying and often traumatic experience for a fourteen-year-old; new faces, new surroundings, graduation requirements, new policies and procedures! Make your students feel excited and comfortable about coming into your classroom with a few introductory activities that will help put their worries to rest.

Maria Hennessy, Teacher, Rahway High School, Rahway, NJ

Imperial Suites A & B

## From Lost to Found: A Story of an Urban High School's Journey Towards Change

Who are we? An urban district whose freshman failure rate was unacceptable, with a team of dedicated teachers and administrators ready to do whatever necessary to reach any and all students. What did we want? To guide students as they worked towards becoming self-sufficient adults by defining success, developing interpersonal skills, and realizing their own dreams. In this session our team will share how we did it by discussing Year One of our journey toward changing the prevailing climate of our city's high school.

Tina Silva, Teacher, Woonsocket High School, Woonsocket, RI

Ann Croft, Success 101 Educator, Woonsocket High School, Woonsocket, RI

Imperial Suite D

## Classroom Atmosphere: How to Set the Tone in Your Career Choices Classroom from Day One

The *Career Choices* class is such a unique opportunity for teachers. There is no state assessment at the end of this class; there is only a young adult who is better prepared to be a more productive and responsible citizen of the United States. In pursuit of that goal, the classroom setting must be one of: Structure, Respect, Relationships, Attitude, and Accommodations. Mentor Teacher Nicole Stewart will share her expertise and experience so that you can implement that classroom environment from Day One.

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR

Atlanta/Boston

## Enhancing Your Career Choices Course to Meet the Needs of Students: Movies, Special Education, and More

This session provides examples of how one school has enhanced the curriculum to fit their students, parents, and community by building on suggestions shared on The Teachers' Lounge. The presenters show how they eliminated the need for an additional class by including state financial literacy standards in their *Career Choices* course. They also discuss strategies that have allowed them to include some of their most significantly disabled students in the course.

Mary Truitt, Teacher, Newkirk High School, Newkirk, OK

Chicago/Dallas

## Small School Implementation: A Collaborative Process

In this session, Esparto High School will discuss the key factors that led to the successful implementation of a Freshman Transition course on their small campus including: garnering the support of teachers, parents and community members; collaborating with the local community college; delivering the *Career Choices* curriculum using a team-teach approach with the course instructor and school counselor; and using the 10-year Plan as a campus-wide planning and advisory tool.

Teresa Warde, Teacher, Esparto High School, Esparto, CA

Alexis Kersting, Counselor, Esparto High School, Esparto, CA

Diego Ochoa, Principal/Superintendent, Esparto High School, Esparto, CA



## WHAT'S THE DEAL WITH THESE RAFFLE TICKETS?

## AWESOME PRIZES!

### Awards Luncheon Prize Drawing

Opportunities to earn raffle tickets abound!

- Networking BINGO
- Attending Spotlight on Best Practices sessions
- Attending the after-hours My10yearPlan.com\* Users Forum session

The more raffle tickets you earn, the more chances you have at winning a variety of fun prizes, including:

- Samsung Galaxy Tab A
- Apple TV (4th generation)
- Beats by Dr. Dre Solo2 (on-ear headphones)
- \$25 Amazon.com Gift Card



## DROP BY THE REGISTRATION BOOTH FOR MORE INFORMATION.



# MONDAY

2:50 PM to 3:50 PM

## Imperial Suites A & B

### **Inform! Motivate! Inspire! Hosting a Campus Visit with Dain Blanton**

What does it take to inspire your students? Sometimes it takes introducing a new voice, someone who says what you've been saying all along but from a different perspective. Each of our panelists brought Olympic Gold Medalist Dain Blanton to campus, and they'll discuss how they went about securing Dain's services, the funding they used, how they structured the day, and the impact of Dain's visit. Dain Blanton will be available throughout the session to answer questions.

Dain Blanton, Olympic Gold Medalist

## Atlanta/Boston

### **Tell Your Story: Don't Overlook Your Personal Experience, It Can Be A Powerful Resource**

Learn how to use personal experiences in the classroom to effectively enhance student-teacher relationships, classroom environment, and overall student learning. The presenter will share her strategies for treating your class like family, being "real," and telling students like it is. Trust is built when students recognize that their teacher is a real human being. Sharing your struggles and victories can help point students in the right direction. Learn how finding and sharing those nuggets of truth allow students to benefit from your mistakes and/or victories. Telling your story can have a lasting impact in your students' lives.

Brenda Carr, Teacher, Hatch Valley Hlgh School, Hatch, NM

## Marquis Salons 3 & 4

### **Implementing the Follow-up Modules: A Panel Discussion**

Hear from teachers who are breaking new ground in supporting their students 10-year Plans with the *Get Focused...Stay Focused!*™ Follow-up Modules. This panel discussion provides an ideal opportunity to gain insights for your own planning and implementation.

Moderated By: Erin Hansen, Consultant, *Get Focused...Stay Focused!*™ Initiative, Santa Barbara, CA

## Marquis Salons 5 & 6

### **Becoming a Certified *Get Focused...Stay Focused!*™ Specialist through Eastern Oregon University's Graduate Program in the College of Education**

Increase your capacity and become a more marketable educator with a Graduate Certificate for *Get Focused...Stay Focused!*™ Program and Curriculum Specialists from Eastern Oregon University. In this session, Dr. Dan Mielke will provide details on this online, 15-credit certificate opportunity.

Dan Mielke, Executive Director, Eastern Promise, Eastern Oregon Univ., LaGrande, OR

## Marquis Salons 1 & 2

### **From a Superintendent's Perspective – How to "Launch" a GFSF Community**

Our students are already getting focused and staying focused at our high school. Next step: Invigorate and expand the effort into our colleges, universities, allied partners, service organizations, businesses, and community at large. Participants will leave this session with tried-and-true "how to" strategies for creating a GFSF culture in your own community.

Micheline Miglis, Superintendent, Carpinteria USD, Carpinteria, CA

## Imperial Suite D

### **Start-up Strategies: An Overview of the Middle School Bridge Program**

Get middle school students thinking about what it takes to **get focused** and **stay focused** with new, enhanced activities to the Middle School Bridge Program. Learn more about how these lessons and projects can help launch students into high school as self-directed learners.

Karen Miles, K-14 Regional Career Pathways Technical Assistance Provider, College of the Canyons, Santa Clarita, CA

## Chicago/Dallas

### **Changing a Generation**

How does a school systemically effect change, moving from a school where the graduation rate is 69.1% and the four-year dropout rate is 34.2% to a school recognized by *U.S. News & World Report* and the *Washington Post* as an exemplary high school?

The first step to effect systemic change is to stop talking about the problem and start putting your energy into altering the situation. This spotlight session will illustrate how simple "principles" followed consistently led to Indio High School's dramatic change.

Rudy Ramirez, Principal (retired), Indio High School, Indio, CA

## Imperial Suite E & F

### **Putting It All Together: Implementing and Organizing Your Career Choices Classroom**

The presenter will share a pacing calendar, website set up, a sample day-by-day system for staying organized, and will demonstrate workbook and internet resources for optimum class participation and understanding. Through the use of visual examples, handouts, and interactive participation this session will explore a course syllabus, career portfolio, and student projects.

Kari Rosson, Teacher, Cabrillo High School, Lompoc, CA

# MY10YEARPLAN.COM®

## FORUM

~ Open to all Attendees ~

You'll have an opportunity to review the basic functions of the site, and take you on a tour of My10yearPlan Interactive theGet Focused... Stay Focused!™ enhancements, and the mobile app for My10yearPlan.com®.

Our "tech team" will be on hand to answer questions and demo features for novice and experienced users alike.



We'll also be introducing a fully redesigned My10yearPlan.com® system that will be available for beta testing this fall.

(See page 7 for details.)

## MONDAY

4:00 PM to 5:00 PM

### Marquis Salon 5 & 6

#### **Into, Through, and Beyond: Tips for Success with My10yearPlan.com®**

This session will provide a quick overview of the set-up needed to get your students **into** My10yearPlan.com®. You'll also get a peek at what the student experiences as they work **through** the process with their workbook and online account, as well as the special functions and reports that will help instructors and administrators streamline assessment and grading. Finally, you'll be introduced to the mobile app for My10yearPlan.com®, a tool designed to make it easy for a student's 10-year Plan to follow them into the world **beyond** your classroom.

Academic Innovations Tech Support Team, Saint George, UT

### Imperial Suite D

#### **Possibilities and Lifestyle Math: Supplemental Materials for the Career Choices Series**

Explore two turn-key options for integrating academics and supporting rigorous standards as part of your Freshman Transition efforts. Author Mindy Bingham will discuss strategies for using literature (*Possibilities*) and financial literacy (*Lifestyle Math*) to underscore the learning students do with the *Career Choices* series and the 10-year Plan.

Mindy Bingham, Author, Career Choices

### Imperial Suite E & F

#### **Success 103: Implementing a Year-long Course to Help Seniors Stay Focused**

Orcutt Academy has a comprehensive program that begins with a Freshman Success class, continues with follow-up modules, and finishes with a Success 103 class for all seniors. This senior-level class takes students through updating their 10-year Plan, helping with the college admission and financial aid processes, and finishes the year with a culminating senior project. This session will describe the process for implementing a senior level course that all seniors take to help them Stay Focused throughout their last year in high school and prepares them for life after high school.

Laurel Ciervo, Dean, Orcutt Academy High School, Orcutt, CA

Alyson Chavez, Teacher, Orcutt Academy High School, Orcutt, CA

### Marquis Salons 1 & 2

#### **Investing in the Future: Changing Your School's Culture via the Freshman Class**

Changing the culture of your school doesn't happen overnight, and too often positive changes can falter before they have time to take hold. This session will examine how investing in your freshman class will pay slow but steady dividends as your freshmen become upperclassmen and your campus culture reflects a growing population of focused, self-directed, life-long learners.

Gerardo Cornejo, Principal, Carpinteria High School, Carpinteri, CA

### Marquis Salons 3 & 4

#### **Dual Credit Panel Discussion: Strategies for Navigating Two Educational Systems**

In order to prepare the large number of postsecondary-educated youth our economy demands, high schools and colleges are breaking through the boundaries that have traditionally separated them. Learn how these institutions come together using the *Get Focused...Stay Focused!*™ model to assume joint responsibility for student success.

Moderated By: **Diane Hollems**, Co-Founder,  
*Get Focused...Stay Focused!*™ Initiative, Santa Barbara, CA

### Scottsdale

#### **10-Year Plan Days: A School-Wide Effort Devoted to the Values & Principles of the 10-Year Plan**

In 2010-11, Norte Vista instituted a Freshman Focus course and, over the years, has worked to provide additional opportunities for students to update and revise their 10-Year Plan. The Norte Vista team now implements six 10-Year Plan Days each school year, correlating to six grading periods. Each 10-Year Plan Day allows the entire campus to devote one hour of instruction specifically to the themes and values of the 10-Year Plan. Over the course of the six days, EACH student discusses the following topics: Transcript Analysis, Goal Setting, Post High School Options, Careers vs. Jobs, Budget Analysis, and "If I Could Do It All Over Again...I Would've\_\_\_." This 60-minute presentation will walk participants through a step-by-step process for creating a 10-Year Plan Day, including bell scheduling.

Keala Hughes, Teacher/ASB Director, Norte Vista High School, Riverside, CA

Blanca Silva-Hill, Freshmen Focus Lead Teacher & 10-Year Plan Days  
Co-Coordinator (Teacher), Norte Vista High School, Riverside, CA

### Atlanta/Boston

#### **Check, Please! Creating Career-mindset Students With Practical Financial Literacy**

Using personal checkbooks as the basis for classroom management creates career-mindsets and financially responsible thinking throughout the day. This session shows how a salary, bonuses, and payroll deductions teach students that taking control of their academics and attitudes can pay off. Participants will see examples of student checkbooks, learn how to create their classroom as a workplace, and receive how-to tips for a student-led behavior management system.

Gina Sanders, Classroom Teacher/STAAR Interventionist, McDade ISD, McDade, TX

#FOFI6LAX

Let us see your  
school colors shining  
through!



Tuesday is  
School Spirit  
Day.

(See page 20 for details.)

**TUESDAY**

7:30 AM to 8:15 AM

Houston

**Freshman Transition—A Collaborative Effort: Positioning Students in the Center of a Culture**

Rahway High School Principal, John Farinella, will share key aspects of the Rahway High School freshman seminar program. The presentation will highlight aspects of the strategic collaboration among members of the school community that yield a winning program. Additionally, the presentation will include remarks from selected graduating seniors from the class of 2015 and 2016. Furthermore, Principal Farinella will touch on staffing, scheduling, and other key program considerations.

John Farinella, Principal, Rahway High School, Raheay, NJ

Scottsdale

**The High School-College Connection: Creating College Success For All Students**

This session will provide high school and college leaders an example of one high school-college partnership that worked to create an early college pathway where students can graduate with a high school diploma in one hand and an AS degree in the other. This program starts with a Freshman Transition course as the foundation. Krista, Danielle and Kailani will share the process of getting their program started, as well as the challenges and obstacles they have faced and how they have overcome them.

Dr. Krista Herrera, Principal, Summit Charter Collegiate Academy, Porterville, CA

Danielle Aguilar, High School Counselor, Summit Charter Collegiate Academy, Porterville, CA

Kailani Knutson, Professor, Porterville College, Porterville, CA

St. Louis

**The Great Awakening: Using the Budget Exercises in Chapter 4 to Pull in Reluctant Students**

The budget exercises in Chapter 4 of *Career Choices* can seem daunting at first, and are probably the most important lessons to deliver well. This breakout session will have teaching tips and value-added curriculum ideas to bring the budget to life in a meaningful, real-world way that will increase engagement.

Aaron Houk, Teacher, Tenino High School, Tenino, WA

Denver

**Start-up Strategies: An Overview of the Middle School Bridge Program**

Get middle school students thinking about what it takes to **get focused** and **stay focused** with new, enhanced activities to the Middle School Bridge Program. Learn more about how these lessons and projects can help launch students into high school as self-directed learners.

Karen Miles, K-14 Regional Career Pathways Technical Assistance Provider, College of the Canyons, Santa Clarita, CA

**WANT A CHANCE TO WIN THIS AWESOME PRIZE?**

Get all your raffle tickets turned in prior to the Awards Luncheon.

(See page 29 for more details.)



**DON'T FORGET TO SWING BY THE**

**E-CENTRE**

It's your chance:

- To activate your complimentary, one-year access to the online Teachers' Lounge
- For a tour of ANY *Career Choices* online enhancement
- To browse a sample student's My 10-year Plan and Portfolio generated using My10yearPlan.com®



(See page 16 for details)

Chicago/Dallas

**Growth Ethos and the 10-year Plan: Lessons, Tips, and Ideas to Develop a Growth Mindset in Your Students**

The *Career Choices* course helps us impact the lives of some of our most at-risk students. But often they have trouble setting goals for success, and may even believe they can't achieve greatness. At Ygnacio Valley High School, we have used our program to explicitly develop a growth ethos in our 9th graders. Through our *Career Choices* course, students learn about growth vs. fixed mindsets, how to change their mindset, the importance of self-talk, overcoming obstacles, and practice strategies for coping with challenging situations. This session will present lessons, tips, and ideas to develop a growth mindset in your students.

Sasha Robinson, Teacher, Ygnacio Valley High School, Concord, CA

Atlanta/Boston

**The All-Inclusive Classroom: Chapter-by-Chapter Tips for Working with Your Special Education Students**

Mentor Teacher Nicole Stewart will share her chapter-by-chapter tips, worksheets, and accommodations that she successfully uses in her all-inclusive (special and regular education) classroom. Teachers will leave with ready-to-use accommodations and/or have the tools to create classroom-specific accommodations.

Nicole Stewart, Teacher, Pendleton High School, Pendleton, OR



# Spotlight on Networking

11:30 AM to 1:30 PM ~ Awards Luncheon

## Imperial

# TIME TO CELEBRATE!

Gather with your newly-acquired network of Freshman Transition experts as we recognize the efforts of Freshman Transition champions from across the country.

Joining us for the luncheon will be a champion of a different kind. Olympic Gold Medalist Dain Blanton has traveled the world representing the USA in beach volleyball. He became the first African American to win an AVP Beach Volleyball tournament in 1997, and in 2004, became the first and only male beach volleyball player to represent the United States in two Olympic Games.

Dain continues to break new ground and hopes to inspire and motivate others to create opportunities for the next generation, sharing his powerful story with students as a real-life example of how a **vision**, when coupled with **energy** and **perseverance**, leads to **success**.

Dain will help us recognize the 2016 *Career Choices* Medal Schools.

## Dain Blanton

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

Dain Blanton grew up in Laguna Beach, California, the heart of volleyball tradition. As a high school senior in 1990, Blanton was named the Orange County Player of the Year, Most Valuable Player of the Pacific Coast League, earned All-American honors at the Junior Olympics, and was also an All-State Basketball player who led Laguna Beach to the CIF Finals.

Blanton chose to follow his passion and accepted a full scholarship to play indoor volleyball at Pepperdine University in Malibu. In only his second year at Pepperdine, Blanton led the Pepperdine Waves to the 1992 National Championship. Upon graduation from Pepperdine with a degree in Public Relations, and acquiring his Physical Education Teaching Credential, Blanton took his game to the beach.

In 1997, after years of training with an extremely clear vision, Dain Blanton accomplished his childhood dream of winning a major beach volleyball championship and became the first African American in the history of the sport of beach volleyball to win a major title at the Hermosa Beach AVP Grand Slam. The \$300,000 payday was the largest in beach volleyball history and cemented Blanton as a pioneer in the sport.

On September 26, 2000, Blanton and his volleyball partner Eric Fonoimoana struck gold at the Olympic Games in Sydney, Australia by upsetting the world's top-seeded team from Brazil. More than 10,000 spectators cheered every point at the Bondi Beach venue as Blanton and Fonoimoana played a near-perfect tournament and stunned the Brazilians to reach the pinnacle of the sport.

In 2007, Blanton turned his focus to the world of Sports Broadcasting. He began broadcasting beach volleyball games for a small cable station and then got an opportunity at Fox Sports West to cover high school football. Since that time he has covered many sports including NBA, Beach Volleyball, MLB, College Basketball, and College Football and has worked with ABC, NBC, ESPN, Fox Sports Net, and Universal Sports Network.

After achieving Gold, Dain found himself in a unique position to lead and inspire. This still drives him to focus on helping others by traveling the country conducting motivational speaking engagements at schools, sporting events, and places of work.



# Career Choices Medal Schools

## 2016 HONOREES

### Gold

- Newkirk High School (OK)
- Cabrillo High School (CA)
- Orcutt Academy High School (CA)
- Umatilla High School (OR)

### Silver

- Erle Stanley Gardner Middle School (CA)
- Hatch Valley High School (NM)
- Stanfield Secondary School (OR)

### Bronze

- Canyon Springs High (CA)
- Chaparral High School (CA)
- Cosumnes Oaks High School (CA)
- Dos Pueblos Senior High School (CA)
- Esparto High School (CA)
- McDade Jr. High School (TX)
- Sierra High School (CA)
- Tenino High School (WA)
- Woonsocket High School (RI)
- Ygnacio Valley High School (CA)

## SUSTAINING SCHOOLS

We're pleased to recognize a select group of schools that have earned a medal and continue to achieve the same level of excellence with their *Career Choices* program.

### Gold

- Carpinteria High School (CA) – 6 years
- Cherryvale Middle High School (KS) – 4 years
- Desert Hot Springs High School (CA) – 5 years
- Indio High School (CA) – 7 years
- Norte Vista High School (CA) – 4 years

### Silver

- Pendleton High School (OR) – 3 years
- Rahway High School (NJ) – 5 years
- Winfield High School (KS) – 2 years

### Bronze

- Bay City High School (TX) – 2 years
- Bishop Union High School (CA) – 2 years
- Hermiston High School (OR) – 2 years
- Seaman High School (KS) – 7 years
- Summit Charter Collegiate Academy (CA) – 2 years
- Wasco Union High School (CA) – 2 years



## PRIOR HONOREES

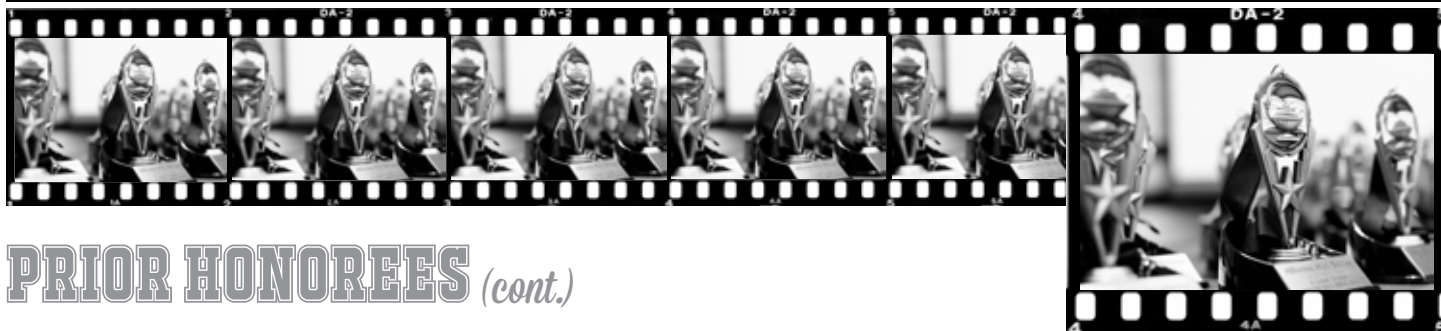
### Teachers of Excellence

- Valerie Backus – 2015
- Chris Demianew – 2015
- Brian Slotnick-Lastrico – 2015
- Kristen McReynolds – 2015
- David Farris – 2014
- Chris Foster – 2014
- Maria Hennessy – 2014
- Nicole Stewart – 2014
- Becky Simmons – 2012
- Cathie Klein – 2011
- Paul Childress – 2010
- Erin Hansen – 2010
- Robin Nichols – 2010
- Roger Haserot – 2009
- Jessica Swift – 2008

### Edupreneur of the Year

- Dr. Dan Mielke – 2015
- Bob Hawkes – 2014
- Margo McCormick – 2013
- Dr. Lauren Wintermeyer – 2013
- John Farinella – 2012
- Gerardo Cornejo – 2011
- Rudy Ramirez – 2010
- Lynn Anderson – 2009
- Dr. Diane Hollems – 2009
- Penny Paine – 2009
- Dr. Rebecca Dedmond – 2008
- Georgette Phillips – 2008

# Career Choices Medal Schools



## PRIOR HONOREES (cont.)

### Gold

- Benson High School (NE) – 2015
- Career Mentoring Charter H.S. (NY) – 2014
- Carpinteria High School (CA) – 2014
- Carolina High School & Academy (SC) – 2010
- Chattahoochee County H.S. (GA) – 2015
- Cherryvale Middle High School (KS) – 2013
- Deep Creek High School (VA) – 2013
- Derby High School (KS) – 2014
- Desert Hot Springs High School (CA) – 2014
- Foothill High School (NV) – 2013
- Hillwood High School (TN) – 2010
- Indio High School (CA) – 2011
- Lompoc High School (CA) – 2015
- McGavock High School (TN) – 2010
- Mt. Diablo High School (CA) – 2010
- Norte Vista High School (CA) – 2014
- Ocean Springs High School (MS) – 2010
- Park Ridge High School (NJ) – 2010
- Penasco High School (NM) – 2015
- Silverado High School (CA) – 2008
- South Effingham High School (GA) – 2009
- Vincent Middle High School (AL) – 2011
- Weston-McEwen High School (OR) – 2015
- Youth Alternatives, Inc. (PA) – 2010

### Silver

- Antioch High School (TN) – 2010
- Bakersfield High School (CA) – 2015
- Benson High School (NE) – 2013
- Cabrillo High School (CA) – 2015
- Cane Ridge High School (TN) – 2010
- Carpinteria High School (CA) – 2012
- Crestwood High School (SC) – 2010
- Desert Hot Springs High School (CA) – 2013
- Duval High School (FL) – 2008
- Foothill High School (NV) – 2012
- Glenn Cliff High School (TN) – 2010
- Hanford West High School (CA) – 2013
- Hunters Lane High School (TN) – 2010
- Indio High School (CA) – 2010
- KIPP University Prep High School (TX) – 2013
- LeMars Community High School (IA) – 2010
- Marquette Senior High School (MI) – 2015
- Maplewood High School (TN) – 2010
- McCormick High School (SC) – 2008
- McGavock High School (TN) – 2009
- Millry High School (AL) – 2009
- Nelson C. Nix Educational Center (SC) – 2011
- Nueva Esperanza Academy (PA) – 2008
- Overton High School (TN) – 2010
- Rahway High School (NJ) – 2012
- Three Rivers Middle College Magnet High (CT) – 2015
- Westside Holistic Leadership Academy (IL) – 2012

### Bronze

- Arkansas City High School (KS) – 2015
- Bentonville High School (AR) – 2015
- Bossier High School (LA) – 2010
- Carpinteria High School (CA) – 2011
- Casa Grande High School (CA) – 2015
- Chaffey High School (CA) – 2008
- Cheyenne South High School (WY) – 2012
- Chickasha Public Schools (OK) – 2013
- Desert Hot Springs High School (CA) – 2012
- Eleanor Roosevelt High School (CA) – 2012
- Foothill High School (NV) – 2011
- Grace King High School (LA) – 2009
- Marquette Senior High School (MI) – 2012
- McKinleyville High School (CA) – 2012
- Mt. Diablo High School (CA) – 2009
- Norte Vista High School (CA) – 2013
- North Valley Charter Academy (CA) – 2011
- Orcutt Academy High School (CA) – 2015
- Omaha Benson High School (NE) – 2012
- Pendleton High School (OR) – 2014
- Poughkeepsie High School (NY) – 2009
- San Marcos Senior High School (CA) – 2015
- Seaman Freshman Center (KS) – 2010
- South Bend Jr/Sr High School (OR)
- South Robeson High School (NC) – 2012
- Stanfield Secondary School (OR)
- Stilwell High School (OK)
- Umatilla High School (OR)
- Vincent High School (AL) – 2010
- Westville Jr. High School (OK) – 2013

# Presenters/Speakers

## **Danielle Aguilar**

*Best Practices: Freshman Transition in Action*  
*Summit Charter Collegiate Academy Team*

Mrs. Danielle Aguilar is the school counselor at Summit Charter Collegiate Academy with Burton School District. Danielle is a credentialed School Psychologist and School Counselor, with a Bachelor's Degree in Psychology from California State University, Bakersfield, and a Master's Degree in Education and Board Certified Behavior Analyst Certificate (BCBA) from Fresno Pacific University. Danielle and her husband have been married for 5 years, and are blessed with two beautiful girls. She feels very lucky to have such a wonderful and supporting family, as well as wonderful friends. Danielle's goal as a School Counselor is to advocate, care for, and encourage all of her students. She empowers them with the tools needed to be successful in life, and also helps empower them to be happy in life. Ms. Aguilar believes all students have the capability to be and do something amazing, and it is the role of educators to foster that. Danielle is committed to learning and continual professional growth.

## **Mindy Bingham**

*Featured Presenter*

Innovative educational approaches have always been a mission for Mindy Bingham. As a part-time college professor, seminar leader, author, publisher, and community activist, Mindy has dedicated herself to improving education.

As early as college, Mindy Bingham envisioned a curriculum that could motivate young people to stay in school and prepare themselves for a career and a satisfying life. In 1990, she started Academic Innovations from her home office, fulfilling initial orders from her garage.

An ambitious endeavor, the interdisciplinary *Career Choices* series has been used in over 4,800 programs across the country and received national acclaim. In 2000, the Department of Education recognized *Career Choices* as a Promising Intervention curriculum. *Career Choices* has also been awarded a Best Practices citation by the U.S. Department of Labor.

Including her award-winning children's picture books, titles authored or co-authored by Mindy have sold more than two million copies. In 1985, she was named one of the outstanding women in education by the Santa Barbara County Commission for Women. In 1991, she became an honorary life member to the Vocational Education Equity Council of the American Vocational Association. In 2001, she was honored with the Woman of Distinction Award by the Santa Barbara Associates and the Breaking Traditions Award of the Equity Council of the Association for Career & Technical Education. In addition to creativity and writing skills, Mindy is a savvy business woman. In 1998, she was named Entrepreneur of the Year by the South Coast Business Network, and was recognized by the Santa Barbara chapter of the National Association of Women Business Owners as the 2012 Spirit of Entrepreneurship Rock Star.

Mindy lives in Santa Barbara, California, with her husband, Jim Comiskey. Her daughter, Wendy, is now a partner in Academic Innovations while raising Mindy's two adorable grandchildren.

## **Amy Bryant**

*Spotlight on Best Practices*  
*Carpinteria High School Team*

Amy Bryant is the GFSF Lead Teacher at Carpinteria High School where she also coordinates the Stay Focused modules with all the faculty. Amy has been a "Get Focused" teacher for 5 years. For the last 3 years, she has been providing GFSF Demonstration Site Visits, which have been attended by schools from all over the country. Amy has a wealth of knowledge, so seek her out at the conference and attend her *Double the Credit, Double the Fun* Spotlight session on Sunday afternoon.

## **Brenda Carr**

*Teaching Insights, Practices, and Solutions (TIPS)*

Brenda Carr has enjoyed three amazing careers. As an All-American & Professional basketball player, Brenda enjoyed playing basketball around the world in 8 different countries on 3 different continents. After marrying her college sweetheart, they lived and worked in West Africa for almost 15 years. Brenda is now a teacher with 14 years of classroom experience in elementary, middle, and high school. She currently teaches high school French, Drivers Ed, and Success 101. Having finished her second year teaching Success 101 and the *Career Choices* curriculum, Brenda can see how she is changing Hatch Valley High School one freshman year at a time.

## **Laurel Ciervo**

*Spotlight on Best Practices*  
*Orcutt Academy High School Team*

Laurel Ciervo is the Dean of Counseling at Orcutt Academy High School. Laurel holds a PPS credential and a Master's Degree in Counseling and Educational Administration. She has worked as a counselor at the middle and high school levels. For the past three years she has helped to implement the *Career Choices* curriculum and develop a comprehensive course focused on college and career planning in the 9th and 12th grades.

## **Hope Clausman**

*Best Practices: Freshman Transition in Action*  
*Vincennes University Team*

In August, Hope Clausman will begin her 25th year of teaching psychology courses at Indiana's oldest college, Vincennes University. She also currently serves as the Department Chair for the Psychology/Sociology/Social Work Department. During her career at VU, she has worked on a variety of student success projects, including nine years of service as the Director of the Summer Bridge Program. She has more recently embraced the opportunity to collaborate with a team of faculty on a first-year experience initiative and development of VU's Identity and Experience: Exploring Values and Careers (PSYC 102) course. *Career Choices and Changes* is the adopted curriculum for the PSYC 102 course.

## **Gerardo Cornejo**

*Spotlight on Best Practices*  
*Carpinteria High School Team*

Gerardo Cornejo attended Westmont College, earning a Bachelor's degree in Political Science, and went on to earn a Master's degree from Azusa Pacific University in School Administration. Gerardo has been in education for 27 years working as a teacher aide, Migrant Education Parent Coordinator, social studies teacher, and assistant principal. He is currently the principal of his Alma Mater, Carpinteria High School. Gerardo Cornejo has also produced and hosted his own technology television show for regional Univision Television Network. In 2011, he participated in a bi-national education committee between Mexico and the United States, dealing with the educational needs of migrant students. In 2007, he participated in a College Board Visit to high schools in China. He has served as a member of Carpinteria Education Committee for the past 8 years. In 2011, Gerardo Cornejo was recognized as Academic Innovation's Edupreneur of the Year for his leadership at Carpinteria High School. In 2016, Gerardo Cornejo was appointed by California Governor Jerry Brown to serve as a director for Santa Barbara Earl Warren Showgrounds.

## **Ann Croft**

*Best Practices: Freshman Transition in Action*  
*Woonsocket High School Team*

Ann Croft is in her 8th year at Woonsocket High School as a Business Educator, and she is currently the adviser for FBLA (Future Business Leaders of America). Prior to teaching, Ann worked as a School to Career Coordinator in a public school and Corporate Recruiter for an international staffing firm. Working with Tina Silva to assist in creating Success 101, she considers herself a Success 101 Champion and looks forward to a thriving program for Woonsocket students.

## **Robert Cullen**

*Best Practices: Freshman Transition in Action*  
*Vincennes University Team*

Robert Cullen is the Department Chair of Sports Medicine at Indiana's oldest college, Vincennes University. He has been with Vincennes University for 27 years. Robert served on the Initial Freshmen Seminar Development Committee and has been teaching Freshmen Seminar courses for 15 years. He has recently collaborated with fellow faculty on an additional first-year experience for the students of VU. Over the past two years, the development of VU's new Identity and Experience: Exploring Values and Careers (PSYC 102) course has been brought to life. *Career Choices and Changes* is the adopted curriculum for the PSYC 102 course.

## **Rebecca Dedmond**

*Freshman Transition Leadership Institute*

Founded in 2004 by Dr. Rebecca Dedmond, the Freshman Transition Initiative is a grassroots effort addressing the critical need for classroom-based, comprehensive guidance. A passionate champion for creative solutions to redesign challenges, Dr. Dedmond and her team of experts have worked for more than a decade to stem the rising tide of dropouts at both the high school and college levels.

Housed in The George Washington University's Graduate School of Education and Human Development's School Counseling Program, the Freshman Transition Initiative developed a definitive set of Standards for a Freshman Transition Course and a 10-step plan for implementing a systemic Freshman Transition initiative for whole-school redesign.

Among her many professional accomplishments, as the Career Counseling Supervisor of the Commonwealth of Virginia, Dr. Dedmond established a comprehensive career guidance and counseling model. She also served two terms as president of the National Consortium of State Career Guidance Supervisors and led the group in various leadership and research projects that are still implemented around the nation.

She was tapped by the World Bank to establish Comprehensive Career Centres in Ghana and, before joining GWU, she was the School to Work Director for the Territory of the Virgin Islands. Dr. Dedmond was recognized by the National Career Development Association with the 2013 Professional Development Award and honored for Outstanding Service in 2014. She received the Outstanding Service Award for counselor educators from the Washington, D.C., Counselors Association in 2013, and the National Career Development Association Presidential Award for Outstanding Service in 2016.

In addition to numerous articles and briefs, Dr. Dedmond co-authored *The Project Planning Guide for Implementing a Freshman Transition Initiative* used in Freshman Transition Leadership Institutes. Dr. Dedmond works closely with school systems that are tackling Freshman Transition initiatives and provides personalized technical assistance for their planning efforts. Through ongoing partnerships, she continues to impact the national conversation about Freshman Transition and Career Readiness. She serves on the Advisory Board to 13 national business and education organizations to require and prepare a credentialed career facilitator for every high school in the nation, as well as a credential that prepares teachers to infuse career readiness concepts into their curriculum. Responding to an outcry for earlier Career Readiness, Dr. Dedmond co-authored the Middle Level Transition Standards (2013).

## **John Farinella**

*Freshman Transition Leadership Institute*

John T. Farinella, Jr. attended Penn State University, earning Bachelor's degrees in Mathematics and Economics. His postgraduate studies led him to a Master's degree in Education Administration and Supervision from Saint Peter's College and a Juris Doctor degree from Seton Hall University School of Law. Mr. Farinella's work experience in public education includes 22 years in the New Jersey public schools, serving as a teacher of mathematics, vice principal, and high school principal. Mr. Farinella is also a member of the New Jersey Bar, the New York Bar, and the United States District Court of New Jersey Bar. Mr. Farinella is a member of the New Jersey Bar Foundation's Law-Related Education Committee. In addition, he has been a Geraldine R. Dodge Foundation education grant recipient. Furthermore, he has served as a Council member, Legislative Committee member, and Constitution Review Committee member for the New Jersey Principals and Supervisors Association (NJPSA).

## **David Farris**

*Career Choices Lead Administrator & Lead Teacher Institute*

David Farris has been teaching for 13 years and successfully running the Success 101 program at Desert Hot Springs High School for the last six. As the lead of the technology department, he is always looking for new innovative ways to reach struggling students, including development of a teen mentoring program that is taking off. David's experience as a student-athlete at California State Polytechnic University, Pomona provided valuable preparation for teaching and for his position as Desert Hot Springs' head baseball coach.

## **Rachelle Fast**

*How to Implement the Freshman Course*  
*(for high school instructors using Career Choices and Changes)*

Rachelle Fast is a teacher at Sierra High School in Manteca, California. She has been teaching for the past 12 years and has experience at elementary, junior high, and high school levels. She recently started teaching the *Career Choices* curriculum and helped support district implementation of the program this past year. Rachelle has worked with district personnel to facilitate meaningful professional development for teachers, counselors, and administrators utilizing the *Get Focused...Stay Focused!*™ program. She is passionate about helping young people come up with a plan for their future and believes wholeheartedly that *Get Focused...Stay Focused!*™ is a powerful means of doing so.

## **Erin Hansen**

*Implementing the Stay Focused! Follow-up Modules*

Erin Hansen graduated from University of California, Santa Barbara with a degree in Communication and Comparative Literature. She then attended Westmont College to earn her teaching credential in secondary English. Erin has taught at Carpinteria High School for 8 years and was privileged to teach one of the first ever dual-enrollment *Career Choices* courses. Erin continues her dedication to education as the Director of Learning Services at Cate School in Carpinteria, California, and as a consultant for the *GFSF* Initiative. She is passionate about supporting every student through the high school process and into post-secondary education, and she believes that the creation of a 10-year plan is absolutely necessary in doing so.



# MOTIVATE AND INSPIRE YOUR STUDENTS

with a campus visit from  
Olympic Gold Medalist Dain Blanton



“**E**ither you  
take control  
of your life  
or someone else will.”

Dain Blanton

## SEE FOR YOURSELF

While at Focus on Freshmen, there will be opportunities for you to catch Dain in action. Come see for yourself what all the fuss is about. You will leave inspired and want nothing more than to share that with your students.



### Spotlight on Best Practices

Inform! Motivate! Inspire!  
Hosting a Campus Visit with  
Dain Blanton

Monday at 2:50 PM

See page 30

### Awards Luncheon

Recognizing Medal-winning  
Schools

Tuesday at 11:30 AM

See page 33

E-mail Dain at [info@gettingtgold.com](mailto:info@gettingtgold.com) for more information

### Bob Hawkes

#### Spotlight on Best Practices

Bob brings over 45 years of business experience to the Kern Community College District. He has taught classes on small business planning and start-up, marketing, management, finance, cash flow, and communications at Bakersfield College and College of the Canyons for 25 years. He was a consultant for the Small Business Development Center for 20 years and also served as the interim director of the new Business Assistance Center at KCCD. As a trainer, specializing in supervisory skills, communication, and change management, Bob has provided assistance to a broad array of business and governmental organizations. Currently, as the Director of Workforce Development for the Kern Community College District, Bob is working with the faculty and staff of a consortium of four community colleges, the middle schools and high schools they serve, and regional industry. His goal is to implement a new system of career-based training that will increase high school graduation rates; reduce the need for college entrance remediation; and increase community college certificates and graduations. He was recently named the Director of the Central/Mother Lode SB1070 Region. In this role, Bob coordinates pathways and best practices among 14 colleges and their feeder high schools. Bob has lived in Kern County for 36 years. He and his wife, Beth, spend time spoiling their 8 grandchildren and planning their next visit to Italy.

### Maria Hennessy

#### Best Practices: Freshman Transition in Action Teaching Insights, Practices, and Solutions (TIPS)

Maria Hennessy recently completed her eleventh year teaching Health/Physical Education and fifth year leading Freshman Seminar/Financial Literacy at Rahway High School, located in central Jersey. At RHS, Maria is also the department supervisor for her subjects. Along with teaching and supervisory duties, she is the varsity coach for both softball and cheerleading. Maria earned her Bachelor's degree in Health and Physical Education from Kean University, in New Jersey, and her MA from the University of Scranton, in Pennsylvania, in educational leadership. In Maria's spare time she enjoys working out, snowboarding, traveling, and spending time with family and friends. Maria is returning to Focus on Freshmen as a presenter for a fourth year, and is honored to have been chosen again to share her insights on such a wonderful program.

### Karen Henry

#### Spotlight on Best Practices

Karen has been a Senior Educational Consultant for Academic Innovations for over 14 years. She has presented at several state and national conferences, including SREB's HSTW conference and ACTE. Karen's passion for helping America's youth build self-sufficient, self-actualized futures is fueled by her personal experience. After dropping out of school, she spent more than 15 years in the hospitality industry. She became personally passionate about helping students take ownership of their education how to become economically self-sufficient. Karen currently lives in Cabot, Arkansas. She has two daughters—Amanda, a sophomore at Weber State University on a performing arts scholarship, and Christina who just finished kindergarten.





### **Dr. Krista Herrera**

**Best Practices: Freshman Transition in Action**  
**Summit Charter Collegiate Academy Team**

Krista is a principal of an International Baccalaureate, Early College High School in Porterville, California. Krista has been in education for over 10 years; she has spent that time pushing the limits of what is believed to be possible and helping students reach their goals. For the last four years, Krista has been the principal at Summit Charter Collegiate Academy, a 7th through 12th grade campus in the Central Valley. During that time she has established an early college model that allows students to graduate with an Associates of Science Degree in Business Education prior to receiving their high school diploma. Krista earned her Doctorate of Education last year from the University of La Verne and focused her study on effective principals and key factors in their success as related to student achievement. She is passionate about equity and access and believes it is the job of educators to provide students every opportunity for success. When not trying to change the landscape of education, Krista enjoys spending time with her 3-year-old daughter and husband of five years.

### **Diane Hollems**

**Get Focused...Stay Focused!™ Initiative**

Dr. Diane Hollems has more than 20 years' experience in the public sector and as a faculty member at the post-secondary level. As the Santa Barbara City College Dean of Educational Programs, she was responsible for, among other things, the Dual Enrollment Program. Dr. Hollems was vice president for a community television station in Louisiana for more than 15 years. She received her Bachelor's degree in Mass Communication from the University of Louisiana at Lafayette, her Master's degree in Intercultural and Organizational Communication from the same university, and her Doctorate in Communication Theory from Louisiana State University. She is recently retired from SBCC and is now Board President of the nonprofit for the *Get Focused...Stay Focused!™* Initiative.

### **Aaron Houk**

**Spotlight on Best Practices**

Aaron Houk has been a business teacher for the past 10 years, with prior work experience as a mechanic, carnival concessionaire, insurance agent, police officer, and courier driver. His mission is to impact the lives of his students in a positive way and provide the tools for them to improve their own futures.

Aaron finds great satisfaction in providing students with the information necessary to avoid the mistakes and the extensive trial-and-error of his own life. He first learned about *Career Choices* through the Eastern Oregon University regional PLC. Because he recognized the *Career Choices* content was exactly what he had needed (but didn't receive) in his teens and early 20s, Aaron has worked to start *Career Choices* programs in 2 separate schools over the last 2 years.

### **Keala Hughes**

**Best Practices: Freshman Transition in Action**  
**Norte Vista High School Team**

Keala Hughes has taught in the Alvord Unified School District for 15 years, with his most recent 6 years serving as Activities Director at Norte Vista High School. He has coached high school basketball for all 15 years in Alvord, both as an Assistant and Varsity Head Coach. As an Activities Director, Mr. Hughes has the honor of overseeing all extra-curricular activities at Norte Vista, and the privilege of coordinating 10-Year Plan Days. In collaboration with Freshmen Focus Lead Teacher, Mrs. Blanca Silva-Hill, and the Norte Vista Guidance Department, Mr. Hughes and the 10-Year Plan Day Team have successfully developed PowerPoint lessons and activities that build on the 10-Year Plan. For 6 days out of the year, all students and faculty devote 1 hour of instruction to reviewing individual 10-Year Plans and discussing issues such as budgeting and life after high school. Understanding that his role as Activities Director for Norte Vista is not just about hosting energetic assemblies and coordinating great dances, Mr. Hughes works to connect students to NoVi so that they can grow personally, socially, and academically. As such, many (if not all) of the activities he coordinates are intentional and have purpose. Specifically, the purpose for the 10-Day Plan Days is to provide opportunities for faculty and students to have meaningful conversations about life lessons that are often neglected in textbooks and/or do not occur at home.

### **Kailani Knutson**

**Best Practices: Freshman Transition in Action**  
**Summit Charter Collegiate Academy Team (Porterville College)**

Kailani Knutson is a Professor of Business at Porterville College. She is also the faculty lead and Pathway Coordinator on her campus. She earned her Bachelor of Science in Business Management and her Master of Business Administration from University of Phoenix. Kailani has been in post-secondary education for 10 years. Her main goal is to make a positive difference with students by sharing her knowledge and enthusiasm about business. Her strong beliefs in education and passion for business reflect positively in the students that she teaches.

### **Cesar Lopez-Barreras**

**Spotlight on Best Practices**

Mr. Lopez is the current School Site Executive for the Freshman Transition Team at Indio High School. He has taught the curriculum for the past three years and is responsible for helping train the entire staff at Indio High School on how to use My10yearPlan.com® as an advising and career guidance tool to help students stay on track of their academic goals. In addition to being part of the Freshman Transition Team, Mr. Lopez is an Agriculture Science CTE Teacher. He teaches classes in agricultural biology, chemistry, animal and plant science, landscape and floral design, and greenhouse and livestock management. Recently the California Ag Teachers' Association named Mr. Lopez the state Agriscience Teacher of the Year, and last year his peers elected him as the High School Teacher of the Year for the Desert Sands Unified School District. Mr. Lopez believes in providing all students a clear path in whatever career they determine is the route for them. The Academic Innovations curriculum has allowed Mr. Lopez and the rest of the staff of Indio High School to connect further with their students and he hopes to show other schools across the country how they can too.

### **Margo McCormick**

**Team-Building for a Freshman Transition Initiative**

Margo McCormick has extensive experience at many levels in education. A former elementary, middle school, and high school teacher, she has also been an academic coach, program facilitator, dean of students, and, most recently, an assistant principal of Indio High School. Margo is taking on a new challenge, moving to Indio's sister school, Jefferson Middle School, as the new principal! Margo's ties to the Indio community run deep. She's a product of the city of Indio and an Indio High School graduate. Her first teaching assignment? You guessed it: Indio High School! Her passion is providing each student the opportunity for personal success.

**DON'T FORGET TO  
 SWING BY THE**

**E-CENTRE**

Open during meals and between sessions.  
 (See page 16 for details.)

## **Kristen McReynolds**

### *How to Implement the Freshman Course*

*(for high school instructors using the Career Choices textbook)*

Kristen McReynolds just finished her 25th year of teaching. Her most favorite years so far are the last four as she implemented and grew the Career Choices curriculum at Bay City High School in Bay City, Texas. She is passionate about helping students tap into and build on their individual strengths, which is why she finds using the Career Choices curriculum so rewarding. All of her years of teaching have been at the secondary level and the first several years she coached many combinations of volleyball, basketball, track, and swimming. She gave up coaching so she could watch her own two girls compete in sports and dance. Kristen finds solace in training for 10ks and half marathons.

## **Danny Mielke**

### *Spotlight on Best Practices*

Dr. Danny Mielke currently serves as the Dean of the Colleges of Business and Education at Eastern Oregon University and Director of Eastern Promise, a regional cooperative to provide greater access to early college credits and to increase the college/postsecondary going culture in the region. He has served Eastern Oregon University for the past 29 years as both a Professor and in various leadership roles. His over 40-year teaching career has included both K-12 and higher education positions in Australia, California, England, and Wyoming plus service as a missionary in Bolivia.

## **Micheline Miglis**

### *Spotlight on Best Practices*

Ms. Miglis joined the Carpinteria Unified School District as Superintendent in July 2015. Immediately prior, Ms. Miglis held the position of Superintendent of the Plumas Unified School District, located in the Plumas National Forest. She successfully campaigned for and was elected to County Superintendent with 95% of the votes, and adroitly held this very unique role in the state of California among 58 total County Superintendents. During her tenure, Ms. Miglis hosted State Superintendent Tom Torlakson in Quincy and Greenville, when he traveled to Plumas County to see rural, isolated small schools recognized for exemplary place-based learning, including the Plumas to the Pacific Outdoor Common Core and environmental literacy programs. Ms. Miglis has also held the position of Assistant Superintendent, Educational Services at Silver Valley Unified School District, where she was selected to visit schools in the Tianjin Province in China as a guest of the Chinese Educational Authority. While in the Silver Valley Unified School District, Ms. Miglis was presented with a Congressional Coin in recognition of her faithful and dedicated service to students and families enlisted in the United States Army. In the Oxnard School District, she served various roles, including Directorship and Principal. Ms. Miglis serves on various state committees and local boards, most recently, chairing the Equity, Access and Diversity committee in the North State for the Association of California School Administrators (ACSA). Now in Region 13 (Ventura, Santa Barbara and San Luis Obispo Counties), she was recently appointed to the Career and Technology Education Chair. Ms. Miglis holds degrees in Spanish Language and Literature, Counseling Psychology and Educational Leadership. She is a product of immigrant roots whose first language is Greek. She is the first in her family to receive a post-secondary degree in the United States.

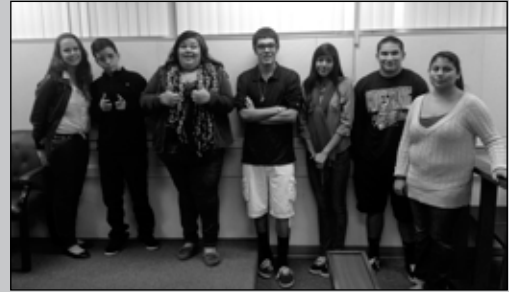
## **Karen Miles**

### *Spotlight on Best Practices*

Karen Miles has worked in the fields of career counseling, training, and education for over 30 years. She has an M.S. in Counseling and Guidance, and a B.A. in Human Resource Management and Personnel Development. Karen is currently the K-14 Regional Career Pathways Technical Assistance Provider for the South Central Regional Consortium, helping colleges and high schools to build career pathways, and helping students to plan their careers. She is the regional trainer for incoming career technical education faculty at 8 community colleges, and additionally she teaches Master's Program counseling students at California Lutheran University.

# SUCCESS 101

## A Prerequisite to Life



## The Indio Documentary

# VIEWING OPPORTUNITY

*See page 26 for details*

## **Diego Ochoa**

### *Spotlight on Best Practices*

*Esparto High School Team*

Mr. Ochoa has been an educator for 17 years. He began his teaching career in the San Diego Unified School District, teaching a bilingual special day class. Mr. Ochoa has served as a high school principal, special education director, and superintendent. He is entering his fifth year in the Esparto Unified School District and is proud to have supported the initial implementation of the *Get Focused...Stay Focused!*™ program.

## **Penny Paine**

### *Freshman Transition Leadership Institute*

Penelope (Penny) Paine, consultant, author, and former Gender Equity Specialist for the State of California, is sought after as a speaker and trainer because of her experience with comprehensive guidance programs, nontraditional occupations, and special populations. Armed with British charm and an all-American can-do spirit, Penny has trained or consulted in nearly every state in the union. Past contracts include: California Department of Education, California Community Colleges Chancellor's Office, Girls Incorporated, TIAA CREF, and the National Alliance for Partnerships in Equity.

A graduate of the University of London, she has created educational publications and programs, authored twelve children's picture books, and co-authored *The Project Planning Guide for Implementing a Freshman Transition Initiative* used in Freshman Transition Leadership Institutes.

In addition to her work with the national office of Girls Incorporated, she was instrumental in developing and facilitating the national "Women Helping Girls with Choices" program with Business and Professional Women USA. Her expertise on gender-related topics and practical experience in collaborative partnerships with community-based organizations brings an added dimension to her presentations.

Penny is particularly adept at guiding schools in the change process. She has worked with teachers of all disciplines and with schools in all stages of integrating or restructuring curriculum.



## Georgette Phillips

### *Teaching Insights, Practices, and Solutions (TIPS) Facilitator*

Georgette began “teaching” when she was 8 years old. She recruited siblings and neighborhood children to her “School of Fun” in Buffalo, New York, where, at this young age, she developed her educational philosophy: “Learning is fun and, if fun, will be lifelong!”

Georgette attended State Teachers College (SUNY) on scholarships and incentive awards and maintained a 4.5 GPA. Finding out that her long-time beau was moving to California with his family, she postponed her education and married Richard Phillips at the end of her first year of college. The young couple began raising a family, and they now have 5 children, 14 grandchildren, and 5 great grandchildren.

Georgette continued her education, a class here and there, with long breaks in between. When her youngest went off to college, she set her sights on finishing, earning her Master’s degree in Educational Leadership when she was in her 50s. Georgette says the roadblocks and detours she overcame during that time helped her relate to the challenges and mindset of her students.

California Home Economics Careers and Technology Department of Education awarded Georgette the coveted “Dream, Dare, Do” award for her Hawks Nest Children’s Program. Georgette was also awarded grants for her various programs, including Small Learning Communities, where she coordinated Freshman Houses for 1,400 freshmen. It was there that she learned, first hand, the power of the *Career Choices* curriculum.

Although Georgette retired from public education in June 2010, she has not retired from her passion. She continues to have fun in her position as Director of Curriculum Support for Academic Innovations. You can reach Georgette with your questions and planning needs at [georgette@academicinnovations.com](mailto:georgette@academicinnovations.com).

## Trish Procetto

### *Best Practices: Freshman Transition in Action Facilitator*

*Career Choices* certified trainer Trish Procetto is the Best Practices Institute host and will help facilitate group discussion throughout those sessions. Trish has enjoyed careers in a variety of seemingly disparate industries—from time as a classroom teacher to running focus groups for Mattel to working as a crew member with several major cruise lines. Trish blends her love of people of all ages, her broad range of travel experiences, and her passion for food as the co-founder of TOURific Escapes, and she and Phyllis Stewart are very graciously lending their unique perspectives on Los Angeles to our Hollywood Bus Excursion.

## Chris Pulos

### *My10yearPlan.com® Interactive North Valley Military Institute Team*

Chris Pulos is currently a Chief Warrant Officer in the California Cadet Corps and a Military Science Instructor at North Valley Military Institute in Sun Valley, California. He is in his 11th year as a teacher and recently received his teaching credential in Physical Education with an emphasis on Military Drill. A veteran of both the United States Marine Corps and United States Air Force, becoming a Military Instructor was only natural. Chris fell in love with teaching when he became a karate instructor in 2003 and is currently a Second Degree Black Belt in American Combat Tang Soo Do. He uses his personal experiences as a member of the military, small business owner, parent, and home owner to teach students by example. In his spare time, he is a supervisor with Operation Gratitude, putting together care packages for our servicemen and women around the globe. Chris is also working on obtaining his Private Pilot’s License and is soon to be the owner of several horses in an effort to start the first Mounted Color Guard in the California Cadet Corps.

#FOFI6LAX

(See page 12 for details.)

## Rudy Ramirez

### *Freshman Transition for Principals*

Rudy Ramirez is finishing his 41st year in Education, and his 24th year as the principal of Indio High School. A former teacher, counselor, and assistant principal, he is an advocate for students, parents, and the Indio community. Mr. Ramirez resides in Indio, has three children who graduated from Indio High School, a son who will be a 12th grader next year, and a 7½-year-old son named Jonathan. Mr. Ramirez is deeply connected to the community and their families and is a true believer in academic success for all.

## Jennifer Ramos

### *Spotlight on Best Practices*

#### *Cosumnes Oaks High School Team*

Dr. Jennifer Ramos has spent the past twelve years as a high school English and AVID teacher in Elk Grove Unified School District. In her third year of teaching, she realized just how important building positive relationships in the classroom were to student achievement. She recently completed a Doctorate in Organizational Leadership from Brandman University and wrote her dissertation on the strategies AVID teachers use to build positive teacher-student relationships. When she was approached to teach *Get Focused...Stay Focused!*™ at her school site, Jennifer jumped at the opportunity because she felt that it would help to improve the school’s Freshman Transition Initiative by helping students feel connected to school and, ultimately, their future.

## Sasha Robinson

### *Spotlight on Best Practices*

Sasha Robinson has been teaching the *Career Choices* curriculum at varying levels since 2008. Her favorite part of the program is listening to her students speak with confidence and optimism about their future plans. She also enjoys mentoring teachers new to the *Career Choices* curriculum. She is currently a “Teacher on Special Assignment” at Ygnacio Valley High School, coordinating professional development and providing instructional support for all teachers on campus. This is her 11th year at Ygnacio Valley High School in Concord, California, and she loves being a Warrior! She lives in Oakland with her husband and 2 cats.

## Kari Rosson

### *Teaching Insights, Practices, and Solutions (TIPS) Co-facilitator*

Kari Rosson, M.Ed. Administration, is currently the School Site Executive at Cabrillo High School in Lompoc, California. She has been an educator for the last 15 years concentrating on Health and Wellness. Kari recently found a passion for educating students for their future through her Career & College Readiness class for Cabrillo High School freshmen. She enjoys the opportunity to teach students a reason to stay in school and to guide them toward success. Recognized by Academic Innovations as Teacher of Excellence in 2015, Kari is also an active member of the *Career Choices* Mentor Teachers. Kari also participates in several community services such as School Site Council, Athletic Booster Club, AAUW, and Vandenberg AFB Spouses Club.

## Gina Sanders

### *Spotlight on Best Practices*

Gina Franke Sanders has taught in both private and public schools for 24 years. Gina has taught from preschool through high school students in several subject areas, as well as being an Assistant Principal and District Principal. She will serve as the Instructional Specialist for McDade ISD for the 2016-2017 school year. Gina looks forward to working with teachers to provide the best education possible to students. Gina has just completed her first year of the *Career Choices* curriculum implementation. She taught the Success 101 class to all 8th grade students and will continue with the follow-up modules this next school year as McDade brings back its high school after many years. Gina is a proud, native Texan and enjoys living in the country with her husband, cat, and dog.

## Tina Silva

*Best Practices: Freshman Transition in Action*  
Woonsocket High School Team

Tina is a veteran teacher of History and has taught for 15 years at Woonsocket High School in Rhode Island. Her connection to Woonsocket runs deep. She grew up there and graduated from the high school. Last year while finishing her Master's degree in Educational Leadership, Tina began the creation and implementation of Success 101. This process has not only improved the grades of freshman students taking the class, but has positively impacted the school as a whole. Tina looks to add a sophomore year component to the program starting next year.

## Brian Slotnick-Lastrico

*Teaching Insights, Practices, and Solutions (TIPS)*

Recognized by Academic Innovations as a 2015 Teacher of Excellence, Brian Slotnick-Lastrico has been teaching Freshman Seminar/*Career Choices* for the past three years at Dos Pueblos High School, in Goleta, California. During his 19 years with the Santa Barbara Unified School District, Brian has taught vocal music, theatre, and has taught English at every level from 7th-12th grade, to students ranging from EL and SPED, to Gifted and Talented designated students. Brian has worked in several industries outside of the teaching profession, including the music and film industry, and is a professionally trained vocalist, instrumentalist, and composer/arranger. Brian earned his Bachelor of Arts degree in Voice and Theatre from New York University and, subsequently, his Master of Education degree in Secondary Education from the University of California, Los Angeles. In the spring of 2016, he was appointed to be a Mentor Teacher for Academic Innovations and is thrilled to have the opportunity to work with educators across the nation in developing best practices and giving back to the *Career Choices* community. Brian is honored to be teaching the *Career Choices* curriculum and sees it as an invaluable part of building career-readiness skills in each and every student which will allow them to craft a path to long-term career and personal fulfillment.

## Nicole Stewart

*Best Practices: Freshman Transition in Action*  
Teaching Insights, Practices, and Solutions (TIPS)

Nicole Stewart attended Montana State University, earning a Bachelor's degree in Secondary Education Social Studies Broad Field. She earned her Master's degree from Eastern Oregon University in Masters of Education emphasis Special Education. Nicole also added a regular education endorsement in the area of Language Arts. Nicole has been in education for 19 years for the Pendleton School District, both in a teaching and coaching capacity. During that time she worked 18 years as a Special Education, Language Arts, and Social Studies Teacher at local-long term care and correctional facilities within the district. Currently she is employed at her Alma Mater, Pendleton High School, as the *Career Choices* Success 101 instructor. Nicole also coaches both cross country and track and field teams.

## Mary Truitt

*Spotlight on Best Practices*

Currently in her 10th year of teaching high school, Mary Truitt holds teaching certificates in English, Special Education, Elementary Education, Intermediate Mathematics, Mid-level Math, Physical Science, Mid-level Science, US History, Oklahoma History, Government, Economics, Elementary Principal, and Secondary Principal. She is currently serving as lead teacher for the Success 101 program (entering the third year) and teaching both grade-level sophomore English and AP English in Newkirk, Oklahoma. As a mother of 6 boys and 4 girls, Mary understands the importance of planning for the future and the impact that educators have on the people they come into contact with every day. Mary enjoys her family, reading, and music and finds ways to incorporate all 3 in her classroom daily. With previous teaching experience in Algebra I and II, Geometry, Reading, Film as Literature, and Special Education, Mary brings an appreciation for variety and diversity to her classroom environment.

## Teresa Warde

*Spotlight on Best Practices*  
Esparto High School Team

Teresa Warde has been an educator in the Esparto Unified School District for the past 15 years. She is the current instructor of the Spartan Success course, a *Get Focused...Stay Focused!*™ Freshman Initiative course offered to all freshmen at Esparto High School. In addition to teaching Spartan Success, Teresa Warde teaches Culinary Arts courses and is currently involved in a project to open a student run café featuring baked goods and beverages produced by the students in her culinary program.

## Lauren Wintermeyer

*Implementing a Student Success Course for College Completion*  
(for college instructors)

Dr. Lauren A. Wintermeyer was a K-12 classroom teacher before earning her Master's degree in Educational Counseling. She completed her Doctorate in Educational Leadership from the University of California, Santa Barbara and wrote her dissertation on dual enrollment and college persistence. Lauren was the Director of Dual Enrollment Programs for Santa Barbara City College for five years. She is also a co-founder of the *Get Focused...Stay Focused!*™ Initiative and has presented at numerous conferences statewide and nationally. Dr. Wintermeyer is currently an Academic Counselor at Ventura College and independent educational consultant for dual enrollment and the *Get Focused...Stay Focused!*™ Initiative.

## Merri Ellen Wright

*Integrating Technology into Your Career Choices and Get Focused... Stay Focused!*™ Classroom

A Florida native, Merri Ellen now prefers the dry, beautiful desert of St. George, Utah. In her first job out of college, she was labeled the "problem employee" by the IT department because she could shut down all computers in the whole office without even trying! She now has to smile that she is the Tech Support Advisor for the *Career Choices* curriculum. She truly has a love for all ages since she is a morning kindergarten teacher before heading into the AI office. Her passion for high-schoolers is evident by the enthusiasm she brings to the table when talking about the *Career Choices* curriculum and online enhancements. Merri Ellen is excited for the opportunity to present this year's Integrating Technology into Your *Career Choices & Get Focused...Stay Focused!*™ Classrooms institute.

**Graduate Certificate for**

**Get <sup>Stay</sup>Focused!**

**Program & Curriculum Specialist**

**Eastern Oregon University's**  
**College of Education**

*Eastern Oregon University's Online Graduate Education Program is ranked one of the top programs in the country by U.S. News and World Report.*

(See page 24 for details.)

**Optional Graduate Credit**  
**available through**  
**Eastern Oregon University**

(See page 3 for details.)

# *Networking Notes*

# General Hotel Information

## Hotel Highlights

This hotel has a smoke-free policy.

Only 2 blocks from LAX, with complimentary shuttle service and convenient access to major highway interchanges.

This hotel has earned the ENERGY STAR® label from the U.S. Environmental Protection Agency (EPA).

## Parking

Self parking: \$13.00 + tax daily  
(special conference rate)

Valet parking: \$38.50 + tax daily  
(call 310-337-5374 for valet)

## High-Speed Internet

Free wi-fi is available on the Lobby level near Starbucks Coffee and the Front Desk

Available in your guest room and in public areas of the hotel for a set daily rate, which includes:

- High-speed Internet access
- Unlimited local phone calls

## Dining

### Champion's Sports Bar

American

Open for dinner

Good times, good food, and good sports! Over 54 flat screen TVs ensure our guests will catch all the play-by-plays!

### J.W.'s Steakhouse

5:30 PM - 10:00 PM daily

Specializing in premium steaks, and featuring fresh seafood and an extensive wine list. Witness the performance of master chefs in the exhibition kitchen!

### Latitude 33

American

Open for breakfast, lunch, and dinner

### Starbucks Coffee

Open for breakfast, lunch, and dinner

### Room Service

5:00 AM - 12:00 AM

## Check-in & Check-out

Check-in: 3:00 PM

Check-out: 12:00 PM

Express Check-in and Express Check-out

Video Review Billing, Video Check-out

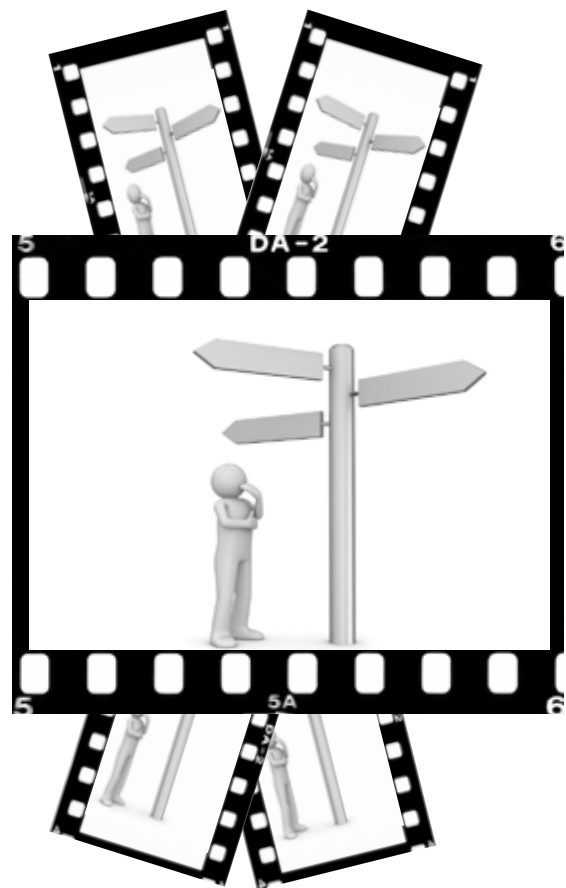
If you are checking out on Tuesday, you'll want to check your baggage in the morning before attending the general session.

## Guest Services

Concierge desk

Full-service business center

Safe deposit boxes are available at the front desk.



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[www.academicinnovations.com](http://www.academicinnovations.com)

# Event Information

## In Consideration of Others

So that all participants have an opportunity to benefit from Focus on Freshmen, you are asked to turn off cell phones while attending sessions. If you have an emergency, please step outside the meeting room to place a call or send a text message.

## Emergency Contact

On-site Conference Coordinator:

Laurel Ortez - call (435)229-5554

Someone will be dispatched to the meeting area to deliver your message. For emergencies only, please.

## Questions or Concerns

Conference staff will be available in the foyer throughout conference hours each day.

Saturday - 3:00 PM to 8:00 PM

Sunday - 7:00 AM to 5:00 PM

Monday - 7:00 AM to 5:00 PM

Tuesday - 7:00 AM to 2:00 PM



# BEAUCOUP THANKS

*to the staff and consultants who make Focus on Freshmen happen:*

Lynda Brown  
Monica Carmo  
Liberty Campbell  
Wendy Clymore  
Brian Day  
Lacey Despain  
Cassie Fife  
Krishale Fitzgerald  
Karen Henry  
Trena Hargis  
Lisa Imel  
Alysson Nagy

Brianne Navarrete  
Laurel Ortez  
Brad Owen  
Brook Owen  
Bill Painter  
Chris Powell  
Mike Quill  
Todd Stauder  
Roger Stoneburner  
Deb Teeken  
Merri Ellen Wright

*Mary Johnson and  
the St. George AlphaGraphics team  
Our Many Talented Videographers  
Our Resourceful Student Interns*

*And to Phyllis Stewart, our favorite volunteer:*

*"Volunteers don't get paid, not because they're worthless, but because they're priceless."*

-Sherry Anderson

*Thank you, thank you, thank you!*

*We love you, Phyllis!*



# Focus on **FRESHMEN** 2016

## Schedule of Events

Saturday, July 16, 2016

- 3:00 PM to 8:00 PM** Registration  
Check in and pick up your materials

Sunday, July 17, 2016

- 7:00 AM to 8:30 AM** Late Registration  
Check in and pick up your materials
- 7:00 AM to 8:15 AM** *Continental breakfast available on the patio*
- 8:15 AM** Doors open for General Session seating
- 8:30 AM** General Session
- 10:20 AM** Institute Session #1
- 11:30 AM** Institute Session #2
- 12:30 PM** *Lunch buffet*  
*Collaborate with your team and network with others*  
*Success 101 documentary viewing (page 26)*
- 1:30 PM** Institute Session #3
- 2:30 PM** Dessert Break
- 2:50 PM** Spotlight on Best Practices: *Take Your Pick (page 27)*
- 4:00 PM** Spotlight on Best Practices: *Take Your Pick (page 28)*
- 5:00 PM** Networking Opportunity  
*Poolside Cocktail Reception*
- 6:30 PM** Day One Concludes—*Dinner on your own*

### Questions or Concerns

Conference staff will be available in the foyer area throughout conference hours each day.

Saturday - 3:00 PM to 8:00 PM      Monday - 7:00 AM to 5:00 PM  
Sunday - 7:00 AM to 5:00 PM      Tuesday - 7:00 AM to 2:00 PM

If you'd like individual planning assistance, the registration staff can help you set up a meeting with the presenter of your choice.

Monday, July 18, 2016

- 7:00 AM to 8:15 AM** *Continental breakfast available on the patio*
- 7:30 AM** Spotlight on Best Practices: *Take Your Pick (page 29)*
- 8:15 AM** Doors open for General Session seating
- 8:30 AM** General Session
- 10:20 AM** Institute Session #4
- 11:30 AM** Institute Session #5
- 12:30 PM** *Lunch buffet*  
*Collaborate with your team and network with others*
- 1:30 PM** Institute Session #6
- 2:30 PM** Dessert Break
- 2:50 PM** Spotlight on Best Practices: *Take Your Pick (page 30)*
- 4:00 PM** Spotlight on Best Practices: *Take Your Pick (page 31)*
- 5:00 PM** Day Two Concludes—*Dinner on your own*
- 5:15 PM** Hollywood Bus Tour  
*Purchase a ticket for this optional excursion*
- 6:30 PM to 8:00 PM** *My10yearPlan.com® Forum*  
(see page 7 for details)

Tuesday, July 19, 2016

SCHOOL SPIRIT DAY!

- 7:00 AM to 8:15 AM** *Light continental breakfast available on the patio*
- 7:30 AM** Spotlight on Best Practices: *Take Your Pick (page 32)*
- 8:15 AM** Doors open for General Session seating
- 8:30 AM** General Session
- 10:00 AM** Institute Session #7
- 11:30 AM** *Awards Luncheon in Imperial Suites (A-F)*
- 2:00 PM** Conference Concludes

