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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 22-27 for session descriptions.)

1st Choice	2nd Choice	Room	Presenter(s)	Title	Suggested Audience*
<b>Monday ~ 2:50 PM</b>					<b>See page 22 for session descriptions</b>
		Logan	Academic Innovations Staff	What is the <i>Career Choices</i> Series? A Brief Overview	HS PS A I C
		Concourse Ballroom B	John Farinella	Freshman Transition—Collaboration in Motion: Building Hope and Opportunity in Your School Community	HS A
		Concourse Ballroom A	Rachelle Fast	It's Not You, It's Freshmen: Tricks for Working with the Developing Brain	HS I
		O'Hare	Rudy Ramirez	Changing a Generation	HS A C
		Midway	Dr. Jennifer Ramos	Building Positive Teacher-Student Relationships: Helping Students Transition to High School by Increasing their Connectedness	HS A I C
		Westchester A	Kari Rosson	Career Researching: How Do I Get My Students Comfortable with Picking a Career?	 HS PS I
		LaGuardia	Dave Urquhart & Sheri Gempler	Whole-School <i>Get Focused...Stay Focused!</i> ® Implementation: Starting the GFSF Program with the Entire High School Population	HS A C
		Westchester B	Dr. Lauren Wintermeyer	Strategies for Championing a First-year Experience/ Student Success Course at the College Level	PS A I
<b>Monday ~ 4:00 PM</b>					<b>See page 23 for session descriptions</b>
		Midway	Mindy Bingham & Dr. Jennifer Ramos	Becoming a Certified <i>Get Focused...Stay Focused!</i> ® Specialist through Eastern Oregon University's Graduate Program in the College of Education	HS PS A I C
		Concourse Ballroom A	Lyndsy Weikel	<i>Get Focused...Stay Focused!</i> ® and Google: Using <i>Career Choices</i> in a Technical Age	 HS I
		Logan	Karen Miles	Start-up Strategies: An Overview of the Middle School Bridge Program	HS PS A I C
		O'Hare	Rudy Ramirez	Mastering the Master Schedule	HS A
		Westchester A	Kari Rosson	Day One Strategies: Tips for Your <i>Career Choices</i> Classroom	HS I
		Westchester B	Cal Talley	Closing the Achievement Gap for Boys and Men of Color through Focused Career Planning: You can get there from here!	HS PS A I C
		Kennedy	Marlaina Schroeder & Tessa Hernandez	First Year Implementation Tips & Tricks: Getting Your Team Organized and Ready to Go from Day One!	HS I
<b>Tuesday ~ 7:30 AM</b>					<b>See page 24 for session descriptions</b>
		Concourse Ballroom B	Amy Bryant	Fostering Parent Buy-in for the Follow-up Modules & Using the 10-Year Plan with Parents	HS I C
		Concourse Ballroom A	Dr. Rebecca Dedmond	CAREing Conversations: Strategies to Support Your "Every Instructor an Advisor" Efforts	HS PS A I C
		LaGuardia	Linda Weissbrod	SMART Goals for Success: Academic Rigor and Grit Starts Here	HS PS I
<b>Tuesday ~ 2:50 PM</b>					<b>See page 25 for session descriptions</b>
		Concourse Ballroom B	Academic Innovations Staff	<i>Possibilities and Lifestyle Math</i> : Supplemental Materials for the <i>Career Choices</i> Series	HS A I
		Westchester A	Danielle Aguilar & Jorge Ramos	The High School/College Connection: Creating College Success for All Students	HS PS A
		Concourse Ballroom A	Dain Blanton/Panel	Inform! Motivate! Inspire! Hosting a Campus Visit with Dain Blanton	HS PS A I C
		Midway	David Farris	Creative Ways to Give Meaningful Grades: Making the 10-year Plan a Tool Students Use	 HS I
		Theater	Erin Hansen/Panel	Implementing the Follow-up Modules: A Panel Discussion	HS I
		LaGuardia	Dr. Stephen Lambert & Dr. Jennifer Gangi	Re-envisioning the First-year Seminar: A Semester of Classroom Advising to Promote College Completion and Career Readiness	PS A I C

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

1st Choice	2nd Choice	Room	Presenter(s)	Title	Suggested Audience*
<b>Tuesday ~ 4:00 PM</b>				<b>See page 26 for session descriptions</b>	
		Midway	Stephen DiPatri & Tanya Corbett	Developing a Freshman Transition Curriculum and Program: PLCs and their Role in Freshman Transition Courses	HS A I
		Concourse Ballroom B	Erin Hansen/ Amy Bryant	An Overview of the <i>Get Focused...Stay Focused!</i> ® Follow-up Modules for 10th, 11th, and 12th Grades	HS PS A I C
		LaGuardia	Geno Malkiewicz & Michelle Triplett	Buy-in and Persistence: How We Are Building a <i>Get Focused...Stay Focused!</i> ® Program in Adult Education	PS A I C
		Logan	Kristen McReynolds	Best Practices: Using the <i>Career Choices</i> Curriculum to Engage Students Before the Bell and as They Exit	HS I
		Theater	Karen Miles/ Panel	Dual Credit Panel Discussion: Strategies for Navigating Two Educational Systems	HS PS A I C
		O'Hare	Student Panel	Student Voices: Which Lessons had the Greatest Impact	HS PS A I C
		Kennedy	Nina Rathbun/ Jamie Beaudry	Making Success Personal: How Small Personal Touches Can Create Big Success	HS I
<b>Wednesday ~ 7:30 AM</b>				<b>See page 27 for session descriptions</b>	
		Orly	Jennifer Crerar & Diego Ochoa	Linking Industry to the Classroom: How to Connect Community Relevant Industry to the Dual Enrollment Process	HS PS A
		O'Hare	Ann Croft/ Colleen Bibeault	Lost Now Found: The Sequel	HS A I C
		Theater	Maria Hennessy	First Impressions Make Lasting Impressions: Building Character and Confidence as a Freshman	HS I

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

# Awards Luncheon

# PRIZE DRAWING


Earn raffle tickets throughout the conference for a chance to win some awesome prizes during the Awards Luncheon raffle.

**Opportunities to earn raffle tickets:**

- Networking BINGO
- Attending Spotlight on Best Practices sessions
- Turning in Feedback Forms daily
- Completing the E-Centre Survey

**The more raffle tickets you earn, the more chances you have to win a variety of fun prizes, including:**

- Samsung Galaxy Tab A
- ECOXGEAR Ecoslate Waterproof Speaker
- Set of Children's Books
- \$50 Amazon.com Gift Card



# 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 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 programs and strategies.

## 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 Monday and Tuesday and a few select early-bird sessions prior to the General Sessions on Tuesday and Wednesday. 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 series 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!*® 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* series 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 Information Booth.

# What's on the menu?

Monday, July 10, 2017

## 7:00 AM to 8:15 AM Continental Breakfast

- Oatmeal bar with dried fruit and nut topping
- Freshly sliced locally sourced seasonal fruit
- Bagels
- Fruit
- Juice, coffee, and tea

*General Session doors open at 8:15 AM and the session begins promptly at 8:30 AM. Make sure to get in there early enough to find a good seat!*

## 12:30 PM Lunch Buffet — California Sunshine

- California baby mixed green salad
- Pacific seafood salad
- Local grilled vegetables
- Green tea infused salmon with light soy glaze, edamame
- Seared sirloin steak with wild mushroom ragout
- Steamed California brown rice, shallots, mixed herbs
- Vegan vegetable stew with tomatoes and basil
- Freshly baked rolls, butter

## 2:30 PM Dessert Break

**Foyers**  
(Lobby Level and Second Floor)  
*Mini fresh fruit tarts,  
Mango glazed cheesecake*

## 5:00 PM Cocktail Reception

**Outdoor Terrace**  
*Nacho Bar*

Tuesday, July 11, 2017

## 7:00 AM to 8:15 AM Continental Breakfast

- Yogurt parfaits
- Freshly sliced locally sourced seasonal fruit
- Bagels
- Fruit
- Juice, coffee, and tea

*General Session doors open at 8:15 AM and the session begins promptly at 8:30 AM. Make sure to get in there early enough to find a good seat!*

## 12:30 PM Lunch Buffet — La Mesa Mexicana

- Spicy taco salad
- Julienne jicama
- Hearty cilantro caesar salad
- Sea salted tri-color tortilla chips, pico de gallo, roasted chili salsa, guacamole & sour cream
- Sizzling chicken and vegetarian fajitas
- Braised shredded beef barbacoa
- Spanish rice
- Refried beans with melted cheese
- Roasted chili salsa verde, sour cream
- Warm corn and flour tortillas

## 2:30 PM Dessert Break

**Foyers**  
(Lobby Level and Second Floor)  
*Cinnamon Buñuelos and Sugared Churros*

Wednesday, July 12, 2017

## 7:00 AM to 8:15 AM Light Continental Breakfast

- Yogurt
- Whole fruit
- Bagels
- Coffee

*General Session doors open at 8:15 AM and the session begins promptly at 8:30 AM. Make sure to get in there early enough to find a good seat!*

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

- Plated luncheon with chicken entree
- Vegetarian and Vegan (by special request)

*Please note: Every effort has been made to provide meals that will appeal to a wide audience while allowing for flexibility. If these options do not meet your very specific dietary restrictions, we invite you to visit any of the hotel's on-site dining options. The buffets can accommodate vegetarian, gluten free, and dairy free diets.*



What does a noseey pepper do?

Gets jalapeño business!

# INFORMATION Booth

The information booth will be open:

Sunday - 4:00 PM to 7:00 PM

Monday - 7:15 AM to 5:15 PM

Tuesday - 7:15 AM to 5:15 PM

Wednesday - 7:15 AM to 11:30 AM



## Stop by for:

Walk-in Registration

Info about Earning CEUs

Tickets for the  
Hollywood Excursion

Turn in Feedback Forms

Turn in BINGO Cards

Get Raffle Tickets

Request Planning Time  
with a Presenter

Questions, Concerns,  
or Special Requests



# Networking Challenge

## NETWORKING BINGO

**NETWORKING BINGO**

To participate in this challenge, collect signatures from conference attendees or presenters who fit the descriptions below. Each person can sign only one box per card. Fill out least one row vertically, horizontally, or diagonally and you qualify for one raffle ticket. Get a blackout by filling all spaces on your card to receive three raffle tickets.

Take your completed card to the information booth for verification and to get your raffle ticket(s) for the awards luncheon drawing.

Please turn in completed cards to the information booth staff by 5:15 PM on Monday.

Is a Career Choices Member Teacher	Is an Educational Consultant helping Career Choices program across the country (one not an educator)	Has visited the Get Focused... Stay Focused + web site	Their students develop 10-year Plans	Blog about their personal or professional life
Has read an article on Wikipedia in the last week	Has the support of wonderful community partners	Has traveled more than 1,000 miles to be here	Likes Career Choices on Facebook @10yearplan	Brings guest speakers into their classroom
Is one of the Best Practices or TIPS presenters	Their students complete the Career Choices budget activity	<b>BEING AN EDUCATOR</b>	Has involved in a field other than education	Connects with other professionals through LinkedIn
Has had more than 10 careers	Follows Academic Innovations on Twitter @AcademicInns	Has received a grant to support one (or more) of their programs	Offers dual credit to their freshman students	Has attended a webinar
Has been humped jumping and/or Hydring	Is a member of the Career Choices Online Professional Learning Community	Contacts parents when a child is doing well	Participated in this event last year	Knows what to do with this

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Academic Innovations

## The Guidelines:

To participate in this challenge, pick up a BINGO card on Monday. 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 3 for information on prizes, including a Samsung Tablet and a \$50 Amazon gift card.)





# Monday

5:00 PM TO 6:30 PM

OUTDOOR TERRACE



Feeling some “brain drain”  
after a full day of learning?

*Join us  
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. (After that, it’s a cash bar.) There will also be light refreshments.



Mushroom walks in a bar. Bartender says, “Hey you can’t drink here.”

*My10yearPlan.com®*  
**Forum**

# TUESDAY

6:30 PM to 8:00 PM

WESTCHESTER BALLROOM

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

The room will be wired for access, so bring your laptop\* and get answers to your questions about 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 admin functions of the site, tour things from a students perspective, and learn about 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.

# General Sessions

General Sessions begin promptly at 8:30 AM;  
please make sure you are seated by this time.



## Monday

### Grand Ballroom B & C

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

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.

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.

##### **Presenters:**

**Cynthia Jensen**, Vice President, Educational Partnerships, Academic Innovations

**Dr. Lauren Wintermeyer**, Co-Founder, *Get Focused... Stay Focused!*® Initiative

**Dr. Rebecca Dedmond**, Founder, Freshman Transition Initiative

**Trish Procetto**, Certified Trainer, Academic Innovations

**Mindy Bingham**, Author, *Career Choices* Series

~ Enjoy a short break; your next session starts at 10:20 AM ~



DON'T FORGET TO  
SWING BY THE

**E-CENTRE**

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

(See page 27 for details.)

## Tuesday

### Grand Ballroom B & C

#### **Panel Discussion: What's Working for Successful Freshman Transition Initiatives**

Dr. Lauren Wintermeyer moderates a panel discussion with administrators involved with very different but equally successful initiatives.

You'll hear about actual strategies used by schools—for everything from planning to implementation to assessment—and the results of their efforts.

##### **Presenters**

**Cynthia Jensen**, Vice President, Educational Partnerships, Academic Innovations

**Dr. Lauren Wintermeyer**, Co-Founder, *Get Focused... Stay Focused!*® Initiative

**Trish Procetto**, Certified Trainer, Academic Innovations

##### **Panelists**

**Steven DiPatri**, Bridgeton High School, Bridgeton, NJ

**John Farinella**, Rahway High School, Rahway, NJ

**Dr. Steven Lambert**, Hillsborough Community College, Tampa, FL

**Karen Miles**, Career Pathways TAP, South Central Coast Region

**Diego Ochoa**, Esparto High School, Esparto, CA

**Dave Urquhart**, Big Oak Flat-Groveland Unified, Groveland, CA

#### **Student Panel**

Dr. Lauren Wintermeyer continues the discussion with a panel of students who have experienced Freshman Transition in different ways.

##### **Student Panelists**

**Belen**, Sierra High School

**Maleena**, Sierra High School

**Devin Ontai**, Sierra High School graduate; entering CSU Fullerton

**Kyndra Kiser**, Sierra High School graduate; entering UC Merced

**Liz Easson**, completed as independent study

~ Enjoy a short break; your next session starts at 10:20 AM ~



Let us see your  
school colors  
shining through!

Wednesday, July 12, 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.



### Wednesday Concourse Ballroom

Learning is its own reward, right? Well, not today! Today learning will be accompanied by an opportunity for some bonus raffle tickets, so don't be late and come ready to cheer.

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

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 *Get Focused...Stay Focused!*® modules, used to enhance the 10-year Plan with upperclassmen.

#### **Presenters:**

**Cynthia Jensen**, Vice President, Educational Partnerships, Academic Innovations  
**Dr. Lauren Wintermeyer**, Co-Founder, *Get Focused...Stay Focused!*® Initiative  
**Dr. Diane Hollems**, Co-Founder, *Get Focused...Stay Focused!*® Initiative  
**Erin Hansen**, Consultant, *Get Focused...Stay Focused!*® Initiative

#### **Starting Your Action Plan**

This session will also include facilitated planning time, during which all institute presenters will be on hand to answer questions, troubleshoot, and brainstorm ideas.

~Enjoy a short break; your next session starts at 10:00 AM ~



Want to earn more raffle tickets for the  
*Awards Luncheon*  
**PRIZE DRAWING?**

Fill out the Feedback Form, and return it daily to the  
Information Booth to receive additional raffle tickets!



(See page 3 for details on the raffle and prizes.)

Standards for a Freshman Transition Course  
from The George Washington University's Freshman Transition Initiative

## Step 1: How well is your site currently meeting these standards?

4 = High (implementing 5+ activities)	3 = Medium (implementing 3-4 activities)	2 = Low (implementing 1-2 activities)	1 = None (no activities or plans)
<b>Standard 1:</b> <i>The student learns to project into the future and to understand the consequences of their actions and the choices made today.</i>			
4	3	2	1
<b>Standard 2:</b> <i>The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming "identity-achieved."</i>			
4	3	2	1
<b>Standard 3:</b> <i>The student analyzes the effect of personal interest and aptitude upon educational and career planning.</i>			
4	3	2	1
<b>Standard 4:</b> <i>The student recognizes the impact of career choice on personal lifestyle.</i>			
4	3	2	1
<b>Standard 5:</b> <i>The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.</i>			
4	3	2	1
<b>Standard 6:</b> <i>The student demonstrates the skills to locate, analyze, and apply career information.</i>			
4	3	2	1
<b>Standard 7:</b> <i>The student knows the process for career planning and educational preparation.</i>			
4	3	2	1
<b>Standard 8:</b> <i>The student can apply the skill sets required to succeed (both in the classroom and workforce).</i>			
4	3	2	1
<b>Standard 9:</b> <i>The student demonstrates the importance of productive work habits and attitudes.</i>			
4	3	2	1
<b>Standard 10:</b> <i>The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.</i>			
4	3	2	1
<b>Standard 11:</b> <i>The student knows the process used to locate and secure entry-level employment.</i>			
4	3	2	1
<b>Standard 12:</b> <i>The student knows the effect change has on society and career opportunities.</i>			
4	3	2	1

## Step 2: What can your site do to meet more of these standards?

Jot down your ideas below:

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).

## Skylar Brown's 10-year Plan Summary

I am a student at North Valley High School and expect to graduate in 2020.

### MY 10-YEAR GOAL

To finish all of my education and to be working as an architect.

### MY MISSION IN LIFE

My mission in life is to be happy, have a good job with good pay, and have a happy family.

### MY DEFINITION OF SUCCESS

Working hard to get something that has only been a dream to you, but now can become a reality.

### MY CAREER CHOICE

Architect

### MY EDUCATION AND TRAINING GOALS

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

#### Education and Training

Bachelor's Degree

Some on-the-job training

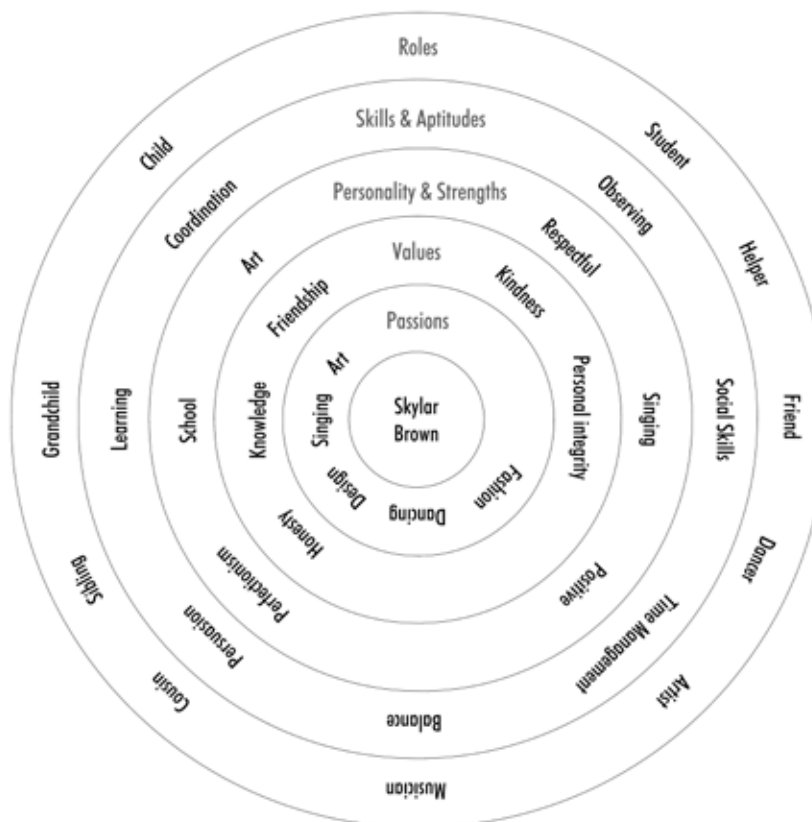
#### Duration

5 years

1 year

### MY PERSONAL PROFILE

• Passions • Values • Personality and Strengths • Skills and Aptitudes • Roles, Occupations, and Vocations •



## THE LIFESTYLE I WANT

Components of Lifestyle I Envision for Myself

### RELATIONSHIPS

I want to be married and have 2 children.

*The people I would like to have as friends:*

Kind with a good sense of humor and trust-worthy

I want to be able to spend at least 20 to 30 hours with family and 20 to 30 hours with friends each week.

### WORK

I envision myself working 20 - 40 hours per week at my chosen profession.

*I want to be able to make this commitment to a larger goal or ideal:*

To have a happy life with a good job and good education

*My other priorities that will require my time and attention are:*

My family and taking care of my home

### PERSONAL

On average, each week I'd like to spend 6 to 10 hours on recreation, 6 to 10 hours on individual pursuits and 6 to 10 hours contemplating and relaxing.

*I would like to have the following flexibility:*

As much flexibility as possible

*When it comes to "pace" I consider myself:*

I can have many projects going or just one.

*I plan to meet my spiritual needs by:*

Yoga, meditating

### MATERIAL ITEMS

I envision myself living:

Carpinteria, CA, or Canada in a nice house big enough for a family

*Once I'm working in my chosen field for a few years I would like to be making:*

Just enough to have nice things and not be in debt

*The possessions that are most important to me are:*

Nice car, walk-in closet, pool, pool table, large bathroom

## THE BUDGET TO SUPPORT MY LIFESTYLE

My total monthly expenses, for the lifestyle I envision for myself and my family is \$11,983.33. Therefore, I (we) need to earn the following salaries to support this lifestyle:

**One Earner in the Family:** I need to earn at least \$179,749.95 per year for the lifestyle described in my budget narrative.

**Two Earners in the Family:** If I am married and we both work, on average we each need to earn at least \$89,874.98 per year for the lifestyle described in my budget narrative.

## MY CAREER AND LIFESTYLE GOALS

**My lifestyle goal:** Get a car.

*Objective*

1. Get a job by the time I turn 15
2. Save money from my weekly paychecks
3. Search for an affordable used car



**My lifestyle goal:** Work toward a career in architecture

*Objective*

1. Finish high school on time with a high enough GPA to get into college
2. Get into the architecture program at the college of my choice
3. Go to buildings with great architectural design

**My lifestyle goal:** Become a great cook so I can throw parties for my friends by the time I'm living by myself.

*Objective*

1. Find 4 beginning cooking classes at the neighborhood market that fit my schedule in the next year
2. Read 3 books by different famous chefs in the next year
3. Create 1 practice meal for my family every semester between now and graduation

## THE WORK CONDITIONS THAT MATCH MY PERSONALITY

**My Ideal Job**

**The physical setting:** Office building

**The working conditions:** Clean and comfortable

**My work relationships:** I would like the people I work with to be nice

**The psychological rewards:** People liking my designs and complimenting them

**My goal for mixing career and family:** Schedule family time when off of work

Financially, I'd like health benefits and good pay

**The skills I'd most like to use:** Working well with others, writing or typing faster

## MY ACTION PLAN FOR THE NEXT 10 YEARS

YEAR ONE

**Education and training:** Start high school, keep my grades up

**Living arrangements:** Living at home

**Employment:** Continue my internship at Macgyver's office

**Finances:** Pay for my phone, earn some spending money, save for college

YEAR TWO

**Education and training:** Take more STEM classes, keep my grades up

**Living arrangements:** Living at home

**Employment:** Interview for new job opportunities

**Finances:** Pay for my phone, earn some spending money, car, save for college

YEAR THREE

**Education and training:** Drafting classes, keep my grades up

**Living arrangements:** Living at home

**Employment:** Apply for office work at an architecture firm nearby

**Finances:** Pay for my phone, earn some spending money, car, save for college

YEAR FOUR

**Education and training:** Advanced drafting, keep my grades up

**Living arrangements:** Living at home

**Employment:** Continue to work for local architect

**Finances:** Pay for my phone, earn some spending money, car, save for college

#### YEAR FIVE

**Education and training:** Take architectural technology at SLCC

**Living arrangements:** Live with Grandma and commute to campus

**Employment:** Find work near campus

**Finances:** Public transportation, tuition, help cover expenses at Grandma's

#### YEAR SIX

**Education and training:** Continue architectural technology program at SLCC

**Living arrangements:** Find apartment to share near campus

**Employment:** Continue to work near campus

**Finances:** Public transportation, tuition, portion of rent

#### YEAR SEVEN

**Education and training:** Transfer to U of U and enter architecture program

**Living arrangements:** Continue in shared apartment

**Employment:** Find an internship with an architectural firm

**Finances:** Public transportation, tuition, portion of rent

#### YEAR EIGHT

**Education and training:** Receive bachelor's degree by the end of the school year

**Living arrangements:** Continue in shared apartment

**Employment:** Continue internship with architect

**Finances:** Public transportation, tuition, portion of rent

#### YEAR NINE

**Education and training:** Working in an architectural firm

**Living arrangements:** Find a solo apartment I can afford

**Employment:** Working in an architectural firm

**Finances:** Car, rent, savings

#### YEAR TEN

**Education and training:** Established in a local architectural firm

**Living arrangements:** Explore buying a house

**Employment:** Established in a local architectural firm

**Finances:** Car, rent, savings

# Get **Stay Focused!**® Progression in Education Model (PEM)

GET  
FOCUSED

STAY  
FOCUSED

## Middle School:

- ✓ Participate in a transition program to prepare for high school and the Freshman Transition course
- ✓ Learn career exploration strategies using online resources from the U.S. Department of Labor
- ✓ Learn study skills and expectations for high school

## In 9th Grade:

- ✓ Take the Freshman Transition course (dual credit optional)
- ✓ Create an online 10-year Plan
- ✓ Answer the questions:
  - ✓ Who Am I?
  - ✓ What Do I Want?
  - ✓ How Do I Get It?

## In 10th Grade: Developing Attitudes & Aptitudes that Promote College & Career Readiness

- ✓ Research high-demand/higher-wage careers
- ✓ Determine appropriate post-secondary options/pathways
- ✓ Learn about college access and affordability
- ✓ Continue to envision a productive future through autobiographical writing
- ✓ Update 10-year Plan

## In 11th Grade: Determining Your Informed Major & Post-Secondary Education Path

- ✓ Research STEM-related careers
- ✓ Reaffirm or change chosen career path
- ✓ Choose a major/program of study to match chosen career
- ✓ Identify colleges/post-secondary options that offer your major/program of study
- ✓ Prepare for college applications
- ✓ Update 10-year Plan

## In 12th Grade: Preparing to Act on Your 10-Year Career & Education Plan

- ✓ Apply to college/post-secondary training
- ✓ Apply for scholarships and financial aid
- ✓ Update resume, cover letter, and portfolio
- ✓ Mock interview and job applications
- ✓ Outline a Skills-based Education Plan
- ✓ Update 10-year Plan

## End of High School:

- ✓ College Ready: No need for remedial coursework upon entering college
- ✓ Enter college/post-secondary training with an informed declared major
- ✓ Graduate with a portable, online 10-year Plan and a Skills-based Education Plan
- ✓ Ideally, graduate with at least 12 college units and portable, online 10-year Plan

## Attending College/Post-secondary Training:

- ✓ Enter with a 10-year Plan or take a Student Success course to create a 10-year Plan
- ✓ Use 10-year Plan in meetings with advisors and counselors

## End of College/Post-secondary Training:

- ✓ Certificate or degree completion and/or transfer to a 4-year college or university

## Goal for End of Post-Secondary Education & Training

- ✓ Have the skills to be competitive and find work in chosen career field



# What is a 10-year Plan?

- a career plan?
- an education plan?
- an action plan?
- a life plan?

**Yes!** And it's the process behind the 10-year Plan that makes the **Get Focused... Stay Focused!**® program such a unique and effective college- and career-readiness model.

The Freshman Transition Standards (FTS) from George Washington University support national counseling standards in the areas of personal/social development, career planning, and academic achievement. In a class delivering the FTS, students **get focused** as they work through a process that helps them articulate:

- ✓ Who they are
- ✓ What they want their adult life to look like
- ✓ An action plan for getting the post-secondary education/training they need to achieve the future they envision



# SECRETS OF SUCCESS

for implementing or improving a *Career Choices* series program

## 1. Carefully consider the course name.

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

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

## 2. Set your sights on the end goal.

Begin with the end in mind, and let your end goal guide your planning. For your students, the “end” is a career that matches their aspirations and their aptitudes. As the course instructor, your goal is to make sure your students work through all of the curriculum content in the allotted time and leave class with a self-articulated 10-year Plan.

Running short on time? Adjust your pacing to ensure students leave with a 10-year Plan.

## 3. First impressions are lasting impressions.

This course is not like anything else students have experienced. Demonstrate that difference—right from the start—to prepare students for a truly unique class. To really impact students’ first impression of the course, do something different on the first day of class to set the tone for your journey together.

Check out this teacher’s great idea: [www.careerchoices.com/lounge/Sara\\_Spanos\\_2.mp4](http://www.careerchoices.com/lounge/Sara_Spanos_2.mp4).

## 4. Watch your phraseology.

Vocabulary is important. Sometimes we overuse the word “college” when talking about where students are headed after high school, when what we really mean is “post-secondary.” Not every student’s plan is going to include college. In fact, many higher-wage/high-demand careers don’t require a college degree. What every student **should** be planning for is some kind of post-secondary education or training.

This video might help: [www.getfocusedstayfocused.org/flip](http://www.getfocusedstayfocused.org/flip).

## 5. Give yourself a “cushion” to avoid the last-minute rush.

To create your lesson pacing guide, start with the total number of instructional hours you will have to cover the content in the *Career Choices* series text. Don’t include any time focused on other topics or testing, field trips, pep rallies, etc. Once you have a total, reduce that by 10% to give yourself some additional flexibility.

Your plan should include a bit of wiggle room so you can spend a little extra time on topics, if needed.

For more information on these tips, see [www.careerchoices.com/lounge/10tipsforsuccess](http://www.careerchoices.com/lounge/10tipsforsuccess)



## 6. Consider a first semester start for ALL students.

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

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

## 7. Be intentional in your use of My10yearPlan.com®.

We've been intentional in our design of My10yearPlan.com® and your use of the system should be just as intentional. Once students record their initial (draft) responses to exercises and activities in their *Workbook and Portfolio*, plan to allow some lag time before they input those responses into their My10yearPlan.com® account. The editing and polishing that takes place after that lag will be much more effective because students have had time to process, reflect, and mull over the topics and choices.

A two-step process with time for reflection: *Workbook* is the draft: My10yearPlan.com® is the final project.

## 8. Encourage ownership.

Encourage students to take ownership of their *Workbook and Portfolio*. Ownership of their *Workbook* leads to ownership of the process and the 10-year Plan they develop. The *Workbook* also helps students to stay organized, which fosters responsibility. There are some fun, creative ways for students to establish their ownership. Let them personalize the cover of their *Workbook* with collages or "graffiti" or another artsy-crafty, hands-on project.

Establishing ownership early helps students stake a claim to their own successful future.

## 9. Homework will enhance the experience for your students.

Homework doesn't have to feel like a chore and, with this course, it shouldn't. Assign homework that helps students make additional connections between your class and the "real world." There are any number of opportunities for students to include friends, family, and neighbors in their process. Ask students to conduct a poll on a certain topic or to collect items to help with the budget exercise (Chapter 4). Give students a list of items to price out at the grocery store or have them interview a working adult in their life about their own career path.

Want more great ideas? Check out Section 4 of your Instructor's Guide.

## 10. Build a Get Focused...Stay Focused!® community.

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

Watch what happens when the community recognizes and supports students' work on their 10-year Plans:

[www.academicinnovations.com/videos/GFSF\\_Final.mp4](http://www.academicinnovations.com/videos/GFSF_Final.mp4)

**Find more tips in the Instructor's Guide or on The Teachers' Lounge**

# Get **Stay Focused!**® Overview of the Modules

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

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

Get Focused... Stay Focused!™ Initiative

[www.getfocusedstayfocused.org](http://www.getfocusedstayfocused.org)

# #FOFI7LAX

It's the  
educational  
spectacular of  
the summer!

We know you're having a rewarding, enriching, and incredible experience at Focus on Freshmen 2017, so why don't you take a second to share your amazing moments with the rest of us?

Use **#fof17lax** on your social media channels to connect with other conference attendees and the world.



## Highlights of Hollywood Excursion

TUESDAY ~ 5:15 PM TO 9:30 PM



Travel in air-conditioned comfort  
while someone else worries about the L.A. traffic!

### ITINERARY\*

- ★ 5:15 PM ~ Bus departs conference hotel
- ★ Drive through **Century City**, **Beverly Hills**, the **Sunset Strip**, and **Hollywood Boulevard**; commentary will be offered throughout the trip to Hollywood
- ★ Arrive **Hollywood & Highland Complex** ~ Enjoy time on your own exploring and snapping pics of the iconic **Hollywood Sign**, the **Hollywood Walk Of Fame**, and **TCL Chinese Theatre's Movie Star Hand & Footprints**. With ample **Souvenir Shops & Eateries** around this popular complex, you'll easily find dinner on your own (with tour guide recommendations).
- ★ 8:45 PM ~ Bus departs **Hollywood**
- ★ 9:30 PM ~ Arrive conference hotel; happy tourists disembark

*\* The drive into Hollywood can take up to 1.5 hours;  
the return trip will take approximately 45 minutes.*



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!**

# Spotlight on Best Practices: Session Descriptions

[Take your pick]

## MONDAY, 2:50 PM - 3:50 PM

Logan

### 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?

Academic Innovations Team member

Concourse Ballroom B

### Freshman Transition—Collaboration in Motion: Building Hope and Opportunity in Your School Community

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. Furthermore, Principal Farinella will touch on staffing, scheduling, and other key program considerations.

John Farinella, Principal, Rahway High School, NJ

Concourse Ballroom A

### 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. This session from a *Career Choices* Mentor Teacher 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, CA

O'Hare

### Changing a Generation

How did a high school systematically affect change, moving from a graduation rate that was 69.1% and a four-year dropout rate of 34.2% to a high school recognized by *U.S. News and World Report* and the *Washington Post* as an exemplary high school?

The first step to affect systemic change is to stop talking about the problem, put your words into action, and start putting energy into altering the situation.

This session will illustrate how consistently following simple "principles" led to Indio High School's dramatic change. Learn how equity was attained, access to the curriculum was achieved, where 32% of all 10th, 11th, 12th graders were enrolled in Advanced Placement classes, all while providing a safe campus conducive to learning.

Rudy Ramirez, Retired Principal, Indio High School, CA



Tuesday • 6:30 PM to 8:30 PM

(See page 7 for details.)



Midway

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

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

Dr. Jennifer Ramos, Teacher, Cosumnes Oaks High School, CA

Weschester A

### Career Researching: How Do I Get My Students Comfortable with Picking a Career?

This hands-on session from a *Career Choices* Mentor Teacher will help participants learn career search techniques that will unleash the power of O\*Net. Participants will complete a simple worksheet to better understand different career research domains so they are prepared to better assist students with their the Career Interest Surveys (*Career Choices* series, pages 150-155). Student presentation poster project examples will be shared and will be used for project discussion groups.

Kari Rosson, Teacher, Cabrillo High School, CA

LaGuardia

### Whole-School *Get Focused...Stay Focused!*® Implementation: Starting the GFSF Program with the Entire High School Population

During this session, Sheri Gempler, Success 101 teacher, and Dave Urquhart, superintendent of the Big Oak Flat/Groveland USD, will discuss how they were able to start a *Get Focused...Stay Focused!*® program with not only the freshman class, but with the entire school population. The presenters will discuss the process used to make this happen and review the pros and cons of such a beginning. For their school, the pros well outweighed the cons. All students gained insightful and important information about themselves that they can use as they pursue either additional high school courses or, in the case of the senior class, pathways to further education. This is a small and rural high school, so connections with the "outside" world are very important.

Dave Urquhart, Superintendent, Big Oak Flat/Groveland USD, CA

Sheri Gempler, Success 101 Teacher, Tioga and Don Pedro High Schools, CA

Westchester B

### 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.

Dr. Lauren Wintermeyer, Co-Founder, *Get Focused...Stay Focused!*® Initiative

## MONDAY, 4:00 PM - 5:00 PM

### Midway

#### 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.

Mindy Bingham, Author, *Career Choices* Series

Dr. Jennifer Ramos, Teacher, Cosumnes Oaks High School, CA

### Concourse Ballroom A

#### *Get Focused...Stay Focused!*® and Google: Using *Career Choices* in a Technical Age

Participants will learn 5 strategies using Google to increase participation from students and staff, while also using My10yearPlan.com®. This presentation will illustrate the use of several Google apps: Drive for sharing and collaborating with coworkers; Slides for student projects; Classroom for student work and collaboration; Forms for quick and easy data-driven ways to monitor students' social and emotional learning (SEL); and Docs for pacing and professional development opportunities.

Lyndsy Weikel, Teacher, Shafter High School, CA

### Logan

#### 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 the new, *Building a Bridge to Your Future* workbook. Learn more about the recently completed field test, and how these lessons and projects can help launch students into high school as self-directed learners.

Karen Miles, Co-Author, *Building a Bridge to Your Future*

### O'Hare

#### Mastering the Master Schedule

The Master Schedule, along with the Bell Schedule, are tools that allow schools to meet the academic needs of students.


How did a high school systematically affect change, moving from a graduation rate that was 69.1% and a four-year dropout rate of 34.2% to a high school recognized by *U.S. News and World Report* and the *Washington Post* as an exemplary high school?

The first step to affect systemic change is to stop talking about the problem, put your words into action, and start putting energy into altering the situation.

In this session, you will learn a variety of practical tips for Mastering the Master schedule by using students' needs to guide your decision making. This session will illustrate how consistently following simple "principles" led to Indio High School to change the bell schedule and effect systemic change.

Rudy Ramirez, Retired Principal, Indio High School, CA





## MOTIVATE AND INSPIRE YOUR STUDENTS

with a campus visit from  
Olympic Gold Medalist  
Dain Blanton

See page 34 for more details and  
for opportunities to see Dain during the conference.

### Westchester A

#### Day One Strategies: Tips for Your *Career Choices* Classroom

Attendees will gain an understanding of how they might organize the *Career Choices* resources through the use of visuals, handouts, and interactive participation. This session from a *Career Choices* Mentor Teacher will discuss organizing a semester class curriculum. Topics will include how to set up a good syllabus, project syllabus, My 10-year Plan portfolio presentation project, and supportive class projects. The presenter will also share: a method of organizing a binder for a day-by-day teaching itinerary, first and second day activities to insure a smooth start; how a *Career Choices* course web page can serve as a backup and/or teacher resource for students who missed school or are on independent study so students will not fall behind. Through interactive participation, participants will also explore an engaging lesson that integrates the textbook, workbook, and internet/web page for optimum class participation and understanding.

Kari Rosson, Teacher, Cabrillo High School, CA

### Westchester B

#### Closing the Achievement Gap for Boys and Men of Color through Focused Career Planning: You can get there from here!

The disproportionate number of Boys and Men of Color (BMO) who are failing in school, living in run-down neighborhoods, in poor health, with inadequate social support and limited job opportunities continues to plague most of our urban communities. This session is a discussion on how community partnerships in conjunction with individualized education and career planning can help reduce disparities between BMO and the rest of our nation's population.

Cal Talley, Special Assistant to the Provost, Saginaw Valley State University, MI

### Kennedy

#### First Year Implementation Tips & Tricks: Getting Your Team Organized and Ready to Go from Day One!

Are you just getting started or do you want a refresher of the basics? We can't wait to share our successful teaching strategies, team-building techniques, and tips for bringing mindfulness practices into the classroom. We have examples of student work, highlights from each chapter of the text, and a final list of the top ten concepts that our team wished they knew before starting! You will receive a packet of suggested activities (both hard copies and e-copies) from both a teacher and lead teacher.

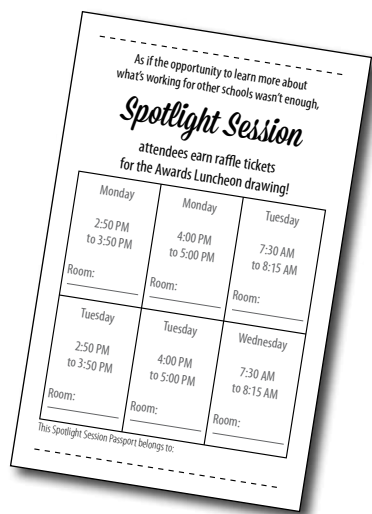
Marlaina Schroeder, Lead Teacher, River City High School, CA

Tessa Hernandez, Teacher, River City High School, CA





# Want to earn more raffle tickets for the *Awards Luncheon* **PRIZE DRAWING?**



Just attend Spotlight on Best Practices sessions  
and get your passport stamped.  
Take your passport to the Information Booth  
to receive your raffle tickets!

(See page 3 for details on the raffle and prizes.)

## TUESDAY, 7:30 AM - 8:15 AM

Concourse Ballroom B

### Fostering Parent Buy-in for the Follow-up Modules & Using the 10-Year Plan with Parents

This session will provide strategies for engaging parents to support your students' *Get Focused...Stay Focused!*® experience, including how My10yearPlan.com® can impact that process.

Amy Bryant, Teacher, Carpinteria Senior High School, CA

Concourse Ballroom A

### 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, Founder, Freshman Transition Initiative

LaGuardia

### SMART Goals for Success: Academic Rigor and Grit Starts Here

Students need to plan the path for their own academic success. This session will give attendees a turnkey way of having each student develop their own SMART Goals.

Linda Weissbrod, Teacher, Rahway High School, NJ



## Option 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 Offering

#### Successful Strategies for Focus on Freshmen

Course Number: Reference # 11712 ED710

Credit Hours: 2 Graduate Credits

Prerequisite: Graduate Standing

Instructor: Dr. Danny R. Mielke, Dean, Colleges of Business and Educations, EOU



Visit the Information Booth for more 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 32 for details.)

## TUESDAY, 2:50 PM - 3:50 PM

### Concourse Ballroom B

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

Explore two turnkey 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.

Academic Innovations Team member

### Westchester A

#### **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 early college program starts with a Freshman Transition course as the foundation. Danielle and Jorge 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.

Danielle Aguilar, Counselor, Summit Charter Collegiate Academy, CA

Jorge Ramos, Vice Principal, Summit Charter Collegiate Academy, CA

### Concourse Ballroom A

#### **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

### Midway

#### **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 from a *Career Choices* Mentor Teacher will engage participants in exploring creative strategies for grading the *Career Choices* course material.

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

### Theater

#### **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

#FOFI7LAX

### LaGuardia

#### **Re-envisioning the First-year Seminar: A Semester of Classroom Advising to Promote College Completion and Career Readiness**

A Quality Enhancement Plan (QEP) is both a written and an action plan for improving student learning at colleges and universities in the southeast region of the United States. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires all of its member institutions to develop an acceptable QEP prior to granting reaffirmation of accreditation. In this informational session, two key creators of Hillsborough Community College's Start2Finish QEP will share strategies for large-scale, high-stakes, longitudinal planning of a success initiative designed to improve the completion rates of first-time-in-college students and place them on a proper pathway to career success. Important areas of emphasis include achieving broad-based community involvement/support, promoting a culture of shared responsibility for student success, coalescing academic and student services personnel to improve student advising, creating effective curricula for an advising-based first-year seminar, integrating Academic Innovations materials, and assessing student learning outcomes. In addition to practical advice about how to create and implement a long-term student success initiative, attendees will receive copies of materials related to curriculum design and outcomes assessment. (The entire Start2Finish QEP upon which the presentation is based may be viewed at <https://www.hccfl.edu/sacs2017/the-reports.aspx> by clicking on Quality Enhancement Plan.)

Dr. Stephen Lambert, Quality Enhancement Plan Director, Hillsborough Community College, FL

Dr. Jennifer Gangi, Academic Assessment Officer, Hillsborough Community College, FL

Stop by the **E-CENTRE**  
or the Tuesday Night  
*My 10 year Plan.com*®  
Forum

to take a quick survey regarding the  
**Career Choices Online Enhancements!**

We will thank you for your feedback  
with **2 raffle tickets**.\*

You can also take the survey by visiting  
[bit.ly/ecentre17](http://bit.ly/ecentre17),  
then drop by the E-Centre to let us know  
and pick up your raffle tickets!

\*One survey submission per person qualifies for raffle tickets.

(See page 3 for details on the raffle and prizes.)

## TUESDAY, 4:00 PM - 5:00 PM

### Midway

#### Developing a Freshman Transition Curriculum and Program: PLCs and their Role in Freshman Transition Courses

This session will include the process behind Bridgeton High School's program—from establishing a need for a Freshman Transition program to creating a vision for our course from the district office to our teaching staff. We will focus on assembling a curriculum development team, organizing professional development for teachers, and a plan to assemble a Freshman Transition Professional Learning Community of teachers.

Stephen DiPatri, Curriculum Supervisor, Bridgeton High School, NJ

Tanya Corbett, Assistant Principal, Bridgeton High School, NJ

### Concourse Ballroom B

#### 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

Amy Bryant, Teacher, Carpinteria Senior High School, CA

### LaGuardia

#### Buy-in and Persistence: How We Are Building a *Get Focused...Stay Focused!*® Program in Adult Education

Learn about the GFSF program we have developed and are expanding in our school and regional consortium. This presentation will focus on staff, student, and consortium buy-in and the methods we use to retain students in our Career and Academic Preparation program. We award high school elective credits and leverage thousands of ancillary resources targeting almost every page in *Career Choices and Changes*. Celebrate with us some of the many success stories our students have shared over the past two years.

Geno Malkiewicz, Teacher, Elk Grove Adult and Community Education, CA

Michelle Triplett, Teacher, Elk Grove Adult and Community Education, CA

### Logan

#### Best Practices: Using the *Career Choices* Curriculum to Engage Students Before the Bell and as They Exit

If there is going to be any disarray in your classroom, it will happen at the beginning or the end. This best practices spotlight from a *Career Choices* Mentor Teacher will give instructors thoughtful materials for engaging students before the bell, as well as thoughts to use as students exit that will act as a quick lesson review or inspiration for the day.

Kristen McReynold, Teacher, Bay City High School, TX

### Highlights of Hollywood Excursion

TUESDAY ~ 5:15 PM TO 9:30 PM



There might still be room!

Visit the Information Booth  
to sign up.

(See page 21 for details.)

### Theater

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

### O'Hare

#### Student Voices: Which Lessons had the Greatest Impact

Have you ever wondered about the impact the 10-year Plan has on students? Come get the scoop straight from the source! This panel-style session showcases our FOF student interns from Sierra High School. Come to this session to see examples of student work, hear about their experience with the program, and ask them questions.

Belen, Sierra High School

Maleena, Sierra High School

Devin Ontai, Sierra High School graduate; entering CSU Fullerton

Kyndra Kiser, Sierra High School graduate; entering UC Merced

### Kennedy

#### Making Success Personal: How Small Personal Touches Can Create Big Success

In this session, we will give examples and ideas for making your class more personal to create more success. Adding personal touches to your use of the My 10-year Plan workbook makes certain ideas presented in the curriculum easier for students to relate to. As adults we all budget, so bring your budget into the classroom! We have all had loans—bought or rented a house, bought or leased a car—so why not use your personal stories in tandem with My10yearPlan.com® to better prepare your students?

Nina Rathbun, Teacher, Woonsocket High School, RI

Jamie Beaudry, Teacher, Woonsocket High School, RI



Don't Leave Empty Handed!

To gather additional information, visit the

*Resource Table*



WEDNESDAY, 7:30 AM - 8:15 AM

Only

### Linking Industry to the Classroom: How to Connect Community Relevant Industry to the Dual Enrollment Process

Ironing out the dual enrollment process with community colleges and gearing a Get Focused...Stay Focused!® class to highlight careers that are relevant to the community in which students live can be challenging. This session will provide detailed steps you can take to make your dual enrollment collaboration successful, including: getting to know your area; laying the groundwork for student interest; seeking out industry partners representative of the career needs of your area; and generating student enthusiasm for those career paths. The session will also look at how to start the dual enrollment process with community colleges.

Jennifer Crerar, Teacher, Esparto High School, CA

Diego Ochoa, Principal, Esparto High School, CA

O'Hare

### Lost Now Found: The Sequel

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 our journey toward changing the prevailing climate of our city's high school.

Ann Croft, Teacher, Woonsocket High School, Woonsocket, RI

Colleen Bibeault, Teacher, Woonsocket High School, Woonsocket, RI

Theater

### First Impressions Make Lasting Impressions: Building Character and Confidence as a Freshman

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! In this session from a *Career Choices* Mentor Teacher, learn to 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, NJ

Starting to wonder  
how you'll get your  
institute materials  
and books home  
without paying extra  
baggage fees?



Use FedEx Office Business Center  
located on the second floor  
to ship your materials!



#fof17lax

## E-CENTRE

Visit the E-Centre in the Concourse Ballroom Foyer on the second floor 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.



Save the Date!

Focus on  
**FRESHMEN**

**2018**

**July 9-11**  
**Los Angeles, CA**



Watch for registration to open in early 2018

Get **Stay Focused!**

CONFERENCE

December 14 & 15, 2017

Hosted at  
Santa Barbara City College  
(West Campus, Garvin Theater)



For additional information, visit  
[GetFocusedStayFocused.org/conference](http://GetFocusedStayFocused.org/conference)

Registration Opens August 1st





# Spotlight on Networking

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

Grand Ballroom B & C

## 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 2017 *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 (NBA, Beach Volleyball, MLB, College Basketball, and College Football), worked with ABC, NBC, ESPN, Fox Sports Net, and Universal Sports Network, and was an NBC beach volleyball analyst at the 2016 Olympic Games. Dain recently helped bring home a national championship for USC beach volleyball as an assistant coach.

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

## 2017 HONOREES

### Gold

- California City High School (CA)
- Pierce High School (CA)
- River City High School (CA)

### Silver

- Arkansas City High School (KS)
- Bishop Union High School (CA)
- Esparto High School (CA)

### Bronze

- Alhambra High School (CA)
- Atascadero High School (CA)
- Bridgeton High School (NJ)
- El Camino High School @ Ventura College (CA)
- Galt High School (CA)
- John F. Kennedy High School (CA)
- Lathrop High School (CA)
- Manteca High School (CA)
- Mark Keppel High School (CA)
- Ohio Connections Academy (OH)
- Shafter High School (CA)
- Taft Union High (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

- Cabrillo High School (CA) – 3 years
- Carpinteria High School (CA) – 7 years
- Cherryvale Middle High School (KS) – 5 years
- Desert Hot Springs High School (CA) – 6 years
- Indio High School (CA) – 8 years

### Silver

- Hatch Valley High School (NM) – 2 years
- Rahway High School (NJ) – 6 years
- Three Rivers Middle College High School (CT) – 2 years

### Bronze

- Bay City High School (TX) – 3 years
- Casa Grande High School (CA) – 2 years
- Cosumnes Oaks High School (CA) – 2 years
- Dos Pueblos High School (CA) – 2 years
- Ocean Springs High School (MS) – 7 years
- Seaman High School (KS) – 8 years
- Summit Charter Collegiate Academy (CA) – 3 years
- Wasco Union High School (CA) – 2 years
- Woonsocket High School (RI) – 2 years
- Yanacio Valley High School (CA) – 2 years

## PRIOR HONOREES

### Teachers of Excellence

- |                                  |                         |
|----------------------------------|-------------------------|
| • Brenda Carr – 2016             | • Nicole Stewart – 2014 |
| • Aaron Houk – 2016              | • Becky Simmons – 2012  |
| • Valerie Backus – 2015          | • Cathie Klein – 2011   |
| • Chris Demianew – 2015          | • Paul Childress – 2010 |
| • Brian Slotnick-Lastrico – 2015 | • Erin Hansen – 2010    |
| • Kristen McReynolds – 2015      | • Robin Nichols – 2010  |
| • David Farris – 2014            | • Roger Haserot – 2009  |
| • Chris Foster – 2014            | • Jessica Swift – 2008  |
| • Maria Hennessy – 2014          |                         |

### Edupreneur of the Year

- |                                 |                              |
|---------------------------------|------------------------------|
| • Micheline Miglis – 2016       | • Lynn Anderson – 2009       |
| • Dr. Dan Mielke – 2015         | • Dr. Diane Hollems – 2009   |
| • Bob Hawkes – 2014             | • Penny Paine – 2009         |
| • Margo McCormick – 2013        | • Dr. Rebecca Dedmond – 2008 |
| • Dr. Lauren Wintermeyer – 2013 | • Georgette Phillips – 2008  |
| • John Farinella – 2012         |                              |
| • Gerardo Cornejo – 2011        |                              |
| • Rudy Ramirez – 2010           |                              |

# Career Choices Medal Schools



## REACH FOR THE GOLD

The foundation for a medal-winning program begins with:

- ✓ Each student having their own *Workbook and Portfolio*
- ✓ Instructors who are experienced and excited about teaching the course
- ✓ Giving teachers time prior to the first day of class to customize a lesson pacing guide
- ✓ Instructors leading students through the textbook in a sequential manner
- ✓ Students developing a meaningful 10-year Plan
- ✓ Having students complete the pre-/post-course survey
- ✓ Involving the entire school in supporting students and their 10-year Plans

START HERE

### BRONZE

- ✓ Complete at least 70% of the Career Choices activities
- ✓ Devote at least 60 hours to the content in Career Choices
- ✓ Provide all instructors and administrators with:
  - ✦ an *Instructor's Guide* for occasional reference
  - ✦ access to The Teachers' Lounge for occasional reference

### SILVER

- ✓ Complete at least 80% of the Career Choices activities
- ✓ Devote at least 90 hours to the content in Career Choices
- ✓ Provide all instructors and administrators with:
  - ✦ an *Instructor's Guide* for periodic reference
  - ✦ access to The Teachers' Lounge for periodic reference
- ✓ Integrate *Lifestyle Math* OR *Possibilities*
- ✓ Integrate *My10yearPlan.com*®, *CareerChoices.com*, or *LifestyleMath.com*
- ✓ Have a method for storing, updating, and sharing students' 10-year Plans
- ✓ Students' plans are available to faculty for advisory purposes
- ✓ Lead Teacher is in place and trained
- ✓ Lead Teacher facilitates regular trainings for the team
- ✓ A plan is in place to assist students in revisiting and updating their 10-year Plans annually

### GOLD

- ✓ Complete at least 90% of the Career Choices activities
- ✓ Devote at least 90 hours to the content in Career Choices
- ✓ Provide all instructors and administrators with:
  - ✦ an *Instructor's Guide* for weekly reference
  - ✦ access to The Teachers' Lounge for weekly reference
- ✓ Integrate *Lifestyle Math* AND *Possibilities*
- ✓ Integrate *My10yearPlan.com*®, *CareerChoices.com*, or *LifestyleMath.com*
- ✓ *My10yearPlan.com*® is used to store, update, and share students' 10-year Plans
- ✓ Students' plans are available through *My10yearPlan.com*® for faculty to use for advisory purposes
- ✓ Lead Teacher is in place and trained
- ✓ Lead Teacher facilitates regular trainings for the team
- ✓ A plan is in place to assist students in revisiting and updating their 10-year Plans annually
- ✓ School Site Executive for *My10yearPlan.com*® is in place and trained
- ✓ Principal has attended a school-wide initiative training
- ✓ Data related to the course is recorded, compiled, and evaluated

## RECOGNIZING EDUCATIONAL TEAMS WORKING TO PROMOTE STUDENT SUCCESS

Career Choices Medal Schools are committed to increasing student motivation and improving college and career readiness. These exemplary secondary schools foster success—of their *Career Choices* program and, most importantly, of their students—through careful planning and intentional implementation.

Complete the online survey at [WWW.CAREERCHOICES.COM/LOUNGE/MEDAL](http://WWW.CAREERCHOICES.COM/LOUNGE/MEDAL) to develop an action plan for making improvements.

Academic Innovations, LLC  
(800) 967-8016  
[support@academicinnovations.com](mailto:support@academicinnovations.com)

For information and to see past medal winners, please visit [whatworkscareerchoices.com/medalwinners.html](http://whatworkscareerchoices.com/medalwinners.html)

# Presenters/Speakers

## Danielle Aguilar

**Best Practices: Freshman Transition in Action**

Danielle Aguilar is a high school counselor with Summit Charter Collegiate Academy in Porterville, California.

## Jamie Beaudry

**TIPS: Teaching Insights, Practices, & Solutions**

Jamie Beaudry is an art educator, painter, potter, and Yearbook Advisor, among many other things. She is in her fourth year teaching at Woonsocket High School. She graduated from Rhode Island College with a Bachelor's of Science in Art Education with a concentration in Ceramics. She has taught Success 101 for the first time this school year, which was challenging for her as a non-art subject and totally different in nature. She attended the Focus on Freshmen conference last year, where she gained many valuable ideas and put them into practice in her classroom. She learned how to make Success 101 personal for each student, personal for Woonsocket High School school, and to let the students guide the discussion and make choices of what they needed to learn to be successful in their lives with the support of the *Career Choices* series curriculum.

## Colleen Bibeault

**Best Practices: Freshman Transition in Action**

Colleen Bibeault is a graduate of Woonsocket High School and began as a Math Educator over 20 years ago. She is in year five of co-facilitating the online learning programs for WHS/WACTC. Prior to teaching, Colleen worked as an Analyst for the utility company. This is Colleen's second year as a Success 101 Champion.

## 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 U.S. 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.

#fof17lax

## 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> ®: Start Up Strategies for <i>Get Focused...Stay Focused!</i> ® Programs	2 Graduate Credits
		<hr/> 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 the information Booth more details on this 15-unit graduate certificate opportunity.





## Amy Bryant

### *TIPS: Teaching Insights, Practices, & Solutions*

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.

## Jennifer Crerar

### *Spotlight on Best Practices*

Jennifer Crerar is a teacher at Esparto High School. She has been an Agriculture educator for eight years and has been teaching Spartan Success for one year. Jennifer is also a dual enrollment instructor with Woodland Community College.

## Ann Croft

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

Ann Croft is in her eighth 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. Ann has taken on the role of Success 101 Lead Teacher; she considers herself a Success 101 Champion and looks forward to a thriving program for Woonsocket students.

## Dr. 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 the 10-step Plan for implementing a systemic Freshman Transition initiative for whole-school redesign and school retention.

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 in West Africa and, before joining GWU, she was the School to Work Director for the Territory of the United States 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).

### **Biographies**

## Stephen DiPatri

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

Stephen DiPatri has been the Curriculum Supervisor at Bridgeton High School since September of 2005, where he oversees the Career and Technical Education, Social Studies, and World Language departments. He is a former Social Studies teacher and Guidance Counselor, and has obtained Master’s degrees in both Student Personnel Services and School Leadership. In his time at Bridgeton, he has assembled a team of professional educators willing to share their best practices and lesson planning. Additionally, Mr. DiPatri has coached multiple state championship teams, and his approach to leadership is evident in the assembly of his departmental Professional Learning Communities (PLCs).

## John Farinella

### *Freshman Transition Leadership Institute*

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

Mr. Farinella is a lifelong resident of South Plainfield, New Jersey. After graduating from South Plainfield High School, he attended Penn State University, earning a Bachelor of Science degree in Mathematics and a Bachelor of Science degree in Economics. His postgraduate studies led him to a Masters of Arts 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 23 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 has served as a Council member, Legislative Committee member, Constitution Review Committee member, and Board of Directors member for the New Jersey Principals and Supervisors Association (NJPSA). Recently, Mr. Farinella received the 2016 Richard J. Nichols, Ed.D. Award from Kean University for his support of the professional development of student teachers placed at Rahway High School.

Mr. Farinella’s leadership philosophy is framed around his belief that the primary role of the high school principal is to help students to succeed academically and as good citizens. To that end, Mr. Farinella focuses on results, encouraging the good-faith efforts of individuals who promote established goals and objectives that embrace honesty, responsibility, competency, respect, and patience.

Furthermore, Mr. Farinella strongly encourages the members of the school community to take an active and inclusive role in shaping the landscape of the school community so that stakeholders can promote collegially a professional and productive school culture. Mr. Farinella seeks to measure success by celebrating and expanding the individual successes and opportunities for all students, teachers, administrators, parents, and other interested community members.

In his spare time, Mr. Farinella enjoys spending time with his wife and three children. His hobbies include running, biking, fishing, traveling, and music.

## David Farris

### *Career Choices Lead Administrator/Teacher Institute*

David Farris has been teaching for 14 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 and 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 Cal Poly Pomona provided valuable preparation for teaching and for his position as Desert Hot Springs’ head baseball coach.

# #FOFI7LAX

(See page 21 for details.)





# 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

Tuesday at 2:50 PM

See page 25

**Awards Luncheon**  
Recognizing Medal-winning  
Schools

Wednesday at 11:30 AM

See page 29

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

### Rachelle Fast

*How to Implement the Freshman Course:*

*Chapter-by-Chapter Introduction for Instructors using Career Choices & Changes*

Rachelle Fast is a teacher at Sierra High School in Manteca, California. She has been teaching for the past 12 years, with experience at the elementary, junior high, and high school levels. Rachelle has recently started teaching the *Career Choices* series curriculum and helped support the district implementation of the program as well. 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.

### Dr. Jennifer Gangi

*Spotlight on Best Practices*

Dr. Jennifer Gangi is Hillsborough Community College's Academic Assessment Officer, a position she has held for more than four years. Dr. Gangi also provides assessment and data oversight for HCC's Quality Enhancement Plan. Prior to this work, Dr. Gangi worked at the University of South Florida where she oversaw strategic planning processes that integrated institutional effectiveness and unit and divisional planning to achieve reporting and accreditation goals. At both institutions she developed college-wide assessment programs and worked with faculty to develop, refine and enhance their assessment activities.

### Sheri Gempler

*Best Practices: Freshman Transition in Action*

Sheri Gempler is a teacher at both Tioga and Don Pedro High Schools in the Big Oak Flat/Groveland Unified School District. With multiple credentials, including Special Education, Sheri has degrees from Delta College, CSU Stanislaus, and Brandman University. She is also working through the *Get Focused...Stay Focused!®* Curriculum and Program Specialist Graduate Certificate through Eastern Oregon University. In addition to supervising online courses and teaching Special Education, Sheri has taught Success 101. Sheri focuses her energies on raising three daughters with her husband, Jeff, and helping students get college credit while they are still in high school. She is excited about the *Get Focused...Stay Focused!®* program because of the impact it can have in getting students motivated and ready to make informed career choices early in their education.

### 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 taught at Carpinteria High School for 8 years and was privileged to teach the first ever dual-enrollment *Career Choices* courses. She currently acts as a curriculum consultant for the *Get Focused...Stay Focused!®* Initiative.

### Bob Hawkes

*Get Focused...Stay Focused!® Initiative*

A retired Community College District Workforce Development Director, Bob Hawkes currently is a *Career Choices* certified trainer for Academic Innovations, and is active with the *Get Focused...Stay Focused!®* non-profit organization. Above all, Bob is a champion for the best for all students. His vast and varied experience—teaching small business planning and start-up (among other things) at Bakersfield College and College of the Canyons; as a consultant for the Small Business Development Center; as interim director of the new Business Assistance Center at Kern Community College District; and as a trainer specializing in supervisory skills, communication, and change management—enriches all of his trainings. Bob has lived in Kern County for nearly 40 years. He and his wife, Beth, spend time spoiling their 8 grandchildren and planning their next visit to Italy.

## Maria Hennessy

### *TIPS: Teaching Insights, Practices, & Solutions*

Maria Hennessy recently completed her twelfth year teaching Health/Physical Education and sixth 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 Softball coach. Maria earned her Bachelor's degree in Health and Physical Education from Kean University, in New Jersey, and her MA in Educational Leadership from the University of Scranton, in Pennsylvania. In Maria's spare time, she enjoys working out, the beach, snowboarding, traveling, and spending time with family and friends. Maria and her husband Thomas are first-time parents, who welcomed a baby girl into their family this winter.

## Tessa Hernandez

### *Spotlight on Best Practices*

Tessa Hernandez has been teaching for eight years at River City High in West Sacramento. She has taught all levels of Spanish. She has studied abroad in four Spanish speaking countries. She has a bachelors in Social Sciences and Spanish. She has her masters in Spanish. She has been the Department Chair for the World Language Department for the past three years. She has just completed her first year teaching *Get Focused...Stay Focused!* ®.

## Diane Hollems

### *Featured Presenter*

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.

## Dr. Stephen Lambert

### *Spotlight on Best Practices*

Dr. Stephen Lambert is Hillsborough Community College's Quality Enhancement Plan Director, a position he has held for more than two years. Prior to his service as QEP Director, Dr. Lambert worked for more than a decade as Professor of English at HCC, teaching Composition, Creative Writing, and Linguistics—many of these within the institution's nationally recognized Honors Institute. Dr. Lambert has also taught at the University of South Florida, Michigan State University, and Owens Community College. He is the author of more than ten scholarly articles, book reviews, and pedagogical essays. As a doctoral student at the University of Toledo, Dr. Lambert won the William H. Leckie Graduate Service Award and a University Fellowship (that institution's highest award).

## Geno Malkiewicz

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

Geno Malkiewicz has been an educator in California and abroad since 1983 and is now teaching in the Elk Grove Unified School District's Adult Education program. His goal is for all students at his school and in the Capital region to create a 10-Year Plan.



## Kristen McReynolds

### *How to Implement the Freshman Course:*

#### *Chapter-by-Chapter Introduction for Instructors using Career Choices*

Kristen McReynolds has been teaching for 26 years. For the last five years she has been teaching *Career Choices*. These last five years have been the most enjoyable years as she has seen her students benefit enormously from the *Career Choices* curriculum. Kristen has been sent out to various civic clubs in the community to present how Bay City High School is targeting freshmen for success and enjoys speaking to the the leaders of the community about the *Career Choices* curriculum and that it is a vital part of the success of the freshmen at Bay City High School. She has two daughters who are both attending college in Texas.

## 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.

## Dawn O'Bar

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

Dawn O'Bar recently made her own career transition, leaving her position as president of an international non-profit to focus on training. Previous careers have been in non-profit leadership, and she has always been an educator, co-authoring and delivering various wellness classes at a major medical clinic. Prior to that, Dawn was chosen as National Trainer of health and fitness programs with the YMCA of the USA. Public speaking is a passion of Dawn's, and she earned a Competent Toastmaster Award through Toastmasters International.

She currently teaches as an adjunct professor at a private college in Santa Barbara, California. Dawn has been a trainer/consultant with Academic Innovations for the past year, and this is her second Focus on Freshmen conference.

## Diego Ochoa

### *Spotlight on Best Practices*

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.

Let us see your school colors  
shining through!

Wednesday, July 12, is School Spirit Day



(See page 9 for details.)

## Penny Paine

### *Freshman Transition Leadership Institute*

Penelope (Penny) Paine, trainer, consultant, author, and former Gender Equity specialist for the State of California, is sought after as a speaker 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. Her past contracts include: California Department of Education, California Community Colleges Chancellor’s Office, Girls Incorporated, TIAA CREF, the National Alliance for Partnerships in Equity, and the national Business and Professional Woman USA.

A graduate of the University of London, she has created educational publications and programs and authored twelve children’s picture books. In addition to many state educational publications for California, she co-authored *The Project Planning Guide for Implementing a Freshman Transition Initiative*, which is used in Freshman Transition Leadership Institutes. Penny brings a national perspective.

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 the process of integrating or restructuring curriculum.

## Trish Procetto

### *TIPS: Teaching Insights, Practices, & Solutions Facilitator*

*Career Choices* certified trainer Trish Procetto is the TIPS 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 Excursion.

## Rudy Ramirez

### *Freshman Transition for Principals*

In 2016, Mr. Ramirez retired, completing 41 years in education, and 24 years as the principal of Indio High School. Mr. Ramirez is a graduate of UCLA. A former teacher, counselor, assistant principal, and principal, Mr. Ramirez is an advocate for students, parents, and the Indio community. Mr. Ramirez resides in Indio with his wife Elizabeth. Together they have five children ranging from 36 to 8 years old. Four of his children graduated from Indio High School, and Jonathon, the 8 year-old, will be entering the third grade. Mr. Ramirez is a leader with a purpose and a passion for education. He is deeply connected to the Indio community and their families and is a true believer in academic success for all. Over the years, he has been recognized on numerous occasions for his dedication and the academic achievements of Indio High School. He has presented the *Career Choices* curriculum all over the country. And most recently presented “Changing a Generation” to the Ohio Latino Education Summit.

#FOFI7LAX



## Don't forget to turn in your raffle tickets for the *Awards Luncheon* **PRIZE DRAWING!**



You could  
win this  
AWESOME prize!



(See page 3 for details on the raffle and prizes.)

## Dr. Jennifer Ramos

### *TIPS: Teaching Insights, Practices, & Solutions*

Dr. Jennifer Ramos has spent the past 13 years as a high school English and AVID teacher in Elk Grove Unified School District. In her third year of teaching, Jenn realized just how important building positive relationships in the classroom is to student achievement. She 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, she 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.

## Jorge Ramos

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

Jorge Ramos is vice principal of Summit Charter Collegiate Academy in Porterville, California

## Nina Rathbun

### *TIPS: Teaching Insights, Practices, & Solutions*

Nina Rathbun is in her fifth year teaching at Woonsocket High School. She graduated from Rivier College with her Bachelor’s of Science in Biology and received her certification to teach secondary education from Providence College. Nina teaches primarily physical science to freshmen, but has taught chemistry, biology, environmental science, and other science electives. This is the first year that she has taught Success 101, which is a drastic switch from science. Nina uses her personal experiences, past and present, to bring an entertaining aspect to the classroom. Last year, she was lucky enough to be able to attend the Focus on Freshmen Conference with Woonsocket’s Team of Champions.

## Kari Rosson

### *TIPS: Teaching Insights, Practices, & Solutions*

*Career Choices* helps fuel Kari Rosson’s passion for educating today’s students for their futures—providing each student with a reason to stay in school and giving them opportunities to be successful. Currently a full-time teacher at Cabrillo High School, Kari is also the school’s School Site Executive for My10yearPlan.com®. After graduating from Oregon State University with a Bachelors of Science in Commercial/Industrial Fitness Management, Kari attended University of Texas San Antonio for her teaching credential, certified in California, and earned a Masters in Education Administration from Grand Canyon University. With over 15 year’s teaching experience, the former high school girls basketball coach and district leader for the Boy Scouts of America currently serves as Cabrillo’s Lead Teacher for *Career Choices*, the treasurer for Delta Delta Central Coast Alumni Association, and Vice President of CHS Athletic Booster Club. Kari lives in Lompoc, California, with her husband Cary (retired USAF) and has two children; Kris (SDSU), and Curt (UCI).



**Marlaina Schroeder**  
*Spotlight on Best Practices*

Marlaina attended UC Davis for undergraduate studies (BS Neurobiology, Physiology, and Behavior) and graduate studies (MA Education). Marlaina started her teaching career at River City High School in West Sacramento, California, fall of 2009. Now in her seventh year of teaching, Marlaina has slowly drifted her concentration from the sciences (biology, AP biology, chemistry, biomedical sciences, and Project Lead the Way) to the *Get Focused...Stay Focused!*® freshman course. She is the lead teacher and department chair of the team of 10 *Get Focused...Stay Focused!*® teachers.

**Cal Talley**  
*Spotlight on Best Practices*

Cal Talley currently serves as the Project Director for My Brother's Keeper Saginaw County (MBKSC). My Brother's Keeper encourages local communities to work together to close opportunity gaps still faced by boys and young men of color, including Hispanic, African American, Native American, and Asian American males. Cal also provides oversight for Saginaw Valley State University's King Chavez Parks (KCP) 4S PASS initiative, which focuses on providing support for First Generation College students, and he supports the university's local community engagement efforts through successful implementation of the Civic and Urban Partnership for Student Success scholarship initiative. All of Cal's efforts are informed by more than two decades of experience improving team effectiveness and efficiency within the energy industry. Cal was a first generation college student and a successful graduate of Northwood University with a bachelor's degree in Business Management. He attended The Executive Program University of Michigan Business School, and participated in the Hartford Leadership Development Program. He is currently seeking Masters of Arts – Administrative Science with a focus on Student Affairs. As a member of the Great Lakes Bay community, he successfully completed the Vision Tri-county Leadership Institute. He served as a board member for the American Association of Blacks in Energy (AABE), Bay Future Inc., The Bay Area Chamber of Commerce and the Bridge for Racial Harmony Saginaw, Michigan. Cal is originally from Toledo, Ohio, and has four children: Kristin, Ashley, Glynis, and Cal Jr. Glynis and Ashley are both SVSU Alumni and have successful careers as a result. Glynis is an attorney, while Ashley serves as an assistant professor at the University of Pittsburgh.

**Dave Urquhart**  
*Best Practices: Freshman Transition in Action*

Dave Urquhart is the superintendent of the Big Oak Flat/Groveland Unified School District. He attended UC Davis, UC Berkeley, and University of San Francisco, earning a Bachelor's degree in Physical Science and a Master's degree in Education Administration. Dave was a teacher for eight years, a high school administrator and principal for 27 years, and has been a superintendent for five years. He enjoys spending time with his family, especially when engaged in outdoor activities such as fishing, hiking, and running, and is truly excited to see how the *Get Focused...Stay Focused!*® program will impact the students in his community.

**Lyndsy Weikel**  
*Spotlight on Best Practices*

Lyndsy Weikel has been teaching for nine years and was named 2016-2017 Teacher of the Year for Shafter High School and Kern County Superintendent of Schools. Lyndsy serves as Social Studies Department Chair, Professional Development Leader, a *Career Choices* teacher, the Career Development Site Coordinator, AP Club Advisor, Cheer Advisor, Kern County Superintendent of Schools Career Readiness committee member, Positive Behavior Interventionist, Literacy Specialist and Instructor, and AP U.S. History teacher. Recently married, she is also the mother of a beautiful five-year-old daughter who keeps Lyndsy even busier than her work schedule. A graduate of UC Santa Barbara with a degree in History in 2006, Lyndsy received a teaching credential in 2008 from CSU Bakersfield, and earned a Master's in Education with an emphasis in Literacy and Reading Certification from Point Loma Nazarene University earlier this year.

**Linda Weissbrod**  
*Spotlight on Best Practices*

Linda always wanted to be an educator but her parents needed her to be part of the family business, which she joined after attending Boston University for her BS and Babson College for her MBA. After seven different careers, including home improvement sales, retail management, retail real estate, real estate finance, and restaurant development and franchising, Linda finally became a teacher. She spent two years teaching Spanish in a very challenging urban school before moving to Rahway High School, where she has been for 15 years. Linda has taught math, business, and Freshmen Seminar, and she was involved with a colleague in outlining the curriculum for the Rahway High School Freshmen Seminar program under the direction of Principal John T. Farinella. Linda is the parent of two children, Lauren, 28, a graduate of the University of Pennsylvania and a Solutions Engineer at Salesforce in NYC, and Justin, 24, also a graduate of the University of Pennsylvania and an Associate at Intrepid, a government contracting company in Herndon, Virginia. Linda is also involved in her community as a member of the Union County Human Relations Commission.

**Dr. Lauren Wintermeyer**  
*How to Implement a College Freshman Course*

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 and is a co-founder the *Get Focused...Stay Focused!*® Initiative. She 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**  
*My10yearPlan.com®*

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 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 32 for details.)*

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

*(See page 24 for details.)*



# *Networking Notes*





# General Hotel Information

## Hotel Highlights

This hotel has a smoke-free policy.

Only 4 blocks from LAX, with complimentary shuttle service and convenient access to major highway interchanges.

This hotel has earned a Silver certification from the Green Seal™ Environmental Standard for Lodging Properties.

## Parking

Self parking: \$16.00 + tax daily  
(special conference rate)

Valet parking: \$42 + tax daily  
(call 310-337-5374 for valet)

## High-Speed Internet

Free wi-fi is available in the hotel lobby

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

## Dining

### Daily Grill Restaurant & Bar

6:00 AM - 10:00 PM daily

Inspired by the great city grills of yesteryear, the Daily Grill features an all-American menu for breakfast, lunch, and dinner.

### Lobby Lounge

5:00 PM - 12:00 AM daily

Centrally located in the middle of the Lobby with areas for quiet conversation or vibrant group activity. Wines by the glass, cocktails, craft beer, and casual fare are featured.

### Café BLVD

6:00 AM - 1:00 PM daily

Adjacent to the Front Desk, Café BLVD serves fresh-brewed Starbucks® coffees and Tazo® teas. In addition, a selection of fresh baked goods, pastries and other delicious grab-and-go items are available.

### In-room Dining Service

Available 24-hours per day

## Check-in & Check-out

Check-in: 3:00 PM

Check-out: 12:00 PM

Express Check-in and Express Check-out

To avoid missing any sessions, we suggest you complete your checkout prior to Wednesday's General Session. For your convenience, Westchester A will be available for secure baggage storage.

## Guest Services

Concierge desk

FedEx Office Print & Ship Center(SM)

Safe deposit boxes are available at the front desk.

## 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.

## VIEW ONLINE

[whatworkscareerchoices.com/success101doc.html](http://whatworkscareerchoices.com/success101doc.html)

## Academic Innovations<sup>LLC</sup>

59 South 100 East

Saint George, UT 84770

Tel: (800) 967-8016 Fax: (800) 967-4027

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



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# 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!



DON'T  
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Visit the E-Centre through  
any of the Career C

(See p

Graduate Certificate for

Get **Stay 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.)



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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.)*

### **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.)*

