

HIGH SCHOOL GOAL:

Re-engage and Re-enroll in a Best Fit High School/GED Program

Complete these steps if the young person has no high school degree/GED and is not currently enrolled in any academic setting.

IF A YOUNG PERSON DOES NOT WANT TO RE-ENROLL IN SCHOOL, HERE ARE SOME EFFECTIVE COACHING TECHNIQUES:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Connect young person to a peer group or credible messenger; this may help them re-enroll	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to an extracurricular program/activity that is in line with their interests; this can help them build self esteem and envision a path for themselves	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person have a "breakthrough" by taking them on a trip or engaging in a new experience that broadens their horizons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person understand why a degree is important through coaching approaches	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other: _____ For additional space, please see reverse side.	<input type="radio"/> YES <input type="radio"/> NO		

For guidance on re-engaging and motivating youth see [Section 20 of Manual](#). Once youth is engaged and ready to re-enroll see [Section 18 of Manual](#).

REQUIRED STEPS	Complete all of these steps once the young person wants to re-enroll:	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Speak to the parent and Case Planner about plans to re-enroll the young person, now that they want to re-enroll		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain the most recent transcript and records (including attendance records and IEP/504 Plan, if applicable) from the previously attended high school, and review them		<input type="radio"/> YES <input type="radio"/> NO		See reverse
<input type="radio"/> *Evaluate what type of high school setting may be a best fit based on youth's age, credits, needs (e.g., re-enrollment in high school, enrollment in a transfer school, or a GED program)		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Once type of high school setting is determined, create a vetted list of specific schools/programs with young person based on location, quality (graduation rate, school safety), student needs, and interest; select some to visit/call		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Reach out to potential schools/programs to ask about enrollment process, eligibility criteria, services offered, etc.		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit potential schools/programs with young person (and/or have parent visit with young person)		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with school/program and young person after visit(s) to debrief and hear their thoughts		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to a best-fit school or GED program		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Support young person through any interviews during application process to best-fit school or GED program		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Enroll in best-fit school or GED program; complete paperwork		<input type="radio"/> YES <input type="radio"/> NO		Name of High School / GED Program Enrolled In:
<input type="radio"/> Celebrate acceptance into the new school/program		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person before the first day of school to provide support/encouragement		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person after the first day to debrief/reflect on experience		<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person after the first week to provide support		<input type="radio"/> YES <input type="radio"/> NO		

*Refer to [Fair Futures Program Manual Section 18D](#) and [Appendix F8 Alternative High School Selection and Application Guide](#) for an overview of types of schools/programs and key factors to consider. See [Appendix H0 GED Prep Programs](#).

***Use reverse to track Transcript Notes and add additional notes.

*ONCE GOAL IS COMPLETED:

- If the student enrolls in a high school, if the student enrolls in a high school, select the goal "Complete School Year Promoted to Next Grade Level"
- If the student enrolls in a GED program, select the goal "Pass Section(s) of the GED exam"
- If the student enrolls in an Alternate Assessment Program where they will NOT earn a high school degree, select the goal "Complete School Year with 85%+ Attendance and Mastery of IEP Goals."

GOAL TRACKING

START DATE: _____

☐ GOAL COMPLETED

DATE: _____

NOTES:

YOUTH NAME: _____

☐ GOAL CHANGED

DATE: _____

COACH: _____

NEW GOAL: _____

NOTES FROM TRANSCRIPT/RECORDS	DATE	
IEP/504 PLAN:		
ATTENDANCE:		
CREDITS EARNED (TOTAL):		
REGENTS PASSED & SCORES:		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:			

ADDITIONAL NOTES