SECTION 18E

E. PERSISTING IN HIGH SCHOOL/HSE PROGRAM

Once a student is enrolled in a best-fit school or program, the Coach will provide persistence coaching until a high school degree or HSE is obtained.

To determine a young person’s Academic goal, refer to Appendix E_Goals & Steps Guide and Worksheets. Use the High School Roadmap to review the Student Situations and the corresponding goals.

See examples of student situations and goals below:

- **If the student is enrolled in high school (including a transfer high school or YABC),** the goal will be:
  - “Complete school year promoted with 10+ credits” if they are in grades 9-11. Once the student is a high school senior or have approximately one year left to graduate, the goal becomes: “Obtain high school degree”.

- **If the student is in an HSE program,** the goal will be:
  - “Advance a grade level in a High School Equivalency Program and/or Pass a section of the TASC exam.”
  Once they are ready to take the full exam or are close to passing most of it, the goal becomes:
  “Obtain High School Equivalency”

- **If the student is enrolled in an alternate assessment (non-degree) high school program**, the goal is:
  “Complete school year with 90%+ attendance and mastery of IEP Goals.”
  Once the student is one year away from graduating, the goal becomes:
  “Obtain Skills and Achievement Commencement Credential”

Depending on the Goal, there are some **Required Steps**, which are in line with best practice, and necessary to help student achieve their potential.

The Required Steps that apply to students enrolled in high school who have a goal of “Complete school year promoted with 10+ credits” or “Obtain high school degree” include:

- **Monitor attendance**
  - This should happen at whatever frequency attendance data is provided.
  - If a student is in a traditional DOE high school, monthly attendance data is currently provided.
  - If a student is in a transfer high school, some provide biweekly data. The Coach should form a relationship with the student’s Counselor (who typically work at much lower ratios than traditional schools) and request a regular update.

- **Monitor grades**
  - This should happen on whatever frequency data is provided (typically quarterly).
  - Some transfer schools offer grades on a biweekly basis.

- **Monitor student’s transcript**
  - In February and July (for students on a semester schedule), and in December, March, and July (trimester schedule).
  - This ensures that Coaches are monitoring not just a student’s grades but their cumulative credits, the Regents exam that they have completed, and which exams are still needed to graduate.
  - For students with a GPA below 75, grades should be monitored ideally biweekly, if possible.

- **Speak to/meet with the guidance counselor/staff regarding young person’s attendance or performance**
  - The Coach should do this at least once per semester (or more if needed) to ensure the student is on-track for graduation and receiving the supports they need. These conversations will also be centered around planning and preparing for a post-secondary setting. (See Fair Futures Program Manual Section 21)
  - The Coach should bring the Appendix F6_High School Graduation Checklist and ensure the student has the appropriate high school graduation goal (Advanced Regents diploma, Regents diploma, Local Diploma, CDOS, or SACC – see Appendix F7_High School Graduation Options for Students with Disabilities).
Provide weekly coaching, support, and encouragement around school persistence: Text, call, or meet student
- Regardless of the academic setting, the Coach should check in each week with the young person. If needed, this can include an in-person visit to discuss any concerns.
- If they are doing well, it can be a weekly text message to send an encouraging, supportive message (e.g., “Good luck on that quiz today! You have been working so hard – let me know how it goes.”).
- A weekly contact also helps with continuing to build the relationship, even if the young person does not respond, they will know that their Coach is still there for them. **Consistency and constancy!**

**If the student is engaged in school but struggling academically**, some common actions include:
(all are Potential Steps under the “Complete school year promoted with 10+ credits” or “Obtain high school degree” goals)
- Refer the student to a tutor (and follow-up with tutor on performance);
- Help the student enroll in afterschool programming or Regents exam prep;
- Create a study plan;
- Advocate with the school/DOE to help the student obtain a particular service or accommodation;
- Request that the school submit an evaluation for an IEP or 504 Plan (requires parent’s consent) (Refer to Appendix F1_K-12 Educational Advocacy Manual)
- Evaluate whether the school is a good fit with Supervisor (See Fair Futures Program Manual Section 18D)

**If the student also needs support around engagement in school** (not just academic support), effective suggestions/ Potential Steps include:
- Help young person understand why school is important by connecting them to a peer group or credible messenger;
- Help young person understand why a school is important by connecting them to an extracurricular program or experience in line with their interests to build self-esteem & help them envision pathway;
- Help young person have a “breakthrough moment” by taking them on a trip or engaging in a new experience that broadens their horizons.
- Work with young person to improve attendance; coach young person, text/call young person in the mornings.

**If the student is experiencing suspensions and disciplinary issues**, Coaches should review Section V of Appendix F1_K-12 Educational Advocacy Manual. See also Fair Futures Program Manual Section 5F for detailed steps to take.

**If the student is in an HSE program**, the Required Steps to help them persist include:
See “Advance a grade level in a High School Equivalency Program and/or Pass a section of the TASC exam” goal
- Monitor attendance and performance biweekly (check-in with the young person’s Primary Person at the program);
- Provide weekly persistence coaching, support, and encouragement to advance grade level (text, call, or meet).
- If the student is struggling, follow the Potential Steps listed above under the student situation “If the student is engaged in school but struggling academically”

[Click here to return to Section 18 Table of Contents.](#)