SECTION 18E

E. PERSISTING IN HIGH SCHOOL/GED 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 GED 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 GED program,** the goal will be:

   "Advance a grade level in a High School / GED Program and/or Pass a section of the GED 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, or CDOS—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**
  o 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.
  o 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.”).
  o 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 GED 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 GED 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”

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