

Timeline of a Student “On Track” to Post-Secondary Success

Participating CBOs indicated which of these priorities their programs addressed. Following each point in are a list of the CBOs that are working on each priority: N=NFTE, 100=100% College Prep, CT=College Track, 7=7 Teepees, J=Juma, and JCYC Ed = JCYC Educational Hub.

BMagic and the San Francisco Education Fund: do not provide direct services to students but support organizations that provide services across all these domains.

	Plan Ahead Curriculum (Main Themes)	9th Grade	10th Grade	11th Grade	12th Grade	By HS Graduation
Soft Skills	<ul style="list-style-type: none"> • Time Management: Prioritizing and Planning Calendar • Communication & Code-Switching • Understanding of Self & Community • Identification of personal skills, interests & values • Awareness of Career Clusters • Budgeting & Basic Financial Planning (Checking & Savings Account) • Stress management 	<ul style="list-style-type: none"> • Postsecondary planning (Begin goal-setting, planning high school years, identify career goal) <i><CT, 100, 7, JCYC Ed></i> 	<ul style="list-style-type: none"> • Communication skills <i><N, JCYC Ed></i> 	<ul style="list-style-type: none"> • Financial Preparation (Understand financial capability, open bank account) <i><J, 7, N, JCYC Ed></i> • Presentation skills <i><N></i> 	<ul style="list-style-type: none"> • Networking skills • Presentation skills <i><N></i> • Internship in career/fields of interest <i><N></i> • Interview skills: Student has developed interview skills and completed mock interview 	<ul style="list-style-type: none"> • Communication Skills (code switching, etc.) <i><CT, J></i> • Capacity to navigate systems & resources in post-secondary schools <i><J></i> • Network of people and resources/community of support for student (students have identified resources and people to go to for help) <i><CT, N, JCYC Ed></i> • Persistence: Students know how to persist (not give up) when it gets challenging <i><J, JCYC Ed></i> • Self-advocacy (students know when and how to ask for help <i><J></i>)
Milestones to Pursuing Post-Secondary Education	<ul style="list-style-type: none"> • Understanding of post-secondary education options • Understanding of standardized tests (PSAT, PLAN, ACT, SAT) • Awareness of loans and financing options for post-secondary • Awareness of what makes a competitive college or job application • Ability to compose resume • Development of a 4-Year HS Plan 	<ul style="list-style-type: none"> • Identify academic support resources <i><100 JCYC Ed></i> • Extra-curricular activities <i><N, CT, 7, 100></i> • College visits <i><CT, 7, 100 JCYC Ed></i> 	<ul style="list-style-type: none"> • Identify colleges <i><JCYC Ed></i> • Access to college representatives <i><JCYC Ed></i> • Culturally competent college tours <i><7, CT, 100, JCYC Ed></i> • Extracurricular Leadership <i><7, N, CT, 100></i> • Testing: PSAT, Pass CAHSEE <i><100></i> 	<ul style="list-style-type: none"> • Personalized list of colleges <i><J, 7, 100, CT, JCYC Ed></i> • College tours <i><J, 7, 100, CT, JCYC Ed></i> • SAT Preparation <i><J, 100, JCYC Ed></i> • Take SAT and other college entrance exams such as ACT and SATII <i><J, JCYC Ed></i> 	<ul style="list-style-type: none"> • Personal statement <i><J, 7, 100, JCYC Ed></i> • College applications <i><N, CT, 100, 7, JCYC Ed></i> • Identify possible major <i><J></i> • SAT/ACT <i><J, JCYC Ed></i> • Financial Preparation (FAFSA submission, scholarships, CAL grant GPA verification) <i><7, CT, 100, J, JCYC Ed></i> • College placement tests for CSU, UC and City college <i><7, J, JCYC Ed></i> • Accept and enroll in college <i><CT, 100, J, JCYC Ed></i> • Identified and secure at least 3 references 	<ul style="list-style-type: none"> • Financial literacy & paying for college (FASFA is complete or in process, students understand and know how to pay for college, students have a feasible financial plan, they can read and understand financial aid award, knows how to get & keep financial aid) <i><CT, J, JCYC Ed></i> • Summer Plan: Student has developed plan before summer; includes personal studying/preparation to transition to college and prevent summer learning loss <i><CT></i> • If student is not going to college, student has plan for post-secondary training with alternatives <i><JCYC Ed></i> • Long term plan: Goals written out for the next 5 years, which could include transfer pathways <i><CT, 100></i>

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Academics	<ul style="list-style-type: none"> Understanding of SFUSD graduation requirements (including A-G, CAHSEE, etc) 	<ul style="list-style-type: none"> 9th grade graduation requirements <i><N, JCYC Ed></i> Explore ACT <i><CT></i> Understand competitive eligibility <i><100, 7, CT, JCYC Ed></i> Understand academic rights Unit Recovery <i><7></i> 	<ul style="list-style-type: none"> 10th grade graduation requirements <i><N, JCYC Ed></i> ACT Plan <i><CT></i> Concurrent enrollment 	<ul style="list-style-type: none"> 11th grade graduation requirements <i><N, J, JCYC Ed></i> Complete necessary summer school <i><J, JCYC Ed></i> College/Career push in revisit plan Meet with academic counselor twice per semester to discuss plans <i><JCYC Ed></i> Unit Recovery <i><J></i> Concurrent Enrollment 	<ul style="list-style-type: none"> 12th grade graduation requirements <i><N, J, JCYC Ed></i> Revisit Plan Ahead Plan 	<ul style="list-style-type: none"> Student is register for classes in post-secondary school <i><CT, 100, J, JCYC Ed></i> Student is college-ready (no remediation needed, has been exposed to rigorous coursework) <i><JCYC Ed></i> All A-G requirements have been met <i><CT, 100, J, JCYC Ed></i>