JFF

A CAREER-ORIENTED SUMMER:

PLANNING YOUR SUMMER BRIDGE PROGRAM

AUTHORS

Dr. Coleen Maldonado

Tobie Baker-Wright

JFF is a national nonprofit that drives change in the American workforce and education systems to create access to economic advancement for all. For 35 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all. Join us as we build a future that works.

www.jff.org

POSSIBLE FUTURES

The middle grades, 6 through 10, are a critical time for young people. When students enter this period of their lives, they are trying to figure out who they are, what their futures hold, and how they fit into the world around them. During these formative years, students create narratives of their current and future selves. They explore and ask themselves questions like "What am I good at?" and "What do I like to do?" Young people may foreclose on future opportunities by creating storylines for themselves like "I'm not good at math" or "I don't like science."

Possible Futures, a JFF career exploration initiative, helps educators create spaces for students in the middle grades to explore their strengths and interests in connection with future college and career opportunities. The Possible Futures curriculum offers structured, sequenced experiences that inspire students and guide them to create informed, nuanced narratives of their many possible futures.

ABOUT THE AUTHORS

Dr. Coleen Maldonado

Dr. Coleen Maldonado is a consultant who works with K-12 schools, community colleges, universities, businesses, and community organizations to create new K-16 education partnerships and improve existing ones. During her 18-year career, she has served as the director of college outreach at Long Beach City College and as director of the California Access and Opportunity program at Long Beach State University.

Her academic research and publications are dedicated to the concept of intersegmental education partnerships that address complex issues in student equity, college access, and career pathways. Dr. Maldonado was one of three co-authors who negotiated and wrote the original Long Beach College Promise, an innovative partnership to provide students with clear pathways from preschool to college graduation. At the White House Opportunity Summit in 2014, President Barack Obama recognized the Long Beach College Promise as a national model of K-16 education partnering.

Tobie Baker-Wright

Tobie Baker Wright works with JFF's secondary through postsecondary initiatives, providing expertise in middle school career exploration and the development of pathways for grades 9 through 14. She is the senior program manager for Possible Futures. She has 20 years of experience in education—as a classroom teacher and a science educator—and she draws on that experience to engage the next generation of diverse young scientists, creators, and problem solvers.

Ms. Baker Wright believes strongly in the power of engaging young people as scientists. As a young person, she was a student machinist at Oregon Health and Science University, completed a hydrology co-op experience with the U.S. Forest Service, and served as a research assistant at the Los Alamos National Laboratory. With a passion to increase equity and access in STEM, Ms. Baker Wright has worked with the Oregon Museum of Science and Industry, Science Math Investigating Learning Experience (SMILE), Salmon Camp, and Native Americans in Marine Science (NAMS). She also served on the governor's STEM advisory committee in Massachusetts, with a focus on increasing diversity in STEM programs. Before joining JFF, Ms. Baker Wright was the director of an Expeditionary Learning school in New Mexico, where she led student-centered approaches to teaching and learning.

She is excited to see Possible Futures increase youth STEM awareness and engagement across the nation.

CREDITS

ACKNOWLEDGEMENTS

JFF's Possible Futures team is grateful for the support of many people from inception to implementation.

We are grateful to Fatima Nelson and Elizabeth Turner for their thought partnership in crafting this manual. We also wish to thank the Long Beach Unified School District for their collaboration in piloting and strengthening JFF's Possible Futures career exploration initiative.

We are also indebted to our colleagues at JFF for their support. We would like to thank the Pathways to Prosperity team for their guidance, the JFF Communications team for their work on promotional materials and design, and the JFF fiscal and contracts department for their continued advice and direction.

TABLE OF CONTENTS

A CAREER-ORIENTED SUMMER: PLANNING YOUR SUMMER BRIDGE PROGRAM

This guide was created to serve as a resource for schools, district staff, and teachers who are charged with coordinating a comprehensive summer bridge program for students who are transitioning into high school. Much of the information and many of the resources in this manual are applicable to any summer program or camp that incorporates a career exploration component.

To access the referenced summer bridge program resources and sample documents, please see the Resources Appendix of this manual. It offers an extensive repository of planning tools, sample documents, and research articles, a number of which can be modified or adapted to suit the unique needs of your program.

Additionally, JFF's Possible Futures team is able to assist in the development of additional resources and materials that address site-specific needs and audiences, including workshops and PowerPoint presentations.

SECTION 1: SUMMER BRIDGE PROGRAM OVERVIEW

Why Host a Summer Bridge High School Transition Program?

For many young teens, the transition from middle school to high school is a radical change that can result in emotions that fluctuate between excitement and anxiety. They may not know what to expect in high school and worry about meeting higher academic, parental, and social expectations. Often, students' biggest worry is whether they will be able to make new friends and gain a sense of belonging at their new high school.

Middle school expectations: Academic work, homework, and attendance

High school expectations: Academic work, attendance, as well as increased homework, time management, appropriate behavior, complex tasks, and increased importance of social and communication skills

Summer bridge programs are designed to help students successfully transition from middle to high school.

About Summer Bridge Programs

Summer bridge programs have grown more common in recent years. They vary widely in format, goals, participants, and quality. The length of time and intensity can range from a simple two-day orientation to high school to a six-week advanced academic skills camp. The content of the summer programs depends on the duration, available funding, staffing, and program goals. Participation can range from an open invitation to all new ninth-grade students at a specific high school to a narrower focus, such as academically struggling students in a school or district.

Summer bridge programs can be coordinated by a single high school, an entire school district, a community college, a university, a community organization, or any combination. Colleges and universities often plan summer programs as early outreach to help students learn about and begin to prepare for college and future careers.

Funding sources to help pay for summer bridge programs vary widely, as well. Summer bridge programs are funded from a variety of sources, including district or state money, Title I or Perkins federal funding, and grants from private foundations and corporations.

Research on Summer Bridge Program Benefits

Middle-to-high school transition programs, including summer bridge programs, have led to improved class pass rates for ninth graders, fewer discipline problems, reduced high school dropout rates, and increased self-esteem.[1]

Students, teachers, and high schools also report a variety of benefits. Students feel more comfortable and safe in the high school environment and better understand the structure of high school. Participation can enhance students' confidence, self-esteem, and motivation to learn. Students also report increased motivation to go to college and prepare for future careers. Teachers report that students who participate in summer bridge programs have better academic and study skills. Schools that host summer bridge programs report fewer discipline problems, improved class pass rates, reduced high school dropout rates, and increased interest in STEM subjects.[2]

Research-Based Best Practices

Targeted intervention during the summer before ninth grade is critical. The most effective and comprehensive summer bridge programs are designed to eliminate skills gaps, accelerate learning, ease the social transition, and prepare all participating students for success in high school.

These programs share a few common characteristics:[3]

- The program is relevant to students' personal goals
- Activities are interactive and project-based
- Families are engaged
- Program staff and teachers are trained in cultural competence

Other research-based best practices include:[4]

- Using student-performance data to identify students who are at greater risk of failing, dropping out, or struggling emotionally, socially, and/or academically in high school, and then proactively targeting identified students for participation in the program
- Providing student data to teachers before the program begins so that teachers can personalize instruction and support to address identified learning gaps
- Focusing intensively on the foundational reading, writing, math, and study skills that are critical to success in high school and in all content areas
- Hiring experienced, skilled, and qualified teachers to teach courses and learning experiences—ideally, the same teachers who will instruct program students when they enter ninth grade
- Basing the curriculum on clear learning goals and expectations that are aligned with ninth-grade courses and learning standards
- Embedding social and emotional development in all learning experiences—whether led by teachers, counselors, or advisors—to help students prepare for the challenges they are likely to encounter in ninth grade
- Including orientation activities for both students and families, assistance with study skills and organizational habits, and career and college planning guidance
- Intentionally building relationships between students and adults—specifically, the teachers, counselors, advisors, and mentors who will instruct and support students in ninth grade
- Hiring college students and high school juniors and seniors to serve as near-peer mentors and support staff to provide positive role models and peer support and to help incoming ninth-graders establish a network of supportive peers before school starts

Summer Bridge High School Transition Programs

Summer bridge programs designed to ease the transition from middle school to high school can take many different formats and vary in terms of time, intensity, and goals. These programs address a variety of cognitive and noncognitive factors to help students understand the differences in expectations between middle and high school, build a social support network, address foundational academic skill deficiencies, and explore future career and college

opportunities. Summer bridge high school transition programs last a minimum of one week, although two-to-three-week programs allow for a more in-depth student experience.

Although not all summer bridge programs include work-based learning, it is an essential element of the Possible Futures framework. Work-based learning is a sequenced and coordinated set of activities through which students gain increasing exposure to the world of work. Exploring career pathways and college opportunities help young students begin to understand the connection between high school and their future lives. Activities include visits to local employers and to 2- and 4-year colleges and universities.

Summer bridge high school transition programs are part of a comprehensive plan to address many of the cognitive and socio-emotional challenges associated with the ninth-grade student transition. Some of these cognitive and noncognitive challenges include:

- Facing higher academic expectations
- Making a social transition
- Making new friends
- Experiencing summer learning loss
- Encountering complex academic content
- Dealing with more teachers and class periods
- Understanding high school graduation requirements and exit exams
- Taking part in career and college exploration and preparation

Program Goals

This manual was created for high schools, school districts, and organizations that want to meet any of the following program goals:

- Enable more students to succeed in ninth grade, high school, and beyond
- Prepare students for high school success by guiding them as they set goals, identify challenges, and learn strategies for success
- Support students in gaining early exposure to key academic skills and knowledge that will be emphasized in ninth-grade classes
- Help students understand and reflect on the social-emotional challenges of transitioning from middle school to high school
- Empower current high school student leaders to serve as peer mentors for new ninth-grade students
- Encourage social interactions with other incoming ninth-grade students and with upper-class high school student leaders who serve as peer mentors

Core Program Components

Comprehensive summer bridge high school transition programs include the following core components:

- **Depth:** To be considered a summer bridge program, the program lasts at least one week; anything shorter is a high school orientation. When sufficient funding is available, comprehensive summer bridge programs may range from two to six weeks.
- **Foundational academic skills:** Classroom workshops focus on academic skills (reading, writing, and math) that enable success across content areas in high school.
- **Math:** Summer bridge focal areas always include a math component, since mathematics is often the gatekeeper that prevents students from being admitted directly to credit bearing college classes.
- **Project-based learning:** Projects are interactive and connect academic content to real-world contexts.
- **Career and College Exploration Experiences (CCEE):** Students visit local businesses, colleges, and universities to explore various career pathways and postsecondary opportunities.
- **Positive relationships:** The program builds positive relationships between students and caring adults—teachers, counselors, and student leaders—who serve as supportive guides throughout the students' ninth-grade experience. Ideally, summer workshops are taught by ninth-grade teachers who work at the students' new school.
- **Near-peer mentorship**: High school student leaders and college students serve as summer bridge staff, mentors, and role models.
- **Data:** Programs use data to identify students who are likely to benefit from summer bridge program academic goals, as well as those who are likely to need socio-emotional support in ninth grade.
- **Equip families to be active stakeholders**. Adults communicate key information about high school and postsecondary success to students and their families.
- **Career and college planning.** Students explore and articulate their career interests, goals, and dreams to inspire their efforts to work hard throughout high school and understand how what they are learning in school connects to the real world.

SECTION 2: PLANNING AND IMPLEMENTATION

Ideally, schools and the summer bridge coordinator begin planning the summer bridge high school transition program six months to one year in advance *(see Suggested Checklist and Timeline in the Resources Appendix)*. Advance planning includes coordinating with school district personnel and school principal(s), hiring classroom teachers, arranging bus transportation and lunch providers, creating business and college partnerships, and training high school and college near-peer advisors. The summer bridge coordinator helps plan the program schedule and content in collaboration with ninth-grade high school teachers. A planning committee is highly recommended.

The planning process involves setting up a planning committee that includes the summer bridge coordinator, a school district contact, school site contacts, and teacher representative(s). The planning committee starts meeting six to eight months before the summer program starts. Together, the planning committee collaboratively develops a program of interactive classroom workshops, project-based and team-building activities, a parent event, and workplace or college field trips (optional).

Major Planning Steps

Some of the major steps in planning a summer bridge program include:

Acquire the budget and funding

- Create a budget and acquire funding

Create a planning committee

- Identify focus, goals, and student learning outcomes for the summer program
- Create a draft schedule of activities (see Resources Appendix for sample one-, two-, and three-week program schedules).
- Establish the length of the summer bridge program based on funding and goals, and set dates

Contact school site principal

- Make the initial contact with the school site principal to discuss dates, logistics, facilities, and needs for the summer bridge program
- Confirm access to classrooms and facilities

- Obtain contact information for a school-site contact person who can be reached during the summer

Identify, hire, and train teachers

- Get recommendations of excellent ninth-grade teachers who may be interested in teaching during the summer
- Confirm the names of teachers who will be teaching ninth grade the following school year as soon as possible, keeping in mind that teacher assignments sometimes change
- Contact potential teachers early to give them plenty of time to make summer plans
- Interview and hire good candidates
- Decide on pay rate and arrange payroll
- Arrange a professional development schedule and decide on teacher training topics
- Provide teachers with training dates and times months in advance

Reach out to potential business, community, and college partners

- Employer and workplace partnerships take time to develop, so start early by sending emails and making phone calls to reach out to potential business and community partners
- Workplace field trips can be arranged with local businesses, nonprofit and community-based organizations, and city government agencies
- Contact the outreach departments at local community colleges and universities to arrange field trips that are interactive and include college student speakers
- If there is a career pathway program at the high school, it would be ideal to match the industry sector(s) being studied

Recruit, hire, and train student near-peer leaders

- Recruiting college students can take time, so an early start is advisable, especially since college students get busy and distracted with final exams in mid-May and are gone for the summer; if you don't recruit early you may have a hard time finding college students to hire in the summer
- Start with colleges' and universities' college preparation programs that work at local high schools (e.g., Upward Bound, Talent Search) and the outreach offices of local colleges and universities; the student workers in these programs and outreach departments are already trained in providing college-related information, are experienced in working with youth, and are excellent role models
- Starting in April, talk to the contact at your high school site to decide how to best recruit high school student leaders to serve as near-peer advisors; high school students get

distracted with proms and other end-of-year school activities from mid-May through the last day of school
- Host two peer advisor training sessions, one in May or June and the other a week before the summer bridge program starts; make sure near-peer advisors practice doing all team-building activities

Invite and confirm student participants

- Send invitations to parents in April
- Set a registration due date
- Send email confirmations with summer program dates, times, and information
- Send reminder emails to registered students' parents in June and July, and repeat two weeks before the event and then again one week before, and if you have cell phone numbers, send text reminders

Arrange logistics

- Schedule school site facilities early to get the dates you want
- Double-check facility availability in early June, before people leave for summer break, to make sure nothing has changed
- Plan for catering, janitorial services, site keys, and bus transportation (if needed) before school year ends

See the Resources Appendix for a sample planning checklist and timeline, and a more detailed description of the planning steps to implement a well-organized and interactive summer bridge program. The timeline starts months before the actual event. It is flexible and can be condensed.

Student Participants

Decisions related to identifying the appropriate student population have implications that extend to the entire program. The target audience will influence decisions regarding curriculum content, the activities that are provided, and the types of support staff needed. Thinking through which students your program will serve is core to determining the structure and content of your program.

Early in the planning process, decide what type of students the summer bridge program will target. Some programs are open to all students, while others limit participation—for example, to students who are at risk academically or who are interested in a specific career path, such as STEM careers. In some cases, particularly when funding may be an issue, programs may be open to students who register on a first-come, first-served basis, or to students who meet certain

qualifications (e.g., students who qualify for free or reduced lunches, or students who have been selected to attend a specific high school academy program).

Start parent outreach and student publicity for the summer bridge program early. Some school districts offer students partial credit or monetary incentives for program completion to encourage participation. Ideally, start publicity and send out registration materials in April; if you wait until the end of the school year, parents may have already made summer plans.

Send out a confirmation email or letter to parents of students that are accepted. Then send out monthly reminders prior to the start date. This is important because parents and families often forget about such events during the summer vacation break. Your final program attendance can suffer if you don't maintain consistent communication with parents.

Staffing

Ideally, summer bridge high school transition programs are staffed by the same ninth-grade teachers who will teach participating students during the school year. This enables students to form positive relationships with teachers whom they can turn to during the academic year. It also allows them to learn about teacher expectations and course requirements. It is important to ask principals at least six months in advance for recommendations of excellent ninth-grade teachers to hire for the summer. This way, teachers can plan ahead and make their summer plans around the summer bridge program dates.

Some summer bridge programs provide support staff such as guidance counselors, career or technology specialists, special education teachers, reading specialists, etc. Their participation is integrated into the program, based on student needs, and encourages support staff to build positive relationships with incoming students.

Summer bridge high school transition programs often utilize college students and high school juniors and seniors as near-peer advisors, mentors, and peer buddies. Near-peer role models are high school student leaders and college students whom younger students may view as similar to themselves, either in terms of socioeconomic background and/or age level, and who can serve as positive role models. Typically, these students receive preparation for their responsibilities and roles. In most cases, near-peer advisors are paid an hourly rate or stipend for their work. In some school districts where community service is required for graduation, high school students may receive service learning credit for serving in summer bridge programs.[5]

It is critical to recruit college and high school student workers by the end of April or early May. Early recruitment is important because both college and high school students get very busy and distracted in May with final exams, social events, and end-of-school-year activities. The summer bridge coordinator should meet with college and high school student workers once in June and

once again a week before the summer bridge program starts for training and scheduling. During Student worker training should include practicing team-building activities outdoors, emphasize the importance of interacting with summer bridge students, convey safety protocols, and teach basic concepts of peer mentoring.

Safety 101

Discuss student safety and emergency procedures during the planning committee meetings, and make decisions beforehand about what to do in case of potential emergencies such as a fire, school lockdown, etc. Create a Safety and Emergency Procedures Protocol handout with instructions on what to do in case of common emergencies, and provide contact information to give to teachers, program staff, and near-peer advisors.

Include a question on the Summer Bridge Student Application that asks for information about applicants' special needs, disabilities, allergies, and dietary restrictions. Consider dietary restrictions and food allergies when deciding on what foods to serve; always have an alternative meal available for students with dietary restrictions.

Do a physical walkthrough of the school site prior to the start of the program, keeping an eye out for any potential hazards, construction, etc. During team-building activities, do not let students get too out of control so as to avoid injuries.

Photography and Video Media

Check with your school district office to get a copy of the official media release form and find out about any policies related to documenting student events using photography and/or video.

State laws and/or school policies typically state that photos or video that show children's faces cannot be taken unless their parents have signed a media release form in advance. Without signed media release forms, any photos or videos of students cannot show their faces. Photos or video taken from behind, for example as students walk on their college tour, are permissible.

Include a copy of the media release form in the summer bridge application packet, and ask parents to return it with the application. With those in hand, you can use photos and video taken during the summer bridge program on school websites and for next year's publicity, for example.

Resources Appendix Section 2: *Planning Checklist and Timeline; 1-Week Program Budget; 1-Week, 2-Week, and 3-Week Program Schedules; 3-Week Information Technology Curriculum; Planning Committee First and Second Meeting Agendas; Teacher and Staff*

Orientation Agenda; Near-Peer Advisor Orientation and Training Agenda; Safety and Emergency Procedures

SECTION 3: WORKSHOP SESSIONS AND ACTIVITIES

Creating a Career-Relevant, Real-World Context

In high school there is often little connection between academic courses and students' occupational career interests, their future job opportunities, and the business skills needed to succeed at work. Students want to know why school matters and need to understand clearly the connection between what they do now and what they want to do in the future. This information creates a meaningful and comprehensive context for learning. It not only connects students to their schoolwork, but also makes the crucial connection between what they learn at school and its impact on life following graduation.[6]

Planning Engaging Activities

For decades, teaching through worksheets and lectures has been the standard pedagogical teaching protocol. However, educators and practitioners are finding it increasingly difficult to keep youth engaged and committed to achieving academic benchmarks and standards set by states and local districts using these methods. Over the years, innovative instructors have developed a cache of simple tools that can have great impact on student engagement. These tools serve to bring the curriculum alive for youth who may have disengaged due to boredom or a failure to perceive relevancy in their schoolwork. Growing evidence indicates that interactive, hands-on, experiential activities can be a significant contributor to achieving positive learning outcomes.[7]

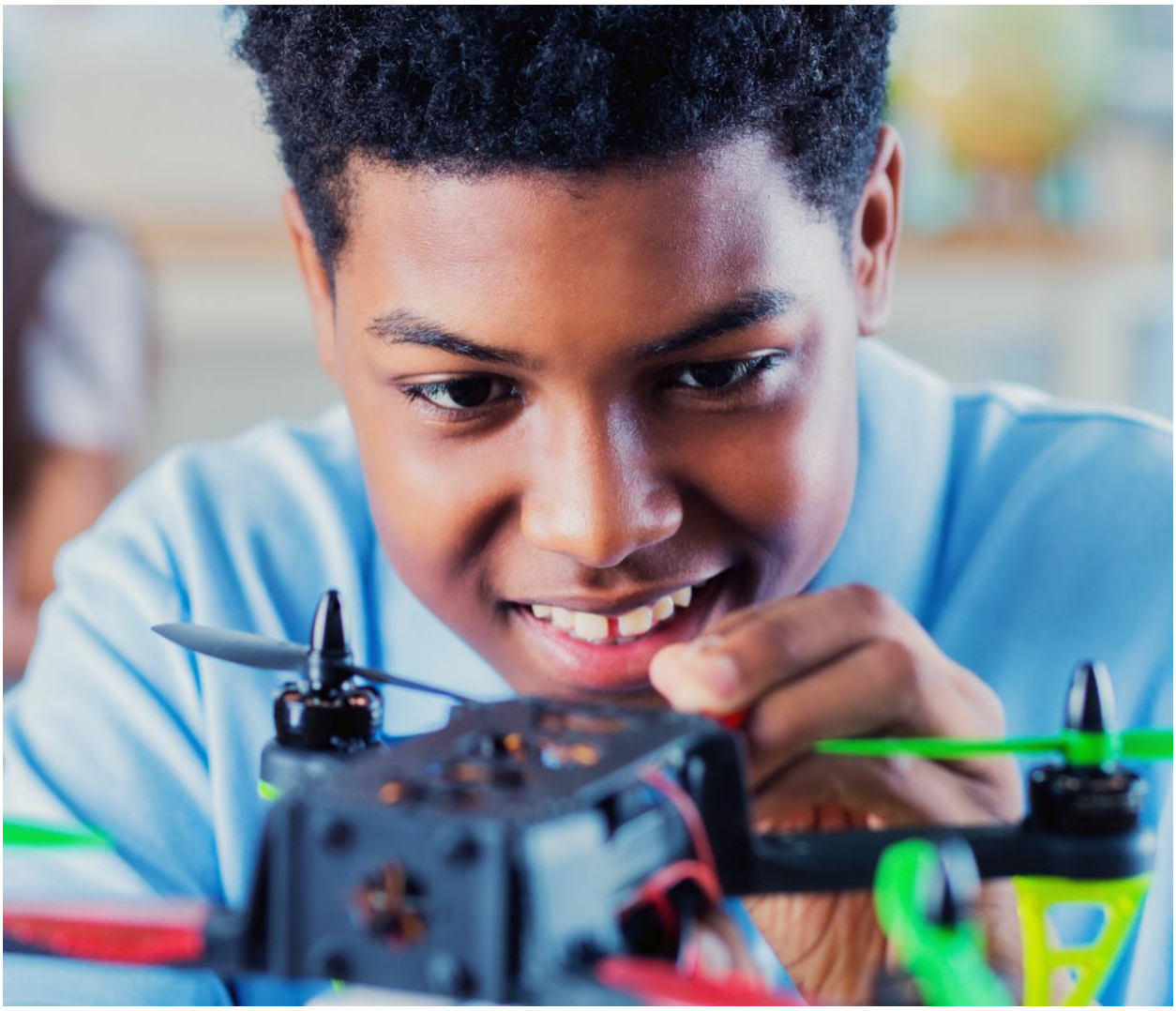
This simple checklist can assist practitioners in identifying projects and lessons that are engaging and interactive:

- ❑ Activities that require students to resolve problems as a group
- ❑ Projects or small group work sessions that result in class presentations or students reporting out results to the larger group
- ❑ Projects that involve active utilization of multimedia tools such as video clips, internet-based inquiries, projected material, and audio
- ❑ Teaching protocols that require physical movement in the classroom
- ❑ Projects and/or work sessions that utilize manipulatives such as flash cards and art materials
- ❑ Activities that involve students addressing short- and long-range questions
- ❑ Class sessions in which students work in pairs or small groups
- ❑ Guest speakers
- ❑ Field trips

- ❑ Classes held outdoors
- ❑ Activities and/or work sessions that are student-led or student-facilitated
- ❑ Classroom workstations
- ❑ Collaborations with other classes on projects or lessons
- ❑ Guided independent inquiry
- ❑ Activities implemented in the computer lab
- ❑ Opportunities for students to peer review one another's work

Project-Based Learning

Neuroscience research suggests that active engagement is necessary for learning. Project-based learning activities turn students into active learners who are comfortable working in teams, can think critically to solve problems, and discover how what they are now learning will connect to real-world situations in the future.[7]



Academic, Social, and Career-Relevant Workshops

Summer bridge high school transition programs offer interactive workshops that teach key cognitive and noncognitive skills and provide career-relevant information. These interactive classroom workshops help students learn the foundational academic skills that can be used across all class subjects and develop the social skills that will help them navigate the high school environment. Interactive workshops can offer real-world career context to help students begin dreaming about possible future careers and college opportunities. Whenever possible, classroom workshops should be interactive and put into practice the tips on engaging activities that were listed above.

Sample workshop topics:

- Academic Study Skills
- STEM Career Pathways
- Technology and Social Media Safety
- Communication Skills and Interpersonal Relationships
- The Importance of Creating Positive Social Networks
- Get Involved! Student Government, Clubs, and Community Service Learning

Business, College, and Community Guest Speakers

Guest speakers can be a great way to engage students' attention, educate them about non-academic issues, and expand their thinking about their options after high school. Speakers can be invited from the community, businesses, and local colleges to address topics such as preparing for college, career pathways, social media safety, technology, and numerous others. Good sources to find guest speakers include local businesses, chambers of commerce, community college and university outreach offices, and community-based organizations. Because colleges and universities often have minimal staffing during the summer, it is best to schedule any college guest speakers months in advance.

Give your guest speakers a copy of the Tips for Guest Speakers handout, located in the Resources Appendix, well ahead of time to allow them to prepare.

Workshop Debriefing and Student Reflections

It is important to take time for student reflection and discussion immediately after guest speakers leave to review what they have learned and give them an opportunity to describe what they think about the topic. Developmental reflective activities reinforce new learning and help students make sense of what they are learning.[8]

Schedule 15 minutes after the guest speaker leaves the classroom for a debriefing activity to discuss what students learned and think about the topic. This can be an excellent class discussion that brings the topic alive for students—even if the speaker was not as engaging as hoped for. If students passively listen to a guest speaker and then leave class immediately afterwards with no discussion period, they quickly forget what they heard.

Workshop Evaluations and Documentation of Student Learning

When the workshop ends, hand out the Student Workshop Evaluation *(see sample in Resources Appendix)* to gather feedback and comments about the workshop topic and guest speaker.

Create a pre- and post-test with questions that cover the topics discussed to assess student learning outcomes. Give the pre-test before the guest speaker comes to assess what students already know about the topic, and then give the post-test afterwards, along with the workshop evaluation form, to assess new student learning.

Have students keep a Reflective Journal as an ongoing assignment to document their learning, personal reflections, and goals. At the end of each day, provide a prompt question and time for them to write their responses in their journals.

Resources Appendix Section 3a: *Initial Email to Recruit Guest Speakers; Tips for Guest Speakers; Student Workshop Evaluation; Student Reflective Journal Rubric; Sample Lesson—Tech-Savvy High School Student, Agenda, Internet Safety Pledge, iPad Student Responsibility Contract and Usage Policy*

Student Team-Building Activities

Team-building activities and games provide opportunities for students to engage in fun activities that encourage team cooperation, stimulate creative problem solving, build trust, encourage risk taking, and help students get to know one another. Fun and challenging team-building activities demonstrate the power of working together.

Team-Building Goals

- Students are forced out of their comfort zones, challenged to take risks, and motivated to change their behavior
- Students' personal development is enhanced as they are challenged to face their own perceived limitations
- Teamwork is developed by working, playing, and accomplishing goals together
- Social awkwardness is reduced, connections with peers are made, and new friendships begin to develop

Each activity is followed by a short debriefing using reflection questions to see what students have learned and explain how those lessons can be applied to real-life situations.

Logistics and Materials

Review team-building activity instructions and make sure your activity facilitators have all materials and supplies ready in advance. Scope out the area to determine space and equipment requirements in advance. Activity facilitators can use an open grassy area, gymnasium, or campus quad area with plenty of space to spread out and divide students into groups.

Staff and Near-Peer Student Leaders

It is critical to practice all team-building games and activities ahead of time, ideally during a Near-Peer Student Advisors Training Session a week in advance of the summer bridge event. Activity facilitators and near-peer student advisors should familiarize themselves with the activities ahead of time. They need to know how the game is played, what the objectives are, and how it relates to the learning objectives and real-world situations.

The activity facilitator sets expectations and guidelines to ensure the safety of the group. After describing the scenario and/or activity, the activity facilitator explains the safety guidelines with each task.

Let the group work through the problems with *minimal* interference from the activity facilitator and others watching the task. It is important that the group experience the frustration phase and work out the situation by themselves as a group. This gives participants a greater feeling of accomplishment and increases self-esteem.

Remind activity facilitators and near-peer student advisors that every group is different. They should pay close attention to the student dynamics and interactions in order to tailor their questions and comments to the group's needs. Activity facilitators should plan a backup strategy ahead of time, so they can help their groups if they get into trouble with the game.

Have activity facilitators prepare questions beforehand that they can ask during the student debriefing following the activity. Activity facilitators should have the instructions and debriefing questions written on an index card that they can keep in their pocket.

Resources Appendix Section 3b: *Team-Building Activities; Team-Building Debriefing Questions*

Family Event Overview

Comprehensive summer bridge high school transition programs include an evening event for parents and family to help orient parents to the high school environment. The goal of the event is to clarify expectations, share tips on how to support the teenager's academic success, and provide information about college and career opportunities.

Research confirms that parent and family involvement in high school has a statistically significant influence on high school students' academic success. A statistical meta-analysis of 52 academic research studies on parental involvement in urban secondary schools found a positive impact for all measures of high school academic achievement examined. The positive results for parent involvement and high school student academic achievement were consistent across all racial groups and student populations.[9]

Despite the clear linkage between parent involvement and student academic success, many parents mistakenly believe that their children do not want them involved once they become teenagers. While some adolescents may not admit that they want parental involvement, college students asked about their high school experiences often report that their parents' and/or family members' involvement provided important emotional support as they dealt with academic and

personal challenges during high school. College students often say their parents' and family's involvement motivated them to go to college.

Family Event Goals

- Introduce parents, guardians, and families to the high school environment, including programs and extracurricular activities
- Provide an opportunity for parents to meet school leaders and teachers
- Encourage parents, guardians, and families to get involved in the school experience
- Educate parents, guardians, and families about the differences in expectations for middle school and high school
- Provide parents, guardians, and families with ideas about specific ways they can support their child's academic success in high school

Create a Welcoming School Environment

Many parents, especially those who have limited education experiences or English skills, may feel intimidated visiting a high school campus. Do your best to make the experience welcoming and friendly to put them at ease. You want parents, guardians, and family members to feel welcome at their child's new school. They should see lots of smiling faces and hear comments such as, "We're happy you are here," and, "So glad to see you tonight." It is always good to start a family event with a welcoming address, ideally by the school principal or another school leader.

If your school has a large population that speaks one particular language other than English, make sure you have staff and teachers on hand who speak that language. That will go a long way toward making parents feel comfortable about coming to the high school campus and will help determine whether they will be involved as parents and possibly even active as volunteers in the future. When possible, offer parent workshops in both English and any other predominant languages.

Event Date and Time

Scheduling the event start time for 6:30 p.m. allows most parents and guardians enough time to get home from work, pick up their children, and get to the school site on time. Ending the event by 8:15 p.m. will be appreciated by parents who have to work and get children ready for school in the morning.

If possible, have high school students and/or adults at the event who can offer babysitting for younger children so that parents and guardians can better focus on the presentations.

Hosting the event on a Tuesday, Wednesday, or Thursday gives teachers a chance to provide students and parents with a same-day reminder about the event. Mondays and Fridays are less desirable, since people often forget about school events in the rush of thinking about their upcoming workweek or weekend plans. Saturdays are likely to have scheduling conflicts for many families.

Food and Logistics

If your budget allows it, provide refreshments before the event as a gesture of hospitality and to make it easier for parents to attend. Ask parents to RSVP to ensure that enough food is available. Keep your food choices simple so that mealtime takes no more than 45 minutes to an hour of the event.

Career and College Presentations

Invite lead teachers to present information about opportunities at the high school that parents may not know about—for example, small learning communities, career pathway academies, career technical programs, music and art programs, or internships. Include information about high-growth careers, income potential, and types of jobs available in highlighted career pathways. If the group is large enough, breakouts can address specific aspects of high school.

A guest speaker from a local college or university can talk about the academic skills students need to prepare for college and provide information about their own institution. They can also talk about topics such as high-growth career pathways and the importance of parental involvement. Make sure you send guest speakers pertinent information well in advance, including room location, AV/media equipment available, amount of speaking time, and the estimated number of participants, in case they have handouts.

Resources Appendix Section 3c: *Family Event Agenda; Family Event Evaluation*

SECTION 4: CAREER AND COLLEGE EXPLORATION EXPERIENCES

Career and College Exploration Experiences Overview

Career and College Exploration Experiences (CCEE) are structured field trips that enable students to visit local businesses, city agencies, community organizations, community colleges, and universities. CCEE field trips are preceded by classroom workshops and followed by a student reflection activity to help students prepare for and then make sense of what they observe and learn.

Students' experiences during a CCEE field trip can expand their understanding of the many different career and college choices available to them. By exposing students to the many career and college opportunities available to them in the future, workplace and college field trips help to increase student motivation to excel in high school.

CCEE field trips are more interactive than a traditional "walk around and observe" school field trip. Students prepare in class by learning about the industry sector, career pathway, or college programs at the organization they will be visiting and then drafting questions to ask during the event. During a CCEE event, students interact with employees or college students, ask them about their career and postsecondary journeys, and learn from adults' real-world experiences.

Planning a CCEE

A typical CCEE consists of a host welcome, an orientation, an interactive tour, small-group informational interviews, lunch with hosts (if possible), and a debriefing or reflection activity. A CCEE can be scheduled as either a two-hour or a half-day event (four hours); depending on the time the host organization has available and the scheduled activities.

Field Trip Safety 101

Check your school district's policies regarding field trips. The school district may have policies related to the minimum number of teachers and/or adult chaperones needed. You need to know the rules ahead of time.

For all field trips, create a Safety and Emergency Procedures handout that includes the cell phone numbers of key contacts; give copies to all adult staff, near-peer student advisors, and teachers. See the Resources Appendix for a sample document.

At the beginning of a CCEE, please advise students of any safety precautions or rules. For example:

- Mention any areas that are off-limits and explain why students may not enter them.
- At worksites, tell students not to touch anything unless given permission by their tour guide.
- Tell workplace and college staff that if they observe misbehavior or inappropriate conduct, they should let the teacher know so the teacher can take appropriate action. Workplace and college staff should not undertake disciplinary action themselves.
- Schedule time for bathroom breaks so students do not leave their tour groups at random times and potentially get lost or left behind.

Resources Section 4a: *CCEE Agenda; Student Experience Evaluation; Tips on Presenting to Teenage Students*

Additionally, a separate manual is available with detailed information on planning CCEE events, including checklists, sample agendas, activity instructions, sample documents, and other resources.

Planning a Career Exploration Experience

Identify Workplace Partners

Career exploration experiences can be arranged with local businesses, nonprofit and community-based organizations, and city and government agencies. It is ideal to match the industry sectors to any specific career pathway programs that are offered at the high school.

When looking for workplace partners, the summer bridge coordinator should look for businesses and organizations that are:

- Large enough to showcase a variety of jobs in the workplace
- Able to accommodate groups of 35 or more students
- Staffed by a diverse workforce
- Located nearby
- Willing to let their employees serve as tour guides and be interviewed by small groups of students

Once the organization confirms its interest in participating and you have answered any questions, go over the expectations listed on the Letter of Commitment. The organization's representative and the site coordinator should sign the Letter of Commitment so that both the planning team and the workplace host clearly understand what is expected of them.

Career Exploration Experience: Student Debriefing and Reflection

Schedule sufficient time for a student discussion about what they observed and learned during the workplace tour. Ideally, this takes place at the end of the career exploration experience, while still at the worksite.

Some questions to prompt student reflection include:

- How did the worksite compare to what you expected before the field trip?
- What surprised you most?
- What skills do you think people who work here need to have?
- How do employees contribute to the success of the workplace?

Resources Section 4b: *Email for Initial Contact with Employers; Telephone Script to Follow Up with Employer; Questions Students May Ask During a Career Exploration Field Trip; Workplace Host Experience Evaluation*

Planning a College Exploration Experience

Start early! Contact the college's outreach office three to four months before the summer bridge program. This will give you and the college staff time to plan a more comprehensive event that ideally includes interactive activities, college student speakers, and a tour of the college.

Some colleges and universities have a special office or staff member that coordinates K-12 school field trips and individual college tours, but it is not always easy to find the appropriate office on the website. You can try contacting the office that sponsors tours for prospective students, the office of community partnerships or outreach, or the department of education. The education department may be able to point you to the right contact or may be interested in taking on such an event themselves.

Once you have connected with the appropriate outreach staff, share the basic information for your college exploration experience: field trip date, time allotted for the event, and estimated number and grade level of students. Ask if the college is willing to work with you to set up a special event. Ideally, you will be able to create a customized, interactive experience for your students.

Keep in mind that some colleges and universities may not be available for such programs in the summertime due to limited staffing, or they might offer only standard walking tours of the main college buildings and grounds during the summer.

Good Academic Habits Scavenger Hunt

The Good Academic Habits Scavenger Hunt activity included in the Resources Appendix can be adapted for any campus or formatted as a bingo-type game. For the scavenger hunt, students try to check as many boxes off in the grid handout as possible. If time is short, the teacher can instruct students to play bingo by getting five topics across horizontally, diagonally, or vertically.

The intent of the game is for students to look for or ask about examples of good academic habits being used by college students during the tour portion of the trip. Examples include observing students studying together in a group, asking college students how they manage their time, or asking about career plans.

College Exploration Experience Student Debriefing and Reflection

Schedule sufficient time for students to complete the evaluation form and discuss what they observed and learned. Ideally, this would be at the end of the field trip while still at the college.

Some questions to prompt student reflections include:

- How did the college or university compare to what you expected?
- What surprised you most?
- What did college students tell you they usually do when they have problems or struggle with schoolwork or in their personal lives?
- What good habits did you observe college students using?
- What tips or advice did a college student you interviewed or one of the speakers share about what is important to be successful in college?
- What did college students say they wanted to do after college graduation?

Resources Section 4c: *College Exploration Experience Planning Tips; Questions That Students May Ask During a College Exploration Experience; College Students' Good Academic Habits; College Host Experience Evaluation*

SECTION 5: CONCLUSION

We hope that this summer bridge high school transition planning manual will help site coordinators and schools plan a comprehensive summer bridge transition program for incoming ninth-grade students. These programs can make students' transition to high school smoother and less anxiety-filled, enabling young teens to pay attention to their academic work, make new friends and participate in unfamiliar and more grownup activities.

The resources in the Appendix below are intended for program leaders and staff. Please feel free to make them your own.

Resources Appendix Section 5: *Sample STEM Summer Bridge Programs; References and Research*

SUMMER BRIDGE
RESOURCE APPENDIX

RESOURCE APPENDIX TO SECTION 2: PLANNING AND IMPLEMENTATION

SUMMER BRIDGE COORDINATOR RESOURCES

- Planning Checklist and Timeline
- 1-Week Program Budget
- 1-Week Program Schedule
- 2-Week Program Schedule
- 3-Week Information Technology Curriculum
- 3-Week Program Schedule
- Planning Committee First Meeting Agenda
- Planning Committee Second Meeting Agenda
- Teacher and Staff Orientation Agenda
- Near-Peer Advisor Orientation and Training Agenda
- Safety and Emergency Procedures

Sample Planning Document

PLANNING CHECKLIST AND TIMELINE

1 year in advance	❑ Obtain funding for next academic year to fund the summer bridge program
November – January	❑ Assign a summer bridge coordinator ❑ Make decisions about which middle school(s) and how many students will be invited to participate in the summer bridge program ❑ Create a summer bridge planning committee
January – March	❑ Schedule planning committee meetings for spring semester ❑ Set student learning outcomes and goals for your summer bridge program; these goals will determine everything else: staffing needs, curriculum, schedule, facility needs, and activities ❑ Hire teachers for summer work
April	❑ Interview and hire college student workers* **It's very important to hire all college students before mid-May, since many college students stop checking email when the semester ends.* ❑ Begin publicizing the summer bridge program to teachers, school principals, and parents; inform teachers and principals about the program early on so they can help publicize it ❑ Send out invitations to students and their families; set a May RSVP deadline to sign up ❑ If your school district has an automated phone message service, record a message from the high school principal(s) inviting parents to register their child for the summer bridge program; personalizing the invitation makes students feel they were specially selected and increases attendance
May	❑ Send out text message reminders a week before the RSVP deadline, if you have parents' cell phone numbers ❑ Arrange school facilities (access to cafeteria, classrooms, and auditorium) and get contact information for the facilities manager (janitor) at the school

June	❑ Order food through cafeteria services; if that option is not available, arrange for catering ❑ Make sure catering will be paid promptly, since some administrative staff might be unavailable during the summer; submit purchase order paperwork early ❑ Buy supplies ❑ Get contact information for the person who will provide technology assistance at the school site ❑ Check technology needs and make sure you will have access to LCD projectors, extension cords, and laptops ❑ Find out how many computers will be available for students, and keep that information in mind when planning summer bridge activities ❑ Send out student confirmations via email and/or postal mail, and include the summer bridge program dates, activities, etc.* **Be aware that many parents do not use email; always have a secondary way to communicate with parents (postal mail, phone messages, or text messages).*
1 – 2 weeks ahead	❑ Host the training session for staff and college student workers; go over event schedule, daily activities, and assigned responsibilities, and practice team-building activities ❑ Transfer supplies and materials to the high school site ❑ Send reminders to staff, college students, and teachers, with copies of the schedule ❑ Send second reminders to parents about dates, times, and drop-off location

Sample Planning Document

1-WEEK PROGRAM BUDGET

Note: This sample budget is calculated for a program that accommodates 210 students.

Item	Cost / Unit	Amount	Total
Activities:			
Team building and pathway lab	$20/student	210 students	$4,200
Food:			
Lunch	Lunch - $5/person x 5 days	226 participants	$5,650
Dinner	Dinner buffet before family event- $10/person	226 participants; 420 parents	$6,460
Snacks and Water	Snacks and water - $1/person x 5 days	226 participants	$1,130
			Subtotal: $13,240
Staffing:			
College students	1 hour/day for 5 days @ $10/hr.	10 students	$500
Teachers	6 hours/day for 5 days @ $35/hr.	6 teachers	$6,300
Coordinator	$200 stipend	1 coordinator	$200
Motivational speaker	Varies	Varies	Varies
			Subtotal: $7,000

Administrative:			
Mailing	USPS postage @ $1/stamp	210 letters to parents	$210
Photocopying	$35	1 case	$35
			Subtotal: $245
Other:			
T-shirts	$10/shirt	226 participants	$2,260
Field trips:			
College visit	$300/bus for 4 hours	4 buses	$1,200
Workplace visit	$300/bus for 4 hours	4 buses	$1,200
			Subtotal: $2,400
Total program budget			**$29,345**

Sample Planning Document

1-WEEK PROGRAM SCHEDULE

	Monday	Tuesday	Wednesday	Thursday*	Friday
9:30 – 10:45 a.m.	Welcome to HS SLC*/Academy & Orientation to Project-Based Simulation Labs	Simulation Project Labs: by HS SLC/Academy	Simulation Project Labs: by HS SLC/Academy	Simulation Project Labs: by HS SLC/Academy	Career Exploration Experience Field Trip
10:50 – 11:30 a.m.	Math	Math	Math	Math	
11:30 – 11:45 a.m.	Break	Break	Break	Break	
11:45 a.m. – 12:30 p.m.	Reading & Writing Skills	Study Skills Strategies	Reading & Writing Skills	Communication Skills	
12:30 – 1:00 p.m.	Lunch	Lunch	Lunch	Lunch	
1:00 – 1:30 p.m.	Team-Building Activities	Team-Building Activities	Team-Building Activities	Team-Building Activities	
1:30 – 1:45 p.m.	Activity Debriefing	Activity Debriefing	Activity Debriefing	Activity Debriefing	
1:45 – 2:00 p.m.	Transition	Transition	Transition	Transition	
5:45 – 6:30 p.m.				Refreshments	
6:30 – 8:15 p.m.				Family Event	

**SLC = Small Learning Communities*

Sample Planning Document

2-WEEK PROGRAM SCHEDULE: CAREER PATHWAYS AND ACADEMIC SKILLS

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 10:30 a.m.	Orientation to Project-Based Simulation Labs	Simulation Project Labs: first career choice	Simulation Project Labs: first career choice	Simulation Project Labs: first career choice	Career Exploration Experience Field Trip
10:30 – 11:15 a.m.	Math	Math	Math	Math	
11:15 – 11:30 a.m.	Break	Break	Break	Break	
11:30 – 12:15 p.m.	Reading & Writing Skills	Study Skills Strategies	Reading & Writing Skills	Communication Skills	
12:15 – 12:45 p.m.	Lunch	Lunch	Lunch	Lunch	
12:45 – 1:45 p.m.	Team-Building Activities	Team-Building Activities	Project Presentations	Project Presentations	
1:45 – 2:00 p.m.	Activity Debriefing	Activity Debriefing			
2:00 - 3:00 p.m.	Simulation Lab: continue working on projects	Simulation Lab: continue working on projects			

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 10:30 a.m.	Simulation Labs: second career choice	Simulation Labs: second career choice	Simulation Labs: second career choice	Simulation Labs: second career choice	CCEE Field Trip
10:30 – 11:15 a.m.	Math	Math	Math	Math	
11:15 – 11:30 a.m.	Break	Break	Break	Break	
11:30 – 12:15 p.m.	Technology	Memory & Test Taking Strategies	Technology	Communication Skills	
12:15 – 12:45 p.m.	Lunch	Lunch	Lunch	Lunch	
12:45 – 1:45 p.m.	Team-Building Activities	Team-Building Activities	Project Presentations	Project Presentations	
1:45 – 2:00 p.m.	Activity Debriefing	Activity Debriefing			
2:00 – 3:00 p.m.	Simulation Lab: continue working on projects	Simulation Lab: continue working on projects	Simulation Lab: continue working on projects	Simulation Lab: continue working on projects	
5:45 – 6:30 p.m.				Refreshments	
6:30 – 8:15 p.m.				Family Event	

Sample Planning Document

3-WEEK INFORMATION TECHNOLOGY CURRICULUM

Project Summary:

The goal of this project is to provide enrichment and build team with the cohort of students. Enrichment includes building the following skills to serve as a baseline for success for beginning the information technology curriculum in the students' freshman year:

- Information technology
- Problem solving
- Collaboration and teamwork
- Writing, reflective writing, and metacognition
- Oral presentation

This enrichment program uses practices that are known to enhance student learning and are particularly effective for learning STEM content. Project-based learning (PBL), the pedagogy used in developing this curriculum, is student-centered; students learn about a subject in the context of complex and realistic problems. Students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. Students "learn how to analyze, criticize and select from alternative sources of information and courses of action; how to think about problems that may have more than one viable solution; how to work together with those of differing views; and how to confront and act upon problems and situations in constructive and creative ways."[10]

Students engage in PBL through hands-on exploration of four IT projects: cryptography, robotics, programming, and game development.

With students of this age, a daylong enrichment program should be chunked into interactive and changing types of engagement. Therefore, no single activity within the curriculum exceeds more than 2 hours, and most are no longer than 30 minutes. Further, students are engaged in different type of activities in the following categories:

- Practicing
- Writing
- Discussing
- Problem solving
- Moving

- Presenting
- Listening
- Building

Activities are changed frequently to ensure student engagement and retention of knowledge.

To increase the chances of student success in this summer enrichment program, near-peer student leaders will serve as mentors daily in the classroom to support the high school students' learning.

Curriculum Learning Objectives:

- Problem-Solving Skill Building
    - Daily exercises using different types of problem-solving skills:
        - Logical thinking – e.g., logic puzzles
        - Analytical thinking – e.g., room escape
        - Computational thinking – e.g., Russian math book
- IT Concept and Skill Building
    - Four IT projects:
        - Cryptography
        - Robotics
        - Programming
        - Game development
- Collaboration and Teamwork Skill Building
    - Exercises:
        - Blindfolded obstacle course
        - "Program Your Friend"
        - Scavenger hunt
    - Group projects:
        - Exchange ciphertext to solve
        - Programming
        - Game development
- Writing, Reflective Writing, and Metacognition Skill Building
    - Write a flowchart for Lightbot
    - Write brainstorm for Alice/Scratch project ideas
    - Write brainstorm for game project ideas
    - Write outline for game project
    - Attend mini-lecture on reflective writing (day 1)
    - Do guided daily reflective writing on learning (days 1 – 14, with the exception of the day of the field trip)

    - Present best reflective writing piece (day 15)
- Oral Presentation Skill Building
    - Present projects to industry or college representatives
    - Present best reflective writing piece to family/friends and industry representatives (day 15)

Additional Curriculum Features:

Field trip to MIT Museum to complete a robotics workshop:
http://web.mit.edu/museum/education/workshops.html#robotics

Sample Planning Document

3-WEEK PROGRAM SCHEDULE

Week 1: Encryption and Robotics

	Monday	Tuesday	Wednesday	Thursday	Friday
12:00 – 12:15	Pre-test on STEM and IT	Discussing: Recap yesterday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Arrive at MIT and transition to workshop (boxed lunch on bus – bus boarded at 11:15; departs at 11:30)	Discussing: Recap yesterday and set agenda for today
12:15 – 12:30	Problem Solving: Cryptogram	Problem Solving: Cryptogram	Problem Solving: Russian math book	Building: MIT Museum workshop on robotics - http://web.mit.edu/museum/education/workshops.html#robotics	Problem Solving: Russian math book
12:30 – 12:45	Listening: What is cryptography?	Practicing: Play encryption computer games	Moving: Blindfolded obstacle course — programming exercise		Presenting: Cryptography and robotics project with the class and SAP representatives
12:45 – 1:00	Listening: History of cryptography				
1:00 – 1:15	Moving: Scavenger hunt — encryption		Practicing: Lightbot hour of code		
1:15 – 1:30		Building: Build your own plaintext, ciphertext and key			
1:30 – 1:45	Listening: Encryption basics in IT				Listening: Industry reps meet with individual students/groups of students to provide
1:45 – 2:00		Practicing: Exchange ciphertext			
2:00 – 2:15			Writing: Flowchart for		

2:15 – 2:30	Mini-Lecture: How to write reflectively	and try to solve	Lightbot	Travel back from MIT	constructive criticism and positive feedback
2:30 – 2:45	Writing: Guided reflection	Writing: Guided reflection	Writing: Guided reflection		Writing: Guided reflection
2:45 – 3:00					

Week 2: Programming and Game Building

	Monday	Tuesday	Wednesday	Thursday	Friday
12:00 – 12:15	Discussing: Recap Friday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Discussing: Recap yesterday and set agenda for today
12:15 – 12:30	Problem Solving: Room escape	Problem Solving: Room escape	Problem Solving: Solve the crime	Problem Solving: Solve the crime	Problem Solving: Solve the crime
12:30 – 12:45	Moving: "Program Your Friend"	Building: Alice/Scratch project	Building: Alice/Scratch project	Discussing: What's your favorite game and why? (Capture explanations)	Presenting: Programming project with the class and SAP representatives
12:45 – 1:00					
1:00 – 1:15	Writing: Brainstorm for Alice/Scratch project ideas as a team			Moving: Let's play a game (e.g., four square)	
1:15 – 1:30					
1:30 – 1:45	Building: Alice/Scratch project			Listening: TED Talk: Reality Is Broken	Listening: Industry reps meet with individual
1:45 – 2:00					

				What makes a good game?	students/ groups of students to provide constructive criticism and positive feedback
2:00 – 2:15				Writing: Brainstorm for game project ideas as a team	
2:15 – 2:30					
2:30 – 2:45	Writing: Guided reflection	Writing: Guided reflection	Writing: Guided reflection	Writing: Guided reflection	Writing: Guided reflection
2:45 – 3:00					

Week 3: Game Building

	Monday	Tuesday	Wednesday	Thursday	Friday
12:00 – 12:15	Discussing: Recap Friday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Discussing: Recap yesterday and set agenda for today	Post-test on STEM/IT
12:15 – 12:30	Problem Solving: Logic puzzle	Problem Solving: Logic puzzle	Problem Solving: Visual illusion	Problem Solving: Visual illusion	
12:30 – 12:45	Writing: Create outline for game as a team	Building: Game Project	Building: Game Project	Building: Game Project	Presenting: Game project to family, friends, and industry reps
12:45 – 1:00					
1:00 – 1:15	Practicing: Tutorials				
1:15 – 1:30					
1:30 – 1:45	Building: Game project		Listening: Play each		Presenting: Best reflective

1:45 – 2:00			other's games and provide feedback (groups pairs)		writing piece to family, friends, and industry reps
2:00 – 2:15			Building: Game project		Listening: Industry reps award prizes and provide feedback/ closing comments
2:15 – 2:30					
2:30 – 2:45	Writing: Guided reflection	Writing: Guided reflection	Writing: Guided reflection	Writing: Guided reflection	Listening: Program to award prizes for the most correct answers to the problem-solving exercises**
2:45 – 3:00					Closing comments

** *Subscription to Games magazine – print edition, $29.95 per student; online cost, $18.00*

Resources:

Games magazine subscription site: https://www.neodata.com/pub/kappa/games/

Blindfolded obstacle course: http://www.mindtools.com/pages/article/team-building-communication.htm

Communications exercises: https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf

Puzzles: http://www.puzzles.com/

Other idea sites: http://www.learn4good.com/games/for-high-school-students.htm

Sample Planning Document

PLANNING COMMITTEE FIRST MEETING AGENDA

Overview:

The summer bridge program provides incoming freshman students with an experience focused on the industry sector of their high school career pathway. The summer bridge program is hosted at the high school site, with college- and career-related field trips for career pathway hands-on experiences.

Outcomes:

- Support the transition from middle school to high school
- Develop academic and professional skills
- Explore a variety of career options within a specific industry sector: engineering, health/medical, or public service
- Experience STEM/STEAM activities
- Connect high school students to college students

Staffing and Support Resources:

- School district staff
- Community organizations partners
- College partners
- College student workers

Sample Curriculum Materials:

- Summer camp ideas from local colleges or other school districts' summer programs

Possible Activities:

- Weeklong science exploration
- Academic support
- Workplace and college field trips

Logistics:

- Contracts
- Liability insurance
- Billing and reimbursement
- Food/lunch
- Ratios — students to staff
- Pay rate — stipend or hourly
- Facilities
- AV/media

Next Steps:

1. Discuss with school district's high school lead
2. Identify and contact host schools
    a. 1 school site—all incoming ninth-graders
    b. 2 to 3 school sites—engineering/technology pathways
3. Reach out to college and community partners, youth nonprofits, city government

Sample Planning Document

PLANNING COMMITTEE SECOND MEETING AGENDA

Overview:

The summer bridge program provides incoming freshman students with an experience focused on the industry sector of their high school career pathway. The summer bridge program is hosted at the high school site, with college- and career-related field trips for career pathway hands-on experiences.

Revised Outcomes:

- Support the transition from middle school to high school
- Develop academic and professional skills
- Explore a variety of career options within a specific industry sector: engineering, health/medical, or public service
- Experience STEM/STEAM activities
- Connect high school students to college students

Confirmed Staffing Resources:

- Identity of summer bridge coordinator
- Names of participating school staff
- Contacts for partners: community organizations, city government, youth nonprofits
- Contacts in the workforce development department of college partners
- Contacts at community college and/or university

Revised Activities:

- Weeklong science exploration
- Academic support/scholarly habits
- Goal setting and management
- Career and college exploration experience: focused career pathways
- Parent information night

Next Steps:

1. Attend a high school staff meeting—planning committee
    a. Set schedule and daily agendas
    b. Career pathway planning: specific activities
    c. Schoolwide agenda and goals
2. Create advisory committee of stakeholders: local community college, university, city and community organizations
3. Budget
    a. Summer Bridge Cost
        i. Staffing (6-hour day)
        ii. Food—lunch provided daily
        iii. Field trips (2)—Buses
        iv. Student leader training: ropes course or building-bridges program
            1. Ropes: $25 / 3 hours / student ($1,000 for 40 students)
            2. Team-building activities
    b. Planning: stipend rate (8 teachers at 8 hours)
4. Survey high school staff to learn about their goals and ideas
    a. Topics/activities, logistics, schedule, etc.

Sample Planning Document

TEACHER AND STAFF ORIENTATION AGENDA

1. Review summer bridge goals and outcomes

2. Review student schedule

3. Work assignments and schedule
    a. Start and end times
    b. Teacher schedules
    c. Assignments for high school and college student assistants
    d. Support staff

4. Decide break-out sessions: Who will do what?
    a. Student welcome/general assembly
    b. Team-building activities
    c. Classroom workshops
        i. Topics
        ii. Teacher expertise and interests
    d. Lunchtime

5. Parent night

6. Finalize plans for field trip experiences

7. Next steps

Sample Planning Document

NEAR-PEER ADVISOR ORIENTATION AND TRAINING AGENDA

College Students and High School Student Leaders

1. Review summer bridge goals and outcomes

2. Review week's schedule

3. Review work times
    a. Confirm student availability

4. Describe specific roles
    a. Peer mentoring overview
    b. Talk about the difference between hanging out and working
    c. Work expectations

5. Explain team-building games
    a. Play the games
    b. Practice all activities

6. Questions and Closing

Sample Handout

SAFETY AND EMERGENCY PROCEDURES

Emergency Contact Information:
[Insert main summer bridge and college/university staff names and cell phone numbers]

At any time if emergency personnel (fire department, paramedics, ambulance, etc.) need to be summoned, call 911 Emergency Services from a **campus phone or cell phone: 911**

POWER OUTAGE

Remain calm. Ensure the safe and orderly evacuation of the room via the nearest exit. Direct all individuals to exit and meet in the grassy area outside of the university student union. A determination will be made by summer bridge staff and college staff regarding resuming session.

EARTHQUAKE

DUCK / COVER / HOLD if inside a building. Then evacuate immediately. Move group to meet in the grassy area outside of the university student union. A determination will be made by summer bridge staff and college staff regarding resuming session.

FIRE

Isolate the fire by closing a door (IF POSSIBLE). Immediately activate the nearest fire alarm OR call for emergency assistance. If the fire is small (example: trash can), put out with a fire extinguisher. Assist in the evacuation of guests. Provide safety personnel with any necessary information and/or assistance. A determination will be made by summer bridge staff and college staff regarding resuming session.

OTHER EVENT DISRUPTION

Evacuate the area and move your group as far away as possible from point of danger. Event leads from summer bridge program will contact their staff regarding further instructions. If you have not heard from a lead from your group within 15 minutes of event, contact [insert college contact name and cell phone number] in university outreach and school relations for further instructions.

RESOURCE APPENDIX TO SECTION 3: WORKSHOP SESSIONS AND ACTIVITIES

SECTION 3A: INTERACTIVE WORKSHOP RESOURCES

- Initial Email to Recruit Guest Speakers
- Tips for Guest Speakers
- Student Workshop Evaluation
- Student Reflective Journal Rubric
- Sample Lesson: Tech-Savvy High School Student
    - Tech-Savvy Workshop Agenda
    - Internet Safety Pledge
    - iPad Student Responsibility Contract
    - iPad Usage Policy

SECTION 3B: TEAM-BUILDING ACTIVITY RESOURCES

- Team-Building Activities
- Team-Building Debriefing Questions

SECTION 3C: PARENT/FAMILY INFORMATION EVENT RESOURCES

- Family Event Agenda
- Family Event Evaluation

Sample Planning Document

INITIAL EMAIL TO RECRUIT GUEST SPEAKERS

Hello,

My name is [your name], and I work for the [name of school district] at [name of school]. Our school is planning a summer bridge program to help incoming ninth-graders prepare academically, socially, and mentally for high school.

I am looking for guest speakers who can speak about [topic] with our students during a classroom presentation. I am hoping that you or someone in your organization might be interested in sharing their knowledge with our students.

A classroom workshop is usually about 45 minutes long, but it can be shorter or longer. Workshops will be held at [name of school], located at [address] in [name of city]. The summer bridge program is scheduled for [starting date] to [end date].

If you are interested in volunteering your time to share your knowledge about this topic please contact me at [phone number] or [email].

If you are unable to volunteer but know other people who you think might be good as guest speakers, please send me their name and contact information. I will follow up with them.

Thank you,

[Your name],

[Your title]

[Contact information]

Sample Guest Speaker Handout

TIPS FOR GUEST SPEAKERS

- Be yourself! Share real stories that students can relate to, including any challenges or obstacles you had to overcome.
- Ask students questions to get a sense of what they know about your topic. They may know more than you think, or they might know very little. Then adjust your comments accordingly.
- Be as interactive as possible. Keep in mind that high school-age youth have short attention spans. They can be bored if you speak for long periods of time without opportunities for them to interact and ask questions. It's good to come prepared with a classroom or small-group activity, questions you can ask students, or other ideas that allow students to interact with you and one another about your topic.
- Use appropriate humor to keep the conversation light and casual. This is not meant to be a formal speech.
- Use kid-friendly language, and remember that there are usually some English language learners in each class.
- If you use acronyms or industry-specific terms, explain what they mean in simple terms.
- Prepare handouts containing the most important information for students to retain.
- Tell students about the postsecondary education or career training you have obtained during your career.
- Be real! Don't gloss over challenges or barriers you have faced; instead, share real stories that young students might relate to.
- Leave student discipline to the teacher. If need be, let the teacher know if there is a problem with a student or students not behaving.

Sample Student Handout

STUDENT WORKSHOP EVALUATION

Date: _____

Workshop Topic: _____

Speaker/Teacher: _____

Using a scale of 1 to 10, with 10 as excellent, please circle the number that matches how much you agree with each statement.

The topic is important.	1	2	3	4	5	6	7	8	9	10
I enjoyed the presentation.	1	2	3	4	5	6	7	8	9	10
The teacher or guest speaker was interesting.	1	2	3	4	5	6	7	8	9	10

What is one new thing you learned from the workshop?

_____

_____

_____

What was interesting to you about this topic?

_____

_____

_____

How could the presentation have been better?

_____

_____

_____

Sample Activity

STUDENT REFLECTIVE JOURNAL RUBRIC

NAME: _____ DATE: _____

Criterion	5	3	1	0
Structure Ideas (x2)	All or almost all of the entries have a connection to structure.	Most entries have a connection to structure.	Few entries have a connection to structure.	None of the entries have a connection to structure.
Feelings and Thoughts (x2)	Feelings and thoughts are revealed in all or almost of the entries.	Feelings and thoughts are revealed in most entries.	Feelings and thoughts are revealed in few of the entries.	No feelings and thoughts are revealed in any of the entries.
Format	The proper format has been followed for all of the entries.	The proper format has been followed for most of the entries.	The proper format has been followed for few of the entries.	The proper format has not been followed for any of the entries.
Mechanics	All or almost all of the entries use correct spelling and grammar.	Most of the entries use correct spelling and grammar.	Few of the entries use correct spelling and grammar.	None of the entries use correct spelling and grammar.
Completion	All entries are present, in order, and together.	All entries are present, but are either not together or not in order.	All entries are not present, but they are together or in order.	All entries are not present, nor are they together or in order.

Almost all—90%
Most—75% or more
Few—less than 75%

TOTAL_____/35

Sample Lesson

TECH-SAVVY HIGH SCHOOL STUDENT WORKSHOP AGENDA

Ninth-Grade Summer Bridge

Total time: 60 minutes

Current use of technology by students (15 min)

- What technology have they used?—Quick Survey (5 min.)
- Short activity—Technology and Student Collaboration (15 min.)

Classroom (10 min)

- Reviewing student responsibilities
- Turning in assignments digitally
- Collaborating with partners
- Getting help online
- Learning online

Doing work from home (10 min)

Apps we will use/accounts you have (10 min)

- Educreations
- Socrative
- Google Drive
- Khan Academy
- Feedback from students about useful educational apps

Acceptable-Use Technology—Handouts—class set (5 min.)

iPad® Agreement—Handouts—class set (5 min.)

Sample Student Handout

INTERNET SAFETY PLEDGE

District Internet and Electronic Mail Guidelines and Procedures

All access to internet sites is routed through a "technology protection measure" designed to filter out material that is in violation of the district's internet policies. This filter blocks most objectionable material, but users should be aware that some objectionable material may be missed by the filter, and these sites should be reported immediately for review. A review process is available to block sites with objectionable material. There is also a review process to request the unblocking of sites that users believe contain material that has educational benefit. An adult filter override is available with specific administrative approval. Students and staff are responsible for following generally accepted social standards for use of a publicly owned and operated communication tool. Students and staff will maintain high standards of ethical conduct while using the system.

Examples of unethical, unacceptable use of district technology equipment include the following:

- Sending, displaying, or accessing pornographic, abusive, obscene, or other objectionable language, graphics, or other media
- Disclosing, using, or disseminating personal information about students or employees without authorization
- Hacking or otherwise engaging in unlawful activities while online
- Using obscene language
- Harassing, insulting, or attacking others
- Intentionally damaging computers, computer systems, data, files, information, or computer networks
- Violating copyright laws
- Using or distributing another person's password
- Trespassing in another person's folders, work, or files
- Intentionally wasting limited resources
- Employing the network for outside business or commercial purposes
- Sending or receiving of unethical, illegal, immoral, inappropriate, or unacceptable information of any type
- Engaging in activities that cause disruption to the network or its systems
- Attempting to bypass the system security measures
- Reposting or forwarding a message that was sent to you privately without permission of the person who sent you the message

- Posting chain letters or engaging in spamming (sending an annoying or otherwise unnecessary message to a large number of people)
- Engaging in any other activities not appropriate in an educational forum

The network is provided for staff and students to conduct research and communicate with others on academic topics and to engage in legitimate district business. Individual users of the district computer networks are responsible for their behavior and communications on those networks. It is presumed that users will comply with district standards and will abide by the policies specified herein. Violations of the district policy described will result in access privileges being suspended or revoked, as well as other disciplinary action as warranted. Any commercial, political, or unauthorized use of those materials or services, in any form, is forbidden. All copyright laws must be observed.

Network storage areas will be treated like student lockers or employee work areas. Under the direction of the school administration or senior management, the Technology and Information Services Branch will review files and communications to assure use is appropriate, maintain system integrity, and ensure that requirements of the Child Internet Protection Act are being observed. Students and staff should not expect that email or files stored on district servers will always be private.

Any type of information stored on district computers becomes the property of [School District], and as such [School District] will periodically review and monitor all computer files and data stored on district computers. [School District] will edit or remove any material that the administrators, at their sole discretion, believe to be inappropriate. Access to and review of computer files is not limited to probable cause. Privacy on the use of district computers is neither implied nor granted, nor should it be expected.

Use of the computer network may be revoked at any time for inappropriate use. The system administrators of the computer network, in conjunction with school administration and senior management, will be the sole determiners of what constitutes inappropriate behavior. The violation of any item contained in this policy may result in the loss of computer access and/or other disciplinary action as well as possible punitive action as provided for by local, state, and federal law.

Security on any computer system is a high priority, especially any system that has many users and/or internet access. Neither students nor staff members shall let others use their account or password, since they are responsible for all actions related to their account. Students and staff members must notify school administrators immediately if their password is lost or stolen of if they think someone has access to their account. Students and staff are to use only the network directories and resources that have been assigned for their use. Unauthorized access to any other level of the system, or other system resource, is strictly prohibited. Users will make no

attempt to bypass the district antivirus software, firewall, filtering, and safeguards. When finished with a computer, students and staff are expected to log out.

Students and staff are not allowed to install software onto the computers or the computer network without a valid purchase order and permission from the network administrator.

Programs and/or data stored on local hard drives of district computers are subject to removal at any time without prior notice. [School District] shall not be held responsible for the security, integrity, or longevity of data and/or programs stored locally on staff computers.

Students and staff acknowledge that they are completely responsible for any and all use of the district's computer network and that misuse could lead to liability and/or consequences that extend beyond the district's authority. [School District] shall be held harmless from any use or misuse of the computer network by students. [School District] makes no warranty of any kind, whether expressed or implied, for the service that it is providing. [School District] will not be responsible for any damage users may suffer, including but not limited to loss of data or interruptions of service. [School District] is not responsible for the accuracy or quality of the information obtained through or stored on the system.

Sample Workshop Handout

IPAD® STUDENT RESPONSIBILITY CONTRACT

Student name: _____ Grade: _____

iPad® device number: _____

School: _____

I acknowledge receiving the Apple iPad® device referenced above for use while I remain a student at the school. I have read the attached iPad® Usage Policy and Additional Guidelines for Student Responsibility. In order to maintain the privilege of using this iPad® device, I agree to the following:

(Student: Initial each line, please.)

_____I agree to keep this iPad® device in my possession at all times. I will not give or lend it to anyone except to return it to the school for upgrades, network connection, or repair in case it is damaged.

_____I agree to carry this iPad® device in the padded case provided with the iPad® and in my backpack when not using it in class, to minimize the chances that it will be damaged or destroyed.

_____I agree to follow the iPad® Usage Policy and Additional Guidelines for Student Responsibility, and will not use this iPad®, in or out of school, for inappropriate or unlawful purposes. I agree to turn in this iPad® device to the iPad® coordinator whenever requested for occasional maintenance, updates, or repairs.

_____I understand that if this iPad® device is lost or stolen, I will notify the iPad coordinator at the school immediately.

_____I agree to return this iPad® device to the school at the end of the year or if I leave the school.

_____I agree to keep this iPad® device adequately charged for school usage.

_____I understand that failure to comply with any of these rules and policies will result in the suspension of my use of this iPad® device. Restoration of this privilege may require the involvement of the principal.

Student signature: _____

Date: _____

Parent signature**:** _____

Date: _____

School site iPad® coordinator: _____

Date: _____

Sample Planning Document

IPAD® USAGE POLICY

1. Use of this iPad® device is subject to school policies and related policies.

2. Only apps authorized by the _____ School District may be installed onto this iPad® device.

3. The student shall not in any way tamper with or misuse school equipment, either software/apps or hardware. No form of tampering is acceptable.

4. Students may not download copyrighted software/apps, audio or video files, or any other copyrighted material from the internet. Any such material found will be deleted without prior notification.

5. This iPad® device and its contents remain the property of the school. No data stored on this iPad® device are personal or private, and the student has no reasonable expectation of privacy in such data.

6. Food and drinks should be kept well away from iPad® devices. The student should also take care when shutting down and closing the lid of iPad® devices to ensure that nothing is left lying on top of the iPad® device's surface. Resulting damage to the iPad® device may not be covered by Apple's warranties, and the student may be liable for repair costs.

TEAM-BUILDING ACTIVITIES

Warp Speed

Objective: To learn one another's names
Group size: Any
Equipment: A small ball (about the size of a tennis ball)
Procedure:

- Everyone stands in a circle.
- The ball starts with the leader, who makes the first throw, and the ball ends with the leader.
- Throw the ball to someone across from you. You must call out the name of the person you are throwing the ball to before you throw it.
- Remember whom you have thrown the ball to and who throws it to you, because in the next round, you will throw in the same order.
- After one trip around, the facilitator will time the next round. See if they can cut the time in half.
- Repeat.
- *Optional*: Have the group brainstorm ways to cut time. Try suggestions, while timing the activity, to see if there is improvement. Go through as many productive suggestions as the group wants to try until "warp speed" is reached.

Not So Knot

Objective: Cooperating as a group to get out of a human knot
Group size: 6-10 (in even numbers)
Equipment: None
Procedure:

- Make a tight circle.
- Each person raises his or her right hand and then reaches across the circle to hold the right hand of someone standing opposite.
- Then each person raises his or her left hand and reaches out to hold the left hand of a different person across the circle.
- *Optional*: One person starts a "pulse check" by squeezing another person's hand, and that person passes the squeeze along through his or her other hand. However, be aware that this process can confuse younger players.

- Next, without letting go of hands, the group tries to untangle themselves to form a regular circle (perhaps with some people facing outward and some inward).
- *Optional*: The facilitator may intervene by performing "knot aide," making a new connection to help with an untangle.

Whirligig

Objective: Cooperate as a group to invert the circle
Group size: Any
Equipment: None
Procedure:

- Hold hands and create a circle with everyone facing the center.
- Brainstorm ideas on how to invert the circle, so that everyone faces outward, keeping in mind that no one can be twisted and no one can let go of hands.
- Try the suggestions until the circle is successfully inverted.

Back to Back

Objective: Pairs or small groups must work together to achieve the task of standing up
Group size: 2 and up to any size
Equipment: None
Procedure:

- Two people sit back to back, interlock arms, and then try to stand up.
- After pairs have been successful, try it with four people sitting back to back with interlocked arms.
- Next, the entire group sits back to back in two long lines.
- Each person interlocks arms with the person *next* to him or her, not the person behind. This creates two long lines of interlocked arms.
- The group tries to stand up all together.

Blind Builders

Objective: To understand the importance of both giving precise instructions and following instructions carefully
Group size: 3 students per group
Equipment: Materials to build with
Procedure:

- Divide the class in teams of three students each, with one leader per team.
- Each leader gets a copy of plans for a structure the team must build.

- Each team receives the needed building materials.
- Only the team leader is allowed to see the plans, and only the two builders on each team are allowed to touch the building materials.
- Each leader must give the builders precise directions so that they can build the structure from the provided building materials in a way that exactly matches what is in the plans.

Sample Planning Document

TEAM-BUILDING DEBRIEFING QUESTIONS

What was the hardest thing about this activity?

What was the easiest thing about this activity?

What did you learn about cooperation? Communication? Teamwork?

What did you learn about yourself?

What did you learn about others?

What did you do today that you are particularly proud of? Why?

What were the rewards of cooperation? Communication? Teamwork?

What qualities do you see in a good leader?

What is your trust level for this group?

How did cooperation/communication/teamwork lead to success?

What are things that could be done to improve your performance in this activity?

What were problems associated with cooperation? Communication? Teamwork?

When will you need to cooperate (or communicate or work as a team) in your life?

How can you use what you learned today in other life situations?

Sample Planning Document

FAMILY EVENT AGENDA

[Date of event]
Refreshments: 5:30 – 6:15 p.m.
Event: 6:30 – 8:15 p.m.

5:30 – 6:15 p.m. Food and refreshments

6:15 – 6:30 p.m. Transition to auditorium

6:30 – 6:50 p.m. Principal welcome and overview

6:50 – 7:00 p.m. Half the parents stay in auditorium, and the rest split up into various classrooms to hear academy presentations

7:00 – 7:30 p.m. Presentations:

How to Help Your Teenager Succeed Academically in High School (auditorium)

High school academies teacher presentations (classrooms)

7:30 – 7:40 p.m. Switch

7:40 – 8:10 p.m. Presentations:

How to Help Your Teenager Succeed Academically in High School (auditorium)

High school academies teacher presentations (classrooms)

8:10 – 8:15 p.m. Parent evaluation forms

Sample Parent Handout

FAMILY EVENT EVALUATION

Thank you for joining us today! We appreciate your willingness to show how much you care about your teen's success in high school and your interest in the programs and activities at our school. We look forward to seeing you and communicating often throughout the school year as we work together as partners in your child's success.

We need your feedback to make this event even better for the next year. Please let us know how we did today and what we can do to improve in the future.

I knew about the event well in advance. _____ YES _____ NO

Using a scale of 1 to 5, with 5 as excellent, please circle the number that matches how much you agree with the statement.

The event was well coordinated. 1 2 3 4 5

The information shared was helpful. 1 2 3 4 5

The guest speaker was interesting and informative. 1 2 3 4 5

What did you think was the most helpful for you as a parent today?

_____

_____

_____

What was boring or unnecessary?

_____

_____

How could the event be better?

_____

_____

_____

RESOURCE APPENDIX TO SECTION 4: CAREER AND COLLEGE EXPLORATION EXPERIENCES

4A. All CCEE Resources

- CCEE Agenda
- Student Experience Evaluation
- Tips on Presenting to Teenage Students

4B. Career Exploration Experience Resources

- Email for Initial Contact with Employers
- Telephone Script to Follow Up with Employer
- Questions That Students May Ask During a Career Exploration Experience
- Workplace Host Experience Evaluation

4C. College Exploration Experience Resources

- College Exploration Experience Planning Tips
- Questions That Students May Ask During a College Exploration Experience
- College Students' Good Academic Habits
- College Host Experience Evaluation

Sample Planning Document

CCEE AGENDA

TOTAL TIME – 4 hours

9:30 a.m. – 1:30 p.m.

9:30 – 9:45 a.m.	Buses Arrive	
9:45 – 10:15 a.m.	Host Welcome and Orientation	
10:15 – 10:30 a.m.	Divide into two groups	
10:30 – 11:15 a.m.	**Session One**	
	Group A	*Group B*
	Interactive Tour and Hands-on Activity	Informational Interviews
11:15 – 11:45 a.m.	Lunch	
11:45 – 12 noon	Transition	
12:00 – 12:45 p.m.	**Session Two**	
	Group A	*Group B*
	Informational Interviews	Interactive Tour and Hands-on Activity
12:45 – 1:00 p.m.	Host Final Comments	
1:00 – 1:30 p.m.	Debriefing, Student Reflections, and Evaluations	
1:30 – 1:45 p.m.	Return to Buses	

Sample Student Handout

STUDENT EXPERIENCE EVALUATION

Thank you for taking the time to attend a Career and College Exploration Experience. Your feedback is valuable to ensuring high-quality experiences for you, hosts, and other students.

Please take a few minutes to complete this form and return it to your school leader.

Your name:	Date:
Host Company or College:	

Please evaluate the experience in each of the following areas by marking your answer with an X.

PRESENTATION				
Clear communication during the tour	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Ease of participation	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Tour highlighting operations and skills	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
PRESENTERS				
Presenters were prepared and informative	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Presenters were friendly and supportive	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
OVERALL EVALUATION				
Career and College Exploration Experience	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations

Would you want to go on future Career and College Exploration Experience?

____ YES ____ NO

Would you be willing to participate in other activities such as:

____ Guest speaker presentations on college or careers

____ Career fairs at school to learn about other college and career opportunities

____ Informational interviews with employees and/or college students from other organizations

____ Job shadows, internships, or apprenticeships

Please note any other opportunities that are of interest to you or any questions you have about any of the options above.

_____

_____

_____

_____

_____

_____

Please use the space below to provide additional comments about your experience. What did you like most about the event? Also, please note any ways you, other students, teachers, or host staff could be better prepared.

_____

_____

_____

_____

_____

_____

Sample CCEE Speaker Handout

TIPS ON PRESENTING TO TEENAGE STUDENTS

Make it interactive. Keep your comments short—no more than 10 to 15 minutes—and get the kids involved as quickly as possible: Ask questions and encourage them to do the same.

- Asking questions about their exposure to your major or profession breaks the ice and gives you a better feel for your audience.

Make it personal. As you talk about your work, use anecdotes from your own experience.

- Describe how you became interested in your career field and how you got started in the profession. Use this as a springboard to mention the talents and character traits required for your work.

Make it concrete. Give specific, hands-on examples and use props whenever you can.

- Take advantage of the opportunity to discuss various aspects of the technologies you use.
- Put photographs, postcards, crafts, or other objects in an album or case with a protective cover and pass it around the room. Items that children can touch are an excellent idea: One sixth-grade class enjoyed seeing and touching a hand-woven poncho from Peru.
- Avoid any jargon from your major or industry.

Make it fun. Use kid-friendly language, appropriate humor, audiovisual presentations, and/or a game format to keep your talk lively and interesting.

- Bring age-appropriate materials and impress the students with a brief demonstration.
- Encourage participation by giving prizes for correct answers—i.e., stickers, buttons, pencils, pens, or candy.

Make it count. Leaving something tangible behind will magnify the effect of your presentation and ultimately produce a better return on the time and energy you invested in putting it together.

- Give the kids souvenirs or promotional items that promote your college or organization.
- Give the teacher a resource handout with more information on college and careers.

Even a flyer or brochure about your college or company that the students can keep will help them remember you and your talk.

Sample Planning Document

EMAIL FOR INITIAL CONTACT WITH EMPLOYERS

Hello,

My name is [your name], and I work for the [district name] at [name of school]. We are looking for employers to host tours of their workplaces so that students can see the work that is performed and learn about careers in the employers' industries.

Workplace tours are part of a summer bridge academic program for new ninth-grade students to promote college and careers and strengthen academic skills. Workplace tours are designed to help students gain experience and insight into real-world careers. These activities are valuable ways for students to set career and education goals and learn what it takes to prepare for careers.

Typically lasting from a couple of hours to half a day, a workplace tour is a modest investment of time that may make a real difference in the students' future education and career choices.

I am hoping to schedule the workplace tour for the week of [tentative date], but we can explore other options if that week is not feasible. I expect approximately [number of] students to participate in the tour. If you are willing to host such a tour, we can work out the details together. Please contact me at [phone number] or [email] if you are interested.

If you are unable to host a workplace tour but would like to learn more about other opportunities to work with students by being a guest speaker, hosting job shadows, or providing internships, please contact me at your earliest convenience.

Thank you,

[Your name],
[Your title]
[Contact information]

Sample Planning Document

TELEPHONE SCRIPT TO FOLLOW UP WITH EMPLOYER

*It is recommended that you call two to three days after you send the initial-contact email to give the employer time to read and consider the proposal.

"Hello, may I please speak with [name of person you sent the email to]___?

"Hello, [Mr. or Ms. {contact's last name}]. My name is [your name], and I sent you an email [number] days ago about hosting a workplace tour for students at [name of school] in [name of school district]. I was wondering if you have had a chance to look over the email I sent you.

"Would your organization be interested in hosting a workplace tour? If not, maybe you would consider another form of workplace learning such as providing classroom guest speakers to talk about your company or hosting one or more students for a job shadow or internship?"

[IF YES]

"That is wonderful. It is a great opportunity for our students to learn about your company, careers, and what is expected in the workplace. Can we schedule a short meeting to discuss the tour and so I can answer any questions you may have? What would be a convenient day and time for you?

[IF NO]

"I understand. It's not a problem. We are just contacting different employers to look for organizations or companies to visit. Would you have any recommendations for a business or community organization leader who you think might possibly be interested in something like this?"

Sample Workplace Handout

QUESTIONS STUDENTS MAY ASK DURING A CAREER EXPLORATION EXPERIENCE

1. What is a typical workday like for you?
2. What experience, skills, and education did you need to get hired for your job?
3. What was the biggest challenge you have faced in your job and how did you deal with it?
4. What is the most important work task or responsibility you have?
5. What do you like best about your job?
6. What do you like least about your job?
7. What college degree and/or specialized career training do you have that got you where you are now? What was your college major?
8. How do you contribute to the success of the company?
9. Do you need to keep learning to do your job well? How does that happen?
10. What advice would give a student who wants to work in your profession?

Sample Workplace Handout

WORKPLACE HOST EXPERIENCE EVALUATION

Thank you for taking the time to host a workplace experience. Your support of this program provides students with an opportunity to make better-informed decisions regarding their futures. Your feedback is valuable to ensuring high-quality experiences for you, other hosts, and our students.

Please take a few minutes to complete this form and return it at your earliest convenience to [name] at [email].

Your name:	Phone number:
Title:	Email:
Organization:	

Please evaluate the tour in each of the following areas.

LOGISTICS				
Communication Before the Tour	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Ease of Participation	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Tour Coordination (before and during the tour)	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
STUDENTS				
Students Were Prepared with Questions	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Students Behaved Appropriately	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
OVERALL EVALUATION				
Workplace Visit	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations

Would you be willing to host future tours? ____ YES ____ NO

Would you be willing to participate in other work-based learning activities such as:

____ Guest speaker presentation on careers

____ Career fairs at local schools to help students learn about careers

____ Informational interviews between students and employees

____ Job shadows

____ Internships

Please note any workplace learning opportunities that are of interest to your organization in the comment section below. Add any questions you have about any of the options above. Someone will contact you to follow up.

_____

_____

_____

_____

_____

_____

Please use the space below to provide additional comments about your experience. Please note any ways the coordinator could have helped you or the students be better prepared. Also, let us know what you liked most about the event.

_____

_____

_____

_____

_____

_____

_____

_____

Sample Planning Document

COLLEGE EXPLORATION EXPERIENCE PLANNING TIPS

Tips for setting up a college exploration experience:

1. **Start early!** Contact the college tours coordinator three to four months before the date of the CCEE field trip. This will give you and the college staff time to plan a more comprehensive event that ideally includes interactive activities, student or faculty speakers, and a tour of the college.

2. **To find contact information for the college tours coordinator or college outreach staff, start with the college website,** or try calling the college's main information phone number and asking for the community outreach or partnership office.

3. Some colleges and universities have a special office or staff member that coordinates K-12 school field trips and individual college tours, but it is not always easy to find the appropriate office on the website. Three possible contacts include the office sponsoring tours for prospective students, the office of community partnerships or outreach, or the college or department of education. The education department may be able to point you to the right contact or may be interested in taking on such an event themselves.

4. Most college websites have a section devoted to prospective students and/or K-12 student outreach. Possibly labeled "Prospective Students" or "Future Students," these sections provide basic information about the college for students who are considering applying. Sometimes in this section of the college website, there is also a tab or link with additional resources for K-12 counselors and teachers.

   In one of these sections, there is usually a link or contact information to set up a college tour and school field trips. The college may provide a phone number and/or email address for the college tours coordinator or an electronic form to fill out.

5. **Once you have connected with the appropriate student outreach staff, share the basic information for your CCEE with them:** field trip date, time allotted for the event, and estimated number and grade level of students. Explain that this field trip is part of a larger career and college exploration program at your school. Ask if the college is willing to work with you to set up customized tours and comprehensive events.

Sample College Handout

QUESTIONS STUDENTS MAY ASK DURING A COLLEGE EXPLORATION EXPERIENCE

1. What is your major?
2. What is your dream job when you graduate from college?
3. What college degree and/or specialized career training do you need to do your dream job?
4. What is a typical school day like for you?
5. What classes or extracurricular activities did you participate in during high school? Do you think they helped you when applying to college?
6. What was the biggest challenge you have faced in college, and how did you deal with it?
7. What are the most important skills and/or habits you need to be successful in college?
8. What do you like best about your major (or this college)?
9. What do you like least about your major (or this college)?
10. What advice would give someone my age who wants to go to college here?

Sample Student Handout (For Use During College Tour)

COLLEGE STUDENTS' GOOD ACADEMIC HABITS

Follow the instructions in each box: When you ask the question listed in a box or find what the box tells you to find, put a large X in the box.

Successful college students know how to study, be organized, and have fun, and they know where important student services offices are. Look for college students practicing good academic habits. Ask college students about their academic habits. Look for important people, offices, and buildings that college students can visit if they need help.

ASK A STUDENT: "What is your college major?"	**LOOK FOR:** Students inside a classroom.	**LOOK FOR:** Students studying together in a group.	**ASK A STUDENT:** "What is your favorite class?"	**LOOK FOR:** An adult who looks like a COLLEGE TEACHER
LOOK FOR: Students playing a game together.	**LOOK FOR:** THE STUDENT UNION (where students hang out and relax).	**ASK A STUDENT:** "How do you plan your time?"	**LOOK FOR:** THE COLLEGE BOOKSTORE	**ASK A STUDENT:** "How do you get to school most days?"
LOOK FOR: A student playing music outside.	**ASK A STUDENT:** "Did you apply for financial aid this year?"	**ASK A STUDENT:** "What advice would you give a student my age?"	**ASK A STUDENT:** "Do you know what career or job you want in the future?"	**FIND THE:** LIBRARY
FIND THE: FINANCIAL AID OFFICE	**ASK A STUDENT:** "How do you keep track of your homework?"	**FIND THE:** SCIENCE BUILDING	**LOOK FOR:** A student reading a book.	**LOOK FOR:** A student using a binder while studying.
ASK A STUDENT: "Do you have a study group?"	**LOOK FOR:** A group of students laughing together.	**LOOK FOR:** Students talking with friends.	**ASK A STUDENT:** "Where is a computer lab near here?"	**FIND THE:** TUTORING CENTER

Sample College Handout

COLLEGE HOST EXPERIENCE EVALUATION

Thank you for taking the time to host a college exploration experience. Your support of this program provides our students with an opportunity to make better-informed decisions regarding their futures. Your feedback is valuable to ensuring high-quality experiences for you, other colleges, and our students. Please take a few minutes to complete this form and return it at your earliest convenience to [name] at [email].

Your name:	Phone number:
Title:	Email:
College/University name:	

Please evaluate the tour in each of the following areas.

LOGISTICS				
Communication setting up the tour	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Ease of participation	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Tour coordination (before and during the tour)	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
STUDENTS				
Students were prepared with questions	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
Students behaved appropriately	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations
OVERALL EVALUATION				
College visit experience	____ Not Applicable	____ Below Expectations	____ Met Expectations	____ Exceeded Expectations

Would you be willing to host a future College Exploration Experience?

____ YES ____ NO

Would you be willing to participate in other college outreach activities such as:

____ Classroom guest speaker

____ College and career fairs at local schools.

____ College student panels at local schools

____ Opportunities for a middle or high school students to shadow college students for the day

____ College tours for K-12 student groups

Please note any of the college outreach opportunities that are of interest to your college in the comment section below. Add any questions you have about any of the options above. Someone will contact you to follow up.

_____

_____

_____

_____

_____

_____

Please use the space below to provide additional comments about your experience. Please note any ways the coordinator could have helped you or the students be better prepared. Also, let us know what you liked most about the event.

_____

_____

_____

_____

_____

_____

RESOURCE COMPANION TO SECTION 5

Resources:

- Sample STEM Summer Bridge Programs
- References and Research

SAMPLE STEM SUMMER BRIDGE PROGRAMS

PROGRAM / DESCRIPTION	ELIGIBILITY	LENGTH	COST
Young Scientists' Camp Young Scientists' Camp is a two-week program for second- through eighth-grade students. The budding scientists engage in hands-on science investigations, meet California State University Long Beach scientists, and take field trips on and off campus while working in the college's science laboratories.	Coed, grades 2 – 8	Aug. 4 –15 (8:30 a.m. – 12:00 p.m.)	$300/child; $25 sibling discount
Mathobotix Lab Mathobotix Labs offer two tracks of mini-project-based STEM programs for pre-K-12 students. Our state-of-the-art OpenTechLab provides a safe learning environment for students to learn and apply science, technology, engineering, math, and soft skills. Students perform their projects using real-world applications and processes such as Robotic System Development Life Cycle™.	Coed, ages 6 and up	Weekly day camps 9 a.m. – 4 p.m.	Between $245 and $395/week
Tech Trek / American Association of University Women (AAUW) A science and math camp designed to develop interest, excitement, and self-confidence in young women who will enter eighth grade in the fall, Tech Trek features hands-on activities in math, science, and related fields. All sleeping, eating, instructional, and recreational facilities are located on a university campus, where the camps are held.	Females, grade 8	June 14 – 20 Irvine, July 12 – 18	No cost (scholarship)
Girls Who Code The Girls Who Code Summer Immersion Program represents an innovative approach to computer science education, pairing seven	Current sophomores or juniors in high school	Seven-week program, Monday	Free, with transportation stipends

weeks of intensive instruction in robotics, web design, and mobile development with engaging, career-focused mentorship and exposure led by the industry's top female entrepreneurs and engineers.		to Friday, 9 a.m. to 4 p.m.	provided if necessary
The CNSI Nanoscience Lab Summer Institute The CNSI Nanoscience Lab Summer Institute is an exclusive summer workshop for high school students interested in advanced science and technology. During this five-day program, students have the opportunity to explore questions similar to those currently investigated by the scientific community. The program involves hands-on experiments that combine vigorous scientific methodologies and techniques with projects that are both fun and exciting. Moreover, these experiments, designed by UCLA researchers, teach students the key concepts of nanoscale phenomena that make nanoscience and nanotechnology one of the most exciting fields of research today.	Nano Science Lab – Coed, grades 9 – 12	July 6 – July 17 (two sessions)	$1,079 (full and partial scholarships available through Summer Scholars Program)
Sci | Art Nano Lab The Sci | Art NanoLab is a highly competitive summer program for high school juniors and seniors interested in collaborating with diverse minds to challenge traditional, polarized perspectives of the arts and sciences. Throughout the two-week intensive program, students will experience life in a research university setting, where they will meet world-renowned researchers and work collaboratively with their peers from many disciplines, all in a Los Angeles urban environment.	Sci/Art Nano Lab – Coed, grades 11 – 12	July 20 – July 31	20 to 30 scholarships available each session
Engineering Science Corps: High School Summer Research Program	Grades 9 – 12	June 22 – Aug. 14	Scholarships available for

The UCLA Henry Samueli School of Engineering and Applied Science (HSSEAS), in conjunction with the Engineering Science Corps Outreach Program, offers an eight-week summer program where it encourages all of its high school participants to consider a future in engineering. The program offers research opportunities in all areas of engineering, and it partners students with a UCLA engineering professor and a graduate team (daily lab supervisors). Students conduct their research on the UCLA campus in UCLA engineering labs and facilities. Individual research or a group project will be assigned to the students for the eight-week program.			day camp attendance
The UCLA Science Mathematics Achievement and Research Training for Students Science Mathematics Achievement and Research Training for Students (SMARTS) is a six-week summer college preparation program designed to engage traditionally underrepresented students in rigorous science, technology, engineering, and math instruction and training. SMARTS also offers the Research Apprentice Program (RAP), through which students conduct six weeks of research in UCLA labs.	30 to 40 students Current sophomores and juniors Focus on under-represented populations Completed Algebra II, Pre-Calculus, Trigonometry, or Math Analysis	June 29 – Aug. 7	No cost (lunch is included, but not transportation)
SMASH (sponsored by Level the Playing Field Institute) This three-year program includes a five-week summer math and science enrichment program and year-round academic support. It is for low-income high school students of color underrepresented in STEM. The focus is on STEM, including computer science. The program has been successful in preparing	Grade 9 At least a B in geometry Strong, grade-level math skills, demonstrated by SMASH math assessment	UCLA June 20 – July 25	Free

scholars for college and achievement in higher education.	Low-income, first-generation student of color		
SEEK Program (Summer Engineering Experience for Kids) National Society of Black Engineers The SEEK Program is designed to be a fun and engaging educational experience, led by NSBE engineering students and technical professionals dedicated to pursuing professional excellence and giving back to the community. The SEEK Program utilizes a hands-on design curriculum supplied by various educational curriculum companies and corporate sponsors. Campers will work in teams, using their knowledge to solve problems and create products while discovering the underlying math and science principles involved in these processes.	At least 8 years old Completed the third, fourth, or fifth grades Available for the entire three-week program	Program dates: TBD; three-week program	Free
The Perry Initiative The Perry Initiative partners with medical centers, universities, and high schools to host Perry Outreach Programs for young women in high school, college, and medical school. These day-long programs are held at different locations nationwide throughout the year. Participants perform mock orthopedic surgeries and conduct biomechanical engineering experiments, while also hearing from prominent women engineers and surgeons in the field.	Females, seniors Application required	Program dates: TBD	Free

REFERENCES AND RESEARCH

Abbott, S. E., and Templeton, K., "Using Summer Bridge Programs to Strengthen the High School Transition," Great Schools Partnership, US Department of Education (2013). *Retrieved from:* https://www.greatschoolspartnership.org/wp-content/uploads/2016/06/Ninth-Grade-Counts-3.pdf.

Akos, P., and Galassi, J. P., "Middle and high school transitions as viewed by students, parents, and teachers," *Professional School Counseling*, 7 (4), 212–221 (2004).

Alspaugh, J. W., "Achievement loss associated with the transition to middle school and high school," *The Journal of Educational Research*, 92(1), 20–25 (1998).

Borman, G. D., and Boulay, M., *Summer Learning: Research, Policies, and Programs* (Mahwah, N.J.: Lawrence Earlbaum Associates, 2004).

Cohen, J. S., and Smerdon, B. A., "Tightening the dropout tourniquet: Easing the transition from middle to high school, preventing school failure," *Alternative Education for Children and Youth*, 53 (3), 177-184 (2009). DOI: 10.3200/PSFL.53.3.177-184.

Cahill, C., and Jackson, S., "It's Not as Hard as You Think: Engaging High School Students in Work-based Learning," JFF Pathways to Prosperity Network (2012). Available at: https://www.jff.org/resources/not-hard-you-think-engaging-high-school-students-work-based-learning/

Cooney, S., and Bottoms, G., "Middle grades to high school: Mending a weak link," Southern Regional Education Board. Retrieved March 20, 2007, from http://www.sreb.org/programs/hstw/publications/briefs/ 02V08_Middle_Grades_To_HS.pdf

Cooper, H.; Nye, B.; Charlton, K.; Lindsay, J.; and Greathouse, S, "The effects of summer vacation on achievement test scores: A narrative and meta-analytic review," *Review of Educational Research*, 66, 227-268 (1996).

Cooper, R., and Liou, D. D., "The structure and culture of information pathways: Rethinking opportunity to learn in urban high schools during the 9th grade transition," *The High School Journal*, 91 (1), 43–56 (2007).

Dedmond, R. M. (2008). Launching students into their decade of transition. Retrieved November 13, 2008, from http://www.freshmantransition.org/Thm1.pdf

Dedmond, R.M., Brown, R. D., & LaFauci, J. M. (2006). Freshman transition programs: Long term and comprehensive. Principal's Research Review, 1(4), 1–8.

Famington, C. A., "Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance," University of Chicago, Consortium on Chicago School Research (2012).

Feller, R. W., "Aligning school counseling, the changing workplace, and career development assumptions," *Professional School Counseling*, 6 (4), 262–271 (2003).

Gideon, B. H., "Creating a safety net: Successful 9th-grade transition can be achieved with a program that weaves together multiple supports," *Principal Leadership*, 65–66 (March 2004).

Herlihy, C., "Toward ensuring a smooth transition into high school," National High School Center (2007a). Available at: https://files.eric.ed.gov/fulltext/ED501075.pdf

Hertzog, C. J., and Morgan, P. L., "Building bridges between middle schools and high schools."

Hertzog, C. J., and Morgan, P.L., "Transition: A process not an event," National Association of Secondary School Principals (1999).

Hertzog, C. J., and Morgan, P. L., "From middle to high school: ease the transition," *Education Digest*, 62 (7), 29–31 (1997).

Hinton, C.; Fischer, K. W.; and Glennon, C., "Mind, brain, and education," Students at the Center Series, JFF (2012). Available at: https://www.jff.org/resources/mind-brain-and-education-student-center-series/

Kennelly, L., and Monrad, M., "Easing the transition to high school: Research and best practices designed to support high school learning," National High School Center and American Institutes for Research (2007).

Isakson, K., and Jarvis, P., "The adjustment of adolescents during the transition into high school: A short-term longitudinal study," *Journal of Youth and Adolescence*, 28 (1), 1–26 (1999).

Jeynes, W. H., "The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis," *Urban Education*, 42 (1), 82-110 (2007).

Lan, W., and Lanthier, R., "Changes in students' academic performance and perceptions of school and self before dropping out of schools," *Journal of Education for Students Placed at Risk*, 8 (3), 309–332 (2003).

McCallumore, K. M., and Sparapani, E. F., "The importance of the 9th grade on high school graduation rates and student success in high school," *Education,* 130 (3), 447–456 (2010).

McIver, D. J., "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams and school transition programs," *Phi Delta Kappan*, 71 (6), 458–464 (1990).

Mizelle, N. B., and Irvin, J. L., "Transition from middle school to high school," *Middle School Journal*, 31 (5), 57–61 (2000).

Morgan, P. L., and Hertzog, C. J., "Designing comprehensive transitions," *Principal Leadership,* 1 (7), 10–18 (2001).

Murphey, T., and Murakami, K., "Near-peer role models and changing beliefs," *Academia,* 6 (5) 1–29 (1998).

Nagaoka, J.; Farrington, C. A.; Ehrlich, S. B.; and Heath, R. D., "Foundations for young adult success: A developmental framework," University of Chicago, Consortium of Chicago School Research (2015).

Neild, R. C., "Falling off track during the transition to high school: What we know and what can be done," *Future of Children*, 19 (1), 53–76 (2009).

Paek, P. L., "Step up to high school: Chicago Public Schools," case study from *Practices worthy of attention: Local innovations in strengthening secondary mathematics*, (Austin, Texas: Charles A. Dana Center at the University of Texas at Austin, 2008).

Reents, J. N., "Isolating 9th graders: Separate schools ease the academic and social transition for high-school bound students," *The School Administrator* (2002).

Roderick, M. R., "Ending social promotion: Results from summer bridge," University of Chicago, Consortium on Chicago School Research (2003).

Roeser, R. W.; Strobel, K. R.; and Quihuis, G., "Studying early academic motivation, social-emotional functioning, and engagement in learning: Variable- and person-centered approaches," *Anxiety, Stress, and Coping*, 1–24 (2002).

Shook, J. L., and Keup, J. R., "The Benefits of Peer Leader Programs: An Overview from the Literature," *New Directors for Higher Education*, 157 (2012).

Smith, J. B., "Effects of eighth-grade transition programs on high school retention and experiences," *The Journal of Educational Research*, 90 (3), 144–152 (1997).

Terzian, M.; Moore, K. A.; and Hamilton, K., "Effective and promising summer learning programs and approaches for economically disadvantaged children and youth: A white paper for the Wallace Foundation," *Child Trends* (2009).

Wallace-Broscious, A.; Serafica, F. C.; and Osipio, S. H., "Adolescent career development: Relationship to self-concept and identity status," *Journal of Research on Adolescence*, 4 (1), 127–149 (1994).

ENDNOTES

[1] Cohen, S.E., and Smerdon, B.A., "Tightening the dropout tourniquet: Easing the transition from middle to high school, preventing school failure," *Alternative Education for Children and Youth*, 53 (3), 177-184 (2009.

[2] Abbott, S.E., and Templeton, K., "Ninth Grade Counts: Using Summer Bridge Programs to Strengthen the High School Transition," Great Schools Partnership, US Department of Education (2013), https://www.greatschoolspartnership.org/wp-content/uploads/2016/06/Ninth-Grade-Counts-3.pdf.

Also see: Smith, J. B. (1997). Effects of eighth-grade transition programs on high school retention and experiences. The Journal of Educational Research, 90(3), 144–152.

[3] Mizelle, N. B., and Irvin, J. L., "Transition from middle school to high school," *Middle School Journal*, 31 (5), 57–61 (2000).

[4] For more research-based best practices see: Neild, R. C., "Falling off track during the transition to high school: What we know and what can be done," *Future of Children*, 19 (1), 53–76 (2009).

Also see: Dedmond, R.; Brown, R. D.; and LaFauci, J. M., "Freshman transition programs: Long term and comprehensive," *Principal's Research Review*, 1 (4), 1–8 (2006).

Also see: Morgan, P. L., and Hertzog, C. J., "Designing comprehensive transitions," *Principal Leadership,* 1 (7), 10–18 (2001).

Also see: Terzian, M.; Moore, K. A.; Hamilton, K., "Effective and promising summer learning programs and approaches for economically disadvantaged children and youth: A white paper for the Wallace Foundation," *Child Trends* (2009), http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Effective-and-Promising-Summer-Learning-Programs.pdf.

[5] Murphey, T., and Murakami, K., "Near-peer role models and changing beliefs," *Academia,* 6 (5):1-29 (1998).

Also see: Shook, J. L., and Keup, J. R., "The Benefits of Peer Leader Programs: An Overview from the Literature," *New Directors for Higher Education*, 157 (2012).

[6] For more information on work-based learning activities see: Cahill, C., and Jackson, S., "It's Not as Hard as You Think: Engaging High School Students in Work-based Learning," *JFF Pathways to Prosperity Network* (2012), https://www.jff.org/resources/not-hard-you-think-engaging-high-school-students-work-based-learning/.

[7] For more information on adolescent neuroscience and developmental learning, see: Hinton, C.; Fischer, K. W.; and Glennon, C., "Mind, brain, and education," Students at the Center Series, JFF (2012), http://www.jff.org/publications/mind-brain-and-education-student-center-series.

[8] Nagaoka, J.; Farrington, C. A.; Ehrlich, S. B.; and Heath, R.D., "Foundations for young adult success: A developmental framework," University of Chicago, Consortium of Chicago School Research (2015), https://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework.

[9] Jeynes, W. H., "The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis," *Urban Education*, 42 (1), 82-110 (2007).

[10] Glen, S., and Wilkie, K. (eds.), *Problem-Based Learning in Nursing: A New Model for a New Context?* (London: Macmillan Press, 2000), p.12.