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Intervention Program to Increase Preparedness for Life After High School

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Learning for Life Charter School--Sergio Paredes

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Abstract

In Monterey County, too many skilled-labor positions are not filled by local youth, negatively impacting long-term well-being, stability, and success. This capstone project was implemented at Learning for Life Charter School (LFLCS), an alternative middle and high school for at-risk youth. There is a lack of preparedness among LFLCS seniors for postsecondary life. This is an intervention program aimed to increase preparedness among graduating seniors. Participants are expected to identify a post-graduation plan; the intermediate and long-term expectations are that more LFLCS graduates will pursue their identified plan, increasing individual and community well-being, stability, and success. Of 50 LFLCS seniors, 24 (48%) participated in the program and 18 (36%) identified a post-graduation plan. At the start of the program, 20% of participants identified feeling unprepared for life after high school; eight months later, 100% identified feeling prepared. LFLCS should continue implementing the program, with modifications to increase student participation.

Keywords: s social services, school social work, alternative school, at-risk youth, post-graduation preparedness ocial services, school social work, alternative school, at-risk youth, post-graduation preparedness

Organization and Communities Served

Founded in 2001, Learning for Life Charter School (LFLCS) is an alternative middle and high school for at-risk youth, established on a trauma informed approach. Categorized as a 501(c)(3), LFLCS is a non-profit organization. However, as a public charter school, LFLCS's primary source of funding is the State Funding-Education Protection Account (Learning for Life Charter School [LFLCS], n.d.-b).

LFLCS's mission is to "[enable] students in grades 7–12 who had dropped out or were at risk of dropping out of traditional schools to become motivated again to learn, to develop a desire to complete their education, and to earn a high school diploma" (LFLCS, n.d.-a, para. 1). Connected with its mission, LFLCS aims to help students become "scholars, healthy human beings, community members, citizens of the world, and participants in a technological society" (LFLCS, n.d.-a, para. 3). Through a trauma informed approach, LFLCS works to identify students' long-term goals to better guide them on a path to success, in order to achieve their potential and well-being (LFLCS, n.d.-a).

Operating on an independent studies format, LFLCS offers an array of in-person and remote services, such as tutoring, counseling, and social services (LFLCS, n.d.-e; LFLCS, n.d.-f). Additional services include access to a full-time academic counselor, psychologist, and social worker. Students are also supported by a team of social work interns who address student needs, such as housing, transportation, nutrition, medical care, and employment (LFLCS, n.d.-f).

LFLCS primarily serves Monterey County residents, but it has open enrollment for Santa Cruz and San Benito counties as well (LFLCS, n.d.-a). Primary populations served include students who have been expelled, suspended from school for more than 10 days, wards of the court, pregnant and/or parenting, at risk of dropping out, habitually truant, retained more than

once from kindergarten to eighth grade, credit deficient, not currently enrolled for more than 45

days, foster youth, homeless, or changing schools frequently (LFLCS, n.d.-c). Although LFLCS

primarily serves students who are considered to be at-risk, it also serves students seeking to

graduate early (LFLCS, n.d.-g).

Based on an enrollment summary report from the first quarter of the 2021-2022 academic

year, 71% of LFLCS's students are socioeconomically disadvantaged (LFLCS, 2021). In regard

to grade level, 6% of students are in grade seven, 10% of students are in grade 8, 13% of students

are in grade 9, 16% of students are in grade 10, 24% of students are in grade 11, and 31% of

students are in grade 12 (LFLCS, 2021). Additionally, 47% of students are male, and 53% of

students are female (LFLCS, 2021). Ethnically and racially, 58% are Latinx/Hispanic, 25% are

white, 4% are Black/African American, 0.7% are Native Indian/Alaska Native, 1% are Asian,

7% are mixed, and 4% are "other" (LFLCS, 2021). Moreover, LFLCS's graduation rate for

2019-2020 is 84.4%, while its dropout rate is 13.5% (DataQuest, n.d.-a; DataQuest, n.d.-b).

The primary needs addressed by LFLCS include education disparities and inequalities,

food insecurity, homelessness, and transportation. Although LFLCS addresses additional needs,

such as social and behavioral issues and learning disabilities, the aforementioned issues are the

primary needs addressed by the social work team (LFLCS, n.d.-f). The health and social

inequalities faced by the primary population served illustrate an overlap with the primary needs

addressed by the organization. The primary population often experiences education inequalities,

which is a reason they turn to LFLCS for an alternative method of education. Similarly, students

may experience bullying and racism in traditional school settings, leading them to enroll at

LFLCS. Students experiencing food insecurity are at risk of health inequalities, such as

malnutrition. With a partnership with the Monterey County Food Bank, LFLCS provides students and their families with weekly food bags (LFLCS, n.d.-d; LFLCS, n.d.-f).

Problem Description

Problem Definition

The micro-level problem is the lack of preparedness among LFLCS seniors for life after high school. The macro-level problem is that too many skilled-labor positions in Monterey County are not filled by local youth, negatively impacting long-term well-being, stability, and success. The lack of preparedness for life after high school relates to the macro-level issue, in that the lack of preparation for post-secondary life limits and hinders opportunities held by LFLCS graduates. Whether their desired post-graduation plan is entering the workforce, attending a four-year or community college, enrolling in trade school, or pursuing a military path, a lack of preparation prior to graduating negatively impacts students' prospects, options, and success. Consequently, they are not equipped to fill local skilled-labor positions.

Contributing Factors

Causes to Organization Problem (Micro-Level)

When examining the causes of the lack of preparedness among LFLCS seniors for life after high school, there are three vital contributing factors. The first contributing factor is limited student engagement and drive. A lack of student engagement, participation, and drive is common with the student population served at LFLCS (S. Pennington, personal communication, April 7, 2022). In turn, students with limited drive or desire to succeed in the long run, as well as those who are not easily accessible or interested in participating, are not in positions conducive to preparing for life after high school (S. Pennington, personal communication, April 7, 2022).

In addition to student engagement, there are two contributing factors that function in parallel: the limited focus on and knowledge of the diverse post-graduation paths, and the lack of programs directed at preparing graduating seniors. Currently, emphasis is placed on academic preparedness and success. However, there are no programs or resources available to graduating seniors to help prepare them or ease the transition into post-secondary life (LFLCS, n.d.-b, LFLCS, n.d.-g). With limited emphasis on post-graduation preparedness, focus is placed primarily on community college; alternative options, such as entering the workforce, enrolling in trade school, or pursuing a military path, are not often discussed.

Causes to Broader Problem (Macro-Level)

In regard to too many skilled-labor positions in Monterey County not being filled by local youth, there are three contributing factors: education attainment level, shortage of skilled labor, and family support. According to Holtz-Eakin and Lee (2019), education attainment is "vital for a highly skilled and productive labor force" (para. 1). However, those with lower levels of education attainment level are at a disadvantage when it comes to the workforce, specifically skilled-labor (OECD, 2012; Holtz-Eakin & Lee, 2019). The level of education attainment not only causes the lack of filled positions in skilled occupations, but it negatively affects individual and community economies (OECD, 2012; Holtz-Eakin & Lee, 2019).

A second contributing factor is a shortage of skilled labor. A report outlining economic data for March 2022 indicates 11.3 million unfilled jobs; however, only 6.0 million people are searching for work (U.S. Bureau of Labor Statistics, 2022a; U.S. Bureau of Labor Statistics, 2022b). The aforementioned statistics demonstrate a severe shortage of skilled workers on a national scale, impacting state and local communities. As a result, local skilled-labor positions are not being filled by local youth.

Further contributing to the issue is family support. Research illustrates that increased and consistent levels of family support in a student's life increases the likelihood of student success and independence, both in school and beyond (National PTA, n.d.; Team XQ, 2020). Family support works to increase resilience by helping with "difficult situations, [reducing] mental stress, and [preventing] mental health problems" (Mai et al., 2021, para. 3). Family support reduces negative impacts of adverse situations, allowing for students to focus on academic and professional aspects, impacting their overall stability. At LFLCS, however, family support is often limited, hindering student success during and after high school. This results in reduced post-graduation preparedness and limited opportunities and desire to fill skilled-labor positions.

Consequences

When examining consequences of both the micro and macro level problems, there is overlap and similarities. Consequences to the issue of a lack of preparedness among LFLCS seniors for life after graduation include lower earnings and pay, poverty, and unemployment. Similarly, consequences of the lack of skilled-labor positions in Monterey County filled by local youth include homelessness, increased unemployment rates, and increased poverty rates.

A lack of preparedness when transitioning into post-secondary life, as well as the inability to fill skilled-labor positions, increases risk of unemployment (Holtz-Eakin & Lee, 2019). Similarly, LFLCS graduates who are unprepared face lower earnings and pay, in part because of the limited work and career advancement options available to them. The risk of poverty increases as a result. Whether it be due to unemployment or lower earnings and pay, poverty rates increase, as there is a lack of work and financial stability (Holtz-Eakin & Lee, 2019). Combined, the consequences of the micro and macro level issues form a cycle of

instability among LFLCS graduates who are not prepared to transition into post-secondary life,

negatively impacting overall well-being and success for themselves and their communities.

Problem Model

CAUSES TO AGENCY PROBLEM	AGENCY-SPECIFIC "MICRO-LEVEL" PROBLEM ADDRESSED BY PROJECT	CONSEQUENCES TO AGENCY
1. Lack of student engagement and drive 2. Limited focus and knowledge on the diverse post-graduation paths 3. Lack of programs directed at preparing graduating seniors	There is a lack of preparedness among LFLCS seniors for life after high school graduation.	1. Lower earnings/pay 2. Poverty 3. Unemployment
CAUSES/RISK FACTORS TO BROADER HEALTH PROBLEM	**BROADER "MACRO-LEVEL" HEALTH/SOCIAL PROBLEM**	**CONSEQUENCES TO SOCIETY**
1. Educational attainment level 2. Shortage of skilled labor 3. Family and social support	Too many skilled-labor positions in Monterey County are not filled by local youth.	1. Homelessness 2. Increased unemployment rates 3. Increased poverty rates

Capstone Project Description and Justification

Project Description

For this project, an intervention program titled "Adopt a Senior" was developed,

implemented, and established at LFLCS. Adopt a Senior aimed to increase preparedness among

LFLCS seniors for life after high school. Through mentorship, guidance, and support provided by university level social work interns, LFLCS seniors received individualized assistance to identify and work towards a post-graduation plan. Services included assistance with applications, resume development, job searches, interview preparation, and resource navigation and connection. The deliverable of this project was the completion of the case management intervention with each caseload of LFLCS seniors. Additionally, the program aimed to ease the transition from high school into the "real world."

Participants of Adopt a Senior included LFLCS staff. The school social worker, Sergio Paredes, and the academic counselor, Dr. Sarah Pennington, acted as supporting staff. Weekly meetings were held with both mentors to discuss the program. When needed, they were consulted for additional guidance and support in enhancing interactions and work with students; however, social work interns were granted autonomy in developing and implementing this program, including when working individually with students.

In addition to staff, two social work interns were key participants in the program. Marissa Sarenana and Tiana Gonzalez are CSUMB social workers interns, majoring in Collaborative Health and Human Services (CHHS), who assisted in the development and implementation of Adopt a Senior. Despite working jointly to develop the program, each intern was assigned a caseload of 16 to 17 seniors, with the autonomy to work with their students as they saw fit, so long as it remained within the constructs of the program guidelines. Moreover, significant to the program's functioning, LFLCS seniors were key participants. As the targeted population for Adopt a Senior, LFLCS seniors received the services provided by interns. Without student engagement, the program would not function.

Project Justification

Prior to Adopt a Senior, LFLCS did not have a program or support service in place that focused on guiding students through their senior year to increase preparedness for life after graduation. Adopt a Senior aimed to bridge that gap, not only benefiting graduating seniors, but the community as a whole. With increased preparedness, LFLCS graduates are better equipped to enter their community and positively impact the workforce, regardless of whether they enter the workforce immediately or choose to pursue an alternate post-graduation path. In turn, the long-term goal is to increase individual and community well-being, stability, and success, resulting from better preparing LFLCS seniors to enter their communities.

Project Implementation

To successfully implement this project, two surveys were developed and distributed to LFLCS seniors. The first survey, "Post-graduation Plans Survey" (see Appendix B), focused on students' post-graduation plans (i.e., 4-year college, community college, trade school, work force, or military). The second survey, "Post-graduation Preparedness Survey" (see Appendix C), focused on student feelings of preparedness for life after high school. Survey results informed the work done when meeting with seniors, as well as adjustments made to the program.

Additionally, weekly check-in emails were sent to seniors, including a check-in survey, mirroring a needs assessment (see Appendix D), a Google Sheet to schedule in-person or virtual meetings, and pertinent information for the week. The needs assessment allowed for student needs to be addressed in a timely manner, allowing for students to redirect their focus on academics and long-term goals. The Google Sheet provided opportunities for students to meet with their assigned intern, based on the modality that worked best for them (i.e., in-person, virtual, phone call). It also facilitated the communication of their needs, goals, and desires. Based

on their needs, relevant resources, information, and support were provided to help them achieve their post-graduation plans.

The Post-graduation Preparedness Survey (see Appendix C) was administered twice more throughout the program. In January of 2022, the survey was sent, acting as a mid-program data collection. In late March of 2022, the survey was sent a final time at the conclusion of the program. Administering the survey three times allowed interns to gauge program effectiveness.

Assessment Plan

Assessment of the Adopt a Senior program was conducted utilizing surveys and its associated data. As described in the aforementioned sections, surveys, such as the Post-Graduation Plan Survey (see Appendix B) and Post-Graduation Preparedness Surveys (see Appendix C), were administered to LFLCS seniors throughout the program. These surveys gauged not only student needs, but what students gained from the program. By administering surveys, data was collected at different stages of the program, allowing for statistical evidence to be compared and analyzed.

In addition to surveys, Adopt a Senior was assessed through student participation in meetings. Records were kept of student engagement in meetings with their assigned intern. Documenting student interactions and meetings, whether in-person or virtually, allowed for the analysis of Adopt a Senior, both as a whole and within each intern's caseload.

A specific challenge to the development and implementation of this project was student engagement. From its inception, participating interns understood that student engagement and participation would be limited, in part because of the school format and population served. However, having university level interns, many of which are viewed by students not as staff or authority figures, but as mentors who they could relate to, proved a strength to this project.

Although participation did not reach full potential, interns were able to engage a higher-than-expected number of students, enhancing the effectiveness and impact of the program.

Expected Outcomes

Being an intervention program to increase student preparedness for life after high school, the long-term outcome is increased stability, success, and well-being among LFLCS graduates and their communities. The intermediate outcome is that more LFLCS graduates will pursue their identified post-graduation plan. The short-term outcome, however, is that LFLCS seniors identify a post-graduation plan. Similarly, there are two related objectives: 50% of LFLCS seniors will participate in the program, and 30% will identify a post-graduation plan.

Although the long-term and intermediate outcomes cannot be measured at this time, the short-term outcome and objectives can be evaluated. The evaluation of whether LFLCS seniors identified post-graduation plans was accomplished through a combination of surveys and interviews. At the start of the program, or when a new senior enrolled, students were surveyed regarding their desired post-graduation plans. For seniors who had not completed the survey but had met with their assigned intern, this short-term outcome was evaluated through an interview. This interview consisted of the same questions presented in the surveys.

To gather evidence of the project's objectives, the aforementioned surveys were distributed to LFLCS seniors. As discussed previously, the Post-graduation Plans Survey (see Appendix B) and Post-graduation Preparedness survey (see Appendix C) were administered to LFLCS seniors. Combined, the surveys provided evidence on whether objectives were met, as well as the program's effectiveness in increasing preparedness for postsecondary life.

Project Results

At the time of the project's completion, there were 50 enrolled seniors, 24 (48%) of

which participated in Adopt a Senior. Of those who participated, 18 (36%) identified a post-graduation plan. One of two objectives was met; participation was slightly lower, but the identification of a post-graduation plan was higher than the expected outcome. Similarly, the short-term outcome was met. In regard to individual caseload results, I had 17 LFLCS seniors. Within this caseload, seven (41.18%) participated, with five (29.41%) identifying a post-graduation plan. Unlike the overall program results, my individual caseload did not meet either of the objectives, but the short-term outcome was met in that seniors identified a post-graduation plan. For a comparative summary of program and caseload data, see **Table 1.**

Table 1

Overall Program and Individual Caseload Data

	Overall Program Data	Individual Caseload Data
Enrolled Seniors	50	17
	100%	*100%*
Total Participants	24	7
	48%	*41.18%*
Identified Post-Grad Plan	18	5
	36%	*29.41%*

Conclusion & Recommendations

Although student participation was not as high as expected, it does not signify that Adopt a Senior was unsuccessful in increasing preparedness for life after high school among LFLCS seniors. Based on input from LFLCS staff at the start of the program, minimal student engagement was expected. Having a total program participation of 48%, as well as 41.18% within my caseload, it is evident there is student desire to plan for post-secondary life. Rather, the results indicate a need to identify additional ways to engage students.

Similarly, identification of a post-graduation plan was higher than expected for the overall program at 36%, but it was slightly lower than expected within my caseload at 29.41%.

Although the results are mixed in regard to meeting objectives, they neither indicate success or failure of the program. Instead, these results suggest that student engagement is an obstacle. It is important to note that the newness of the program, as well as the independent studies format in which students are not required to be on campus daily, may contribute to limited student engagement.

Interestingly, after data collection ceased mid-March for the purpose of capstone, student engagement increased. Although data was no longer collected, Adopt a Senior continued through May. Within my caseload, there was an increase of students who had not yet participated in the program, seeking assistance with post-graduation plans. This increase may be related to the approaching graduation, leading to a sense of need and pressure to prepare for the unknown.

Despite the challenges, Adopt a Senior provides LFLCS with an innovative way to address the micro-level issue of a lack of preparedness among LFLCS seniors. It is recommended that LFLCS continue to implement Adopt a Senior. With the foundations laid for the program's continuation, the data provided can be used to address student engagement. Consequently, recommendations to improve the program include exploring additional ways to increase student participation, whether it be through incentives or program modalities. Further recommendations include increasing teacher involvement, as they have routine and established communication with students. In turn, teachers could be pivotal participants in conveying the presence of Adopt a Senior and associated information and reminders.

Personal Reflection

The year-long research and report writing process allowed me to gain insight into my growth as a student, professional, and individual. Prior to selecting a capstone project, I was confused about what I wanted to focus on, as well as how much creative freedom I was allowed.

This capstone project was proposed by LFLCS staff, not as a capstone idea, but as an organization need. The need to support graduating seniors was discussed with the social work interns and the name idea of "Adopt a Senior" was provided. With that, Marissa, Tiana, and I worked together to develop a program from scratch.

We hit the ground running, immersing ourselves into the development of a program, something I had never experienced before. I learned that I am capable of successfully creating an intervention program and working with youth, regardless of background. By documenting interactions and collecting data throughout the program, I witnessed my development within a social work role. I developed from being unsure how to interact with students within the program, to embracing the responsibilities and devoting myself to the work; I saw growth.

Throughout the program, a challenge was engaging students. Without student engagement, there was no Adopt a Senior. This challenge, however, proved most memorable, as I had the opportunity to push my creative boundaries to collaboratively explore ways to engage students, such as creating raffles. Another memorable experience was receiving feedback from students, in particular a student who participated in the program weekly. Although we never met in person, we met remotely every week to develop and refine her post-graduation plan. She ultimately graduated from LFLCS early with a solidified plan. After she graduated, she expressed her gratitude for the program and my assistance; that, in itself, is a memorable moment that reinforced the fact that the work I did on this project and program had an impact.

For CHHS student interns: do not be afraid to begin capstone. Although the thought of capstone is often intimidating, it can be a smooth experience. Do not limit yourself to specific project ideas, and do not be discouraged by not immediately having an identified project. Oftentimes, projects stem from organization needs, as well as tasks you may already be doing.

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Appendix A

Scope of Work

Scope of Work				
Phases		**Activities**	**Deliverables**	**Timeline**
1 Select capstone project	1.1	Discuss capstone project ideas with mentor and staff	Generate a list of capstone project ideas.	September 2021
	1.2	Discuss capstone project ideas with mentor and staff	Submit a list of ideas and final project option to mentor for review/approval	October 2021
2 Plan project	2.1	Meet with fellow interns and mentors to discuss objectives and goals of Adopt a Senior.	Develop a document that outlines the program.	August 2021
	2.2	Meet with fellow interns and mentors to discuss the senior class and the needs of each student.	Generate a list of specific senior student caseloads, equaling approximately 13 students each.	September 2021
	2.3	Develop pre-surveys to gauge the seniors' post-graduation plans (i.e., 4-year university, community college, trade school, workforce), as well as their feelings of preparedness for life after high school, given their current support from LFLCS.	Submit two pre-surveys for review/approval.	September 2021
	2.4	Develop a weekly check-in survey to gauge how students are doing academically, personally, and any needs they may have for the given week.	Submit a weekly check-in survey for review/approval.	September 2021

	2.5	Create a Google Sheet that will be used as an individual meeting sign-up sheet. Students can use this Google Sheet to sign up for in-person or virtual meetings.	Develop a meeting sign-up sheet and submit for approval/review.	September 2021
	2.6	Developing introduction and weekly check in email format, which will be used across all interns. However, the general format will be modified as needed, based on specific student caseload.	Develop introduction and weekly check-in email format and submit it for review/approval.	September 2021
	2.7	Create a Google Folder specifically for Adopt a Senior. Within this folder, create additional folders for necessary topics (i.e., resources, surveys, student information, schedule sign-up sheets, etc.). Each intern will have a folder for their specific caseload, in which a document for each student will be stored that is used to keep notes from each meeting.	Create a Google folder for Adopt a Senior to hold pertinent information. Ensure Sergio and Dr. Pennington have access to the folder.	September 2021
	2.8	Design and plan senior merchandise, including shirts, water bottles, stickers, lanyards, and bags. Meet with Ken to discuss funding.	Gather design ideas and prices to submit to Ken for review and approval.	October 2021
	2.9	Develop post-surveys that will be used to compare feelings of preparedness and post-graduation plans, before and after Adopt a Senior.	Develop the midpoint and post-surveys and submit them for review/approval.	January 2022

		2.10	Send out a midpoint survey to gauge feelings of preparedness, given a semester of program implementation.	Administer midpoint Post-Graduation Preparedness Survey	January 2022
3	Implement project	3.1	Send weekly check-in emails to my senior caseload. These emails will follow a general format and include the "weekly check-in survey".	Review weekly check-in emails with Sergio and Dr. Pennington, as well as the responses to it and the survey.	September 2021-March 2022
		3.2	Meet weekly with students who have engaged and/or requested a meeting. During meetings, input notes into the student's folder.	Provide Sergio with a list of students I will be meeting with, as well as the date/time/location of each meeting, ensuring he has the information needed to attend if he would like to.	September 2021-March 2022
		3.3	Check all survey responses weekly. This includes the pre-surveys, as well as any surveys sent throughout the year.	Provide mentors with the links to each survey, ensuring they have access to the survey responses.	September 2021-March 2022
		3.4	Meet with Ken and supporting staff to purchase the approved senior merchandise.	Provide Ken with a document listing the items and prices for each approved item. Purchase the items using school funds, so they arrive in time for seniors graduating in December.	November 2021

		3.5	Weekly check-in meeting with fellow interns to discuss Adopt a Senior and plan accordingly for each week.	Document each week's meeting, ensuring we have our desired tasks and activities outlined for the week. Place it in the shared Adopt a Senior Google folder.	September 2021-March 2022
		3.6	Research, gather, and deliver information and resources specific to student needs.	As student needs arise, research information and resources. Place those in the shared Adopt a Senior Google folder, for other interns to access when needed.	September 2021-March 2022
		3.7	Assist with job search, job application, resume building, school application, FAFSA application, personal statement review, and any other tasks to help prepare them for life after graduation.	Provide weekly updates to mentors when I assist a student. Document all actions into the students Google Folder, which can be found in the Adopt a Senior folder.	September 2021-March 2022
		3.8	Routine meetings with mentors to receive feedback. Utilize the feedback to improve the program throughout its duration.	Document all feedback provided into the Adopt a Senior folder.	September 2021-April 2022
		3.9	Send out post-surveys at the end of the program/year to gather information on the program's success, as well as how prepared the students feel and what their plans are, after going through the program.	Review survey results with fellow interns and mentors. Utilize the information in the assessment process.	March 2022

4	Assess project	4.1	Gather, analyze, and compare the data from the pre and post surveys.	Use the data to inform the program moving forward. Summarize results and create a document within the Adopt a Senior folder that illustrates the data and associated improvements that can be made.	March-April 2022
		4.2	Meet with fellow interns and mentors to review the Adopt a Senior program and its successes and areas that need improvement.	Document meeting responses and results, including suggested improvements for the program, were it to be implemented in the years to come.	March-April 2022
5	Report on project findings	5.1	Prepare capstone presentation in selected format	Present at Dress Rehearsal for grading	April 2022
		5.2	Final preparation for Capstone Festival	Final Capstone Festival presentation!	May 2022
		5.3	Complete reporting requirements	Final organization and capstone reports	May 2022

Appendix B

Post-graduation Plans Survey

Post Graduation Plans

Hi seniors!

Congratulations on nearing graduation! This survey is intended to gauge post-graduation plans, and provide information, resources, and support, if needed. Please take a moment to complete this survey.

- Your LFLCS Interns ☺

melisag@lflcs.org Switch account

* Required

Email *

Your email

Name *

What are your general interests? (e.g. hobbies, sports, movies, music, etc.) *

Your answer

What are your academic interests? (e.g. favorite school subject). Please select all that apply. If you select "other", provide a brief explanation. *

☐ Math

☐ English

☐ Science

☐ History/Social Studies

☐ Other:

Do you have plans for after graduation? *

◯ Yes

◯ No

If yes, select the option that best describes your plans? If you select "other", provide a brief description.

○ 4-year College/University

○ Community College

○ Trade School

○ Work Force

○ Military

○ Other: _____

Are you interested in receiving information and resources to help develop a post-graduation plan that best works for you? *

○ Yes

○ No

○ Maybe

Would you like to learn about how to qualify for free money to help pay for college or trade school? *

○ Yes

○ No

○ Maybe

Would you be interested in any of the following senior activities? If you select other, please provide a brief explanation. *

☐ College Campus Tours

☐ Help with college applications

☐ Help completing FAFSA

☐ How to write a resume

☐ How to fill out a job application

☐ Other: _____

Appendix C

Post-graduation Preparedness Survey

Post-graduation Preparedness

Hi Seniors!

This survey is intended to gauge your feelings of preparedness for life after high school and graduation. Please take a moment to complete each question.

Completion of this survey will help LFLCS interns improve and inform the Adopt a Senior program which doubles as a capstone for CSUMB. We appreciate your assistance in completing this survey!

If you have any questions, please do not hesitate to reach out.

Thank you,

Melisa: melisag@lflcs.org
Tiana: tianag@lflcs.org
Marissa: marissas@lflcs.org

** All surveys and responses are confidential **

Name (First and Last) *

Your answer

Do you feel prepared or ready for life after high school/graduation? *

◯ Yes

◯ No

How do you feel about the transition from high school to "the real world" after graduation? (e.g. scared, excited, confused, nervous, etc). *

Your answer

Do you feel your family has prepared you for life after high school/graduation? *

◯ Yes

◯ No

Do you feel LFLCS has been successful in preparing you for life after high school/graduation? *

◯ Yes

◯ No

Please explain why you chose your answer for the question above. *

Your answer

What can LFLCS do to better prepare you for life after high school/graduation? *

Your answer

Has Adopt a Senior increased your feeling of preparedness for life after high school? (yes, no) *

◯ Yes

◯ No

◯ N/A - I have not participated

What did you like or not like about the Adopt a Senior Program? This is where you can provide us with suggestions to improve the program. *

Your answer

Appendix D

Weekly Check-in Survey

Weekly Check-In

Hi Seniors!

As part of our weekly check-ins, please complete this form.

I want to be able to support you as best I can! Please answer the questions as honestly as possible. This is a safe space. All answers are confidential

Your LFLCS Intern,
- Melisa -

melisag@lflcs.org Switch account

Your email will be recorded when you submit this form

* Required

How are classes going? Briefly explain how you are doing academically (ex: classes are going well/are difficult, I'm doing well, ahead on homework, struggling to meet due dates, stressed, etc.) *

Your answer

Briefly explain how are you are doing in your personal life (ex: hardships at home, health issues in the family, everything is going well, job interview coming up, etc.) *

Your answer

Is there anything else you would like me to know? If so, please explain. *

Your answer

Would you like to meet one-on-one (Google Meet or in person) to discuss how things are going (academic or personal), your post graduation plans, or simply to say hello? *

○ Yes

○ No

○ Maybe - Please email me

Briefly explain how are you are doing in your personal life (ex: hardships at home, health issues in the family, everything is going well, job interview coming up, etc.) *

Your answer

Is there anything else you would like me to know? If so, please explain. *

Your answer

Would you like to meet one-on-one (Google Meet or in person) to discuss how things are going (academic or personal), your post graduation plans, or simply to say hello? *

○ Yes

○ No

○ Maybe - Please email me

Would you like me to email you to discuss post graduation plans, how things are going (academic or person), or simply to say hello? *

○ Yes

○ No

○ Maybe

Would you like to meet?
If you would like to meet, please email me and we can schedule something that works for us both! I am available to meet in person and remotely.

Email: melisag@lflcs.org