

GEAR UP/CAC All Staff Fall Training Retreat
Detailed Logistics Agenda, Day 1
Friday, September 26, 2014
8:00a.m. – 6:00p.m @ Hoover, 1103

- 7:00-7:45 a.m. **Setup (Freddy, Belgica, Becky, Laura, Melissa, Lillian)**
- Materials: chart paper, markers, pens, kleenex, breakfast, sign in, name tags, binders, water, Parent Center handouts, Emergency forms
- 7:45-8:00 a.m. **Breakfast/ Registration [GEAR UP Continental Breakfast]**
- Instructions: Sign-in and complete emergency forms
 - Materials: Sign in sheets, name tags, binders, Sign-up list for carpool, landyards
- 8:00-8:10 a.m. **Welcome/ Ground Rules (Becky and Melissa)**
- Instructions: Introduce all professional staff. Review the importance of setting Ground Rules. Ask staff to share out Ground Rules and have someone write on chart paper. Review and add any that were missed. Make sure all agree to the collective Expectations. {Mention Carpool for Day 2}
 - Materials: chart paper, markers
- 8:10-8:30 a.m. **Icebreaker (Gio) [Name Game]**
- Instructions: Form large circle. Each staff will share: name, major, position and adjective that start with the first letter of their name.
- Nadia departs*
- 8:30-9:30 a.m. **Who am I? Personal Reflection (Melissa)**
- Instructions: Individuals complete forms and share with partner. Regroup and ask each staff to share 3-4 answers.
 - Materials: Reflections Handouts
- 9:30-10:00 a.m. **Understanding Our Student Population: (Lillian, 30 minutes)**
- Instructions: Ask group what student demographics are in City Heights, chart on paper. Review actual demographic data and why important to know. How do staff relate to students? What can be some issues?
 - Materials: poster paper, markers
- 10:00-10:10 a.m. **Break**
- 10:10-10:55 a.m. **Understanding Student Barriers: Readings (Becky & Melissa –)**
- Instructions: Divide group into 4 mixed groups. Give staff time to read article and also plan their presentation. Presentation should include: Important points? How does the reading apply to your work with students?
 - Articles: Who Graduates?; Growth Mindset; Pivotal Moments; Love/Education
 - Materials: chart paper, markers
- 10:55-11:40 a.m. **Understanding Student Barriers– Presentations**
(Belgica and Freddy go pick up food in front of Hoover @ 11:30am)
- 11:45 a.m. -12:15 p.m. **Lunch Break [GU, 55 people] (Ving Long)**
Parent Center staff arrives; Nadia and La Shon arrive
- Parent Center quick intros (Lillian)

- 12:15-12:45 p.m. **CAC/GU/CHEC Overview (Laura, Lillian)**
- Instructions: Divide group into 6 mixed groups (count off). Give staff time to read section and also plan their presentation. Presentation should include: Important points/Information about section.
 - Materials: chart paper, markers
 - CHEC Overview
 - CAC Overview (Middle & High School)
 - GU Overview
 - Advisor Roles: (CAC/GU Middle and High School)
 - Tutors Roles/Responsibilities
 - Parent Center/CAC family
- 12:45-1:45 p.m. **CAC/GU/CHEC Overview Group Presentations (Laura, Lillian) (5 min/group)**
- Why important that we know and share this information?
- 1:45-2:15 p.m. **College 101 (Melissa, Nadia)**
- Instructions: Divide group into 4 mixed groups (count off). Give staff time to read section and also plan their presentation. Presentation should include: Important points/Information about section.
 - Materials: chart paper, markers
 - 4-year College Options (UC, CSU, Privates/Comm App)
 - Community College
 - Financial Aid
 - College Entrance Exams (w/ CAHSEE, ELM/EPT)
- 2:15-3:00 p.m. **Presentations for College 101 (Melissa, Nadia) (10 min/ group)**
- 3:00-3:15 p.m. **Connecting with Parents (Laura)**
- Instructions: Think of their parents at age 15. Think of one word to describe them (each shares). Ask for volunteers to share more. Ask how to deal with challenging parents. Share what to keep in mind Tips when working with parents. Importance of Parents in student's education- especially high school.
- 3:15-3:45 p.m. **Mandated Reporting (Becky, Andrea)**
- Instructions: Set tone of importance as mandated reporters. Review power-point presentation. Set tone of following up and keeping rapport with students. *(Parent Center staff departs at 3:45 p.m.)*
- 3:45-3:55 **Break**
- 3:55-4:40 p.m. **Counseling referrals and scenarios (Andrea, Becky)**
- Instructions: Separate into 4 groups. Assign 2 scenarios to each group. As a group, discuss and answer questions. Then present to everyone.
 - Materials: Counseling Referral Scenarios, Chart paper, markers
- 4:40-4:55 p.m. **Professionalism Protocols (Melissa, Becky, Gio)**
- Instructions: Split into- GEAR UP, CAC Middle, CAC High. Review each program's protocols. Answer questions.

4:55-5:55 p.m.

Professionalism skits and scenarios: Teachable Moments (Nadia, Gio)

- Instructions: Split student staff into 4 groups. Provide each group with 2 professionalism scenarios. Staff prepare for 10 min and perform for 45 min (3 minutes each). Then debrief each skit (issue and possible solutions).
- Materials: scenario strips, scenario sheet with answers, props

5:55-6:00 p.m.

Reminders (Belgica and Freddy)

- Reminders for Saturday:
 - Carpool (who needs, who can drive)
 - Bring sunscreen/hats, comfortable shoes/clothes
 - Provide directions to Lillian's house
 - Bring your binders tomorrow
 - Call Freddy/Belgi if get lost

GEAR UP/CAC All Staff Fall Training
Detailed Logistics Agenda, Day 2
Saturday, September 27, 2014
8:00 a.m. – 7:00 p.m.
Location: Lillian's house

- 7:00-7:45 a.m. **Setup (Freddy, Belgica, Becky, Laura, Melissa, Lillian)**
- Materials: chart paper, markers, pens, breakfast, sign in, water, buzzer, tables/chairs, surveys
- 7:45-8:00 a.m. **Breakfast/ Registration- CAC Continental Breakfast**
- 8:00-8:10 a.m. **Welcome/ Review Ground Rules (Lillian)**
- 8:10-8:30 a.m. **Icebreaker – Human Treasure Hunt (Gio)**
- Instructions: Keep the pace of this game rather fast. Facilitator explains: On this treasure hunt we're going to search for things we have within us and not necessarily on us. Your goal is to meet as many people as you can and find the similarities between you. If you don't know the person(s) remember to introduce yourself first.
 - **Examples:**
 - Find another person who has the "same" shoe size as you
 - Find three people who live in a different type of living group than you
 - Find three other people who enjoy the same type of music
 - Find two other people who drink at least one cup of coffee each day and tell each other your favorite thing about coffee; or
 - Find two other people who don't drink coffee on a regular basis, Tell each other why you don't like coffee (or how you avoided becoming a caffeine addict)
 - Find two people who enjoy the same recreational activities (biking, swimming, watching tv, reading, playing music, etc.)
 - **Group Variation:** Get into a group of...
 - Three and introduce yourself
 - A different group of five people and introduce yourself
 - A group of people who have shirts of the same color and introduce
 - People whose names have the same first vowel in their first name
 - People who were born in the same season (autumn, winter, spring, summer)...
- 8:30-9:00 a.m. **Helping Skills (Becky, Gio)**
- Instructions: Review important helping skills from binder.
- 9:00-10:00 a.m. **Practice Helping Skills (Lillian, Melissa)**
- Instructions: PART 1: Fishbowl (will need professional staff to model).
 - Professional staff asks for 3 volunteers to play Helper, Student, Observer. . The 3 staff will be placed in a fish bowl in the center of the circle (circle/fish bowl consists of the rest of the staff). Two chairs face each other and the observer is on the side.
 - The Helper will do a short helping session as if he/she was with an actual student. The Student will share their real life experiences (this is NOT a scenario). The Observer should observe body language, tone, types of questions, etc. and will be expected to moderate the debrief.

- Have Helper ask the reflection question from list and continue the conversation with the goal of providing support. Student to share actual life experiences Reminder of helping skills, ground rules, quiet activity etc.
- In the debrief, the Observer shares something that the Helper did well and something that they (the Observer) would do differently. The Observer then opens the debrief for the rest of the circle to comment about the session. The session should run for 3 minutes and the debrief for 5 minutes.
- **Note:** This is a positive opportunity to learn from each other and to improve our techniques. Comments should not be intended to be hurtful and all staff should be open to constructive feedback.
- Part 2: Break into mixed triads around room. Professional staff will move around and observe and provide extra feedback. All will rotate to serve in each role (Student, Helper, Observer). 3 minutes each Helper and then debrief/rotate within group.

10 minutes Fishbowl 1; 10 minutes Fishbowl 2

30 minute group work in the triad, discuss after each round

10 minute debrief

10:00-10:10 a.m. **Break**

10:10-1:45 p.m. **Program specific Breakout: Advising/ Tutor Breakout –**

Advising Breakout	Tutoring Breakout
10:10-11:40 a.m. Advisor Protocol and Binder -20 min to review binder items -60 minutes to review specific program protocols ➤ HS Advisors (GU) ➤ HS Advisors (CAC) ➤ MS Advisors (CAC)	10:10 a.m.-10:30 a.m. Introduction to Service-Learning/Pathways Office 10:30-a.m.-11:45 a.m. Expectations & Protocols <ul style="list-style-type: none"> • Professional Ethics and Expectations, Tutor Roles/College Prep Tutoring
11:45-12:15 p.m. Lunch	11:45 a.m.-12:15 p.m. Lunch
12:15-1:45 p.m. Practicing – Advisor Fishbowls with scenarios	12:15 p.m.-1:45 p.m. Data Collection <ul style="list-style-type: none"> ▪ Data Due Dates, Time Sheets, Monthly Staff Meetings, Monday/Tuesday Seminars, Shadow Program, Calendar

11:15am (Freddy and Belgica go pick up lunch)

11:45-12:15 p.m. **Lunch** (Frutas on Broadway Chula Vista)

12:15-1:45 p.m. **Practicing – Advisor Fishbowls** (Becky, Gio, Nadia) [scenarios] (Freddy/Belgi leave to park to set up and send directions)

Instructions: Professional staff asks for 3 volunteers to play Advisor, Student, Observer. The 3 staff will be placed in a fish bowl in the center of the circle (circle/fish bowl consists of the rest of the staff). Two chairs face each other and the observer is on the side.

- The Advisor will do a short advising session as if he/she was with an actual student. The Student will conduct him/herself as if he/she had one of the student profiles below. The Observer should observe body language, tone, types of questions, etc. and will be expected to moderate the debrief.
- In the debrief, the Observer shares something that the Advisor did well and something that they (the Observer) would do differently. The Observer then opens the debrief for the rest of the circle to comment about the Advisor's session. The session should run for 10 minutes and the debrief for 5 minutes.

Note: This is a positive opportunity to learn from each other and to improve our techniques. Comments should not be intended to be hurtful and all staff should be open to constructive feedback.

- 1:45-2:00 p.m. **Clean up**
- 2:00-2:30 p.m. **Drive to Bayfront Park, J Street Pier**
Address [driving directions?]
Freddy and Belgi set up Team Building Activities after lunch
- 2:45-3:45 p.m. **Team Building Activities (Becky)**
Relay Race/Activities: 4 mixed teams compete at same time. Set up 4 rows of relay races/activities.
- 3:45-5:15 p.m. **Moving circles (Melissa)**
- Instructions: Review instructions out loud. Have everyone form an inner circle and an outer circle. The facilitator is going to ask a question. Once that question is asked, the person in the inner circle has 1 minute to answer that question to the person standing in front of them ("the person in the outer circle"). The person standing in front of them must remain silent while the other person is talking. They can make faces but no words can be exchanged. After 1 minute, the roles switch and the person in the outer circle answers the question for 1 minute, while the individual inside remains silent. After the 1 minute, they thank each other for sharing and the person in the outer circle rotates one person to the left. Debrief at very end.
- Q1:What is your first impression of the person standing in front of you?
- Q2:What is your favorite childhood memory?
- Q3:If you could change anything about yourself, what would you change?
- Q4:If you could have dinner with anyone, dead or alive, who would it be?
- Q5:What do you like to do in your spare time?
- Q6:Tell me about your family...
- Q7:What has your college experience been like so far?
- Q8:Where do you see yourself in 10 years?
- Q9:What's the silliest/ "most embarrassing" thing you've ever done?
- Q10:What were you like in high school?
- Q11:How do you feel about working at Hoover this upcoming year?
- Q12:If you could write your eulogy right now, what would it say?

- Q13:**What or who has helped get to where you are now?
- Q14:**What is the biggest challenge you foresee in your future?
- Q15:**Tell me about your significant other, if you don't have one, who your ideal significant other would be
- Q16:**If you could get on a plane and travel anywhere in the world, where would you go?
- Q17:**What is your biggest fear?
- Q18:**What is the craziest thing you've ever done?
- Q19:**If you could either be invisible for a day or read people's minds for a day, which would you choose and why?
- Q20:** What makes you happy?
- Q21:** Who or what is really important in your life.
- Q21:** Tell me about a time in your life when you were the most scared.
- Q22:** What are some of the things that you would like to know more about the person in front of you?
- Q23:** When things are not going your way, who or what keeps you motivated?
- Q24:** What is one thing that the person in front of you doesn't know about you?
- Debrief-** how activity was for them? Take aways? Why important?

4:20pm (Freddy and Belgica go pick-up dinner from Daphne's)

5:15-5:45 p.m. **Dinner – Daphne's California Greek (Dale)**

5:45-6:30 p.m. **Web of Life & Check out (Laura)**

- Instructions: Staff stand in circle. Explain that we will all “check out” and share their experience during training and what they look forward to this school year. Person holding the yarn “checks out/shares” and then throws yarn to another person (while holding their piece of yarn). New yarn holder shares. Each person holds onto their piece of yarn. Explain symbolism of the Web we are all holding (connects us together, shared experience, system of support etc.)
- Materials: Ball of Yarn

6:30-7:00 p.m. **Closing, Survey (Gio)**
Adjourn (Lillian)