

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: Comparing Postsecondary Education Options

What are my postsecondary education options?

Education After High School 2: The Road to College

What steps do I need to take to apply to college?

Education After High School 3: What Can I Do Now?

What short-term goals can I set for myself to prepare for my high school graduation?

Note: This lesson requires coordination with your school counselor.

Education After High School 4: Preparing for Junior Year

Which junior year high school courses will I need to graduate and which ones will best help me reach my educational and career goals? What non-academic goal can I set for myself to prepare for college or a first job?

Note: This lesson requires coordination with your school counselor.

Education After High School 5: Preparing for the College Visit

What questions do I have about college? How can I find the answers?

Education After High School 6: Reflecting on the College Visit

How has the college visit affected my decision about going to college and my ideas about what I need or want from a postsecondary education?

Education After High School 7: Financial Aid

How will I pay for college?

PLANNING PYRAMID

GRADE 10, Unit 5, Education After High School



Some Students Will:

- Seek further help in remedying academic deficits.
- Research possible scholarships on RUPrepareND.com, Fast Web, or the College Board website.
- Identify personal skills that would be of interest to a college.
- Identify teachers or coaches who could write a recommendation.
- Ask questions during a college visit.



Most Students Will:

- List a pro and con of attending each of the following: tech/trade school, community college, four-year college.
- List several steps needed to apply to college.
- Set an action plan for improvement.
- Distinguish between questions that can be answered by visiting the college website and those that require a campus visit.
- Take notes during, or immediately following, a college visit.
- Reflect on the college visit and its effect on their plans.
- Refine their ideas about qualities they want in the college they attend.
- Understand the role of the FAFSA in applying for financial aid.



All Students Will:

- Distinguish between opportunities offered by tech/trade schools, community colleges, and four-year colleges.
- Become familiar with what may be required on a college application: including standardized test scores, work experience and extracurricular activities (if any), and a personal essay.
- Identify one academic area in need of improvement.
- Pose questions about college.
- Identify types of financial aid.

ROADS to SUCCESS

Grade 10

Education After High School

Family Newsletter

The Road to College

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org

Did you know?

According to the America's Career Resource Network, 48 out of 50 of the fastest-growing jobs in the United States require some sort of education after high school.

<http://acrn.ovae.org/parents/afterHS.htm>

Applying to college can be a stressful process for both you and your child. All of the steps and deadlines may feel overwhelming at times, but you are not alone. School counselors and college websites can provide good information about what to do, and when to do it.

Standardized Tests:

- **PSAT:** College-bound students should take the PSAT in the fall of 10th and 11th grade. Scholarship money may be available for students who do well on the exam in 11th grade.
- **SAT or ACT:** Many schools require standardized admissions tests. These are usually taken during the spring of junior year.

Students are also able to retake the exam during the fall of their senior year. To register online, go to www.collegeboard.com for the SAT and www.act.org for the ACT.



College Websites, Catalogs, Fairs and Open Houses:

How can you help your child figure out what college she wants to attend? Factors to consider are the location, size, cost, and the extracurricular activities offered by the school.

College websites are a good way to start this research.

Choices Planner in RUReadyND.com is extremely useful for finding information about individual colleges. You can even request course catalogs, applications, and financial aid information online. College Fairs and Open Houses are a great way to find out more.

Resources:

For more information, check out these websites:

- RUReadyND.com
- www.collegeboard.com

Grade by Grade: College Visits

College brochures, catalogs, and websites can answer basic questions about a college. To get the first-hand feel of a school, students need to walk around the campus and figure out if they like what they see. Roads to Success students will visit a local college in the 10th grade. Here are two ways to help your child get the most out of his visit:

Brainstorm a list of questions to ask on the campus tour, such as:

- What are the students like? What are their interests? How are they dressed?
- What are the dorms like? How are roommates chosen?
- What is the area around the campus like? What activities are offered on weekends?

Things your child should do on a college visit:

- Take a campus tour to look at the dorms, dining facilities, athletic facilities, library, etc.
- Look at posters for on- and off-campus events.
- Check out bulletin boards and pick up brochures, course catalogs, and financial aid forms.

Comparing Postsecondary Education Options

The **BIG** Idea

- What are my postsecondary education options?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Compare Postsecondary Options (20 minutes)
- III. Match Up! (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 13–14, Comparing Postsecondary Options
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 111–112, Student Profiles
 - Student Handbook page 113, Postsecondary Pros & Cons
 - Student Handbook pages 114–115, Education After High School Glossary
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW, Education After High School 1: Comparing Postsecondary Education Options
- Overhead projector (optional)

OBJECTIVES

During this lesson, the student(s) will:

- List one pro and one con for each of the following postsecondary options: community college, tech/trade school, four-year college.

OVERVIEW

In this first lesson of a seven-lesson unit, students learn about postsecondary education options. The lesson opens with students sharing what they already know. Next, the facilitator fills in gaps in students' knowledge by describing three educational options: community college, tech/trade school, and four-year college or university as students take notes. Then, students apply what they've learned by matching student profiles to postsecondary options based on needs, interests, career goals, etc. Lastly, students wrap up by listing a pro and con for each postsecondary option.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- Prepare a list of two local examples for each of the following postsecondary options: four-year, two-year (community college), and tech/trade schools. Make sure to highlight these examples when you review each type of education during **Activity II, Compare Postsecondary Options**.
- In **Activity II, Compare Postsecondary Options**, if modeling how to take notes, prepare a transparency of **Portfolio pages 13–14, Comparing Postsecondary Options**.
- If working in pairs for **Activity III, Match Up!**, determine who will work together.
- Following lesson 5 of this unit, students will go on a college visit. Refer to the checklist below on how to plan a college visit. Talk to your administration to plan the logistics and budget for your trip.

COLLEGE VISIT CHECKLIST

- Contact local colleges to schedule the college visit.
- Contact your school principal to approve college choice and select specified date.
- In some school districts you may need to write a letter to the board explaining the trip and why it's important. Ask your school administration if this is the case.
- Distribute permission slips (if not already done).
- Give the students an adequate amount of time to return the permission slips before the college visit.

- Discuss transportation expenses with your administrator. Plan, book, and pay for the transportation to and from the college.
- Ask your school about its chaperone policy. Secure any additional chaperones needed.
- Investigate options for lunch for students (check with the school to find out what types of payments are accepted for lunch or if lunch will be provided for the students).
- Establish a procedure for bringing and filling out **Portfolio pages 18–21, College Visit Planner** (lesson 5).

BACKGROUND INFORMATION

Postsecondary education has become a necessity in today's workforce. According to America's Career Resource Network, 48 out of 50 of the fastest-growing jobs in the United States require some sort of education after high school.* While many students (and parents) perceive traditional four-year colleges as the only legitimate form of higher education, there are many other acceptable and accessible forms of postsecondary education, including community college and tech/trade schools. These options are becoming critical providers of job training, both for degree-seekers and for students whose goals are to refine and broaden their skills. For some students, these other options may, in fact, be a better match for reasons ranging from career goals to economics. It is also important to recognize that higher education is a two-way street: schools need to make a decision about whether a student is a good match, but a student also needs to decide whether the school is a good match—they need to “accept” each other.

* SOURCE: <http://acrn.ovae.org/parents/afterHS.htm>

VOCABULARY

Associate's Degree: A two-year degree, usually earned at a community college.

Baccalaureate Degree: A four-year degree from a college or university. Also referred to as a bachelor's degree.

Community College: Two-year colleges that offer a degree after the completion of two years of full-time study.

Postsecondary Education: Any education that occurs after the completion of a high school diploma or general education development tests (GED).

Career & Technical School: A school that provides training in occupational or vocational areas. Many offer technical programs that prepare students for immediate entry into the job market.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Prediction: What fraction or percentage of today's fastest-growing jobs require education after high school? Explain why you chose this percentage. (For example, two out of five, or 40%)
2. In a few sentences, explain what you currently plan to do after you graduate from high school.

[After they have completed their answers, call on students to read their responses. Then begin with the Warm Up as written.]

For **Activity I, Warm Up**, to review the vocabulary for this unit in an engaging way, you may want to play a game with the Education After High School glossary. Read each definition aloud and instruct students to raise their hands if they can correctly identify the matching vocabulary word. The first student to correctly identify the word could receive a prize.

If you want to make **Activity II, Compare Postsecondary Options** more student centered, ask the students the bolded questions to see what they already know about the topic.

For **Activity II, Compare Postsecondary Options**, if you think your students will struggle to engage with the material in a lecture format, you may also want to have students jigsaw the reading in small groups. Copy the notes for each type of education listed in the facilitator guide of this lesson. Assign students to groups of three or four. Each group should be given information about one type of education. (This means that multiple groups will be reading about the same postsecondary option.) Students should read their information and use it to complete their section of **Portfolio pages 13–14, Comparing Postsecondary Options**. Then have each group share one or two facts they learned about their postsecondary option. Use this information to fill in the notes for **Portfolio pages 13–14, Comparing Postsecondary Options** on the overhead projector.

For **Portfolio pages 13–14, Comparing Postsecondary Options**, you may choose to write notes after you discuss each type of education, instead of writing notes while delivering the content. You can call on students to help fill in the blanks.

For **Activity III: Match-Up!**, if working in pairs or small groups is not manageable in your classroom, have students work individually.

To make **Activity III: Match-Up!**, more engaging you may want to create your own Student Profile Card that describes you in high school. You can display this on an overhead projector or chart paper and model for students why you chose the postsecondary option you pursued.

For the **Wrap Up**, identifying “cons” requires a deeper level of thinking, going beyond direct recall. Most students should be able to identify at least one disadvantage of each postsecondary option. However, if this is too much of a challenge, have your students list two pros for each option. To assist struggling students, you may also choose to have the students work in pairs to list the pros and cons.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** What do you want to do when you graduate high school? [Students respond.]
2. **SAY SOMETHING LIKE:** What percentage of today's fastest-growing jobs do you think require education beyond high school? [Students respond.]

At least 50 percent of today's fastest-growing jobs require education after high school, or **postsecondary education**.^{*} However, this does not necessarily mean you need to go to a traditional four-year school, which is what most people think of when they hear the word "college." There are lots of different kinds of colleges. Depending on what kind of a career you are considering, the kind of school you need varies. In other words, not all jobs require the same type or amount of education.

There are schools that train you in specific jobs, like computer programming, auto repair, nursing, etc. There are others that bridge your education between high school and a traditional four-year college or university. And, there are colleges that encourage you to explore a variety of subject areas before focusing on one. These schools prepare you for all kinds of careers, from engineering to teaching.

^{*}SOURCE: <http://www.bls.gov/ooh/about/projections-overview.htm>

2. **SAY SOMETHING LIKE:** What do you already know about postsecondary education? What kinds of schools can you attend after high school? [Give students a couple of minutes to respond.]

[As students respond, jot their ideas on chart paper. If you'd like, list students' initials next to their responses to give them credit. If no one mentions the following three postsecondary options, add them to the list on the chart paper:

- Community college (two-year college)
- Career and technical school
- Four-year college]

3. **SAY SOMETHING LIKE:** Great job! As you can see, there are a lot of choices for what to do after you graduate from high school. There are so many choices because students have different needs, interests, and career goals. Just because one type of school is a good match for one person, it doesn't mean it will be the right match for someone else.

In today's lesson, you will learn about three postsecondary education choices: community college, tech/trade schools, and four-year college. Each offers a different kind of education.

II. Compare Postsecondary Options (20 minutes)

1. [In this activity, explain each of the three types of postsecondary options as students take notes on **Portfolio pages 13–14, Comparing Postsecondary Options**. The information about each option is presented in question-and-answer format. Pause after each question and answer to allow students time to fill in the handbook page. You may want to help students keep track of the important points of the lecture by using the overhead projector to model how to complete **Comparing Postsecondary Options**. (See **Implementation Options** for suggestions.)]
2. **SAY SOMETHING LIKE:** Let's compare each of the three major types of postsecondary options: community college, tech/trade school, and four-year college/university. The more you know, the better prepared you will be to find the perfect match for your needs, interests, and career goals.

[Refer students to **Portfolio pages 13–14, Comparing Postsecondary Options**. Explain that you will discuss each of the three types of postsecondary education options as they take notes. Speak slowly and clearly, pausing to allow all students a chance to take complete notes by filling in the blanks on the page.]

3. **SAY SOMETHING LIKE:** Let's start with community college. Here are some facts — some of which you probably know and others that will surprise you. Get your pencils ready...

What is a community college?

- Community colleges are run by your city or county.
- Offer an **associate's degree** after the completion of two years of full-time study.
- Community college has two main purposes:
 - To train students for immediate entry into the job market. Examples include: bookkeeper, fashion designer, computer programmer, and paramedic.
 - To prepare students to transfer to a four-year college or university.

Who goes to a community college?

- More than half the nation's undergraduates.*
- Governors, surgeons, actors, corporate executives, and even astronauts started their postsecondary education at community college. Some have won Pulitzer and Nobel prizes!
- A few famous community college grads:
 - Walt Disney
 - H. Ross Perot (corporate executive, 1992 presidential candidate)
 - Eileen Collins (NASA astronaut)
 - Clint Eastwood, Tom Hanks, Annette Bening (actors, directors)

- Alvin “Pete” Rozelle (NFL Commissioner)
- Natalie Merchant (solo artist)

*SOURCE: American Association of Community Colleges: <http://www.aacc.nche.edu/AboutCC/history/Pages/pasttopresent.aspx>

Why go to a community college?

- Transfer to four-year college – Some students start their education at community college, then transfer to a four-year college.
- Lower cost – Costs average less than half of those at public four-year colleges** and about one-tenth those at private four-year colleges.
- Location – Can live at home, saving money on campus-living costs.
- Small class size – Small class sizes and personal attention from professors or instructors.
- Professors focus on teaching – Professors’ main job is teaching, not research and publishing. Most have lots of practical experience in the subjects they teach.
- Flexible class schedules – Classes offered during the day, evening, and weekends to meet the needs of students’ other commitments, such as jobs and families.

**SOURCE: American Association of Community Colleges: <http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx>

Community college admits any high school graduate, so why do I need to work hard in high school?

- Community college is college. While it may be open to all, you need to have certain skills and knowledge to succeed there, and to ultimately graduate. The best way to prepare for this is to practice by working hard while you’re still in high school.
- Almost 50 percent of students who enter community college end up dropping out in the first year. Those who graduate are generally the ones who worked hard in high school.

4. SAY SOMETHING LIKE: Now let’s focus on career and technical schools.

What are tech and trade schools?

- Provide courses that allow you to start a career in a specific field that you enjoy without having to take classes that really don’t interest you.
- Offer a variety of options, including two-year **associate’s degree** programs and one- to two-year programs from which you earn a license or certificate in a specific skill.

- Offer licenses or certificates in skilled careers, such as
 - auto mechanic
 - child care worker
 - computer technician
 - hairstylist
 - medical assistant
 - truck driver
 - interior decorator
 - mechanical engineer
 - paralegal
 - registered nurse

Why go to a tech/trade school?

- Careers requiring an associate’s degree or some postsecondary training are expected to grow by 17 percent through 2020—more than five percent higher than those requiring only a high school diploma.*
- Focuses on students’ and employers’ needs.
- Trains students in skills required for a specific type of job.
- Small classes and more individual attention than four-year colleges.
- Night and weekend courses for those who work full-time.

*SOURCE: 2010 U.S. Department of Labor Bureau of Labor Statistics, Employment by summary education and training assignment, 2010 and projected 2020, http://www.bls.gov/emp/ep_table_education_summary.htm

5. **SAY SOMETHING LIKE:** Finally, let’s take a look at traditional four-year colleges or universities.

What is a four-year college or university?

- Provides a general, well-rounded education.
- Offers a **bachelor’s degree** in a specific area of study, called a major.
- Common fields of study include engineering, biology, business, economics, English literature, foreign languages, political science, and history.
- Lays the groundwork for more advanced studies and professional work (for example: you need to go to a four-year college or university before going to medical school or law school).

Who goes to a four-year college or university?

- Students who want a general academic program and the opportunity to explore many different interests.
- Students preparing for “professional” careers. Examples: lawyers, doctors, teachers, architects, accountants, engineers, etc.
- Students who want to pursue graduate work or education after college.

Why go to a four-year college or university?

- Broader knowledge – Learn skills useful both in work and in life, such as:
 - thinking abstractly and creatively
 - expressing yourself clearly in speech and writing
 - making wise decisions
- More money – Most high-paying jobs require a **bachelor’s degree**.
- More job opportunities.
- More choice – Offers a wide variety of courses in the social sciences, humanities, and sciences.
- Independence – In many cases, you live away from home, on your own in a dorm.

III. Match Up! (15 minutes)

1. **SAY SOMETHING LIKE:** Who remembers what percentage of jobs require postsecondary education? [Let students answer. If no one answers correctly, remind them that at least 50 percent of the fastest-growing jobs today require some sort of education after high school.]
2. **SAY SOMETHING LIKE:** In this activity, you will read about different students who are about to graduate high school. Working with a partner, you will figure out which of the three postsecondary education options we’ve discussed today is the best choice for each student. You may use your notes from **Portfolio pages 13–14, Comparing Postsecondary Options** to help you. Then, we will meet as a class again to share and discuss your decisions. Be ready to defend your choices!
2. [Divide the class into pairs. Refer students to **Student Handbook pages 111–112, Student Profiles**. Tell them they have five minutes to review the profiles. Instruct them to check one of the three postsecondary options that they think is the “best fit” for each student. Remind them that they should be prepared to defend their decision in a follow-up class discussion.
3. [After five minutes, have students come together for a whole-class discussion. Have volunteers read aloud each profile, then ask pairs to share which postsecondary choice they made and why. If a decision is unanimous, select a pair or two to justify the choice. If a decision is not unanimous, have pairs who made different choices support their decision to the class.]
4. [If the students finish this activity early, instruct them to create their own profile. If time permits, have a few students share which postsecondary option they feel is the best fit for them and why.]

IV. Wrap Up (5 minutes)

1. [Refer students to **Student Handbook page 113, Postsecondary Pros & Cons.**]

SAY SOMETHING LIKE: Now it's your turn to show what you know. Complete this handout by listing at least one benefit, or pro, for each type of postsecondary education option and one disadvantage, or con.

2. [Upon completing the handout, ask for volunteers to share one pro and one con for each type of postsecondary option. Make students understand that pros and cons can be very subjective. For example, one student may find that ability to live at home while going to community college to be a pro, while another student may see this as a negative aspect of going to community college.]

SAY SOMETHING LIKE: Whether you decide to go to a four-year college, community college, or tech/trade school, you will gain knowledge and build skills that will help you to succeed in your career, and in your life outside of work. But, whatever choice you make, it's important that you work hard now while you're still in high school.

DO NOW
Education After High School 1:
Comparing Postsecondary Education Options

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Prediction: What fraction or percentage of today's fastest-growing jobs require education after high school? Explain why you chose that percentage. (For example, two out of five, or 40%.)

2. In a few sentences, explain what you plan to do after you graduate from high school.

STUDENT PROFILES

Read each student profile. Then check the postsecondary option that best fits each student.

Student 1

Name: Evan Brown

Career Goal: Auto mechanic

Situation: Wants to work as soon as possible
Knows he wants to work with cars
Learns best in small classes

Postsecondary Options:

Community College	<input type="checkbox"/>
Career/Technical School	<input type="checkbox"/>
Four-year College	<input type="checkbox"/>

Student 2

Name: Melinda Potter

Career Goal: Bookkeeper

Situation: Not much money saved for college
Needs to be near home to care for younger siblings
Has a part-time job

Postsecondary Options:

Community College	<input type="checkbox"/>
Career/Technical School	<input type="checkbox"/>
Four-year College	<input type="checkbox"/>

Student 3

Name: Angie Garcia

Career Goal: Something in biology-related field (maybe pediatrician)

Situation: Would like to live away from home, on-campus
Is interested in taking lots of different kinds of courses
Wants to go to medical school one day

Postsecondary Options:

Community College	<input type="checkbox"/>
Career/Technical School	<input type="checkbox"/>
Four-year College	<input type="checkbox"/>

Student 4

Name: Rob Johnson

Career Goal: Investment banker

Situation: Works 9 to 5 job as a bank teller
Can't afford to live on-campus yet, but would like to one day
Would like to make a lot of money in future

Postsecondary Options:

Community College	<input type="checkbox"/>
Career/Technical School	<input type="checkbox"/>
Four-year College	<input type="checkbox"/>

YOUR STUDENT PROFILE

Name: _____

Career Goal: _____

Postsecondary Options:

Community College	<input type="checkbox"/>
Career/Technical School	<input type="checkbox"/>
Four-year College	<input type="checkbox"/>

Provide three specific reasons why you believe this postsecondary option is the best fit for you.

1. _____

2. _____

3. _____

Postsecondary Options Pros & Cons

List one pro and one con for each type of postsecondary option.

	Community College	Career and Technical Schools	Four-Year College or University
Pro			
Con			

Education After High School Glossary

Academic Skills: Skills related to school subjects, such as reading, writing, and computation.

ACT/SAT: Primarily multiple choice tests of mathematical and English abilities that are required by many colleges and universities for admission into an **undergraduate** program.

Advanced Placement (AP) Classes: Challenging courses that give students the opportunity to earn college credit while still in high school through successfully completing end-of-the-course exams.

Associate's Degree: A two-year degree, usually earned at a community college.

Award Letter: Mailed from a college to a prospective student, states the amount and type of financial aid the school will provide if you take classes there.

Baccalaureate Degree: A four-year degree from a college or university. Also referred to as a bachelor's degree.

Campus: The grounds and buildings of a university, college, or school.

Career & Technical School: A school that provides training in occupational or vocational areas. Many offer technical programs that prepare students for immediate entry into the job market.

Practice Application : A standard application form that is accepted by almost 300 private colleges. It is available at www.commonapp.org and in high school counselor offices. (NOTE: Many public colleges and universities require their own application instead.)

Community College: Two-year college that offers a degree after the completion of two years of full-time study.

Expected Family Contribution (EFC): The amount your family can afford to pay for college, as calculated on the FAFSA.

Facilities: Buildings on campus where specific activities occur, such as computer labs, dance studios, sports complex, dining halls, etc.

Faculty: Professors at a university, college, or school.

Financial Aid: Any type of assistance used to pay college costs.

Free Application for Federal Student Aid (FAFSA): Form that must be completed to receive federal financial aid. Determines how much financial help your family can be expected to contribute to your college education.

Grant: Also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Loans: Financial aid, often from the federal government, that must be repaid.

Major: Your field of specialization in college.

Personal Qualities: Characteristics that tell what kind of person you are, such as leadership, dependability, and motivation.

Postsecondary Education: Any education that occurs after the completion of a high school diploma or general education development tests (GED).

Reference: A statement about a student's ability or character.

Remedial Course: A course that teaches skills required to succeed in college-level courses.

Scholarships: Funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Student Aid Report (SAR): E-mailed or mailed from the office of Federal Student Aid to the student after the FAFSA has been completed. Includes all the information you provided, as well as your Expected Family Contribution (EFC).

Undergraduate: A student enrolled in an associate's or bachelor's degree program (two- or four-year degrees).

Work-Study Program: A federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

Comparing Postsecondary Options

Complete the sentences using information about each type of postsecondary education option.

So many choices for education after high school! Describe what each option offers.



Community College

Students who complete two years of community college earn an _____ degree.

One purpose for community college is to train for _____ entry into the job market.

Some students start their education at community college, and then transfer to a _____.

Tuition and fees at a community college average less than half of those at a _____.

Community colleges offer _____ class sizes.

A community college professor's main job is _____.

Career and Technical School

Career/technical schools offer courses that allow a student to start a career in a [check correct box] specific general field.

Career and technical schools offer licenses or certificates in skilled careers, such as

Students who work full time can take _____ and _____ courses.

Four-Year Colleges & Universities

Four-year colleges and universities offer

[check correct box] general education specific skill training.

Some common fields of study at four-year colleges and universities include:

Four-year colleges and universities lay the ground for more advanced studies and

_____ work.

Most high-paying jobs require a _____
degree.

At four-year colleges and universities, students learn to express themselves clearly in speech
and _____.

The **BIG** Idea

- What steps do I need to take to apply to college?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. What Colleges Need to Know About You (10 minutes)
- III. Apply It! Quiz & Discussion (15 minutes)
- IV. Action Plan (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook pages 116–120, Practice Application
- Student Handbook page 121, Action Plan
- Student Handbook page 122, Apply It! Question Prompts and College Steps

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Education After High School 2: The Road to College

Highlighters

Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- List a minimum of three steps they need to take so that they can apply to college.

OVERVIEW

The goal of this lesson is for students to recognize the steps they need to take — and when to take them — if they are considering four-year college as a postsecondary option. By exploring a college application, students learn what colleges need to know about them, why they need this information, and what they need to do while still in high school to prepare. In an effort to help students not feel overwhelmed by the application process, the lesson strives to help them understand that an application is simply a way to share their history with a college. While the lesson does not go into great detail on specific parts of the application, students will learn the basic meanings of new terms, with a special emphasis on the role of the college essay. Finally, students will review a step-by-step action plan for sophomore through senior years of high school, identifying actions they need to take and when to take them. They are reminded that selecting a college is a two-way process—they choose schools just as schools choose them. The lesson wraps up with students listing at least three steps they need to take to get ready to apply to a four-year college.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 116–120, Practice Application**
 - **Student Handbook page 121, Action Plan**
- If working in pairs or small groups for **Activity III: Apply It! Quiz & Discussion**, determine who will work together.

BACKGROUND INFORMATION

For many students, the most challenging part of the college application process is getting started. It can be overwhelming to discover all they need to do to apply to college — from taking required tests to filling out a college application. One strategy is for students to get familiar with the steps involved in the process, and to start organizing themselves by creating checklists and calendars. By keeping track of what to do and when to do it, they can relieve much of the anxiety connected to the college application process.

VOCABULARY

ACT/SAT: Primarily multiple choice tests of mathematical and English abilities that are required by many colleges and universities for admission into an **undergraduate** program.

Financial Aid: Scholarships, grants, loans, and work-study programs offered to a student to help pay tuition costs and living expenses.

Major: Your field of specialization in college.

Undergraduate: A student enrolled in an associate's or bachelor's degree program (two- or four-year degrees).

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Besides doing well in school, what are some steps you need to take if you want to go to college?
2. How might you find out more about colleges so that you can find ones that are a good fit for you?
3. How do you share information about yourself with a college?

[Once the students have finished writing their answers, proceed with the Warm Up as written.]

In today's lesson, the students will be looking at the practice application. A paper copy of the practice application is provided. Working on paper will allow students to more easily make changes and move through the different sections of the application.

For **Activity III: Apply It! Quiz & Discussion**, if working in pairs or small groups is not manageable in your classroom, have students work individually. If you are running short on time, you can instruct half the class to complete prompts 1 and 2, while the second half completes prompts 3 and 4. Then review the answers as a class. You may also choose to skip this entire activity if you need time for other activities.

For the **Wrap Up**, students should be able to identify at least three steps. To add more of a challenge, encourage students to find more than three, and/or to identify what year and semester each step they've listed should happen.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Imagine it is the beginning of your junior year of high school. Over the summer, you decided that you want to attend a four-year college after you graduate. Will it be too early to think about college? Too late?
2. [Have students brainstorm what they already know about the steps they need to take to apply to a four-year college by asking the questions listed below. As students respond, jot their ideas on chart paper. If you'd like, list students' initials next to their responses.]

SAY SOMETHING LIKE:

- Besides doing well in school, what are some steps you need to take if you want to go to college?
 - How might you find out more about colleges so that you can find ones that are a good fit for you?
 - How do you share information about yourself with a college?
3. **SAY SOMETHING LIKE:** Great job! As you can see from your list, you already know quite a bit about what you need to do if you want to go to a four-year college. It may seem overwhelming, but today you will learn about what you need to do now —while you're still in high school —and when you need to do it. Knowing this information will help make getting ready to apply to college a smooth and less stressful process. Keep in mind that today's lesson is specifically about preparing to go to a four-year college. While the process for applying to a community college or technical school requires less preparation, you should still pay close attention. For example, if you begin your education at a community college, and then decide to continue at a four-year college, you will need to know the process.

II. What Colleges Need to Know About You (10 minutes)

1. **SAY SOMETHING LIKE:** Whether you decide to pursue college or go straight to work after high school, you will need to share information about yourself, either with an employer or with a college admissions committee. To do this, you will be asked to fill out an application. If you've ever applied for a job before, there is a good chance that a college application will look familiar to you. If you're planning to go to a community college or career/tech school, the application process is simpler.

2. [Refer students to **Student Handbook pages 116–120, Practice Application** as you display them on the overhead projector. Explain that most four-year colleges have their own applications, which ask for information such as grades and test scores. This practice application asks many of the most common questions found on a four-year college application. Less competitive colleges require less information.

[Pass out a highlighter to each student. Then instruct students to skim through the **Practice Application** and highlight any information that seems important or interesting. Give them a couple of minutes to look over the application.]

3. **SAY SOMETHING LIKE:** How do you feel when you look at this application? [Allow students to respond.] It looks like a lot of information, but by understanding now what colleges need to know about you, you will be better able to prepare over the next few years. The application is your way of telling colleges your “story” — who you are, your accomplishments, and more. Just as you will need to decide which colleges are right for you, the colleges need to know if you’re right for them. One of their main ways of figuring this out is by reviewing your application. Think of the application as a road map that tells you all you need to do to get to your destination — college!
4. [Walk through each of the big sections of the application, using the talking points below. Let students know that you will be focusing on the information that is most crucial for them to know as 10th graders. As you refer to each section, point to it on the overhead transparency so that students can easily follow along on their handouts. Before you begin, explain to the class that today you will give them the “big picture” of what is on the application; they will get into more details of the application in their junior and senior years. The purpose of today’s lesson is to become more familiar with the college application process.]

Talking Points:

[Focus on the talking points with an (*) beside them.]

NAME AND ADDRESS:

- Asks for personal information: name, permanent home address, mailing address, and contact information.

PERSONAL INFORMATION:

- Asks for gender, date of birth, citizenship information. In the section about citizenship, you describe whether or not you’re a citizen, and tell how long you’ve lived in this country. There is also an area for optional information including Social

Security number, ethnicity, etc. You don't have to complete the optional section. These questions will provide additional information about you to help schools keep track of things like the diversity of the student population.

ENROLLMENT INFORMATION:

- This section asks when you plan to enroll, what you plan to study and if you're planning on applying for financial aid. **Needs-based aid** means you get financial help for college because your family needs it. (College is expensive for many families, so you should apply for needs-based aid even if you're not sure you'll qualify.) **Merit-based aid** means you get financial help for something you're good at like sports, music, or academics.
- [If your students ask about the differences between early decision, early action, and restrictive early action, you can explain the differences using the definitions below. However, it is not essential that students master this concept at this time, so there is no need to spend a lot of time on this point.]

Early Decision: Students apply to a school and commit to go to this school if accepted.

Early Action: Students apply early and find out if they are accepted before the regular response date. Students are not obligated to go to this school.

Restrictive Early Action: Students apply to a school and receive a decision early, but may be prohibited from applying early decision or early action to other schools. Students are not obligated to go to this school if accepted.]

- Why might a college need to know when you'll be enrolling, or if you'll need financial aid?

DEMOGRAPHICS:

In this section, you describe whether or not you're a citizen, and tell how long you've lived in this country. There's also an optional section to describe your race. You don't have to complete this, but it helps schools keep track of the diversity of the student population.

FAMILY:

This asks for information about your parents, even if they're no longer living or don't live with you. There's a place to describe your legal guardian if it's someone different from your parents. "Siblings" refer to your brothers and sisters, and you're asked to include the colleges they attend or graduated from.

***ACADEMICS:**

- This section is where you share information about your education, including the name of your high school (secondary school), its location, any other schools you've attended (such as summer school), and the date you will graduate.
- CEEB/ACT is the school's code. Students should contact their school counselor for this number.
- Remind students that colleges will want to see their high school transcripts. This section confirms what school you attend and provides contact information with the school counselor.
- The section titled Guidance Counselor will provide schools with contact information for your counselor should they need to reach him or her.
- If you have attended any other high schools, provide that information in the section titled Other High Schools Attended.

***TEST INFORMATION:**

- As the name suggests, this is where you list your test results of standardized tests required by some colleges. The **ACT** and **SAT** are the two common standardized tests accepted by most four-year colleges.
- The Test of English as a Foreign Language™ (TOEFL) measures the ability of people whose main language is not English to use and understand it. If English is not your first language, they want to make sure you can handle college work in English.
- Where might you find out what tests a college requires and what scores you'll need to be accepted?
- College information and activities since last enrolled ask for information about your activities after leaving high school. Those will apply if you use this practice application in the future.

***ACTIVITIES AND INTERESTS:**

- Here is where you list any activities you do outside of school, including when you did them, how often, and any honors earned.
- It is important to show colleges that you have been involved in extracurricular activities throughout high school. Now is the best time to get involved in sports, clubs, or organizations at your school.
- Why might a college want to know what you do outside of the classroom?

- **Work experience** includes any **paying** jobs you've held, your employer, and when you worked.
- What might your work experience say about you?

WRITING:**Short Answer**

- This section allows you to tell more about one of your activities or work experiences. You only have 150 words, so choose what you want to say carefully. This is a chance to shine, so make the most of it!

Personal Essay:

- Some, but not all, colleges require an essay. Some require essays only if you're applying to a special program. But many colleges, particularly the more selective ones, will ask you to write about one of several topics, like those listed here.
- The essay is an important and powerful part of the application because it's your chance to set yourself apart from other applicants and let colleges know what makes you unique. It's an opportunity to show a side of you that grades and test scores can't reveal.

Disciplinary History:

- This section asks questions about any trouble you may have been in during high school, both academic (school related) and crimes.

SIGNATURE:

- There will be a fee for every application you send once you begin applying to colleges, which is a reason you may want to carefully consider how many and which schools you want to apply to. (Application fees may be waived for families with low incomes; check with your school counselor.)

III. Apply It! Quiz & Discussion (15 minutes)

1. **SAY SOMETHING LIKE:** In this activity, you will read about several different high school students who are applying to four-year colleges. Each student has a different situation. Working with a partner, you will figure out and identify where on the application each student should share the information about their situation. Then, we will meet as a class again to share and discuss your decisions.
2. [Divide the class into pairs (or small groups). Refer students to **Student Handbook page 122, Apply It! Question Prompts**. They should also have **Student Handbook pages**

116–120, Practice Application accessible. Tell them they have 10 minutes to respond. Instruct them to make notes directly on **Student Handbook pages 116–119, Practice Application.**]

3. [After 10 minutes, have students come together for a whole-class discussion. Have volunteers read aloud each prompt. Then ask pairs to tell where on the application the student should share this information. Mark their responses on the overhead transparency of the practice application. If not all pairs have come up with the same answer, have those who made different choices explain their decision to the class.]

IV. Action Plan (10 minutes)

1. **SAY SOMETHING LIKE:** Many high school students wait until the last minute to decide what they want to do after they graduate. If they decide that they want to go to college, suddenly they are rushing to get everything accomplished in order to apply. And, sometimes they miss important deadlines. Looking back at our list from the beginning of today's lesson, you now know that there is quite a bit you need to do to prepare to apply to college. If you start the ball rolling now—even if you're not 100 percent sure you want to go to college—you will not be rushing to get everything done at the end of high school. To help you know what you need to do and when, experts in the area of college preparation have developed action plans for high school students to follow. Let's review these plans together.
2. [Refer students to **Student Handbook page 121, Action Plan** as you project it on the overhead. Then talk through the elements as outlined in steps 3–7 below.]
3. **SOPHOMORE YEAR—Fall**
Sign up for the Preliminary SAT/National Merit Scholarship Qualifying Test or its ACT-prep alternate, the ACT Plan. If you've already done this, you can check it off.
4. **JUNIOR YEAR—Fall/Winter**
 - Register for and retake the PSAT/National Merit Scholarship Qualifying Test.
 - Think about what you want in a college. For example, what might you want to study? What types of programs would you want? Do you want a big school or a small one? Do you want to be in a city or a country setting? Do you want to be near home? etc.
 - Start investigating which colleges meet your needs and interests. Learn about colleges by looking at websites, browsing catalogs and guides, and by talking to

friends, teachers, and recent high school graduates who are now in college. You may also want to meet with your school counselor for suggestions. Remember, college is a two-way street: you need to consider each school, just as each school needs to consider you.

- Register to take the SAT or ACT in the spring. The SAT and ACT are required by many colleges and universities for admission into an undergraduate program.

5. JUNIOR YEAR — Spring/Summer

- Visit colleges that meet your interests and needs and take a campus tour. To get a true sense of a college, visit while school is in session. Be prepared to ask lots of questions. You can learn about when tours happen by looking at the school's website. We'll start this process by visiting a college later this year.
- By the end of this school year, narrow down your list to the colleges that interest you the most. Request viewbooks and financial aid information from colleges.
- Take the SAT or ACT.
- Request counselor or teacher recommendations. A college recommendation is a letter written by a teacher or counselor best qualified to describe your academic achievements and potential.
- Over the summer, continue to visit colleges. Take campus tours and schedule interviews with admissions counselors.

6. SENIOR YEAR — Fall

- Request applications for five to 10 colleges to which you'll apply.
- Request financial aid information from the colleges. Find out what forms to file and due dates.
- Research scholarships and other financial aid opportunities using your library, financial aid guidebooks, websites, and school counselor. Attend family financial aid nights at your school or in your neighborhood.
- Start to fill out applications.
- Start writing first drafts of essays. Ask teachers and others to read them.
- If necessary, retake the SAT or ACT.
- Check in with your counselor and the teachers you requested recommendations from. Make sure they know the deadlines for all of your applications.

7. SENIOR YEAR—Winter

- Send your completed applications. Most college applications are due between late fall and early winter (December through January).
- Confirm that your counselor has sent your transcript to all the schools you applied to. A transcript is a record of the courses you've taken and your grades.
- January 1 is the first day that you are eligible to file the FAFSA. File as close to this date as possible, as school, state, and private aid deadlines may be much earlier than federal deadlines. All colleges will ask you to fill out the Free Application for Federal Student Aid (FAFSA). FAFSA is a financial aid application form needed to apply for grants, work-study, and loans. The federal government uses it to determine how much your family can afford to pay.

V. Wrap Up (5 minutes)

1. [Refer students to the bottom of **Student Handbook page 122, College Steps**. Instruct them to complete the handout by listing at least three steps they need to take in order to apply to college. Encourage them to add more than three if they can.]
2. **SAY SOMETHING LIKE:** Today you learned a lot about what you need to do to get ready to apply for college. As you've discovered, starting early is the key to getting it all done. If you're not yet sure what you'll do after high school, it's in your best interest to begin now. Should you decide later on that you want to go to college, you'll be on the road to getting there.

DO NOW

Education After High School 2: The Road to College

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Besides doing well in school, what are some steps you need to take if you want to go to college?

2. How might you find out more about colleges so that you can find ones that are a good fit for you?

3. How do you share information about yourself with a college?

Practice Application

ADMISSION APPLICATION

- 1 Name and Address
- 2 Personal Information
- 3 Enrollment Information
- 4 Educational Information
- 5 Activities and Interests
- 6 Family Information

= completed and saved
..... = current page

SKIP & JUMP to:
Screen 1

SAVE
SUBMIT
YOUR COMPLETED APPLICATION

William,
if you have any
technical questions,
[click here.](#)

NAME AND ADDRESS

Student Name

Legal name

Enter name exactly as it appears on official documents

Last/Family name:

First name:

Middle name:

Suffix: Jr., etc.

Other name(s)

Preferred name/Nickname:

Former last name(s) if any:

Permanent Home Address

Street:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Mailing Address (if different from above)

Street:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Date from: to: mm/yyyy

Contact Information

Permanent home telephone: (###) ###-####

Mailing telephone: (###) ###-####

Cellular telephone: (###) ###-####

E-mail address:

[TOP](#) [NEXT](#)

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Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 ✓ Educational Information
- 5 ✓ Activities and Interests
- 6 ✓ Family Information

✓ completed and saved
..... current page = 6

SKIP & JUMP to:

Screen 2

SAVE

SUBMIT
YOUR COMPLETED
APPLICATION

William,
if you have any
technical questions,
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PERSONAL INFORMATION

Applicant Information

Gender:

Date of birth: mm/dd/yyyy

Citizenship Information

- Citizenship: U.S. citizen
 Dual U.S. citizen
Other country of citizenship:
- U.S. Permanent Resident visa
Permanent Resident number:
Citizen of:
- Other citizenship
Country:
Visa type:

If you are not a citizen and live in the United States, how long have you been in the country?

Optional Information

The following items are optional. No information you provide will be used in a discriminatory manner.

Social Security number: ###-##-####

Place of birth

City:

U.S. state/territory:

Country:

Ethnicity

If you wish to be identified with a particular ethnic group, please check all that apply:

- African American, African, Black
 Native American, Alaska Native

(tribal affiliation:)

Asian American, country of family's origin:

Asian (including Indian subcontinent), country:

Hispanic, Latino, country:

Mexican American, Chicano

Native Hawaiian, Pacific Islander

Puerto Rican

White or Caucasian

Other (specify:)

First language, if other than English:

Language spoken at home:

Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 ✓ Educational Information
- 5 ✓ Activities and Interests
- 6 ✓ Family Information

✓ = completed and saved
... = current page

SKIP & JUMP to:
Screen 3

SAVE
SUBMIT
YOUR COMPLETED APPLICATION

William,
if you have any technical questions,
[click here.](#)

ENROLLMENT INFORMATION

I am applying as a:

For the term beginning:

Possible area(s) of academic concentration/major(s):

Undecided

Possible career or professional plans:

Undecided

Will you be a candidate for financial aid?

← PREVIOUS TOP NEXT →

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Practice Application

ADMISSION APPLICATION

1	Name and Address
2	Personal Information
3	Enrollment Information
4	Educational Information
5	Activities and Interests
6	Family Information

✓ = completed and saved
... = current page

SKIP & JUMP to:
Screen 4

SAVE

SUBMIT
YOUR COMPLETED APPLICATION

William, if you have any technical questions, [click here.](#)

EDUCATIONAL INFORMATION

High School You Now Attend

High school:

Type of school:

CEEB code:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Date of entry: mm/yyyy

Date of graduation: mm/yyyy

Guidance counselor

First name:

Last name:

Telephone: (###) ###-####

Fax number: (###) ###-####

E-mail address:

Other High Schools Attended

Start with the most recent, list all schools, including summer schools and programs you have attended beginning with the ninth grade.

High school:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Dates attended: to: mm/yyyy

High school:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Dates attended: to: mm/yyyy

High school:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Dates attended: to: mm/yyyy

Test Information						
<p>Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.</p>						
ACT						
Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
04/2010	30	22	33	22	33	22
mm/yyyy						
SAT Reasoning Tests						
Verbal/ Date taken/ Critical to be taken reading Math Writing						
mm/yyyy						
SAT Subject Tests						
Date taken/ to be taken	Subject				Score	
	Click here					
	Click here					
	Click here					
	Click here					
mm/yyyy						
Test of English as a Second Language (TOEFL or Other Exam)						
Date taken/ to be taken Score						
mm/yyyy						

College Information	
College/University:	<input type="text" value="Click the 'Find' button to select the institution"/> <input type="button" value="Find"/> <input type="button" value="Clear"/>
City:	<input type="text"/>
U.S. state/territory:	<input type="text" value="Click here"/>
Zip code:	<input type="text"/>
Country:	<input type="text" value="Click here"/>
Int'l postal code:	<input type="text"/>
Dates attended:	<input type="text"/> to: <input type="text"/> mm/yyyy
Degree candidate?	<input type="text" value="Click here"/>

College/University:	<input type="text" value="Click the 'Find' button to select the institution"/> <input type="button" value="Find"/> <input type="button" value="Clear"/>
City:	<input type="text"/>
U.S. state/territory:	<input type="text" value="Click here"/>
Zip code:	<input type="text"/>
Country:	<input type="text" value="Click here"/>
Int'l postal code:	<input type="text"/>
Dates attended:	<input type="text"/> to: <input type="text"/> mm/yyyy
Degree candidate?	<input type="text" value="Click here"/>

Activities Since Last Enrolled
<input type="checkbox"/> Not currently attending school <input type="checkbox"/> Graduated from secondary school early
If either of the above check boxes applies to you, then describe in detail your activities since last enrolled:
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 ✓ Educational Information
- 5 Activities and Interests
- 6 Family Information

✓ = completed and saved
..... current page =

SKIP & JUMP to:

Screen 5

SAVE

SUBMIT
YOUR COMPLETED
APPLICATION

William,
if you have any
technical questions,
[click here.](#)

ACTIVITIES AND INTERESTS

Academic Honors

Briefly list or describe any scholastic achievements or honors you have won since the ninth grade (e.g., National Merit, Dean's List):

Work Experience

List any jobs (including summer employment) you have held during the past three years.

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Extracurricular, Personal, and Volunteer Activities

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Check in the right column those activities you hope to pursue in college. To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.

Activity	Grade level or postsecondary (PS)					Approximate time spent		Positions held, honors won, or letters earned	Col?*
	9	10	11	12	PS	Hrs/Wk	Wks/Yr		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>

*Do you plan to participate in college?

Short Answer

In 150 words or fewer, please describe which of your activities (extracurricular and personal activities or work experience) has been most meaningful to you and why.

Boxing is the most meaningful to me.



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Practice Application

ADMISSION APPLICATION

1	✓	Name and Address
2	✓	Personal Information
3	✓	Enrollment Information
4	✓	Educational Information
5	✓	Activities and Interests
6	✗	Family Information

✓ = completed and saved
✗ = current page

SKIP & JUMP to:
Screen 6

SAVE

SUBMIT
YOUR COMPLETED APPLICATION

William,
if you have any technical questions,
[click here.](#)

FAMILY INFORMATION

Parent 1 Information

First name:

Middle name:

Last/Family name:

Living? If no, date deceased: mm/yyyy

Gender:

Home address (if different from yours)

Street:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Home telephone: (###) ###-####

E-mail address:

Current employment

Occupation:

Name of employer:

Work telephone: (###) ###-####

Work e-mail address:

Educational background

Highest level of formal education:

Sibling Information

Please give names and ages of your brothers and sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates.

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

Submit Your Completed Application



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Action Plan

Review the year-by-year steps for applying to a four-year college.

Sophomore Year

Fall

- Register for and take the PSAT/National Merit Scholarship Qualifying Test (or the ACT Plan in some school districts).

Junior Year

Fall/Winter

- Register for and retake the PSAT/National Merit Scholarship Qualifying Test.
- Identify the kinds of colleges you're interested in attending.
- Investigate colleges that meet your needs.
- Register for the SAT or ACT.

Spring/Summer

- Visit colleges.
- Request viewbooks and financial aid information from colleges.
- Take the SAT or ACT.
- Request teacher and counselor recommendations.

Senior Year

Fall

- Request college applications and financial aid information.
- Research financial aid opportunities (e.g., grants, scholarships).
- Fill out applications.
- Write essays.
- Retake the SAT or ACT, if necessary.
- Check in with your counselor and teachers you requested recommendations from.

Winter

- Complete and send applications.
- File for FAFSA (January 1).

Apply It! Question Prompts

Read each question prompt. Then identify the place on the practice application where each of the sample students below should share their information.

Student 1: Erica

Last summer, Erica worked at a camp for physically challenged children. Where in the college application could Erica share what she learned from this experience?

Student 2: Mark

Where on the application can Mark tell how many years he's been playing the trumpet?

Student 3: Jenny

Jenny's family can't afford college. Where on the application does Jenny let the college know that she will need financial help?

Student 4: Carlos

How might a college know that Carlos is very strong in mathematics?

College Steps

List at least three actions or steps to take to apply to college. (Use the back of this page if you need more room.) As an extra challenge, identify what year of high school to take each step.

Steps	When to Do Step
1.	
2.	
3.	

What Can I Do Now?

The **BIG** Idea

- What short-term goals can I set for myself to prepare for my high school graduation?

AGENDA

Approx. 45 minutes

- I. Warm Up: Looking Back, Looking Ahead (5 minutes)
- II. Graduation Requirements (10 minutes)
- III. Academic Skills Self-Evaluation (25 minutes)
- IV. Wrap Up: Short-Term Goal (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 15, My Four-Year Plan
- Portfolio page 16, My Education Plan: 10th Grade Performance
- Portfolio page 17, Current Courses I Need to Improve My Grade(s) In

STUDENT HANDBOOK PAGES:

- Student Handbook page 123, It's Not Magic

FACILITATOR PAGES:

- Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance
- Facilitator Resource 2, Current Courses I Need to Improve My Grade(s) In

Overhead projector

Copies of Academic Resource List (see **Preparation**)

OBJECTIVES

During this lesson, the student(s) will:

- Understand which courses are required for high school graduation in their state or district.
- Evaluate their current academic performance and set short-term goals for improvement.

OVERVIEW

In this lesson, students investigate what they can do now to prepare for their high school graduation. They begin by recording the classes they will have completed by the end of sophomore year. Then, they review the state or district requirements for graduation. Next, students review their current academic record to identify classes in need of improvement. Finally, they set academic goals to improve their grades in these classes.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 123, It's Not Magic**
 - **Portfolio page 15, My Four-Year Plan**
 - **Portfolio page 16, My Education Plan: 10th Grade Performance**
 - **Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance**
 - **Facilitator Resource 2, Current Courses I Need to Improve My Grade(s) In**
- These next two lessons are designed to help students prepare for their meetings with the school counselor to select courses for 11th grade; be sure to coordinate with the counselor to become better acquainted with the processes involved. In addition, you may wish to invite your school counselor to serve as a co-facilitator of this lesson. Having him/her present will be incredibly valuable in answering students' specific questions.
- You will need to identify and assemble necessary information and forms for your district to guide the course selection process for 10th graders choosing courses for the 11th grade. This packet of information should include district or state requirements for graduation, a listing of 11th and 12th grade courses, the course selection card or form, and any other information needed to help students and their parents understand the 11th grade course selection process.
- For **Activity III, Academic Skills Self-Evaluation**, ask your school counselor if it's possible to access a copy of each student's transcript.

- ❑ In advance of teaching this lesson, you should research what resources are available in your host school and community for students who may need additional academic support. The school counselor might have documents that you can use. Get school administration approval on any outside resources that you would like to include. Create a list of resources to distribute to students and review during the discussion of goal-setting.
- ❑ Create a chart that spells out what each letter in SMART goals stands for.
 - S** = Specific (detailed, not general or vague)
 - M** = Measurable (includes some quantity or element that can be measured)
 - A** = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)
 - R** = Realistic (person is willing and able to do the work for this goal)
 - T** = Timed (establishes a time frame for accomplishing the goal)

BACKGROUND INFORMATION

No matter what students' postsecondary school plans include — attending college or seeking employment — they need to prepare for life beyond high school. Whether they are applying to college or for a job, students must be equipped with the academic skills necessary to succeed. And now is the time, while they're still in high school, to strengthen these skills. By self-evaluating their academic skills and setting reasonable short-term goals, students are preparing themselves for life beyond high school.

VOCABULARY

Academic Skills: Skills related to school subjects, such as reading, writing, and computation.

Remedial Course: A course that teaches skills required to succeed in college-level courses.

IMPLEMENTATION OPTIONS

You may also wish to change the courses listed in **Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance** to reflect courses offered at your school.

In **Activity III, Academic Skills Self-Evaluation**, to help students engage more with **Student Handbook page 123, It's Not Magic**, have them place a Y or an N next to each question. Then instruct students to circle two or three questions they would like to begin working on.

If you think you will finish this lesson early, you may want to pair students up and have each student assess his/her partner's action plans using the SMART goal criteria.

ACTIVITY STEPS

I. Warm Up: Looking Back, Looking Ahead (5 minutes)

1. [To begin this lesson, as students enter the classroom, direct their attention to **Portfolio page 15, My Four-Year Plan**. Give students a few minutes to complete the ninth and 10th grade columns of this chart, reminding them to leave the 11th and 12th grade columns blank. Let students know that they will fill these in next week when they complete their four-year plans.]
2. **SAY SOMETHING LIKE:** Welcome, everybody. When you came in today, you started to fill out a four-year plan. To begin, you listed the high school classes that you took in ninth grade along with the classes you are currently taking. This is an essential step in determining which classes you'll take next year. Next week, we'll talk about selecting courses for your junior year. Before you can choose those classes, we're going to review some important criteria: the graduation requirements for our district/state and your academic performance from ninth and 10th grade. By the end of today, you're going to create an action plan to improve your grades in any classes where you are struggling. Our goal is to get everyone on track to graduate in two years.

II. Graduation Requirements (10 minutes)

1. **SAY SOMETHING LIKE:** How many of you want to graduate from high school? Of course, you all do! So that's the first thing we want to consider when choosing courses for next year. Let's take a look at what's required in our district/state.
2. [Hand out the list of district/state requirements for graduation, and show a copy on a projector. Review the credits for each subject required by your district/state.]
3. [Give students a few minutes to review the requirements and compare them to the first two years of their own four-year plan.]
4. [Take a few minutes to let students ask questions about these requirements.]

III. Academic Skills Self-Evaluation (25 minutes)

1. **SAY SOMETHING LIKE:** The next thing to consider is the courses that are needed to succeed in college. Are you prepared to do college-level work? Believe it or not, 50

percent of students entering a two-year college and 20 percent of students entering a four-year college* end up taking remedial courses, or “catch-up” classes, just to gain the skills they need to do college-level work. These classes do not count towards earning your degree. The cost of just one college course can range from several hundred to more than a thousand dollars! (This is money better spent earning credits toward your degree.) So, what can you do now to avoid taking “catch-up” classes later?

*SOURCE: Complete College America report: <http://www.completecollege.org/docs/CCA-Remediation-summary.pdf>

The first step is to take a good look at how you’re doing in school right now. Then, make a plan for how you can improve your grades.

2. [Draw students’ attention to **Portfolio page 16, My Education Plan: 10th Grade Performance** as you display **Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance** on the overhead projector. Show only the Career and Long-Term Goal section.]

SAY SOMETHING LIKE: When thinking about how to prepare yourself for college, or a job, it’s helpful to begin with the end in mind. Start with your big goal, then think of the smaller steps you need to take to get there. Let me show you how this works.

[Model how to fill in the “Career” and “Long-Term Goal” section. Next to “Career,” at the top, jot down an example, such as “Teacher.”]

2. [Direct students’ attention to the “Long-Term Goal” section of the displayed portfolio page.]

SAY SOMETHING LIKE: Once you identify a career, the next step is to figure out what postsecondary education, if any, you need. Check the appropriate box. For example, to be a teacher, you need to go to a four-year college, so I will check that box. When you complete your own education plan, if you’re not sure how much education your top career choice requires, flip back to **Portfolio pages 7–8, Career Reflection** to review your research. [Display the page numbers on the board or overhead projector.]

4. [Direct students’ attention to the “How Am I Doing?” section of the displayed portfolio page.]

SAY SOMETHING LIKE: In this next section, you will evaluate how you're doing in each of your classes, so you'll know where to focus your energy. You are going to list the classes you're taking, and your grade in each class. If you're not certain of your grade right now, think about the grade you got last semester, or on your last test.

In this section you will be asking yourself: *What do I need to improve in order to prepare myself for my future education?*

In my case, what classes do I need to improve in? [Allow students to respond. Then circle or underline the two courses with the lowest grades (English and science).]

5. [Direct students' attention to the **Facilitator Resource 2, Current Courses I Need to Improve My Grade(s) In**. Make sure to cover up all of the science row. For the English row, only display the box titled "Reason for Low Performance."]

SAY SOMETHING LIKE: The next step is to identify small, realistic actions you can take right away that will help you reach your big goal. By identifying these actions, and setting a date for each, you increase your chance of making your longer-term goals a reality.

[Have a volunteer read the "Reason for Low Performance" in English. Then ask the class what goal this student should work for. Allow students to respond, and then show the listed desired grade. Then ask the class what realistic actions you can take to improve your C grade in English. Jot their ideas on chart paper. (If students have difficulty identifying small steps, refer to **Student Handbook page 123, It's Not Magic**, for ideas.)

Once you have heard from a few students, display the "Action Plan" for raising your English grade.]

6. Those of you who had Roads to Success last year will remember SMART goals. Today we are going to focus on the first three parts of SMART goals: Specific, Measurable, and Achievable.
7. [Write the following questions below on chart paper, an overhead, or the board. Ask the students the following questions and write down how the action plan for improving your English grade fits each of these criteria.
 - a. Is my goal Specific?
 - b. Is it Measurable?
 - c. Is it Achievable?]

8. [If your students are struggling to understand SMART goals, repeat the steps above for the science class. In addition, you may want to brainstorm as a class some solutions to address one or two students' reasons for low performance in a class. Make sure that students understand that they are personally responsible for improving their grades. For example, students should not blame a poor grade on a teacher they do not get along with. You can acknowledge that it can be difficult working with someone you don't like, but that is bound to happen to them at some point in their life. Learning how to overcome those types of challenges will help them in the future.]

Once you think your students are ready to make their own action plans, have them complete **Portfolio page 17, Current Courses I Need to Improve My Grade(s) In**. Instruct the students that they will have 10 minutes to complete these pages.]

[**Note:** It is important for students to understand that they should aim for the highest grades possible. If they are only aiming to pass their classes, they will be unfamiliar with a lot of the material they'll need to succeed in college.]

IV. Wrap Up: Short-Term Goal (5 minutes)

1. [Have a few volunteers share a course they need to improve in with the class. Students should read their reasons for low performance and their action plan (Strategy to Raise My Grade). If time permits, ask the class if the goal is Specific? Measurable? And Achievable?]
2. **SAY SOMETHING LIKE:** As you discovered today, your academic skills will influence your postsecondary plans. Strong academic skills reveal to a college or employer that you have what it takes to succeed. So, set your goals, work hard, and you will be well-prepared.

SAMPLE My Education Plan: 10th Grade Performance

CAREER: _____

LONG-TERM GOAL: What postsecondary education do I need?

- none
- apprenticeship
- tech or trade school
- two-year college
- four-year college
- more than four years of college

HOW AM I DOING? Below, list the courses you're taking and your grade in each.

COURSE NAME	REQUIREMENT	GRADE
1. MATH	Yes	A
2. ENGLISH	Yes	C
3. SOCIAL STUDIES	Yes	B
4. SCIENCE	Yes	D
5. SPANISH	Yes	B
6. ART: PAINTING	Yes	A
7. HEALTH	Yes	A
8. PE: SOCCER	Yes	A

Current Courses I Need To Improve My Grade(s) In

Course Name	Reason for Low Performance	Desired Grade	Action Plan (Strategy to Raise My Grade)
ENGLISH	I sit next to my friend and all we do is pass notes during class. I don't pay attention, and then when it comes time to take the tests I am lost because I haven't taken notes in class.	A	I need to tell my friend that I'm in danger of not passing English, so we need to stop writing notes to each other. This will help me pay attention so that I can take notes during class. For two weeks, I will also review my notes at home for 15 minutes each school night.
SCIENCE	I try really hard in this class. I always do my homework. I take notes in class and I even study at home before the tests. No matter what I do I still can't seem to do well on the tests.	B	I need to ask my teacher whether he holds morning or after-school tutorials. I will attend at least one tutorial session a week and I will ask my teacher to help me make flashcards to study for our next test.

Adapted from the Fulfillment Fund: www.fulfillment.org

It's Not Magic

There's no magic formula for improving your grades. You are the person who can make it happen. Want to do better? Here are some things you can do to get started.

Check two or three things you can do to improve right away. **NOTE:** You have to do the things at the top of the chart before you can do the things at the bottom.

If improving your grade is your goal . . .

<input type="checkbox"/>	Do I go to school every day?
<input type="checkbox"/>	Do I attend class every day?
<input type="checkbox"/>	Do I arrive in class on time, with the materials I need?
<input type="checkbox"/>	Do I pay attention in class?
<input type="checkbox"/>	Do I take notes?
<input type="checkbox"/>	Do I write down the homework assignments?
<input type="checkbox"/>	Do I have a time and place when I study for this subject?
<input type="checkbox"/>	Do I do my homework each day?
<input type="checkbox"/>	Do I ask questions when I don't understand something?
<input type="checkbox"/>	Do I recognize problems (like personal problems or learning disabilities) that may make it hard for me to learn?
<input type="checkbox"/>	Do I know where to go for extra help?
<input type="checkbox"/>	Do I get the extra help I need?

MY FOUR-YEAR PLAN

Warm Up: Please fill in the first two columns of the chart below to record the classes you took in ninth grade along with the classes you're currently taking in 10th grade. Your teacher will provide instructions for filling in the columns for 11th and 12th grade.

Courses Taken/Planned				
SUBJECT	Ninth	10th	11th	12th
1. Math				
2. Science				
3. English/Language Arts				
4. Social Studies				
5. Foreign Language				
6. Arts				
7. Health and Physical Education				
8. Technology				
9. Electives				
10. Advanced Placement (AP) Courses				

Setting smaller goals now will help you reach your career goal after high school.



My Education Plan: 10th Grade Performance

CAREER: _____

LONG-TERM GOAL: What postsecondary education do I need?

- none
- apprenticeship
- tech or trade school
- two-year college
- four-year college
- more than four years of college

HOW AM I DOING? Below, list the courses you're taking and your grade in each.

	COURSE NAME	REQUIREMENT	GRADE
1.	MATH: _____	Yes	_____
2.	ENGLISH: _____	Yes	_____
3.	SOCIAL STUDIES: _____	Yes	_____
4.	SCIENCE: _____	Yes	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

Current Courses I Need To Improve My Grade(s) In

Course Name	Reason for Low Performance	Desired Grade	Action Plan (Strategy to Raise My Grade)

Adapted from the Fulfillment Fund: www.fulfillment.org

Preparing for Junior Year

The **BIG** Idea

- Which junior year high school courses will best help me reach my educational and career goals (including high school graduation)?
- What non-academic goal can I set to prepare for college or a first job?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Career Interests and College-Bound Courses (15 minutes)
- III. Preliminary Course Selection (15 minutes)
- IV. Wrap Up: Self-Evaluation (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 15, My Four-Year Plan (from previous lesson)
- Portfolio page 16, My Education Plan: 10th Grade Performance (from previous lesson)
- Portfolio page 17, Current Courses I Need to Improve My Grade(s) In (from previous lesson)

STUDENT HANDBOOK PAGES:

- Student Handbook page 124, Recommended High School Courses for College
- Student Handbook page 125, Questions for My School Counselor
- Student Handbook page 126, Self-Evaluation

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Education After High School 4: Preparing for Junior Year
- Facilitator Resource 2, Recommended Courses for an Athletic Trainer

Subject recommendations for each student's chosen career (See **Preparation**)

Sample packet of local school district's 11th and 12th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 11th grade courses with syllabus, course selection form, etc.)

Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Understand which courses are required or recommended by four-year colleges.
- Identify which courses can help them prepare for their future career and explore their interests.
- Use the criteria above to select courses for their junior year.
- List one non-academic area in which they excel and list two potential academic and/or personal references (i.e., teachers, coaches, counselors, etc.).

OVERVIEW

In this lesson students investigate the academic skills and personal qualities colleges and/or employers will use to evaluate them. They review two important criteria for selecting classes: courses that (1) help them prepare for specific careers and explore their interests and (2) are requirements or recommendations for college-bound students. Next, they use a listing of course offerings to select options for next year. Then, they read about the after-school activities of four high-school students and determine what these activities tell a college or employer about them. Finally, students list a non-academic area in which they excel, and identify two potential references.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 124, Recommended High School Courses for College**
 - **Portfolio page 15, My Four-Year Plan**
 - **Facilitator Resource 2, Recommended Courses for an Athletic Trainer**
- Copy the following handouts:
 - List of 11th and 12th grade courses offered next year—obtained from your school counselor (one per student)
- Draw a t-chart on the board or chart paper. Label one side “Academic Skills” and the other “Personal Qualities.”
- Compile a list of students' first-choice careers. In RUPrepareND.com's Choices Planner, every career description includes a link to a “Career Cluster” on the “What to Learn” tab. After clicking on the “Career Cluster,” students can review the “Recommended Plan of Study.” Print out a suggested plan of study for each student's career selection. Make sure to write the student's name on top of the page for his career. If multiple students selected the same career, print out a copy for each student.
- Contact your school counselor to identify questions students typically ask when they are making their schedules, and invite him/her to co-facilitate if his/her schedule permits.

VOCABULARY

Academic skills: Skills related to school subjects, such as reading, writing, and computation.

Advanced Placement (AP) Classes: Challenging courses that give students the opportunity to earn college credit while still in high school through successfully completing end-of-the-course exams.

Personal Qualities: Characteristics that tell what kind of person you are, such as leadership, dependability, and motivation.

Reference: A statement about a student's ability or character.

Remedial Course: A course that teaches skills required to succeed in college-level courses.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or on an overhead projector, and have students write only their work on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. How many credits do you need to graduate from your high school?
2. What are some examples of advanced courses your school offers?
3. What career do you think you would most like to pursue? What classes do you think you could take your junior or senior years that would help you reach that career goal?

[After they have completed their work, call on students to read their answers. Then begin with the **Warm Up** as written.]

You may wish to have the high school counselor co-facilitate this lesson. The counselor can bring in official school forms for course selection, and explain how to fill them out and the process involved in enrolling in selected classes.

In **Activity III, 11th Grade Course Selection**, if your school has an official course request form, you may choose to have students complete this instead of writing their courses on **Portfolio page**

15, My Four-Year Plan. If you are running short on time, you may skip **Student Handbook page 125, Questions for My School Counselor.**

For the **Wrap Up: Self-Evaluation**, if students are unable to identify potential references and/or an area they excel in, have them select two teachers (or a coach or counselor) with whom they can begin to form relationships, and have them identify a non-academic area in which they'd like to develop skills. (This could be subject-specific, like cooking or auto mechanics, or skill-specific, like "working as a member of a team" or "writing a newspaper article.")

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Whether you decide to apply to college or for a job after high school, you will be evaluated in two main areas: **academic skills** and **personal qualities**. [Refer students to the t-chart on the board.] Academic skills are those skills and strengths having to do with school, such as your ability to read, write, and calculate. Personal qualities are characteristics that tell what kind of person you are, such as a good leader, dependable, etc.

What sources of information do you think a college admissions director or a future employer will use to compare your academic skills with those of other students or job candidates? What sources will s/he use to evaluate your personal qualities?

2. [Prompt students to brainstorm how a college or an employer can assess, or evaluate, students' academic skills and personal qualities. Jot their responses in the appropriate column on the t-chart. If necessary, model one response for each category (e.g., Academic Skills: SAT score; Personal Qualities: extracurricular activities). The final chart should include the following. If any are missing, be sure to add them to the chart:

Academic Skills	Personal Qualities
<ul style="list-style-type: none"> • SAT/ACT scores • transcript • grades • high school diploma 	<ul style="list-style-type: none"> • work experience • extracurricular activities • references • essay

II. Career Interests and College-Bound Courses (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we talked about the district/state graduation requirements. You were also given a chance to reflect on your academic performance in ninth and 10th grade. Both of these areas are important factors when determining your course selections for next year, but they shouldn't be the only factors. You want to choose courses that match your personal interests and career goals, too. This is important whether you're planning on a career, a two-year college, or a four-year college.

As you probably remember, in the careers unit, you each spent a few weeks identifying your personal interests, skills, and goals. Then you found a career that best matched

those interests and goals. Every career found on in RUReadyND.com's Choices Planner has a recommended plan of study. In a minute, I will pass out a list of subjects recommended for your chosen careers.

But first, let's look at one together. Who knows what an athletic trainer does? [Allow students to respond.] Athletic trainers teach athletes how to prevent injuries and treat athletes when they become injured. What courses do you think will be recommended for this career? [List students' responses on chart paper.]

2. [Give each student a copy of **Facilitator Resource 2, Recommended Plan of Study for an Athletic Trainer** and display a copy of this page on a projector or on chart paper. Give the students a minute to scan through the list of recommended courses to check their predictions. [Identify any subjects students neglected to mention, and then talk about why those courses would be recommended for an athletic trainer.]

(English/language arts, social studies, math, science, and career and technology education). Remember, you may want to take additional courses to ensure a successful transition into college. For example, you might choose to take several years of a foreign language.

3. [Give each student their list of recommended courses and instruct them to review their list for the next few minutes, noting the recommended courses for their selected careers. Encourage them to write down new or different interests that may not be on their required courses list. In addition, prompt students to think about why the subjects on their list have been recommended.]

[NOTE: If your students find that many of the subjects recommended by RUReadyND.com are not offered at their school, facilitate a quick discussion about how else they could gain experience in those areas (extracurricular clubs or activities, internships/jobs, summer programs, etc.). In addition, stress to students that it's OK if they can't take every subject recommended by RUReadyND.com.]

4. **SAY SOMETHING LIKE:** The next thing you'll want to consider when choosing classes are the requirements and recommendations for college. Now, this is important to everyone, even if you're not planning to apply for college your senior year. You might decide later on that you want to go to college. Now is a great time to take college prep courses—while it costs you nothing and school is your main responsibility.

5. **SAY SOMETHING LIKE:** Let's take a look at the courses that are recommended by most colleges. Please turn to **Student Handbook page 124, Recommended High School Courses for College**. [Show a copy on a projector and review the recommendations.]

Keep in mind that these are general recommendations. You'll want to check with the colleges to which you're applying for their requirements.

6. **SAY SOMETHING LIKE:** You'll also note that **Advanced Placement (AP)** courses are at the bottom of this list. Raise your hand if you've ever heard of an AP class. (*Show of hands.*) Who can tell me something they already knew about these classes? [Allow students to respond.] These are challenging courses that give you an opportunity to earn college credit. These courses are usually taken during senior year. To earn credit, you must successfully complete an AP exam at the end of the course. Keep in mind that AP classes are not required for college admission, but are highly recommended. What are some reasons to take AP courses? [Allow students to respond and list their ideas on chart paper or the board.] You are exactly right. Not only do they give you a head start in college, they also improve your chances of admission. After all, if you can successfully complete an AP course, you've already proven to a college that you are willing and able to succeed in more challenging courses. And you save money because AP courses count for college credit.

III. Preliminary Course Selection (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've reviewed some of the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be choosing 11th grade courses from this list of course offerings for next year. [Hand out copies of this list—obtained from your own school or district.] You'll share these choices with the school counselor when you make your final schedule.
2. **SAY SOMETHING LIKE:** Please turn to your **Portfolio page 15, My Four-Year Plan** (from last week's lesson). You will have 10 minutes to make any revisions to your four-year plan. The classes in your 11th grade column will be a preliminary list of your 11th grade courses. You do not need to plan for your 12th grade courses today, but you may if it helps in determining your 11th grade course selection.

Last week we reviewed your current grades using **Portfolio page 16, My Education Plan: 10th Grade Performance**. [Write this title and page number on the board.] Remember, if you are in danger of failing a required class, you will need to take it

again—in summer school or next year. Any course you think you will (or might) fail should be written in the 11th grade column of your **Four-Year Plan**, or you should make a note that this course will need to be made up in summer school.

3. [Give students about 10 minutes to select their courses. Walk around the classroom to answer questions students may have as they make their selections.]
4. [Once students have made their course selections, have them turn to **Student Handbook page 125, Questions for My School Counselor**. Give students a few minutes to write down any questions they had as they were making their course selections. Collect these question sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor plan for the one-on-one course sessions with the students.]
5. **SAY SOMETHING LIKE:** Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the choices you made today. Which ones are you most excited about? Are you still wondering about any courses that aren't on your list? Add these thoughts and questions to the list you just started and share these with your school counselor.

IV. Wrap Up: Self-Evaluation (10 minutes)

1. [Refer students to **Student Handbook page 126, Self-Evaluation**. Instruct them to complete the handout by describing one non-academic skill or area that they excel at, and that they'd be proud to share with a college or employer. Model for students a three- to four-sentence description for one skill you could share with a prospective employer or college. Next, have them list two teachers (or counselors, coaches, etc.) who could recommend them based on their academic achievements and/or personal qualities. Students should also explain why they chose each person. If students are unable to respond to one or both prompts, instruct them to use the five minutes to identify a non-academic area in which they'd like to develop skills and/or to list two teachers (or coaches, a counselor, etc.) with whom they can begin to form a relationship during their high school years.]
2. [If time permits, have a few students share what skill/area they would describe to a college or employer.]

DO NOW
Education After High School 4:
Preparing for Junior Year

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. How many credits do you need to graduate from your high school?

2. What are some examples of advanced courses that your school offers?

3. What career do you think you would most like to pursue? What classes do you think you could take your junior or senior year that would help you reach that career goal?

Recommended Courses for an Athletic Trainer

Subject Area	Ninth Grade	10th Grade	11th Grade	12th Grade
English / Language Arts	English 1 credit(s) or Language Arts I 1 credit(s)	English 1 credit(s) or Language Arts II 1 credit(s)	English 1 credit(s) or Language Arts III 1 credit(s)	English 1 credit(s) or Language Arts IV 1 credit(s)
Social Studies	State History 1 credit(s) or Civics 1 credit(s)	U.S. History 1 credit(s)	Sociology 1 credit(s) or World History 1 credit(s)	Economics 1 credit(s) or Psychology 1 credit(s)
Math	Algebra I 1 credit(s)	Geometry 1 credit(s)	Algebra II 1 credit(s)	Calculus 1 credit(s) or Pre-Calculus 1 credit(s) or Statistics * 1 credit(s)
Science	Biology 1 credit(s)	Chemistry 1 credit(s)	Physics 1 credit(s)	Anatomy 1 credit(s) or Physiology 1 credit(s)
Career and Technical Education	Health Science I 1 credit(s)	Health Science II 1 credit(s)	Health Science III 1 credit(s)	Health Science IV 1 credit(s)

Important:

- Check with your counselor to make sure that your course selections satisfy your graduation requirements.
- Courses available may vary from school to school.

SOURCE: RUPrepareND.com

RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
English/Language Arts	4	Language Arts I–IV or English I–IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Foreign Language	0	Spanish I–IV, French I–IV (Check with the college; some require two years of the same language.)
Arts	0.5	Any class from the Fine Arts area
Health and Physical Education	2	Classes from the Health and Physical Education area
Technology	0.5	Information Technology Applications (or other courses available at your school)
Electives	3	Select from courses available at your school.
Advanced Placement (AP) Courses	See your school counselor to learn what AP classes are available at your school.	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the school counselor. Write your questions below.

1. _____

2. _____

3. _____

4. _____

5. _____

Self-Evaluation

Respond to each prompt on the lines below.

In at least three complete sentences, describe one activity (not an academic skill) that you're great at (for example, basketball, writing lyrics, caring for younger brothers or sisters). It should be something you'd be proud to share with a college or future employer.

List two teachers (or one teacher and a coach or school counselor) who could write you a recommendation based on your academic achievements and/or personal qualities.

1. _____

Explain why you chose this person

2. _____

Explain why you chose this person

Preparing for the College Visit

The **BIG** Idea

- What questions do I have about college? How can I find the answers?

AGENDA

Approx. 45 minutes

- I. Warm Up (5–10 minutes)
- II. Questions, Questions (10–15 minutes)
- III. Answering the Basics (10 minutes)
- IV. Planning Your College Visit (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 18–21, College Visit Planner
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 127, The Basics
- Laptop, LCD projector, and speakers
- Internet access
- Five sheets of chart paper
- Post-it notes, at least one per student
- Index cards, at least one per student
- Box with lid for collecting personal concerns (OPTIONAL)
- Field trip permission slip (if not already distributed)

OBJECTIVES

During this lesson, the student(s) will:

- Ask questions they have about college.
- Determine the kinds of questions best answered by a college visit.

OVERVIEW

In this lesson, students prepare for a visit to a local college by generating questions and researching answers. To focus their thinking, the lesson opens with an online video clip of young people—who are the first in their families to attend college—discussing their initial concerns and questions. After viewing, students write their own questions, and categorize them by topic (e.g., academic, social life, etc.). The heart of the lesson involves students distinguishing basic questions, which they answer by researching the college’s website, versus “qualitative” questions, which they will find answers to during the college visit. To assess students’ understanding of the difference, they will come up with two “not basic” questions to ask during the visit. The lesson concludes with the distribution of permission slips and reminders of how to dress and behave for the visit.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handout needs to be made into an overhead transparency or copied onto chart paper:
 - **Portfolio pages 18–21, College Visit Planner.** Star the two to four sections you want your class to focus on during the campus tour. (For example, visit a dorm and visit the library.)
- If you have not already done so, obtain administrative permission for a field trip, following district guidelines for transportation and chaperones. Make arrangements to tour a nearby college. Duplicate permission slips for distribution during this lesson. Remember to get approval for costs associated with the trip. (**See lesson 1 for a detailed list of preparations for the college visit.**)
- Put the following headings on one sheet of chart paper each:
 - Students, Social Life/Campus Activities, Campus Facilities, Off-Campus Community, Academic Courses/Faculty
- Tape the chart papers in different areas around the classroom.
- For **Activity II: Questions, Questions**, determine pairs of students to work together.

- ❑ Bookmark the web pages for the college your class will be visiting on all computers students will use for **Activity II: Questions, Questions**.
- ❑ Preview the “First in the Family” video, and arrange to view it via Internet during class. Go to <http://www.firstinthefamily.org/highschool/Videos.html>. Students will watch the first five minutes of the video option “How to Make it to College.”

BACKGROUND INFORMATION

College brochures, catalogs, and websites can answer basic questions about a college, but words and pictures alone will not provide the full picture. To get a first-hand feel for a school, students need to walk around the campus and see if they like the environment. Can they imagine themselves living there? Is it what they pictured? They need to talk to students and find out how they like the professors, what they do for fun, what the dorm life is like. They need to sit in classes to find out if they could learn better in a big lecture or a small workshop. They need to eat in the dining facility, and check out the scene there. While visiting colleges may not be possible for all families, students will greatly benefit from visiting the ones on the top of their lists.

VOCABULARY

Facilities: Buildings where specific activities occur, such as computer labs, dance studios, sports complex, dining halls, etc.

Campus: The grounds and buildings of a university, college, or school.

Faculty: Professors and administrative staff at a university, college, or school.

IMPLEMENTATION OPTIONS

For **Activity III: Answering the Basics**, if computer or Internet access is limited, have students work in small groups or pairs, rather than individually. If you have no computer or Internet access, print out and make copies of the web pages for students to do the activity offline.

To increase student engagement you may wish to turn **Activity III: Answering the Basics** into a competition. The pair of students that correctly finishes their research first can win a prize.

ACTIVITY STEPS

I. Warm Up (5–10 minutes)

1. **SAY SOMETHING LIKE:** Next week we will visit [insert name of local college you will be visiting]. Thinking about college, and what life will be like there, is very exciting. Those of you who are considering college probably have many questions. In today's lesson, we will prepare for our visit by thinking about your questions and conducting some research to see which answers we can find before our visit.

We are going to begin by watching a video of students who are the first in their families to attend college. Before going, they had many questions and concerns, some of which may feel familiar. As you watch, consider these questions:

- What are the students excited about?
 - What do they seem nervous about?
 - How are your feelings similar to theirs? How are they different?
2. [Link to <http://www.firstinthefamily.org/highschool/Videos.html> and click the video option: "How to Make it to College." Watch the first six interview clips (Eric, Rena, Gabriel, Milleny, Gabriel, Maly), then stop the video.]

II. Questions, Questions (10–15 minutes)

1. [Divide the class into pairs and provide each pair with several Post-it notes.]
2. **SAY SOMETHING LIKE:** How did watching/listening to the interviews make you feel? What kinds of questions did it bring to mind? In this activity, you will work with a partner to come up with two questions you have about college. You will write each question on a separate Post-it notes.

[Before they begin writing questions, direct students' attention to the five sheets of chart paper posted around the room. Explain that each heading has to do with an aspect of college that they can ask questions about. Walk around the room and briefly describe each category in the following way:

- **Students:** What students are like—their academic and social interests, backgrounds, social styles.
- **Social Activities/Campus Activities:** What non-academic activities the college has to offer, such as athletics, cultural events, clubs, teams, parties.

- **Campus Facilities:** Everything from dorms and dining halls to athletic facilities and the library.
- **Off-Campus Community:** Life outside of the college campus—restaurants, museums, shopping, nightlife.
- **Academic Courses/Faculty:** Work load, class sizes, how easy it is to arrange time to talk with professors.

[If necessary, model a question or two and categorize them. For example:

- “What do students do on weekends?” (Category: Social Activities/Campus Activities)
- “How many hours of class work do you have a night?” (Category: Academic Courses/Faculty)]

3. [Distribute index cards. Tell students that in addition to the two questions they write on the Post-it notes, they may use the index cards to write down any personal questions about college. These cards will not be posted around the room, and they should NOT write their names on the cards. Explain that you will collect the cards and discuss common personal questions after their visit to the college next week. You may wish to provide a specially-decorated box with a hole cut in the top as reassurance that others won’t see what they’ve written.]
4. [After students have written their questions, invite pairs up to stick their questions in the correct categories. When all of the questions are posted, read aloud the questions posted in each category. NOTE: It’s OK if there are duplicates.]

III. Answering the Basics (10 minutes)

1. **SAY SOMETHING LIKE:** How much do you already know about [insert name of local college you will be visiting]? Most colleges, including [insert name of local college], have websites and catalogs that provide basic information about the school—how many students attend, how much it costs, etc. To make the most of a college visit, you want to know all you can about the school before you go. It’s important that you don’t use up your valuable time on campus asking questions that can easily be answered from websites or catalogs. Instead, you should use this opportunity to observe what’s happening on campus and ask questions that only students, professors, and others at the school can answer.
2. [Refer students to **Student Handbook page 127, The Basics**. Explain to the class that they are to gather basic information about the college they are visiting next week.

Working individually, have students go online to the college's website to answer the questions on the student handout. Circulate around the classroom, offering help as needed, as students conduct their research. NOTE: See **Implementation Options** above if you have limited computer access.]

3. [When students complete the handout, have them come together for a whole-class discussion. Invite volunteers to read aloud answers to each question.]

IV. Planning Your College Visit (10 minutes)

1. [Project **Portfolio pages 18–21, College Visit Planner** on the overhead. Have students refer to their individual handouts of the same page. Direct them to star the sections you've starred on the overhead (see **Preparation**). Let them know that the class will focus on two to four sections with questions relevant to the college visit you've planned. Assign each student a specific question from the planner. On a separate piece of paper, record each student's name and what question she will be asking.]
2. **SAY SOMETHING LIKE:** You will use this **College Visit Planner** during our college visit next week. As you can see, the questions are organized into the same categories as we discussed earlier in the lesson. For our visit, you will focus specifically on the questions in the following sections [insert sections your class will focus on]. Let's have volunteers read the questions aloud.
3. [After reviewing the **College Visit Planner**, instruct students to add two questions of their own in the blank spaces on the planner. These might be questions left over from **Activity II: Questions, Questions** that were not answered on the website. Alternatively, they may be brand new questions that have come up as a result of going through the lesson. NOTE: You may use students' ability to come up with two questions to evaluate their understanding of the overall lesson.]
4. **SAY SOMETHING LIKE:** During the visit, you will investigate answers to all of these questions (the ones on the planner and the two you came up with). How could you find the answers to these questions? [List student responses on chart paper. Make sure students address all items listed below. Give students prompts if they are having trouble brainstorming answers.
 - Asking questions of students who go to the school
 - Asking questions of faculty

- Looking at student-produced materials (newspapers, activity calendars, etc.)
- Looking at posters for on- and off-campus events
- Checking out bulletin boards
- Picking up official school materials (e.g., brochures, financial aid forms)
- Touring the dorms, dining facilities, athletic facilities, library, etc.
- Walking around the campus]

V. Wrap Up (5 minutes)

1. [Distribute permission slips (if they have not been given out in a previous lesson).]
2. **SAY SOMETHING LIKE:** Remember, how you appear and behave reflects on our school. For the trip next week, please dress neatly and appropriately. [NOTE: You may give specific suggestions depending on your school's dress code and the college you're visiting.] I expect everyone to behave as young adults, and to treat the college —the people and the property —with respect.
3. [Review all of the logistics for the visit, such as:
 - Date, time, and location of where you will be meeting the students
 - What students need to bring (pen/pencil, notebook, etc.)
 - Is lunch being provided? Or do students need to bring their own/money?
 - Time you will be arriving at and departing from the college
 - Time you anticipate returning to the school
 - Dismissal procedure once students return from visit]

The Basics

Use the college website to answer each of the following questions.

Name of college: _____

1. How many students attend the college?

2. What is the minimum GPA (grade point average) requirement for admission?
(If there's no minimum GPA, write "none.")

3. What is the minimum SAT or ACT score for admission?
(If the college doesn't require the SAT or ACT, write "not required.")

4. What is the cost to attend the college for one academic year (including tuition, room and board, orientation, fees, books, and other supplies)?
(Note: if the website lists tuition only, write "tuition only" and the amount.)

5. **BONUS:** What types of scholarships and financial aid does the college offer?

A college visit can be very revealing. Take notes to keep track of key points.



College Visit Planner

Answer questions in the NOTES column during the college visit.
Add your own questions in the empty spaces at the bottom of the last page.

Name of college: _____

Date visited: _____

QUESTIONS	NOTES
STUDENTS	
<p>Take a campus tour.</p> <ul style="list-style-type: none"> • How diverse are the students? • How are they dressed? Are they approachable? 	
<p>Talk to the students.</p> <ul style="list-style-type: none"> • Why did they choose this school? • What do they like about it? • What's one thing they would change? 	
CAMPUS FACILITIES	
<p>Visit a dorm.</p> <ul style="list-style-type: none"> • How are freshman roommates chosen? • Does the college provide housing for all four years? • Are the dorms quiet enough for studying? • Is it comfortable? Uncomfortable? Explain. • Could you imagine living here? 	
<p>Eat in the dining facility.</p> <ul style="list-style-type: none"> • What kinds of dining facilities are on campus? • How is the food? • Can they meet your dietary restrictions (e.g., vegetarian, kosher)? 	

<p>Visit activity centers, athletic and recreational facilities.</p> <ul style="list-style-type: none"> • What kinds of facilities are on campus? • What recreational activities exist? • Are there studios for art, computers, dance, etc.? 	
<p>Visit the library.</p> <ul style="list-style-type: none"> • Do students study there, or just use it for research? • Are there computers, copy machines, etc.? 	
<p>Visit the health center.</p> <ul style="list-style-type: none"> • What health services does the college offer? • Do students find the health services helpful? Why or why not? • Is there a doctor and/or nurse available on campus? 	
<p>Talk to a career counselor.</p> <ul style="list-style-type: none"> • How does the school assist students in finding work after college? 	
<p>Find out about accessibility for special needs.</p> <ul style="list-style-type: none"> • What services are there for students with special needs? • Is the campus wheelchair accessible? • What kinds of services are there for the visually and hearing impaired? 	
<p>Talk to students about safety on campus.</p> <ul style="list-style-type: none"> • Is there security in the dorms? • Are there security measures on campus for students walking around at night? 	

Academics/Faculty	
<p>Sit in on a class.</p> <ul style="list-style-type: none"> • How many students are in a lecture class? • Is the professor/teacher engaging? • Are students actively involved? • What did you like best about the class? Least? 	
<p>Talk to faculty members (professors or others).</p> <ul style="list-style-type: none"> • Which programs is this school known for? • What is the most popular major? • Do professors teach most courses, or are they taught by teaching assistants? • How hard or easy is it to arrange time to talk to professors? 	
<p>Visit studios or labs (art studio, computer lab, TV production facilities).</p> <ul style="list-style-type: none"> • Does the lab, studio, etc. have up-to-date equipment? • Are there knowledgeable people to provide assistance? • What are the hours of the lab, studio, etc.? 	
<p>Talk to someone in the registrar's office.</p> <ul style="list-style-type: none"> • How difficult is it to change your major? • Is there a student advisory program and how does it work? • How does freshman registration work? Will you get the classes you want? 	

Social Activities	
<p>Talk to the students.</p> <ul style="list-style-type: none"> • What do you do for fun? • What do you do on the weekend? • How important are fraternities and sororities to the social life on campus? • What role do team sports play in the social life here? • What extracurricular activities are there? 	
<p>Read the school newspaper and check out bulletin boards around campus.</p> <ul style="list-style-type: none"> • What kinds of events are happening (e.g., concerts, shows, etc.)? 	
Off-Campus Community	
<p>Walk around the community, town, or city.</p> <ul style="list-style-type: none"> • What types of cultural centers (i.e., museums, theaters) are there? • How can I get into town from campus? • How can I get around town? 	
More Questions	

ADAPTED FROM: collegeboard.com “Campus Visit Checklist;” [Campus Visits & College Interviews](#) by Zola Dincin Schneider, The College Board, 2002; and [guidancecounselor.com](#) “Questions to Ask.”

Reflecting on the College Visit

The **BIG** Idea

- How has the college visit affected my decision about going to college and my ideas about what I need or want from a postsecondary education?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Personal Reflection (10 minutes)
- III. Following Up on College Questions (10 minutes)
- IV. What I Want in a College (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 22, College Visit Reflection
- Portfolio page 23, School Finder Results
- Portfolio page 24, Your Search Criteria

FACILITATOR PAGES:

- Facilitator Resource 1, School Finder Print Version

Computers

LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Reflect on their college visit.
- Learn how to find answers to college-related questions.
- Identify criteria important to them in a college or technical school.

OVERVIEW

In this lesson, students reflect on their recent visit to a local college. They describe their overall reactions—what they found interesting and surprising, what they enjoyed most and least, and how the visit affects their postsecondary plans. As a follow up to the personal reflection, the facilitator addresses their concerns and questions in a whole-class discussion. In addition to answering some questions/concerns directly, the facilitator prompts students to brainstorm some of the many ways students may find answers to their questions. In preparation for future research, students consider what criteria are most important to them in a college or technical school and fill out a questionnaire on RUPrepareND.com to find schools that fit their interests.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- For the **Warm Up**, determine which students will work in pairs.
- For **Activity III: Following up on College Questions**, review the “personal” questions students submitted anonymously in the previous lesson. Categorize the questions by topic (e.g., roommate concerns, academic worries, etc.) for further discussion.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio page 23, School Finder Results**
 - **Portfolio page 24, Your Search Criteria**
- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students’ computers.

BACKGROUND INFORMATION

Going to college is a big transition, and as with all life changes, students are bound to have plenty of concerns and questions. Providing direct answers to their questions is helpful, but what will benefit them even more is recognizing the many services that colleges offer, at all points of their college career — from before they even arrive until long after they graduate. Resources include, but are not limited to:

- **Academic assistance** from professors, writing centers, teaching assistants, study groups.
- **Residential services**, like resident advisors (RAs) who address non-academic issues, such as roommate concerns.
- **College counseling services** help students cope with stress, relationship problems, depression, and other personal issues.
- **Health centers** provide medical services related to illness and injury.
- **Religious centers** provide clergy members for students to talk to and organizations that hold services and sponsored activities.
- **Financial aid office** explains financial aid options and strategies.

IMPLEMENTATION OPTIONS

For the **Warm Up**, if working in pairs is not manageable in your classroom, have students work individually.

Student discussion is encouraged in this lesson, so don't feel obliged to adhere strictly to the time allotted for each activity step.

Students who did not attend the college visit can pair up with those who did during the warm up. While the students who attended the trip fill out their **Portfolio page 22, College Visit Reflection**, have the students who didn't attend the trip write down at least three other questions they had about either the trip or college in general. These questions should be collected and reviewed in class with the questions from last week.

For **Activity IV, What I Want in a College**, you may wish to choose local colleges as examples of various characteristics (setting, size, entrance difficulty, etc.).

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [When students are settled, divide the class into pairs for this first activity.]

SAY SOMETHING LIKE: I hope everyone enjoyed last week's visit to [insert name of local college visited]. We'll be spending the rest of the class talking about your reactions to the visit, and thinking about the ideas it's given you about your future college plans. To start, I'd like to spend a few minutes talking about what you learned on the college visit.

2. [Have students turn to **Portfolio pages 18–21, College Visit Planner**. If you collected students' planners at the end of the college trip, distribute them to students. Display the **College Visit Planner** on the overhead or LCD projector. Go through each section students were supposed to focus on during the college visit, asking students what they learned from the questions listed. Have students who did not attend the college visit record their peers' answers on their portfolio pages.]
3. [In addition you may want to ask students to share what they found most interesting and surprising. Jot their ideas on the board or chart paper.]

II. Personal Reflection (10 minutes)

1. [Refer students to **Portfolio page 22, College Visit Reflection**.]

SAY SOMETHING LIKE: Now that we've discussed some of your reactions to the college visit, I'd like each of you to take a few minutes to reflect on your experience in writing.

[Before students begin, read aloud each question on the handout, or have volunteers read them. Be sure they are clear on what each question is asking, for example, what's meant by an "overall impression" in question 1. Direct their attention to question 5, and note that you'll discuss their questions and concerns in the next activity. Circulate as students write, answering questions as needed and encouraging them to respond fully.]

III. Following Up on College Questions (10 minutes)

1. [This activity involves reviewing questions and concerns students submitted anonymously during the last lesson. You may include students' responses to question 5 of **Portfolio**

page 22, College Visit Reflection in this discussion.]

2. **SAY SOMETHING LIKE:** Deciding to go to college is a big and very exciting choice. With this decision comes many questions. I remember when I started college, I wondered if I could handle the workload and whether there was anyone to help me, should I need it. Upon researching, I discovered that my school provided academic support in the form of tutoring. The student tutors taught me how to take notes, study, and get through tons of reading. [NOTE: Please feel free to substitute your own example here.]

During the college visit last week, you may have found answers to many of your questions. For those still unanswered, let's discuss them, and brainstorm ways to find answers.

3. [Discuss specific answers to a few questions. Then remind students of other ways they can get their questions answered. For example, their high school counselor is a good resource, as are the many support services available on college campuses—from resident advisors (RAs) to financial aid officers.]
4. [Invite students to brainstorm other ways they can find answers to questions. Jot their ideas on the chalkboard. Here are some things the list may include: college website, current college students, recent alumni from the school.]
5. **SAY SOMETHING LIKE:** It is natural to have questions as you begin your college investigation. In fact, the more visits you go on, and the more you learn, the more questions you will have. By starting the college process early, you have plenty of time to find answers to your questions.

IV. What I Want in a College (15 minutes)

1. **SAY SOMETHING LIKE:** When you think about college, do you picture yourself in a big city, or do you imagine being in a small town, where life focuses around the campus? Are you interested in a college that offers small, intimate classes, or is the idea of big lectures with many students more energizing to you? Maybe you want to go to a local college and live at home, or maybe you want to go away and live in a dorm? These are just a few of the many personal decisions you will make as you consider what kinds of colleges are just right for you. Thinking about these choices now will help you get ready for your college search during your junior and senior years.

2. **SAY SOMETHING LIKE:** Choices Planner in RUReadyND.com is a great place to find colleges and universities that match your interests. Using the **School Finder** feature, you can answer a few questions on the site, and it'll give you a list of schools with the things you're looking for. So let's sign in. [Note that students don't need to rule out a school they're interested in, just because it doesn't appear on their list.]
3. [Have students sign in to RUReadyND.com and select Choices Planner.]

[Ask them to click on the **Learn** tab at the top of the page, and then click on the the **School Finder** link. They should then select **Key Facts** from the left-side tabs and look at the question, "What kind of program are you interested in taking." Students should check off bachelor's degree programs and associate's degree programs before proceeding to the next section.

Students can now select additional characteristics from the list of choices along the left side of the screen. As a class, walk the students through the list of characteristics one-by-one to be sure that they know what each characteristic means. Discuss the following questions below before students select their answers:

- **LOCATION:** Tell students that they should consider the travel involved in going to schools far away from home. If students want to be able to go home for weekends, or for family members' birthdays, they may prefer to stay within their region. This does not mean that students should be discouraged from looking at colleges outside of their state or region, but students need to think about the pros and cons of a school's location. (Example, a student from North Dakota who wants to stay closer to home should check off either the Midwest or just North Dakota.)
- **CAMPUS SETTING:** Discuss the following vocabulary words below and explain each corresponding example.
 - **Urban:** Major cities and towns are referred to as urban areas, or areas with of population of 300,000 or more. Urban schools generally do not have a lot of lawns or outdoor space, but they are closer to more shops and restaurants.
 - **Suburban:** These cities and towns have a population of 25,000 to 299,999 within the metropolitan area. The area is approximately 15 to 25 miles in radius. These campuses are generally close to restaurants and shops, but still have campuses with green lawns and sports fields.
 - **Small Town:** These towns have a population of 5,000 to 24,999 within a five-mile radius of the town.

- **Rural community:** An area far away from a city or large town with a population under 5,000. This area is generally thought of as a country setting. Rural campuses are generally what students may think of when they envision a typical four-year college. Often you will find green lawns with plenty of space to toss a Frisbee or a football around. However, these schools are often very far from major cities, so students who are used to living in a big city may feel isolated at these schools.
- **SCHOOL SIZE:** To give the students a frame of reference between a very large, a large, and a medium school, discuss each example for North Dakota:
 - **Tiny:** Jamestown College: 967 Students
 - **Small:** Minot State University: 3,551 Students
 - **Medium:** 5,000 to 10,000 Students
 - **Large:** University of North Dakota: 11,139 Students
 - **Extra Large:** 15,000 to 20,000 Students
 - **Super-Sized:** Over 20,000 Students
- **ENTRANCE DIFFICULTY** (under the **Admissions** tab): Students do not need to understand the specific difference between each level of admissions difficulty, but some examples may be helpful. A school like Harvard or Princeton would be considered a “most difficult” school. They are very competitive and generally only take students with extremely high grades. If students seem unclear about which level to pick, tell them to leave all options blank.
- **TUITION** (under the **Tuition and Costs** tab): Tell students that even though some colleges can be quite expensive, they should check “Does not matter” in answer to the tuition question. Explain that you shouldn’t rule out an expensive school until you know what kind of financial help is available.
- **PROGRAMS/MAJORS OFFERED:** If the students already know their favorite career cluster, they should click “Show Programs” next to the appropriate cluster. They can then choose the major that they are interested in. If a student is undecided about what major they want to study, tell them to skip it.
- **SPECIAL ACADEMIC PROGRAMS** (under the **Programs/Majors** tab): Tell the students to skip this question unless they are familiar and interested in one of the options. For example, if a student knows that he wants to be in the ROTC: Air Force, then he should check that option off.

- **INTERCOLLEGIATE SPORTS** (under the **Sports** and **Campus Life** tabs): Tell students that if they play a particular sport for a school or club team they should review their choices under either the **Sports** tab (for more competitive students) or the **Campus Life** tab (for intramural sports).
- **EXTRACURRICULAR ACTIVITIES** (under the **Campus Life** tab): Tell the students to skip this question unless they are familiar with and interested in one of the options. If a student is active in their theater department and wants to keep performing throughout high school and college, she should check off the drama/theater group box.

NOTE: If you are having your students complete the School Finder independently, tell them not to spend too much time on any question—they can always go back another time and revise their answers. Students can also choose to add any of the other characteristics listed, if time allows.

[When students have finished entering their criteria, ask them to click on See Your List of Schools. This button appears near the bottom of all of the criteria selection pages.]

[Show students how the following functions can be used.]

- To help remember what influences your choices, you can review your search criteria at the left side of the page.
 - To see how closely a school matches your criteria, click **Compare Your Selections** to the right of the school name.
 - If a school that the student hoped to see did not appear on the list, students can type the name of the school into the search box in the upper right corner of the list.
4. [Point out that their choices may change over the next two years, especially when they start to visit colleges, and that's OK. Remind them that starting now will help them down the road.]
 5. [Give them about 10 minutes to review and complete the questions. Once they have a list of schools, ask students to print the search criteria and list of schools by clicking **Print This** in the upper right corner of the page. If printing is not available, ask students to record their list of schools on **Portfolio page 23, School Finder Results**. Students can record their search criteria on **Portfolio page 24, Your Search Criteria**. Note that the type of school will be two-year or four-year.]

6. [Tell students to save this search by selecting “Save Your Search” at the top right of the page. They should enter a name for their search (for example, local nursing programs or large, public schools in North Dakota) and then click **Save**. They can review this search in the future by signing in to RUPrepareND.com and returning to the School Finder tool in Choices Planner.]

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Congratulations! You’ve taken the first important steps towards going to college. Although it may feel like a whirlwind of information, the great thing is you still have two years to figure it out! And, you *will* figure it out! Next year, when you begin a more in-depth college search, you will already know how to find answers to your questions and have ideas about what’s most important to you in a college.
2. [Refresh students’ memories about “The First in Family” video clips from last lesson, specifically how uncertain the kids interviewed were about going to college. Remind students that each of those kids ended up having a wonderful, positive college experience. Make the point that it is perfectly natural to have some level of uncertainty and nervousness—it’s part of the process when you start something new.]

College Visit Reflection

Answer the following questions about your college visit.

Name of college: _____

Date visited: _____

How did your college visit affect your plans to attend?



1. What was your overall impression, or feeling, about this college? _____

2. Can you imagine yourself attending this college, or one like it? Why or why not? _____

3. What did you like best about this college? _____

4. What did you like least? _____

5. What would you like to know more about? _____

6. How will your visit affect your future plans? Will you apply to this college (or one like it)?
Why or why not? _____



What kind of colleges interest you? Use RUReadyND.com to begin your search.



School Finder Results

Use Choices Planner’s “School Finder” in RUReadyND.com to find the undergraduate schools (two- and four-year colleges) that meet your needs. On each page, check the kinds of things you prefer — public or private school, big or small. The School Finder will create a list of possible schools.

Print out your list and put it in your portfolio, or copy your top choices here. An example has been done for you.

List **five schools** that were **exact** or **close to exact** matches:

Name of School	Type of School	City/State
<i>Bismark State College</i>	<i>2-year</i>	<i>Bismark, ND</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

List additional schools that interest you. You may include schools that were not on your list. (Do not include any schools listed above.)

6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

THE SCHOOL I AM RESEARCHING IS: _____

Your Search Criteria

To help you remember what influenced your choices, review your School Finder search criteria listed above your list of schools. Print out your list by clicking **Print This** in the upper right corner of the page and put it in your portfolio, or copy your criteria below.

1. Location: (If you remember the region you selected, record just that name below.)

2. School Type: _____

3. Public or Private: _____

4. Setting: _____

5. School Size: _____

6. Entrance Difficulty: _____

7. Tuition: _____

8. Special Academic Programs: _____

9. Extracurricular Activities: _____

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Financial Aid

The **BIG** Idea

- How will I pay for college?

AGENDA

Approx. 45 minutes

- I. Warm Up: Quiz and Discussion
(10 minutes)
- II. Financial Aid Basics
(10 minutes)
- III. Scholarship Search
(20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 25–27, Scholarship Search
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 128, College \$: How Much Do You Know?
 - Student Handbook pages 129–131, Financial Aid Basics
- FACILITATOR PAGES:**
 - Facilitator Resource 1, College \$: How Much Do You Know? Answer Key
- Overhead Projector
- Chart paper and marker

OBJECTIVES

During this lesson, the student(s) will:

- Identify various types of financial aid.
- Understand the role of the FAFSA in applying for financial aid.
- Understand the need for information from parents/guardians to complete the FAFSA.
- Locate possible scholarships on RUReadyND.com or FastWeb.

OVERVIEW

This lesson builds on the enthusiasm generated by the college visit to reintroduce the topic of financial aid. Students test what they currently know, review vocabulary, and discuss where to go for more information as they get further along in the process. The function of the FAFSA is described, and students sign on to RUPrepareND.com or FastWeb to explore scholarship options.

PREPARATION

- Coordinate with your school counselor to determine what programs the school has in place to make parents aware of financial aid options. Also, ask about state and local financial aid options (not covered in this lesson).
- Review “Funding Education Beyond High School: The Guide to Federal Student Aid,” available as a PDF document at http://studentaid.ed.gov/students/publications/student_guide/index.html. This is a user-friendly document that will help you provide answers to any questions your students might have.
- Visit www.collegeboard.com for the latest information on college costs and available financial aid, and update **Student Handbook page 129, Financial Aid Basics** accordingly.
- Make arrangements for the class to use the computer lab, and make sure that RUPrepareND.com or FastWeb is accessible from students’ computers.
- Create your own FastWeb account and familiarize yourself with the navigation of this website.
- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 128, College \$: How Much Do You Know?**
 - **Portfolio pages 25–27, Scholarship Search**

BACKGROUND INFORMATION

College is expensive. The average college costs (tuition and fees) for 2011–2012 were as follows:

- Private four-year schools: \$28,500
- Public four-year schools (in state): \$8,244
- Public two-year schools: \$2,963

Help is available. The federal government provides \$150 billion in grants, work-study, and low-interest loans each year to more than 15 million students.

SOURCES:

Trends in College Pricing Report, College Board,
http://trends.collegeboard.org/downloads/College_Pricing_2011.pdf;

Office of Federal Student Aid, <http://studentaid.ed.gov/about>

The key to obtaining need-based aid is the FAFSA, the Free Application for Federal Student Aid. This form is used by the federal government, state governments, and individual colleges and universities to determine student need.

Students wishing to apply for merit-based financial aid must conduct a separate search for scholarships. This lesson discusses both.

VOCABULARY

Award Letter: Mailed from a college to a prospective student, this letter states the amount and type of financial aid the school will provide if you take classes there.

Expected Family Contribution (EFC): The amount your family can afford to pay for college, as calculated on the FAFSA.

Free Application for Federal Student Aid (FAFSA): Form that must be completed to receive federal financial aid. Determines how much financial help your family can be expected to contribute to your college education.

Financial Aid: Any type of assistance used to pay college costs.

Grant: Also called gift aid, financial aid that doesn't have to be repaid. Comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Loan: Financial aid that must be repaid.

Student Aid Report (SAR): E-mailed or mailed from the office of Federal Student Aid to the student after the FAFSA has been completed. Includes all the information you provided, as well as your Expected Family Contribution.

Scholarship: Financial aid distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Work-Study Program: A federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

IMPLEMENTATION OPTIONS

In **Activity II: Financial Aid Basics**, you may wish to abbreviate the discussion of the FAFSA if students find it overwhelming. Key points:

- Completion of the FAFSA is needed for federal, state, and college need-based financial aid.
- Students complete this form during their senior year.
- Students need financial information from their parent or guardian to complete this form.
- Need-based aid is available for many kinds of postsecondary education, not just four-year colleges.

If you think your students will need more time to complete their scholarship search, have students complete this research as homework. Be sure and go over the directions with the students, with particular attention to instructions on how to opt out of unwanted advertising. NOTE: You may choose to provide incentives to those students who bring their completed homework to next week's class.

ACTIVITY STEPS

I. Warm Up: Quiz and Discussion (10 minutes)

1. [Have students turn to **Student Handbook page 128, College \$: How Much Do You Know?** and complete the quiz independently.]
2. **SAY SOMETHING LIKE:** Now that so many of you are excited about going to college, I'd like to spend some time talking about what you can do to prepare. Of course, you want to be ready academically. You also want to be ready financially. It's no secret that college isn't cheap—average tuition costs range from \$2,963 for community college to \$28,500 for a private four-year college each year that you're in school. And some schools cost even more. [Reference the **Big Idea** on the board.]

Where can you get that kind of money? This lesson will help answer that question. Financial Aid is the term used to describe assistance used to pay college costs. Let's review the quiz to see what you already know about this topic.

3. [Discuss the answers as described in **Facilitator Resource 1, College \$: How Much Do You Know? Answer Key.**]

II. Financial Aid Basics (10 minutes)

1. **SAY SOMETHING LIKE:** Most of the work of investigating and applying for financial aid will take place during your junior and senior years of high school. Today's lesson will give you an idea of what that process will be like, and what you can do now to get a head start.
2. [Have students turn to **Student Handbook pages 129–131, Financial Aid Basics**, and read the answers to questions 1 and 2. Draw a t-chart on the board or chart paper, and write "Financial Aid" above the chart. Ask students for the names of two kinds of financial aid and a description of each. Put "need-based" at the top of one column, and "merit-based" at the top of the other. Students may instead categorize financial aid as "free" vs. "needing to be paid back," which would also be legitimate.]
3. [Have students read the answer to question 3 and list the three types of need-based financial aid (grants, work-study programs, and loans) under that heading on the chart. Ask students to identify which of these types of aid do not need to be paid back. Allow

students to respond, and then circle grants and work-study, stressing to students that both of these do not need to be repaid. In essence, they are free money for school.]

4. [Read and discuss the process of completing the FAFSA, as described in question 4, including all of the bulleted items.]
5. [Write the phone number and web address of your State Higher Education Agency (North Dakota University System — <http://www.ndus.edu/>) on the board, and have students copy this information in the spaces at the bottom of **Student Handbook page 131**.]

III. Scholarship Search (20 minutes)

1. **SAY SOMETHING LIKE:** The FAFSA is the key to need-based financial aid, which includes government grants, loans, and work-study programs. You will also want to investigate scholarships—money awarded for your talents, such as good academic or sports performance. You must apply for scholarships separately. They are not part of the FAFSA. [Return to the t-chart, and write “scholarships” under “merit-based.” Have students name scholarships they remember from last year’s financial aid lesson. Reinforce the idea that scholarships do not need to be paid back (free money).]

Last year, you were invited to investigate scholarships as a homework assignment. Today, you’ll have the opportunity to continue this research during class. Let’s log on to the FastWeb website together.

2. [Have students turn to **Portfolio pages 25–27, Scholarship Search**. Write the web address: RUReadyND.com on the board and review the instructions for signing in. Alternatively, you may write www.fastweb.com and review the instructions for creating an account.]
3. **SAY SOMETHING LIKE:** This form provides a place for you to keep track of your research and evaluate whether a scholarship is a good match for your talents and skills.
4. **SAY SOMETHING LIKE:** You may take the next 10 minutes to investigate at least three scholarship opportunities. Then we’ll get back together as a class and talk about what you found.

IV. Wrap Up (5 minutes)

- [Reconvene the class and discuss the following questions:
 - Who found a scholarship that seemed like a good match for them? Explain.
 - Who found a scholarship that they thought they were not likely to get? Explain.
 - What can you do now to help find the money you'll need for college?]
- [Have students review the items under question 6 of **Student Handbook pages 129–131, Financial Aid Basics**, and take all three pages home to share with their parents.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 28–30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Education After High School skills.

EDUCATION AFTER HIGH SCHOOL

I can ...

Compare the pros and cons of various postsecondary options.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List some of the steps necessary to apply to college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify a variety of different places where I can get more information about college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Set short-term goals to improve the chances of getting into college later down the road.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
See the value of a college visit.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the various types of financial aid available for college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

College \$: How Much Do You Know? Answer Key

You've visited a college and are thinking about attending. Now you just have to figure out how to pay for it. Take this quiz to see how much you already know about financial aid. Circle the correct answer for each question.

1. Which of the following sources of financial aid must be paid back?
- a Grants
 - b Scholarships
 - c Work-study programs
 - d Loans**

Of the three need-based sources of financial aid mentioned in Financial Aid Basics Question 3, only loans must be repaid. Scholarships (merit-based financial aid) need not be repaid.

2. Which of the following is NOT a good strategy for making college affordable?
- a Pick the cheapest college you can find.**
 - b Attend community college for two years, then transfer to a more expensive four-year college.
 - c Investigate the financial aid available at schools you're interested in attending.

As described in Financial Aid Basics Question 1, most students receive some kind of financial assistance. Students should choose schools based on the "fit" of the program, then investigate whether they can be made affordable. Beginning at a community college may also be a good option.

3. What is the purpose of the FAFSA?
- a To identify talented students.
 - b To determine a family's need for financial aid.**
 - c To make sure people who hate paperwork don't attend college.

The FAFSA only addresses need-based aid, so A is incorrect.

4. Who of the following must participate in the financial aid process?
- a Your favorite teacher.
 - b Your richest relative.
 - c Your biological or adoptive parent.**
 - d Nobody but you. (You can do this on your own.)

The FAFSA requires financial information about parents as well as student applicants, as explained in question 4, bulleted item 2. The Guide to Federal Student Aid describes “dependent” vs. “independent” status, as well as whose income must be reported in blended families.

5. Which of the following is a good source of information about financial aid?
- a Your school counselor.
 - b The financial aid staff at the college of your choice.
 - c <http://studentaid.ed.gov/>
 - d All of the above.**

The referenced publication is the U.S. Department of Education’s official guide to Federal Student Aid.

College \$: How Much Do You Know?

You've visited a college and are thinking about attending. Now you just have to figure out how to pay for it. Take this quiz to see how much you already know about financial aid. Circle the correct answer for each question.

1. Which of the following sources of financial aid must be paid back?
 - a Grants
 - b Scholarships
 - c Work-study programs
 - d Loans
2. Which of the following is NOT a good strategy for making college affordable?
 - a Pick the cheapest college you can find.
 - b Attend community college for two years, then transfer to a more expensive four-year college.
 - c Investigate the financial aid available at schools you're interested in attending.
3. What is the purpose of the FAFSA?
 - a To identify talented students.
 - b To determine a family's need for financial aid.
 - c To make sure people who hate paperwork don't attend college.
4. Who of the following must participate in the financial aid process?
 - a Your favorite teacher.
 - b Your richest relative.
 - c Your biological or adoptive parent.
 - d Nobody but you. (You can do this on your own.)
5. Which of the following is a good source of information about financial aid?
 - a Your school counselor.
 - b The financial aid staff at the college of your choice.
 - c <http://studentaid.ed.gov/>
 - d All of the above.

Financial Aid Basics

1) How much does college cost?

College costs vary, depending on where you go to school. Here are the average costs (tuition and fees) for one year of college in 2011–2012. Room and board is not included in this amount.

- Private four-year schools: \$28,500
- Public four-year schools (in state): \$8,244
- Public two-year schools: \$2,963

Remember that “average” means that some colleges cost more than the amounts shown, and some cost less.

Most students don’t pay the full cost of college themselves. Many receive assistance from the U.S. government, their state government, or the college they attend. Assistance that helps pay for college is called **Financial Aid**.

2) How can I get help paying for college?

Financial Aid can be “merit-based,” which means you receive financial assistance because of skills or talent you offer the school. Examples of “merit-based” financial aid are **Scholarships** for outstanding grades or sports ability.

“Need-based” financial aid is assistance you receive based on your family’s ability to pay. The federal government distributes 150 billion dollars each to help pay for the cost of college. This financial aid helped about 15 million students.

3) What are the different types of need-based financial aid?

- **Grants** – funds given to students that don’t have to be repaid
- **Work-study programs** – provide students with part-time employment, often on campus, to help meet their financial needs
- **Loans** – financial aid that must be repaid

4) What is the FAFSA, and why do I need to complete it?

The FAFSA is the **Free Application for Federal Student Aid**, and it’s your ticket to need-based financial aid programs. You’ll need to complete it to get federal (U.S.) grants, work-study, and loans for college. Financial aid from state programs and individual colleges is also based on information provided on the FAFSA.

Note that this application is free. Be careful of companies who ask you to pay for help with financial aid. Students and families lose millions of dollars every year to scholarship scams!

- **When do I complete the FAFSA?**
During your senior year of high school. (Roads to Success will devote several classes to helping you with this application.)
- **What papers will I need to complete the FAFSA?**
You need your own financial records, plus financial records from your parents:
 - social security numbers
 - income tax returns (for the year in which you are applying)
 - W-2 forms (These show how much money you were paid, and how much tax was deducted from your paycheck.)
 - bank statements
 - investment records
 - other assets (home mortgage or business)
- **Why do I need to provide so much financial information?**
The FAFSA is designed to determine how much your family could reasonably be expected to contribute to your college education. This amount is called the **Expected Family Contribution (EFC)**. The FAFSA helps make sure financial aid goes to the families who need it most.
- **Should I complete the FAFSA even if I think my parents make too much money to qualify for financial aid?**
Definitely! The FAFSA takes all kinds of expenses into consideration, like how many other family members are in college.
- **What educational programs qualify for federal financial aid?**
Federal financial aid isn't limited to four-year schools. Help is available for tech schools and community colleges, too. Be sure and check with your school to see if the program you're interested in qualifies.
- **What happens once the FAFSA has been completed?**
You'll receive a **Student Aid Report (SAR)** that includes all the info you've reported. If you've provided all the needed information, your SAR will also include your Expected Family Contribution (EFC).

Your SAR will be sent to colleges you've listed on the FAFSA. If you're eligible for financial aid, you'll receive an **award letter** from the college that describes the aid you'll receive.

5) How can I find out about financial aid that isn't related to "need?"

Visit websites to find scholarships that may interest you.

- RUReadyND.com
- www.fastweb.com
- www.collegeboard.com
- www.scholarships.com

6) What else can I do right away?

- Talk to your parent or guardian about your college plans. Share what you know about financial aid.
- Talk to your school counselor or the financial aid staff at the college you're thinking of attending.
- Learn more about federal financial aid:
 - <http://studentaid.ed.gov/> This website contains all the information you could possibly want about federal financial aid.
- Use the FAFSA4caster to estimate how much financial aid you might be eligible for:
 - <http://studentaid.ed.gov/fafsa/estimate> This is a good project to work on with your parent. You'll need their financial information as well as your own, and it takes about a half hour to complete.
- Learn more about financial aid available from North Dakota:
 - State Higher Education Agency website: <http://www.ndus.edu>

Scholarship Search

Sign in to Choices Planner on RUPrepareND.com or go to Fastweb.com and find out what scholarships are available to you. Choose three scholarship options, and fill in the chart using the web information for each. You can also search for scholarships using www.collegeboard.com or www.scholarships.com.

Directions for Using RUPrepareND.com

1. Type RUPrepareND.com in your browser's address space.
2. Sign in to RUPrepareND.com by entering your Portfolio name and password. Once you have signed in, select Choices Planner.
3. Click on the **Learn** tab and then on the **Scholarship Finder**.
4. Read the instructions and start your scholarship search.
5. Once you have finished adding or changing your criteria, click **View Matching Scholarships** at the bottom of the page and review the list of scholarships that you may apply for. Choose three that seem most interesting to you. If you do not have a large enough scholarship list, you can change or remove some of your answers to broaden the search.
6. Fill out the chart on **Portfolio page 27, Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

Directions for Using Fast Web

1. In order to use FastWeb, type www.fastweb.com into your browser's address space. Select **Start Your Search**.
2. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from Fastweb's sponsors.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart **on page 27** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

Directions for Using College Board

1. In order to use College Board, type <https://bigfuture.collegeboard.org/scholarship-search> into your browser's address space.
2. Select the start button and begin answering questions.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

Directions for Using Scholarships.com

1. In order to use Scholarships.com, type www.scholarships.com into your browser's address space. You should click on the blue button that says **Get Started Now**.
2. Fill in the requested information. Then enter your e-mail address and create a password for the website. Once you have entered this information, click the **Continue** button.
3. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from Scholarships.com's sponsors or schools.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Portfolio page 27, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

My Scholarships

Name and amount of scholarship	Who is eligible?	Application process	How many scholarships will be awarded?	How well do I meet the qualifications?
Bridgestone Firestone Safety Scholars Video Contest	Full-time students, ages 16 to 21	create an original video about auto safety, 25 to 55 seconds in length	3, maximum award will be \$5,000	

1. Has reading about your scholarship options made you more or less comfortable paying for college? Why?

2. What could you do to improve your chances of receiving a scholarship or financial aid?

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