TRANSITION SKILLS

LESSON 9-23 ▲ CONDUCTING THE COLLEGE SEARCH IN 9TH GRADE: BENEFITS TO MY FAMILY

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| **GRADE LEVEL FOCUS***Because of the importance of this topic, this lesson spirals itself each year from 8th through 12th grade, with a combination of consistent content and new content.* |
| The focus for the College Search Lesson is as follows:* *Grade 8: Introduction to College Search*
* *Grade 9: Awareness of College Options*
* *Grade 10: Comparing College Options*
* *Grade 11: Conducting a College Search*
* *Grade 12:* *Choosing Your College*

FACILITATOR NOTE: Assume a very broad definition of college, to include any post-secondary learning option (two-year community and technical colleges, four-year universities, certificate programs, military training, or apprenticeships). |

**LEARNING GOALS/OUTCOMES**

* Identify the impact on the family when someone goes to college.
* Identify the challenges a student faces when they are the first in their family to go to college.
* Describe what it will mean to their family if they are the first generation to go to college.

**MATERIALS NEEDED**

* **Student Handout:**
* Journal Page
* **Internet access** for the KnowHow2Go website to show Student Success Story video ([www.knowhow2go.org](http://www.knowhow2go.org))
* **Audio/video equipment** to show video
* **Chart paper and markers**

**CLASSROOM ACTIVITIES**

*Grade 9 Focus: Awareness of Options*

*Since this lesson spirals (repeats itself with differing focus areas from grade to grade), a recommended emphasis for 9th grade is to have students become aware of college options and entrance requirements.*

1. **Introduction.** It is especially important in this discussion to recognize that students want to be respectful of their cultural and family opinions and traditions. Open the lesson by acknowledging that it is challenging sometimes to be the first person in a family to go college. Allow students a few minutes with a partner or small group to talk about the challenges and if they see that going to college may benefit their family.
2. **Share with students that you believe there are many positive changes that happen to families when just one person goes to college.** Tell them that they are going to see a very short video clip of a college student who will talk about the influence she wants to have on her family.
3. **Play a video from KnowHow2Go**, such as “Success Stories: Are you the first in your family to go to college?” from Natasha. Or substitute with a different video.
4. **Open a whole group discussion with a statement about Natasha’s desire to model going to college for her sister and her cousins.** Continue the discussion around what students heard as Natasha’s perspectives on benefits and the challenges of being the first in the family to go college.
5. **Ask students about what they think will be a challenge for their families if they go to college and what do they think could be a positive for the family if they go to college.** Chart this information.
6. **Distribute the accompanying *Journal Page.*** Give students a few minutes to write a sixty-second speech to their families about what “college” (2-year, 4-year, technical colleges, apprenticeships, certificate programs, military or other postsecondary training) will mean to everyone. Have students record their thoughts and keep the page as part of their portfolio and student-led conferences.

**STUDENT PRODUCTS**

* **Completed *Journal Page***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

Assume a very broad definition of college, to include any post-secondary learning option (two-year community and technical colleges, four-year universities, certificate programs, military training, or apprenticeships).

* **Financial Aid Resources**

<http://www.wsac.wa.gov/sfa-overview>

Overview for WA State

<https://fafsa.ed.gov/>

Financial Aid – FAFSA

<http://readysetgrad.org/WASFA?_ga=1.168581670.603567252.1432686586>

WAFSA – Financial Aid for undocumented students

<https://financialaidtoolkit.ed.gov/resources/2017-18-fafsa-updates-counselors.pdf>

New financial aid timeline for Seniors

<http://www.collegeaccess.org/EarlyAwarenessMiddle>

Early Awareness Middle Grades

<http://www.collegeaccess.org/Early_Awareness>

Early Awareness Grades 9-10

* **College Admissions**

<http://www.wsac.wa.gov/college-admissions>

Overview for WA State

<http://www.sbctc.edu/>

Community and Technical Colleges

<http://www.sbctc.edu/becoming-a-student/counselor/default.aspx>

Counselor’s Guide to Community College Resources

            <http://www.wsac.wa.gov/sites/default/files/2015.CADRs.Appendix.pdf>

College Academic Distribution Requirements (CADR) for four-year colleges

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/pubdocs/CollegeReadinessInitiaveReplicationProject.pdf>

College ready transcripts for 2-year and 4-year colleges

* **College Search**

[https://bigfuture.collegeboard.org/explore-careers#](https://bigfuture.collegeboard.org/explore-careers)

College Board’s Big Future

<http://nces.ed.gov/collegenavigator/>

 College Navigator

<http://www.careerbridge.wa.gov/>

 Career Bridge

<http://www.gearup.wa.gov/resources/family-newsletters>

WA Student Achievement Council’s Family Newsletters with templates for college readiness and financial aid information for grades 7-12 (based on Career Guidance WA Resources and Lessons)

<http://www.gearup.wa.gov/resources>

GEAR UP Resources

<http://www.k12.wa.us/Resources/>

WA State Family Resources for Learning Standards, Assessment, Graduation, Enrollment Options

* **OPTIONAL ENRICHMENT ACTIVITIES**
1. **Expand the discussion.** The discussion can be expanded in any of the following ways:

Ask students to consider the broader implications for their community if there were more college graduates. Could the standard of living rise for their entire community? What would it mean if a community could bring in new types of industries if there were more technically trained graduates? Encourage the students to think about the next generation as well as their own.

Include a panel discussion by area college graduates as a second part of the discussion. Ask the panelists to share the difference their education made for their families and their communities. Allow adequate time in this session for questions and answers. This component could also be done as individual guest speakers talking with students over several sessions.

Ask leading employers in the community to visit with students about their need for employees with postsecondary educations. Have them share with students what they believe will be the need for college educated workers and what difference they think this makes for their communities.

1. **Research**. Help students research the difference college makes in the life style and living standard of families where individuals in the family have a college education. Help students look at income, health, and life satisfaction as starters.
* **SUPPLEMENTAL FACILITATOR NOTES**

Many underrepresented, first-generation college-going students come from a strong family and community cultural connection. Going to college or especially going away to college can seem like the student is breaking with tradition and is not supportive of family or community norms. This lesson is a beginning discussion with students about what going to college can mean to their families. It can be used as a stand-alone presentation or with other presentations that stress the advantages for the student of going to college. Assume a very broad definition of college, to include any post-secondary learning option (two-year community and technical colleges, four-year universities, certificate programs, military training, or apprenticeships).

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LESSON 9-23 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 9-23 | *CONDUCTING THE COLLEGE SEARCH IN 9TH GRADE***

***Q1:*** If you attend “college” what will it mean to everyone in your family? Write a 60 second speech about your postsecondary plan to your family explaining the benefits.

***Answers:***