



## Lesson 12-1 Outline of year

### MATERIALS:

- Lesson Presentation
- Portfolios
- \*Milestone document
- \*Next years Possible self questionnaire
- \*Roadmap worksheet

\*portfolio item

### LESSON OVERVIEW:

- Get Connected! (10 Min)
- Roadmap (5 min)
- Next Year Possible Selves Writing Activity (10 mins)
- College Refresher (15min)
- What's Next? (5 min)

### OBJECTIVES:

#### Students will

- Understand the milestones that lay ahead for their senior year
- Review the different types of college

### MILESTONES:

Milestone 1: Students will develop a list of post-secondary choices

## Session Plan

# 1 Get Connected!

10 minutes

- **Staff Introductions:** Stand in front of the classroom and with a loud voice, tell students your name, your position, and where your office is located.
- **Skills Connection Activity:**

Using your role at the school, name a skill that you have that will help you do your work with students this year. For example, “ I am Ms. Blank and I am good at connecting with students one on one. I will use my skill this year to advise students on their path to life after high school.”

Now, tell students to pair up and introduce themselves to their partner by naming one skill they have that will help them navigate their Senior year of high school.

Ask students to introduce their partner to the class by name and describe the skill they have that will help them be successful this year in school.

## 2 Content

### Introduction to the Program

- **Roadmap: Present the timeline of the year ( 5 min)**

Lay out what the Get Ready program will look like at your school site this year (lessons/advising/college visits/family events/afterschool etc.).

**Describe the portfolio process that will connect all of the lessons and the basic timeline.**

Pass out roadmap. Tell students that the roadmap is the place where they keep track of their personal milestones/goals(in order to complete the 6 general milestones of 12th grade). Each students' roadmap will be unique as they determine what goals and deadlines need to be met in order for them to reach their postsecondary goals. The instructor can use this tool to indicate to students upcoming events like general college admission deadlines and FAFSA completion events at the school and milestones they may meet with other folks at the school.

Students should spend a minute to add any milestones they already have completed and fill in ones that they know they will complete (e.g. Graduation).

- **Next Year Selves (10 min)**

Use the whiteboard or digital display board to show a model of the Next Year Selves writing exercise. Tell the students that as we start the Senior year of school, it is important to think about who they will be and what they will be doing after they graduate high school. Provide two examples of expected selves and ask students to provide one example. Then answer yes or no to the "Am I doing something to be that way?" If yes, describe what you are doing to be this way.

Provide two examples of to-be-avoided selves and ask students to provide one example. Then answer yes or no to the "Am I doing something to avoid this?" question. If yes, describe what you are doing to avoid being this way next year.

Pass out Next Years Self writing exercise to students. Instruct them to be honest and thoughtful about what they write. The effect of this exercise to help students clarify who they do or do not want to be next year depends on them identifying selves/goals that are personally meaningful.

Students will keep this writing exercise in portfolio and look back at it as they negotiate milestones throughout the year.

## 2 Content

- **College Refresher (15 min)**

Review for the students the different types of colleges and training programs that are located at each college.

1. Community College/Technical College-Diploma, Certificate, and Associate degree
2. Public Four Year College/University-Bachelor's degree, Master's and PhD
3. Private Four Year College/University-Bachelor's , Masters and PhD.

Include any relevant information about specialized focused colleges that you think should be added( ie HBCU, single sex colleges, military, art schools, religious schools. A short discussion on for profit schools and the problems that many students face with them may be important. Include slides describing concept of Safety, target and reach school.

## 3 What's Next? (5 min)

Review objectives for today and ask students if they were met.

Tell students that you will hold onto their portfolios until the next lesson because they will continue to build on what they worked on today in the next lesson. It's important that the students know that you will be looking over the work to better understand student goals, milestones they have completed and what they may need additional help with as the year goes on.

Introduce College Application 101 lesson

Be sure to collect portfolios with Milestone document, Next years Possible self questionnaire and Roadmap worksheet

**End of Lesson**



## Lesson 12-2 College Application 101

### OBJECTIVES:

#### Students will

- Understand the process of the college application and its components.
- Know about safety, target and reach schools

### MILESTONES:

Milestone 1: Take post-secondary entrance and placement exams

Milestone 2: Develop a list of post-secondary choices

Milestone 3: Apply to post-secondary choices

## Session Plan

### 1 Get Connected!

Have students pull out their roadmaps and any dates you think should be added (ie. College knowledge month means fee waiver). After today some students may be able to document when applications are due for colleges they know for sure.

- **Fake or not activity (5 minutes)**

College application component activity: raise pieces of paper that have fake and real college application components. Ask students to state yes or no if the components raised above are part of the college application. Discuss if there is disagreement among students or if students have not gotten a component correct.

### Content

- **College Application Components (10min)**

Via PowerPoint, review the components of the application and discuss how students can continue to work on their academic identity

Optional Activity: Print out two different college applications (one from a two year, one from a four year) and have students compare and contrast

### MATERIALS:

- Lesson Presentation
- Portfolios
- \*Road map
- \*Future selves worksheet
- \*Safety, Target and Reach worksheet
- \*Senior Brag Sheet

### LESSON OVERVIEW:

- Get Connected! (10 Min)
- Career Knowledge (30 mins)
- What's Next? (5 min)

## 2 Content (continued)

- **The Search (20 minutes)**

Students should spend time online to help them reach individual milestones for college applications.

Students will fill out the “Creating Your College List” sheet that will outline their safety, target, reach schools. College board is a great resource as well as college greenlight and career cruising.

For students that are unsure of where to even begin, they’ll need to start at the basics and spend time on Career Cruising. They can utilize the matchmaker assessment to find potential careers and the education path they would take.

- **Senior Brag Sheet (5 minutes)**

Instructor should inform students that the brag sheet is a tool to help them create a picture of themselves for college admissions staff, scholarship boards and potential employers. Students will complete this throughout the year. They will use it in scholarship lesson and application lesson.

## 4 What’s Next?

Review objectives and milestones for today. Ask students if they were met during lesson.

Encourage students to include any deadlines they learned from research today on their roadmap. Make sure they save information on career cruising to return to on their own to complete tasks.

Introduce FAFSA lesson 3 for next time.

### **End of Lesson**

## Lesson 12-3 Financial Aid & FAFSA

### OBJECTIVES:

#### Students will

- Lesson Presentation
  - Portfolios
  - Handout #1—Paycheck Activity
  - Handout #2— Money Scramble
  - Signing Your FAFSA Handout
  - Password Handout
  - Computers
- Articulate the 7 ways to pay for college and the typical 6 college cost categories.
  - Describe how the FAFSA process works
  - Create their FSA ID

### LESSON OVERVIEW:

- Get Connected! (5 Min)
- Money Scramble (6 min)
- FAFSA Overview (20 min)
- Create FSA ID (10 min)
- What's Next? (4 min)

## Session Plan

# 1 Get Connected!

### Paychecks activity (handout #1):

- As students walk in, 6 students will receive a paycheck with an occupation listed on it, their average yearly salary and the amount of education they need. Students will come towards the front of the classroom and sort themselves by salary.
- This activity is meant as a precursor to talking about COST of college because it demonstrates the BENEFITS of having a college degree (earning more). This should end with a conversation about self-worth not tied to income and careers driven by passion and desire.
- Touch on-The more you learn the more you earn: The average college graduate earns how much more than the average high school graduate over his/her entire working career? Answer: \$1,000,000

# 2 Content

- **Money Scramble:** Students will review Financial Aid terms by working in pairs to sort the terms in an envelope into the categories “Ways to Pay” and “College Costs” (See Handout #2)
- [Alternate Review Activity is Hot Seat, see 11th Grade Lesson 6]

*Get Ready!*

## **FAFSA Powerpoint**

- Review the Federal Application for Student Aid (FAFSA). Be sure to cover the following:
  1. What is it?
  2. How does it work?
  3. What do you need to bring to a FAFSA night in order to complete it?
  4. What is the Step by Step procedure of FAFSA
- Via powerpoint, review the following key information about the FAFSA. Provide a handout with information to bring home as well (See Handout #3)

EFC (excepted family contribution)

Timeline

How to prepare for the FAFSA

Date of School's Financial Aid Night

## **Create FSA ID**

- Student should create FSA ID during class period and record it in their Password Handout (for Portfolio). Instructions provided in Signing Your FAFSA Handout

# 3 What's Next?

Review objectives for today

Introduce Next Lesson: Special Circumstances and Personal Statements

## **End of Lesson**

## Lesson 12-4

# Special Circumstances and Personal Statements

### MATERIALS:

- Lesson Presentation
- Portfolios
- Roadmap
- Senior Brag worksheet
- Common Application essay prompts for 2016—17
- Tips for Special Circumstances handout
- Sample essays

### LESSON OVERVIEW:

- Get Connected! (10 Min)
- Special Circumstances vs. Personal Statements
- Common Application Essay Prompts
- Essay tips
- RoadMap
- What's Next? (5 min)

### OBJECTIVES:

#### Students will

- Understand the components of a great college essay
- Students will begin an essay from the Common Application

### MILESTONES:

Milestone 3: Apply to post-secondary choices

## Session Plan

# 1 Get Connected!

- Compare and Contrast

Students will break up into small groups and read 2 college entrance essays. As a group, they will select one that they would 'accept' into their college if they were an admissions representative. Students will reflect as a whole group after this activity.



## 2 Content

- **Special Circumstances vs. Personal Statement (5 min)**

Special circumstances essays are an additional essay a student can choose to submit to an admissions board if they feel their transcripts do not capture everything that needs to be known about the student. They would do this in addition to the college personal statement. It may be used even if a college does not require an essay writing component to their application

- **College essay tips: (5 min)**

handout

- **Common Application Prompts: (25 min)**

This year's prompts are already out so students can go real time with this activity. Students should start brainstorming and writing their personal essay. Make sure they reference their 'brag sheet' from lesson 2.

- **Roadmap (3 min)**

Students should list 3 people on their roadmap that can help critique their personal statement before application deadlines.

Make sure they include this on their calendar.

## 4 What's Next?

Review objectives for today

Have students include essay writing deadlines for themselves to make sure they complete and proofread in time to submit applications.

Introduce Scholarships

**End of Lesson**

*Get Ready!*



## Lesson 12-5

# Introduction to Scholarships

### MATERIALS:

- Lesson Presentation
- Portfolios
- Senior year timeline
- Handout #1
- Scholarship Worksheet

### LESSON OVERVIEW:

- Get Connected! (5Min)
- Scholarships 101 (10 min)
- Scholarship worksheet (20 min.)
- Portfolio Work Time (5– min)
- What's Next? (3 min)

### OBJECTIVES:

#### Students will

- Understand scholarships, where to get them and the different ways to apply.
- Create a list of 3 scholarships they want to apply to, with at least 2 of them being local scholarships.

### MILESTONES:

Milestone #4 Prepare a financial plan.

## Session Plan

# 1 Get Connected! (5minutes)

- **Fake or real scholarship activity:** Split students into teams of 4 people. Present them with Handout #1. They need to sort which scholarships are real ones and which ones are fake.

# 2 Content

## Scholarships 101

Present the students with the following information:

- \* What is a scholarship: Scholarships provide money for college that you don't need to repay. And they're not just for academic superstars. Scholarships are awarded based on achievement, need or both. Many scholarships have other requirements — for example, they may only be offered to students who live in a certain state, are interested in a certain major or have a disability.

## Scholarships, continued

- \* Where to get them: college scholarships, outside scholarships, local scholarships, state scholarships, national scholarships
- \* Different ways to apply:
  - college scholarships:** college website, financial aid materials (some of these scholarships you apply to automatically when you apply to the school— others you need to apply individually).
  - local scholarships:** high school website, high school guidance counselor, your church, mosque, synagogue or other religious community, local branches of organizations such as the Rotary Club or the Kiwanis, your parents' employers or your employer.

### Beat the Odds

Page Education Foundation

Wallin Education Partners

ACTSix

Abbott Northwestern

AcheiveMpls

-State scholarships: Minnesota Academic Excellence Scholarship

-National scholarships: Often sponsored by individual foundations or corporations

- \* Scholarship search engines:
  - Career Cruising, College Board, Fastweb, CollegeNet.com, scholarships.com, scholarshipmonkey.com, US Department of Labor's Scholarship search tool

## • Scholarship worksheet

Students will fill out the scholarship worksheet that lists the scholarship name, deadline and the action steps needed to complete it. Students will list 3 scholarships they will apply to with at least two of them being local scholarships.

*Get Ready!*

- **Scholarship worksheet**

Students will fill out the scholarship worksheet that lists the scholarship name, deadline and the action steps needed to complete it. Students will list 3 scholarships they will apply to with at least two of them being local scholarships.

- **Portfolio Work Time**

The remainder of class time should be dedicated to any milestones that a student has incomplete work in. So far in lessons they have started and may not have completed college searches, admission applications, admission essays, special circumstances essays and finally, scholarship searches and applications

### 3 What's Next?

Review objectives for today

Introduce next lesson: Understanding your financial aid award letter

**End of Lesson**

## Lesson 12-6: Understanding Your Financial Award Letter

### MATERIALS:

- Lesson Presentation
- Portfolios
- Fake money
- Financial Award Letter term
- Fill in the Gap worksheet
- Reflection sheet

### LESSON OVERVIEW:

- Get Connected! (6 Min)
- How to Read a Financial Aid Letter (10 min)
- Fill-in-the-gap Worksheet (28 min)
- Wrap Up? (3 min)

### OBJECTIVES:

- Students will be able to read a financial aid award letter (their own if they have it already).
- Students will know their options for filling in the financial gap.
- Students will be introduced to their personal expenses in college.

### MILESTONE:

- Milestone #4 Prepare a financial plan.

## Session Plan

### 1 Get Connected!

#### Supermarket Sweep

Students will be handed fake money when they enter the classroom. Using the fake money the students need to decide on personal items that they'd like to purchase for a month in college. Items for "purchase" will be listed on the powerpoint with a specific dollar amount. The items could range from anything to chipotle, to soap, to movie tickets, to new shoes.

This activity should have a worksheet where they can list their items and figure out the math.

Discussion about personal expenses in college.

### 2 Content

- **Powerpoint: How to read a financial aid letter**

Students will receive a guide to financial aid terminology including Stafford loans, unsubsidized vs. subsidized, EFC, grants, scholarships, and some key loan terms that are important for students and their families to understand.

Go through example award letter as a class using guide to clarify terms. Make sure to note COA and the fact that the financial aid award mixes loans in with gift money.

## 2 Content, continued

### • **Fill-The-Gap worksheet**

Pass out the worksheet. Students should fill in the COA amounts for the sample letter. Have a short conversation how a student could make this amount smaller. (used books, rentals, living at home, cutting back on personal expenses)

Have students fill in the amounts indicated on the sample award letter for loans and scholarships/grants. It is important that they realize which are gift money and which they pay back with interest. Go into as much detail as you can to answer the technical questions students will have in the lesson.

Students will calculate the gap between what is covered and what the sample student needs to come up with to pay for tuition. Then they will brainstorm how they can cover the gap.

Students are given 2 financial aid award letters and need to fill in worksheet that addresses each section and helps them figure out their gap. **If student already has financial aid award letters, they should use their own.**

- Students will calculate the gap between what is covered and what they need to come up with to pay for tuition. Then they as a class will brainstorm how they can cover the gap.
- Ask the whole group what students think is the definition of “a financially doable school” (good match/fit and can confidently pay for). If they do not get the answer, review the correct definition.

Make sure to follow up with students who are discouraged.

## 3 Wrap Up

Students will receive a reflection sheet that has a reminder of the financial benefits of going to college and the following two questions. Use these reflections to advise students as soon as possible after the lesson.

Written reflection: Do you feel confident in your ability to pay for college?

Section that asks them to check a box if they'd like an individual meeting set up with their GetReady! staff member.

\*\*\*This lesson should be taught with extra GetReady! staff members if available

## Lesson 12-7: The Big Decision

### MATERIALS:

- Lesson Presentation
- Portfolios
- Computers/Ipads
- \*Timeline worksheet
- \*Match and Fit worksheet

### LESSON OVERVIEW:

- Get Connected! ( 5 Min)
- Timeline of milestones (10min)
- Review of Match and Fit ( 5 min)
- Match and Fit Worksheet (10min)
- Wrap Up (10 min)

### OBJECTIVES:

- Students will know where they stand in their college process and what lays ahead.
- Students will have skills that help them decide which college they'll attend.

### MILESTONES:

#3 Apply to post-secondary choices

#4 Prepare a financial plan

## Session Plan

### 1 Get Connected! (5min)

Motivational youtube clip/spoken word about taking ownership of your future.

### 2 Content

#### • Timeline Of Milestones (10min)

Each student should receive a timeline that explains the steps needed to complete each step in the college process. The student can use their working copy of milestones from the beginning of the year and any material they have in their portfolio. Students will fill in their progress on timeline worksheet, and place in portfolio

Instructor should make clear that students should be at a certain point in the process.

“At this time all of you should be at this \_\_\_\_\_ point. If you're not then I'll be reaching out for a meeting with you.”

#### • Review of Match and Fit (5 min)

This review precedes a ranking activity of the colleges they have been accepted to. It is time for them to look at the options they have for college and figure out which college suits them the best by looking at all



## 2 Content, continued

the criteria they should to get the best college experience for them. Instructor should review Match and Fit.

Match-A school that meets your academic needs (offers the major or degree program that you need), and meets your financial criteria as well.

Fit-The extent in which an institution meets a students' needs. It may be based on a variety of factors, including location, academic programs, majors, class sizes, graduation and employment rates, support services offered, demographics of students, etc.

Introduce term

**Undermatched**—students who are academically overqualified for a school but usually turn to it because of lack of confidence or financial reasons.

- **Match & Fit Worksheet (10min)**

Students will be given a worksheet where they have each of the colleges they've applied to (or will applied to) listed. They rank each school 1-3 on different categories. This isn't meant as an activity where students add up to find the best score. It is meant as a clarifying activity where they can see across the different school choices and notice that one may sticks out in more areas of fit and match.

Worktime for students who finish quickly. Can work on scholarships or anything college related

## 3 Wrap Up (10 min)

- Reflection Individual Which school had most of your 1's? Were your 1's consistent? Do you feel like you'll attend the school that had mostly 1's? If you're still unsure, what steps can you do to still continue moving forward?  
Bring to large group discussion.
- Review the objectives and milestone-
- Next lesson-Navigation 101-not done yet! Students will learn what needs to happen over the summer to be ready for college in the Fall.

## Lesson 12-8: Navigation 101

### OBJECTIVES:

- Students will determine the timeline for completing the necessary steps to enrolling into college.
- Students will be introduced to the college resources on their campus.
- Students will understand “summer melt” and sign up for summer nudging.

### MILESTONES:

- #1 Take post-secondary entrance and placement tests.
- #3 Apply to post-secondary choices
- #4 Prepare a financial plan.
- #5 Complete all high school graduation requirements.

### MATERIALS:

- Lesson Presentation
- Portfolios
- Computers/ipad
- \*Timeline for Enrollment
- \*College Resources Worksheet
- \*Milestones timeline

### LESSON OVERVIEW:

- Get Connected! (10 min)
- Enrollment Steps ( 10 min)
- College Resources ( 15 min)
- Summer Nudging (5 min)
- Wrap Up ( 5min)

## Session Plan

### 1 Get Connected!

- **Wagon wheel activity** (10 min)

Form two circles with students facing each other.

When the students finish moving and locate the next

person, they should ask each other the prompted question.

**Have them move 3 people to the right.–**

Question #1 What are you planning on doing next year?

**Move one person to the left-**

Question #2 What’s your major?

**Move five people to your left**

Question #3 What about college are you excited about?

**Move one person to your right**

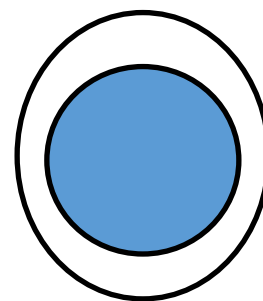
Question #4

What about college are you nervous about?

**Move one more person to your right**

Question #5 What is 1 club you want to join?

Have students sit in their seats and discuss why its important to share with other people about college going questions. Introduce objectives, milestones and theme of lesson8-Navigating the enrollment process.



## 2 Content

- **Enrollment Steps:**(10 min)

Instructor should let students know that there is still quite a bit of follow up that needs to happen before they start school in the fall. Present the power point and provide some room for questions about each slide.

Give students the enrollment timeline worksheet so they can go over and check off some of the work that they have already completed. There should be time that students can use computers to look up some of the due dates for their particular school if they don't have them in acceptance letters and financial award letters.

- **College Resources** (15 min)

Have a discussion with students about how different college can be from high school. They will feel a sense of culture shock! To alleviate some student fear and hesitation, be candid about some of the issues that may arise. To offset some discomfort have students go online to their college website to find information and location for the resources that will help them navigate this new experience.

Students will utilize their college website to determine different college resources and their locations. By filling in the information on the college resource worksheet they are creating their personal resource list for the Fall.

- **Summer Nudging-OHE resource for all college bound Seniors and their families** (5 min)

### Mission

We provide the critical tools, support and guidance needed to combat Summer Melt and foster self-advocacy within college-bound students.

### What is Summer Nudging?

Summer Nudging is a program designed to help college-bound students successfully enter into college the fall through weekly text message and email reminders, or "nudges." This is to help prevent **Summer Melt**, which is described by the statistic that "1 in 5 college bound students fail to matriculate in the fall."

### What Do We Do?

We send out approximately 15 text message or email reminders about important college tasks, such as the FAFSA, class registration, orientation, etc. All texts and emails are individualized, and the students can respond. Parents and guardians are encouraged to participate. We also provide a phone number where students can call to receive peer mentor support. Finally, all Summer Nudging material is available in both Spanish and English.

### Want to Sign Up?

Any student who has been accepted into at least one postsecondary institution can participate. Parents and guardians can sign up as well.

## *Get Ready!*

The last task of the lesson is to have students go to OHE website and register for the summer nudging program.

[www.ohe.state.mn.us](http://www.ohe.state.mn.us)

Outreach tab at top of page, scroll down to summer nudging

### 3 Wrap Up (5 min)

Review the lesson objectives and milestones with class and make sure to answer or clarify any issues students had with enrollment steps and college resource searches.

Students put enrollment steps and college resources into their portfolio. Tell them next lesson will be the last GetReady! Lesson for them. Let them know that they can reach out to GetReady! Program staff if they need more individual assistance.

### **End of Lesson**