



Getting to Know Your Student

Lesson #____

Purpose: To encourage student to set goals in preparation for a successful college admission process

ACTIVITY	SUPPLIES NEEDED
30 Questions to get to know your student	Pen, Paper to take notes
Learning Style Quiz	http://www.educationplanner.org/students/self-assessments/learning-styles.shtml

- **Talking with you student**

- Checking in with your student is essential to see how they are progressing.
 - Questions include not only things about school, but home life and social life as often these last two affect school.
 - As much as possible, ask questions that require more than a “Yes”, “No”, “Don’t Know” answer.
 - Listening is more productive than the questions. Building trust with your student is important.
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Questions:

- **Transition from Middle School to High School**

- What is the hardest part about transitioning from middle school to high school? Easiest?
- How is your attendance?
- Are you able to show up to school on time? How about your classes?
- What classes are your finding easy? What classes are you struggling with?
- Do you know the tutorial schedule for all your classes? What day can you go to tutoring?
- Do your grades reflect your ability?
- Do you know how to check your grades on Skyward?
- What does “attitude” have to do with your grades?
- Are their places for improvement in your academics? If so, where?
- Do you know your learning style? Are you an audio learner, visual learner or kinetic learner (has to touch/feel something, tap a pen, squeeze a stress ball to learn?)
- What are you doing to complete your homework assignments? Do you use a planner, calendar etc.?
 - Do you work each night on assignments or wait until the weekend or cram for tests?
 - Let’s plan out next week’s assignments/homework out so you accomplish all your assignments in a timely manner
- How do you access a computer and the internet?
- What teachers are your favorites? How are you getting to know those teachers and how are the teachers getting to know you?
- How are you interacting in class with your teachers? Are you asking questions when you don’t understand, staying afterwards to get clarification?
- Is there anything I can help you with?

- **Activities**

- What activities are you getting involved with in high school?
- Have you challenged yourself to get involved with something that is new or sounds interesting?



Getting to Know Your Student

- Are you planning to try out for a sports team? Dance, band, debate?
 - How are you practicing to get selected to these teams?
 - L
 - Who are the coaches/teachers who sponsor these teams? Have you spoken with them about the requirements to join the team?
- What activities do you do outside of school?
- Have you thought about performing community service?
 - Let's brainstorm some places where you can volunteer?

• Social and Home Life

- How many hours of sleep a night do you get?
- Do you have siblings? Where do you fall in this?
 - Are you responsible for taking care of any of these? What does that look like in your schedule?
- Have you kept the same friends from middle school?
 - How are you changing from middle school to high school?
 - How are your friends changing?
 - Have you made new friends? How are they the same or different? Tell me about them.
- Have you lived in the same place since middle school? If not, how does that impact your school work and friends?
- Who do you think is your biggest champion at home? Who do you think is the least supportive at home?
 - What about your friends? Biggest Champion? Least supportive?
- Tell me about your home life? (If any red flags, then contact the school counselor/principal immediately).

• Future Plans

- Do you have a career or job in mind after you finish high school? College?
- What classes do you need to take in high school to get into that career or job?
 - Would you be open to meeting someone in this career field to talk to about this career?
 - As a mentor, list any friends or colleagues that your student can talk about that career/job.

What Kind of Learner are you? If you do not have access to a computer, have students answer these questions and you can answer the quiz on your home computer and bring back the results the following week.

What's Your Learning Style? 20 Questions

1. *What kind of book would you like to read for fun?*

- ☐ A book with lots of pictures in it
- ☐ A book with lots of words in it
- ☐ A book with word searches or crossword puzzles

2. *When you are not sure how to spell a word, what are you most likely to do?*

- ☐ Write it down to see if it looks right
- ☐ Spell it out loud to see if it sounds right
- ☐ Trace the letters in the air (finger spelling)

3. *You're out shopping for clothes, and you're waiting in line to pay. What are you most likely to do while you are waiting?*

- ☐ Look around at other clothes on the racks
- ☐ Talk to the person next to you in line
- ☐ Fidget or move back and forth

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4. *When you see the word "cat," what do you do first?*

- ☐ Picture a cat in your mind
- ☐ Say the word "cat" to yourself
- ☐ Think about being with a cat (petting it or hearing it purr)

5. *What's the best way for you to study for a test?*

- ☐ Read the book or your notes and review pictures or charts
- ☐ Have someone ask you questions that you can answer out loud
- ☐ Make up index cards that you can review

6. *What's the best way for you to learn about how something works (like a computer or a video game)?*

- ☐ Get someone to show you
- ☐ Read about it or listen to someone explain it
- ☐ Figure it out on your own



Getting to Know Your Student

7. If you went to a school dance, what would you be most likely to remember the next day?

- ☐ The faces of the people who were there
- ☐ The music that was played
- ☐ The dance moves you did and the food you ate

8. What do you find most distracting when you are trying to study?

- ☐ People walking past you
- ☐ Loud noises
- ☐ An uncomfortable chair

9. When you are angry, what are you most likely to do?

- ☐ Put on your "mad" face
- ☐ Yell and scream
- ☐ Slam doors

10. When you are happy, what are you most likely to do?

- ☐ Smile from ear to ear
- ☐ Talk up a storm
- ☐ Act really hyper

11. When in a new place, how do you find your way around?

- ☐ Look for a map or directory that shows you where everything is
- ☐ Ask someone for directions
- ☐ Just start walking around until you find what you're looking for

12. Of these three classes, which is your favorite?

- ☐ Art class
- ☐ Music class
- ☐ Gym class

13. When you hear a song on the radio, what are you most likely to do?

- ☐ Picture the video that goes along with it
- ☐ Sing or hum along with the music
- ☐ Start dancing or tapping your foot

14. What do you find most distracting when in class?

- ☐ Lights that are too bright or too dim
- ☐ Noises from the hallway or outside the building (like traffic or someone cutting the grass)
- ☐ The temperature being too hot or too cold



Getting to Know Your Student

15. What do you like to do to relax?

- ☐ Read
- ☐ Listen to music
- ☐ Exercise (walk, run, play sports, etc.)

16. What is the best way for you to remember a friend's phone number?

- ☐ Picture the numbers on the phone as you would dial them
- ☐ Say it out loud over and over and over
- ☐ Write it down or store it in your phone contact list

17. If you won a game, which of these three prizes would you choose?

- ☐ A poster for the wall
- ☐ A music CD or mp3 download
- ☐ A game of some kind (or a football or soccer ball, etc.)

18. Which would you rather go to with a group of friends?

- ☐ A movie
- ☐ A concert
- ☐ An amusement park

19. What are you most likely to remember about new people you meet?

- ☐ Their face but not their name
- ☐ Their name but not their face
- ☐ What you talked about with them

20. When you give someone directions to your house, what are you most likely to tell them?

- ☐ A description of building and landmarks they will pass on the way
- ☐ The names of the roads or streets they will be on
- ☐ "Follow me—it will be easier if I just show you how to get there."



Getting to Know Your Student

Auditory

If you are an auditory learner, you learn by hearing and listening. You understand and remember things you have heard. You store information by the way it sounds, and you have an easier time understanding spoken instructions than written ones. You often learn by reading out loud because you have to hear it or speak it in order to know it.

As an auditory learner, you probably hum or talk to yourself or others if you become bored. People may think you are not paying attention, even though you may be hearing and understanding everything being said.

Here are some things that auditory learners like you can do to learn better.

- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.
- Record yourself spelling words and then listen to the recording.
- Have test questions read to you out loud.
- Study new material by reading it out loud.

Remember that you need to **hear** things, not just see things, in order to learn well.

Visual

If you are a visual learner, you learn by reading or seeing pictures. You understand and remember things by sight. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual. You like to see what you are learning.

As a visual learner, you are usually neat and clean. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored. You may have difficulty with spoken directions and may be easily distracted by sounds. You are attracted to color and to spoken language (like stories) that is rich in imagery.

Here are some things that visual learners like you can do to learn better:

- Sit near the front of the classroom. (It won't mean you're the teacher's pet!)
- Have your eyesight checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.

Remember that you need to **see** things, not just hear things, to learn well.

Tactile

If you are a tactile learner, you learn by touching and doing. You understand and remember things through physical movement. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well coordinated and have good athletic ability. You can easily remember things that were done but may have difficulty remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a pat on the back.



Getting to Know Your Student

Here are some things that tactile learners like you can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It's OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It's OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.

Remember that you learn best by **doing**, not just by reading, seeing, or hearing.





Purpose: To encourage student to implement time management for efficient planning and organizing

ACTIVITY	SUPPLIES NEEDED
What is time management?	Take your time! Handout

- **What is time management?**
 - Explain the meaning and importance of time management.
 - Time management is the process of organizing and planning how much you spend on specific activities. It is used to organize and plan activities based on importance.
 - Sometimes things that are **urgent and important** can't be avoided, but it causes a lot of stress to always do things that are important and must be done now. Planning helps to minimize crises.
 - Doing things that are **important and not urgent** helps you feel like you are getting the right things accomplished but without having to worry about deadlines.
 - If things are not **important but urgent** you may be stressing over things that don't really matter.
 - If things are **neither important nor urgent**, they can steal your time from doing tasks that are more essential. However, lots of fun stuff falls in this category so it's ok to schedule some of this in from time to time.
 - Consciously plan and give priority to the most important tasks so that we deal with problems BEFORE they become urgent crises; be aware of interruptions and distractions so that we can reduce or eliminate them.
 - Go over handout with student; explain how it is used for practicing using calendar as a time management tool.
 - Throughout activities, point out the importance of tutorials, staying on top of their work, and getting involved in school and out of school (extracurricular activities, and community service)



Parent Involvement Lesson # ____

Purpose: To encourage student to set goals in preparation for a successful college admission process

ACTIVITY	SUPPLIES NEEDED
What is parent involvement?	
How can your parent be involved?	How Can You Support Your Student

- **What is parent involvement?**

- What does parent involvement mean to you?
- Why is parent involvement important in preparation to college?

- **How can your parent be involved?**

- Go over *How Can You Support Your Student*
- How can I encourage my parent to be involved?
- The following are event set up by the district/school that you can encourage your parent to attend. Make sure to listen to announcements/look for flyers, or ask when these will take place.
 - Open House (Fall & Spring)
 - Parent U (Fall & Spring)
 - PTA/PTO
 - Booster Club (Band, Sports, Debate, Dance)
 - ESL Classes
 - General Volunteer Opportunities
 - Financial Aid Night (Spring of Senior Year)
 - Networking with parents of your friends

9th - 10th Grade

1. **Encourage good grades**
2. **Apply for Free/ Reduced Lunch Program**
 - ◆ Check with your school's nutrition department for the application
 - ** May be accessed online
3. **Ask your student about college entrance exam/ test prep opportunities**
 - ◆ SAT, ACT, and Advanced Placement (AP) exams
4. **Encourage your student to participate in extra-curricular activities**
5. **Find community service projects for you and your student to complete**
6. **Create a college list with your student (10-20 schools)**
 - ◆ Safety, Match, and Reach
7. **Plan a college visit**
 - ◆ Public, Private, 2-year, 4-year, Technical
8. **Discuss your student's career opportunities/ possibilities**
9. **Help your student find summer opportunities**
 - ◆ Internships, camps, fly-in programs
10. **Apply for Free/ Reduced Lunch Program**
 - ◆ Check with your school's nutrition department for the application
 - ** May be accessed online
11. **Join parent organization or volunteer at your student's school**
 - ◆ Booster club
12. **Familiarize yourself with the campus administration**
 - ◆ Principals, counselors, teachers, registrar, attendance office

11th Grade

1. **Apply for Free/ Reduced Lunch Program**
 - ◆ Check with your school's nutrition department for the application
 - ** May be accessed online
2. **Help your student complete entrance exam registration**
 - ◆ SAT, ACT, and Advanced Placement (AP) exams
 - ** Find out campus fee waiver policies/ procedures
3. **Encourage your student to participate in extra-curricular activities**
4. **Keep up involvement with community service projects**
5. **Join parent organization or volunteer at your student's school**
 - ◆ Booster club
6. **Finalize college list with your student (10 schools)**
 - ◆ Safety (3), Match (4), and Reach (3)
7. **Continue to visit colleges/ universities**
 - ◆ Public, Private, 2-year, 4-year, Technical
8. **Complete Linda Lorelle Scholarship & Camp College Application**
 - ◆ Linda Lorelle requires family financial records and tax documents
9. **Match colleges with majors and career opportunities/ possibilities**
10. **Help your student find summer opportunities**
 - ◆ Internships, camps, fly-in programs

12th Grade Fall

1. Apply for Free/ Reduced Lunch Program

- ◆ Check with your school's nutrition department for the application

** May be accessed online

2. Ensure your student has completed college entrance exams

- ◆ SAT, ACT, and Advanced Placement (AP) exams

** Find out campus fee waiver policies/ procedures

3. Confirm that your student has submitted complete college admissions applications

- ◆ Transcript, essay, fee waiver, letter of recommendation, resume, supplemental(s)

4. Stay mindful of admissions deadlines

- ◆ Deadlines can be as early as September
- ◆ Early action vs. Early decision
- ◆ Supplemental/ required materials

5. Create a scholarship calendar with your student

- ◆ Keep track of due dates and requirements

6. Ask your student about their progress

- ◆ Admissions officers will keep in contact with your student via their admissions portal
- ◆ Encourage your student to check their email accounts daily

7. Encourage your male student to register for Selective Service

**Almost all male U.S. citizens, and male immigrants (non-citizen) living in the U.S., between the ages of 18-25 MUST register with the Selective Service. It is important to know that even though registered, a man will not automatically be inducted into the military. Registration forms are available at your local US Post Office and is located within the FAFSA application. (It will be a question in the FAFSA/TASFA application and required)

12th Grade Spring

1. Complete financial aid with your student

- ◆ The FAFSA/TASFA is available as soon as January 1st

** You can use last year's tax returns to make income estimates

2. File your taxes EARLY

- ◆ Your student will need to update their FAFSA/TASFA with accurate information

3. Ask your student about their progress

- ◆ Financial aid officers will keep in contact with your student via their financial aid portal
- ◆ Encourage your student to check their email accounts daily

4. Work with your student to compare financial aid award/ admissions letters

- ◆ Help your student pick a school that is their best match
- ◆ Most colleges/universities have admissions decision deadlines of May 1st

5. Help your student tie up any loose ends

- ◆ Commit to one school, complete housing application and set up orientation
- ◆ Submit vaccination records — Bacterial Meningitis shot (MCV4)



Purpose:

ACTIVITY	SUPPLIES NEEDED
Activity 1	Supplies
Activity 2	Supplies

- **Activity 1**
 - Details

Lines for mentor's notes

- **Activity 2**
 - Detail
 - Subdetail



Setting Up a Professional Email

Lesson # ____

Purpose: To educate student about the ins and outs of a professional email.

ACTIVITY	SUPPLIES NEEDED
Email Netiquette	Video - http://goo.gl/b2pFk8
Parts of an email	Parts of an email Handout

- **Email Netiquette**

- Email is a popular tool use by various professionals and institutions to communicate. While you are in school, emailing is a main form of communication with teachers, counselors, coaches, employers, etc.
- Show the YouTube Video: *Emails by Domics* <http://goo.gl/b2pFk8>
- Discuss the video and *Email Netiquette* → What were the big No-No's? What are some good tips from the videos?

- **Parts of an email**

- An email message consists of the following general components; header and body
- The message headers contain information concerning the sender and recipients. The exact content of mail headers can vary depending on the email system that generated the message. Generally, headers contain the following information:
 - **Subject.** Subject is a description of the topic of the message and displays in most email systems that list email messages individually. A subject line could be something like "Tryouts for soccer" or, if your spam filtering application is too lenient, "Lose weight fast!!! Ask me how."
 - **Sender (From).** This is the sender's Internet email address. It is usually presumed to be the same as the Reply-to address, unless a different one is provided.
 - **Date and time received (On).** The date and time the message was received.
 - **Reply-to.** This is the Internet email address that will become the recipient of your reply if you click the Reply button.
 - **Recipient (To:).** First/last name of email recipient, as configured by the sender.
 - **Recipient email address.** The Internet mail address of the recipient, or where the message was actually sent.
 - **Attachments.** Files that are attached to the message.
- The body of a message contains text that is the actual content, such as "Tryouts for soccer will be held over the course of three days. Meet promptly after school on the soccer field." The message body also may include signatures or automatically generated text that is inserted by the sender's email system.

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Test your knowledge

1. Letters and emails both have five parts: a heading, a greeting, the body, a _____, and a signature.
 - a) closing
 - b) conclusion
 - c) date
2. What does the subject line on an email tell the reader?
 - a) when the email was sent
 - b) what the email is about
 - c) who wrote the email
3. TRUE or FALSE: You always should proofread your emails.
 - a) True
 - b) False



Take your time!

Time management is the process of organizing and planning how much you spend on specific activities. Activities also have an order based on importance. Some things may be: important and urgent (e.g. Reviewing for a test that is tomorrow), important but not urgent (e.g. Needing to practice for the recital next month), not important but urgent (Having your mom call and saying “ride the bus home instead of staying for practice), and not important and not urgent (binge watching tv)

Instructions: Rank the statements below based on the following:

A - Important and urgent; B - Important *not* urgent; C- *Not* important but urgent; D- *Not* important, *not* urgent

1. ____ I have a scheduled doctor’s appointment and I’ll be missing a day school.
2. ____ Caller number 95 will win tickets to the Drake concert.
3. ____ I have band practice three times a week.
4. ____ 5 minutes of BuzzFeed Videos turns into 2 hours of every blog videos on YouTube.
5. ____ Let me take a selfie. Or 10!
6. ____ The history midterm is tomorrow, and I totally need to start studying.
7. ____ “Modern Family” marathon on Netflix.
8. ____ I have a science project that’s due at the end of the unit.
9. ____ I have tutorial on Thursdays.
10. ____ My friend just texted me that everyone is meeting at the courtyard after school.
11. ____ “Emergency” National Honor Society meeting.
12. ____ Time for *Call of Duty* or *Candy Crush Saga* or both

A calendar is a great tool to help you prioritize and manage your time. At a month’s glance, you can track and plan activities far ahead. A week’s view gives you a detail breakdown of your day. These two templates are examples of calendar planning tools.

Instructions: Using your current schedule of activities, practice filling a month’s and week’s view. Then circle things that are both important and urgent, and underline things that are important but not urgent.

<div style="border: 2px solid black; border-radius: 25px; width: 80%; margin: 0 auto; height: 40px;"></div>						

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 AM						
8 AM						
9 AM						
10 AM						
11 AM						
Noon						
1 PM						
2 PM						
3 PM						
4 PM						
5 PM						
6 PM						
7 PM						
8 PM						
9 PM						
10 PM						



True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed **horizontally** in rows. Look at all the choices in the first box (A,B,C,D). Read the words and **decide which of the four letter choices is most like you**. Give that a “4”. Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from “4” (most like you) to “1” (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One

A _____

active
opportunistic
spontaneous

B _____

parental
traditional
responsible

C _____

authentic
harmonious
compassionate

D _____

versatile
inventive
competent

Box Two

E _____

curious
conceptual
knowledgeable

F _____

unique
empathetic
communicative

G _____

practical
sensible
dependable

H _____

competitive
impetuous
impactful

Box Three

I _____

loyal
conservative
organized

J _____

devoted
warm
poetic

K _____

realistic
open-minded
adventuresome

L _____

theoretical
seeking
ingenious

Box Four

M _____

concerned
procedural
cooperative

N _____

daring
impulsive
fun

O _____

tender
inspirational
dramatic

P _____

determined
complex
composed

Box Five

Q _____

philosophical
principled
rational

R _____

vivacious
affectionate
sympathetic

S _____

exciting
courageous
skillful

T _____

orderly
conventional
caring

A,H,K,N,S orange = _____

B,G,I,M,T gold = _____

C,F,J,O,R blue = _____

D,E,L,P,Q green = _____



What's Your True Color?

ORANGE

I act on a moment's notice
Witty, Charming, Spontaneous
I consider life a game, here and now
Impulsive, Generous, Impactful
I need fun, variety, stimulation, and excitement
Optimistic, Eager, Bold
I value skill, resourcefulness, and courage
Physical, Immediate, Fraternal
I am a natural trouble shooter, a performer, a competitor

BLUE

I need to feel unique and authentic
Enthusiastic, Sympathetic, Personal
I look for meaning and significance in life
Warm, Communicative, Compassionate
I need to contribute, to encourage, and to care
Idealistic, Spiritual, Sincere
I value integrity and unity in relationships
Peaceful, Flexible, Imaginative
I am a natural romantic, a poet, a nurturer

GOLD

I need to follow rules and respect authority
Loyal, Dependable, Prepared
I have a strong sense of what is right and wrong in life
Thorough, Sensible, Punctual
I need to be useful and belong
Faithful, Stable, Organized
I value home, family, and tradition
Caring, Concerned, Concrete
I am a natural preserver, a parent, a helper

GREEN

I seek knowledge and understanding
Analytical, Global, Conceptual
I live by my own standards
Cool, Calm, Collected
I need explanation and answers
Inventive, Logical, Perfectionist
I value intelligence, insight, fairness, and justice
Abstract, Hypothetical, Investigative
I am a natural non-conformist, a visionary, a problem solver



Types of Colleges

4-year Colleges: These include universities and liberal arts colleges. Liberal arts colleges offer a broad base of courses in the liberal arts, which include areas such as literature, history, languages, mathematics and life science. Most are private and offer four-year programs that lead to a bachelor's degree. Universities are often larger and offer more majors and degree options (bachelor's, master's and doctoral) than colleges. Most universities contain several smaller colleges, such as liberal arts, engineering or health science. Some colleges have special focuses *e.g.* Arts colleges, single-sex colleges or those with a religious affiliation.

2-year Colleges: Two-year colleges offer programs that lead to a certificate or an associate degree. These include community colleges, vocational-technical colleges and career colleges. Community colleges are often an affordable option with low tuition. Houston examples include Houston Community College, Lone Star College and Wharton County Junior College.

Proprietary Schools: Also called "for-profit colleges". These are businesses that offer a variety of degree programs, which typically prepare students for a specific career. They tend to have a higher cost, which could mean graduating with more debt. Credits earned may not transfer to other colleges, so be sure to check with the admissions office at each college. Houston examples include The Art Institute of Houston, DeVry University, Pima Medical Institute, ITT Technical Institute and the University of Phoenix.

Public Colleges: Public colleges are funded by federal and state government and usually offer lower tuition rates than private colleges, especially for students who are residents of the state where a college is located. The average tuition price for 2014-2015 at a public, four-year college was **\$9,139 per year**. Houston examples include the University of Houston, Texas Southern University, and the University of Houston-Downtown.

Private Colleges: Private colleges rely mainly on tuition, fees, and private sources of funding. Private donations can sometimes provide generous financial aid packages for students. The average cost of attendance for 2014-2015 at a private, four-year college was **\$31,231 per year**. Houston examples include Rice University, Houston Baptist University, and the University of St. Thomas.

Types of Degrees

High School Diploma: A high school diploma is awarded for the completion of high school. In the United States, it is considered the minimum education required for government jobs and higher education. In Texas, to be eligible for admission to a four-year university, a student must graduate on the Recommended Plan or Distinguished Plan. Weekly average earning is \$638.

Workforce Education Certificates: Certificates (CERT) are programs of study that vary in length and are designed to prepare the student for occupational employment. The certificate is awarded upon completion of specific courses that have been industry validated and sequenced for the purpose of developing and upgrading skills in an occupation. Some examples are: General Business, CAD/Drafting, Web Design, Medical Assisting, and Vocational Nursing.

Associate Degrees: There are two types – *technical/ vocational* and *college/university parallel*.

Technological and vocational specialties are generally completed in two years and are usually sufficient for entrance into an occupational field. Examples include an Associate of Applied Sciences (or AAS) in a field such as Accounting or Paralegal Studies.

College/University parallel programs are designed to transfer to four-year colleges and universities. These programs are similar to taking the first two years of a bachelor's degree curriculum. Examples include an Associate of Arts (or AA) in field such as English or History or an Associate of Science (or AS) in a field like Mathematics or Science.

Associate degrees generally require a minimum of 60 credit hours. Weekly average earning is \$768.

Bachelor's Degrees: A bachelor' degree (or baccalaureate degree) traditionally requires four years of study to complete, but more recently students have taken five to six years to complete it. Bachelor of Arts (BA) curricula often require a certain minimum number of the total degree credits to be drawn from coursework in topical areas historically associated with the liberal arts such as language, literature, humanities, mathematics, history, physical sciences, and social sciences. Bachelor of Science (BS) degrees are more likely to be awarded in the sciences and for professional or technical fields of study such as engineering, computer science, mathematics, economics, and the natural sciences. Both types typically include a major, general education courses and electives. These programs typically require a minimum of 120 credit hours. Weekly average earning is \$1,053.

Master's Degrees: A master's degree is an academic degree granted to individuals who have undergone study demonstrating a mastery or high-order overview of a specific field of study or area of professional practice. Examples include a Master of Business Administration (MBA), Master of Public Affairs (MPA), Master of Social Work (MSW), and Master of Fine Arts (MFA). Master's degrees usually take one to two academic years of study beyond a baccalaureate degree to complete. Weekly average earning is \$1,263.

Doctoral Degree: Doctor of Philosophy (Ph.D.) is the highest academic degree awarded by universities in most fields of study. It is awarded in many of the humanities, arts, and sciences. Other doctoral degrees include the Doctor of Education (Ed.D.) or Doctor of Public Health (DPH). Doctoral programs usually consist of coursework and independent research culminating in a dissertation or other formal presentation of the results. Students must have already received a baccalaureate degree. A Ph.D. often takes four to eight years to complete and is capped at ten years. A person who attains a Ph.D. may often be referred to as a doctor. Weekly average earning is \$1,551.

Other Professional Degrees: Professional degrees qualify participants for particular, often licensed professions. Academically these are considered equivalent to a master's degree. Professional degrees require students to have previously completed specific undergraduate coursework and/or degrees before enrolling. Examples include Doctor of Medicine (MD), Doctor of Dental Science (DDS) or Doctor of Pharmacy (Pharm.D.). Weekly average earning is \$1,665.

Test your Knowledge

1. What type of degree does each lead to?
 - a. 4 year college _____
 - b. 2 year college _____
 - c. Graduate college _____
2. Public Universities are designed to make money for investors
TRUE / FALSE
3. Traditional non-profit universities use advertisements on TV to recruit students
TRUE / FALSE
4. Private non-profit universities are unaffordable because of higher tuition
TRUE / FALSE
5. Where does the part of the funding for Public Universities come from that makes them "public"
 - A. The Federal/ State Government
 - B. Student's tuition
 - C. Private investors
 - D. Donations
6. Some for-profit are under pressure from the Department of Education for:
 - A. Dishonest recruiting practices
 - B. False advertising of job placement
 - C. Misleading loan promises
 - D. All of the above



Types of Colleges

Lesson #__

Purpose: Help students understand the various forms of post-secondary institutions.

ACTIVITY	SUPPLIES NEEDED
Types of Colleges Discussion/ Quiz	Types of Colleges Pop Quiz/Handout

• **Types of Colleges Discussion/ Quiz:**

- Mention the different types of colleges students will come across in their college search. Public 4 year universities, Private 4 year universities, community colleges, and for-profit universities. (see handout)
- Use the “Types of Colleges Pop Quiz” as a discussion to see what students know and to explain the differences between these different types of schools.



What Does It Take To Get Into College?

Lesson # ____

Purpose: To encourage student to set goals in preparation for a successful college admission process

ACTIVITY	SUPPLIES NEEDED
Creating a College List	
College Visit	College/Campus Visit Checklist

- **Creating a College List**

- Encourage students to construct their college list with at least 10 schools based on average admission requirement. Encourage students to vary their schools across in-state and out-of-state as well as public and private institution. School should fall in one of three categories;
 - Safety – Grades/Scores are **above** the average of students admitted
 - Match – Grades/Scores **meet** the average of students admitted
 - Reach - Grades/Scores are **below** the average of students admitted
- To keep these details organized, have student create a table with the following column heading: College/University Name, Location, Size, Type, Major, Academic College, SAT, ACT, Other.
- Resources to help create their list: CollegeBoard Big Future, Universities’ websites.

- **College Visit**

- In Houston alone, student have a great opportunity to visit large urban university (UH Main), private/ivy type university (Rice), a suburban private university (HBU/St. Thomas), and Mid-Public (TSU).
- Share the importance of visiting college campuses. Encourage them to add visits on their to-do lists during schools breaks. Setting up visits can be done by calling the campus’ visiting center or sometimes online.
- Go over *College/Campus Visit Checklist*

Purpose: To introduce high school, the team of people being the student and distinguish the similarity/differences between high school and middle school.

ACTIVITY	SUPPLIES NEEDED
What's high school all about?	
Important Roles	High School Organization Chart

- **What's high school all about?**

- Discuss what they are excited about high school.
- Discuss what they have concerns about high school.
- How do they plan on navigating high school?
- Can they name similarities and differences between high school and middle school?

- **Important Roles**

- Go through org chart with student; help them fill in the name of the person that holds that role at their school. Navigate both district's and school's website to find your student's support team – www.springbranchisd.com
 - *Principal/Grade Level Principal* - Manages the day-to-day activities of high school. They oversee faculty and staff and make decisions that impact the overall educational success of the school.
 - *Counselor* - provides academic, career, college readiness, and personal/social issues to all students. You may be familiar with this role to acquire changes to your schedule.
 - *Adviser* – Provides assistance with college readiness and career
 - *Registrar* - maintains student records. These records include, but are not limited to, attendance records, transcript, immunization records, grades, and transfer information.
 - *Teacher* – your teachers provide instruction for a particular subject.
 - *Attendance Office* – Keeps attendance record accurate. You might be familiar with this role to submit tardies, parents'/doctor's notes, etc.
 - *Clinic/Nurse* – You can meet with them when you are not feeling well, have health questions, or need to have special medication/medical attention.
 - *Secretaries* – You might have to speak with them before speaking to the principal/counselor etc.
 - *Librarian* – In charge of the library. This person can help you check out class reading material, personal reading material, provide computer access and resources for research.
 - *Campus Police/Security* – Sworn police officers employed to protect the campus, surrounding areas and the people who attend, work, and visit it.
 - *Communities in Schools* – Community advocates placed in school to assist with social and emotional barriers that prevent students from dropping out.
- Student can meet with all of these people at your school, for the multiple reasons. If you have a concern, issue, or you just need to talk to someone, there's a whole team willing to support you.

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- Navigate both your district's and school's website to find your support team – www.springbranchisd.com

High School Organization Chart		
Title	Description	Name
<i>Principal Grade Level Principal</i>	Manages the day-to-day activities of high school. They oversee faculty and staff and make decisions that impact the overall educational success of the school.	
<i>Counselor</i>	Provides academic, career, college readiness, and personal/social issues to all students. You may be familiar with this role to acquire changes to your schedule.	
<i>Adviser</i>	Provides assistance with college readiness and career	
<i>Registrar</i>	Maintains student records. These records include, but are not limited to, attendance records, transcript, grades, and transfer information.	
<i>Teacher</i>	Your teachers provide instruction for a particular subject.	
<i>Attendance Office</i>	Keeps attendance record accurate. You might be familiar with this role to submit tardies, parents'/doctor's notes, etc.	
<i>Clinic/Nurse</i>	Promotes health and safety including a healthy environment and intervening with actual and potential health problems/emergencies. You can meet with them when you are not feeling well, have health questions, or need to have special medication/medical attention. They also keep your immunization records.	
<i>Secretaries</i>	You might have to speak with them before speaking to the principal/counselor etc.	
<i>Librarian</i>	In charge of the library. This person can help you check out class reading material, personal reading material, provide computer access and resources for research.	
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