

UNIT 6

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: Postsecondary Options

Why is education after high school so important, and what are some of my options?

Education After High School 2: One- and Two-Year Programs

What can a one- or two-year school offer me, and how should I choose one?

Education After High School 3: Four-Year Programs

What can a four-year college offer me, and how should I choose one?

Education After High School 4: Research Skills

What can I learn by looking at a college website?

Education After High School 5: Research Results

What information about the college I've researched would convince another student to attend?

PLANNING PYRAMID

GRADE 8, Unit 6, Education After High School



Some Students Will:

- Identify a relevant reason why a school they've investigated is a good or bad fit.

Most Students Will:

- Identify the pros and cons of at least two of the following: apprenticeships, tech/trade schools, community colleges, and four-year colleges.
- List things to consider in determining if a 4-year college is a good match.
- Use CFWV.com to create a list of postsecondary options.
- Use an official website to gather information about a postsecondary school.

All Students Will:

- Understand the importance of education after high school (4 out of 5 new jobs require postsecondary training).
- Identify more than one postsecondary option.
- Recognize that school selection is a matchmaking process.

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 info, visit www.roadstosuccess.org.

Did you know? More and more high school graduates are heading for college—about 2 out of 3 in 2004.

But many students who start college have trouble finishing. That's why it's important to match your school to your skills, and know what to expect—both academically and financially—before you begin.

After Graduation

Tech school. Trade school. Two-year college. Four-year college. Or more.

There are lots of options to consider. And the possibilities (and costs) can sometimes seem overwhelming.

At Roads to Success, we believe that education and training are the keys to a bright future. But how can you get your teen to think about what happens after graduation at an age when she's focused on the here-and-now?

Here are some questions for your student to think about as he heads into high school:

What careers match your interests and skills, likes and dislikes? A student's career choices should reflect the person they are as well as the person they want to become.



What kind of training will you need? Nearly all careers require some kind of training after high school. Students should make sure their

high school courses are a good match for wherever they're headed afterward.

What do you need to do to prepare yourself now? Grades count. You need a solid academic background—not just to get into college and tech schools but to succeed there.

Do you need to change what you're doing? How? Sometimes students don't recognize that they're missing the good grades and courses they need to succeed until it's too late. Plan now to avoid panic later.

Grade by Grade: What's After High School?

There is life after high school, and it's just 4 short years away. In the eighth grade, Roads to Success presents a series of lessons to help students consider the possibilities:

- The need for math and reading skills wherever you go.
- Good jobs with and without a 4-year degree.
- Things to think about when choosing a college, including students who go there, size, location, what you can study, and activities.
- How to research colleges on the Web.
- How to create a list of possible schools, and find out more about your choices.

You can also investigate colleges at:

www.cfwv.com

Check out these websites for more info:

www.collegeboard.com

www.princetonreview.com

Just create an account and then log in using your account name and password.

Postsecondary Options

The **BIG** Idea

- Why is education after high school so important, and what are some of my options?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Career Cards (15 minutes)
- III. How Much Are You Willing to Invest? (15 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 53, Education After High School Glossary
- Student Handbook pages 54-55, Postsecondary Education Notes
- Student Handbook page 56, Postsecondary Options: Pros and Cons

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Career Cards, Eight cards for each postsecondary option.
 - Pages 1–2: Four-Year College (8 cards)
 - Pages 3–4: Apprenticeships (8 cards)
 - Pages 5–6: Community College (8 cards)
 - Pages 7–8: Technical/Trade School (8 cards)

- Chart paper or overhead projector to record notes during **Activity III**.

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of education after high school.
- Identify more than one postsecondary option and match them with careers.
- Describe how postsecondary options differ in terms of time investment, cost, and career preparation.

OVERVIEW

Students think about the relative number of jobs that require postsecondary schooling, and as a class, discuss and list various postsecondary options. In groups, they are given four careers and asked to match each with a postsecondary option it requires. They learn about the relative cost, time investment, and rewards for different postsecondary options, and on a worksheet, list a pro and a con for two of these options.

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 54-55, Postsecondary Education Notes**
 - **Student Handbook page 56, Postsecondary Options: Pros and Cons**
- To color code the **Facilitator Resource 2, Career Cards**, print pages 1–2 on blue paper, pages 3–4 on red paper, pages 5–6 on green paper, and pages 7–8 on yellow paper. (NOTE: Careers should be printed on one side of the paper only.)
- Cut out enough cards so that each group of four in the class receives a set of four different-colored cards—one for each postsecondary option.
- If computer access is a problem at your school, you'll want to print out pages from official college websites for use in college research in Lesson 4. These pages should provide answers to the questions found in **Portfolio page 24 – 25, College Info from the Web**. See **PREPARATION, Lesson 4**, for details.

VOCABULARY

Postsecondary Education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Community College: A postsecondary school that offers career training, or preparation for a

four-year college.

Technical/Trade School: A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Apprenticeship: A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

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

Graduate School: Additional education after a four-year college.

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. How many jobs require more training/education after high school? Circle the choice you think is correct and then explain why you chose that answer.
 - a. 1 out of 5
 - b. 2 out of 5
 - c. 3 out of 5
 - d. 4 out of 5
 - e. 5 out of 5
2. Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training available after high school.
3. In a few sentences, explain what you plan to do after you graduate from high school.

[Call on students to read their answers; then read the last two paragraphs of the **Warm Up.**]

In **Activity II, Career Cards**, you may choose to group students so that all within a group have

the same color card. Have students work together to figure out what type of postsecondary education their careers require. One student from each group can then present their conclusion to the class.

Instead of writing individual answers in **Activity III, How Much Are You Willing to Invest?**, you may choose to have the students vote as a class to decide which postsecondary education requires the most/least time and money. You should then record their answers on the overhead or board.

If you think your students will struggle to complete **Activity II, Career Cards** before learning about each type of postsecondary education, you can switch the order of **Activity II** and **Activity III**.

In **Activity IV, Check Up Questions**, if you think individual students will struggle, have them complete **Student Handbook page 56, Postsecondary Options: Pros and Cons** in pairs. You can also make a class list of pros and cons on an overhead projector, board, or chart paper. Students can then write down their responses on their own handbook pages.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Here's a trivia question for you. How many jobs require more training after high school? I'll give you four choices. Raise your hand when you hear the one that's correct.

Does 1 out of 5 jobs require training beyond high school?

2 out of 5?

3 out of 5?

4 out of 5?

If you said four out of five, you're right. This means that if you want to have your best shot at a good job, twelfth grade will not be the end of your schooling. Raise your hand if you have a good idea of where you'll be going to school after high school. [Students respond.]

If you don't have a clue, you're not alone. Most students don't finalize their plans until their junior or senior year. But knowing what your choices are, and how to get more information about them, will make planning easier and a lot more fun.

That's what we're going to work on for the next few weeks.

II. Career Cards (15 minutes)

1. **SAY SOMETHING LIKE:** Finishing high school is a big milestone. But once you're through, there are a lot of ways to continue your education to make sure that you'll have a rewarding career that pays well.

Four-year college is one way to do it [Write **Four-Year College** on the blackboard.] Usually, when people say they want to go to college, a four-year college is what they have in mind. But there are other options, too. Can anyone name one?

[Write student answers on the board and prompt students for any of the following that they miss:

- Community college
- Technical/trade programs of less than two years
- Apprenticeships for skilled trades]

[Direct students attention to **Student Handbook page 53, Education After High School Glossary**. This glossary should be referenced throughout the unit whenever vocabulary is reviewed or introduced. Review these three types of postsecondary education. See **Vocabulary**.]

2. [Once this list is on the board, distribute a set of four different-colored career cards to each team of four students (See **Preparation and Implementation Options**). Explain that each card requires a different kind of post-high school training and that using the list on the board as their guide, teams have to figure out what kind of training is required for each job. Each student in the group should be responsible for one career card. Explain that this card does not represent their future career. They are just in charge of presenting this career to their group and the class.]

[Explain to students that although there may be more than one kind of training for some of the careers listed, the answer will represent a common option.]

[After about five minutes, ask each student with a red card to read the career listed. Then explain that all these careers share similar training. Have the students with the red cards vote on which of the four options they think is correct, then give them the answer. (Note that stars on the blue cards mean more schooling is required after college.) Follow this procedure for the three remaining colors. See **KEY** below.]

KEY

| | |
|--------|---|
| BLUE | Four-Year College |
| RED | Apprenticeships for Skilled Trades |
| GREEN | Community College |
| YELLOW | Technical/Trade Programs of less than two years |

III. How Much Are You Willing to Invest? (15 minutes)

1. **SAY SOMETHING LIKE:** Let's talk about the kind of investment you're going to have to make for each of the four options. The costs are all different and so is the amount of time they'll take to finish.

[Pass out one index card to each student. On the board, recreate the information below. Instruct students to write this information on their index cards.]

Which Postsecondary Option:

1. Costs most?
2. Costs least?
3. Takes the most time?
4. Takes the least time?

On your index cards you are going to write down the postsecondary option that you think costs the most money and the one you think costs the least. Then you will write down the option you think takes the most time to finish and the option you think takes the least time. You can check your answers afterward while I'm talking.

[Give students two minutes to write down their answers on their index card.]

2. [Display **Student Handbook pages 54-55, Postsecondary Education Notes** on the overhead projector as you instruct students to turn to these pages in their handbooks. Explain that all of the answers will be covered during the following mini-lecture. Instruct the students to fill in the blanks as you are speaking. Ask students to help you fill in the blanks after you discuss each section. Record the answers on the overhead projector. Make sure to clarify any misconceptions the students may have.]
3. **SAY SOMETHING LIKE:** Let's start with **apprenticeships**. There are a lot of these in the skilled trades like plumbing, carpentry, construction, and electrical work, but there are also apprenticeships in other professions like nursing, hotel management, and homeland security.

You might be surprised to find out that apprenticeships can take the most time of any postsecondary option. Some take as little as one year, but some can take three to five years to finish.

Apprenticeships are also the least expensive way to go. Actually, employers sometimes even pay YOU while you get on-the-job training and academic instruction to learn the skills you need.

Completing an apprenticeship is also likely to land you a good job in your chosen field. Many times you can even get a job where you've been an apprentice.

4. **SAY SOMETHING LIKE:** At **technical and trade schools**, you can get a license or certificate in different kinds of skilled careers. These include jobs like auto mechanic, computer technician, truck driver, medical assistant, and interior decorator.

Technical and trade programs take the least time to finish of all the post-high school options. Some can even be completed in as little as five months.

The cost of tech and trade schools can really vary. Some can cost as little as a few hundred dollars, but a few can cost up to \$10,000. Most are somewhere in between. The good news is that tech and trade schools often offer training in growing professions, so there are likely to be a lot of jobs available when you're through.

5. **SAY SOMETHING LIKE:** A degree from a **community college** is also likely to get you into the job market right away. The kind of in-demand jobs these schools prepare you for include bookkeeper, fashion designer, computer programmer, and paramedic.

Community college takes two years to complete, and it'll cost you about \$2,000 per year. Community colleges usually offer two different options. You can stop after a two-year degree or use a community college as a stepping-stone on the way to a 4-year degree.

6. **SAY SOMETHING LIKE:** If you thought **four-year college** was the most expensive option, you were right. At the moment, the price tag for a four-year college runs between about \$4,000 to more than \$40,000 each year. State schools like [a state college or university in your area] have the lowest listed cost and private colleges and universities like [a private college or university in your area] have the highest listed cost. However, the lowest tuition doesn't mean the cheapest to attend. Many private schools have money to give to hardworking students who can't afford school otherwise.

Just remember not to get too scared off by these higher costs; there's often financial aid available for students who need it. Financial aid is any type of assistance that's used to pay college costs. There is an affordable option for everyone.

Except for some five-year apprenticeships, four-year college generally takes the longest of all the options, which is four years of course.

So with all these other options, why would someone spend all that time and money on four years of college? [Allow students to respond.] People who make the most money generally have four-year degrees. And going to four-year college also gives you the option to go to graduate school where you can become a doctor, lawyer, or other professional. These are the careers that usually pay the most. Four-year college also gives you broader knowledge than you get from the other kinds of training. This general knowledge can make it easier to switch careers.

[Have students identify which options require the least/most amount of time and money. Answer any questions the students may still have about each type of postsecondary option.]

IV. Wrap Up: Check up Questions (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you know a little more about four different schooling options, take a look at **Student Handbook page 56, Postsecondary Choices: Pros and Cons.**

For this handbook page you will need to write one pro (positive outcome) and one con (negative outcome) for each of three options listed. Before you start working on your own, let's review the examples together.

[Have a volunteer read the pro and con for apprenticeships. Make sure students understand the differences between a pro and a con. Then see if any students can come up with another pro or con for apprenticeships. Once you feel students can complete this task on their own, give them a few minutes to complete the chart. Then ask for a few volunteers to share their answers.]

DO NOW

Education After High School 1: Postsecondary Options

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

1. How many jobs require more training/education after high school? Circle the choice you think is correct and then explain why you chose that answer.

- a. 1 out of 5
- b. 2 out of 5
- c. 3 out of 5
- d. 4 out of 5
- e. 5 out of 5

2. Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training you can attend after high school.

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

CAREER CARDS (Four-Year College; print on blue paper)

Doctor



Lawyer



**Social
Worker**

**Marine
Biologist**

CAREER CARDS (Four-Year College; print on blue paper)

Accountant

Architect

**Computer
Programmer**

Teacher

CAREER CARDS (Apprenticeships; print on red paper)

Electrician

Welder

Caterer

Bricklayer

CAREER CARDS (Apprenticeships; print on red paper)

Roofer

Carpenter

Machinist

Plumber

CAREER CARDS (Community College; print on green paper)

**Police
Officer**

Chef

**Massage
Therapist**

**Medical Lab
Technician**

CAREER CARDS (Community College; print on green paper)

Nurse

**Childcare
Provider**

**Web
Designer**

**Interior
Designer**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

Hair Stylist

**Auto
Mechanic**

**Computer
Technician**

**Hotel
Clerk**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

**Surgical
Assistant**

Truck Driver

**Administrative
Assistant**

**Pharmacy
Assistant**

Education After High School Glossary

Accreditation: official approval of a program after a school has met specific requirements.

Admissions: the department at a college or university that oversees the application and acceptance process.

Apprenticeship: a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Campus Life/Residence: the department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Community College: a postsecondary school that offers career training, or preparation for a four-year college. (Also called a two-year college.)

Enrollment: the number of students who are currently attending a particular college or university.

Financial Aid: scholarships, grants, loans, and other assistance programs that help pay for tuition and other postsecondary school expenses.

Graduate School: additional education after a four-year college.

Licensed: legally permitted to operate.

Postsecondary Education: schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Private College or University: school that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Prospective Students: potential or future students at a college or university.

Public College or University: school partially funded by a state or local government, often called a state school or city college/university.

Specialized College: a public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Technical/Trade School: a postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: fees paid for instruction, especially for postsecondary education.

Undergraduate: a student in a university or college who has not received his or her Bachelor's degree.

Postsecondary Education Notes

Apprenticeships

There are a lot of apprenticeships in skilled trades like plumbing or carpentry. But there are also apprenticeships in other professions like _____ (one example).

Some apprenticeships take as little as _____ year, but some can take _____ to _____ years to finish.

Apprenticeships are the _____ expensive way to go.

Technical and Trade Schools

You can get a _____ or certificate in different kinds of skilled careers like _____ (one example).

Technical and trade programs of less than two years take the _____ time to finish of all the postsecondary options.

Some can even be completed in as little as _____ months.

The cost of these schools can _____.

Community College

Community college prepares you for jobs like _____ (one example).

Community college takes _____ years to complete.

It will cost you about _____ per year.

Four-Year College

Four-year college is the most _____ option. It costs between \$4,000 a year and _____ a year.

Public schools are cheaper than _____ schools.

Four-year college generally takes the _____ time of all of the options.

Going to a four-year college gives you the option to go to _____ school, where you can become a doctor, lawyer, or other professional.

Postsecondary Options: Pros & Cons

Directions: List one Pro and one Con for each type of postsecondary option listed below.

| OPTION | PRO | CON |
|---|-----------------------------------|---|
| Apprenticeships in the Skilled Trades | <i>You can get paid to learn.</i> | <i>You are trained to do a very specific job so you will need more schooling if you want to switch careers.</i> |
| Trade/Technical School (less than 2 years) | | |
| Community College | | |
| Four-Year College | | |

EDUCATION AFTER HIGH SCHOOL **2**

One- and Two-Year Programs

The **BIG** Idea

- What can a one- or two-year school offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Keeping Your Options Open! (10 minutes)
- III. How to Judge (10 minutes)
- IV. A Look at Two Schools (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 57, Careers with a Degree of Two Years or Less
- Student Handbook page 58, Pros and Cons of One- and Two-Year Schools
- Student Handbook page 59, Keeping Your Options Open!
- Student Handbook page 60, Examining One- and Two-Year Schools

FACILITATOR PAGES:

- Facilitator Resource 1, Class List: Careers with a Degree of Two Years or Less
- Facilitator Resource 2, Jobs for People without a Four-Year Degree, one copy per student
- Facilitator Resource 3, Discussion Points of One and Two-Year Schools

Copies of the web pages listed in

Preparation (1 set for every two students)

OBJECTIVES

During this lesson, the student(s) will:

- Learn ways to evaluate one- and two-year programs.
- Learn that there are high school requirements for one- and two-year programs that determine admission and success.
- Discuss the pros and cons of attending one- and two-year programs.

OVERVIEW

Students list careers you can get with one- and two-year degrees and discuss the factors to consider when choosing tech schools and other one- and two-year programs. In pairs they review website information from two of these schools, then find out their admission requirements. They finish the lesson by discussing reasons to go and not to go to one- and two-year programs.

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 58, Pros and Cons for One- and Two-Year Schools**
 - **Student Handbook page 59, Keeping Your Options Open!**
 - **Student Handbook page 60, Examining One- and Two-Year Schools**
 - **Facilitator Resource 2, Jobs for People Without a Four-Year Degree**
 - **Facilitator Resource 3, Discussion Points of One and Two-Year Schools**
- Select two schools from the list below, or substitute two similar schools from your region. (See **Implementation Options**.) Log onto their websites and create packets that address the information listed on **Student Handbook page 60, Examining One- and Two-Year Schools**. (Make a class set for each school.)
 - Marshall Community and Technical College
<http://www.mctc.edu/>
 - Lehigh Valley College
<http://www.lehighvalley.edu/>
 - Borough of Manhattan Community College of the City University of New York
<http://www.bmcc.cuny.edu/j2ee/index.jsp>
 - The Art Institute of New York City
<http://www.artinstitutes.edu/newyork/>

VOCABULARY

Postsecondary Education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Licensed: Legally permitted to operate.

Accreditation: Official approval of a program after a school has met specific requirements.

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

IMPLEMENTATION OPTIONS

If you typically meet with students in the computer lab, rather than printing out the web pages for **Activity III, A Look at Two Schools**, you may prefer to have students access them online.

Instead of using the schools provided, you might want to investigate nearby tech schools and use information from two you find worthy. The following websites include information on Tech and Trade Schools.

- www.cfwv.com [after logging in to their own account, students can search for technical schools as well as 2-4 year colleges in the **College Planning** tab under the **Explore Schools** Section.]
- www.constructmyfuture.com [Click on the **Teachers** button. This site allows you to search for Tech schools by state and includes a variety of different types of Tech schools.]
- www.petersons.com [This includes information on Tech and Trade Schools.]

ACTIVITY STEPS

I. Warm Up: (10 minutes)

1. [Begin the class by referring students to **Student Handbook page 57, Careers with a Degree of Two Years or Less**. Have them complete the worksheet. Once the students have completed it, display **Facilitator Resource 1, Class List of Careers with a Degree of Two Years or Less**. Call on a few student volunteers to read their lists aloud. As they read them, record each career under its proper category.

Give each student a copy of **Facilitator Resource 2, Jobs for People without a Four-Year Degree**. Instruct the students to circle any careers that surprised them. Then allow a few students to share out one career they were surprised to find on the list.]

2. **SAY SOMETHING LIKE:** Many people don't figure out their plan for their education after high school until their junior or senior year. But it can really pay off to investigate your options right now. There are two great reasons to start early:
 - You won't feel panicky and pressured as graduation approaches.
 - It can help you make sure your high school work prepares you for the option you choose.

II. Keeping Your Options Open! (10 minutes)

1. **SAY SOMETHING LIKE:** Throughout this unit we will be focusing on different types of postsecondary options. You may already have an idea of what you want to do after high school, but I want all of you to have information about every option. To accomplish this, I'll need your patience and attention during the classes that focus on something other than your main goal, for your own future reference as well as out of respect for those who need the information immediately.

Last class you learned about the four different post-high school options. Does anyone remember all four? [Allow students to respond.] Next week, we'll talk about 4-year colleges. Today we are going to examine the advantages of going to a one- or two-year school. This includes tech and trade school as well as community college.

[Instruct students to turn to **Student Handbook page 58, Pros and Cons for One- and Two-Year Schools**. As a class, discuss the benefits and factors to consider for tech/trade schools and community colleges. (See **Facilitator Resource 3, Discussion Points for One and Two-Year Schools**.)]

2. **SAY SOMETHING LIKE:** For many careers, there is no one perfect educational pathway. Often there's more than one way to reach a career goal. You may already be planning on attending a four-year college after you graduate from high school. But there's more than one way to get there. Some students get a two-year degree at a community college and then move on to a four-year school. It's a way of getting used to college a little at a time, and can save you money too! The key is to keep your options open.

[Display **Student Handbook page 59, Keeping Your Options Open!** using an overhead or chart paper. Discuss the multiple education pathways for each of the following careers: Medical Lab Technician, Restaurant Manager, and Nurse. Explain that your job opportunities and salary will increase as you attain more education.]

3. People sometimes mistakenly believe that community college is an easy option to build your skills. While it's true that many community colleges have open enrollment, that is, they admit all students with a high school diploma, there may be bad news for people who haven't studied in high school. If you're not academically prepared, you're more likely to need remedial courses. These courses will not count toward your degree and will end up costing you more money! Many community and technical colleges require an entrance exam to show you've mastered the basic skills needed to succeed.

III. How to Judge (10 minutes)

1. **SAY SOMETHING LIKE:** What are some of the ways you could check out a one- or two-year program? (*Look at websites and/or school brochures, talk to school reps, school counselors, people in the field, and alumni*)

[List student responses on the board.]

What are some of the questions you could ask to make sure you won't be wasting time and money? (*What will you learn? How long is the program? What are the costs? Is financial aid available? Will they help you get a job after graduation?*)

[List student responses on the board.]

2. **SAY SOMETHING LIKE:** There's a lot you can do to make sure a technical school or other one- or two-year program will help you in your career. In a few minutes you and a partner are going to research two tech schools, using the questions listed on **Student Handbook page 60, Examining One- and Two-Year Programs**. Let's take a look.

3. [As a class, go over **Student Handbook page 60, Examining One- and Two-Year Programs**. Discuss the meaning of any vocabulary that might be new to students like licensed, accreditation, and financial aid. (See **Vocabulary**.)]

IV. A Look at Two Schools (15 minutes)

1. [Pair off students.]
2. **SAY SOMETHING LIKE:** Now let's look at some real schools to see if they've got the right stuff. Both offer lots of programs, but we're going to focus on one for _____ (insert name of one program offered at the first school you selected) and one for _____ (insert name of one program offered at the second school you selected). (See **Preparation**.)
3. [Give each pair a set of web pages from the two schools you selected in the **Preparation** section. Explain that each pair is responsible for answering the questions listed on **Student Handbook page 60, Examining One- and Two-Year Programs** for both tech schools.]

SAY SOMETHING LIKE: Information on technical and trade schools can be harder to find than information about four-year colleges. But it's worth the effort it takes to investigate. If you can't find the answer to one of the questions, don't worry- just skip it and move on to the next question.

[Give the students 10 minutes to complete their work. Then bring the students back for a whole class discussion.]

SAY SOMETHING LIKE: So what do you think? Would these schools be worth your time and money? Why?

SAY SOMETHING LIKE: If you wanted to find out more information about these schools what could you do?

- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- Talk to people in the career you're interested in.

Here are some general requirements for admission to one- and two-year schools.

- You'll need a high school diploma.
- You may have to pass their math, reading, and English comprehension tests (so it's important that you stay on level with high school courses).
- Some schools may require an in-person interview with an admissions counselor who will be looking to make sure you're a motivated student and a good fit for the program.
- It's beneficial to have some kind of background experience in the field (e.g., for automotive tech, a shop class and for computer tech, a computer class).

V. Wrap Up (5minutes)

1. **SAY SOMETHING LIKE:** What are some of the reasons someone would choose to go to one- and two-year schools? (*Costs less money than four-year college, get training in careers that are in high demand, enter job market sooner*) What would you miss by not going to a four-year program? (*campus experience, more varied and fuller education, path to a professional degree, preparation for a wider range of careers*)
2. **SAY SOMETHING LIKE:** True or False: If I'm not going to a four-year college, I don't have to worry about my academic skills.
3. [Reiterate that whatever kind of one and two-year programs students are interested in, there are high school courses to take that will help them get in and succeed. Also remind the class that because they may have an interest in four-year schools later on, they should make sure to take coursework that doesn't close the door on that option.]
4. **SAY SOMETHING LIKE:** Next week we're going to learn more about four-year colleges. As a class we will discuss what to look at when selecting a college to attend and then you'll use the CFWV.com website to find colleges that match your current interests.

EXTENSION ACTIVITY

Encourage any students interested in finding out more about a trade to talk to people who are in the field. What do they think students in high school can do to prepare for studying the trade? Where do they think is the best place to get training?

CLASS LIST: Careers with a Degree of Two Years or Less

| | | |
|--|--------------------------------------|-------------------------------------|
| Health Care | Government, Legal, and Public Safety | Travel/Hospitality |
| Computer/Internet | Building and Construction | Business, Sales, and Financial Jobs |
| Science, Math, Engineering, and Technology | Sports/Entertainment/Media | Transportation/Office |

Jobs for People without a Four-Year Degree

Building and Construction

- Brickmasons, blockmasons, and stonemasons
- Carpenters
- Construction and building inspectors
- Drywall installers and tapers
- Hazardous materials removal workers
- Painters and paperhangers
- Plumbers
- Sheet metal workers
- Iron and metal workers

Business, Sales, and Financial Jobs

- Advertising sales agents
- Insurance adjusters
- Real estate brokers and sales agents
- Retail salespersons
- Sales representatives
- Travel agents

Computer/Internet

- Computer and office machine technicians
- Computer programmers

- Computer software engineers
- Web developers
- Webmasters

Government, Legal, and Public Safety

- Court Reporters
- Correctional officers
- Firefighters
- Paralegals and legal assistants
- Private detectives

Health Care

- Lab technicians
- Dental assistants
- Dental hygienists
- Emergency medical technicians/paramedics
- Licensed practical nurses
- Massage therapists
- Medical assistants
- Medical secretaries
- Nursing, psychiatric, and home health aides
- Pharmacy technicians
- Physical therapy assistants and aides

- Occupational therapists, assistants and aides
- Registered nurses
- Veterinary technicians

Science, Math, Engineering, and Technology

- Drafters
- Engineering technicians
- Electronics installers and repairers
- Electricians
- Laser technicians
- Science technicians

Sports/Entertainment/Media

- Actors
- Athletes, coaches, and umpires
- Broadcasters, sound engineering technicians, and radio operators
- Desktop publishers
- Musicians, singers
- Photographers
- Public relations specialists
- Recreation and fitness workers
- Television and film camera operators and editors

Travel/Hospitality

- Air traffic controllers
- Aircraft and avionics equipment mechanics
- Airline pilots and flight engineers
- Chefs and cooks
- Flight attendants
- Food and beverage service workers
- Hotel managers and assistants
- Restaurant and food service managers
- Tour operators and guides

Transportation/Office

- Automotive service technicians and mechanics
- Truck drivers
- Executive secretaries and administrative assistants
- Financial clerks

From America's Top 100 Jobs for People Without a Four Year Degree, Ron & Caryl Krannich, Ph.D's, Impact Publications

Discussion Points of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.

Extended Discussion:

A school may promise to have qualified instructors, small class sizes and excellent job placement on their website, but in reality may have out-of-date machines, huge class sizes, and instructors who are not qualified to teach their classes. Before you apply to a tech or trade school make sure that the school is recognized by a reputable state organization.

- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can get a two-year degree from a community college, or use community college as a stepping-stone on the way to a 4-year degree.

Extended Discussion:

Many community colleges provide students with courses that can count towards a four-year degree. This means that students can go to a community college for two years and graduate with an Associate's degree. They can then transfer to a four-year college. After two years of additional study at a four-year college, students would then graduate with a Bachelor's degree.

- May offer evening or weekend classes (allows students to work while going to school part-time).
- Frequently offer specialized job training

Extended Discussion:

Many community colleges offer apprenticeship opportunities and on-the-job training. [Students at community colleges can take courses to fulfill requirements at a four-year college, but community colleges also provide specific career training similar to what's found at a tech and trade school.]

- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.

Extended Discussion:

If a student plans to transfer to a 4-year school, she should make sure her community college credits will “count” at the 4-year school she’s planning to attend. If not, the student will need to take additional courses toward her Bachelor’s (4-year) degree, which will cost more time and money.

- Many students at community colleges do not live on campus, but commute to school instead. This means that students who attend a community college may not experience “college life” outside the classroom. Living in a dorm is a great way to meet and bond with other students, and to make friends that share similar goals and aspirations.

Adapted from www.fastweb.com, “Types of Schools,” by Kay Peterson, Ph.D.

Careers with a Degree of Two Years or Less

1. List careers you can get with a degree of two years or less.

2. List two reasons why a person would want a one- or two-year degree.

a.

b.

Pros and Cons of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.
- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can graduate with a two-year degree, or use community college as a stepping-stone on the way to a 4-year degree.
- May offer evening or weekend classes (allows students to work while going to school part-time).
- Frequently offer specialized job training
- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.
- Many students at community colleges do not live on campus, but commute to school instead.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, Ph.D.

KEEPING YOUR OPTIONS OPEN!

Medical Lab Tech

PATHWAY 1

Certificate from a
Technical School

PATHWAY 2

Bachelor's Degree in Medical
Technology from a **Four-Year
College**
↑
Associate's Degree from a
Community College

Restaurant Manager

PATHWAY 1

Certification
in Restaurant
Management from a
Technical Institute

PATHWAY 2

Bachelor's Degree in Hospitality
Management from a **Four-Year
College**
↑
Associate's Degree in Business
Administration from a **Community
College**

Nurse

PATHWAY 1

Certificate in
Nursing from a
Technical School

PATHWAY 2

Master's Degree as a Nurse
Practitioner
(1 to 2 years of **Graduate School**)
↑
Bachelor's Degree in Medical
Technology from a **Four-Year
College**
↑
Associate's Degree from a
Community College

Examining One- and Two-Year Programs

Directions: Answer the following questions using webpages you were given. If you cannot find an answer to a question below, feel free to leave that question blank. We will review these answers as a class.

Research Questions:

1. Describe the career program you're most interested in.

2. What degree, certificate, or license will you have when you finish?

3. List three courses (or topics) you'll study.

1) _____ 2) _____ 3) _____

4. How long will it take to complete the program?

5. How much will it cost? Does the school offer financial aid?

6. What kinds of jobs can you get when you're done?

7. Do they list any contact information? If so, record it below.

Four-Year Programs

The **BIG** Idea

- What can a four-year college offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up: My Choices (10 minutes)
- II. Some Options (5 minutes)
- III. Colleges for Me: CFWV.com (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 22, CFWV.com School Finder Results
- Portfolio page 23, Your Search Criteria

STUDENT HANDBOOK PAGES:

- Student Handbook page 61, My Choices

FACILITATOR PAGES:

- Facilitator Resource 1, School Finder Print Version

OBJECTIVES

During this lesson, the student(s) will:

- Learn about various types of four-year colleges.
- Develop a list of preferences that might guide their postsecondary choices.
- Use these preferences to create a list of postsecondary options.

OVERVIEW

Students fill out a questionnaire about their four-year college interests and discuss their answers with a partner. As a class, they brainstorm the factors to consider when choosing a college to attend. They talk about different types of four-year college options, then visit the CFWV.com website to find colleges that match their current interests.

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:
 - **Portfolio page 22, CFWV.com School Finder Results**
 - **Portfolio page 23, Your Search Criteria**
- Make arrangements for the class to use the computer lab, and make sure the CFWV.com website is accessible from students' computers.
- If computer access is a problem at your school, before you teach this lesson:
 - Make a class set of **Facilitator Resource 1, School Finder Print Version**. You will need to input each student's answers into the CFWV.com **School Finder** and print their list of resulting matches.

VOCABULARY

Tuition: fees paid for instruction, especially for postsecondary education.

Undergraduate: a student in a university or college who has not received his/her Bachelor's degree.

Private College or University: school that receives only a small amount of ongoing government support, tuition is usually higher, but so is the aid that is offered.

Public College or University: school partially funded by a state or local government, often called a state school or city college/university.

Specialized College: a public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Financial Aid: scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

IMPLEMENTATION OPTIONS

In **Activity III, Colleges for Me: CFV.com**, after discussing the questions/topics highlighted in the lesson, you may choose to allow your students to complete their **School Finder** independently. Once students have finished their survey, have them record their results on **Portfolio page 22, CFV.com School Finder Results** and **Portfolio page 23, Your Search Criteria**. Then continue with the **Wrap Up** as written.

ACTIVITY STEPS

I. Warm Up: My Choices (10 minutes)

1. **SAY SOMETHING LIKE:** True or False: All four-year colleges are pretty much the same, so it doesn't really matter which one you choose. [Students respond.]

There are all kinds of four-year colleges to choose from and every one is different. Today we'll find out about some of those differences and what your own personal preferences might be.

2. [Have students turn to **Student Handbook page 61, My Choices**. Ask them to fill out the questionnaire. For the first question, which includes the choices "students very similar to me" and "different types of students," you may want to describe ways in which students could be similar (e.g., gender, race, socioeconomic group, personal interests and style).]
3. [After students have had a few minutes to fill out the worksheet, call time. Pair off students and have partners discuss their answers. Make sure they give reasons for each answer, touching on questions like: What personal experiences influenced your response? Did you have a specific college in mind? Was the question easy or hard to answer and why?]

II. Some Options (5 minutes)

1. **SAY SOMETHING LIKE:** **Postsecondary education** has a vocabulary all its own, so here are a few terms you should know.

Every state has its own university system, sometimes with a few colleges and universities. The state gives these schools a lot of funding, so if you live there or one of your parents does, the costs are fairly low. (If you live in New York City, there are city colleges and universities that receive government funding.) These are known as **public schools**.

You can also go to a state university outside your home state, but you'll have to pay higher prices that are more like the costs for a private school.

Private schools receive much less government support, so they have much higher **tuition**. But you shouldn't rule them out just because of the price tag. These schools often offer scholarships and different kinds of **financial aid**, which can help you pay the bills.

There are also **specialized colleges**, which can be public or private. A specialized college is a school that prepares you for a career in a specific field. Can anyone name one? (*agriculture, art, music, teaching, engineering, business, health science, and religion*)

So if you know what you want to do with your life, a specialized college might be the way to go.

III. Colleges for Me: CFWV.com (25 minutes)

1. **SAY SOMETHING LIKE:** CFWV.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 log on. [Note that students don't need to rule out a school they're interested in, just because it doesn't appear on their list.]
2. [Have students log on to www.cfwv.com by entering their account names and passwords in spaces provided on the upper right side of the page.]

[Ask them to click on the **College Planning** tab at the top of the page and then on the **Explore Schools** section. Under the section of the page titled "School Exploration Tools" they should then click on the **School Finder** button. Next, they should click on **School Type**, which is listed under Key Facts on the left side of the screen. 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 New York City who wants to stay closer to home should check off the Northeast Region.)
- **SCHOOL SETTING:** Discuss the following vocabulary words below and explain each corresponding example.
 - **Major City:** major cities and towns are referred to as urban areas, or areas with a population of 300,000 or more. New York City is an example of an urban setting. New York University (NYU) is located in Manhattan so it would be considered an urban campus. University of Pittsburgh (PA) is another example of an urban campus. Urban schools generally do not have a lot of lawns or outdoor

space, but they are closer to more shops and restaurants.

- **Small/Medium city:** These cities and towns have a population of 75,000 to 299,999 within the metropolitan area. The area is approximately 15-25 miles in radius. Marshall University in Huntington, WV would be an example of a college within a small or medium city. These campuses are generally close to restaurants and shops, but still have campuses with green lawns and sports fields.
- **Large Town:** These towns have a population of 25,000 to 74,999 within a ten mile radius of the town. Fairmont State University in Fairmont, WV is an example of a school in a large town.
- **Small Town:** These towns have a population of 5,000-24,999 within a 5-mile radius of the town. Potomac State College of West Virginia University in Keyser, West Virginia is an example of a school in a small town.
- **Rural community:** an area far away from a city or large town and have a population under 5,000. This area is generally thought of as a country setting. Glenville State College (WV) and Bloomsburg University of Pennsylvania (PA) are both examples of rural campuses. 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.

- **ENTRANCE DIFFICULTY:** 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 selective” school. They are very competitive and generally only take students with extremely high grades. A school with a strong academic reputation like West Virginia University, University of Pittsburgh, or SUNY Albany would be considered a “Selective” school. If students seem unclear about which level to pick, tell them to leave all options blank.
- **SPECIAL ACADEMIC PROGRAMS:** 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.
- **TUITION:** Explain that financial aid can sometimes make an expensive school affordable, so for now, students don’t need to make a choice about tuition costs.
- **SCHOOL SIZE:** To give the students a frame of reference between a very large, a large, and a medium school, discuss each examples for your region:
 - **Extra Small:**
 1. Glenville State College (WV): 1,392 students
 2. Bryn Mawr College (PA): 1,300 students
 - **Small:**
 1. Marymount Manhattan College (NY): 2,000 students
 - **Medium:**
 1. Fairmont State University (WV): 7,450 students

2. Carnegie Mellon University (PA): 5,758 students
 3. State University of New York (New Paltz, NY): 8,250 students
- **Large:** (10,000-15,000 students - N/A for West Virginia)
 - **Extra Large:**
 1. University at Albany (NY): 17,750 students
 - **Super-sized:**
 1. West Virginia University: 28,840 students
 2. Penn State (University Park, PA): 43,272 students
- **INTERCOLLEGIATE SPORTS:** Tell students that if they play a particular sport for a school or club team they should use the drop down boxes to select that sport and their gender. They can skip selecting a Division and Scholarships Available. They do not need to select sports they enjoy watching.
 - **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 students choose multiple majors, they can use the options at the bottom of the page to search for “Any” or “All” of the programs or majors that they have selected. If a student is undecided about what major they want to study, tell them to skip it.
 - **GENDER BALANCE:** Explain to the students that coeducational schools have both female and male students.
 - **EXTRACURRICULAR ACTIVITIES:** 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

*Ask students to click on **See Your Matching Schools***

Show students how the following functions can be used:

- If you have no (or not enough) exact matches, click on the button labeled **See All Schools**. This will include schools that are not in West Virginia.
 - To help remember what influenced your choices, you can review your search criteria at the top 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 you hoped to see did not appear on the list, type the name of the school into the search box in the upper right corner of the list.
3. [Give students about 10 minutes to review and complete the questions. Once they have a list of schools,

ask them to print them out by clicking **Print This** near the top right corner of the page or record them on **Portfolio page 28, CFV.com School Finder Results**. Instruct the students to then look at their list of search criteria at the top of the page. These will appear on the printout of their list of schools. If students did not print the list of schools, they should record their search criteria on **Portfolio page 29, Your Search Criteria**. Note that the type of school will be two-year or four-year.]

4. [Tell students that they can save this particular search from the page that includes their list of schools. They should scroll down the page until they see “Save Your Current Search As” at the bottom of the blue bar on the left-hand side of the page. They should type in a title for their search in the text box and then click on the **Save Your Current Search As** button.]

IV. Wrap Up (5 minutes)

1. [Review the benefits of attending a four-year college as discussed in the previous lesson (campus experience, more varied and full education, path to a professional degree, preparation for a wider range of careers).]
2. **SAY SOMETHING LIKE:** If you wanted to find out more about the schools on your list, what could you do? (*go to the school websites, talk to your school counselor about the school, plan a visit, talk to adults you know who may have attended the school(s) you're interested in.*)
3. [Remind students that their interests are likely to change and evolve in the next few years, so it's important to stay open to different possibilities.]

EXTENSION ACTIVITY

Encourage students to talk to a variety of adults they know (teachers, relatives, friends) about the four-year schools they attended. Explain that finding out what people liked and disliked most about their college experience is a great way to continue to learn about the options available.

Name: _____

Period: _____

School Finder

Directions: Circle your responses to the questions below. Answer each question thoughtfully. I will enter your answers on CFWV.com and you will get the results next week in class.

LOCATION

1. Where would you like to go for college?

(You can either underline the names of the states where you would like to attend school or CIRCLE the name of a region that interests you. **DEFINITION** of Region: an area of the country made up of several states.)

- a. **West** [Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, Wyoming]
- b. **Midwest** [Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin]
- c. **Northeast** [Vermont, Pennsylvania, New Hampshire, New Jersey, New York, Maine, Rhode Island, Massachusetts, Connecticut]
- d. **Southeast** [Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia]
- e. **American Protectorates** [Guam, Puerto Rico, Virgin Islands]

SCHOOL TYPE

2. What type of college would you prefer?
- a. 2-year
 - b. 4-year
 - c. Does not matter

PUBLIC OR PRIVATE

3. Would you prefer to go to a public or private college?
- a. Public
 - b. Private
 - c. No preference

SCHOOL SETTING

4. What type of environment would you like to live in?
- a. Major City (major cities and towns)
 - b. Small/Medium City

- c. Large Town
- d. Small Town
- e. Rural Community (an area far away from a city or large town)

SCHOOL SIZE

5. What size school would you like to attend?
- a. Extra Small (Under 25,000 students)
 - b. Small (2,500 - 5,000)
 - c. Medium (5,000 - 10,000)
 - d. Large (10,000 -15,000)
 - e. Extra Large (15,000-20,000)
 - f. Super-sized (Over 20,000 students)
 - e. Does not matter

ENTRANCE DIFFICULTY

6. What level of selectivity are you looking for? (Selectivity covers the class rank, GPA, SAT scores and ACT scores of the incoming freshmen as well as the percentage of applicants who were accepted)
- a. Least Selective: virtually all applicants are accepted regardless of high school rank or test scores.
 - b. Less Selective: most freshmen were not in the top 50% of their high school class. Up to 95% of applicants accepted.
 - c. Selective: more than 75% of freshmen were in the top 50% of their high school class. 85% or fewer applicants accepted.
 - d. More Selective: more than 50% of all freshmen were in the top 10% of their high school class. 60% or fewer applicants accepted.
 - e. Most Selective: more than 75% of freshmen were in the top 10% of their high school class. Less than 30% of applicants accepted.
 - f. Does not matter

TUITION

7. How much are you planning to spend in tuition? Just choose tuition for now, don't include room and board. Circle your answer.
- a. Less than \$2,500 per year
 - b. \$2,500 - \$5,000 per year
 - c. \$5,000 - \$7,500 per year
 - d. \$7,500 - \$10,000 per year
 - e. \$10,000-\$15,000 per year
 - f. \$15,000-\$20,000 per year
 - g. Over \$20,000

RESIDENCY

8. What is your state of residence? _____

PROGRAMS/MAJORS OFFERED

9. In the space below, write down the major you think you might be interested in studying at college. (Ex: biology, English, photography, accounting, carpentry, etc.)
If you are unsure, write Undecided.
- _____

SPECIAL ACADEMIC PROGRAM OPTIONS

10. Which of the following special program options are important to you? (Circle all that interest you. If you are unfamiliar with all of the programs listed, skip this question.

NOTE: Additional options are on the next page.)

- a. Study Abroad
- b. Self Designed Majors
- c. Double Majors
- d. Dual Degrees
- e. Independent Study
- f. Accelerated Study
- g. Honors Program
- h. Phi Beta Kappa
- i. Pass/Fail Grading Option
- j. Internships
- k. Week-end College
- l. Distance Learning
- m. External Degree Program
- n. Washington Semester (American University)
- o. UN Semester
- p. Sea Semester
- q. American Studies Program
- r. Air Force ROTC
- s. Navy ROTC
- t. Army ROTC
- u. Does not matter

GENDER BALANCE

11. Would you prefer a student population that is...
- a. Coeducational (both men and women)
 - b. Woman's College

- c. Men's College
- d. Primarily Women
- e. Primarily Men

INTERCOLLEGIATE SPORTS

12. Circle the sport(s) that you currently play and would like to play in college.

| | | |
|-----------------------|-------|---------|
| Alpine Skiing | Men's | Women's |
| Archery | Men's | Women's |
| Badminton | Men's | Women's |
| Baseball | Men's | Women's |
| Basketball | Men's | Women's |
| Bowling | Men's | Women's |
| Boxing | Men's | Women's |
| Canoe and Kayak | Men's | Women's |
| Cheerleading | Men's | Women's |
| Crew | Men's | Women's |
| Cricket | Men's | Women's |
| Cross-Country Running | Men's | Women's |
| Curling | Men's | Women's |
| Cycling | Men's | Women's |
| Diving | Men's | Women's |
| Equestrian Sports | Men's | Women's |
| Fencing | Men's | Women's |
| Field Hockey | Men's | Women's |
| Figure Skating | Men's | Women's |
| Football | Men's | Women's |
| Golf | Men's | Women's |
| Gymnastics | Men's | Women's |
| Handball | Men's | Women's |
| Ice Hockey | Men's | Women's |
| Lacrosse | Men's | Women's |
| Lightweight Football | Men's | Women's |
| Martial Arts | Men's | Women's |
| Nordic Skiing | Men's | Women's |
| Polo | Men's | Women's |
| Racquetball | Men's | Women's |
| Riflery | Men's | Women's |
| Rodeo | Men's | Women's |
| Rugby | Men's | Women's |

| | | |
|-----------------------|-------|---------|
| Sailing | Men's | Women's |
| Soccer | Men's | Women's |
| Softball | Men's | Women's |
| Squash | Men's | Women's |
| Swimming | Men's | Women's |
| Tennis | Men's | Women's |
| Track and Field | Men's | Women's |
| Ultimate Frisbee | Men's | Women's |
| Volleyball | Men's | Women's |
| Water Polo | Men's | Women's |
| Water Skiing | Men's | Women's |
| Weight Lifting | Men's | Women's |
| Wheelchair Basketball | Men's | Women's |
| Wrestling | Men's | Women's |

EXTRACURRICULAR ACTIVITIES

13. Which of the following do you want to be available on campus?
 (Circle all that interest you.)
- | | |
|-----------------------------------|--|
| a. Student Government | h. Student Newspaper |
| b. Literary Magazine | i. Yearbook |
| c. Radio Station | j. Television Station |
| d. Honor Societies | k. Social Fraternities |
| e. Social Sororities | l. Campus Based Religious Organization |
| f. Minority Student Organizations | m. International Student Organizations |
| n. Does not matter | |

STUDENT HOUSING

14. If you want to live on campus, what kind of housing are you interested in?
- | | |
|--|---|
| a. Coed dorms available(men and women) | f. Single-student apartments |
| b. Women's dorms available | g. Married-student apartments |
| c. Men's dorms available | h. Special Housing for Disabled Students |
| d. Sorority housing available | i. Special Housing for International Students |
| e. Fraternity housing available | j. Cooperative Housing Available |

SOURCE: www.cfww.com

My Choices

For each sentence, circle the choice that best describes your college preferences.

1. I would like to attend a college with:

students very similar to me

different types of students

2. I would like to go to college where I can:

live close to home

see new places

3. I would like to go to college in a:

small town

big city

4. In my studies, I'd like to:

specialize in one thing

learn about a variety of things

5. A school where you get a lot of personal attention in smaller classes is:

very important to me

not very important to me

6. A school known for its sports teams is:

very important to me

not at all important to me

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



CFWV.com School Finder Results

Use the CFWV.com **School Finder** to find the Undergraduate Schools (2- and 4-year colleges) that meet your needs. On each page, check the kinds of things you prefer – public or private school, big or small. If you're not sure, skip over that section. 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 **5 Schools** that were **exact** or **close to exact** matches:

| Name of School | Type of School | City/State |
|----------------------------------|----------------|---------------------|
| <i>Fairmont State University</i> | <i>4-year</i> | <i>Fairmont, WV</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

You will see your criteria above your list of matching 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. Gender Balance: _____

10. Extracurricular Activities: _____

11. Student Housing: _____

Research Skills

The **BIG** Idea

- What can I learn by looking at a college website?

AGENDA

Approx. 45 minutes

- I. Warm Up: Navigating a College Website (10 minutes)
- II. A College Tour (15 minutes)
- III. College Research (15 minutes)
- IV. Wrap Up: Beyond the Web (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 22, CFWV.com School Finder Results (from previous lesson)
- Portfolio pages 24-25, College Info from the Web

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- LCD projector
- Overhead projector
- Chart paper to record Questions to Ask About Colleges (SAVE COMPLETED LIST FOR REFERENCE IN THE NEXT LESSON.)

OBJECTIVES

During this lesson, the student(s) will:

- Determine the kind of information that can be found on a college website.
- Get information about a tech school or college of their choice.

OVERVIEW

In this lesson, students develop a list of questions for college research. As a class, they practice finding information on a college website. Lastly, students will find information about a tech school or college on the school's official website for the school you selected to research as a group.

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:
 - **Portfolio pages 24-25, College Info from the Web**
 - **Portfolio page 22, CFV.com School Finder Results** (from previous lesson)
- Make arrangements for the class to use the computer lab, and make sure the CFV.com website is accessible from students' computers.
- Arrange for the use of an LCD projector.
- Select a local college to research in **Activity II, A College Tour**, and familiarize yourself with its website. (You can use www.cfV.com, www.collegeboard.com, or www.petersons.com to find the official website of a school near you.)
- Create a sample recruiting poster for the local school you selected in **Activity II, A College Tour**. This poster will serve as a model for students' work. If computer access is a problem at your school, create the following resources:
 - For **Activity II, A College Tour**, make 15 packets for the school you selected to research. Packets should contain the information listed in **Portfolio pages 24-25, College Info from the Web**.
 - For **Activity III, College Research**, make 30 packets containing this information.

You should include a mixture of tech/trade schools, community colleges, 4-year public schools, and 4-year private schools. You may choose to make one packet containing the information below for 30 different schools or you may choose to make multiple copies of schools popular with your students.

VOCABULARY

Undergraduate: a student in a university or college who has not received his or her Bachelor's degree.

Admissions: the department at a college or university that oversees the application and acceptance process.

Campus Life/Residence: the department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Prospective Students: potential or future students at a college or university.

Enrollment: the number of students who are currently attending a particular college or university.

Tuition: fees paid for instruction, especially for postsecondary education.

Financial Aid: scholarships, grants, loans, and other assistance programs that help pay for tuition and other postsecondary school expenses.

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. Last week you completed the **School Finder** on CFWV.com and were given a list of colleges that matched your interests. Pick one school from your **Portfolio page 22, CFWV.com School Finder Results** that you are interested in researching and record it in the space below.
2. List two reasons why you think this school would be a good fit for you.

3. List 3 questions you would like to research about your selected school.

[Then call on students to read their answers and continue with the Warm Up as written.]

For **Activity II, A College Tour**, you may wish to contact local universities and colleges requesting the college viewbook, pennants, posters, and other branded items. If you are unable to secure computer access, you could have students use the viewbooks for research.

For **Activity III, College Research**, you may have the students research their schools in pairs, groups, or individually. In addition, if you think students will be pressed for time, you may reduce the number of questions students have to answer. Have all students complete sections 2, 3, and another of their choosing.

ACTIVITY STEPS

I. Warm Up: Navigating a College Website (10 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to find out more about one of the tech schools or colleges that's on the list you came up with last week. (**Portfolio page 22, CFV.com School Finder Results.**) Where could you go for more info? (*Student responses will undoubtedly include the web.*) Where's the best place to go to find more information on the web about a particular college? (*the school's official website*)

What facts will you find on the school's official website? [Allow students to respond and record their answers on chart paper. If the students do not address the topics below, share them with the class and record them on the chart paper.]

- How many students attend the college?
- How many students are typically in a class?
- Is there a minimum GPA (grade point average) required for admission? If so, what is it?
- How much does it cost to attend the school for one year? (including tuition, room and board)
- Where is the school located? Is it in an urban, rural, or suburban setting?
- What sports are available at this school?
- What are some clubs and student organizations this school has to offer?
- List some programs or majors you could study at this school.
- What weekend activities are available for students? (restaurants, museums, shopping, nightlife)]

II. A College Tour (15 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to take a look at the information for a college right here in our home state. [Name college.] We'll look at the descriptions and photos they've posted on the web to try and answer some of the questions we brainstormed together. While we're investigating the website, think about your own likes and dislikes, and whether or not it's a place where you'd be comfortable. Later in class, you will be researching one of the colleges you were matched with from **Portfolio page 22, CFV.com School Finder Results.**

At first, searching a college website can seem overwhelming. It can be difficult to know where to find the information you are looking for. The trick is to understand the terms college websites use. Before we start researching our college's website, let's review some vocabulary words commonly found there.

[Discuss the terms listed in the **Vocabulary** section. Make sure to answer any questions your students may have. While you are walking the students through the sample college website, be sure to point out these terms.]

2. [Display **Portfolio pages 24 – 25, College Info from the Web** using an overhead projector. Using an LCD projector, model for students how to search the college's website. (See **PREPARATION.**) Walk the students through each question on this page and instruct them to follow along as you record the answers on the overhead projector. Then lead a discussion about the school, discussing the following two questions:
 - Who do you think would be interested in going to this school?
 - What's the atmosphere of the school? Do you feel like you'd fit in there? Why or why not?]

III. College Research (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've got a handle on how to search a college website, you're going to research a school of your choice. Remember, the school you research should be one of your **Portfolio page 22, CFWV.com School Finder Results**. I will be walking around the room as you are researching. If you have any questions, raise your hand. Please turn to **Portfolio pages 24 – 25, College Info from the Web**. In the next class, you will use the research from this sheet to create a poster convincing people to attend this college. You will have 15 minutes to complete this portfolio page.

[Display sample poster here. Remind students that they will be using today's research to create posters next week. (See **Preparation.**)]

2. [Give the students 15 minutes to investigate a school of their choice using **Portfolio pages 24-25, College Info from the Web**. Circulate around the room to troubleshoot any computer issues and to assist students who are struggling.]

IV. Wrap Up: Beyond the Web (5 minutes)

1. **SAY SOMETHING LIKE:** There are a lot of different websites with information about specific technical schools, community colleges, and four-year colleges, and now you have a way of comparing the information you find there.

Where else do you think you can find information about schools that interest you? Who could you talk to? (*alumni, students, faculty*) What else could you read? (*school brochures, college guides*) What could you learn from a visit to the school?

SAY SOMETHING LIKE: Keep in mind, colleges try to put their best foot forward in their promotional materials. For example, they'll be sure to show lots of different kinds of people in order to encourage a diverse group of students to enroll. That's why it's always a good idea to visit the college yourself and talk to students who have gone there to make sure you're getting what you expect.

DO NOW

Education After HS 4: Research Skills

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

Questions:

1. Last week you completed the **School Finder** on CFWV.com and were given a list of colleges that matched your interests. Pick one school from your **Portfolio page 22, CFWV.com School Finder Results** that you are interested in researching and write it in the space below.

2. List two reasons why you think this school would be a good fit for you.

- ---

- ---

3. List 3 questions you would like to research about your selected school.

- ---

- ---

- ---

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COLLEGE INFO FROM THE WEB



Name of the School You're Investigating: _____

Find the official college website by logging on to CFWV.com (www.cfwv.com). Click on the **College Planning** tab and then click on the **Explore Schools** section. Under the heading "Search for Colleges" type the name of the school into the dialogue box. Click on the school you want. Then click on the school's website which appears in the blue box on the right side of the page. Write down the official website address below.

Official school website: _____

1. FACTS/FIGURES:

- How many students attend this college? _____
- How much does it cost to attend the school for one year (including tuition, room and board)?

2. LOCATION/CAMPUS:

- Where is the school located? Is it in an urban, rural, or suburban setting?

- Describe what the campus looks like based on what you find on the website.

3. ACADEMICS:

- List one or two majors that interest you.

4. STUDENT LIFE:

- List two clubs, student organizations, or sports teams you find interesting at this school.

- Describe what a freshman dorm is like.

5. COMMUNITY:

- What kinds of activities are available for students on the weekend? (restaurants, museums, shopping, nightlife)

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Research Results

The **BIG** Idea

- What information about the college I've researched would convince another student to attend?

AGENDA

Approx. 45 minutes

- I. Warm Up: Yes to College (5 minutes)
- II. Create! (25 minutes)
- III. Evaluate! (10 minutes)
- IV. Wrap Up: College Reflection (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 24-25, College Info from the Web (completed in lesson 4)
- Portfolio page 28, Grade 8 Skills Checklist (Education After High School skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook pages 62-63, College Reflection

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Sample Recruiting poster (from last week's lesson)
- Paper and markers for posters
- Chart paper and marker
- Post-Its (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Review, summarize, and share information about postsecondary schools researched last week.

OVERVIEW

In this lesson, students review information about postsecondary schools researched last week. They use this information to create recruiting posters and present them to their classmates.

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:
 - **Portfolio pages 24-25, College Info from the Web** (from lesson 4)

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. What school did you research last class?
2. After researching this school, do you still think it would be a good fit for you? Explain your answer.
3. List 3 facts about this school that would make someone want to go there.

[Then call on students to read their answers and continue with the Warm Up as written.]

If you have access to computers, you may choose to have the students create their posters on the computer, using MS Publisher or a similar program.

For **Activity II, Evaluate!**, if space or student behavior doesn't permit moving around the classroom, arrange the students into groups of four. Have the students present their posters to their group members. You could also select a few volunteers to present their college posters to the class. Students should then complete **Student Handbook pages 62-63, College Reflection.**

If you are concerned about having enough space for students to work on their posters, you may choose to have students create recruitment fliers instead. Give each student a piece of legal size paper and have them fold it into a tri-fold. Each section of the flier can address a different category (location/campus, student life, academics, etc.).

ACTIVITY STEPS

I. Warm Up: Yes to College (5 minutes)

1. **SAY SOMETHING LIKE:** Who knows what a recruiter is? (*someone who finds qualified people to enroll in a college, enlist in the military, work for a company, or become part of an organization.*)

Well, today you're all going to become recruiters for the school you've researched.

Using the information that you gathered last week, you're going to come up with some great reasons for students to apply to your school.

To prepare, I'd like you to think of some of the concerns students might have about going to college. [Pass out an index card to each student and give them one minute to list all of the concerns a student could possibly have about going to college. Then call on volunteers to share their answers with the class, using chart paper to record students' answers.]

II. Create! (25 minutes)

1. **SAY SOMETHING LIKE:** As a recruiter, you'll be using real facts that will support students' reasons to go to college and challenge their reasons not to go. Your job is to choose one of the reasons not to go to college from your list, and create a poster that convinces students that your school is worth the time and money they'll spend attending.

When you're making your posters, it's important to keep in mind who your target audience is—the type of student your college wants to attract.

2. **SAY SOMETHING LIKE:** Your goal today is to figure out which students you want to attract and really SELL your school to them. Use facts, figures, quotes, graphs, pictures—anything that you can think of to convince students that they should apply.

With your target audience in mind, here are some questions to think about:

[Write the following on the board:

- What are the best things about this school?
- What are the benefits of going here?
- Are there any myths to dispel about the school?]

[Read the questions aloud, and ask a student to clarify what the last question means. Give them examples of some myths (*i.e., only rich kids can afford this school, there's nothing to do on campus, this is just a "party school"*)]

3. **SAY SOMETHING LIKE:** Before you begin, review **Portfolio pages 24-25, College Info from the Web** notes to remind you of information that answers these kinds of questions. Your notes might include information about some of the following: [List the following on the board.
 - location
 - costs
 - campus life
 - academics]

SAY SOMETHING LIKE: Making a sketch first will help you plan your poster.

Here are some ideas for poster headings. Use one of these or come up with your own.

[Write the following on the board:

- A Day in the Life
- What Your \$ Buys
- Want to be a _____?]

4. [Distribute paper and markers. Refer students to **Portfolio pages 24-25, College Info from the Web** if you think they need a reminder on the directions. Have students create their posters using the board notes as general guidelines.]

III. Evaluate! (10 minutes)

1. [When students have completed their advertisements, post them around the room. Then bring the class back together as a whole group. Give each student 5 Post-it notes. Explain that they will be using them to write comments about other students' posters.]
2. **SAY SOMETHING LIKE:** In the remaining time, you'll have a chance to walk around the room and read the different College Posters. As you do, think about which schools seem like a good fit for you. Each of you has been given 5 Post-it notes. As you walk around, use these notes to write positive comments for colleges you find interesting. [Give an example of a positive comment.]

IV. Wrap Up: College Reflection (5 minutes)

1. [Direct students' attention to **Student Handbook pages 62-63, College Reflection**. Students will use this sheet to reflect on two of their peers' posters along with their own college research. Once students have completed this sheet, invite them to discuss what information is important when researching a college and what they learned from their research.]
2. **SAY SOMETHING LIKE:** Most students pick the postsecondary school they'll attend some time in high school – often in their junior or senior year. Now you know how to check out some of the possibilities that are out there. Keep your options open and be on the lookout for other schools as your interests continue to grow and change.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 28, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Education After High School Skills.

EDUCATION AFTER HIGH SCHOOL

I can...

| | | | |
|--|--|--------------------------------------|---------------------------------------|
| List the pros and cons of at least 2 kinds of postsecondary education. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Identify things to consider when choosing a tech school. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Identify important factors to consider when selecting a college. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |
| Describe the information that can be found on a college website. | <input type="checkbox"/> not at all | <input type="checkbox"/> somewhat | <input type="checkbox"/> very well |

EXTENSION ACTIVITY

If space is available, display students' college posters on the Roads to Success bulletin board.

DO NOW

EDUCATION AFTER HIGH SCHOOL 5: RESEARCH RESULTS

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

Questions:

1. What school did you research last class?

2. After researching this school, do you still think it would be a good fit for you? Explain your answer.

3. List 3 facts about the school that would make someone want to go there.

College Reflection

Now that you've read important information about several colleges, consider if any of them are a good fit for you.

College #1 [A school one of your peers researched.]

College name:

I (circle one): [would, might, would not] be interested in attending this school.

Reflection: List one fact that made you think this school would or would not be a good fit for you.

- _____

College #2 [A school one of your peers researched.]

College name:

I (circle one): [would, might, would not] be interested in attending this school.

Reflection: List one fact that made you think this school would or would not be a good fit for you.

- _____

College #3 [THE school YOU researched.]

College name:

I (circle one): [would, might, would not] be interested in attending this school.

Reflection: List one fact that made you think this school would or would not be a good fit for you.

- _____

The College I am MOST interested in!

Of these three schools, which one do you prefer? Why?

- _____

List two things that you find really interesting and/or exciting about going to college.

- _____

- _____

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