

## Before the Lesson Checklists

For many of the lessons, teachers and/or coordinators will have some preparatory work to do to get ready for the session. While these checklists are provided in the beginning of each lesson, we've also provided a comprehensive list here. Many times, the pre-lesson work involves gathering customized information regarding local and state information that is important for your students to know. Teachers and Coordinators are strongly encouraged to modify the curriculum to be able to share information relevant to their school, district, and community.

### Lesson One: Education Options

- Teachers:** Throughout the class, take a picture of each student. You may begin taking pictures as soon as students arrive. These pictures will be added to the “I’m Going to College!” worksheet students will complete during the lesson. **Campus Coordinators:** Solicit the donation of a t-shirt or sweatshirt from the local college that students can wear in their picture. If you are unable to acquire a t-shirt, bring a cap and gown for students to wear as they pose for their picture.
- Teachers:** Create an “I’m Going to College!” bulletin board. This board should have room for students to hang their “I’m Going to College!” pages, as well as information about local colleges such as pennants, posters, pictures, and brochures. It should remain up for the entirety of the program.
- Coordinators:** Provide enough copies of the *My Path to Success* handbook to distribute to each participant.
- Teachers:** If you have an overhead transparency projector, create a KWL transparency (see page 24).
- Teachers:** Hang signs for the “What Degree Do You Need?” activity along the front or back wall of the classroom. On the far end of the room, hang a sign that says “High School Diploma.” On the other end of the room, hang a sign that says “Doctoral Degree.” Spaced equally in between, post signs that say “Vocational Certificate,” “Associate Degree,” “Bachelor’s Degree,” and “Master’s Degree” (see the chart on page 37).
- Teachers:** If there are local industries that are popular and/or in high demand in your community or region, you may wish to include those careers during the “What Degree Do I Need?” activity.

### Lesson Two: Career Exploration

- Teachers:** Look through the Career Database. If a prominent local industry is not listed as a career option, collect information about it to share with students (see page 51).

### Lesson Three: I’m Going to College!

- Teachers:** Share state public high school graduation requirements (page 82) and state assessment requirements (page 83) with your students. (Please supplement with additional district credit requirements as appropriate.)
- Teachers/Coordinators:** Research the academic support and enrichment opportunities available in your school and community. Create a document that lists all these opportunities, when they are held, and how students can get involved. Be sure to include relevant contact information and eligibility requirements (for example, your school’s after school enrichment opportunities, church or community homework centers, Boys and Girls Clubs, summer university-sponsored enrichment camps, local library programs, etc). For a sample, please see page 84.

## Lesson Four: Paying for College

- ❑ **Teachers:** Please review the Alaska specific scholarship and grant programs for students on page 94, and share this information with students during the lesson. Learn more at: [www.acpe.alaska.gov](http://www.acpe.alaska.gov).
- ❑ **Teachers:** Print a copy of the Facilitator's Cards on pages 97–101. Cut out each square, fold it, and place it in a container. You will draw the cards from this container during the game.
- ❑ **Teachers:** Gather BINGO chips. (These may be squares of paper, actual bingo chips, or any other small object that will cover a student's square.) Students may mark on the BINGO cards in pencil, but doing so might prove confusing during multiple games as they erase and rewrite.

## Lesson Five: Connecting College and Careers

- ❑ **Teachers:** Speak with your coordinator in advance about the speakers that will be joining you for this lesson. While your coordinator will be recruiting the speakers, it is important to be aware of who will be joining you and to review the information they've been asked to speak about. You may wish to review the documents on pages 114–116 in this lesson to see what materials the speakers received prior to attending.
- ❑ **Coordinators:** Please refer to pages 112–116 for information on recruiting, preparing, and following up with your guest speakers. If there is a prominent local industry, or if there are certain fields that are projected to be facing shortages in the next ten years, these could be potential areas to highlight on your panel.
- ❑ **Teachers:** Determine how long each student will have to present their Career Day presentation. This will vary based on the number of students in your class. See page 117 for more information.

## Lesson Six: Career Day

- ❑ **Teachers:** Speak with your **Campus Coordinators** to gather all the information about the College Visit, including date and times, location for pick up and drop off, transportation, chaperones, etc.

## How Can our Higher Education Partners Be Involved?

There are multiple opportunities for higher education partners to be involved in the program.

- Lesson One:** This is an excellent lesson for a higher education partner to talk with students about postsecondary education opportunities. This is also an opportunity for the partner to promote their university by donating a school t-shirt or sweatshirt and other paraphernalia for the college bulletin board.
- Lesson Three:** This is a great lesson to have a higher education partner talk with students about the postsecondary education admissions process.
- Lesson Four:** This is a great lesson to have a higher education partners talk with students about financial aid opportunities.
- Lesson Five:** In this lesson, campus staff work with teachers to select a presentation date, then recruit career panelists to talk with students about their college and career experience.
- Lesson Six:** The Teacher or Coordinator may wish to invite the admissions office representative that he/she is working with to come watch the presentations and formally invite students to campus.

## Evaluation

Assessing the effectiveness of the program is a crucial part of Kids2College. Evaluating student learning will allow both the instructor and the curriculum development team to determine how successful the program is in reaching its stated goals. We have included a pre- and post-program evaluation to gather information about student knowledge, attitudes, and beliefs. This information will not only be helpful to the instructor as they prepare the lessons, but will also help to show what information students have mastered during their participation in the program. Instructions on how to administer the evaluations as well as a copy of the pre- and post-program evaluation can be found on pages 14-18.

## Supplemental Materials

The complete curriculum includes six one-hour lessons and a college visit. However, some programs may find that they have additional time to work with the students. To enrich the lessons, we have included a section of supplemental materials. These materials include eight additional in-class activities, as well as extra activities for the college visit.

## Traveling Together on the Path to Success

The Sallie Mae Fund applauds your efforts to educate students and families about their postsecondary options. We hope that the materials provided here will help you as you undertake this important task.