

KIDS 2 COLLEGE  
THE SALLIE MAE FUND



# Kids2College

## Introduction for Teachers

# Table of Contents

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## Teacher's Edition

Welcome and Introduction.....	2
How to Use the Teacher's Edition.....	5
The <i>My Path to Success</i> Student Handbook.....	6
Before the Lesson Checklists .....	7
Evaluation .....	9
Supplemental Materials .....	9
Tips for Building a College-Going Culture .....	10
The Role of Family Involvement in Academic Achievement and Postsecondary Access .....	12
Pre- and Post-Program Survey Instructions.....	14
Pre- and Post-Program Survey.....	16
Letter Home and Parent Permission Forms .....	19
Lesson 1: Education Options .....	22
Lesson 2: Career Exploration .....	44
Lesson 3: I'm Going to College! .....	66
Lesson 4: Paying for College.....	91
Lesson 5: Connecting College and Careers .....	108
Lesson 6: Career Day .....	124
Glossary.....	135
Acknowledgements .....	138



# Welcome to Kids2College

Created with the support of The Sallie Mae Fund, **Kids2College** is a user-friendly college awareness curriculum designed to make sixth-grade students more aware of how education impacts their future life choices. Students will have the opportunity to:

- learn more about college;
- explore careers;
- make the connection between college and job opportunities; and
- begin planning for their future.

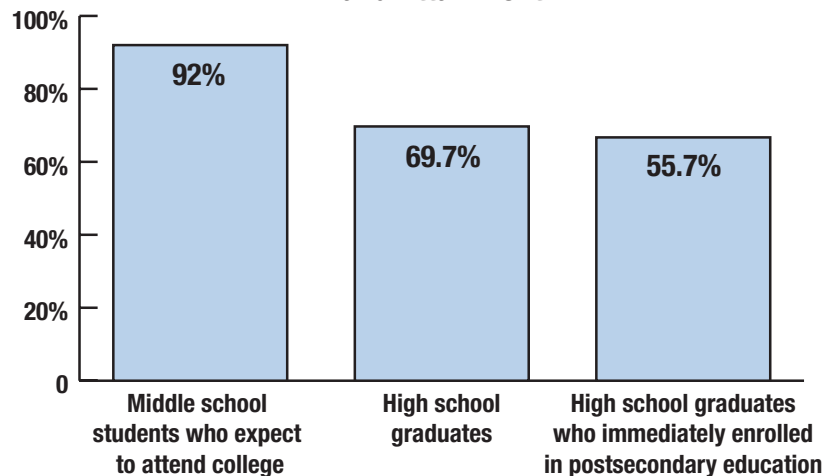
Through their activities, documented in their *My Path to Success* Student Handbook, they'll learn how they can prepare for college in middle and high school, and the positive impact college can have on their future. Students will have the opportunity to learn more about themselves, their learning styles, and how their interests and skills can be transformed into a promising and fulfilling future.

Kids2College is unique in its focus on developing partnerships between schools and higher education institutions. Students will have the opportunity to meet with college students, faculty, and staff through lessons taught by higher education partners and a visit to a college campus. The in-class activities paired with the chance to experience college life firsthand will help students be aware of the path that will give them the greatest range of options for education beyond high school and see postsecondary education as a real possibility for their own future.

## Why Start in Sixth Grade?

Sixth grade may seem like an early time to begin college awareness outreach to students. Indeed, Kids2College is currently one of the only national initiatives to focus on informing sixth-grade students and families about the path to postsecondary education and what it takes to get there. However, the research clearly shows that sixth-grade is an excellent time to begin raising college awareness, particularly in populations where college has not traditionally been an alternative.

**Student Postsecondary Aspirations and Attainment**



A recent study shows that 92% of middle school students expect to attend college<sup>1</sup>; yet nationally, only 69.7% of students graduated high school in 2004, and only 55.7% of those who did graduate continued on to postsecondary education immediately following graduation<sup>2</sup>. There is a clear disconnect between student aspirations and their postsecondary educational outcomes, much of which can

<sup>1</sup> Markow, Dana, Margot Liebman, and Jackie Dunbar. (2007) *Middle School Poll*. (Prepared for the National Association of Secondary School Principals and Phi Delta Kappa). Rochester, NY: Harris Interactive.

<sup>2</sup> The National Center for Higher Education Management Systems (NCHEMS). *Public High School Graduation Rates, 2004*. Retrieved October 30, 2007 from <http://www.higheredinfo.org/dbrowser/index.php?year=2004&level=nation&mode=map&state=0&submeasure=36>

be attributed to the fact that many students are not taking the necessary steps to achieve these goals during their middle and high school years.<sup>3</sup>

As students fall further behind on the preparation curve, their chances of being both academically and financially prepared for postsecondary education upon graduation diminish. This is particularly relevant for low-income and first-generation college bound students. These students are less likely to complete a rigorous high school curriculum than their peers who have at least one parent who completed college, and are less likely to take the SAT and ACT. First-generation students typically also lack “college knowledge,” meaning they do not understand the basics of navigating the college financial aid process, the admissions process, or the impact that academic and degree requirements have on potential career paths.<sup>4</sup> Early intervention is crucial to making sure that all students are taking the appropriate steps to be on course not only for high school graduation, but for postsecondary enrollment.<sup>5</sup>

## Why Include Parents?

Studies indicate that parents affect both the level of aspiration and college knowledge of their children. Consider the following findings from a 2007 report issued by the Institute for Higher Education Policy<sup>6</sup>:

- 87% of parents surveyed expect their child to go to college.
- Middle school students report that their parents are a key source of support for college planning, but 45% of parent surveyed did not take any of the college planning steps asked in the survey.
- More than one-third of parents surveyed reported having no sources of information on college preparation or admission.

Clearly, students are not the only ones who need to increase their college knowledge. Families play a crucial role in the high school and postsecondary planning process. A recent survey found that 83% of middle school students said that they relied on family and friends to help them select the right courses in high school that would prepare them for college enrollment<sup>7</sup>. It is imperative that family members understand the minimum requirements for postsecondary eligibility to ensure that they provide their students accurate guidance as they chart their educational course.

Studies have shown that students who receive information about college, academic requirements, and financial aid are more likely to follow a college-bound path in high school<sup>8</sup>. The sooner students and their families learn about all of their educational options, the sooner they can begin to prepare for them. Sixth grade is a particularly critical point for decisions that affect a child’s future education as it is a time when many students begin to question the value of education and whether or not it holds any promise for them.

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<sup>3</sup> Wimberly, George L. and Richard J. Noeth. (2005). *College Readiness Begins in Middle School*. Iowa City, IA: ACT.

<sup>4</sup> Vargas, Joel H. (2004) *College Knowledge: Addressing Information Barriers to College*. Boston: The Education Resources Institute.

<sup>5</sup> Vargas, *College Knowledge: Addressing Information Barriers to College*; Wimberly and Noeth, *College Readiness Begins in Middle School*; Tierney, William G., Julia E. Colyar, and Zoe B. Corwin. (2003). *Preparing for College: Building Expectations, Changing Realities*. Los Angeles: Center for Higher Education Policy Analysis.

<sup>6</sup> Cunningham, Alisa F, Wendy Erisman, and Shannon M. Looney. (2007) *From Aspirations to Action: The Role of Middle School Parents in Making the Dream of College a Reality*. Washington, DC: Institute for Higher Education Policy.

<sup>7</sup> Markow, Dana, Margot Liebman, and Jackie Dunbar. (2007) *Middle School Poll*. Prepared for the National Association of Secondary School Principals and Phi Delta Kappa. Rochester, NY: Harris Interactive.

<sup>8</sup> Vargas, Joel H. (2004) *College Knowledge: Addressing Information Barriers to College* Boston: The Education Resources Institute.

## A Comprehensive Program

The Kids2College curriculum includes everything an education professional needs to present the program. Spread over six lessons, the curriculum covers:

- What postsecondary education institutions and degrees are available to students.
- How individual skills and interests can be parlayed into successful careers.
- How postsecondary education opens the door to job opportunities and future success.
- How understanding their individual learning style can help students maximize their academic potential.
- What steps students need to take in middle and high school to be prepared for college, including which classes and college entrance exams to take.
- A brief introduction to financial aid.
- An opportunity to meet working professionals and hear about their academic and career experiences.
- The chance to visit a college campus and meet students, faculty, and staff.

Information is provided for three different audiences:

- **Teachers and Coordinators\*** receive a Teacher’s Edition that details the content, materials, resources, and preparation required to present each of the six lessons, as well as a Supplemental Activities Guide and College Visit Planning Guide;
- **Students** receive the *My Path the Success* Student Handbook filled with activities that allow them to follow along with the course; and
- **Parents and Families** receive letters home describing the program and encouraging them to support their student as they pursue college.

By providing information to students, families, and education professionals, the Kids2College program allows everyone to learn how a college education is the key to a successful future.

In addition to the curriculum, additional pieces are provided for Teachers and Coordinators to aid them in presenting the program. These include:

- Tips for creating a college-going culture in your classroom, school, and community (found on page 10 of the Teacher’s Edition); and
- A summary of the research on the benefits of parent and family involvement and tips for building relationships with families (found on page 12 of the Teacher’s Edition).

Collectively, these resources provide everything a program needs to present the curriculum.

\*For the purposes of this curriculum, the Teacher refers to the individual presenting the content and the Coordinator refers to the individual who is coordinating the overall program with the teacher, higher education partner(s), and school.

# How to Use the Teacher’s Edition

At the beginning of each lesson, teachers are provided information that will help them prepare to present it. This information includes:

- **Lesson Overview**

The lesson overview provides the overarching theme of the session. It briefly describes what the lesson aims to accomplish and what students will learn.

- **Lesson Objectives**

Each lesson has specific learning objectives that clarify what students will be able to do by the end of the lesson.

- **Vocabulary**

A list of vocabulary words covered during the lesson is included. Definitions for these terms can be found in the glossary included with the curriculum.

- **Required and Optional Materials**

A complete list of materials needed to teach the lesson is provided.

- **Supplemental Activity**

For programs that have more time to work with students, we have included at least one additional activity that reinforces the lesson’s goals.

- **Resources**

A variety of web-based resources related to each lesson’s objectives are provided. These resources are intended to provide extra information. With the exception of Lesson Two, these resources are intended for the teacher only. Student appropriate links are provided in the Student Handbook.

- **Before the Lesson Checklist**

This checklist will remind teachers of what they need to do to prepare for the lesson. A complete list of all six “Before the Lesson Checklists” can be found on page 7.

- **Lesson Timeline**

This chart provides a detailed list of the activities in each lesson, including the length of time each activity should take, a summary of the activity, relevant page numbers, and the rationale behind doing the activity with the class.

After the lesson timeline, the lesson itself begins. Each lesson provides teachers with a script of what they can say during the lesson, as well as instructions on how to present the information throughout. Teachers do not have to read the script verbatim — in fact, it is strongly discouraged — but the script provides all of the background information teachers need to successfully present the lesson.

The Teacher's Edition is laid out in a clear, easy to use format. Instructions for the teacher are placed between lines using a bolder font. These instructions are interspersed with the scripted segments containing all the content the teacher needs to present. Throughout the curriculum, tips and suggestions are included to help teachers along as they prepare and present the material.

When students have a worksheet, journal page, or handout included in their Student Handbook, this page is reproduced in the Teacher's Edition for the teacher's reference. Whenever students have a corresponding page in the Student Handbook for taking notes, teachers are informed of the page number.

## Family Information Sheets

At the end of each lesson there is a family information sheet that can be reproduced and distributed to students. While this program focuses heavily on activities and information for students, these documents are included as a way to inform parents and families about postsecondary education as well. These information sheets, one for each lesson, summarize what was covered during the lesson and provide activities for families to do together to learn more about college.

## The My Path to Success Student Handbook

**Review**

In addition to talking about learning styles, we also talked about the academic factors that are important for getting into college.

- What were the three important things we should focus on? Grades, class selections, and tests
- I shared with you some opportunities to get help if you were having difficulties in your classes. Can anyone name one of these opportunities?

**Paying for College**

Students may follow along and take notes on page 38 of their Student Handbook


We've talked about why college is important — how it impacts your future and provides opportunities for different careers. We've also discussed how you can prepare for college in middle school and high school. Today we are going to talk a little bit about the resources available to help you pay for college.

- What do you know about how much college costs?
- How many of you are worried that college might be hard to pay for or too expensive?

While you can contribute to your education yourself, you may also receive help to pay for college. The United States government devotes a large amount of money to help students and their families pay for postsecondary education, as do many state governments, colleges, and private organizations. All students who are applying to and attending college may apply for financial aid. Financial aid consists of different types of financial assistance for students who are in college.

There are four types of financial aid you should be aware of right now:

- Grants** are financial aid awards that do not have to be repaid. Grants are usually given to the students who need the most money.
- Scholarships**, like grants, are financial aid awards that do not have to be repaid. Scholarships are typically awarded to students based on their achievements and may be awarded by religious organizations, professional organizations, businesses, and schools. Some states also offer scholarship programs.
- Work-study** is a program that allows students to work to earn money for their tuition. Work-study students have jobs on campus or at a local organization. Work-study jobs are often related to a student's major. All work-study money is earned, so you do not have to pay anything back after graduation.
- Loans** are financial aid awards which must be repaid. Different organizations lend qualified students or their parents money that they will pay back after they leave school. The federal government provides loans with low-interest rates specifically for college students.



**KIDS 2 COLLEGE**  
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Teacher's Edition – Lesson Four 95

Teacher's Edition

**Paying for College**

- The money available to help me pay for college is called \_\_\_\_\_.
- \_\_\_\_\_ are financial aid awards that do not have to be repaid. They are usually given to the students who need the most money.
- \_\_\_\_\_ are financial aid awards that do not have to be repaid. They are typically awarded to students based on their achievements and may be awarded by religious organizations, professional organizations, businesses, and schools. Some states also offer this type of financial aid.
- \_\_\_\_\_ is a program that allows students to work to earn money for their tuition. Students in this program have jobs on campus or at a local organization. All the money is earned, so you do not have to pay anything back after graduation.
- \_\_\_\_\_ are financial aid awards which must be repaid. Different organizations lend qualified students money that they will pay back after they leave school. The federal government provides this type of aid with low-interest rates specifically for college students.
- In order to be eligible for financial aid, I need to fill out the \_\_\_\_\_ during my senior year of high school.

**Did You Know?**

- 63% of all college students pursuing bachelor's degrees received some sort of financial aid.
- 52% of public college students and 73% of private college students received grants.
- 46% of public college students and 56% of private college students took out educational loans.

Source: U.S. Department of Education, National Center for Education Statistics 2005, 2002-04 National Postsecondary Student Aid Study (NPSAS:04) Undergraduate Financial Aid Statistics for 2002-04 by Type of Institution (NPSAS 2002-10)

**KIDS 2 COLLEGE**  
THE SALLIE MAE FUND

My Path to Success Handbook 99

Student Handbook

In addition to the Teacher's Edition, students will each receive a handbook that contains all of the information they need to successfully complete the lesson. The Student Handbook includes the worksheets and handouts that are a part of the class as well as an outline of the lesson to follow along with their instructor. Students are prompted to identify key vocabulary words as the lesson progresses. The Teacher's Edition includes prompts so that they can alert students to which page in their handbook they should be using as they progress through the lesson.

Teachers are strongly encouraged to keep the *My Path to Success* Student Handbooks in the classroom until the course is over. This provides an opportunity for them to review what students are writing in their journal entries and find out about questions students may have. This allows teachers to customize the program to their students' needs.

At the end of the program, students will be able to take their *My Path to Success* Student Handbook home to keep as a resource for them during their middle and high school careers.

## 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

- 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. **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.
- 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 will remain up for the entirety of the program.
- Create enough copies of the *My Path to Success* handbook to distribute to each participant.
- If you have an overhead transparency projector, create a KWL transparency (see page 27).
- 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 40).
- 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

- 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 54).

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

- Coordinators:** Collect information about state/district course requirements for postsecondary eligibility. You can gather this information from your state's Department of Education website or from your school guidance counselor. If your state or district already has a document with this information listed, distribute that to students. If they do not have that information on a central handout, create your own worksheet with this info. For a sample, please see page 85.
- Coordinators:** Collect information about state assessments required for promotion and/or graduation. You can gather this information from your state's Department of Education website or from your school guidance counselor. If your state or district already has a document with this information listed, distribute that to students. If they do not have that information on a central handout, create your own worksheet with this info. For a sample, please see page 86.

- ❑ **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 87.

### Lesson Four: Paying for College

- ❑ **Coordinators:** If your state has a specific scholarship or grant program for students, gather information about it to share with students during this lesson.
- ❑ Print a copy of the Facilitator’s Cards on pages 98–102. Cut out each square, fold it, and place it in a container. You will draw the cards from this container during the game.
- ❑ 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 about the speakers that will be joining you for today’s 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 113–115 in this lesson to see what materials the speakers received prior to attending.
- ❑ **Coordinators:** Please refer to pages 111–115 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.
- ❑ 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 116 for more information.

### Lesson Six: Career Day

- ❑ Speak with your Coordinator 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 Six:** The Teacher or Coordinator may wish to invite the admissions office representative that he/she is working with to plan the college visit 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 page 14.

## 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.

## Tips for Building a College-Going Culture

### What is a College-Going Culture?

College-going culture refers to an environment that nourishes aspirations and behaviors that lead to preparing for, applying to, and enrolling in college<sup>9</sup>. A strong college-going culture is made palpable in a school by its faculty, students, and families.

There are key conditions that are important in turning the notion of a college-going culture into a tangible reality in a classroom. All educators are essential partners in this endeavor. For example, teachers may spend up to 35 hours per week interacting with students and are familiar with the K–16 pipeline.



### Tips for Building a College-Going Culture in Your Classroom

The following research based principles are important in building a college-going culture in your classroom:

**1. Expect that all students are capable of being prepared to enroll and succeed in college<sup>10</sup>.**

Research demonstrates that the more we expect of our students the better they are likely to do. Students respond to high expectations and want to hear that their educators and families believe they have the potential to do better.

**2. Encourage your students to do well in school.**

Instill in your students the importance of getting good grades, participating in extracurricular activities, and working hard to excel. Emphasize the need to build strong study skills that will help them in middle school and thereafter.

**3. Motivate all of your students to aspire to attend college.**

Exposing your students to college and encouraging them to be college ready entails creating, sustaining and reinforcing college messages. To do so, it is recommended that both verbal and nonverbal tactics be used:

**Verbal** — by sharing about your own college admission process. You may start by sharing your own college experience. Many students do not have a college graduate in their family. Learning about your experience will help demystify some of their misconceptions. To be fully prepared to answer their questions it is recommended that you stay informed about the current college admissions process.

**Nonverbal** — it is often said that nonverbal communication is the most powerful form of communication. Having information visible in the classroom such as posters with college-going messages helps emphasize a college-going culture.

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<sup>9</sup> Blumberg Corwin, Zoë and William Tierney. (2007) *Getting There — and Beyond Building a Culture of College-going in High Schools*  
Los Angeles: USC Center for Higher Education Policy Analysis.

<sup>10</sup> Pathways to College Network

#### **4. Explain how they can find the resources to pay for college.**

As research continues to show, students and their families often see college as unattainable for financial reasons. Help explain the many options they will have to solicit financial support for their university studies and urge them to plan ahead. It is recommended that you keep abreast of changes to the financial aid protocol nationally and in your state.

#### **5. Inject college-awareness activities into the curricula.**

By incorporating the Kids 2 College program into your existing work, you are instilling timely college awareness and information essential for students to succeed. As you implement the program, we recommend that you consider the different social, cultural, and learning-styles among your students.

Here are some additional suggestions:

- Put up posters of colleges and universities in your classroom.
- Wear a sweatshirt or t-shirt with the name of your alma mater. Organize a “College Day” when all faculty and staff will wear their college gear.
- Conduct classroom trivia — take popular characters from TV shows (CSI, etc.) and highlight the degrees (knowledge and skills) that are needed for that position. For example: CSI — a forensic scientist needs, at minimum, a bachelor’s degree in forensic science, biology, or chemistry. But there are multiple branches of forensic science, such as psychology. Have the students research universities that offer those degrees.
- Have brochures, applications, viewbooks, and course catalogs freely available in your classroom.
- Write a local college or university and ask if they can send pens or other small items with their institutions name on them to hand out in your classroom.
- Introduce a “college of the week” in your classroom. Every week, place the name and interesting facts about a new college or university on your white-board.
- Put up your diploma in the classroom.
- Start a college day/month in which the school promotes college awareness.
- Put up the charts titled “Taking College to the Bank” (Supplemental Activities Guide, page 8).
- Invite high school alumni who have completed their college degree to speak to the class.
- Rename popular places around the school, like hallways, with college-related names.

# The Role of Family Involvement in Academic Achievement and Postsecondary Access

As you know, decades of research indicate that when schools, families and community groups work together to support learning, children of all backgrounds benefit. According to *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, students with involved families, no matter what their income or background, were more likely to:

- earn higher grades and test scores, and enroll in higher-level programs;
- be promoted, pass their classes and earn credits;
- attend school regularly;
- have better social skills, show improved behavior and adapt well to school; and
- graduate and go on to postsecondary education.

The positive effects of family involvement in children’s education are multiplied when that involvement is linked to student learning and achievement and is designed to engage families and children in developing specific skills.

These studies found that families of all income and education levels, and from all ethnic and cultural groups, are engaged in supporting their children’s learning at home. White, middle class families, however, tend to be more involved at the school. These findings have implications for the strategies Kids2College educators should consider in their efforts to reach out to and engage families.

## So What Can Educators Do to Facilitate Family Involvement?

Research indicates that students and schools will benefit from special efforts to involve all families in the education of their children. The following are some of the strategies Kids2College educators can use to facilitate that involvement. The common element in all of these strategies is **communication with rather than to families**.

### ■ Build trust and respect with families by nurturing relationships with them. Some activities might include:

- creating a school environment that is welcoming to families;
- taking time to communicate one-on-one with families about both positive and less-positive aspects of student progress; and
- recognizing and building on families’ cultural values and the variety of ways they are already involved with their children’s learning.

### ■ Recognize and address family needs by asking what they need to be more involved at school and at home. Some activities might include:

- finding interpreters;
- scheduling conferences and events at times that are convenient for families; and
- encouraging family members to send a substitute to a meeting or activity if one parent cannot attend.

- **Bridging class and cultural differences by recognizing and building on them. This could include:**

  - asking families to share their cultural traditions and norms to build understanding, trust, and reveal commonalities; and
  - being open to the possibility of changing some common practices to account for varying points of view and cultural perspectives.
  
- **Validate families’ ability to contribute to their child’s education by asking how they would like to be involved at school. Some activities might include:**

  - asking for input via parent-conducted surveys (of other families) and making it easy for families to meet and discuss concerns with educators; and
  - offering information on how to communicate with their children about a variety of topics.
  
- **Build families’ skills and knowledge about academic and higher education requirements by integrating the Kids2College program into existing curricula. In doing this, educators will be providing hands-on experiences, written information and training opportunities for families. Some activities might include:**

  - providing learning kits, books, games and other materials for families to use at home;
  - encourage the school to offer classes or discussion groups for parents;
  - assigning interactive homework that involves parents with their children’s learning;
  - providing information about graduation requirements, test schedules, and postsecondary education options and how to plan for them;
  - encouraging families to schedule regular meetings with teachers and counselors to plan children’s academic programs so that they match goals for postsecondary education;
  - informing families about where to find extra academic support; and
  - offering information about financing postsecondary education and applying for financial aid.

Although many of the strategies mentioned above might most conveniently take place on-site at school, going directly to families may be the most effective way to reach them. This might mean making individual home visits, making presentations at community meetings or in places of worship, or accessing the informal social network that exists in communities to facilitate the dissemination of information among families.

Keep in mind that there is no “correct” approach to family engagement; consider implementing a variety of approaches that build upon the strengths and interests of your Kids2College families and schools.

The bottom line is that Kids2College educators must assume that all parents love their children and that all children can learn. The reasons families may not be involved in their children’s education vary but through two-way communication, educators and families can agree upon ways that families can play a role in their children’s education. Once the communication flow starts, be prepared to continually modify and expand that role based on input from families. As the relationship builds, be sure to thank and recognize families regularly for all they do for their children and for the school. Remember that families want the best for their children — and so do you!

# Pre- and Post-Program Survey Instructions

All Kids2College programs are required to measure the impact of the program by surveying all participating students. We have provided you with a pre- and post-program survey which must be administered prior to delivering the first lesson. A copy of the survey can be found on pages 16–18. You can also find a customizable version of the survey in Microsoft Word at \_\_\_\_\_.

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**Teacher Instructions:** This survey assesses students’ opinions and plans about high school and college. You should give your students this assessment before you begin the Kids2College program and then again at the end of the program. The purpose of the Kids2College program is to make your students aware of the higher education options that are available to them. You may find that your students do not think that college is a viable option for them. They may not feel that they will be prepared for college or that they have the financial resources to pay for college. We hope that by the end of this program your students not only believe that college is a possibility for them but also have the desire to pursue higher education.

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Monitor student progress as they are completing the survey. Be prepared to answer questions as students may be unfamiliar with some of the terms. Students may not have completed a survey before, so be prepared to answer questions about Questions 12–20. Explain to students that Likert-scale survey questions are designed to measure their attitudes. Students should read the statement and then think about whether they agree or disagree with the statements. Before students begin the survey, you may wish to review an example with students.

Examples:

- I love to read.
- Playing basketball is fun.

You may review other examples with students. Be sure that students understand how they should respond to these statements.

## Pre-Program Survey

The survey should be administered during a separate session held prior to Lesson One. There are several things that need to be accomplished during this preliminary session, including:

- Have students complete the pre-program survey. Be sure that each student completes the whole survey, including background information, as this is needed to compare their pre-program results with their post-program results.
- Distribute the welcome letter for parents, as well as permission forms (see pages 19–21). Be sure to include copies of any district permission forms required for the college visit.
- This is an excellent opportunity to take student pictures for the “I’m Going to College” activity that is completed in Lesson One. For more information, see page 34.

## Post-Program Survey

Following the college visit, have students complete the program survey for a second time. Ideally, this can be done during an additional follow up session; however, students may complete the survey at different times if necessary (for example, during a visit to the counselor's office, before school, or during a lunch hour). If you have modified the customizable survey, please be sure to distribute the same survey you distributed prior to the first class.

Comparing their results on the second administration of the survey with the first administration will allow you to see the areas where students have shown the most growth. Remember that you must share your evaluation results with your Kids2College coordinator.



## Kids2College Pre & Post Program Survey

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

**Instructions:** This survey asks you questions about your thoughts and plans for high school and college. Read each question carefully and answer the questions to the best of your ability. There are no right or wrong answers. Do the best that you can! If you need help understanding the instructions or questions, raise your hand and your teacher will help you.

The first section of this survey gathers information about you. Circle the letter of the answer the best describes you.

1. Which of the following best describes your race or ethnicity? *(Circle all that apply)*

- |                                              |                           |
|----------------------------------------------|---------------------------|
| a. American Indian or Alaska Native          | e. Hispanic or Latino     |
| b. Asian                                     | f. White                  |
| c. Black or African-American                 | g. Not Hispanic or Latino |
| d. Native Hawaiian or other Pacific Islander |                           |

2. I am a...

- a. male
- b. female

3. What is the highest level of education your mother completed?

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| a. high school                    | d. four-year college or university |
| b. vocational school              | e. graduate school                 |
| c. community or technical college | f. I don't know                    |

4. What is the highest level of education your father completed?

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| a. high school                    | d. four-year college or university |
| b. vocational school              | e. graduate school                 |
| c. community or technical college | f. I don't know                    |

*(continued)*

5. How many siblings (brothers and/or sisters) do you have?
- a. I do not have any siblings.
  - b. I have one sibling.
  - c. I have two siblings
  - d. I have three or more siblings.
6. How many of your siblings (brothers and/or sisters) have attended and graduated from a college or university?
- a. I do not have any siblings.
  - b. None of my siblings have attended a college or university.
  - c. One of my siblings have attended and graduated from a college or university.
  - d. Two of my siblings have attended and graduated from a college or university.
  - e. Three or more of my siblings have attended and graduated from a college or university.
7. Which of the following best describes your immediate plans after high school?
- a. I plan to enter the workforce.
  - b. I plan to attend a local community college.
  - c. I plan to attend a four-year college or university.
  - d. I do not plan to attend a four-year college or university.
  - e. I haven't decided what I want to do when I graduate from high school.
8. How often do you talk with your parent(s) or guardian(s) about the classes you plan to take in high school?
- a. frequently
  - b. sometimes
  - c. rarely
  - d. never
9. How often do you talk with your parent(s) or guardian(s) about attending college?
- a. frequently
  - b. sometimes
  - c. rarely
  - d. never
10. How often do you talk with your parent(s) or guardian(s) about your career goals?
- a. frequently
  - b. sometimes
  - c. rarely
  - d. never
11. Have you visited a college or university before?
- a. yes
  - b. no

**In the following section of the survey, you will indicate your opinion about future education and career opportunities. Read each of the following statements and circle the word that best describes your feelings toward each of the statements.**

*(continued)*

12. Making good grades in my middle school classes helps me achieve my future goals.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

13. A college education is important for me to achieve my future goals.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

14. College graduates earn more money than people with only a high school diploma.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

15. I see myself graduating from college in ten years.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

16. I can afford to pay for college.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

17. Knowing my learning style helps me do well in my classes.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

18. There are a variety of financial aid resources to help me pay for college.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

19. I am aware of the courses that I need to take in high school to be ready for college.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

20. The grades I make in middle school affect the courses I can take in high school.

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

**In the final section of this survey, you will answer questions about your goals for the future. Write your answers in complete sentences.**

21. When you become an adult, what career do you want to have?

22. Why do you want to work in this career?

23. What do you need to do now and in the future to get a job in this career?

**KIDS 2 COLLEGE**  
THE SALLIE MAE FUND

January 10

Dear Parent or Family Member:

We would like to let you know of an exciting opportunity for your student.

The K16 Kids Foundation, with support from The Sallie Mae Fund, has partnered with State University to bring the Kids2College® Program to East Middle School!

Kids2College is an early college awareness program designed to provide information on the importance of college by introducing students to college and career opportunities. Classrooms are paired with a local university to participate in a unique six-lesson curriculum that combines hands-on activities with information on careers, college life, and preparing for college. All sessions and activities are held at school to emphasize the program's premise: *a college education is something you can achieve if you plan ahead.*

The program will end with a visit on March 3rd to State University for the students — at no cost to the students! Parents and guardians are invited to come as well. You will receive further information from the teacher at a later time.

While many colleges and universities already have educational awareness programs in place, Kids2College is unique in its focus on sixth-graders. The sooner you and your student learn about all of your educational options, the sooner you can begin to prepare for them. Sixth grade is a particularly critical point for decisions that affect a child's future education, a time when many students begin to question the value of education and whether or not it holds any promise for them. *(Note: If your program is geared towards sixth-grade students, include this paragraph. If it is not, remove it from the word document template.)*

Your student will participate in this program in his or her classroom. Please return the attached **Participation Authorization and Media Release** forms to your student's teacher.

If you have any questions please feel free to contact your student's teacher or contact Sallie Smith.

Thank you for being a part of your student's future success!

Sincerely,

The Kids2College Team



**Resource:** For a customizable version of this letter in Microsoft Word, see \_\_\_\_\_.

## Authorization and Waiver/Release of Liability

I hereby give permission for my child, a minor \_\_\_\_\_ to participate in the Kids2College® Program activities conducted by The K16 Kids Foundation. I understand that the primary objective of the program is to provide students with information and awareness on pre-paring and planning for college and exploring career opportunities. Any information obtained will be kept in strict confidence in accordance with the Federal Family Education Rights and Privacy Act of 1974, applicable state laws and institutional policies. I also understand that this Parent Authorization and Waiver/Release of Liability is valid for the duration of time that my child participates in the Kids2College unless revoked in writing.

### Authorization

I hereby authorize Kids2College Program director, staff, and their assistants:

1. Make further contact with me and my son/daughter as part of continuing program evaluation and assessment efforts (please complete attached Contact Information form).
2. To have access to, and to make and receive copies of, my child's academic school records to determine the effectiveness of the college preparation information provided him/her.
3. To coordinate and provide field trips to college and universities, and that child will have adult supervision while on these field trips.

### Waiver and Release of Liability

I have read and understand this participation agreement, and further understand and agree that by signing this Parent Authorization and Waiver/Release of Liability, I am assuming full responsibility for any and all risk of death or personal injury or property damage suffered by me and/or my minor child while participating in Kids2College. I understand and agree to release, indemnify, and hold harmless The K16 Kids Foundation and their officers, agents, and employees from any and all liability or costs, including attorney fees, associated with or arising from participation in Kids2College.

Print Name of Parent/Guardian: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Print Student's Name: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_  

STREET
APT. #
CITY
ZIP CODE

Home Phone #: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_

Student's School: \_\_\_\_\_

Grade Level: \_\_\_\_\_



**Resource:** For a customizable version of this letter in Microsoft Word, see \_\_\_\_\_.



THE SALLIE MAE FUND

### Visual/Audio/Image Release Form

I grant permission to the Kids2College® Program and The K16 Kids Foundation, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. The K16 Kids Foundation will not materially alter the original images. I agree that The K16 Kids Foundation and Kids2College® own the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university-sponsored websites, publications, promotions, broadcasts, advertisement, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I release The K16 Kids Foundation and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may every have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Minor/Student Name	School/Teacher
Parent/Guardian Printed Name	Parent/Guardian Signature
Telephone or email address	Date

Address (optional)

#### Campus:

Photo taken by: \_\_\_\_\_

Date: \_\_\_\_\_



**Resource:** For a customizable version of this letter in Microsoft Word, see \_\_\_\_\_.