



COLLEGE AWARENESS-READINESS CURRICULUM

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Introduction to College Awareness/Readiness Curriculum

The College Awareness/Readiness Curriculum (CARC) is a series of four 90-minute lessons for learners enrolled in Adult Basic Education GED and higher level ESOL. The curriculum was designed to engage adult learners in a series of classroom exercises to help them better understand the value and accessibility of higher education and vocational training programs, and to identify the skills and steps necessary to transition to college and/or a vocational training program. The curriculum was designed by staff from the ABE Transition to College and Careers Program (ABE TCC) at Holyoke Community College (HCC), the Ludlow Area Adult Learning Center (LAALC) in Ludlow, Massachusetts, and the Community Education Project (CEP) in Holyoke, Massachusetts.

When adults in Adult Basic Education classes are asked: “Why do you want to speak English better?” “Why do you want to get a GED?” the most common response is: “To get a job or “To get a better job.” The College Awareness/Readiness Curriculum encourages ABE programs and ABE classroom teachers to challenge the assumption by many GED and ESOL students that, once they pass the GED, or speak English more fluently, life will suddenly change for the better because there will be many more job opportunities open to them. Too often GED graduates and ESOL students who have attained a high-intermediate/low-advanced English speaking proficiency find that there are not as many jobs open to them as they thought, and that many of the jobs available to individuals “graduating” from the ABE system pay minimum wages that do not support families.

Many ABE students (especially newcomers to the United States) are unfamiliar with the range of “next steps” available to them after completing their ABE studies. Many assume that college is not accessible to them (either financially or due to life circumstances); many are unsure of what is required to enroll in post-secondary education or how to identify the range of vocational training programs that exist.

Our hope is that after participating in the College Awareness/Readiness Curriculum activities, ABE students will be better prepared to make informed choices regarding their post-ABE “next steps”, whether directly into the job market, a bridge to college or transition to college and careers program, a vocational training program, or college.

We would like to recognize the invaluable help and energy of Hilary Pollan, a student intern from the Community Based Learning Program at Mt. Holyoke College, who helped us to finalize the curriculum. We are also inspired by Joe Hennessey and want to thank him for his work at Berkshire Community College in collaboration with the Pittsfield Adult Learning Center. We appreciate Aimee Loiselle, the Instructor of our ABE Transition to College & Careers Program, for her insights and dedication to preparing students for college readiness. Thanks to Kermit Dunkelberg and our colleagues in the Smooth Transitions Working Group at Holyoke Community College for their willingness to meet to share ideas, challenges and best practices related to effective transitioning to college. We appreciate the Business and Community Services Division of HCC for their support of transition to college programming and the development of the CARC. We want to acknowledge Martha Oesch, Carol Bower and SABES, who created the Integrating Career Awareness (ICA) Manual. Special thanks to Sandy Goodman at The National

College Transition Network (NCTN)/World Education for her support and guidance over several years, and the Nellie Mae Education Foundation for funding the ABE Transition to College and Careers Program as a community/college partnership between the Community Education Project and Holyoke Community College. The NCTN also sponsors the annual National Conference on Effective Transitions in Adult Education, which focuses on the importance of “next steps” for adult learners and showcases the best practices and data demonstrating the importance of transition to college programs nationally. Finally, thanks to SABES for their support of this project and especially Michele Sedor for her editorial comments and insights.



Preparing Student for Next Steps Suggestions for GED and ESOL Teachers

By Elia Dreyfuss

Coordinator of the ABE Transition to College and Careers Program
at Holyoke Community College & the Picknelly Adult & Family Education Center

- Include daily journal writing prompts & guided correction in curriculum.
- Assign daily homework and integrate one-on-one homework correction time.
- Steadily increase levels and frequency of reading & writing assignments. Students can benefit by moving beyond basic reading comprehension to include some foundational 'main idea' and 'summary' skills that integrate reading and writing.
- Give weekly vocabulary quizzes.
- Introduce study strategies and organization and time management skills into curriculum. For example, all students should have a day planner to record assignments and due dates, special events, etc. Students can benefit from developing the habit of entering all personal appointments as they impact participation in class.
- Integrate computer skills, building exercises into assignments. Specifically, students can focus on using Microsoft Word for homework assignments and integrate email, online library skills and the Internet.
- Include exercises in lesson plans that encourage the use of basic math functions.
- Encourage teachers, counselors and administrators to create an environment of high expectations for students by discussing next steps options throughout the cycle.
- Create a contract students at the beginning of each cycle covering expectations and requirements of your program. This creates buy-in from students and can be used as a foundation to counsel students if problems arise. During intake interview, it is helpful to present the previous cycle's contract to potential students to screen their commitment level.
- Become familiar with the Accuplacer College Placement Test so that it can inform classroom content.



COLLEGE AWARENESS- READINESS

DAY 1

Lesson plan for: College Awareness-Readiness Day 1**Week of:****Objectives:** *(1 – 3 things that the learner will know or be able to do at the end of the lesson)*

- 1) ABE students will understand the personal and economic benefits of going to college
- 2) ABE students will learn how to create and manage their personal budget
- 3) ABE students will begin to consider future goals based on their existing talents and qualifications
- 4) ABE students will learn how to read and understand charts and graphs and to update stats from website.

Frameworks utilized:**GED:** CT1.3b, CT1.3f, CT1.3c, CT1.3d, R1.4a, R3.4e, W2.4c, W2.4d, OC1.3a**GED Math:** 5N-1.4, 5P-2, 5G-1, 5G-1.3**ESOL:** L1.5c, L3.5c; L1.6c, L2.6a, L2.6d,
S1.5 a, b, c; S1.6a, b; S2.6d, S3.5c, S3.6a, b
R1.5 b, d; R1.6a, b, c, d; R3.6a
W1.5a, b**Materials/Resources:**

- Pre-Course Survey
- Department of Labor handouts: “Education Pays” http://www.bls.gov/emp/ep_chart_001.htm
- Sample Personal Budget Worksheet
- “My Talents Tree” worksheet
- Markers

Activities:**Before Class: Pre-survey**

Have students take the Pre-course survey. Collect completed survey and save for future use.

0:00-0:10 Coordinator of ABE Transition to College & Careers Program Introduction

Introduces themselves and the program to the class.

0:10-20 “Why College?” Brainstorm

Have students brainstorm in pairs the top five reasons they think that going to college is important and would give them an advantage. Regroup and write the students answers on a list on the board.

O:20-35 Present Economic Statistics on salaries based on educational level

- Massachusetts Median Income for a single person is \$51,251 and increases to \$82,790 for a family of three. <http://www.masslegalhelp.org/housing/poverty-guidelines>
- A single parent with 2 children who works full time at minimum wage (\$8) lives at the official poverty level (\$18,310) <http://aspe.hhs.gov/poverty/11poverty.shtml>
- Massachusetts is the most expensive state in the nation for apartment rentals
- A full time worker, paying no more than 30% of his/her income in rent, must earn over \$20 an hour to afford a 2 bedroom Apt.
http://www.liveworkthrive.org/research_and_tools/economic_independence_calculator

Pass out the “Education Pays...” handout to student. Have students analyze the chart, and explain what it means.

0:35-55 Personal Budget Activity

Elicit the meaning of “Personal budget” .

(A personal budget is a finance plan that allocates future personal income towards expenses, savings and debt repayment. Past spending and personal debt are considered when creating a personal budget. There are several methods and tools available for creating, using and adjusting a personal budget.)

Working in pairs, have students write down the components of a personal budget. Come back to full group and write down “Income” and “Expenses”. Draw a personal budget on the board, and as a group fill in what and where things go in the personal budget chart.

**(for ESOL make sure students understand the vocabulary involved in making a personal budget)

Pass out the sample personal budget. As a group, have students prepare a sample budget based on the categories provided, calculating total income, total expenses, and net income.

Have students calculate how much a person with this budget would have to make per hour to pay for the expenses in the budget working full-time (40 hours per week approx.).

Have students calculate how much a person would have to make per hour to make Mass Median Income (\$53,608) working full-time (40 hours per a week approx.)

0:55-1:15 Finding Student’s Interests, Passions, and Talents

Handout the “My Talents Tree” worksheet. The tree represents the students. Have students brainstorm their talents, interests, hobbies, passions, achievements, etc. and then draw them as labeled leaves onto the tree using colorful markers.

When students finish, point out how full and alive the tree looks. Suggest that the students start thinking about future careers and goals based on the information they gathered about themselves on the tree.

(Any other brainstorming activity can be used here. The purpose of the activity is to get students to think about formulating a career/college goal based on their passions, interests, talents, hobbies, etc.)

Homework:

Students will complete their own personal budget for homework. Then they will answer the following reflection questions:

- 1) Are you earning enough money to comfortably support you and your family?
- 2) If you don’t have children and hope to in the future, would you be able to support a family on what you’re earning?
- 3) Based on the charts comparing median income earnings of individuals with different levels of educational achievements, do you think going to college will ultimately be helpful? Why?
- 4) How did seeing the statistics and your personal budget influence your thoughts about the value of a college education?
- 5) What is one potential occupation or career that you would like to learn more about?

Suggested Extension Activities:

- 1) Supplement the Talent Tree with some of the Transferable Skills activities and handouts from Integrating Career Awareness (ICA) or other sources for students who have trouble constructing their own lists at the start. Then move from worksheets to tree.
- 2) Have students identify 1-2 occupations to research in classes leading up to or following the course catalogue session. Use the ICA lesson and handout (Career Exploration on Web) to guide the extension activity.

<http://www.sabes.org/workforce/integrating-career-awareness.pdf>

Student wrap-up and reflection

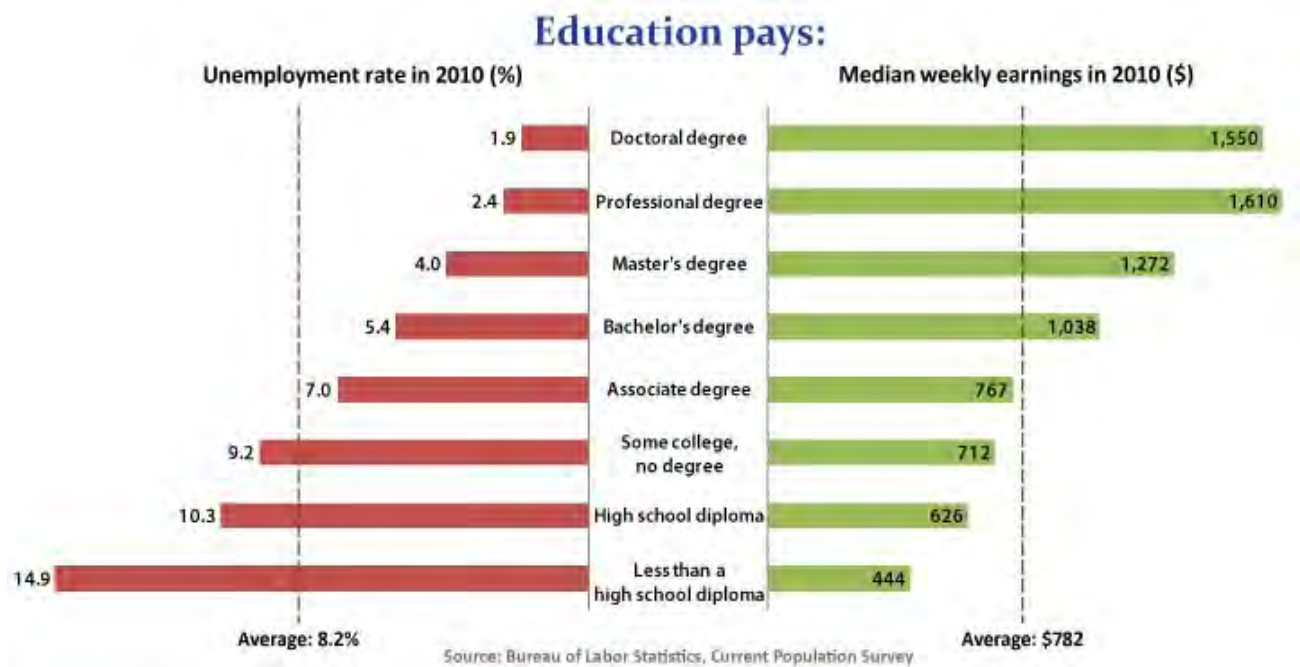
(What did students like/not like about the lesson? What did they learn? What would they like to do next time?):

Teacher wrap-up and reflection

(What worked well? What should be changed? What needs to be remembered about specific learners?)

Education pays ...

- ✓ Education pays in higher earnings and lower unemployment rates



Note: Data are 2010 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Bureau of Labor Statistics, Current Population Survey.

Last Modified Date: May 4, 2011

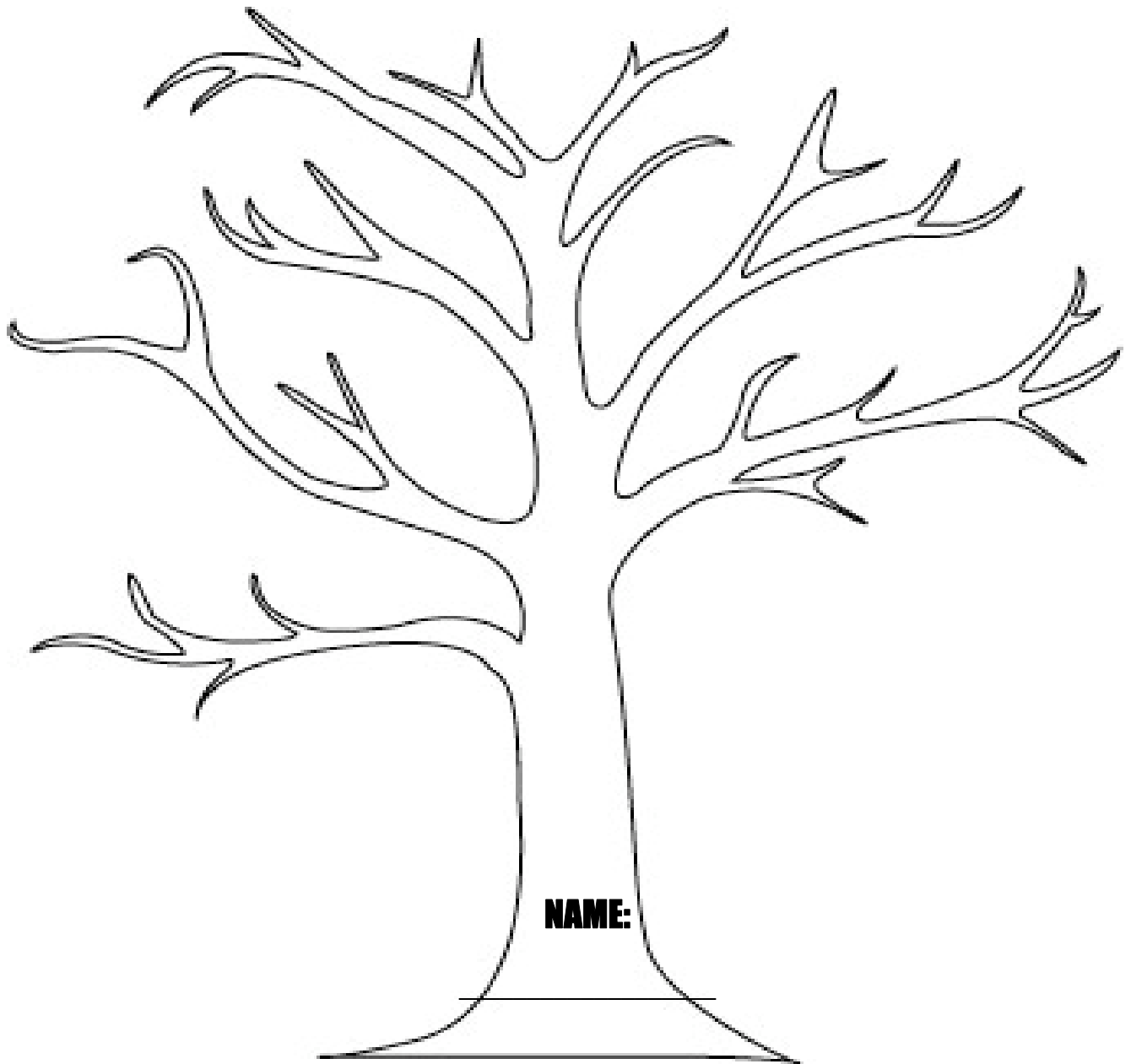
Personal Budget Worksheet: time period 1 month

INCOME	Sample Amount (\$)	Personal Amount (\$)
Paycheck1		
Paycheck 2		
Other		
TOTAL INCOME		
EXPENSES		
Mortgage or Rent		
Transportation (car, bus, taxi, etc.)		
Insurance-Auto		
Insurance-Life		
Installment Loans (bank loans, credit cards, etc.)		
Phone		
Utilities-Gas/Water/Electric		
Groceries		
Entertainment (you can estimate)		
Gasoline for Car		
Education (student loans)		
Personal & Health (you can estimate)		
Family (you can estimate)		
TOTAL EXPENSES		
INCOME – EXPENSES = NET INCOME	_____ – _____ =	

<http://www.personalbudgeting.com/sample/sample.html>

My Talents Tree

Instructions: This tree represents you. Please draw leaves on the tree and label them with your different hobbies, interests, talents, achievements, etc. (For example, if you are a great cook make a leaf labeled “cooking”.)



PRE-COURSE SURVEY

Name: _____

Please check the box that matches your thoughts about the statement.

	STATEMENT:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1	I have considered going to college.					
2	I can afford college.					
3	I can imagine myself going to college.					
4	I have an idea about what I would study in college.					
5	I understand how an ABE Transition to College & Careers Program would help me to prepare for college.					
6	I know about the resources available in college.					
7	Colleges offer classes that are of interest to me.					
8	I see an economic benefit to going to college.					
9	I see a personal benefit to going to college.					
10	My job opportunities will increase by going to college.					
11	I will be a more qualified individual by going to college.					



COLLEGE AWARENESS- READINESS

DAY 2

Lesson plan for: College Awareness-Readiness Day 2**Week of:****Objectives:** *(1 – 3 things that the learner will know or be able to do at the end of the lesson):*

- 1) ABE students will identify potential roadblocks in going to college, and how to overcome them
- 2) ABE students will have a general understanding of college vocabulary and
- 3) ABE students will be able to do basic navigations through a college course bulletin or Registration Book.

Frameworks utilized:**GED:** R3.4b, R1.4f , W1.4a, W2.4c, CT1.3g, CT1.3d, CT1.3b, OC1.3a, OC2.2b**ESOL:** L1.5c, L1.6a, b, c; L2.6a; L3.5a, c, d;

S1.6 a, b, c; S2.6 b, d; S3.6 a, b

R1.6 b; R1.6c, R3.6 1, b

Materials/Resources:

- Board
- Markers
- Magazines
- Blank pieces of paper
- Community College Registration Book (Holyoke Community College's is available in hard-copy and online <http://www.hcc.edu/about-hcc/general-information/publications>)
- Handout copies of College Catalog program pages.

Activities:**0:00-0:20 Review of Last Class and Homework**

Have students brainstorm and share their responses to the reflection questions in the homework.

Reiterate the economic importance of going to college and the idea of going to college as making them more qualified to do something.

0:20-0:40 Road Block Activity

Write the words "Road Block" on the board.

Elicit responses to what the words mean.

Have a student or teacher draw a car and a BLOCK in the road. Label the car "Student". Label the Area beyond the car "College".

Ask students, in groups of 2 or 3, to brainstorm words to label the BLOCK.

****Blocks may include:** childcare, transportation, health, family obligations, scheduling difficulties (with job), money, family support (or lack there of), priorities, etc.

Ask students to write the words they brainstormed on the board, under the picture of the BLOCK, or elicit verbally and write.

Above the BLOCK, write "I Can't". These are the reasons that students give for why they can't go to college.

Above "I Can't", write "The Death of 'I Can't'," or "We can change "I Can't" to 'I Can'." Emphasize that we want to imagine right now how ALL of the BLOCKS could be eliminated and that the "I can't

go to college because..." becomes "I can go to college!" (Erase the 't in "can't".)
To the right of each BLOCK identified by the students, write a possible solution. Elicit and elaborate. For instance, next to "(lack of) money" could be written: "better job", but also "financial aid", "loan", "scholarship". Next to "transportation" could be written "car pool", or "bus".
(Some of these solutions may be new vocabulary as well as unfamiliar concepts for some students.)

When Strategies to eliminate each BLOCK have been identified, ERASE the BLOCK from the board.
Write: COLLEGE IS POSSIBLE!

****If possible bring in an ABE-TCC Student to give a personal testimony during this part of the lesson. It may help convince students that college *really is* possible!**

0:40-0:55 Setting a Career/College/Future Goal

Have students recall the talents/passions/interests brainstorming activity from last class. Help them consider how this information can potentially relate to choosing a career/college/future path that will be valuable both economically and personally for the student.

0:55-1:25

1. Guided Imagination Tour

Have students close their eyes. Tell them to imagine themselves 10 years from now. Use something similar to the following: Ask the students to consider where they wake up, what does the room look like? What do they wear when they get dressed? Where do they go next (school, work)? How do they get there (by bike, carpool, public transportation)? How do they spend their day – are they teaching, working with computers, in a hospital or doctors office or veterinary office, at a community organization, working for a business (is it their own business)? Are they still in school? What language do they speak? Where do they go when they finish working? Do they go to the gym or for a run? Do they cook dinner for their family? Do they play music; do they have a hobby; do they volunteer?

In pairs, have students discuss what they imagined and encourage them to write down the important parts of their imagination exploration.

Or, 2. Drawing the Future

Pass out a piece of paper to each student and markers (or magazines and scissors to cut out pictures). Have students draw different symbols or pictures that they think represent their future careers/studies, and life in general.

When students finish their brainstorming activity, inform them that the ABE -TCC and community colleges have academic, mental health and career counselors and other resources available. Encourage them to talk to a counselor/s in the future, and that they should come with some basic ideas and should be prepared to have a critical conversation about their future education and career goals.

Homework: Have students take home the handouts of the College Catalog program pages and choose 1 program (degree or certificate) that is interesting to them. For each program have them answer the following questions: 1) Why is this program interesting to you? 2) What type of program is it? Does it have any pre-requisites? How many credits do you earn? 3) What “road blocks” do you see interfering with possibly taking this program? What solutions can you think of for the “road blocks”? 4) Do the classes in this program relate to any ideas/thoughts/goals you have about college?	
Student wrap-up and reflection <i>(What did students like/not like about the lesson? What did they learn? What would they like to do next time?):</i>	Teacher wrap-up and reflection <i>(What worked well? What should be changed? What needs to be remembered about specific learners?)</i>
Empty space for student reflection	Empty space for teacher reflection



COLLEGE AWARENESS- READINESS

DAY 3

Lesson plan for: College Awareness-Readiness Day 3**Week of:****Objectives** (*1 – 3 things that the learner will know or be able to do at the end of the lesson*):

1) ABE learner will understand and be able to use the HCC (or other) Registration Book to map out a semester's course plan (use a hard copy of the more in-depth College Catalog as reference; otherwise access to a computer may be required to reference the College Catalog.)

Frameworks utilized (*1 or 2 strands, standards, and benchmarks that capture the 'big ideas'*):**GED:** R1.3A, R1.3B, R3.4b, W1.4c, W3.4a, OC1.2g, CT1.3d, CT1.3f**ESOL:** L3.5c

S1.5b, c; S2.5b

R1.5a, b, d; R1.6a, b, c R2.5b, R2.6b; R3.5a, c; R3.6a, b

W1.5b; W1.6b, d

Materials/Resources/Teacher prep:

- **College Registration Book (HCC's or other)**
- **HCC's Registration Book is available on-line at:**
<http://www.hcc.edu/about-hcc/general-information/publications>
- **College Catalog program pages**
- **"College Vocabulary 101" handout**
- **Vocabulary game materials: flash cards**
- **College Catalog "Adventure Story"**
- **Hypothetical scenarios for framing a student's needs/constraints: planning a semester course plan**
- **"Weekly Planner" printouts (2-3 per student**
- **College Registration Book Scavenger Hunt" hand out.**

Activities :**0:00-0:20 Vocabulary Review**

Use "College Vocabulary 101" to introduce the following activities.

Possible activities:

- 1) Give ½ the group definitions and the other ½ the words. Have students match words to definitions. Teacher circulates and assists. Review in large group.
- 2) Teacher puts words into hat. Students pick a word and define correctly.

0:20-0:40 College Course Catalog Adventure Story

Working in pairs students will complete the Course Catalog Adventure Story

0:40-55 Introduction to College Registration Book

Teacher will introduce the College Registration Book. Teacher will take students through the initial pages to show them what key information it contains, reinforcing the College Vocabulary from above. Point out Table of Contents, Calendars, information regarding ABE, Transitions, and ESOL services, support services, etc.

0:55-1:10 Guided Planning: Student Scenario 1 and/or 2

Teacher will follow up with a group brainstorm of a scenario of a fictional student's life profile. Teacher will guide students in mapping out a college schedule for this student using the registration booklet.

1:10-1:30 College Registration Book Scavenger Hunt.

Working in pairs students will complete the Scavenger Hunt.

Suggested Extension Activity:

After individuals or team develop a schedule for case study, have them apply to their own life, work, ABE class and homework schedule. That is, have them develop their own case study – narrate a few days in the life to a partner who makes a list of tasks, responsibilities, etc. Then together, they map it out on the schedule grid.

Homework:

Teacher will model his/her personal schedule and weekly planner. Students will use the “weekly planner” model to create a personal scenario for themselves. Have students be very explicit. They should include transportation time, picking up kids, medical appointments, etc., for a realistic picture of their time availability to schedule classes. Transportation to college and time to park and arrive on time should be calculated as well.

Answer the following questions:

- 1) Can you make this plan work in your own life? How would you make it happen?
- 2) What other questions do you still have about preparing yourself for college?

Student wrap-up and reflection

(What did students like/not like about the lesson? What did they learn? What would they like to do next time?):

Teacher wrap-up and reflection

(What worked well? What should be changed? What needs to be remembered about specific learners?)

College Vocabulary 101

INSTRUCTIONS: Please assign a category (in the left column) that fits with these vocabulary words.

The categories are:

- a. Course types
- b. Achievement levels
- c. Types of colleges
- d. Important course information.

	Associate's Degree	Often called a two-year degree, an Associate's Degree requires completion of 60 credits. It can take 2 or more years full-time or 2-5 years part-time.
	Bachelor's Degree	Often called a four-year degree, a Bachelor's Degree requires completion of 120-128 semester credits. It can take 4 or more years full-time or 4-8 part-time. You may be able to put your credits from an Associate's degree towards a Bachelor's degree.
	Certificate	Certificates vary in length, but are the quickest way to a college credential and entry into the workforce. At most community colleges, a certificate will require the completion of 20 – 30 credits.
	College credit	Each course is worth a number of credits, which you earn when you pass the course. Each college requires students to complete a specific number of credits to graduate.
	College placement test	A college placement test determines how prepared you are to do college level work.
	College transition program	Provides a free semester of college preparation in basic reading, writing, math, science, study skills, and computers in a college context. Counseling is an important part of these programs. All program components are designed to increase students' skills to a level of proficiency needed for success in college credit classes.
	Credit hour	The number of credit hours per course usually represents the number of class hours per week.
	Co-requisite classes	Two or more classes that are required to be taken simultaneously.
	Developmental courses	Depending on a student's college placement test scores, they may be required to take college preparation courses in basic reading, writing and math. A college transition class may save you money that otherwise would be spent on 0 level pre-college classes that don't offer credit towards a certificate or degree.

	Elective course	A course that students choose. Most degrees include specifically required classes and some elective courses.
	Enrollment	The process of signing up for and paying for courses.
	Faculty	The teachers and professors at a school or college.
	FAFSA	The Free Application for Federal Student Aid is used to determine financial aid from federal resources and from many state resources. Many colleges also require it for institutional aid.
	Financial aid	Financial resources designed to assist those who are unable to meet the cost of post-secondary education (education after high school or GED).
	Interdisciplinary course	A course dealing with two or more academic subjects.
	Loan	A type of financial aid that must be repaid.
	Major	A major is the primary subject students study in college. A majority (but not all) of your college courses will be related to your major.
	Mandatory/requisite class	A class that is necessary in order to get your degree.
	Online course	These are regular college classes utilizing computer technology, including the Internet, to deliver course information and to promote online class discussion. Online classes can be taken completely off campus. <i>Brick and Click</i> classes are a type on online class that may be taken partly off and partly on campus.
	Prerequisite class	A class that is required to be completed before a student may enroll in a higher-level class.
	Private college or university	A self-supporting institution of higher education operated with private funds.
	Public college or university	An institution of higher education operated with state funds.
	Proprietary school	A privately owned and operated post-secondary school organized as either a non-profit or profit-making venture, primarily to teach vocational skills.
	Scholarship	Some organizations offer money to students based on academic achievement, financial need, or for other reasons. A student must apply for this money, which does not require repayment.
	Survey course	A course designed to provide a general overview of an area of study.

	Syllabus	An outline of topics to be covered by the instructor, including assignments to be completed during the course.
	Tuition & fees	Tuition is a student's basic payment towards the cost of instruction at a college or university. Most institutions also charge fees for laboratory equipment and materials, computer use and other costs.

**There are flashcards included in this curriculum guide for College Vocabulary 101.*

Associate's Degree

Bachelor's Degree

Certificate

College Credit

College Placement Test

College Transition Program

Credit Hour

Co-requisite Classes

Developmental Classes

Elective Courses

Enrollment

Faculty

FAFSA

Financial Aid

Interdisciplinary Course

Loan

Major

Mandatory/Requisite Class

Online Course

Prerequisite Class

Private College or University

Public College or University

Proprietary School

Scholarship

Survey Course

Syllabus

Tuition and Fees

<p>Often called a two-year degree, an Associate's degree requires completion of 60 credits. It can take 2 or more years full-time or 2-5 years part-time.</p>	<p>Often called a four-year degree, a Bachelor's degree requires completion of 120-128 semester credits. It can take 4 or more years full-time or 4-8 part-time. You may be able to put your credits from an Associate's degree towards a Bachelor's degree.</p>
<p>Certificates vary in length, but are the quickest way to a college credential and entry into the workforce. At most community colleges, a certificate will require the completion of 20 – 30 credits.</p>	<p>Each course is worth a number of credits, which you earn when you pass the course. Each college requires students to complete a specific number of credits to graduate.</p>
<p>A college placement test determines how prepared you are to do college level work.</p>	<p>Provides a free semester of college preparation in basic reading, writing, math, science, study skills, and computers in a college context. Counseling is an important part of these programs. All program components are designed to increase students' skills to a level of proficiency needed for success in college credit classes.</p>

<p>The number of credit hours per course usually represents the number of class hours per week.</p>	<p>Two or more classes that are required to be taken simultaneously.</p>
<p>Depending on a student's college placement test scores, they may be required to take college preparation courses in basic reading, writing and math. A college transition class may save you money that otherwise would be spent on 0 level pre-college classes that don't offer credit towards a certificate or degree.</p>	<p>A course that students choose. Most degrees include specifically required classes and some elective courses.</p>
<p>The process of signing up for and paying for courses.</p>	<p>The teachers and professors at a school or college.</p>

<p>The Free Application for Federal Student Aid is used to determine financial aid from federal resources and from many state resources. Many colleges also require it for institutional aid.</p>	<p>Financial resources designed to assist those who are unable to meet the cost of post-secondary education (education after high school).</p>
<p>A course dealing with two or more academic subjects.</p>	<p>A type of financial aid that must be repaid.</p>
<p>A major is the primary subject students study in college. A majority (but not all) of your college courses will be related to your major.</p>	<p>A class that is necessary in order to get your degree.</p>

<p>These are regular college classes utilizing computer technology, including the Internet, to deliver course information and to promote online class discussion. Online classes can be taken completely off campus. Brick and Click classes are a type of online class that may be taken partly off and partly on campus.</p>	<p>A class that is required to be completed before a student may enroll in a higher-level class.</p>
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<p>A self-supporting institution of higher education operated with private funds.</p>	<p>An institution of higher education operated with state funds.</p>
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<p>A privately owned and operated post-secondary school organized as either a non-profit or profit-making venture, primarily to teach vocational skills.</p>	<p>Some organizations offer money to students based on academic achievement, financial need, or for other reasons. A student must apply for this money, which does not require repayment.</p>
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<p>A course designed to provide a general overview of an area of study.</p>	<p>An outline of topics to be covered by the instructor, including assignments to be completed during the course.</p>
<p>Tuition is a student's basic payment towards the cost of instruction at a college or university. Most institutions also charge fees for laboratory equipment and materials, computer use and other costs.</p>	

College Catalog Adventure Story

Fill in the blanks in the story using the College Vocabulary 101 handout.

Today I went to visit Holyoke Community College to ask a few questions about course _____(1). The first thing they suggested I do was to complete the _____(2) to find out what types of financial aid I can receive. My friend, who is already a student at Holyoke Community College (HCC) told me to ask the Scholarship Office if they are aware of any _____(3) for people with my background and community interests. If I receive it then I won't have to take out as many _____(4), and will have to pay less _____(5) from my own bank account.

Once the money is organized for college, which should be soon, I'll have to take the _____(6), to find out what types of courses I'll have to take. As an ESOL student, I may have to take a _____(7) for English before I can take English 101. It will help me improve my writing skills. The course probably won't earn me any _____(8) because this level of courses often do not, but as I said before it is a _____(9) for other classes, and will likely be a _____(10) for my major. Right now I'm thinking about getting an _____(11) in teaching, and then transferring to UMass-Amherst, which is a four-year _____(12) so I can earn my _____(13) in Education.

Fortunately, I've heard that the _____(14) are really supportive in those classes, and make learning fun! I'm taking Introduction to Human Services as an _____(15), so that I can do the work on my computer from home on the days that I'll have trouble finding transportation to Holyoke Community College. I'm also interested in biology, and although it doesn't relate to my major I'm going to take it as an _____(16). The course is called Biology 101 and is a _____(17) about many different types of biological sciences. The professor's _____(18) says we will be learning about zoology, botany, and ecology. With this busy of a schedule I'll surely have more than 8 _____(19) per a week. Wow, I can't wait to get started!

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Answer Key: (1) enrollment (2) FAFSA (3) scholarship (4) loans (5) tuition (6) college placement test (7) developmental course (8) college credit (9) pre-requisite course (10) mandatory/requisite course (11) associate degree (12) public university (13) bachelor's degree (14) faculty (15) online course (16) elective course (17) survey course (18) syllabus (19) credit hours

College Student Scenario 1: Thomas Learner

About Thomas:

Thomas lives in Chicopee with his wife and two kids. He has a night job as a custodian at a local school. He has to pick up his children from school at 3:30. Thomas is also a part-time student at Holyoke Community College where he is a Radiology major.

- Part-Time student
- Night job
- Radiology major
- Has to pick up children by 3:30pm from school
- Lives in Chicopee

Please answer the following questions:

- 1) Does Thomas have a job?
- 2) Does Thomas go to college part-time (P/T) or full-time (F/T)?
- 3) What time does Thomas need to leave HCC?
- 4) What does Thomas want to study?

Schedule Activity:

Please use the College Registration Book and your own knowledge to organize a basic schedule for Thomas Learner in his first semester of college. Think about when he should take classes, how many classes he should take, pre-requisites, non-credit courses, electives, etc.

College Student Scenario 2: Sarah Star

About Sarah:

Sarah lives in Holyoke. She works as a childcare provider for Valley Opportunity Council. She would like to earn more money at her job, and because she likes working with children, she is going to Holyoke Community College where she is a part-time student majoring in Early Childhood Education.

- Part-Time student
- Day job
- Early Childhood Education
- Lives in Holyoke

Please answer the following questions:

- 5) Does Sarah have a job?
- 6) Does Sarah go to college part-Time (P/T) or Full-Time (F/T)?
- 7) What time does Sarah need to leave work to get to HCC for her classes?
- 8) What does Sarah want to study?

Schedule Activity:

Please use the College Registration Book and the Weekly Planner, and your own knowledge to organize a basic schedule for Sarah Star in her first semester of college. Think about when she should take classes, how many classes she should take, pre-requisites, non-credit courses, electives, etc.

WEEKLY PLANNER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
To Do List:							

Registration Book Scavenger Hunt

1) Use the Course Bulletin to answer the following questions:

a) What day did spring classes start?

b) What are “FAFSA Fridays”?

c) What is a Learning Community?

d) What is Brick and Click?

2) Using the Table of Contents (page 3), write the PAGE of the COURSE BULLETIN where you can find information about:

CREDIT SUBJECT	PAGE:
Biology	
Business Administration	
Criminal Justice	
Culinary Arts	
Early Education	
ESL (English as a Second Language)	
Music	
Nursing	
Spanish	
Sports Administration	

3) On what page can I find information about these NON-CREDIT classes?

Hint: Think about the category the class may be found in, and using the Table of Contents find the class.

NON-CREDIT SUBJECT	PAGE:
Commercial Driver’s License	
Ballroom Dancing	
Wine Tasting	
Conversational Russian	
Typing	



COLLEGE AWARENESS- READINESS

DAY 4

Lesson plan for: College Awareness-Readiness Day 4**Week of:*****Designed for students who identify as having an interest in attending college after first three weeks of College Awareness-Readiness curriculum.*****Objectives** (1 – 3 things that the learner will know or be able to do at the end of the lesson):

- 1) ABE student will experience and realistically visualize himself or herself in the college environment and
- 2) ABE student will reflect and conclude the process of becoming aware and ready for college, and begin to consider future goals for college and careers.

Frameworks utilized:**GED:** W1.4a, W1.4b, R1.4a, CT1.3b, CT1.3f, OC1.3a, OC2.3a,**GED Math:** 5N-1.4, 5G-1.3, 5S-4**ESOL:** L1.5b, L3.5a, L3.5c; L1.6d; L2.6a, L3.6a, d

S1.6a; S2.6d; S3.6c

W1.6a, d

Materials/Resources:

- Post-course reflection survey and evaluation

Activities:**Trip to ABE Transition to College and Careers class at HCC**

****note: this lesson is specific to the ABE-TCC program in Holyoke, Massachusetts. It can be adapted to fit the relationship (or establish a new relationship) between any local Adult Basic Education class and a local college.***

0:00-0:10 Welcome

ABE/TCC coordinator welcomes students to HCC. Review purpose of visit and College Awareness Readiness Curriculum.

0:10-0:30 ABE TCC and ABE students Connect

ABE/College Transition students paired with ABE students. Answer the following questions:

- 1) What is your name?
- 2) What are you studying?
- 3) What are some of the challenges confronted in going to college?
- 4) What possibilities are created by going to college?
- 5) What are your career/college path interest/goals?

0:30-1:00 ABE Students sit in on ½ hr Transition to College and Careers lesson

Possible Example: *Changing Demographics of Community College.*

Resources:

Google Scholar: National Profile of Community Colleges: Trends and Statistics

Figure 2.3 Age Distribution of Community College Students: Biannually (1993-2001) (p31)

Holyoke Community College Generational Demographics:

http://www.stateuniversity.com/universities/MA/Holyoke_Community_College.html

<http://www.luminafoundation.org/>

- * Forty-six percent are 25 or older, and 32 percent are at least 30 years old. The average age is 29.
- * Fifty-eight percent are women.
- * Twenty-nine percent have annual household incomes less than \$20,000.
- * Eighty-five percent balance studies with full-time or part-time work. More than half (54 percent) have full-time jobs.
- * Thirty percent of those who work full time also attend classes full time (12 or more credit hours). Among students 30-39 years old, the rate climbs to 41 percent.
- * Minority students constitute 30 percent of community college enrollments nationally, with Latino students representing the fastest-growing racial/ethnic population.

Source: The American Association of Community Colleges, based on material in the National Profile of Community Colleges: Trends & Statistics, Phillippe & Patton, 2000.

1:00-1:45 Tour of College

1:45-2:15 Lunch in Cafeteria

There will be an informal decompression of day and of going to college.

Homework:

Students will complete post-course reflection survey and evaluation. This could be used for essay writing in subsequent classes with teacher.

Potential Essay Prompts:

- 1) In your opinion, what are the most valuable reasons for going to college? Consider economic benefits, personal benefits, and academic benefits.
- 2) How have your thoughts about college changed since the beginning of the College Awareness/Readiness program? What types of college/career goals have you begun to consider for the future?
- 3) In a perfect world, what would your future college/career pathway look like? What obstacles do you see and how do you plan to overcome them?

Student wrap-up and reflection

(What did students like/not like about the lesson? What did they learn? What would they like to do next time?):

Teacher wrap-up and reflection

(What worked well? What should be changed? What needs to be remembered about specific learners?)

POST SURVEY

Name: _____

After your College Awareness/Readiness lessons, please check the box that matches your thoughts about the statement.

	STATEMENT:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1	I now consider going to college					
2	I can afford college.					
3	I imagine myself going to college.					
4	I have an idea about what I would study in college.					
5	I understand how an ABE Transition to College & Careers Program would help me to prepare for college.					
6	I know more about the resources available in college.					
7	Colleges offer classes that are of interest to me.					
8	I see an economic benefit to going to college					
9	I see a personal benefit to going to college.					
10	My job opportunities will increase by going to college.					
11	I will be a more qualified individual by going to college					



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