



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum: A Companion Guide for Parents of Students in Grades 7-12

Unit 6: Going to College

Activities:

- #1: College 101: A Basic Overview (b)
- #2: Learning about Colleges (b)
- #3: How Can Parents Help? (b)
- #4: What are all These Tests? (b)
- #5: College Related Case Studies
- #6: What Questions Remain? (b)

Developed by Susan Klaw

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About English for New Bostonians

English for New Bostonians (ENB) invests in the future of our region by fostering a high-quality ESOL system that prepares immigrants to pursue their educational, economic and civic aspirations. Through grant making, training teachers, and building public awareness, ENB expands the number of English for Speakers of Other Languages (ESOL) seats, improves program quality across agencies, customizes curricula to diverse subpopulations, and leverages private and public resources. Founded in 2001 by the Mayor's Office for Immigrant Advancement (MOIA), immigrant leaders, and local foundations, ENB now involves several city departments, approximately 20 public and private funders, and numerous community organizations.

About the ESOL for Parents and Caregivers Initiative

Through ESOL for Parents and Caregivers, ENB guides ESOL providers and immigrant-rich schools in building partnerships to facilitate parent engagement in schools, enabling parents/caregivers to improve their English and digital literacy skills, navigate school systems, and understand expectations and opportunities for school involvement and ways to optimize children's learning. At the same time, ESOL for Parents helps adults prepare to pursue their own educational and employment goals, while supporting children's learning – aiming to eliminate multigenerational poverty.

About Susan Klaw

Susan Klaw has directed, taught in, and developed original curriculum materials for Boston-based parent ESOL programs since 1991. She has delivered extensive training locally and nationally on various aspects of Family Literacy and been named a "Literacy Champion" by the Massachusetts Literacy Foundation, Parent Educator of the Year by the Children's Trust Fund, and Adult Educator of the Year by the Massachusetts Coalition for Adult Education.

About the ESOL for Parents and Caregivers Curriculum

The Curriculum (on ENB website and available free of charge) gives ESOL teachers background materials, lessons and activities designed to help immigrant parents learn English and become more effectively involved in their children's education. Selecting curriculum units and lessons relevant to their classes, ESOL teachers can orient immigrant parents to the U.S. school system and provide practical skills such as interpreting report cards, participating in teacher conferences, advocating for children, and supporting children's learning at home. While some information is Boston specific, much can be used in any locale. ENB can assist in adapting materials for school districts. Additionally, ENB offers a Companion Middle/High School Guide, as well as a Digital Learning Guide to support online instruction.

Using the ESOL for Parents and Caregivers Curriculum

All materials are intended to be downloaded and widely used. Please cite English for New Bostonians and credit English for New Bostonians on all reproductions. We welcome feedback and stories on how you and your students are using the ESOL for Parents and Caregivers Curriculum!

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Contact us at info@englishfornewbostonians.org

ACTIVITY #1: COLLEGE 101: A BASIC OVERVIEW

(Can be used/adapted for use with beginning level students)

Note to teachers: *The unit in this Companion Guide has six activities and will take several classes to complete. It was designed for parents of middle and high school students. If your students have younger children, go to the [ESOL for Parents and Caregivers curriculum](#) on the English for New Bostonians website and find the Going to College unit (Topic 3: Unit 10).*

Activity #1 here involves too much information presented in English for beginning students. It would be better to have a workshop on college that is in the native language(s) of the students in the class. However, the college related vocabulary which is part of this activity can be taught to any level.

Rationale:

When asked what their goals are for their children, most immigrant parents say their goal is for their children to go to college. A smaller number may hope to go to college themselves. Often, however, they have little idea how the system of higher education works in the U.S. Here students learn basic facts and vocabulary about how college works, with a focus on Massachusetts.

Student Objectives:

- *Students will learn new college related vocabulary.*
- *Students will be able to correctly answer 10 True/False questions about going to college in the US.*

Materials:

- *Handout A: [College Related Vocabulary](#)*
- *Handout B: [College Related Vocabulary Practice](#)*
- *Handout C: [What do you know about college?](#)*
- *Handout D: [Structure of Higher Education in the US](#)*
- *Handout E: [Massachusetts Public University System](#)*
- *Handout F: [Sample College Costs 2020](#)*

Activity Outline:

1. *Explain objectives.*
2. *Opening discussion question: What goals do you have for your children? Go around the room. Many students will say their goal is for their children to go to college. Ask What can you do to help your children go to college? Depending on the makeup of the*

class, decide whether or not to ask students if their long-term goal is to go to college as well. If many students are unauthorized and/or didn't go to high school in their home countries, this is a very difficult goal to achieve and the question might make students feel badly.

3. Distribute Handout A: College Related Vocabulary. Discuss the words, defining them in the context of college. Have students write down whatever will help them remember what the word means.
4. Use Handout B: College Related Vocabulary Practice either in class or as homework. Use whatever other exercises or games you like to help review the vocabulary words (word bingo, telephone, matching, quizlet, etc.)
5. Distribute Handout C: What do you know about college? Have students work individually on these True/False questions. **Or**, do it as an oral/listening exercise. Ask students to write out numbers 1 through 10 on a sheet of paper. Read aloud each statement and then have students write F or T. Review each statement with the whole class, asking for a show of hands for True or False answers and expanding upon each statement as you explain the correct answer. Note: the correct answer for the last statement is False. Parents should start talking to their children about college as early as possible. All other answers should be obvious.
6. Ask students to call out the names of any colleges they know and list these on the board. Explain that there are many different kinds of colleges and that Massachusetts is famous for all its colleges and universities.
7. Distribute Handout D: Structure of Higher Education in the US. Read it over together, pausing frequently to ask students to share any personal experience they may have related to information on the chart. Check that students are able to read the chart by throwing out such questions as What kind of degree do you get when you finish a four-year college? Stress the relationship between community colleges and state college and universities. Many students do their first two years at a community college, getting an associate's degree, and then transfer to a four-year college for years 3 and 4 to get their bachelor's degree. Go back to the list of college names that students generated and annotate the list with the new terms. Next to Harvard, for example, add "private" "4 year" and "graduate school."
8. Write the three types of schools that comprise the public university system in Massachusetts on the board (community colleges, state universities and the University of Massachusetts) and see which colleges students can name in each category. Then share the overall list from Handout E: Massachusetts Public University system.
9. College Costs: The cost of college is overwhelming for most of us and it will certainly seem overwhelming for the immigrant students in our classes. Use Handout F: Sample College Costs 2020 to give students a basic sense of how much college costs. Don't dwell on it though, because students might get discouraged and give up on higher

education goals. Explain that most families receive financial aid. Say that there is no point worrying now about how much college will cost in the future, because we just don't know what is going to happen. We also don't know what will happen with students who don't have green cards vis a vis their access to loans. Emphasize that what parents need to do is to help their children do well in school and get into a good college. Remind them too that the lower your income, the more financial aid your child will receive.

Follow-Up:

- *Look at the most recent version of the Boston Public School's guide to summer programs called Summer Stuff to see if there is a section called Planning Ahead for College. See whether students know about the College Planning Centers in the Boston Public Libraries or the uAspire advisors in many Boston public high school. Encourage families to visit these centers to gather information.*
- *Check other text book series for college related materials to incorporate. Side by Side, Book 3, for example, has an activity on reading a campus map.*
- *Invite in immigrant parents to speak to the class who can share their own experiences of college, either in relation to their children or to themselves.*

Handout A: College Related Vocabulary

Higher education

Apply/application

Semester

Tuition

Room and board

Campus

Dorms

Financial aid

- grants or scholarships
- loans

Guidance department

Transcript

GPA (Grade Point Average)

Degree

- Bachelor's Degree or BA
- Associate Degree or AA

Extra-curricular activities

Freshman, sophomore, junior, senior

Handout B: College Related Vocabulary Practice

Directions: Circle the correct answers below.

Apply to college

- a. send in the materials the college requires so the college can decide whether or not to accept you
- b. phone the admissions office to arrange an interview
- c. tell your high school guidance counselor that you want to go to college

Tuition

- a. the cost of books
- b. the cost of going to a school
- c. the grants low-income students receive

Room and board

- a. the cost of taking classes
- b. the cost of living and eating at a school
- c. the cost of books

Campus

- a. the lands and building of a college
- b. the degree you receive when you graduate from community college
- c. dorms

Dorms

- a. where you take classes in college
- b. where you eat in college
- c. where you live at a residential college

Financial aid

- a. financial help you get to lower college costs
- b. food assistance
- c. scholarships

Guidance department

- a. the office in your high school where you go if you don't feel well
- b. the office in your high school that helps you learn about and apply to colleges
- c. the office in your high school responsible for the cafeteria

Transcript

- a. samples of the essays you have written in high school
- b. homework assignments
- c. a record of your grades in school

GPA

- a. The average numerical value of all a student's grades in high school or college.
- b. The score you get on your end of year tests.
- c. Your best grades.

Semester

- a. a club you join in college
- b. a subject you study in college
- c. one half of a school year

Degree

- a. a diploma from a college or university
- b. a graduation ceremony
- c. your college transcript

Extra-curricular activities

- a. basketball
- b. things you do outside of school
- c. homework help

Senior

- a. your first year of college or high school
- b. your last year of college or high school

Freshman

- a. your first year of college or high school
- b. your second year of college or high school

Handout C: What do you know about college?

Directions: Mark each of the following statements with a T for True or an F for False.

1. To go to college, you must have a high school diploma or a GED.
2. To go to college, you must apply to the college and be accepted.
3. You must start college as soon as you finish high school.
4. Public colleges and universities are free, like public schools.
5. Some students live at home while they are going to college and some live at their college.
6. It takes three years to get your college degree, which is called a BA.
7. Financial aid is available to help students and their families pay for college.
8. Getting good grades in high school and participating in extracurricular activities is important if you want to go to college.
9. High Schools have guidance departments which help students learn about and apply to colleges.
10. Parents should start talking to their children about college when children start high school.

Handout D: Structure of Higher Education in the US

After High School (or getting a GED)

	Type of College	Type of Degree
Two year	Community College	Associates Degree (AA)
		Certificates
	Junior College	Associates Degree (AA)
	Trade School	Certificates
Four Year	College/ University	Bachelor of Arts (BA)
		Bachelor of Science (BS)

After College

Graduate School (2-6 years)	University	Masters Degree (MS) Doctor of Philosophy (Ph.D)
Professional Schools (2-4 years)	Law School Medical School Business School	Doctor of Law Doctor of Medicine (MD) Masters of Business Administration (MBA)

PUBLIC OR PRIVATE: Every state has a public university system which includes both two and four year colleges and graduate programs. In Massachusetts, the system includes three types of colleges:

- Community colleges
- State Universities
- The University of Massachusetts (5 campuses)

Public colleges are not free. But they are much less expensive than private colleges.

RESIDENTIAL OR COMMUTER: Most colleges have **dorms** where students can live while they attend the college. Students pay for **room and board** in addition to **tuition**. Most community colleges are called **commuter** schools. Students live at home or in their own apartments and just go to the school for their classes.

FULL TIME OR PART TIME: Young people who go from high school to college usually go full time and take four classes a **semester**. That means they will graduate in four years and they are eligible for **financial aid**. Many adults who go to college or graduate school go part time. They take one or two classes at a time while they are working.

Handout E: Public University System in Massachusetts

Community Colleges

- [Berkshire Community College](#), Pittsfield
- [Bristol Community College](#), Fall River
- [Bunker Hill Community College](#), Boston
- [Cape Cod Community College](#), West Barnstable
- [Greenfield Community College](#), Greenfield
- [Holyoke Community College](#), Holyoke
- [Massachusetts Bay Community College](#), Wellesley Hills
- [Massasoit Community College](#), Brockton/Canton
- [Middlesex Community College](#), Bedford/Lowell
- [Mount Wachusett Community College](#), Gardner
- [North Shore Community College](#), Danvers
- [Northern Essex Community College](#), Haverhill
- [Quinsigamond Community College](#), Worcester
- [Roxbury Community College](#), Roxbury
- [Springfield Technical Community College](#), Springfield

State Universities

- [Bridgewater State University](#), Bridgewater
- [Fitchburg State University](#), Fitchburg
- [Framingham State University](#), Framingham
- [Massachusetts College of Art and Design](#), Boston
- [Massachusetts College of Liberal Arts](#), North Adams
- [Massachusetts Maritime Academy](#), Buzzards Bay
- [Salem State University](#), Salem
- [Westfield State University](#), Westfield
- [Worcester State University](#), Worcester

University of Massachusetts

- [UMassOnline](#)
- [University of Massachusetts System Office](#)
- [University of Massachusetts Amherst](#)
- [University of Massachusetts Boston](#)
- [University of Massachusetts Dartmouth](#)
- [University of Massachusetts Lowell](#)
- [University of Massachusetts Worcester Medical Center](#)

Handout F: Sample College Costs: 2022

Note: These are approximate costs.

Public (assuming you are a Massachusetts Resident):

1 year full time at a Community College: \$4000 (tuition and fees, health insurance)

1 year full time at a State University: \$12,000 (tuition and fees, health insurance)
\$23,000 (if you live there)

1 year full time at U Mass Boston: \$15,000 (tuition and fees, health insurance)
\$24, 600 (if you live there)

1 year full time at U Mass Amherst: \$17,000 (tuition and fees, health insurance)
\$32,000 (if you live there)

Note: if you are not a resident of Massachusetts, you may still attend public universities in Massachusetts. Your costs will be about twice as much.

Private:

About **\$80,000 per year**. Includes tuition and fees, room and board.

REMEMBER

- There is a lot of financial aid available for students who go to college. Students receive low interest loans and grants.
- Sometimes private colleges end up being cheaper than public colleges because students receive more financial aid.
- Start a college savings account for your child. Contribute a few dollars each week.
- Don't focus now on college costs. Focus on making sure your child does very well in school.

ACTIVITY #2: LEARNING ABOUT COLLEGES

(Can be used/adapted for use with beginning level students)

Rationale:

Students probably have friends or relatives who have gone to college in the U.S., but have never asked them about their experiences. This activity encourages them to do so.

Student Objectives:

- *Students will talk to relatives and friends about their college experiences.*
- *Students will conduct an interview with someone they know who went to college in the U.S.*
- *Students will be able to report back what they learned*

Materials:

- *Handout: Interview Someone Who Went to College in the US*

Activity Outline

1. *Opening discussion: How can you learn about different colleges? List ideas on board. Add to the list if not generated in the brainstorm—visit colleges, go to college fairs at your child's high school, go to college workshops for parents at your child's middle or high school. Ask whether students have done any of the things on the list to learn about different colleges. Explain that colleges want you to visit and that the admissions departments offer free tours and information sessions every day; parents often visit with their children as those children are trying to make college decisions.*
2. *Prepare for interview activity by asking Has anyone in the class gone to college in the U.S.? Do you have friends or family who have? If so, see if students can name any of the colleges attended and review whether those schools are public/private/two year/four year from the previous activity.*
3. *Distribute Handout: Interview someone Who Went to College in the U.S. Go over the different steps of the project. Make sure everyone can think of at least one person to interview. Then have students draft questions they would like to ask. Circulate to help correct the grammar.*
4. *Ask students to share their questions with the group. Encourage them to "borrow" questions they like that they didn't think of, and add those to the questions they wrote.*
5. *Given students a date when the interviews should be completed and reiterate that they can do the interviews in whatever language is most comfortable for them. However, then they need to write down the answers in English to share with the class.*

6. *When students share the results of their interviews, make a note on the board of the colleges attended. Again, review the type of college and type of degree offered from the handout in the previous activity: The Structure of Higher Education in the U.S.*

Follow-Up:

- *If at all possible, arrange a class trip to visit a local college and participate in one of the regular tours and information sessions. Many parents visit colleges with their children during the second half of 11th grade and over the summer before senior year. Modeling how easy this is to do might encourage students to visit colleges with their children in the future.*
- *Visit the College Planning Center at the main branch of the Boston Public Library in Copley Square. Open every day but Sunday, this free center provides a wide range of services to help both adults and teens learn about colleges, the application process, and the financial aid process. By visiting as part of a class trip, students will then be familiar with the centers and more likely to avail themselves of the help provided for themselves or their children in the future.*

Handout: Interview Someone Who Went to College in the U.S.

Step One: *Think of someone you know who went to college in this country. It could also be someone who is going to college now. This person should be someone you can talk to about their college experience, either in person or on the phone.*

Name of Person _____

Step Two: *What questions do you want to ask this person? Write down at least 5 questions. You will practice writing the questions in English. However, you can do the interview in whatever language you want.*

1. _____

2. _____

3. _____

4. _____

5. _____

Other questions:

Step Three: *After the teacher has helped you correct your grammar, copy your questions onto a separate piece of paper.*

Step Four: *Interview your friend and record their answers.*

Step Five: *Present in class what you learned*

Step Six: *Hand in your filled out interview form*

ACTIVITY #3: HOW CAN PARENTS HELP?

(Can be used/adapted for use with beginning level students)

Rationale:

Because the college application process is so complicated for all parents, especially immigrant parents, we recommend that parents and caregivers be encouraged to utilize the services offered by the guidance department in their child's high school rather than trying to become experts themselves in the process. Nevertheless, because there are important ways parents can support their children in this process, we want them to have an overview of the application process.

Student Objectives:

- *Student will understand the role of guidance counselors in high schools.*
- *Students will learn that the college application process begins in 9th grade.*
- *Students will be able to name at two things they can do to help their children go to college.*

Materials:

- *Handout A: Tips for Parent on Helping Your Children Go to College (intermediate level students)*
- *Handout A: Tips for Parents on Helping Your Children To to College (Beginning level students)*
- *Handout B: Cloze Writing: Setting Up a Meeting with the Guidance Department*
- *Handout C: Phone Call to the Guidance Department*
- *Handout D: General Timeline for College Planning*
- *YouTube Video: "College, The Dream Begins Today." This is a six minute Spanish video produced by the US Department of Education, geared towards Hispanic parents and how they can support their kids in going to college.*
- *Handout E: Parent Workshop Research Homework*

Activity Outline:

1. *Explain objectives.*
2. *If you have university graduates among your students, ask what they had to do in their country to apply for university.*
3. *Go over briefly the steps in the college application process:*
 - a. *Research schools (on-line, college visits, college fairs)*
 - b. *Take PSA's and SAT's or ACT*
 - c. *Decide which schools you want to apply to*
 - d. *Fill out applications for each school and have your high school transcripts sent to those schools.*

- e. Write essays for each school and get recommendations from teachers
 - f. Fill out financial aid forms
 - g. Apply for scholarships
4. Make the point that applying to college is a complicated process that high school students do in their junior and senior years. Parents are not expected to know how to do this. Guidance departments in high schools help students with the college application process. But parents need to be aware of the different steps and the various deadlines, and help to keep their kids on track. There is a good analogy here with homework: parents are not expected to be able to do the homework themselves. However, they are expected to see that their children complete their homework. As soon as their children start high school, parents should make an appointment to speak to someone in the guidance department about college services.
 5. Distribute and read over the Handout A: Tips for Parents on Helping Your Children Go to College. Ask students to share any examples of having used those tips.
 6. Have students complete the Handout B: Cloze Writing: Setting Up a Meeting with the Guidance Department. When finished, have them compare and correct with a partner, then read aloud the completed notes. Ask for student volunteers to role play the meetings, taking the part of the parents who wrote the notes, while the teacher plays the guidance counselor.
 7. To help parents feel comfortable calling the high school guidance department for information, have them practice the Handout C: Phone Call to the Guidance Department. Choose a strong reader to read it aloud with you, then divide students into pairs to practice the dialogue, switching roles as they go along. Ask for volunteer pairs to read the dialogue to the whole group or to improvise a phone call.
 8. Distribute Handout D: General timeline for College Planning. If your students are beginners, just do a visual scan of the timeline with them so they see that high school students do some college related stuff their freshman and sophomore years, but most of the application process starts in 11th grade. With more advanced students, go over the activities high school students have to do each year and have them highlight those activities their children have done. You can suggest that when they meet with their child's guidance counselor, they could bring this handout with them and ask the guidance counselor to explain what might be different in their particular high school.
 9. If the vast majority of the class is Spanish speaking, view together the YouTube video ["College, The Dream Begins Today."](#) Alternately, assign it to Spanish speakers as a homework assignment. Ask students to write down two things they learned from the video.
 10. **Homework:** The assignment is for students to actually call the guidance department at their child's school or go to the office and ask whether there will be any workshops

for parents about college during the school year and what those workshops will be. They should fill out the Parent Workshop worksheet and report back to their class.

Follow-Up:

- *For Spanish speaking students, point them to the College Board materials in Spanish for parents. <https://padres.collegeboard.org/>*
- *For more information, encourage students and their teenage children to look at the BPS guide on [College and Career Readiness](#). It is in both English and Spanish.*
- *Find an immigrant parent who has a child who has gone to college. Invite them to the class to speak about how they helped their child go to college.*
- *Take the class to visit a local college. Arrange to be in an information session and tour just like the ones prospective students take when they visit. Reinforce the idea that 11th graders should start visiting colleges in the spring and summer so they can begin to figure out what kind of school they want to go to.*
- *The textbook series [Future: English for Results](#), has lessons in both Book 3 and Book 4 which focus on conversations between a parent and a guidance counselor. Both are in the School Days unit.*

Handout A: Tips for Parents on Helping Your Children Go to College (Intermediate level)

- 1. Talk to your child early and often about college.*
- 2. At each stage, elementary, middle, and high school, choose the best schools you can find.*
- 3. Always permit and encourage your child to participate in enrichment activities in school, in the community, and during the summer.*
- 4. As soon as your child starts high school, make an appointment for you and your child to meet with a guidance counselor. Ask the guidance counselor what your child needs to do in 9th grade to begin preparing for college. Ask the guidance counselor what help the school will offer your child. Tell the guidance counselor that you want your child to go to college when s/he graduates.*
- 5. Encourage your child to participate in all college related activities at his or her high school. These will include college visits and college fairs. Try to participate as well if you can.*
- 6. Attend any meetings or workshops the high school offers to parents about college.*
- 7. For more information and help, visit the College Planning Center at the Copley Square Library (basement level, Johnson Building). You and your child can meet with a college counselor to get information about applying to colleges. All services are free and offered in different languages. You do not need an appointment.*

Handout A alternative: Tips for Parents on Helping Your Children Go to College (Beginner level)

1. *Talk to your child a lot about college.*
2. *Always choose the best schools you can.*
3. *Always let your child participate in extra activities (school, community).*
4. *When your child begins high school, make an appointment with the guidance counselor.*
5. *Tell your child to participate in all college activities in the high school:*
 - college fairs
 - college visits
6. *Attend parent meetings about college.*
7. *For more information, visit the College Planning Center at the Copley Square Library.*

Handout B: Cloze Writing: Setting up a Meeting

with the Guidance Department

Your child just started high school. You want to know what resources are available to help your child get into college. Write a note to the guidance department asking for a meeting.

Directions: Complete the two notes. Fill in the blanks with the missing words.

meeting please freshman discuss I would

Dear Ms. O'Reilly,

My son Jonathan Ortiz is a _____ at East Boston High School.

_____ like to set up a _____ with you and Jonathan to

_____ what college services you offer. _____ call

me

at 617 778 9391. Thank you.

_____ ,

Maria Ortiz

**to go meet make sure courses 9th
let me know four-year convenient after**

Dear Mr. Johnson,

My daughter Bria wants _____ to a _____ college. She is now in _____ grade. We want to _____ that she takes the right _____ for

college. Could we _____ with you before or _____ school? Please

_____ what day would be _____ for you.

Sincerely, Halil Agora

Handout C: Calling the Guidance Department

Directions: Read the following phone dialogue with a partner. Switch roles several times to practice.

Parent (calls school main number): Hello. This is Leslie Lopes. My son Jose is in 11th grade. I would like to talk to someone in the guidance department for some information.

School Secretary: Hi Mrs. Lopes. I will connect you to the guidance department.

Parent: Hi, my name is Leslie Lopes. My son Jose Fernandez is in 11th grade. I wanted to know if there will be any workshops for parents to explain about the college application process?

Guidance Counselor: Hi Mrs. Lopes. I'm so glad you called. We are planning to hold a workshop on the college application process on March 15th. It is for parents of 11th graders like you. I hope you will come.

Parent: Will I get a notice about the workshop?

Guidance Counselor: Your son's advisor will call you to give you the details. It will be posted on the school's website. And you will get a flyer about the meeting that your son will bring home.

Parent: Thank you so much.

Handout D: General Timeline for College Planning¹

9TH (FRESHMAN)	Meet with your guidance counselor and express interest in going to college. Make sure you are taking the right college courses.
10TH (SOPHMORE)	Take the practice SAT (PSAT). See if your high school offers any PSAT prep classes.
11TH (JUNIOR)	September/October: <i>Meet with your guidance counselor to discuss the college process.</i> January, May or June: <i>Take the SAT or ACT</i> May: Ask two teachers with whom you have a good relationship to write you a college letter of recommendation. Ask your guidance counselor to write you a letter of recommendation. May: Take Advanced Placement (AP) exams if you have been taking AP courses. Spring: Take the SAT II if necessary. On-going: Visit colleges; attend college fairs, if possible with parents. Summer: begin writing your college essay
12TH (SENIOR)	Fall: <i>Take the SAT or ACT a second time. Colleges will take your best scores.</i> September: meet with your college counselor to go over all the application steps. Discuss your college essay and where you can get help with it. September: Check application requirements for colleges of interest. Each application costs money. Ask about fee waivers. On-going: Research and apply for scholarships. (Never assume a school is too expensive to attend). November: Submit early action/early decision applications On-going: check if colleges have received all your documentation. December: receive responses from early action/early decision schools. January: File FAFSA with your parent or guardian. You and your parent may need help with this form. March/April: receive admission decisions. This will include the financial aid package the college will offer you. May: Students must accept only one college and parents must make a tuition deposit.

¹ Adapted from Dream, Believe, Succeed! A College Planning Handbook for English Language Learners and their Families, New York Department of Education.

Handout E: Parent Workshop Research Homework

My name: _____

My child's grade _____ Name of child's school _____

Directions: *Your assignment is to find out if your child's school offers any workshops for parents about college. You can go to the school, call the school, email or text the guidance department. List all workshops that will happen for parents about college during this school year.*

Title of Workshop	Date (or month)

Do you think that is enough information for parents? Yes or No

Why? _____

ACTIVITY #4: WHAT ARE ALL THESE TESTS?

(Can be used/adapted for use with beginning level students)

Note to Teacher: *This activity is designed to happen over two English class periods. At the end of the first class, you introduce the activity and assign family homework. The activity then continues in the next class as students share what they learned from the high school students in their households about the standardized tests they are taking. **Note that as of 2023 many colleges are eliminating the SAT/ACT requirement and have become test optional.***

Rationale:

Standardized test scores continue to be a significant part of what many colleges consider in an application. Professional parents often go to great lengths to help their children improve their test scores, including paying for expensive SAT Prep classes and individual tutoring. The parents of English Language Learners are usually unfamiliar with these tests and with their significance. Here students are encouraged to talk with their children about these tests and to gain some familiarity with them.

Student Objectives:

- *Students will gain general knowledge about college related standardized tests.*
- *Students will understand that if their children want to go to a four-year college, they may be required to take the SAT's/ACT's.*

Materials:

- *Handout: Family Homework: Tests High School Students Take*
- *Handout: What Are All These Tests (English and Spanish)*

Activity Outline:

1. *Explain objectives.*
2. *Write the following test acronyms on the board, explaining that these are tests high school students take as part of the college application process. Go over how you pronounce each one. Have students repeat after you several times so that they recognize the test names when they hear them referred to.*

PSAT
SAT
ACT
SAT II
AP
TOEFL

Ask students: Have you ever heard of any of these tests? What do you know about them? Explain that most four-year colleges require students to take some of these standardized tests. The better students score on these tests, the more choice they will have about what colleges they can apply to.

3. *Distribute the Handout: Family Homework: Tests High School Students Take. Tell students their homework is to go over this list with their high school age children. Have their children explain to them what they know about any of these tests. With their children, fill in what information they can about the tests. Explain you will come back to this activity in the next class.*
4. *The next class, ask for a show of hands: Did your child know anything about these tests? Divide students into pairs or groups of three to share what they learned.*
5. *With intermediate students or a mixed level class, distribute the Handout: What Are All These Tests? You can copy it double sided English and Spanish. Allow Spanish speaking students to read the information first in Spanish, as the goal here is for students to understand as much as possible about the tests. Here are some additional points to stress as you review the handout.*
 - *Students need to **prepare and study for these tests**, either through tutors, special classes, on-line prep courses, books you can buy with sample tests.*
 - *Students should take PSAT's for practice in 10th grade.*
 - *Students should talk to their guidance counselor about whether to take the SAT or ACT or neither.*
 - *Fees are charged for each test. The fees listed on the handout are probably higher now. Fee waivers are often available.*
 - *Students can take the SAT's and ACT's more than once to try to get higher scores.*
 - *In MA, community colleges (2 year) do not require SATs or ACTs. All four year colleges in MA do require the SAT or ACT.*
 - *Students take AP tests only if they have taken an AP class. They take it at the end of the course.*

Encourage them to call the guidance department at their children's school and ask if there are any upcoming parent workshops related to college. They can use Handout C: Calling the Guidance Department from Activity #3 as a reference for how to make this call. If they did the Parent Workshop Research in the previous activity, have them consult their worksheets.

Handout: Family Homework-Tests High School Students Take

Directions: Look over this list of test names with your high school children. Ask them to explain to you anything they know about these tests. Write down whatever you learn. You can do this in English or in your first language.

TESTS HIGH SCHOOL STUDENTS TAKE WHEN THEY APPLY TO COLLEGE

TEST NAME	DESCRIPTION
PSAT	
SAT	
ACT	
SAT II	
AP-Advanced Placement	

What Are All These Tests?

Junior year is the year that many students start taking the various standardized tests for admission to college. Here are the major tests required or recommended for college admission. (Costs subject to change.)

PSAT – Preliminary Scholastic Aptitude Test

What Is It? A shorter version of the SAT I.

Why Take It? It's good practice for the SAT I, and may enable you to qualify for several scholarships, including the National Merit Scholarship, the National Achievement Scholarship (for African-American students), and the National Hispanic Scholar Awards.

When to Take It: The PSAT is offered in October. You can take it in 10th grade for practice, and in 11th grade to qualify for scholarships.

Fee: \$11.00

SAT I – Scholastic Aptitude Test

What Is It? A three-hour and 45 minute test of your critical reading, writing and math skills. College admissions committees consider these scores when they evaluate your application.

Why Take It? Many colleges require it. Your SAT I score helps admissions officers compare your high school transcripts and courses to those of other students.

When to Take It: The SAT I is offered from October to January and in March, May, and June. You may take it in 11th or 12th grade (or both).

Fee: \$41.50

ACT – ACT Assessment

What Is It? A test to assess your general educational development and ability to complete college-level work, covering four skill areas: English, mathematics, reading, and science reasoning. The writing test, which is optional, measures skill, planning and writing a short essay.

Why Take It? In some regions of the U.S. (especially the Midwestern states), the ACT is required instead of the SAT I for college admission.

When to Take It: The ACT is offered in October, December, February, April, & June (and in September in some states). You may take it in 11th or 12th grade (or both).

Fee: \$28.00

Optional Writing test: \$14.00

SAT II – Scholastic Aptitude Subject Tests

What Is It? One-hour, primarily multiple-choice tests that measure your knowledge or skills in a particular subject.

Why Take It? Many colleges require or recommend subject tests for admission, course placement, or both.

When to Take It: Students can take up to three SAT II tests on a single test date. It's best to take a subject test right after you complete a course in that subject. Tests are offered from October to January and in May and June (different subjects are offered on different dates).

Fee: Fees range from \$8.00 to \$18.00 depending on the test, plus a \$17.00 basic registration fee.

AP – Advanced Placement Tests

What Is It? A test to measure your mastery of skills and course materials in Advanced Placement (AP) courses – high school courses taught on the level of a college course.

Why Take It? An AP course helps prepare you for college courses. At some colleges, a good AP score can provide you with college credit or immediate placement into a higher level (rather than entry-level) college course.

When to Take It: AP exams are offered in May of the year you take the AP course.

Fee: \$82.00 per test

TOEFL – Test of English as a Foreign Language

What Is It? A test that evaluates your English proficiency if your native language is not English.

Why Take It? It is required for many students whose native language is not English and who plan to study at colleges and universities in the United States and Canada.

When to Take It: The TOEFL exam is administered in August, October, January and May. It's best to take the TOEFL exam before you apply to college.

Fee: \$130.00

From the Teri Access Guide "Get Ready for College"

¿Qué son todos esos exámenes?

El anteúltimo año de la escuela secundaria es el año en que comienzas a rendir exámenes estandarizados para ser admitido a una universidad. Los siguientes son los exámenes principales que se requieren o recomiendan para la admisión a la universidad.

PSAT-Preliminary Scholastic Aptitude Test (Examen preliminar de aptitud escolar) ¿Qué es? Una versión más corta del SAT I. ¿Por qué darlo? Es buena práctica para el SAT I y te puede calificar para varias becas, inclusive la "National Merit Scholarship" (beca nacional de mérito), la "National Achievement Scholarship" (beca nacional de logros para estudiantes de ascendencia africana) y los "National Hispanic Scholar Awards" (premios nacionales para estudiantes hispanos). ¿Cuándo se debe rendir? El PSAT se rinde en octubre. Lo puedes dar en el 10° grado para practicar y luego en el 11° grado para calificar para las becas. Costo: \$10.50*	SAT I-Scholastic Aptitude Test (Examen de aptitud escolar) ¿Qué es? Un examen de tres horas sobre capacidades verbales y matemáticas. Los comités de admisión universitaria toman en cuenta estos puntajes al evaluar solicitudes. ¿Por qué darlo? Muchas universidades lo exigen. Tu puntaje en el SAT I ayuda al oficial de admisión a comparar tu récord académico con los de otros estudiantes. ¿Cuándo se debe rendir? El SAT I se ofrece de octubre a enero y en marzo, mayo y junio. Puedes darlo en el 11° o 12° grado, o en ambos. Costo: \$28.50*
ACT-ACT Assessment ¿Qué es? Un examen para evaluar tu desarrollo educativo general y tu capacidad de cumplir trabajo de nivel universitario en cuatro áreas: inglés, matemática, lectura y razonamiento científico. ¿Por qué rendirlo? En algunas regiones de los Estados Unidos (especialmente en la parte central) se exige el ACT en vez del SAT I para ser admitido a una universidad. ¿Cuándo se debe rendir? El ACT se rinde en octubre, diciembre, febrero, abril y junio (y en setiembre en algunos estados). Puedes darlo en el 11° o 12° grado o en ambos. Costo: \$26.00*	SAT II-Scholastic Aptitude Subject Tests ¿Qué son? Exámenes de una hora, esencialmente "multiple choice", que miden tu conocimiento o capacidad en una materia específica. ¿Por qué rendirlos? Muchas universidades exigen o recomiendan estos exámenes para admisión, para colocar al estudiante en cierto nivel de materias o para las dos cosas. ¿Cuándo se deben rendir? Se pueden dar hasta tres de los SAT II en una misma fecha. Es mejor dar el examen sobre una materia inmediatamente después de terminar la clase de esa materia. Estos exámenes se ofrecen de octubre a enero y en mayo y junio (diferentes materias se rinden en diferentes fechas). Costo: Los costos varían entre \$8.00 y \$16.00 según el examen, además de una tarifa básica de \$16.00 para la inscripción.*
AP-Advanced Placement Tests ¿Qué son? Exámenes para medir tu capacidad y dominio del material de clases de "Advanced Placement", (colocación avanzada), o "AP". Estas son clases de nivel universitario que se enseñan en la escuela secundaria. ¿Por qué rendirlos? Una clase AP te ayuda a prepararte para clases universitarias. Algunas universidades te dan crédito universitario por tener un buen puntaje en un AP, o te colocan de entrada en un nivel de clase superior al de principiante. ¿Cuándo se deben rendir? Los exámenes AP se rinden en mayo del año en que tomas la clase de AP. Costo: \$82.00 por examen*	TOEFL-Test of English as a Foreign Language (Examen de inglés como idioma extranjero) ¿Qué es? Un examen que evalúa la capacidad de desempeño en inglés de estudiantes cuya primera lengua no es inglés. ¿Por qué rendirlo? Es un requisito para muchos estudiantes cuya primera lengua no es inglés y que piensan estudiar en una universidad estadounidense o canadiense. ¿Cuándo se debe rendir? El examen TOEFL se rinde en agosto, octubre, enero y mayo. Es mejor dar el TOEFL antes de solicitar admisión a la universidad. Costo: \$130.00*

ACTIVITY #5: COLLEGE RELATED CASE STUDIES

Rationale:

Case studies are an effective way for students to incorporate new information they have learned about a topic—in this case college-- with their own ideas about being a parent and being a teenager.

Objectives:

- *Students will show they can read and interpret stories about college.*
- *Students will use information learned about college from the previous activities to come up with advice for other parents.*
- *Students will get practice expressing their opinions in English.*

Materials:

- *Handout: Case Studies About College*

Activity Outline:

1. **Opening discussion question:** *What are some problems that might come up connected to going to college. For the teenagers? For the parents?*
1. *Distribute handout: Case Studies about College. Read them aloud together, making sure students understand each case study.*
2. *Divide students into small groups to discuss and come up with some consensus of opinion with each case study. Appoint a group facilitator and a note taker who will report back the group's ideas. Allow ample time for the discussions and circulate. Alternatively, if time is short, assign one case study per group to read and discuss and report back on.*
3. *While students are discussing the case studies, make some kind of chart on the board for recording their answers. That way as you record each group's advice, the other groups can better see whether their solutions are the same or different.*
4. *Have each group report back on their discussion. Stress that there are no right or wrong answers, but encourage debate if there are differences of opinion.*

Handout: Case Studies About College

Case Study #1: No Money for College

Ximena was a sophomore and a very good student. She got good grades and had a high GPA. When she took the PSAT's for the first time, she got a good score. She planned on going to a four-year college. But one day her father said to her, "You need to think about working instead of going to college. On my salary as an assistant manager at MacDonald's, I will never be able to save enough money to pay for college."

Do you agree with this father?

What might you say to the father?

What would you say to Ximena?

Case Study #2: Poor Grades and College

Luis was a junior in high school. He said he wanted to go to college when he graduated. But his grades for the first half of the year were all C's and D's. All he wanted to do after school was play basketball with his friends. Luis's mother didn't know much about college, but she thought probably you need to get good grades. Luis told his mother that grades didn't matter. But she wasn't sure if he was right.

What should Luis's mother do?

What should she say to Luis?

Case Study #3: Where to Live

Gloria was a senior at Boston International High School. She had been accepted into two colleges—Framingham State University and Salem State University. She liked both schools and was trying to decide between them. The financial aid was the same. She was excited about living in the dorms and having more independence away from her large family. However, her parents wanted her to go to either Roxbury Community College or Bunker Hill College and live at home. That is what her older brother did. They said after two years, she could transfer and live at college for her junior and senior years. This is not what Gloria wanted.

Which do you think would be better for Gloria?

Do you think the parents are making the right decision?

What would you do?

ACTIVITY #6: WHAT QUESTIONS REMAIN?

Rationale:

Throughout this unit, we have stressed the importance of immigrant parents and their high schoolers fully utilizing the services of the guidance department. Students have gained an overview of college structure and the application process, and they have practiced calling and setting up meetings with their child's guidance counselor. Here they compile questions that remain at the end of this unit and are encouraged to set up an appointment to get those questions answered.

Objectives:

- *Students will formulate five questions they still have about the college application process.*
- *Students will practice forming questions in English.*

Materials:

- *Handout: What Questions Do I Still Have About Applying to College?*

Activity Outline:

1. *Opening discussion question: So what are two things you have learned about college? Have students write down their thoughts on index cards and then share with the group.*
2. *Explain that in this final activity, students with high school age children will focus on questions they still have about the college application process. In class, they will write the questions, and then they should set up a meeting or with their child's guidance counselor or advisor.*
3. *Distribute handout: What Questions Do I Still Have About Applying to College? If students have practiced forming questions in English, this would be a good time to review the grammatical structure. In either case, assure students that they should just focus on what questions they have and that you will circulate to help them rewrite the questions correctly. Students may want to work or compare notes with their classmates.*
4. *When students have gotten a corrected first draft of their questions done, give them a clean copy of the handout and have them copy over the questions.*
5. *Ask students to read their five questions to the class.*
6. *Suggest they save these questions and set up a meeting with the guidance department to get the answers to their questions.*

Handout: What Questions Do I Still Have About Applying to College?

Write five questions that you want to ask your child's guidance counselor about the college application process.

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- _____

- _____

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