



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum

Supporting Children's Learning: Unit 10 *Going to College*

Activities:

- #1: College 101: A Basic Overview (b)
- #2: Learning about Colleges (b)
- #3: It Is Never Too Early to Talk to Your Kids About College (b)
- #4: How Can Parents Help? (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
or visit us online at www.englishfornewbostonians.org

ACTIVITY #1: COLLEGE 101: A BASIC OVERVIEW

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

Note to teachers: If some of your students have children in middle and high school, see also the College unit in the [ESOL for Parents and Caregivers Curriculum: A Companion Guide for Parents of Students in Grades 7-12](#). It too is posted on the English for New Bostonians website. In this Companion Guide unit, Activity #3 has additional materials and Activities #4, #5 and #6 are new and specifically designed for parents of older students.

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 do not have documents 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. Activity #3: It is never too early to talk to your kids about college is based on this premise. 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, get an associates 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 what schools 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. 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:

- See what college information for students is available on the BPS website.
- 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 extra curricular 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](#)

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 begin to 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 to 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 five (5) questions. You will practice writing the questions in English. However, if the person you interview speaks the same first language as you, you can do the interview in that language.

1. _____

2. _____

3. _____

4. _____

5. _____

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: IT IS NEVER TOO EARLY TO TALK TO YOUR KIDS ABOUT COLLEGE

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

Rationale:

It is never too early to start talking about college with one's children. It helps the children internalize the expectation that they will go to college. Studies have shown that American children from professional families know about college by the time they start kindergarten because it has come up naturally in family conversations and activities. Here students are shown ways to incorporate college talk into their routines with their children, especially when their children say what they want to be when they grow up.

Student Objectives:

- Students will begin talking about college with their young children.
- Students will be able to extract meaning from a poem.
- Students will implement at least one of the tips from "Get Your Child Ready for College"

Materials:

- Handout: Growing Up (poem)
- Handout: Tip Sheet: Get Your Young Child Ready for College
- Handout: Tip Sheet: Get Your Young Child Ready for College (for beginning level students)

Activity Outline:

1. Explain objectives.
2. Opening discussion question: *In the last month, have you used the word 'college' when talking to your child?* If any students answer "Yes," have them share the context. Remind students of the True/False statement the class discussed in the previous activity about when parents should start talking to their children about college. Ask students to brainstorm reasons why it is important to talk to your children about school when they are young.
3. Distribute the poem "Growing Up." Read it aloud together, clarifying vocabulary. Let Spanish speaking students clarify Spanish words for their non-Spanish speaking classmates. Have students read the poem in pairs several times through, switching who reads the questions of the child and the answers of the mother. Ask students to think of adjectives which describe the mother's attitude towards the child in the

poem. List these adjectives on the board. Summarize: *What was the mother's attitude toward her child?*

4. Have each student share something their child has said about what s/he wants to be when grown up. Write the profession on the board and then with the help of the class, fill in briefly what kind of higher education it will take for the child to realize that dream. For example, if a child wants to be a teacher, write on the board:

Teacher

4 years of college

Take courses in the subjects you would like to teach

1-2 years of graduate school to get a Masters in education

This will give students information they may lack and will want to have when they talk with their children for homework.

- Distribute Handout: Tip Sheet: Get Your Young Child Ready for College. Have students guess what phrase "College Talk" means. Read it together, slowly, pausing to define terms and asking for personal examples and connections. When finished, ask students to check any of the tips they have already done. Share those. Then ask them to circle a tip they plan to implement and share their choices with the class. Give them index cards on which to write down their choice. Suggest they take their card home and post it on the refrigerator.
- Family Homework: Parents should ask their children what they want to be when they grow up. Tell them to be supportive of their children's dreams like the mother in the poem "Growing Up." Then parents should talk to their children about how they will have to go to college to do those jobs. Ask them to report back the next class about their conversations.

Follow-Up:

- Take a class field trip to a local college. Try to arrange for a tour. After the visit, encourage parents to return with their children to view the campus.
- Check back with the class a week after doing the Going to College unit. Ask students to share any "college talk" they have had with their children.
- If any students in the class have older children who have gone to college, invite them to the class to speak about their experience.

Handout: Growing Up

When I grow up
I want to be a doctor.

*M'ija, you will patch scraped knees
and wipe away children's tears.*

But what if I become an architect?

*M'ija, you will build beautiful houses
where children will sing and play.*

And what if I become a teacher?

*M'ija, you will teach
your students to read every day.*

But what if I become a famous chef?

*M'ija, your arroz con pollo
will be eaten with gozo.*

And Mami, what if I want to be like you someday?

M'ija, why do you want to be like me?

Oh Mami, because you care for people, our house is built on love,
you are wise, and your spicy stew tastes delicious.

By Liz Ann Báez Aguilar
From the poetry collection Love to Mamá, edited by Pat Mora.

Handout: Tip Sheet: GET YOUR YOUNG CHILD READY FOR COLLEGE

Adapted from the Florida Parent Information and Resource Center

Get a preschool or kindergarten student ready for college? Isn't that much too early to think about college? It will be years before my child goes to college.

1. It is never too early to start “college talk” with your children. If your children understand from a young age that you have high goals for them, then they will believe those goals are possible. If you went to college yourself, tell your children about what you studied and your college experiences. If you didn't go to college, you can explain why not and share the college dreams you have for them.
2. Drop college talk into the conversation. For example: “When you go to college, maybe you will study about animals because you are so interested in them.”
3. Anytime you are near a college in your area, you will see lots of young college students. Point them out to your children and say, “One day, you'll be studying in college just like that young woman.”
4. Tell your children about all the interesting jobs they can have if they go to college. Perhaps one child would like to be an astronaut, another veterinarian, or a nurse, or basketball coach. Your child will have to go to college to do those jobs.
5. Start a college savings account for your child. Even if you don't have much extra money, just put a few dollars each week or each month into the account. Be sure to tell your children that you are saving for college for them. Your child will realize what an important goal it is if you are saving money for it every week.
6. Focus on each child's interests. If one loves to draw, perhaps one day that child will be an artist or art teacher. If another loves to build with blocks, perhaps one day that child will be an architect. Of course, children's interests are constantly changing. Don't make them decide on one career when they are young. But have them keep the goal of college in their minds as they grow up.
7. Visit a college campus. Most have buildings you can visit and information tours you can take. Look into a college library. Point out to your children how cool all the college students look.
8. Be a great example for your child. Take a class yourself (Yoga? English? Nutrition?) and talk to your child about the class. It is important to keep learning even when you are an adult. Your child will understand how much you value learning. We call this **lifelong learning**.

Handout: Tip Sheet: GET YOUR YOUNG CHILD READY FOR COLLEGE

Alternative for Beginning Level Students

Adapted from the Florida Parent Information and Resource Center

Get a preschool or kindergarten student ready for college? Isn't that much too early to think about college? It will be years before my child goes to college.

1. It is never too early to talk about college with your children.
2. Add college into the conversation. For example: "When you go to college, you can study about animals. I know you are interested in them."
3. If you see college students, point them out to your children and say, "One day, you'll be in college just like that young woman."
4. Tell your children about all the interesting jobs they can have if they go to college.
5. Start a college savings account for your child.
6. Focus on each child's interests. Help them develop those interests.
7. Visit a college near where you live to look around.
8. Set an example for your child. Take a class yourself like English or cooking or yoga. Talk to your child about the class.

ACTIVITY #4: HOW CAN PARENTS HELP?

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

Rationale:

Students need to know what they can do to help their children in the college process. Particularly they should be encouraged to utilize as a family all services offered by the guidance department in their child's high school.

Student Objectives:

- Students will be able to name at two things they can do to help their children go to college.
- Student will understand the role of guidance counselors in high schools.

Materials:

- Handout A: [Tips for Parent on Helping Your Children Go to College](#)
- 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: [Calling the Guidance Department](#)
- BPS guide on [College and Career Readiness](#). It is in both English and [Spanish](#).
- YouTube Video: ["College. The Dream Begins Today."](#) This is a 6 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.

Activity Outline:

1. Explain objectives.
2. Group brainstorm: What are some of the things you have to do when you apply to college? Write student responses on board. Have group help you sequence them.
3. Go over briefly the steps in the college application process:
 - a. Research schools (on-line, college visits, college fairs)
 - b. Take SAT's
 - 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
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: Tips for Parents on Helping Your Children Go to College. Note that Tips 1-3 reference other units and activities in the curriculum. Tips 4-7 are new and specific to having a child in high school.
Tip #1: Talk to your child early and often about college. *See this Unit, Activity 3.*
Tip #2: At each stage, elementary, middle, and high school, choose the best schools you can find. *See Topic 1: Navigating BPS, Unit 5: Looking Beyond to Other Choices—Exam Schools, Pilot Schools, Charter Schools, Independent Schools, Advanced Work Classes.*
Tip #3: Always permit and encourage your child to participate in enrichment activities in school, in the community, and during the summer. *See Topic 3: Supporting Children’s Learning, Unit 6: Enrichment Programs.*
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.
7. Distribute Handout C: Calling the Guidance Department. Ask for a student volunteer to read the dialogue with you and then have students pair up and practice it.
8. Show students how to access the BPS guide on College and Career Readiness, in both the English and Spanish versions. Allow students time to browse through the different sections. Suggest they read it at home with high school age children.
9. If the majority of the class is Spanish speaking, view together the YouTube video “College, The Dream Begins Today.” Alternately, recommend to Spanish speakers that they watch the video at home and show them how to find it on YouTube.

Follow-Up:

- 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.
- With an intermediate or advanced level class, assign different students small sections from the BPS guide on College and Career Readiness to read and explain to a partner or to the group. Or have students scan the Table of Contents and name the section they are most interested in reading independently.

- The textbook series Future: English for Results, Book 3, has two lessons on helping children continue their education. They are in Unit III, School Days, lessons 9 and 10, pages 60-64. The lessons focus on conversations between a parent and a guidance counselor and build speaking/listening skills and work on the grammar of “should” and “have to”. In Book 4, pages 166-167, there is a speaking/listening exercise focusing on a parent talking to a guidance counselor. The audio disc that goes with the textbook will be needed.

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 can do to begin preparing for college. Ask the guidance counselor what help the school will offer your child. Ask whether the school has advisors to help students find funds for college.
5. Encourage your child to participate in all college related activities at their high school. These will include college visits and college fairs.
6. **College Planning Center** at the Copley Square Library. 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. The office is open Monday through Saturday. Call 617 536 0200 for information about other branch libraries which also have College Planning Centers on specific days and times.
7. With your older child, browse through the [BPS Guide on College and Career Readiness](#). This guide, available in English and Spanish, will help you and your child understand much more about college.

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 free College Planning Centers at many different Boston public libraries. www.asa.org/plan

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 want to know if there are any workshops for parents to explain more 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 yourself. 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. And you will get a flyer about the meeting that your son will bring home.

Parent: Thank you so much.