

College Is In My Future

Table of Contents

6th grade

Day 1

- Pre-Curriculum Survey (classroom set attached)
- How To Put College In My Future
- See Yourself - and See How to Put College In Your Future

Day 2

- Who Helps You?
- Who Causes You Difficulties?

Day 3

- Career Inventory
- Discovering Career Clusters
- Where Can You Learn Job-Related Skills?
- Jobs You Can Get – Type of School

Day 4

- College Success Factors
- S.L.A.N.T.
- How Well Are You Managing Your Time?
- Organizing Your Workplace At Home
- Study Tips

Day 5

- Career Pyramid
- Exit Survey (classroom set attached)
- Certificate of Completion (classroom set attached)

See yourself – and see how to put college in your future

Teacher Instructions

Materials: **Pre-Curriculum Surveys** - one for each student (attached class set)
 How to put college in your future - activity (page 4-5) in workbook
 See yourself - activity answer page (page 6-7) in workbook

Goals: Students will understand the goals and attitudes that they will need in middle and high school, in order to make college a future reality.
 Students will understand the concepts of long-term goals and short-term goals, and the relationship between goal setting and actualizing their plans for the future. Students will be motivated to learn more.

Time: 10 minutes - Survey
 30 - 35 minutes - lesson

Instructions:

Survey:

1. Ask students to think about what they would like to learn from the **College Is In My Future** curriculum. Ask for volunteers to tell something they would like to learn to the class. Write the students' contributions on the board. Pass out the **Pre-Curriculum Surveys**, and point out to the students that they need not write their name on the survey. Tell them that all of the questions are important, and that there are no wrong answers. The information they give us will help us improve the program. When students have finished (about 5 minutes), collect the surveys. Please clip or band them together, and return them to your school's Curriculum Coordinator.

Lesson:

2. Ask the students to take a moment to visualize their dreams and goals for going to college after high school, then have them individually complete the **How to put college in your future** - activity page. Tell the students to place a check in the box next to each statement that you agree with and circle the letter in statement #1 for the type of college you plan to attend.
3. Give students about 5 minutes to complete the activity. Tell them to read the **See yourself – and see your future** answer page when they are finished.
4. Ask a few students to share which statement they thought was the most important for helping to attain the goal of college, and why they think so. Tell them that all of these factors are important, and that there are no wrong answers.
5. Ask the students which of the statements they think are long-term goals, and which are short-term goals. Explain that long-term goals describe a vision of the future, and short-term goals are steps along the way. Explain to the students that in order to make their dreams come true, they must set long-term goals and short-term goals.
6. Discuss each point separately, requesting student input. Ask students to make notes next to each item they want to know more about. At the completion of the **College is in My Future** curriculum, you will come back to this page to be sure that their questions have been answered.

College is in My Future

Educational Partnership Center, University of California, Santa Cruz
PRE-Curriculum Survey 2002-03

This survey asks for your ideas and thoughts about going to college. The information you give us will help us improve the program. **There are no right or wrong answers. Please give us your honest opinions.**

Grade: _____

I am: Female____ Male____

Name of your teacher: _____ School: _____

1. I have talked with these people about college. (circle all that apply):
 - a. Teachers
 - b. My parents or legal guardians
 - c. School counselors
 - d. A college student
 - e. Other: please tell us who _____
 - f. No one
2. I am aware of the following schools that I can attend after high school. (circle all that you know about)
 - a. Trade school
 - b. Junior or community college
 - c. Four-year college or university
 - d. Graduate or professional school
3. The highest educational degree I plan to get is (circle only one):
 - a. Less than high school
 - b. High school diploma only
 - c. Training certificate
 - d. Associate degree (A.A.)
 - e. Bachelor's degree (B.A.)
 - f. Master's degree (M.A.)
 - g. Doctoral degree (Ph.D.)
4. I will be able to afford to attend a 4-year public college or university. (circle one):
 - a. Definitely
 - b. Probably
 - c. Not Sure
 - d. Doubt It
 - e. Definitely Not
5. I would like to learn more about attending college. (circle one):
 - a. Yes
 - b. No

Who helps you?

Teacher Instructions

Materials: **Who Helps You?** - activity (page 8-9) in workbook
 Who Helps You? - overhead transparency

Goals: Students will be able to recognize that certain family members and friends can serve as good leaders and set good examples.
 Students will be encouraged and allowed to think about who in their lives serve as resources.

Subgoal: To provide a safe environment that allows each student to express his/her opinions.

Time: 20 - 25 minutes

Instructions:

1. Begin the lesson by telling the students that you want them to think about which people in their lives have a positive influence on them by helping them with specific things such as with their schoolwork or encouraging them to have a positive attitude and outlook.
2. Remind the students that whatever information they provide is confidential and will not be shared with other people (e.g. parents, teachers, peers). They do not have to write specific names. Relationships will do (such as friends, brother, or cousin).
3. Read each question to the students and provide some examples if necessary.
4. Point out to the students that question 9 asks the student to identify who they help. Have the students indicate who they help and what they help each person with (e.g. "I help my younger brother with his schoolwork").
5. After the students finish filling out the worksheet, go through each question individually and ask for volunteers to provide example answers to the class. Remind the students that it is OK not to identify anyone specifically.

Who helps you?

(mom or dad, coach, teacher, friend, myself)

1. Who helps you think about what you want to do in the future?

2. Who helps you with your school work, especially math?

3. Who helps you to be a good (respectful, productive, hardworking) person?

4. Who helps you stay in school?

5. Who helps you with your problems?

6. Who helps you feel positive about yourself?

7. Who helps you think about going to college?

8. Who do you help with any of the things mentioned above?

¿De quién recibes ayuda?

(mamá o papá, entrenador, maestro, amigo, de mí mismo)

1. ¿Quién te ayuda a pensar acerca de los que quieres hacer en el futuro?

2. ¿Quién te ayuda a hacer tus tareas, especialmente las de matemáticas?

3. ¿Quién te ayuda a ser una buena persona (respetuoso, productivo, trabajador)?

4. ¿Quién te ayuda a seguir en la escuela?

5. ¿Quién te ayuda cuando tienes problemas?

6. ¿Quién te ayuda a sentirte bien contigo mismo?

7. ¿Quién te ayuda a pensar en asistir a la universidad?

8. ¿A quién le ayudas tú con cualquiera de los temas mencionados en las preguntas anteriores?

Who causes you difficulties?

(Mom or dad, coach, teacher, cousin, friend, myself)

1. Who makes it difficult for you to think about your future plans?

2. Who makes it difficult for you to succeed at school?

3. Who causes you difficulty getting your schoolwork done, especially math?

4. Who causes you difficulties with being a respectful, productive, and hardworking person?

5. Who causes you difficulties with staying in school?

6. Who causes you difficulties with your problems?

7. What makes it difficult to feel good about yourself?

8. Who causes you difficulties when you think about going to college?

9. Who do you causes difficulties with any of the things mentioned above?

Who causes you difficulties?

Teacher Instructions

Materials: **Who Causes You Difficulties?** - activity (page 10-11) in workbook
 Who Causes You Difficulties? - overhead transparency

Goal: Students will be able to recognize which people in their lives create challenges to achieving their goals by causing them difficulties.

Subgoal: To provide a safe environment that allows each student to express his/her opinions.

Time: 20 - 25 minutes

Instructions:

1. Begin the lesson by telling the students that you want them to think about which people in their lives make it difficult for them to accomplish certain things, such as feeling good about themselves.
2. Remind the students that whatever information they provide is confidential and will not be shared with other people (e.g. parents, teachers, peers). They do not have to write specific names, relationships will do (such as: friends, brother, cousin).
3. Read each question to the students and provide some examples if necessary.
4. Point out to the students that question 9 is different from the previous questions in that it is asking the student to identify when they cause difficulties for someone else. For question 9, have students identify who they cause difficulties for, and to provide examples (e.g. "I make it difficult for my friend John to feel good about himself because I call him names sometimes").
5. After the students finish filling out the worksheet, go through each question individually and ask for volunteers to offer their answers to the class. Remind the students that it is OK not to identify anyone specifically.
6. Conclude with a discussion about how the people around us influence our lives. For example: Ask students if they think it is easier to get their homework finished if they study with their friends, or if their friends would rather play or watch TV. Do they think it will be easier to go to college if their friends also want to go, or not? Point out that while family and friends may help or hinder, it is up to each person to make their own choices to stay on track in school.

¿Quién te causa problemas?

(mamá o papá, entrenador, maestro, primo, amigo, yo mismo)

1. ¿Quién te causa problemas para pensar acerca tus planes para el futuro?

2. ¿Quién dificulta tu progreso en la escuela?

3. ¿Quién te causa problemas para hacer tus tareas escolares, especialmente las de matemáticas?

4. ¿Quién te causa problemas para ser una persona respetuosa, productiva, y trabajadora?

5. ¿Quién te causa problemas para continuar yendo a la escuela?

6. ¿Quién hace que tus problemas se hagan más difíciles y los empeora, en vez de mejorarlos?

7. ¿Quién hace difícil que te sientas bien acerca de ti mismo?

8. ¿Quién te causa problemas cuando piensas en asistir a la universidad?

9. ¿A quién le causas tú problemas con cualquiera de los temas mencionados en las preguntas anteriores?

Materials: Career Inventory - activity (page 12-13) in workbook

Goals: To encourage students to assess their own strengths and weaknesses.
To stimulate students to think about how their personality and innate talents relate to their academic and career goals.

Time: 20 - 25 minutes

Instructions:

1. Begin the lesson by telling students about the topic; e.g. "Today we will explore who we are, what we do best, what we enjoy and what makes us uncomfortable, and how all this might relate to what we want to do in the future."
2. For items 1 through 12, ask students to think about how they spend their time at school and at home. What kinds of classes do they enjoy? Which classes are their least favorite? What are their favorite kinds of activities? Do they prefer quiet activities or noisy active games? What kind of jobs do they like to do at home? How do they spend their free time?
3. For items 13 through 20 ask them to think about their own personalities. Are they outgoing? Or a quiet thinker? When are they at their best? Remember, there are no right or wrong answers to these questions. Everyone is different.
4. Ask students to answer the questions at the bottom of the page, keeping in mind how their answers relate to how they have described themselves in the first section.
5. Tell students that, if they follow their own direction, their future career can be something they enjoy learning about and doing for a long time. Now turn to **Discovering Career Clusters**.

Materials: **Discovering Career Clusters** – activity (page 14-15) in workbook
 Where Can You Learn Job Related Skills? - map (page 16-17) in workbook
 Jobs You Can Get - Type of School - chart (page 18-19) in workbook

Goals: To stimulate students to think about how their personality and innate talents relate to their academic and career goals.
 Students will understand the relationship between preparation and career choices.

Time: 20 - 25 minutes

Instructions:

1. Tell the students that there are thousands of kinds of jobs in this country. This page lists just a few of them. The purpose of this activity is to discover how jobs are classified in broader categories called Career Clusters. Career Cluster names for this activity are at the bottom of the activity page.
2. Tell the students to read each group of job descriptions and to fill in the Cluster Name they feel describes it best. Allow about 10 minutes, and then ask for volunteers to read and name each group. Ask the students to volunteer how they think the jobs in each group are related.
3. Tell students that once they know which Career Clusters are most interesting to them, and which best match their personal talents, they can explore the Career Clusters further. New jobs are always being invented, many jobs lead to others, and some require more education than others. Now turn to the **Where You Can Learn Job Related Skills** map.
4. Explain to the students that some jobs need more skills than others, and that job-related skills are learned in many places. This map shows places where you can learn job-related skills and gives examples of jobs using specific skill sets.
5. Have students read the page, or divide the reading into small groups for sharing. Ask students to find schools or training on this page that list jobs in the clusters that interest them. How many choices do they have to train for jobs in a particular cluster? For example, On the Job Training lists Nursing Aide; Community and Junior Colleges list Emergency Medical Technician; Military Training lists Medical Records Technician; Vocational and Technical schools list Dental Assistant and Licensed Practical Nurse; and Graduate and Professional Schools list Doctor. Turn the page to **Jobs You Can Get**. This page lists the degrees or licenses earned at each type of school or training. Point out that it is possible to begin with one degree for one job in the cluster, and continue education and training to reach higher degrees, higher levels of responsibility, and higher salaries.

Materials: **College Success Factors** - illustration (page 20-21) in workbook
 College Success Factors - overhead transparency
 S.L.A.N.T. - (page 22-23) in workbook

Goals: Students will know and understand the nonmeasurable factors that contribute to their success in school and on the job.
 Students will know techniques for classroom success and understand why they work.

Time: 20 - 25 minutes

Instructions:

1. For this lesson, use the overhead transparency to guide students through the nonmeasurable items.
2. Remind students that in order to be successful in school and get into college, they need to work hard to achieve good grades and test scores. But this is not the whole picture. Point to the list of non-measurable items that contribute to academic success. Tell students that each of these items is dependent on their personal decisions, the choices they make every day. Go down the list, beginning with Study Habits. Ask all students to volunteer what choices they can make, or what they can do to be successful in each area. Define the terms if necessary.
3. Have students turn to the **S.L.A.N.T.** page in their workbook. Explain that **S.L.A.N.T.** stands for smart actions they can do to help them be successful in the classroom. Tell them that good students learn to use these techniques naturally. The ideas in **S.L.A.N.T.** are not a secret, and anyone can know and do these simple things. These techniques help many students to learn more and improve their grades!
4. Have students spend about 5 minutes reading the **S.L.A.N.T.** techniques. Then ask the students to count off by S, L, A, N, T. Tell the S's, L's, A's etc. form small groups. Give them 5 minutes to plan a short (about 2 minute) skit that demonstrates and explains their technique. Circulate among the groups of students while they are planning. Encourage and help them with suggestions if necessary. When all are prepared, ask each group to perform their skit for the class.

How well are you managing your time?

Give yourself a 3 for each **YES**, a 2 for each **SOMETIMES**, and 1 for each **NO**.

	YES	SOMETIMES	No
1. I have regular schedule for studying each day.	_____	_____	_____
2. I have a specific area or place I always use to study.	_____	_____	_____
3. When I study, I shut off the TV, avoid answering the phone and eliminate any other distractions.	_____	_____	_____
4. My social life is planned around my exam schedule and required papers.	_____	_____	_____
5. I post my assignments and exam schedule on a monthly calendar displayed on a bulletin board or in a planning diary.	_____	_____	_____
6. I start a paper - planning and researching – as soon as it is assigned rather than wait until right before it is due.	_____	_____	_____
7. I budget time to do extra reading in the subjects that interest me.	_____	_____	_____
8. I review my classroom notes nightly as well as before tests.	_____	_____	_____
9. I make the time for household chores and for fun each day.	_____	_____	_____
10. I spend at least 20 minutes a day talking to my parents or my siblings.	_____	_____	_____
Subtotals	_____	+	_____
Grand total	_____		

How well are you managing your time?

Teacher Instructions

Materials: **How well are you managing your time?** - activity (page 24-25) in workbook
 How well are you managing your time? - overhead transparency

Goal: Students will understand that being organized and managing their time will contribute to their success in school and on the job.

Time: 10 - 15 minutes

Instructions:

1. Use the overhead transparency to model how to score responses in the correct columns and how to total all of the scores.
2. Begin the lesson by telling students that there are things they can do at home to maximize their success in school.
3. Remind students that in order to be successful, a person needs to be organized and manage their time. This does not mean that the students must be locked into a strict schedule. However, they should have a regular time and place to study, should know when their assignments are due, and be prepared for tests.
4. Have students complete the **How well are you managing your time?** quiz in their workbook. When all students have finished the quiz and added up their scores, let them know that if they scored below 20, they need help. Tell students "If you scored over 27 points, your time management skills are excellent. Can you volunteer some suggestions to help other students who need to improve?" Ask all students to volunteer ideas they feel could improve time management. Write the students' ideas on the board.
5. Have students write three goals or improvements they can make to improve their time management. Tell the students to refer to their **How well are you managing your time?** activity page scores, and focus on the areas where they answered "Sometimes" or "No." Remind them to think about organizing their studying **place** as well as their time.
6. Encourage the students to be realistic with the goals they set for themselves. A definite time and place for studying helps to get the work done and ultimately to raise student achievement, the intermediate goal on the way to college.

¿Qué tan bien estás administrando tu tiempo?

Haz la siguiente autoevaluación para averiguarlo.

Por cada vez que respondas que **SÍ** anótate 3 puntos, por cada vez que respondas **A VECES** anótate 2 puntos, y por cada vez que respondas **NO** anótate 1 punto.

Luego suma tu puntaje. Si tu puntaje es de 27 a 30 puntos (sin haber contestado ninguna vez NO), sabes administrar tu tiempo de forma excelente. Si tu puntaje es de 20 a 26 puntos, necesitas mejorar la manera en que administras tu tiempo. Si tu puntaje es de 10 a 19 puntos, necesitas mejorar inmediatamente la manera en que administras tu tiempo. (Tienes que trabajar para que todas las respuestas por “no” y hasta en las que contestaste “a veces”, se transformen en un “sí”).

	SÍ	A VECES	NO
1. Estudio todos los días a la misma hora.	_____	_____	_____
2. Tengo un lugar específico donde estudio siempre.	_____	_____	_____
3. Cuando estudio, apago la televisión, no contesto el teléfono, y elimino cualquier otro tipo de distracciones.	_____	_____	_____
4. Mi vida social se adapta a mis fechas de exámenes y proyectos escolares.	_____	_____	_____
5. Anoto mis fechas de exámenes y proyectos en un calendario mensual, en un tablero o agenda.	_____	_____	_____
6. Comienzo a trabajar en los trabajos de redacción (<i>papers</i>) haciendo los planes y la investigación inmediatamente cuando los recibo y no espero hasta justo antes de la fecha de entrega.	_____	_____	_____
7. Me hago tiempo para leer acerca de temas que me interesan.	_____	_____	_____
8. Reviso los apuntes de clase diariamente y antes de los exámenes.	_____	_____	_____
9. Cada día me hago tiempo cumplir con mis tareas de la casa y para divertirme.	_____	_____	_____
10. Me paso por lo menos 20 minutos al día conversando con mis padres y mis hermanos.	_____	_____	_____

Subtotales _____ + _____ + _____

Total _____

Organizing Your Workplace at Home

Teacher Instructions

Materials: **Organizing Your Workplace at Home** - activity (page 26-27) in workbook
 Organizing Your Workplace at Home - overhead transparency
 Study Tips - activity (page 28-29) in workbook

Goal: Students will understand that being organized and having an organized workplace will contribute to their success in school and on the job.

Time: 20 - 25 minutes

Instructions:

1. For this lesson, use the overhead transparency to model the first few questions. Key words are “frequently,” “often” and “usually.” Students should work independently.
2. Remind students that in order to be successful, a person needs to be organized and maintain an organized workplace. This does not mean that the students must have a private room with a desk. However, they should always be able to find their books, pencils, etc.
3. Have students complete the **Organizing Your Workplace at Home** quiz in their workbook. When all students have finished the quiz, let them know that where they marked “Yes” is an area they need to improve, regarding the organization of their workplace at home.
4. Have students write three goals or improvements they can make to their study habits and workplace. Tell the students to refer to the **Organizing Your Workplace at Home** quiz and focus on the areas where they answered “Yes.” Remind them to think about organizing their studying **time** as well as place.
5. Encourage the students to be realistic with the goals they set for themselves. A definite time and place for studying helps to get the work done and ultimately to raise student achievement.
6. Go on to the **Study Tips** page. Divide the class into groups of 4 to 6 students. Assign each group a number – One, Two, Three, and Four. Repeat group numbers if necessary. Tell the groups to read the **Study Tip** assigned to them, and to be prepared to demonstrate that study tip to the rest of the class. Example: In Group 1, one student will explain how to do a particular math problem to the others, in his or her own words. Others in that group might ask questions for clarification.
7. If time is short, begin the next day’s lesson with the students’ **Study Tips** demonstrations. Students should demonstrate the Study Tips with material from their current assignments.

Organizing Your Workplace at Home

My Workplace Quiz	Circle your answer	
I frequently forget what my homework assignments are.	Yes	No
I often study in front of the TV.	Yes	No
I often listen to music when I do my homework.	Yes	No
I usually have difficulty finding paper, pencils, and other supplies.	Yes	No
I often answer the phone when I am studying.	Yes	No
Other people in the house bother me when I am studying.	Yes	No
My friends sometimes come over to visit when I am studying.	Yes	No
I frequently forget to bring home the books I need from school.	Yes	No

Organicemos el Área de Estudio en tu Hogar

El lugar donde estudias puede afectar la calidad de tu trabajo. Un lugar poco organizado puede ser causa de pérdida de tiempo y hacer más difícil que te puedas concentrar. Para determinar qué tan bueno es tu área de estudio, contesta el siguiente cuestionario. ¡Sé honesto al dar tus respuestas!

Cuestionario acerca de mi área de estudio	Marca tu respuesta con un círculo	
Con frecuencia me olvido qué tareas debo hacer en casa.	SÍ	NO
Frecuentemente estudio en frente de la televisión.	SÍ	NO
Con frecuencia escucho música mientras hago mis tareas.	SÍ	NO
Generalmente tengo problemas para encontrar papel, lápiz y otros elementos de estudio.	SÍ	NO
Muchas veces contesto el teléfono si suena cuando estoy estudiando.	SÍ	NO
Otras personas de mi casa me molestan mientras estudio.	SÍ	NO
A veces, cuando estoy estudiando, mis amigos vienen a visitarme.	SÍ	NO
A menudo me olvido de traer a casa los libros que necesito de la escuela.	SÍ	NO

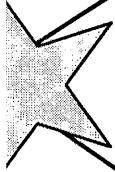
Materials: Career Pyramid – activity (page 30-31) in workbook
Career Pyramid - overhead transparency

Goals: Students will begin thinking about future academic and career goals.
Students will think about obstacles they might face in trying to reach their goals and will understand that there are many resources to help them achieve their goals.

Time: 20 - 25 minutes

Instructions:

6. Begin the lesson by saying to students “Today we will explore our futures. We will talk about what we want to do in the future.”
7. Ask how many *already* know what they want to do. Go around the room and ask each student to state his/her current career goal. Allow all answers (including multiple careers and “I don’t know”). Remember, there are NO right or wrong answers to this question. If the student does not have a goal, say “That’s okay, hopefully after today you might get a better idea of what you want to do.” Write all answers on a blank overhead or on the blackboard.
8. Mention that there are many more careers they can choose from, and that this time in their lives is a good time for them to begin exploring what they do and don’t like to do, and what they do and don’t want to be.
9. Tell students to write their *End Goal* (the future career they just stated) at the TOP of the pyramid
10. Next, ask students to go to the bottom of the page and to write their *Past Goals*, what they wanted to be while in elementary school, on the bottom line of the pyramid. Did they have a goal in elementary school? Did they have a different future in mind than they do now?
11. Now that they are in middle school, what are their *Immediate Short-term Goals*? Explain that *Short-term Goals* are steps on the way to their *End Goal* in the future. Have them write their goals for middle school in the spaces provided on the worksheet. Provide time for them to think and to write their answers. Then ask them to think about high school. What are their *Short-term Goals* for high school? Finally, what are their *Long-term Goals* (for college)?
12. Once they have completed all sections of the pyramid, ask for volunteers to read their goals, beginning from the bottom.
13. Now look at the sides of the pyramid. On the CHALLENGES side, ask the students “What kinds of things or people *might* prevent you from reaching your End Goal?” Tell them to write their potential challenges in the space provided. On the RESOURCES side say, “Now we’re going to think about what can *help* us reach our End Goal. What kinds of things or people help us reach our goals?” Write these in the RESOURCES space.
14. Close the lesson by discussing the challenges and the resources the students might encounter while trying to reach their goals.



CAREER GOAL

CHALLENGES

LONG TERM GOALS
COLLEGE

RESOURCES

SHORT TERM GOALS
HIGH SCHOOL

12TH

11TH

10TH

9TH

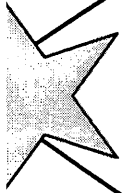
IMMEDIATE GOALS
MIDDLE SCHOOL

8TH

7TH

6TH

PAST GOALS



**OBJETIVOS
PROFESIONALES**

RESOURCES

**Objetivos a largo plazo
UNIVERSIDAD**

**Objetivos a corto plazo
ESCUELA SECUNDARIA**

12º

11º

10º

9º

**Objetivos inmediatos
ESCUELA MEDIA**

8º

7º

6º

Objetivos anteriores

CHALLENGES

Curriculum Closure - 6th

Teacher Instructions

Materials: **College Awareness Curriculum** - workbooks
Exit Surveys - one for each student who has participated (attached class set)
Certificates of Completion - one for each student who has participated
(attached class set)

Goals: To review what students have learned and check for understanding
To collect student data and feedback for curriculum evaluation

Time: 20 - 25 minutes

Instructions:

1. Ask students to think about what they have learned from the **College Is In My Future** curriculum. Ask for volunteers to tell something they have learned to the class. Write the students' contributions on the board. Ask a few students to share which statements they think will be most helpful to attain the goal of college, and why they think so. Tell them that all of these factors are important, and that there are no wrong answers.
2. Have students turn to the first lesson in the curriculum. Ask them to read the notes they made on the **See yourself – and see how to put college in your future** page, things they wanted to know more about. Have their questions been answered? Discuss each point on that page again and check for understanding. If students still have questions, and you don't have the answers, tell them to ask their counselor (or have the counselor come speak to the class in the near future). You can also call on the GEAR UP College Facilitator (728-6390 extension 270, hochberg@ucsc.edu) for more information or a classroom visit.
3. Pass out the provided **Exit Surveys**. Ask students to work quickly and quietly. Give them between 5 and 10 minutes to complete both sides of the page. Names are not necessary; all of the responses will be anonymous. Again, there are no right or wrong answers.
4. When students are finished, collect the surveys and return them to your GEAR UP Curriculum Coordinator, or contact the GEAR UP College Facilitator (728-6390 extension 270) for pick up.
5. Congratulate your students for a job well done!
6. Pass out **Certificates of Completion**.

College is in My Future

Educational Partnership Center, University of California Santa Cruz
Curriculum EXIT Survey 2002-03

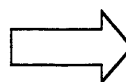
This survey asks for your ideas about the "College is in My Future" Program. This information will help us improve the program. **There are no right or wrong answers. Please give us your honest opinions.**

Grade: _____

I am: Female____ Male____

Name of your teacher: _____ School: _____

6. I have talked with these people about college (circle all that apply):
- a. Teachers
 - b. My parents or legal guardians
 - c. School counselors
 - d. A college student
 - e. Other: please tell us who _____
 - f. No one
7. I am aware of the following schools that I can go to after high school (circle all that you know about)
- a. Trade school
 - b. Junior or community college
 - c. Four-year college or university
 - d. Graduate or professional school
8. The highest degree I plan to get in school is (circle only one):
- a. Less than high school
 - b. High school diploma only
 - c. Training certificate
 - d. Associate degree (A.A.)
 - e. Bachelor's degree (B.A.)
 - f. Master's degree (M.A.)
 - g. Doctoral degree (Ph.D.)
9. I think I will be able to afford to attend a 4-year public college or university (circle one):
- a. Definitely
 - b. Probably
 - c. Not Sure
 - d. Doubt It
 - e. Definitely Not
10. Because I participated in "College is in My Future," I have changed my plans about attending college (circle one):
- a. Yes
 - b. No



Now Do the Next Page

What Do You Think About Parts of “College is in My Future?”

In “College is in My Future,” different classes use different parts of the program. This table lists activities your class might have done.

If you did the activity and liked it a lot, **circle 3**.

If you did the activity and you kind of liked it, **circle 2**.

If you did the activity and you didn’t like it, **circle 1**.

If you did NOT do this activity, **circle 0**.

Activity	Liked it a lot	Kind of liked it	Didn’t Like it	Didn’t Do this
1. Imagined what it would be like if I went to college.	3	2	1	0
2. Identified my talents and interests, thinking about careers I might choose.	3	2	1	0
3. Learned to set goals now to help me succeed in the future.	3	2	1	0
4. Learned how to use time wisely.	3	2	1	0
5. Learned how to listen and take notes in class.	3	2	1	0
6. Learned how to focus attention and be organized so I can learn.	3	2	1	0
7. Learned how to take tests effectively.	3	2	1	0
8. Learned how to plan high school classes so I can be eligible for four-year universities.	3	2	1	0
9. Learned how to do research about different colleges and which ones are good for me.	3	2	1	0
10. Learned how to find sources of financial aid and scholarships.	3	2	1	0

1. What did you like most about the “College is in My Future” activities?

2. What did you like least about the “College is in My Future” activities?

3. Anything else we should know about this program?