



FAMILY ENGAGEMENT RESOURCE GUIDE

FOR WASHINGTON STATE GEAR UP SCHOOL STAFF



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WHY FAMILY ENGAGEMENT IS IMPORTANT

According to research, the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family can:

- Create a home environment that encourages learning.
- Communicate high, yet reasonable, expectations for their children's achievement and future careers; and
- Become involved in their children's school and community education.

Although this document is intended for Washington State GEAR UP staff, this work should ideally be part of a broader effort spearheaded by administrators and carried out as a collaborative team effort.

BENEFITS OF FAMILY ENGAGEMENT

- Greater student achievement, regardless of socio-economic status, ethnic/racial background, or the parents' education level.
- Higher grades and test scores, better attendance, and more consistent homework completion.
- Higher graduation rates and greater enrollment rates in postsecondary education.
- Achievement for underrepresented youth not only improves but can also reach levels that are higher than those of their peers.
- Greatest gains for the farthest behind.
- Improved performance from students from diverse cultural backgrounds.
- Decrease in behaviors such as alcohol use, violence, and antisocial behavior.
- Stay on track to graduate on time.
- Better transitions, quality of their work, and realistic postsecondary plans.

ENGAGEMENT VS. DISENGAGEMENT

Often, family engagement appears to decline after elementary school. Some of this decline is due to schools reaching out less, while other reasons stem from the families themselves. For example, certain families may not feel comfortable because they represent a minority group in the school, or they had a bad experience at school themselves. Additionally, families might also be experimenting with giving their children more independence.

There are many ways that families can be involved with their child's learning. Some ways require time, travel, and attendance at an event, including volunteering or campus visits. Some strategies can be done at home, like dedicating time and space to homework or holding high expectations for the child. Learning at home and outside school differentiates high and low achievers in many schools. Predictors of school success include:

- Work habits of the family.
- Academic guidance and support.
- Stimulation to explore and discuss ideas and events.
- Academic aspirations and expectations.

Schools should recognize and encourage all types of family involvement by providing regular, two-way communication to families and involving families in ways that embrace their expertise. It is essential not to assume that absence means a lack of interest or caring. Instead, assess what barriers may prevent some families from attending events. Families can serve as co-decision makers, co-communicators, co-supporters, co-learners, and co-teachers.

ENGAGING “UNINVOLVED” FAMILIES

Families who do not participate in the school are often viewed as uninterested. However, there are many reasons for an unwillingness to be involved, such as a history of negative interactions, a lack of confidence that the school has anything to offer that would make involvement worthwhile, inconvenience, cultural differences, or schedule and transportation issues. However, it is essential to remain nonjudgmental and respectful of all families.

Successful school practices identify families who are not responding to current outreach activities. Educators reach out to them through positive, personal contacts. These may include:

- Information sharing (e.g., the child’s school performance and the importance of family involvement) can be effectively communicated through various forms of media. This includes providing tip sheets, summarizing information in newsletters, and making resources available.
- Discussions regarding the family’s views of involvement, the identification of barriers to participation, and ways the school may support the family in participating.
- Problem-solving (e.g., identification of the student’s needs, generating intervention strategies).

COMMON BARRIERS

FOR EDUCATORS

- Ambiguous commitment to family involvement.
- Use of negative communication about students’ school performance and productivity.
- Use of stereotypes about families, such as dwelling on family problems, as an explanation for student performance.
- Doubts about the abilities of families to address schooling concerns.
- Lack of time and funding for family outreach programs.
- Fear of conflict with families.
- Narrow conception of the roles that families can play.
- Lack of training for educators on maintaining a partnership with families.

FOR FAMILIES

- Feelings of inadequacy.
- Adopting a passive role by leaving education to schools.
- Linguistic and cultural differences result in less “how to” knowledge about how schools function and their role.
- Lack of role models, information, and knowledge about resources.
- Suspicion about treatment from educators.
- Lack of responsiveness to parental needs.
- Lack of supportive environment and resources (e.g., poverty, limited access to services).
- Economic, emotional, and time constraints.

REFLECTION: REACHING UNINVOLVED FAMILIES

Are families considered a resource? Do school personnel:

- ☐ Help families maintain a sense of power, dignity, and authority in rearing their children?
- ☐ Demonstrate mutual respect, critical reflection, and caring?
- ☐ Find opportunities for families to provide input and make decisions about their children's learning.

Are family roles and responsibilities negotiated? Do school personnel:

- ☐ Explain the importance of family influences for children's learning?
- ☐ Expect families to be involved?
- ☐ Clarify how families can help and provide options?
- ☐ Encourage families to be assertive and share their truth?
- ☐ Allow families to decide how they will help?

Have barriers been addressed? Have school personnel:

- ☐ Did you make contact with families early in the school year?
- ☐ Established ongoing communication systems that include good news as well as sharing concerns with a way to dialogue and share resources to address concerns?
- ☐ Used two-way communication formats?
- ☐ Focused their conversations on the knowledge and interests of individual families (e.g., explain the importance of their involvement and ask them how they want to contribute to the school/classroom and their child's learning)?

Do families feel they are partners in meeting their children's needs? Have school personnel:

- ☐ Explored families' expectations for schools?
- ☐ Devised opportunities for involvement that families see as practical and meaningful?
- ☐ Reached out to families with warmth and sensitivity consistently?
- ☐ Developed an ongoing workshop program in which families and staff are both teachers and learners?
- ☐ Acknowledged that sharing power with families provides an opportunity to understand their interests and goals, and to learn ways to achieve them.

Have practices been implemented to involve uninvolved families? Have school personnel:

- ☐ Used welcoming strategies (e.g., personal invitations in the native language, translators)?
- ☐ Planned for logistical barriers (e.g., daycare, transportation)?
- ☐ Invited family assistance and input when addressing school-based concerns?
- ☐ Kept the focus of interaction child-centered and solution-oriented (e.g., what can be done to foster the child's progress)?
- ☐ Offer fun events that also may meet a family's needs (e.g., raffles, contests, meals)?
- ☐ Used community outreach (e.g., meet in neutral sites, home visits)?
- ☐ Identified influential family and community members who will spread good messages about the school?
- ☐ Surveyed families to determine the reason for noninvolvement?
- ☐ Examined family recruitment procedures to ensure they are appropriate?

Have school communication practices been examined? Do school personnel:

- ☐ Treat communication as a two-way, reciprocal, shared responsibility?
- ☐ Provide avenues for families to initiate contact if they have an idea, question, or concern?
- ☐ Know how to create situations in which families feel comfortable sharing their thoughts and ideas?
- ☐ Elicit, value, and use family input regularly?
- ☐ Review family-school communications to determine how often, and under what circumstances, interactions occur between educators and families that foster the development of positive, working relationships or result in negative contacts?

Source: Edwards, P. A. (1992). Strategies and techniques for establishing home-school partnerships with minority parents. In A. Barona & E. Garcia (Eds.), *Children at-risk: Poverty, minority status, and other issues in educational equity* (pp. 217-236). Silver Spring, MD: National Association of School Psychologists.

COMMUNICATION

Communication with families should be regular and meaningful. When families feel welcomed and accepted by a program, they are more likely to become actively engaged. Ask families about their preferred mode of communication, and then communicate with families in the way that works best for them.

METHODS

- **Face-to-Face.** Meeting face-to-face is one of the best ways to forge a relationship. Use it at orientation events, student-led conferences, workshops, or home visits.
- **Phone conversations.** Calls home can be effective, mainly if you use them to share positive news.
- **Written.** Share the GEAR UP Family Newsletter. Post flyers or use bulletin boards. Send letters or invitations.
- **Online.** Many staff and families rely on email, social media, or the school website.
- **Text Messaging.** A service like Remind (<https://www.remind.com/>) can easily send text messages to families and students.

WAYS TO ENCOURAGE FAMILY ENGAGEMENT

When planning an event, consider ensuring that families have both the time and the opportunity to engage in informal conversations with staff and other families. Providing translators, complimentary meals, and childcare at meetings can also be beneficial. Be sure to schedule events at times that are convenient for families.

- **Take School Information on the Road.** Identify locations where groups of families gather, such as faith-based organizations (churches, temples, synagogues, and mosques) or community centers. Consider hosting a family workshop off school property in a place where families feel comfortable, which may help them relax. Meet families where they are, rather than expecting them to attend school. For many of our families, the school environment can be intimidating, and transportation can be a challenge.
- **Share the GEAR UP Family Newsletter.** Find the quarterly family newsletter templates, which include college readiness and financial aid information for grades 7 through 12, on gearup.wa.gov. Customize the newsletter by adding your school logo, events, and contact information. Consider handing out the newsletter during a sporting event that families attend regularly.
- **Collaborate with Local Businesses and community-based Organizations.** For example, set up and maintain a bulletin board in local businesses, YMCAs, credit unions, or libraries to advertise upcoming events or provide information on college access-related topics.
- **Find Out What Your Families Need.** Conduct a needs assessment (available in different languages) during registration. Set up a station of computers where they can fill out a quick survey asking how they would like to be best reached throughout the school year, and what concerns them the most. Use these topics as themes for get-togethers.
- **Reach Out to Families to Build a Relationship.** Schools often reach out to families because of discipline issues, but a little proactive positivity can go a long way in building trust and comfort between families and schools.
- **Provide Volunteer Opportunities.** Consider ways that do not require a presence at school or a significant time commitment, such as making phone calls to other families, chaperoning field trips, or volunteering at career days.
- **Provide Training.** Schools can help ensure that families know how to access information online. For example, host a night where you introduce the school website or Skyward, and demonstrate Google Translate to show how a web page can be easily translated.
- **Create a Peer Network /Parent Leader program.** Invite families to participate in the GEAR UP advisory committee. Use “parent” leaders to connect with other local families, demystifying the college-going process.

FAMILY NEWSLETTERS

Quarterly family newsletter templates with college readiness and financial aid information for grades 7 through 12. Add your school logo, events, and contact information to customize for your school!

FAMILY WORKSHOPS

Washington State GEAR UP schools are required to offer at least three family workshops per year. The focus of these workshops is financial literacy, college preparation, planning, and financial aid.

PLANNING YOUR EVENT

The following questions can also help you develop your vision for the event.

- What logistical support (e.g., transportation, food) and incentives can we provide?
- Have we asked families to pick topics that they care about?
- What is the target date? Avoid dates that coincide with holidays or other educational events unless you can coordinate and use them to your advantage.
- What is your event's primary emphasis, and what is the overall vision?
- What is the size of the group?
- Are there special needs?
- Do materials need to be translated? Will an interpreter be required?
- What location will best serve the needs of our attendees and our own needs? Will the event be off-site? If so, what facilities and resources are required?
- Where are most of our families located?
- What is your budget? Do we need to find additional funding?
- What kind of technology is needed?
- Are there survey results from past family events? What do we need to do differently?
- Is networking a critical component?
- How can we make the event engaging? Should you incorporate "passports" and stations?

Pro Tip: Here are some things to consider at the beginning of the planning process.

Timing. Time events right after sports practice. Families must come pick up their children, and they are both usually hungry. Also, consider at the end of the semester or quarter, especially if teachers offer extra credit.

Open Invitation. Welcome all family members. Translate materials and obtain interpreters as needed.

Relevancy. Ask families and students what they want to hear more about.

Incentives. Attendees like to leave with something. Ideas include extra credit, late passes, GEAR UP or College Bound Scholarship swag, or donated items from postsecondary institutions or local businesses.

SAMPLE PLANNING TOOL: DESIGN THE EVENT

Tasks	Start Date	Complete Date	Primary Person Responsible
Have a planning meeting.	Summer/Fall		
Prepare a timeline.			
Determine the budget.			
Define roles and responsibilities.			
Select target dates.			
Find a venue.			
Decide how to promote the event.			
Break down task assignments.			
Solicit speakers/entertainers, if needed.			
Notes:			

SUGGESTED TASKS

- Establish a school team to assist with your school's preparations.
- Add the events to your school's master calendar.
- Reserve the facilities for your school's events.
- Contact guest speakers about their interest in presenting at events.
- Contact interpreters.
- Confirm that the facilities and equipment are reserved for the event and that your school's technology coordinator is available and willing to assist should any technology issues arise.
- Confirm any guest speakers.
- Communicate the opportunity to students, families, and the community.
- Coordinate meals and childcare for the event.
- Ensure that you have all the necessary event materials.
- Post on the school marquee.
- Announce to remind students.
- Remind students, families, and school staff of the event by sending out reminders using Remind and/or Skyward two weeks prior, one week prior, two days prior, and four hours before the event.
- Place a reminder about the event on your school's homepage and social media.
- Make final preparations for your event.

TOPIC

Decide on a topic or theme that has GEAR UP goals and objectives. Consider what key takeaways you want attendees to remember from the family event. Discuss what might be necessary for the families to achieve these goals. A simple theme can prevent miscommunication of the overall message.

SPEAKERS

A speaker can help to reinforce your message. Determine if other speakers are needed. Some speakers may be difficult to obtain due to their speaking schedule, so providing more advanced notice can be helpful. Consider contacting your local library, business leaders, colleges, or universities. Ask your resident experts, such as reading specialists, librarians, or math teachers, to offer tips on how families can support learning at home. Additionally,

teachers can often speak from a parent's perspective. AVID students, AP students, or GEAR UP alumni can speak from a student perspective.

SELECTING A VENUE

When choosing a venue, consider asking for and looking for specific factors. Consider factors such as available public transportation, weather, and the time of year that may impact attendance. Determine the type of room(s) needed; use past programs as a benchmark. Consider if holding the event in various community locations (e.g., local libraries, a community center, or a church) would make it more accessible and welcoming.

MEAL PLANNING

You can make cost-effective choices, especially when preparing food for the event. Consider finding pre-made frozen options or partnering with local restaurants to provide meals. Be sure to account for dietary needs, such as vegetarian, vegan, and gluten-free restrictions.

PROMOTION

Promoting and building excitement around family nights can help boost attendance. Some best practices include:

- Send fliers home with students.
- Include information in the school newsletter.
- Use an automated phone call system to remind students and families.
- Send messages via social media.
- Post messages through your school's student information system (like Skyward).
- Promote on the school website and during daily announcements to build interest.

SAMPLE INVITES

Adapt and use it in your school's newsletters or on individual flyers. Also, you can use it in school announcements.



You are invited to Washington State GEAR UP Family Night!

You want your child to have the best possible future. Today, that typically means some education beyond high school. With the right planning and preparation, every child can go on.

Learn about financial aid opportunities, what grades your child should make, what classes your child should take, how to work with school counselors, and more.

WHEN:

WHERE:

WHO:



Join us for... The Passport to Summer Family Night

When: Tuesday, June 12th, 5:30 – 7:00 PM

Where: Blaine Middle School Cafeteria

Cost: Free!

- Summer Program Opportunities
- Summer Reading Program
- Learn About AVID
- Middle School Math Preview
- Dunk Tank
- Hot dogs and Popcorn

Sponsored by the GEAR UP Grant.

SAMPLE AGENDA: BLAINE MIDDLE SCHOOL GEAR UP

High School 101 Student/Family Night: What you need to know about high school before you begin your high school career.

Objective: To get students excited about high school and give families tips about what to expect in high school.

Procedure: Divide students and families into two separate groups to hear tips and advice on how to survive high school. Then, meet back as one group to listen to an encouraging presentation from a high school teacher. Parent-to-Parent Group: Parents of students who have had their children graduate through the district share their experiences and offer tips, answering questions as needed. Teen-to-Teen Group: Senior and Junior AVID students share tips and advice on how to do well in high school and answer questions.

4:45-5:00 PM	Check in. <ul style="list-style-type: none"> • Sign in students and parents on GEAR UP rosters (middle school principal).
5:00-5:15 PM	Welcome and introductions. <ul style="list-style-type: none"> • Welcome families and explain the role of the GEAR UP grant for the class of 2017. Remind students and parents what GEAR UP stands for and its mission. • Introduce the College Bound outreach regional officer or middle school counselor, who will provide a brief overview of the College Bound Scholarship. • Introduce a high school counselor who will provide a brief overview of their role in the high school setting. • Provide an overview of the workshop (graduation specialist).
5:20-5:50 PM	Panels. <ul style="list-style-type: none"> • A senior AVID student panel will be held in the cafeteria, where middle school students will ask high school seniors questions about their high school experiences. • The parent panel will remain in the library, where parents will discuss what it's like to be a parent of a high schooler and answer questions about high school from a parent's perspective.
5:50–6:20 PM	Strategies for success in high school. <ul style="list-style-type: none"> • Present to incoming freshmen how they can succeed in high school (teachers). • Provide an overview of student portfolios and how to start preparing for your senior project as a freshman (counselor and GEAR UP coordinator).
6:30 PM	Introduction to high school staff and programs. <ul style="list-style-type: none"> • Thank parents for coming and introducing the high school principal (middle school principal). • Give an overview of the high school's mission and programs available at the high school (high school principal).
6:30 PM	Serve dinner
7:00 PM	Thank the families for coming (graduation specialist).

FAMILY WORKSHOP SPOTLIGHT: KLICKITAT MIDDLE SCHOOL/HIGH SCHOOL

#1 Open House

- For all K-12 families & community members.
- Dinner provided for all.
- Short GEAR UP Orientation program.
- Non-GEAR UP costs are covered by the district.
- Stress the GEAR UP goals & objectives.
- “Get them early and cover it a lot,” K-12 concept.
- Vendors & activities.

#2 Fall Conferences

- Student-led parent/teacher conferences.
- Arena-style conferences (gym).
- For all K-12 families & community members.
- Dinner provided for all.
- Short GEAR UP Orientation program.
- Non-GEAR UP costs are covered by the district.
- Stress the GEAR UP goals & objectives.
- Vendors & activities.

#3 FASFA Night

- For all 7-12 students & families.
- Dinner provided for all.
- Short GEAR-UP Orientation program.
- Stress the GEAR UP goals & objectives.
- Three different work sessions.
- 7th & 8th grades College Bound.
- 9th & 11th grades FAFSA predictor.
- 12th-grade FASFA/WASFA.

#4 Spring Conferences

- Student-led parent/teacher conference.
- Arena-style conferences (gym).
- For all K-12 families & community members.
- Dinner provided for all.
- Short GEAR UP Orientation program.
- Non-GEAR UP costs are covered by the district.
- Stress the GEAR-UP goals & objectives.

• Vendors & activities. **Vendors & Activities**

- Community postsecondary education sign-up wall.
- STEM K-12 student demonstrations: entomology, robotics, Vex/Legos, 3-D printing, wind turbines, drones, etc.
- Student artwork & student projects.

About Klickitat

- Washington State GEAR UP Priority School (2011-17).
- Small and rural – 80 students K-12.
- STEM focused K-12 school.
- GEAR UP/college-going culture K-12 (K-6 district supported).
- Embedded GEAR UP curriculum & mandatory classes.
- Low-income – 100% free & reduced.
- Stable and caring staff and school board.
- 100% GEAR UP “buy in” from all parties.
- The school is “the only game in town”.
- Highly collaborative “risk taking” culture.
- Safe, fun, and caring environment for all.

- Community groups – PTO, booster club, etc.
- Youth groups – Girl Scouts, Little League, etc.
- All military services.
- Various county services – sheriffs, health, PUD, & officials.
- Community colleges & universities.
- Vocational trade schools.
- Raffles & prizes – one ticket per person per station.

Findings

- Over 90% of 7th-12th grade students have participated in 20 or more GEAR UP activities every year.
- Average between 80% and 90% student and parent attendance at Family Night events.
- Survey results indicate that serving a food menu makes a difference.
- Complete program support from all staff.
- Better awareness of the program in the community.
- Large community turnout for events.

FAMILY WORKSHOP SPOTLIGHT: VANCOUVER PUBLIC SCHOOLS

Original Format

- Family events for each school.
- Events were held at each school building.
- Each school was promoting only to their students and families.
- Simple dinners, such as pizza, were offered.
- Relying primarily on its manpower.

New and Improved Format

- Combined family events with all three schools.
- Events held at an outside, relevant location.
- Utilized community partners.
- Focused on more than one topic.
- Schools united in promotional efforts. Used the same flyers and wording, even posted flyers at local businesses, etc.
- Used a mentoring program to promote the events in the schools and classrooms. Peer-to-peer promotion.
- Placed follow-up calls to parents of students who expressed interest in attending.
- Placed sign-up sheets in classrooms.
- Emails to parents were sent by building administrators rather than GEAR UP.
- Collaborated with local restaurants/programs to provide healthier, more substantial meals.
- Invited community partners to attend and benefit from marketing the event.
- Asked for donated raffle items, e.g., college gear, swag, an Amazon card, a Starbucks gift card, and a tub of red vines.
- Made sure what they offered was engaging, relevant, and helpful to families.
- Required weekly positive parent contact.

Findings

- Improved attendance.
- One successful event leads to another. People talk about how fun and good the food was and want to come to the next one.
- Community partners recognize the benefits of the events and are eager to participate in the future.
- Parents feel more comfortable in the larger crowd setting. They seem more likely to ask questions at the tables.
- Able to find out exactly what they want to learn more about, so we can incorporate that into future events, e.g., Running Start.
- **Bonus:** High match dollars from community partners.

About VPS

- Includes three Washington State GEAR UP Cohort Schools (2011-17).
- Serves three high schools.
- Approximately about 1200 10th grade students total.
- Very diverse population of students.
- 4 GEAR UP Site Directors, 5-8 GEAR UP Tutors, 1 GEAR UP District Coordinator, 1 Fiscal Clerk and school support administration and staff.

GUIDELINES FOR WASHINGTON STATE GEAR UP FAMILY ORIENTATION

About: This family orientation introduces the GEAR UP program, its staff, and the services and activities it offers to students and families. It offers general information about Washington State GEAR UP, as well as specific details about the services and activities offered.

This required activity must be held by October 31 of each year.

Materials Needed:

- Icebreaker materials (optional).
- Computer and projector.
- PowerPoint.
- Handouts.

Event Time Allowed: 60 Minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Start with an icebreaker. If you have a favorite icebreaker, use it. If not, you may use the one provided.
- The Story of Your Name: This is an exciting way for people to introduce themselves and share a little bit about their personal identity. The facilitator should model this activity and share their story first, making themselves vulnerable may help others feel more comfortable doing the same. Instruct attendees to share at their own comfort level. Take turns answering the following questions:
 - What is your full name?
 - Who gave you your name? Why that name?
 - Do you have any nicknames? If so, how did you get them? Who calls you them?
 - What name do you prefer us to use?
 - Review what they can expect out of the workshop. Remind them that there is no such thing as a silly question.
- Present the GEAR UP 101 PowerPoints. Critical messages for the event:
 - Define GEAR UP.
 - Provide an overview of Washington State GEAR UP.
 - Discuss the year's opportunities and events to get involved in and out of school.
 - Explain what services GEAR UP provides families.
 - Review ways to discover what is happening with GEAR UP at your school.
 - Introduce staff.
- Allow time for questions.
- Review handouts.
- Adjourn

After The Kickoff, GEAR UP staff should record this activity in the portal using the service definition "Family Event—Orientation or Celebratory." Be sure to maintain a sign-in sheet and send thank-you emails or text messages to attendees who provided their contact information.

ACTIVITY IDEA: 7.1 WHY COLLEGE?

About: This activity serves as a means to introduce families to the benefits of pursuing education beyond high school.

Materials Needed: PowerPoint, True False Cards (Print double-sided and cut into cards)

Additional Resources:

- [Higher Ed Spotlight](#). Basic facts about higher education today.
- [Why Go To College? Graphic \(IMG\)](#). The graphic shows average earnings and unemployment rates by education level. Also Available in [PDF](#).
- Family Newsletter: [College Bound Scholarship](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Start with an icebreaker. If you have a favorite icebreaker, use it. If not, you may use the True False Card Sort.
 - Give each family a “deck” of statements. As a family, have them sort the statements into two piles: True and False.
 - Then reveal answers.
 - Explain that GEAR UP will cover these topics and more over the years to help them prepare for success after high school.
- Engage in a discussion. Ask the audience what they think when they hear the word “college.” Review what we mean when we say “college.” Explain that GEAR UP supports any education beyond high school. Ask why people attend, who they know who have attended, and what they know about their experiences.
- Present the Why College PowerPoint.
- Allow time for questions.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition “Family Event.” Be sure to maintain a sign-in sheet. Send thank-you emails or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

Education beyond high school isn't worth the debt involved. It's better to go directly into the workforce.	Throughout a lifetime, a high school graduate can earn as much as a college graduate.
Only "A" students can go to college and get financial aid.	I cannot get into or afford education/training after high school if I am not a legal U.S. citizen or resident.
Applying for financial aid is complicated.	Colleges give full athletic scholarships to athletes.
College can be expensive, but two-thirds of all undergraduate students receive financial aid to help cover college costs.	Private colleges can be prohibitively expensive, and you shouldn't apply if you don't have the necessary financial resources.
You must have a four-year degree to make it in today's world.	Taking the easiest courses the high school offers will boost your teen's GPA and help them get into college.

<p>FALSE. A college graduate will earn almost twice as much.</p>	<p>FALSE. Education after high school allows you to have more job/career options, more opportunities for yourself, and less debt. You are more likely to get an enjoyable job that will enable you to pay back debt and have the lifestyle you want.</p>
<p>FALSE. Washington State allows undocumented students or DREAMers to pay in-state tuition if they go to a public college or university in Washington. DREAMers can also apply for state financial aid and scholarships if they meet eligibility requirements.</p>	<p>FALSE. There are many different colleges and postsecondary programs available. Some require specific classes or high grades to be accepted, while others have no requirements beyond graduating from high school. College is an option for everyone, but the more challenging classes and the better grades your child gets, the more options they will</p>
<p>TRUE & FALSE. The odds are that most student-athletes will not get significant scholarships. Only two percent of high school athletes receive an athletic scholarship. And of those who do, very few receive enough aid to cover all their expenses.</p>	<p>True and false. Although it can be complicated, GEAR UP is here to help you through the process step-by-step.</p>
<p>FALSE. Students who attend these colleges receive significant financial aid and graduate with little or no student debt. Well-known “expensive” colleges are often less costly to participate in than “second-tier” or even state colleges.</p>	<p>TRUE. Washington was listed as the top state nationally for students receiving undergraduate need-based financial aid during the 15-16 year. Cost doesn't have to be a barrier to attending college. There is money available to help.</p>
<p>FALSE. College admissions officers understand the difference between an A in an easy class and a B in a more challenging class. Generally, taking advanced courses and working hard is better than taking easy classes and putting in little effort.</p>	<p>FALSE. There are many options, such as two-year schools, certificate programs, and military options.</p>

90% of high school students would like to go to college.	You can't get into college if your grades aren't very good.
You must attend four years of college to get a degree.	Many high-paying jobs don't require any training after high school.
Only rich people can afford to go to college.	If you don't know how to apply to college, you can't go.
Anything that is taught in college, you can learn on the job.	If you're tired of school, there's no way that you'll like college.
Many people don't know what they want to study when they start college.	Middle school and high school don't matter.

<p>FALSE. Different colleges have different requirements for admission. Colleges also look at other qualities besides your grades, such as activities, involvement in the community, and hardship.</p>	<p>TRUE. Most teens say that they want to go to college. However, getting to college takes hard work and careful planning, such as taking suitable courses during high school. Remind students that if they think they want to go to college, like most teenagers, they will need to work hard during middle and high school. Remind students of the definition of “college.”</p>
<p>FALSE. Jobs are available to people with only a high school diploma, but most jobs are low-paying and won’t support a family. Statistics show that, on average, the more education you have, the more money you will make and the easier it will be to find a good job.</p>	<p>FALSE. There are many types of colleges and degrees. Some careers require one or two years of college. Others require four years. Still others require more than four years. It just depends on what you want to do.</p>
<p>FALSE. If you don’t know how to apply to college, you can get help from your GEAR UP staff and school counselor.</p>	<p>FALSE. College can be expensive, but that doesn’t mean you can’t afford to go. There are many ways to pay for a college education. Most students get financial aid to help pay for college, and most aid is based on need. That means the less money you have, the more aid you can get. Tuition at community colleges is less expensive than at four-year colleges, and you may be able to live at home to save money.</p>
<p>FALSE. College is very different from high school or middle school. You’ll choose a major, and you’ll be able to take specialized courses that interest you.</p>	<p>FALSE. Most jobs require some on-the-job training. However, for most jobs, you will also need technical or problem-solving skills before you are hired, and that almost always requires you to get some level of education and training after graduating from high school.</p>
<p>FALSE. Working hard in middle and high school is the most important thing you can do to prepare for your next postsecondary plan – “college” ... and an exciting career.</p>	<p>TRUE. Join the crowd! Lots of college students haven’t decided on a major or a career. At most colleges, you can spend your first year taking different courses to narrow your choices. Academic advisors and counselors will help you make the decision. It is best to have a plan based on career interests.</p>

ACTIVITY IDEA: 7.2 THE COST OF COLLEGE & COLLEGE BOUND

About: This activity is a way to introduce families to the cost of college. The presentation covers how to pay for college, the basics of financial aid, and college savings. Consider inviting your regional College Bound Office, a representative from a local college's financial aid office, and/or a local bank or credit union to also present the information.

Materials Needed: Cost of College PowerPoint, Financial Aid Glossary Handout

Additional Resources:

- [ABCs of College \(PDF\)](#). This is a set of 8.5"x 11" posters that can be displayed throughout your school to help promote a college-going culture. Each page displays one term related to college or getting ready for college.
- Family Newsletter: [The Cost of College](#) (Word). Templates with college readiness and financial aid information for grades 7-12. Just add your school logo, events, and contact information to customize for your school.
- WCKD [College Terms for Parents \(English & Spanish\)](#).

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions. Introduce yourself and other presenters/team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Discuss the perception of the cost of college.
- Present the Cost of College PowerPoint.
- Allow time for questions.
- **Reflection Log:** At the end of workshops, have students/families:
 1. Fold a sheet of paper into quarters.
 2. Label each quarter.
 3. Reflect on their learning by writing several sentences in each paper section.

As a result of this workshop:

I learned:	I need:
I can:	I will:

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send thank-you emails or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

FINANCIAL AID 101 GLOSSARY

College Fees: Money you pay to access school activities, fitness centers, libraries, and student centers. Every college has different fees.

Cost of Attendance (COA): The total cost of attending an institution, including tuition, room and board, books, lab fees, transportation, and basic living expenses.

Estimated Financial Aid Package: An overview, provided by each institution you've applied to attend, of the amount of financial aid you likely will be eligible to receive. Your financial aid package may be very different from college to college. The cost of attendance differs at each school, and schools may offer various types of scholarships.

FAFSA: Free Application for Federal Student Aid. The standard form students must complete to apply for federal and state need-based assistance/aid programs and, in some circumstances, campus-based assistance/aid. Learn more at fafsa.ed.gov.

Merit-based: Financial aid programs that require students to meet a certain level of achievement, usually academic.

Need-based: Financial aid programs that award funds based on the level of financial need of a particular student.

Room and board: Refers to charges applied to a student's account for living on campus or eating in the dining halls. "Room" applies to the cost of housing (living in the dorms), and "board" refers to the cost of meals or dining plans. It also refers to standard costs for students living off campus for the same components.

Satisfactory Academic Progress: A set of minimum expectations established by your institution's financial aid office and by the Federal Government indicates that a student is making sufficient progress towards earning a degree promptly. Students who do not meet this minimum progress level may lose eligibility for financial aid.

Scholarship: Money awarded to students based on academic or other achievements to help pay for education expenses. Scholarships generally do not have to be repaid.

Student Aid Index: Your SAI is an index number that financial aid professionals use when creating an aid offer. Your SAI is calculated using the information you (and other contributors, if required) provide on the Free Application for Federal Student Aid (FAFSA®) form.

Tuition is the price colleges or universities charge for credits/ classes. This covers expenses such as instructor salaries and classroom space. Every college has different tuition costs.

Washington Application for State Financial Aid (WASFA): The Washington Application for State Financial Aid (WASFA) is for individuals who do not have a federal FAFSA application. People who complete a WASFA are applying for state aid.

ACTIVITY IDEA: 7.3 COLLEGE & CAREER EXPLORATION

About: This activity is designed to encourage students and their families to consider how these interests can relate to potential careers.

Materials Needed: College & Career Exploration PowerPoint, My Interests and Skills Handout

Additional Resources:

- [Career Guidance Washington: 7-15 Future Possibilities \(Microsoft Word\)](#). Lesson plans and handouts are designed to analyze the 'fit' of sample student interests and skills with their chosen future careers and the 'fit' of personal interests with sample careers.
- Family Newsletter: [Career Exploration](#) (Word). Templates with college readiness and financial aid information for grades 7-12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions. Introduce yourself and other presenters/team members.
- Provide an overview of the workshop.
- Present the College and Career Exploration PowerPoint.
- Have students complete the handout and discuss it with families.
- Allow time for questions.

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send thank-you emails or text messages to attendees who provided their contact information. Send any photos or videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

MY INTERESTS AND SKILLS

Part 1—Directions: Look at the table below. On the left, list the classes you like the best and tell why. On the right, list the activities you enjoy most and explain why.

Classes	Activities

Part 2—Directions: Look at the list below. Check off the skills you think represent something you can do. After identifying things you can do, circle the ten words representing your best skills.

Skills Checklist					
Academic Skills	_____	Fixing/Repairing Things	_____	People Skills	_____
Acting/Performing	_____	Foreign Language Skills	_____	Physical Coordination	_____
Athletic Quickness/Speed	_____	Fund-Raising Skills	_____	Physical Strength	_____
Building/Constructing	_____	Helping/Caring for Others	_____	Precision/Detail Skills	_____
Coaching/Teaching	_____	Improvising/Adapting	_____	Problem-Solving Skills	_____
Communication Skills	_____	Influencing/Selling Others	_____	Product Assembly	_____
Computer/Tech Skills	_____	Interviewing/Questioning	_____	Project Planning	_____
Conflict Resolution	_____	Investigating/Analyzing	_____	Reading Skills	_____
Cooking/Tasting	_____	Leadership Skills	_____	Record-Keeping	_____
Creativity/Ideas	_____	Learning Quickly	_____	Research Skills	_____
Customer Service Skills	_____	Listening to Others	_____	Resilience/Toughness	_____
Dance/Rhythmic Skills	_____	Managing Others	_____	Rules Management	_____
Data Analysis	_____	Mathematical Thinking	_____	Self-Management	_____
Decision-Making	_____	Measuring/Calculating	_____	Speaking/Debating	_____
Decorating Skills	_____	Mechanical Reasoning	_____	Spelling/Editing	_____
Designing Skills	_____	Meeting Management	_____	Strategic Planning	_____
Directional/Map Skills	_____	Money Management	_____	Stress Management	_____
Drawing/Cartooning	_____	Motivating Others/Self	_____	Study Skills	_____
Entertaining/Amusing	_____	Multi-Tasking Skills	_____	Teamwork Skills	_____

Estimating Skills	_____	Musical Skills	_____	Test-Taking Skills	_____
Evaluating/Assessing	_____	Negotiating/Reasoning	_____	Time Management	_____
Expressing Feelings	_____	Organizing/Coordinating	_____	Trouble-Shooting Skills	_____
Fashion Sense/Sewing	_____	Operating Equipment	_____	Writing Skills	_____

Part 3—Discuss the following questions with your family.

1. How are the classes you like and the activities you want the same or different?
2. Which classes and activities do you think you will want to continue in high school?
3. What new kinds of classes and activities do you look forward to adding in high school?
4. What are the top five skills you possess? Can you provide an example where those skills were used successfully in school, at home, or in the community?
5. What jobs can you think of that could grow out of any of the classes or activities that you like?

Still Stumped? Ask yourself:

- Do your favorite movies, books, and television shows reflect your interests?
- What is something you have done that makes you proud?
- What hobbies do you enjoy?
- If money and skill were not factors, what would be your dream job?
- If you won the lottery, but still needed to work, how would you spend your time?
- What do you find yourself daydreaming about?
- What do you want to change about the world?
- What kinds of problems do you like solving?
- When you picture yourself on the job in the future, are you working with data, people, things, or ideas?
- Do you prefer to spend on a computer, with other people, or outdoors?

Adapted from Step By Step: College Awareness and Planning: Middle School by National Association for College Admission Counseling (NACAC) and Career Guidance Washington.

ACTIVITY IDEA: 8.1 HIGH SCHOOL AND BEYOND

About: This activity is designed to encourage students and their families to develop a plan for their high school courses.

Materials Needed: Planning for High School and Beyond PowerPoint

Additional Resources:

- Family Newsletter: [Create a High School and Beyond Plan](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.
- Career Guidance Washington 8.8 [High School and Beyond Planning](#) and 8.9 [High School Course Requirements](#) Handouts.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions. Introduce yourself and other presenters/team members.
- Provide an overview of the workshop.
- Present the Planning for High School and Beyond PowerPoint.
- Allow time for questions.
- Optional Activity: Have students complete the handout and discuss with families.

After the Event: GEAR UP staff should record this activity in the portal using the service definition “Family Event.” Be sure to maintain a sign-in sheet. Send a thank-you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 8.2 UNDERSTANDING COLLEGE COSTS AND FINANCIAL AID

About: This activity covers how to pay for college and the basics of financial aid and college savings. Consider inviting your regional College Bound Officer or a representative from a local college's financial aid office, and/or a local bank or credit union, also to present the information.

Materials Needed: Understanding College Costs and Financial Aid PowerPoint, Financial Aid Race Cards

Additional Resource: Family Newsletter: [Understanding College Costs](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Present the Cost of College PowerPoint. Key messages: College costs vary. It is an investment. Families can utilize comparison tools and net price calculators to inform their decisions about the future. There is financial aid available to help students pursue higher education; however, they need to apply.
- Allow time for questions.
- Optional activity: The Financial Aid Race (Adapted from Oregon GEAR UP). Each student-family member combination becomes a team (or, with a large group, combines several students and family members into one team). Have every team line up on one side of the room. Pass out one card to each team; each team takes turns reading their card and following the directions about whether to move forward, backward, or stay in the same place. Explain the significance of the card and answer questions as necessary. The winning team is the first to get to the other side of the room (signifying they have received maximum financial aid). Give small prizes to the winners (optional).

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send thank-you emails or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

FINANCIAL AID RACE CARDS

<p>Volunteer to help a youth soccer team – it's fun, and it shows leadership skills.</p> <p>TAKE 1 STEP FORWARD</p>	<p>Join the public library summer reading program to improve your grades.</p> <p>TAKE 2 STEPS FORWARD</p>	<p>Lie on a scholarship application about the number of school activities you have.</p> <p>TAKE 5 STEPS BACK</p>
<p>Buy a new pair of shoes instead of putting money in your college savings account.</p> <p>TAKE 2 STEPS BACK</p>	<p>Only apply for one scholarship because your entire education will be paid for if you win it.</p> <p>STAY WHERE YOU ARE</p>	<p>Start filling out the FAFSA or WASFA, but give up when you don't know the answer to a question.</p> <p>TAKE 4 STEPS BACK</p>
<p>Get a job babysitting and put half of what you earn into a college savings account.</p> <p>MOVE FORWARD 4 STEPS</p>	<p>Missed the deadline for a scholarship you wanted to apply for.</p> <p>STAY WHERE YOU ARE</p>	<p>Decide to use a credit card or bank loan to pay for college instead of filling out the FAFSA or WASFA.</p> <p>MOVE BACK 6 STEPS</p>
<p>Watch videos about the financial aid process on YouTube.</p> <p>TAKE 1 STEP FORWARD</p>	<p>Set up a college savings account that you and your parents can contribute to.</p> <p>TAKE 2 STEPS FORWARD</p>	<p>Assume you can't afford to pay for college, so don't apply to college or for financial aid.</p> <p>TAKE 4 STEPS BACK</p>
<p>Update your activity log in your High School and Beyond Plan annually to keep track of all the activities you participated in.</p> <p>TAKE 2 STEPS FORWARD</p>	<p>Complete the FAFSA or WASFA as close to October 1st as possible because financial aid dollars are limited and often are awarded on a first-come, first-served basis.</p> <p>TAKE 3 STEPS FORWARD</p>	<p>Get help with your FAFSA or WASFA by going to a College Goal Washington event near you.</p> <p>TAKE 2 STEPS FORWARD</p>

<p>Fill out the Financial Aid Calculator for parents/guardians before your senior year to see how much money you might get for financial aid.</p> <p>TAKE 1 STEP FORWARD</p>	<p>Play sports and or be involved in a club and activities.</p> <p>TAKE 2 STEPS FORWARD</p>	<p>Be lazy and decide to go fishing instead of finishing the College Bound Scholarship application.</p> <p>TAKE 5 STEPS BACK</p>
<p>Borrow more money than you need for college so you can go on vacation, too.</p> <p>TAKE 2 STEPS BACK</p>	<p>Wait to apply for the FAFSA or WASFA until the summer.</p> <p>STAY WHERE YOU ARE</p>	<p>Don't compare financial aid packages closely and end up going to a school that gives you mostly loans instead of grants.</p> <p>TAKE 4 STEPS BACK</p>
<p>Apply for work-study jobs before you get to campus and get the one you wanted at the library.</p> <p>MOVE FORWARD 4 STEPS</p>	<p>Learn more about the difference between the types of financial aid.</p> <p>TAKE 2 STEPS FORWARD</p>	<p>Decide to use a credit card or bank loan to pay for college instead of filling out the FAFSA or the WASFA.</p> <p>MOVE BACK 6 STEPS</p>
<p>Watch videos about the financial aid process on YouTube.</p> <p>TAKE 1 STEP FORWARD</p>	<p>Set up a college savings account that you and your family can contribute to.</p> <p>TAKE 2 STEPS FORWARD</p>	<p>Fill out the FAFSA or WASFA your first year of college but forget to do it the next year when you're in college.</p> <p>TAKE 4 STEPS BACK</p>
<p>Lose your scholarship in college because you're failing a class.</p> <p>TAKE 2 STEPS BACK</p>	<p>Only apply to community college because public and private universities are so much more expensive.</p> <p>TAKE 3 STEPS BACK</p>	<p>Participate in a summer program at school that helps you with college and scholarship applications and essays.</p> <p>TAKE 2 STEPS FORWARD</p>

ACTIVITY IDEA: 8.3 TRANSITION TO HIGH SCHOOL

About: This activity explores how families can best support their child's success in high school. Have a panel of parents/guardians of current students share their experiences and respond to attendees' questions. Have a panel of older students meet with the incoming students to share tips on how to be successful students.

Materials Needed: 9th Grade Transition PowerPoint (Must be customized)

Additional Resource: Family Newsletter: [9th Grade Transition](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions. Introduce yourself and other presenters/team members. Additionally, introduce a high school counselor who will briefly explain their role in the high school setting.
- Provide an overview of the workshop.
- Present the PowerPoint.
- Allow time for questions.
- Divide students and families into two groups to hear about tips and advice for surviving high school. Meet back as one group to listen to an encouraging presentation from a high school teacher. Parent-to-Parent Group: Parents/guardians of older students or recent graduates share tips and answer questions. Student-to-Student Group: High school junior and senior students share their tips and advice on how to succeed in high school and answer questions.
- Serve dinner or refreshments.
- Thank families for coming.

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send thank you emails or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 9.1 STUDY SKILLS AND GROWTH MINDSET

About: This activity explores how families can best support their child's success in high school. Have a panel of parents/guardians of current students share their experiences and respond to attendees' questions. Have a panel of older students meet with the incoming students to share tips on how to be successful students.

Materials Needed: Growth Mindset and Study Skills PowerPoint, Practicing Process Praise Handout

Additional Resource: [Growth Mindset for 9th Graders](#). A free, evidence-based program consisting of two online 30-minute modules to increase students' engagement, motivation, and success by promoting a growth mindset.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Present the PowerPoint and introduce the concepts of growth and fixed mindsets.
- Activity 1: Make a list of the things you feel you are good at and some of the things you aren't, for each item, and explain why. Share your list and reasons with a partner. Pick two items on your "not good" list and discuss what it would take you to become better at each.
- Activity 2: Help students and families identify growth mindset language. Have family members complete the Practicing Praise Handout and debrief.
- Allow time for questions.
- Thank families for coming.

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send thank you emails or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY: PRACTICING PROCESS PRAISE

Below are some statements you might use when speaking to your child. Choose 'yes' for the ones that convey a growth mindset.

Quiz	Yes	No
1. "It looks like that was too easy. Let's give you something a bit more challenging."	<input type="checkbox"/>	<input type="checkbox"/>
2. "That isn't the right answer. You don't understand it yet."	<input type="checkbox"/>	<input type="checkbox"/>
3. "You are so smart."	<input type="checkbox"/>	<input type="checkbox"/>
4. "I know it was hard, but look how your effort paid off."	<input type="checkbox"/>	<input type="checkbox"/>
5. "You're really talented in math- you should definitely focus on it next year."	<input type="checkbox"/>	<input type="checkbox"/>
6. "She'll get it. She's working on it and making progress."	<input type="checkbox"/>	<input type="checkbox"/>
7. "You did so well! Keep working hard and you will do great again next year."	<input type="checkbox"/>	<input type="checkbox"/>



Answer Key	Yes	No
1. "It looks like that was too easy. Let's give you something a bit more challenging." This indicates that learning and being challenged is more important than getting the right answer quickly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. "That isn't the right answer. You don't understand it yet." "Yet" indicates your child will succeed if they keep working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. "You are so smart." This sends the message that innate "smartness" is what leads to success, rather than effort and growth.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. "I know it was hard, but look how your effort paid off." This specifies that your child's efforts led to success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. "You're really talented in math- you should definitely focus on it next year." This emphasizes the importance of talent rather than learning and growth.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. "She'll get it. She's working on it and making progress." This acknowledges that the child is able to succeed, and just needs more time to do so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. "You did so well! Keep working hard and you will do great again next year." This says that continued effort will lead to continued success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

From Mindsetkit.org

ACTIVITY IDEA: 9.2 COLLEGE AND CAREER EXPLORATION

About: This activity is designed to help students and their families understand the importance of exploring their interests and starting their college search early.

Materials Needed: 9.2 College & Career Exploration PowerPoint, (Optional) [Career Guidance Washington 9.16 Career Focus](#)

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Discuss the different types or categories of colleges.
- Present the PowerPoint.
- Optional Activity: Discuss the difference between jobs and careers. Model how to complete the [Career Guidance Washington 9.16 Career Focus](#) Career Quiz. Help students identify their career field of interest. Encourage students and families to explore the types of jobs in that field.
- Allow time for questions.
- Thank families for coming.

After the Event: GEAR UP staff should record this activity in the portal using the service definition “Family Event.” Be sure to maintain a sign-in sheet. Send thank you emails or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 9.3 COLLEGE BOUND SCHOLARSHIP RE-PLEDGE AND THEWASHBOARD.ORG

About: This activity reminds students and families of the College Bound Scholarship Pledge. Use the Repledge activity to engage students around future planning and various education pathways. Get students signed up for the College Bound Listserv. Celebrate the opportunity of the College Bound Scholarship by having students sign the repledge certificate.

Materials Needed: 9.3 CBS Re-pledge PowerPoint, [College Bound Repledge Toolkit](#), and [College Bound Repledge Certificate](#).

Additional Resources:

WCAN booklet

[Sample Letter to Administrators](#)

[Sample Letter Home to Families](#)

[Sample Letter Home to Students](#)

["I Pledge" Fill In the Blank Poster \(8.5x11\)](#)

["I Want To" Fill In the Blank Poster \(8.5x11\)](#)

["I Am College Bound" Fill In the Blank Poster \(8.5x14\) - Legal Size Paper](#)

Event Time Allowed: 60 minutes.

Directions:

- Assemble 9th-grade College Bound students and formally review the College Bound Scholarship pledge requirements.
- Present the PowerPoint.
- Call each student forward and have them pledge to fulfill pledge requirements and sign their re-pledge certificate.
- Provide an overview of theWashboard.org.
- Allow time for questions.
- Thank families for coming.

After the Event: GEAR UP staff should record this activity in the portal using the "Family Event" service definition. Be sure to maintain a sign-in sheet. Send thank-you emails or text messages to attendees who provided their contact information. Send any photos or videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 10.1 DUAL CREDIT

About: This activity is designed to introduce dual credit and its benefits, present options for dual credit equivalency, and identify or list opportunities for dual credit equivalency within their school system.

Materials Needed: Dual Credit PowerPoint, Dual Credit Handout

Additional Resources:

- [Career Guidance Washington: 10-10 Course Registration.](#) Lesson plans and handouts are designed to review academic progress toward graduation and postsecondary admission, plan for coursework and activities for next year, and register for next year's courses.
- Family Newsletter: [Dual Credit](#) (Word). Templates with college readiness and financial aid information for grades 7-12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Present the Dual Credit PowerPoint.
- Allow time for questions.
- Optional Activity: Adapt [Career Guidance Washington 10.10 Course Registration](#) lesson. Have students and families explore options and make a plan.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send thank you emails or text messages to attendees who provided contact information. Send any photos or videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 10.2 TEST PREPARATION

About: This activity is designed to help students and families identify the exams they must complete for college applications.

Materials Needed: Test Preparation PowerPoint

Additional Resource:

- Family Newsletter: [Study Habits and Test Prep](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop and review what we mean when we say “college”.
- Activity based on Career Guidance Washington: 11-1 Where am I going in the 11th Grade: Designate five different areas of the room (the four corners and the center of the room), one for each of the paths (four-year college, two-year college, CTE (technical college), military, and the workforce). Have students stand up and go to the section of the room that represents their path. When all the students have moved, discuss why they have chosen the path they did and take note of how many chose each path. If you wish, ask students to move around again to a “Plan B” for their second choice of path. Discuss how the composition of the room changed.
- Present Test Preparation PowerPoint. Explain the various admission exams: PSAT, SAT, ACT, SAT Subject Tests, ACCUPLACER, or ASVAB. Tell students that no matter what path they choose, they will probably need to take at least one entrance exam. Those exams begin in the junior year. The SAT and ACT are the main entrance exams for a four-year college. The PSAT is the SAT’s practice test. Even if students took the PSAT during 10th grade, they must retake it in the fall of junior year for their results to count for the National Merit Scholarship competition.
- Provide an overview of the registration process and fee waiver options that will be needed in the future.
- Provide an overview of test preparation resources and GEAR UP services and activities.
- Allow time for questions.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition “Family Event”. Be sure to maintain a sign-in sheet. Send a thank you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

WHICH ADMISSION TESTS DO I NEED TO TAKE?

Your child's path after high school could include a four-year college, a two-year college, a CTE (technical college), military, or entering the workforce. Different paths require different entrance exams.

Talk to the school counselor or GEAR UP staff to learn more about which test your child should take, when, and how to get a fee waiver if necessary. Students should also take AP tests for any AP classes they have taken. Free test preparation is available on each of the tests' websites.

4-year	PSAT or ACT Aspire 10th grade
	<ul style="list-style-type: none"> Helps students prepare for college admission tests. Sophomores can also use their score reports to figure out which academic areas they need to work on.
4-year	PSAT/NMSQT 10th and 11th grade
	<ul style="list-style-type: none"> If students are planning to attend a four-year college, take the PSAT in the fall of their junior year. Taking the PSAT/NMSQT again in 11th grade provides students with a fresh skills assessment and a measure of their progress, as well as an opportunity to compete for scholarships. Research shows that students who take the PSAT/NMSQT in both 10th and 11th grades score higher on the SAT than students who do not. The PSAT/NMSQT, which will help students prepare for the SAT. It could also qualify students for the National Merit Scholarship Competition.
4-year	SAT or ACT 11th and/or 12th grade
	<ul style="list-style-type: none"> Most four-year colleges require that students submit SAT or ACT scores. Some colleges require or recommend that you take SAT Subject Tests. Take the SAT and/or ACT in the spring of junior year. Students may test or retest in 12th grade.
2- year	ACCUPLACER, ASSET, or other community college assessment 11th or 12th grade
	<ul style="list-style-type: none"> Two-year colleges often require this assessment. Check with the college to determine what assessments are required. Take fall of senior year.
Military	ASVAB 11th or 12th grade
	<ul style="list-style-type: none"> The ASVAB is designed to predict success in the military, while the ACT and SAT are designed to predict success in college. Take the ASVAB in the spring of junior year for practice, and retake it in the fall of senior year. Scores are good for up to two years.

ACTIVITY IDEA: 10.3 COLLEGE AND CAREER EXPLORATION

About: This activity is designed to help students and their families understand different ways students can explore their interests and search for colleges.

Materials Needed: 10.3 College and Career Exploration PowerPoint

Additional Resource:

- Family Newsletter: [College & Career Pathways](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.
- Optional: College Fair Checklist Handout

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop and review what we mean when we say “college”.
- Introduce the importance of exploring colleges, careers, and the options your school offers, such as job shadowing, career fairs, campus visits, and online or in-person college fairs.
- Present 10.3 College and Career Exploration PowerPoint.
- Share tips on how to successfully prepare for and navigate these options.
- Allow time for questions.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition “Family Event”. Be sure to maintain a sign-in sheet. Send a thank you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

COLLEGE FAIR CHECKLIST

Get the Information You Want

A college fair is a gathering of college representatives who are looking for the right students for their institutions. They're there to spread the word about their college to high school students — and they want to talk to you.

College fairs may be held at your school, a conference center, or a local community center, and the colleges may be regional or from around the country. The representatives usually sit at booths or tables and hand out brochures and cards. They can tell you about everything from academics to campus life at their college, and they can also answer more general questions about college.

Ask your counselor or a teacher how to find college fairs in your area. If you can, try to go to more than one to get a good sampling of what's out there. The checklist below will help you get the most out of each fair.

Before You Go

- ☐ Find out which colleges will be at the fair (a list may be posted on the fair's website) and write down the names of the ones you want to learn about.
- ☐ Make a list of any questions you have.
- ☐ Bring your list, a pen, paper, and a bag to hold college brochures.
- ☐ Make sure the email address that you give out won't embarrass you — remember, college admission officers will see it.

While You're There

- ☐ Get a map of the fair and plan a route that will take you to the booths of all the colleges on your list. If there is no map available, do a quick survey of the room to locate your colleagues.
- ☐ Visit booths and ask college representatives questions. For example, you can ask, "What kind of student are you looking for?" or "What makes your campus special?"
- ☐ Take a minute to jot down any information you think is essential before moving on to the next booth.
- ☐ Check out some of the other booths when you're done with the colleges on your list. You may stumble onto a great college you hadn't considered.
- ☐ Attend an information session, if any are offered. Typical topics include applications and financial aid. These sessions are good opportunities to get expert advice.

When You Get Home

- ☐ Ask yourself which colleges stood out and why.
- ☐ Organize the college material you collected and review it that week while it's fresh in your mind.
- ☐ Go over any notes you took during the fair.
- ☐ Throw out the pamphlets of colleges you've ruled out so you can focus on the colleges you're interested in.
- ☐ Do more research on the colleges you're thinking about. Explore websites, contact the admission office, or plan a campus visit. If you liked what you saw at the fair, it may be time to see the college in person.

Source: [Big Future](#)

ACTIVITY IDEA: 11.1 PRE-COLLEGE ASSESSMENTS AND FEE WAIVERS

About: This activity is designed to introduce the process for registering for entrance exams.

Materials Needed: 11.1 Entrance Exams and Fee Waivers PowerPoint

Additional Resources:

- [Career Guidance Washington: 11-1 Where Am I Going in 11th Grade?](#) Lesson plan and handouts designed to review academic progress toward graduation and postsecondary admission, plan for coursework and activities for next year, and register for next year's courses.
- Family Newsletter: [Entrance Exams](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions. Introduce yourself and other presenters/team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Present the PowerPoint.
- Allow time for questions.
- Optional Activity: Test Registration
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event". Be sure to maintain a sign-in sheet. Send a thank you email or text messages to attendees who provided contact information. Send any photos or videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 11.2 SCHOLARSHIPS

About: This activity provides an overview of the basic components of scholarships, best practices for applying, and identifies resources for finding scholarships.

Materials Needed: 11.2 Scholarships PowerPoint

Additional Resources:

- [Career Guidance Washington: 11-12 Financial Aid Fundamentals](#). Lesson plan and handouts designed to define and describe financial aid terms and procedures and identify resources to secure scholarships.
- Family Newsletter: [Scholarships](#). (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Review what we mean when we say “college”.
- Present the PowerPoint.
- Allow time for questions.
- Optional Activity: [Zombie Apocalypse! A Scholarship Activity](#). A simple mistake could cost you a scholarship. It is essential to pay attention to every detail. Applicants need to know what is being asked and need to comply with these requirements. Common mistakes are preventable. Show students how scholarships are often scored. Have them read and score the submissions. Debrief and help students learn how to avoid common pitfalls.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition “Family Event”. Be sure to maintain a sign-in sheet. Send a thank you email or text messages to attendees who provided contact information. Send any photos or videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 11.3 OVERVIEW OF THE SENIOR YEAR AND CHOOSING A COLLEGE

About: This activity provides an overview of the senior year timeline and reviews available resources.

Materials Needed: 11.3 Overview of Senior Year and Choosing a College PowerPoint

Additional Resources:

- College Comparison Scorecard and Worksheets
- [Career Guidance Washington: 11-3 Junior-Senior Calendar](#). Lesson plan and handouts designed to review academic progress toward graduation and postsecondary admission, plan for coursework and activities for next year, and register for next year's courses.
- Family Newsletter: [What to do Over Summer](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Present the PowerPoint.
- Allow time for questions.
- Optional: College Fit/Exploration Homework. See [Cappex College Fit Kit](#) or [BigFuture](#). Please encourage students to complete the College Comparison Scorecard and Worksheet over the summer and begin to narrow down their choices.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send a thank-you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

COLLEGE COMPARISON SCORECARD

Compare colleges based on the characteristics that are most important to you. This scorecard helps you evaluate colleges side-by-side.

Step 1: Take the “What is my ideal college?” survey in the left column.

Step 2: Rank the colleges you visit in person or on a virtual tour on a scale of 1 to 3 (with 3 being the best) based on how well they meet your criteria.

Step 3: Total the scores to see which college might be the best fit for you.

RANKING SYSTEM (1-3):

3= IT'S A PERFECT MATCH

2= IT KIND OF MEETS THIS CRITERIA

1 = NOPE, IT DOESN'T

What's my ideal college? <i>Circle the answer or answers that apply to you.</i>	College #1	College #2	College #3
I want a college that is located: a. Close to home b. As far away as possible c. Somewhere in between, so I can be back for weekends and holidays.			
I prefer a campus size that is: a. Small (under 5,000 students) b. Medium (5,000-15,000 students) c. Large (15,000+ students)			
I want my college to be in the: a. City b. Suburbs c. Country			
I want to be able to live: a. On campus, in a dorm or apartment b. Off campus in an apartment or house c. At home			
I prefer a college that is: a. Private (not a public or state school) b. Single sex (only male or female) c. Religiously affiliated d. Known for serving ethnic minority populations (i.e., tribal colleges, historically black colleges and universities, etc) e. None of these are important to me			

What's my ideal college? <i>Circle the answer or answers that apply to you.</i>	College #1	College #2	College #3
I want to complete my degree in: a. 2 years or less (AA) b. 4 years (BA, BS) c. More than 4 years (Master's, Doctorate, and Professional)			
My ideal college offers degrees in: a. Art and Design b. Sciences and Engineering c. Health fields d. Teaching and Counseling e. Business or Law f. Other:			
I want to be able to participate in the following activities: a. Sports (either Division I, Division II, or Division III) b. Student government c. Community service d. Greek life e. Other clubs and/or activities:			
I want to be able to take advantage of the following student services: a. Tutoring/academic support b. Counseling and health services c. Study abroad d. Recreational sports and/or a gym e. Disability access f. Other:			
I want a college that offers financial aid, including: a. Scholarships b. Grants c. Loans d. Work-study programs e. This is not important to me			
I want a college where students receive an average of _____% of their financial need through financial aid. (Use the College Board search if you are unsure.) a. 75-100% b. 50-74% c. 25-49% d. Less than 25%			
Total			

COLLEGE COMPARISON WORKSHEET

Investigate various aspects of postsecondary institutions that interest you. Evaluate each school in the areas listed below and then compare your evaluations. Feel free to add your categories or eliminate those that do not apply.

Campus Environment	College #1	College #2	College #3
Campus facilities, equipment, and services			
Computers and internet access			
Food service (cafeterias)			
Health care (physical and mental health counseling)			
Housing (Do you need year-round housing? LGBTQ-safe/gender neutral housing?)			
Library			
Recreational			
Transportation (parking, buses, etc.)			
Campus safety			
Campus setting (urban, suburban, small town, rural)			
Geographic location (distance from home)			
Religious affiliation/ Faith-based organizations on campus			
Childcare/Family housing			
Accessibility for physical disabilities			
Student Body	College #1	College #2	College #3
Number of undergraduates enrolled			
% of full-time students			
% of men and women			
% of students 25 or older			
%of minority students			

% of students from out-of-state			
% of international students			
% of students who live on campus			
% of students who return the following year			
% of students who graduate			
% of graduates employed within one year			
Cost	College #1	College #2	College #3
Application fee			
Fee waiver available?			
Amount of deposit (after acceptance)			
Total annual cost of attendance			
Tuition and fees			
Room and board			
Other required expenses (books, supplies)			
Financial Aid	College #1	College #2	College #3
Financial aid availability			
Grants (participates in federal and/or state grant program?)			
Scholarships			
Work study			
Loans			
Financial aid deadline			
Financial aid forms (FAFSA, PROFILE, school)			
% of undergraduates receiving financial aid			
Average amount awarded to undergraduates			

Student Activities/Enrichment	College #1	College #2	College #3
Athletic offerings (sports: collegiate and intramural)			
Fraternities, sororities, social and academic clubs			
Extracurricular organizations and events			
Music, fine arts, performing arts			
Internships, community service, and study abroad			
Student Support Services	College #1	College #2	College #3
Counseling, mentoring, or tutoring services? TRiO SSS? First Year Experience?			
Support for physical challenges & learning disabilities			
Peer affinity groups like POSSE, 1 st Gen support groups, student groups for women, students of color, LGBTQ students, foster care alums, etc. International students, non-traditional students, etc.			
Career, internship, employment assistance, and job placement services			
On-campus or nearby food banks? Clothing banks?			
Do they offer an orientation or a summer transition program?			
Other Considerations	College #1	College #2	College #3
Financial condition			
School accreditation			

ACTIVITY IDEA: 12.1 COLLEGE ADMISSIONS AND FINANCIAL AID

About: This activity is designed to review the key steps students need to complete their senior year and highlight available resources and support.

Materials Needed: 12.1 College Admissions and Financial Aid PowerPoint

Additional Resources:

- [Career Guidance Washington: 12-1 Where Am I Going in 12th Grade?](#) 12-4 [FAFSA Process – It's Not Just the Application](#). 12-6 [Completing a College Application](#). Lesson plans and handouts are designed to review academic progress toward graduation and postsecondary admission, plan for coursework and activities for next year, and register for next year's courses.
- Family Newsletter: [Senior Year: Get Organized](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.
- [Senior Year Binder System: Advisor's Guide to a Student Organizational Plan for College Admissions & Financial Aid](#). This binder system can be used with high school seniors to help them stay organized during the college and financial aid application process.
- [A Parent's Guide to Apprenticeships](#)
- [12th Year Campaign Student Workbook](#)
- [College Scorecard](#)

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Present the PowerPoint.
- Allow time for questions.
- Optional Activity: Hand out 12th Year Campaign Student Workbook. Review your school's 12th Year Campaign schedule of events and explain how GEAR UP can help.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send a thank-you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 12.2 UNDERSTANDING AWARD LETTERS AND MAKING A DECISION

About: This activity will review the basics of award letters and explain how to compare aid offers.

Materials Needed: Computers and award letters.

Additional Resources:

- [Career Guidance Washington: 11-1 Where Am I Going in 11th Grade?](#) Lesson plan and handouts designed to review academic progress toward graduation and postsecondary admission, plan for coursework and activities for next year, and register for next year's courses.
- Family Newsletter: [Making a Decision](#) (Word). Templates with college readiness and financial aid information for grades 7-12. Just add your school logo, events, and contact information to customize for your school.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions: Please introduce yourself and other presenters and team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Present the PowerPoint.
- Allow time for questions.
- Optional Activity: If students have award letters, help families compare awards with [BigFuture's online tool](#). Review what types of aid are preferable.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send a thank-you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

ACTIVITY IDEA: 12.3 TRANSITION TO COLLEGE

About: This activity is designed to help prepare students and families for the first year after high school, including what to expect and how to navigate everyday challenges.

Materials Needed: 12.3 Transition to College PowerPoint

Additional Resources:

- [Career Guidance Washington: 11-1 Where Am I Going in 11th Grade?](#) Lesson plan and handouts designed to review academic progress toward graduation and postsecondary admission, plan for coursework and activities for next year, and register for next year's courses.
- Family Newsletter: [Transition to College](#) (Word). Templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events, and contact information to customize for your school.
- [A Family Guide: Supporting Your Child After High School](#). The purpose of this document is to provide support to families as their child transitions to college.
- [Activity Guide: Preparing Students for the Transition to College](#). The transition from high school to a postsecondary institution is an important milestone. This period can be marked by both enthusiasm and self-doubt, as well as stress and uncertainty. College access professionals can use this activity guide to help prepare students and families for the first year after high school, including what to expect and how to navigate everyday challenges.

Event Time Allowed: 60 minutes.

Directions:

- Welcome, everyone.
- Introductions. Introduce yourself and other presenters/team members.
- Provide an overview of the workshop.
- Review what we mean when we say "college".
- Present the PowerPoint.
- Allow time for questions.
- Optional Activity: Student Alumni Panel.
- Adjourn

After the Event: GEAR UP staff should record this activity in the portal using the service definition "Family Event." Be sure to maintain a sign-in sheet. Send a thank-you email or text messages to attendees who provided contact information. Send any photos/videos to bethk@wsac.wa.gov to be posted on the Washington State GEAR UP social media pages.

