

# En camino: Herramientas educativas para familias



## On Our Way: Educational Toolkit for Families

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### Program Instructional Guide



**MetLife Foundation**



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## Acknowledgements

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MetLife Foundation supports education, health, civic and cultural organizations. It is committed to opening access and opportunity for education at all levels, and across the lifespan. The Foundation places emphasis on strengthening teaching and learning in public schools and on preparation for, access to and success in education beyond high school, particularly in community colleges. Its grantmaking in education is informed by the annual MetLife Survey of the American Teacher. For more information about see [www.metlife.org](http://www.metlife.org).

Through this Family Literacy – Community College Partnership initiative, NCFL is creating and disseminating a series of practical products for teachers and Hispanic parents and children to increase their likelihood to transition into college or other postsecondary learning opportunities. These materials help build Hispanic parents' understanding of postsecondary education and support their ability to realize dreams of college for their children and themselves.

Among several new and exciting transitions products created through this initiative, this Program Instructional Guide is a companion piece to a series of online modules with interactive activities titled *En camino: Herramientas para familias (On Our Way: Educational Toolkit for Families)*. The guide suggests a variety of activities and ways educational program staff can expand upon information introduced through the online activities.

NCFL appreciates and recognizes the valuable feedback and suggestions provided by the parents and staff of four pilot program sites: Cochise Even Start Family Literacy in Douglas, AZ; Columbia Even Start Family Literacy, Lake City, FL; Dorcas Place Adult and Family Learning Center, Providence, RI; and Jefferson County Public School (JCPS) Family Education Program, Louisville, KY.

This guide and other postsecondary transitions products can be found at NCFL's Web site, [www.famlit.org/transitions](http://www.famlit.org/transitions).



## Introduction

*En camino: Herramientas educativas para familias* is a set of resources to support the educational aspirations of Latino families and prepare them for entering and completing postsecondary education. This toolkit of resources serves two generations simultaneously. It helps to address the aspirations Latino parents have for their children to attend college by developing the knowledge and abilities that parents need in order to support their children in reaching this goal. In addition, improved understanding of the culture of college may inspire parents to attend college themselves. With these resources parents learn more about their roles for involvement in their children's schools, focus on setting educational goals, and explore information related to career choices with their children. Family literacy programs and other programs that serve families are highly suitable settings for encouraging and supporting college access and success. This toolkit fills a significant gap in materials that are available in Spanish and can be used by families to define their role and the types of support they can provide to insure their children's pathway to college.

Programs already address the academic knowledge parents need for learning English and acquiring the General Educational Development Test (GED<sup>®</sup>). This toolkit is a set of intergenerational resources for Latino parents of elementary-aged children that focus on key areas of personal knowledge, career knowledge and college knowledge. Although the parent-child resources are targeted to this younger group, some of them, such as those in Module 4: Planting the Seed of College, also are appropriate for older children who are considering college options for continuing their education. The intent is that the materials be used with adult students when they enter the program and extended throughout their enrollment as a means of increasing students' goal achievement toward postsecondary transition.

The educational toolkit consists of five modules.

- Module 1: Investing in Education
- Module 2: Making Education a Family Goal
- Module 3: Parent Involvement in Education
- Module 4: Planting the Seed of College
- Module 5: On Our Way

Each module contains online interactive and printable resources in Spanish for adults to explore and learn about aspects of postsecondary education. Parents also can use the resources with their children at home or with their child's school to build aspiration for college attainment. The Program Instructional Guide, written in English, includes additional activities that both extend and supplement the online resources. These activities are designed to be used in the Adult Education, Parent Time and Parent and Child Together (PACT) Time<sup>®</sup> components of a family literacy program. However, the toolkit of resources is flexible and adaptable to other uses by parents and children as stand-alone activities at home, adult basic education programs, and schools in their work with parents to involve them in their child's educational experience.

The transition to postsecondary education can be difficult for even the most prepared students. Resources, such as these that strongly support the efforts of families to invest in education as early as possible, provide significant returns for family growth, livelihood and success.

# Module 1: Investing in Education

## FOCUS

In this module, students are introduced to the Garcia family. Gloria, the mother, came from Honduras at the age of 20. Javier came from Mexico when he was 15. He attended high school in the U.S. for several years. They have two children, Victoria and Luis. Student learning focuses on the educational system in the United States. It is important for students to understand the educational system and to understand that education is the key to success for them and their children.



## Objectives

At the end of this module, students will be able to:

- Name the U.S. educational levels and know the sequence in which they occur (preschool through college)
- Describe one or more places where they might go to learn, such as technical school or community college

## ADULT EDUCATION INSTRUCTION

### Schools in the United States

◆ **ACTIVITY 1: EDUCATION LEVELS IN THE UNITED STATES.** This activity will be helpful in explaining the U.S. educational system. Students may not be familiar with the idea of preschool and kindergarten. Explore the U.S. system of high school and the options that are available for students after graduation. Print the Grade Level Distributions chart located at the end of the guide and put the names of schools from your local community into the appropriate places on the chart. Does the elementary school go through 5th or 6th grade? What are the grades served in the middle school or does your community use the term junior high school? Which schools do your students' children attend? Are there vocational or technical schools or training centers in addition to a community college? What about private colleges and universities?

## Words to Know

*Before beginning this module, teach the following vocabulary*

invest  
postsecondary  
certificate/certification  
diploma  
degree  
Associate's degree  
Bachelor's degree  
Master's degree  
Doctoral degree

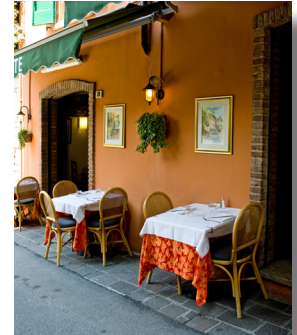


## Exploring Careers

Explore jobs and careers that are of interest to your students.

◆ **ACTIVITY 2: GET THE FACTS.** Have each student select a career of interest and research that career using the Internet, library, or college catalogs to learn what the position entails, its educational requirements, and the availability of employment positions in your community.

◆ **ACTIVITY 3: CAREER SPEAKER SERIES.** Invite people from the community into the classroom to talk about their careers and the education it took to achieve their goals. Ask them to describe the educational path they followed, so that students can see that others often follow non-traditional routes. What other careers are related to the one being discussed? (There may be many interrelated careers that are new and of interest to students.) Are there preliminary positions that require less education that students might seek while acquiring certificates or degrees? Prepare the students in advance. As a group, generate questions for the guests. Share the questions with the visitors before they come to the classroom. Let them know you would like them to talk about their educational story and how they got into their current careers.



◆ **ACTIVITY 4: CAREER REQUIREMENTS.** Perhaps your students came to the U. S. having had a career in their own country, but they need to learn how they can be certified here. Help them explore the necessary requirements. What else could their prior experience qualify them to do in the United States? (For example, a teacher elsewhere could possibly be a teacher's aide while learning English and exploring the certification process.)

◆ **ACTIVITY 5: JOB FAIRS.** Seek out a local job fair to attend with your students or plan one for your students. Invite local businesses to participate. Career transitions specialists or career development facilitators working at the local community college can be a resource. Have students assess their own qualifications for positions based on their exploration of careers. Prior to the job fair, spend time working on the basic elements of job applications. Students can help identify types of careers and positions they would like to have represented at the job fair and together you can identify the basic questions they should ask and the information they should gather during the job fair.

## PARENT TIME INSTRUCTION

Parents should have the opportunity to work through the PACT Time activity (*Where I Work—What I Do*) in class before presenting it to their child. They could work in pairs.

## PARENT AND CHILD TOGETHER (PACT) TIME®

Encourage parents to talk with their child about careers of interest to them and to their child.

◆ **ACTIVITY 1: WHERE I WORK – WHAT I DO.** Parents can use this online career matching activity to help their children learn about various careers ([www.familit.org/transitions](http://www.familit.org/transitions)). Children will drag the picture of the worker to the place of employment. This online activity includes a limited number of career choices.

Encourage parents to talk with their children about other careers children might want to explore. Parents and children can talk together about what those jobs entail, such as tools, vehicles, or uniforms attached to the jobs, and why the position is interesting to the child. This can begin as a whole group activity led by the teacher and continued by individual parents and children. Each child can share information at a different time when the whole group reconvenes.

◆ **ACTIVITY 2: READ ABOUT CAREERS.** Provide an assortment of books at varying reading levels about a variety of careers. Encourage parents and children to explore a particular career in which they are interested and share interesting information with the class. Play a guessing game where you describe a career and have teams of children and parents guess the profession. Identify the clues that led them to their answers.

## **CAREER BOOKS**

### **Preschool**

- *Career Day* by Anne Rockwell
- *Caring for Your Pets: A Book About Veterinarians (Community Workers)* by Ann Owen, Eric Thomas (Illustrator)
- *Five Little Firefighters* by Tom Graham; illustrations by Tom Graham
- *Nurse Nancy* by Kathryn Jackson
- *The Night Worker* by Kate Banks; Pictures by Georg Hallensleben
- *When I Grow Up* by P. K. Hallinan

### **Elementary School (K-Grade 5)**

- *About Things People Do* by Melanie Rice, Christopher Rice and Lesley Smith (Illustrator)
- *A Day in the Life of a Firefighter (First Facts, Community Helpers at Work)* by Heather Adamson
- *A Day with a Mail Carrier (Hard Work)* by Jan Kottke
- *Community Helpers from A to Z (Alphabasics)* by Bobbie Kalman and Niki Walker
- *Doctor Dan, the Bandage Man* by Helen Gaspard and Corinne Malvern (illustrator)
- *Jobs Around My Neighborhood / Oficios en mi vecindario (English and Spanish Foundations Series) (Book #9) (Bilingual)* by Gladys Rosa-Mendoza Ann Iosa (Illustrator)

### **Middle School (Grades 6-8)**

- *Career Match: Connecting Who You Are with What You'll Love to Do* by Shoya Zichy and Ann Bidou
- *If You Could Be Anything, What Would You Be? A Teen's Guide to Mapping Out the Future* by Jeanne Webster
- *Now What?: The Young Person's Guide to Choosing the Perfect Career* by Nicholas Lore
- *Teen's Guide To College And Career Planning: Your High School Roadmap for College & Career Success* by Peterson's
- *Testing the Waters: A Teen's Guide to Career Exploration* by Alice N. Culbreath and Sandra K. Neal
- *What Color Is Your Parachute for Teens: Discovering Yourself, Defining Your Future* by Richard N. Bolles, Carol Christen, and Jean M. Blomquist

◆ **ACTIVITY 3: EDUCATION LEVELS OF PEOPLE I KNOW.** Parents and children can fill in the chart *Education Levels of People I Know* at the end of the guide with names of people they know at each level of education. Then name the school they attended.

◆ **ACTIVITY 4: COMMUNITY WORKERS SHARE INFORMATION.** Capitalize on community leaders and workers who will come to the classroom. When the guest talks with the children, arrange it so that the parents can also attend and can receive information about the job and the education required. For example, during Fire Prevention Week, often the fire department will make a visit to the school. Arrange for someone to talk to the parents, during Parent Time perhaps, as well as the children.

## Module 2: Making Education a Family Goal

### Focus

In this module, students will learn that the way to make their dreams come true is to set goals and to develop a plan for reaching their goals. Discussing various types of goals is helpful—short-term and long-term goals; goals that address various facets of life, such as educational, personal, financial, and social aspects; individual goals, goals for the children, and goals for the family as a whole. The module also addresses the process of setting attainable goals, planning a path to follow, regularly reviewing and revising goals to address challenges and change while staying focused on the final target, celebrating small steps and successes along the way, and the importance of working together as a family unit. In this module students will be urged to consider setting educational goals, to help their children learn to set goals, and to work together as a family to set family goals.

### Words to Know

*Before beginning this module, teach the following vocabulary*

goal  
realistic  
revise  
review  
regularly  
specific  
measurable  
attainable

### Objectives

At the end of this module, students will be able to:

- Explain the importance for setting goals
- Tell how short- and long-term goals are different
- Tell how short-term goals connect to long-term goals
- Describe short- and long-term goal(s) for themselves, their child, and their family

### ADULT EDUCATION INSTRUCTION

#### Setting goals

♦ **ACTIVITY 1: MAKING DREAMS COME TRUE.** The adult goal setting activity shows how a desire or a dream can become a reality through a series of steps. Through this interactive activity, students see the process visually. Students learn how to map out a plan and see that by setting a series of goals, they can reach their dreams.

Many people use the SMART acronym to help them in setting goals. Goals must be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**imely.

*Specific* means that the goal states what you want to happen. A specific goal clearly defines what you will do. I want to eat more fruit is not specific. I want to eat two pieces of fruit each day is specific.

*Measurable* refers to the idea that there are concrete criteria for measuring progress towards reaching the goal. Did I eat two pieces of fruit today? I can measure that.

*Attainable or achievable* means that the goal is not out of reach. A goal needs to be within your reach although it should stretch you slightly. Reading 100 pages each night may not be attainable, but you may be able to read a half hour each evening.

*Realistic* goals are do-able. They are not easy but are not set so high that they cannot be achieved; they are reachable with some effort. Reaching a meaningful goal can give a great sense of accomplishment.

*Timely* goals give you a target to work towards. Without a timeframe there is no urgency to begin. Having a timeframe for your goals helps you monitor your progress.



To help students set goals, use the SMART Plan worksheet at the end of the guide.

◆ **ACTIVITY 2: TYPES OF GOALS.** Introduce the topic of setting goals as something that helps people focus and stay on track in order to reach their dreams. Talk with students about personal goals (wanting to read the newspaper every day), educational goals (wanting to learn how to divide fractions), financial goals (saving money to buy a washing machine), health goals (wanting to eat in a healthier way), and social goals (wanting to feel more like a part of the neighborhood). List these categories on the board and brainstorm types of goals that might fit into each category. After you have discussed possible goals together, look at each suggestion and label whether this is a short-term goal (S)—something that can be accomplished within days, weeks, or several months—or a long-term goal (L)—something that may take a year or even longer.

Next have students use the Individual Goal Setting Plan at the end of the guide to identify their own personal, educational, financial, health and social goals, and think of setting a target date for attaining the goal, identifying how to measure progress in reaching the goal, and what they will need to do regularly in order to be successful.

◆ **ACTIVITY 3: THE GOAL-SETTING PROCESS.** Have individual students identify a goal. Use the suggested categories in Activity 1 to help focus on particular aspects of their lives. Sometimes it helps to “think backwards”—begin with the final goal envisioned and use a process similar to that in the online activity to plan what will be needed to reach that goal. The example in the online activity shows the adult wanting a better home. This will require more money, which will require a better job. To get a better job she will need more education, but first she needs to learn to speak English well. Learning English is the first short-term goal and to do that she needs to attend the family literacy program regularly and practice speaking English as often as possible. One way to practice is to read aloud to her child each night which also helps her child reach her goal of learning to read. These are immediate steps she can take, but as she moves forward she will need to review her progress and see if this strategy is working. Use the Thinking Backwards Goal Mapping Activity worksheet for this activity.

◆ **ACTIVITY 4: WORKING TOWARDS YOUR GOALS.** Discuss with students the importance of reviewing their goals regularly. The goals may need to be revised as short term goals are reached and as life circumstances change. For example, the student may decide that attending a conversation class at the library will give her more practice, and she makes plans with a fellow student to attend those sessions.

Maybe her English improves enough that she needs to instead participate in the ABE/GED class at the family literacy program. Or she decides to subscribe to the newspaper as a way to practice her English reading in addition to her focus on oral language.

◆ **ACTIVITY 5: FAMILY GOALS.** Talk with students about the importance of helping their children set goals and how the family will also have goals. Discussing family goals can be a wonderful topic of conversation at the family dinner table, followed by ideas for how the family might work together to achieve their goal(s). Encourage students to share types of goals their families identify and ideas they had for how to reach those goals. Brainstorm strategies together. Parents can take home the Family Goal Setting Plan at the end of this guide to work together on goals for the family. Share ideas about some of the ideas families discussed.

## **PARENT TIME INSTRUCTION**

*Want to Do...Need to Do: Making Choices* will be used during PACT Time. In this online activity ([www.familit.org/transitions](http://www.familit.org/transitions)), parents will talk with their child about making choices. The questions to be asked are “Is this important?” “What could you do about it?” “What could I do to help you?” These questions will help parents and children think about priorities for how they spend their time. Practice the process in Adult Education or Parent Time. List student ideas by first asking parents to identify things their children want to do, and then things they need to do. Then discuss each item to decide if it is important to do. Things that are fun will most likely be on the “want to do” list, and there is absolutely a time and place for doing many of those things. However, priority should be given to the things on the “need to do” list. Encourage parents to help children identify what they can do about addressing the things on the “need to do” list, such as listing all possible solutions to be considered. Finally, are there things parents can do to support children in accomplishing their goals. If something a child needs to do is take out the trash, a parent’s support might include a simple reminder to take out the trash, leaving a note on the refrigerator as a reminder, leaving a phone message that the child will check once arriving home, providing the right kind of plastic garbage bags, or helping carry the heavier bags.

## **PARENT AND CHILD TOGETHER (PACT) TIME®**

◆ **ACTIVITY 1: MAKING DREAMS COME TRUE.** You might begin talking with parents and children about their dreams and wishes by reading one story from the book *Dare To Dream!: 25 Extraordinary Lives* by Sandra McLeod Humphrey. You might find another book about people who make their big dreams real, such as *Winners Never Quit!* or *Go for the Goal: A Champion’s Guide to Winning in Soccer and Life* both by Mia Hamm. Think about all the things that helped those people succeed—their determination, strength, intelligence, and their family support. Talk about the possible obstacles they faced and their failures or setbacks. What did they do to stay dedicated to their goals?

◆ **ACTIVITY 2: MAKING GOOD CHOICES.** Encourage parents to talk to their child about their dreams and wishes—both the child’s and theirs for their child. Parents also can share some of their own dreams and wishes. They should talk about school and the things that are important for the child to do that relate to school like reading more or practicing their math facts. Encourage parents and children to talk about choices and goals. Ask them to discuss what they can do to stay focused on their goals—what obstacles

they face and what can they do to overcome those obstacles. What are the early steps or choices children make now on the path toward reaching bigger goals? Those may be the things they “need to do,” such as studying hard, finishing homework, becoming a good reader. The online activity ([www.familit.org/transitions](http://www.familit.org/transitions)) will reinforce the idea of having goals and making good choices to help reach them. Parents and children can work together on the activity.

◆ **ACTIVITY 3: SETTING GOALS TOGETHER.** Children also can have personal, educational, financial, health, and social goals. Encourage the parent and child to talk together and encourage the parent to help the child set one long-term and one short-term educational goal. Parents can use the Individual Goal Setting Form at the end of this guide with their child.



## Module 3: Parent Involvement in Education

### Focus

The focus of this module is helping parents understand the importance of their involvement in their child's education. Your students may not realize that they are expected to be involved in their child's education; that may not be something expected in their culture. Encourage parents to learn more about their child's school system and help them understand the importance of parent involvement and especially participating in the parent-teacher conference.



### Objectives

At the end of this module, students will be able to:

- Give reasons for why it's important to be involved in their child's learning
- Describe ways to support their child's learning at home and at school
- Explain what happens at a parent-teacher conference
- Plan for their child's parent-teacher conference

### ADULT EDUCATION INSTRUCTION

#### Prepare for parent-teacher conferences

- ◆ **ACTIVITY 1: USING THE PARENT-TEACHER CONFERENCE GUIDE.** It is important for parents to develop a relationship with their child's teachers and to attend parent-teacher conferences. Using the *Parent-Teacher Conference Guide*, help your students understand their role and consider what they would like to find out about their child's work in school. This guide will help them prepare. Review each section of the Parent-Teacher Conference Guide so that parents understand and know what to expect.
- ◆ **ACTIVITY 2: PRACTICE FOR THE PARENT-TEACHER CONFERENCE.** With another instructor, model for the students a successful parent-teacher conference. Allow students to role play a parent-teacher conference to help them prepare.
- ◆ **ACTIVITY 3: PARENTS + SCHOOLS = SUCCESSFUL CHILDREN.** This resource contains 11 lessons designed to help you support parents' involvement in their child's education. You can access this free resource at <https://www.famlit.org/foto>. The lessons in this resource will help you teach about parent-teacher conferences, provide an overview of the U.S. school system, explain the benefits of parent involvement, and help parents learn reading strategies they can use to help their child.

### Words to Know

*Before beginning this module, teach the following vocabulary*

involved/involvement  
conference



◆ **ACTIVITY 4: CELEBRATING SUCCESSES AND PLANNING FOR IMPROVEMENT.** Encourage parents to develop a plan for celebrating children’s successes and for tackling areas in which they need to improve following the parent-teacher conference. Take notes from the conference including specific suggestions for what parents can do to help children. Support your students in brainstorming ideas for next steps before they meet with their children. Help parents identify steps leading toward the final goal. If a child is doing poorly on math tests, improving a score by 10-20% might be more realistic than expecting the child to immediately make a perfect score. Break improvement into measurable increments and celebrate improvement so that children are encouraged to keep trying.



◆ **ACTIVITY 5: USING ONLINE RESOURCES.** A resource that might prove helpful to program staff is a podcast on the home learning environment titled “The Home Climate: Where Parents Have the Biggest Impact on Learning,” available at <http://www.arcc.edvantia.org/page/P1thre>. There are also fact sheets in English titled “Learning at Home: Ways to Help Preschool Children Learn to Read” and “Learning at Home: Ways to Help School-Age Children Learn to Read” located at <http://wvpc.edvantia.org/family/index.cfm?&t=family&c=act-reading>.

## **PARENT TIME INSTRUCTION**

### **Prepare for parent-teacher conferences**

Prepare parents for talking to their child in PACT Time about the upcoming parent-teacher conference. Use the *Parent-Child Guide for a Parent-Teacher Conference*. As the child’s first and best advocate, parents need to be well informed. Reviewing this guide with their child will give a more complete picture of what is happening at school and help parents represent the child’s perspective. Everyone is on the same team, wanting children to be successful learners.

### **Parent involvement at school**

*Supporting Parent Involvement for Second Language Families: Bridging the Language Divide* resources are designed to help teachers identify ways to encourage and facilitate second language family involvement in the classroom. The cultural beliefs of second language families are powerful factors in how they approach their participation in their children’s education. Understanding the cultural perspectives of its families is a necessary step for schools in supporting student achievement. Although each resource can be used individually, they have been designed to reference and complement one another. These resources are available in both English and Spanish and should be downloaded to use as a complete set for best results.

1. Bridging the Language Divide: Parent Communication Worksheet  
<http://literacynetwork.verizon.org/tln/files/parent-communication-worksheet.pdf>
2. Bridging the Language Divide: What Can Parents Do?  
<http://literacynetwork.verizon.org/tln/files/parents-bridging-language-divide.pdf>
3. Bridging the Language Divide: The Language of Schools  
<http://literacynetwork.verizon.org/tln/files/parents-school-terms-glossary.pdf>

4. Supporting Parent Involvement for Second Language Families: Bridging the Language Divide  
<http://literacynetwork.verizon.org/tln/files/teacher-bridging-language-divide.pdf>
5. Get Involved! Sharing Your Culture: A Parent Plan-Ahead Worksheet  
<http://literacynetwork.verizon.org/tln/files/parent-worksheet.pdf>
6. Get Involved! Sharing Your Culture: How Culturally Rich are Your School and Classroom? A Short Survey  
<http://literacynetwork.verizon.org/tln/files/cultural-richness-survey.pdf>
7. Supporting Parent Involvement for Second Language Families: Culture in the Classroom  
<http://literacynetwork.verizon.org/tln/files/parental-involvement-culture-1.pdf>

### **PARENT AND CHILD TOGETHER (PACT) TIME®**

◆ **ACTIVITY 1: PREPARE FOR CONFERENCE TIME TOGETHER.** Parents should talk with their child before and after the conference. Use the *Parent-Child Guide for a Parent-Teacher Conference*. Sometimes students are expected to be a part of the conference. If so, help both parent and child understand what is expected.

## Module 4: Planting the Seed of College

### Focus

Students will be encouraged to consider college for their children and for themselves. What is a college campus like? Visit *Our College Campus* ([www.famlit.org/transitions](http://www.famlit.org/transitions)) will acquaint students with the places on a college campus that must be negotiated, such as the admission's office or the bursar, and their purposes. Students will consider how much education is necessary for various careers. Parents will help their children understand the connection between careers and the education needed when they work together on the activity.

### Objectives

At the end of this module, students will be able to:

- Name some of the places on a college campus and the services provided
- Tell how taking classes at college could benefit them and their family

### ADULT EDUCATION INSTRUCTION

#### Benefits of college

Talk with students about the level of education that is needed for various careers in preparation for completing the *How much education does it take?* activity.

Ask questions like the following:

- “What educational level do you think a barber needs?”
- “Do you think a barber has to go to school to learn to cut hair?”
- “What kind of school do you think a barber would go to?”
- “How could more education help a barber improve her performance?”

### Words to Know

*Before beginning this module, teach the following vocabulary*

admissions/admit  
disability  
financial aid  
scholarship  
loan  
bursar  
registrar  
credits and credit hours

The *How much education does it take?* online activity ([www.famlit.org/transitions](http://www.famlit.org/transitions)) will reinforce or extend these conversations within various career examples.

♦ **ACTIVITY 1: BRAINSTORMING.** Discuss with the students the benefits of attending college. Have students brainstorm what they think are the benefits. Record and post in the classroom.

#### College admission

♦ **ACTIVITY 2: COLLEGE VISITORS.** Invite local community college or technical school officials to visit your classroom. These visitors can provide pertinent information about admissions, placement tests, and financial aid. Before the visit, get catalogs and applications. Many schools have an online application process that you can review with your students. Review these in class to prepare for the visit. Record the questions that students have about any of these things before the college official comes to the classroom so you are sure to take full advantage of the visitor's knowledge.

◆ **ACTIVITY 3: BUILDING COLLEGE KNOWLEDGE.** Consider the “college knowledge” that your students need. Talk about how college classes are scheduled and the differences in being part-time and full-time students, and how many credits that involves. Talk about how to balance work and/or family responsibilities with classes. Discuss attendance issues and study habits.

◆ **ACTIVITY 4: WHO, WHAT, WHEN AND WHERE?** Planning to attend college or any postsecondary education institution requires being organized. It’s important to know where and how to apply. Many colleges now have an online registration process while others use paper forms. Understanding the process and knowing the deadline dates is very important in order for students to be able to move forward. Sitting out a semester before being able to get started can be discouraging. Use the College Planning Form at the end of this guide to begin the planning process. There are blank sections on the form for your students to add other tasks they need to complete or that your local institutions may require.

## PARENT TIME INSTRUCTION

Teach the following vocabulary to parents before they use the campus tour activity with their child: admissions/admit, disability, financial aid, scholarship, loan, bursar, registrar, credits and credit hours. Definitions are included in the glossary.



## PARENT AND CHILD TOGETHER (PACT) TIME®

### The College Campus

◆ **ACTIVITY 1: A VIRTUAL TOUR: VISIT OUR COLLEGE CAMPUS.** Students may not know the purpose for the various places on a college campus. A virtual campus tour, *Visit Our College Campus* ([www.familit.org/transitions](http://www.familit.org/transitions)) can be an introduction to a college campus. You may need to describe services provided by the college in greater depth. For example, you may need to explain that an advisor will help students select courses prior to registration. Access the local community college map (online) and help students compare the virtual tour to the map. Plan a tour of the local campus. Take the children on the field trip, too.

◆ **ACTIVITY 2: YOUR LOCAL COLLEGE MAP.** Access the local community college map (online) and help parents and children find some of the same buildings on the virtual campus to those on your local college campus.

◆ **ACTIVITY 3: A REAL CAMPUS TOUR.** Plan a tour of the local campus for parents and children. Talk with students about various careers and the level of education needed to be able to do that kind of work. Ask questions like the following:

“What educational level do you think a barber needs?”

“Do you think a barber has to go to school to learn to cut hair?”

“What kind of school do you think a barber would go to?”

“How could more education help a barber improve her performance?”

## Module 5: On Our Way

### Focus

In this module, students will revisit their educational goals and consider the value of education. Students will identify ways to support their child's education and continue their own. Challenges that parents and children face to reach their goals will be identified and ways to address those challenges will be discussed. Students will consider the annual earnings of various careers and how education is an investment that can impact earnings and the long term quality of life for themselves and their families.

### Objectives

At the end of this module, students will be able to:

- Describe how to get more information about an educational path for themselves and their child
- Plan steps leading to their short- and long-term goals
- Identify ways for supporting their child's education and continuing their own education
- Identify challenges to their child's ability to go to college and to continuing their own education
- Describe ways to address those challenges

### ADULT EDUCATION INSTRUCTION

#### Educational goals

◆ **ACTIVITY 1: EDUCATION = OPPORTUNITIES!** Students may need more information about the career path and the education required for the career they would like to pursue. Guide students in researching careers online and finding information through community resources. Look at want ads or job listings. Are there opportunities within the community for the careers in which students are interested? Someone interested in scuba diving would have more of an opportunity for employment in some communities than others. Would the student be able to or be willing to move in order to secure a job in the career for which he had an interest? Would it be possible for the students to job shadow or meet with someone employed in the area in which they are interested? Have the students consider the educational requirements and how much money someone engaged in the career they are considering typically makes? Introduce the *Education = Opportunities!* online activity ([www.famlit.org/transitions](http://www.famlit.org/transitions)).

◆ **ACTIVITY 2: OVERCOMING THE OBSTACLES.** Identify and discuss the obstacles that might be present for reaching educational goals. Adults must balance school, work, and family life. Brainstorm obstacles that may get in the way of achieving goals. Help students practice conversations that may be necessary to have with a spouse and/or children. Role play various situations that may arise. For example, what happens with meal preparation when Mom has an evening class one night each week? Can the children take responsibility for the laundry?

◆ **ACTIVITY 3: EDUCATION AS AN INVESTMENT.** Help students consider the value of investing in education. Encourage the family to weigh the short- and long-term consequences of investing in education versus spending. What short-term adjustments will the students be willing to make to save money for future educational goals? What are the long-term gains achieved through persistence to reach educational goals?

### **PARENT TIME INSTRUCTION**

In preparation for the PACT Time activity *Learn it Now, Use it Later*, have the students work in pairs or small groups to think of how a person in a particular career uses math, science, social studies, reading, and technology skills. For example, an electrician needs to know how to measure lengths of wire and how to calculate the cost of a job; must know about electric current and wire load; how electricity is measured (amps, volts); dangers of electricity and the safety precautions he must take when working with it; must know how to read blueprints and wiring maps; must be able to read maps and know the area to get to job sites; and must have computer skills for ordering materials and the use of specialized tools. Use the careers that are of interest to your students. Have each pair or small group share what they have learned with the whole group.



### **PARENT AND CHILD TOGETHER (PACT) TIME®**

◆ **ACTIVITY 1: LEARN IT NOW, USE IT LATER!** What do the things I study in school have to do with my future? Children may not see how the skills they are learning in school relate to a future career. Encourage parents to talk with their child about how school subjects are related to a future career. Children will be able to make the connection between school subjects (math, reading, science, social studies, and technology) and a job when they work on *Learn it Now, Use it Later* ([www.famlit.org/transitions](http://www.famlit.org/transitions)) with their parents.

◆ **ACTIVITY 2: PLAY AT HOME.** Together parents and children can play a career matching game similar to the online activity *Learn it Now, Use it Later*. This will be a great way to reinforce what was introduced in the online activity. Reproducible forms are available at the end of the guide. Print game pieces on card stock if possible. In Parent Time have parents cut out the game pieces and place in plastic baggies with the instructions and answer key.



◆ **ACTIVITY 3: MORE BOOKS TO EXPLORE.** Encourage parents to explore some of the following books with their elementary or middle school child. You might provide some in class or take a field trip to the library.

## **CAREER BOOKS**

### **Elementary School (K-Grade 5)**

- *Career Ideas for Kids Who Like Science* by Diane Lindsey Reeves , Lindsey Clasen, and Nancy Bond (Illustrator) (From the series of *Careers for Kids Who Like...*)
- *Choosing a Career in the Pharmacy and in the Pharmaceutical Sciences (World of Work)* by Nicole Galiano
- *Community Helpers from A to Z (Alphabasics)* by Bobbie Kalman and Niki Walker
- *Cryptologists: Life Making and Breaking Codes (Extreme Careers)* by Aaron Rosenberg
- *Postal Workers* by Cynthia Fitterer Klingel and Robert B. Noyed (from the Wonder Books, Level 1 Careers series)
- *When I Grow Up* by P.K. Hallinan

### **Middle School (Grades 6-8)**

- *Career Diary of a Fashion Stylist: Gardner's Guide Series* by Kim Maxwell (from the *Gardner's Guide Series* exploring many different professions)
- *Career Discovery Encyclopedia, 7th Edition, 8 Vol. Set* by Laurie Likoff
- *Discovering Careers for Your Future: Law Enforcement* by Ferguson (Corporate Author)
- *FBI Agent: Cool Careers* by Geoffrey M. Horn (from the series *Cool Careers: Helping Careers*)
- *Learning Green: Careers in Education (Green-Collar Careers)* by Suzie Gazlay
- *So You Want to Work in Animation & Special Effects?* by Torene Svitil (from the *Careers in Film and Television* series)

## GRADE LEVEL DISTRIBUTIONS

Put the names of schools from your local community into the appropriate places on the chart.

		<b>Name of School</b>
<b>Preschool</b>	Care and educational services for children 3 to 5 years old	
<b>Primary</b>	Kindergarten (for 5-year-old children before entering 1st grade)	
	Elementary school (1st – 5th grades)	
<b>Secondary</b>	Middle school (6th – 8th grades)	
	High school (9th – 12th grades)	
	Students graduate with a High School Diploma	
	General Educational Development, GED (a certificate equivalent to a high school diploma for adult students who did not complete high school)	
<b>Postsecondary</b>	Certifications (shorter programs focused on a skill or specific learning)	
	College or University  Associate degrees, AA or AS (Approximately 60 semester credits or 20 courses)  Bachelor degrees, BA or BS (Approximately 120 semester credits or 40 courses)  Master's degrees, MA or MS (An advanced degree ranking above a bachelor's degree, requiring approximately 30 graduate credits or 10 courses)  Doctorate degrees, Ph.D. or Ed.D. (A degree ranking above the master's degree requiring approximately 60 graduate credits or 20 courses)  Professional degrees, MD, JD (examples: medical doctor, attorney; these usually require additional credits above a doctorate degree as well as certification exams)	



## Education Levels of People I Know

Fill in the chart with the names of people you know at each level of education. Then name the school they attend or attended.

School Level	Name of Person	School
Preschool (3-5 year olds)		
Primary school (kindergarten through grade 5)		
Middle school (6th-8th grades)		
High school (9th-12th grades)		
Graduated with high school diploma		
Has a General Educational Development (GED) certificate		
Has a postsecondary certificate (shorter programs focused on a skill or specific learning)		
Has an Associate degree AA or AS (Approximately 60 semester credits or 20 courses)		
Has a Bachelor degree BA or BS (Approximately 120 semester credits or 40 courses)		
Has a Master's degree MA or MS (An advanced degree ranking above a bachelor's degree, requiring approximately 30 graduate credits or 10 courses)		
Has a Doctorate degree Ph.D. or Ed.D. (A degree ranking above the master's degree requiring approximately 60 graduate credits or 20 courses)		
Has a Professional degree MD, JD (examples: medical doctor, attorney; these usually require additional credits above a doctorate degree as well as certification exams)		

## My SMART Plan

Use the Smart planning form below to help set goals. Goals must be specific, **m**easurable, **a**ttainable, **r**ealistic, and **t**imely.

Instructions	Example	My Plan
<p><b>Specific</b></p> <p>State specifically what you want to happen and define what you will do.</p>	<p>I want to eat more fruit is not specific. I want to eat two pieces of fruit each day is specific.</p>	<p>I want to...</p>
<p><b>Measurable</b></p> <p>Describe how you will measure progress towards reaching your goal.</p>	<p>Did I eat two pieces of fruit today? I can measure that.</p>	<p>I will measure my progress by...</p>
<p><b>Attainable or achievable</b></p> <p>Select a goal that is within your reach, although it should stretch you slightly.</p> <p><b>Realistic</b></p> <p>Goals must be do-able. They are not easy or set so high that they cannot be achieved, yet they are reachable with some effort. Reaching a meaningful goal can give a great sense of accomplishment.</p>	<p>Reading 100 pages each night may not be attainable, but you may be able to read a half hour each evening. The pages will add up and lead you toward your goal.</p>	<p>I may have to work hard, but I will be able to reach this goal.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p><b>Timely</b></p> <p>Without a timeframe there is no urgency to begin. Having a timeframe for your goals helps you monitor your progress.</p>	<p>I will finish my book within one month.</p>	<p>I will meet this goal by _____ Completion date</p> <p>To do this I will _____</p> <p>_____</p> <p>What you will do</p> <p>_____</p> <p>How often, such as daily, monthly, each morning</p>

## Individual Goal Setting Plan

Use the following categories and identify goals you have for yourself.

Type of Goal	Our Goal	Our Plan
<p><b>Personal</b></p> <p>A personal goal is something you want to do for yourself personally. Maybe you want to read the newspaper every day or learn to cook something new each week.</p>	<p>My <b>personal</b> goal is to...</p>	<p>I will measure my progress in reaching this goal by _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">What you will do to measure progress</p> <p>To meet this goal by _____, I</p> <p style="text-align: center;">Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>
<p><b>Educational</b></p> <p>What do you want to learn, and how do you want to improve your education? Maybe you want to learn how to divide fractions, or maybe you want to go to college.</p>	<p>My <b>educational</b> goal is to:</p>	<p>I will measure my progress in reaching this goal by _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">What you will do to measure progress</p> <p>To meet this goal by _____, I</p> <p style="text-align: center;">Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>
<p><b>Financial</b></p> <p>Is there something you need to save for or pay off? For example, maybe you are saving money to buy a washing machine.</p>	<p>My <b>financial</b> goal is to:</p>	<p>I will measure my progress in reaching this goal by _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">What you will do to measure progress</p> <p>To meet this goal by _____, I</p> <p style="text-align: center;">Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>

<p style="text-align: center;"><b>Health</b></p> <p>Is there something you would like to do to be healthier? Maybe you want to eat in a healthier way or exercise every day.</p>	<p>My <b>health</b> goal is to...</p>	<p>I will measure my progress in reaching this goal by _____</p> <p>_____</p> <p style="text-align: center;">What you will do to measure progress</p> <p>To meet this goal by _____, I</p> <p style="text-align: center;">Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>
<p style="text-align: center;"><b>Social</b></p> <p>Maybe you feel you need to improve your social life. For example, you may want to feel more like a part of the neighborhood or maybe you'd like to meet a friend for coffee each week.</p>	<p>Our <b>social</b> goal is to...</p>	<p>I will measure my progress in reaching this goal by _____</p> <p>_____</p> <p style="text-align: center;">What you will do to measure progress</p> <p>To meet this goal by _____, I</p> <p style="text-align: center;">Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>

## Thinking Backwards Goal Mapping Activity

Use this activity to “think backwards” in planning the steps for meeting your goal.

The diagram consists of four concentric, horizontally-oriented ovals. The innermost oval is labeled with the number '1' on its left side and contains the text 'My goal is to:'. The second oval from the center is labeled with the number '2' on its left side and contains the text 'First I need to:'. The third oval is labeled with the number '3' on its left side and contains the text 'Next I need to:'. The outermost oval is labeled with the number '4' on its left side and contains the text 'Finally I need to:'. The numbers 1, 2, 3, and 4 are positioned to the left of their respective ovals, increasing in size from 1 to 4.

## Family Goal Setting Plan

Use the following categories and together identify goals with your family.

<b>Type of Goal</b>	<b>Our Goal</b>	<b>Our Plan</b>
<p style="text-align: center;"><b>Personal</b></p> <p>Personal goals are things your family wants to do personally as a family. Maybe you want to do a better job of respecting one another's privacy, or take time each night at dinner where each person shares one special thing he or she learned that day.</p>	<p>Our <b>personal</b> goal is to...</p>	<p>We will measure our progress in reaching this goal by _____</p> <p>_____</p> <p style="text-align: center;">what you will do to measure progress</p> <p>To meet this goal by _____, we Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>
<p style="text-align: center;"><b>Educational</b></p> <p>What is your family's learning goal? Education leads to many opportunities but often requires everyone working together. Maybe someone wants to become a licensed electrician and needs to enter an apprenticeship program. The family will have to pitch in to help at home</p>	<p>Our <b>educational</b> goal is to:</p>	<p>We will measure our progress in reaching this goal by _____</p> <p>_____</p> <p style="text-align: center;">what you will do to measure progress</p> <p>To meet this goal by _____, we Completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>
<p style="text-align: center;"><b>Financial</b></p> <p>Is there something your family needs to save for or pay off? For example, maybe the family wants to save for a trip back home. Or maybe you need to pay off the new television you recently bought.</p>	<p>Our <b>financial</b> goal is to:</p>	<p>We will measure our progress in reaching this goal by _____</p> <p>_____</p> <p style="text-align: center;">what you will do to measure progress</p> <p>To meet this goal by _____, we completion date</p> <p>will _____</p> <p style="text-align: center;">What you will do</p> <p>_____</p> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>

<p style="text-align: center;"><b>Health</b></p> <p>Does your family need to be healthier? Maybe everyone can take a walk together in the evenings, or you can make a menu list of healthy meals and snacks that everyone likes to eat.</p>	<p>Our <b>health</b> goal is to...</p>	<p>We will measure our progress in reaching this goal by _____</p> <hr/> <p style="text-align: center;">what you will do to measure progress</p> <p>To meet this goal by _____, we  <span style="margin-left: 150px;">completion date</span></p> <p>will _____  <span style="margin-left: 150px;">What you will do</span></p> <hr/> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>
<p style="text-align: center;"><b>Social</b></p> <p>Maybe your family wants to become more involved in the community. You might want to participate together at church more often, or maybe help plan a neighborhood party. Maybe your family would like to get together more often with other family members, or with another family you have recently met.</p>	<p>Our <b>social</b> goal is to...</p>	<p>We will measure our progress in reaching this goal by _____</p> <hr/> <p style="text-align: center;">what you will do to measure progress</p> <p>To meet this goal by _____, we  <span style="margin-left: 150px;">completion date</span></p> <p>will _____  <span style="margin-left: 150px;">What you will do</span></p> <hr/> <p style="text-align: center;">How often, such as daily, monthly, each morning</p>

## Guía para una conferencia entre padres y maestros

Una conferencia de padres con maestros es una oportunidad para que usted y los maestros de su hijo(a) hablen. Pueden hablar sobre cómo aprende su hijo(a) tanto en casa como en la escuela. Esta lista lo va a preparar para la conferencia con el maestro.

### Antes de la Conferencia

- Use la *Guía para padres e hijos antes de una conferencia con los maestros* para hablar con sus hijos.
- Avise a la escuela si necesita que alguien le traduzca. Usted tiene el derecho a un traductor cuando se reúna con el maestro. También puede pedirle a un familiar o a una amistad que le sirva de traductor. Es importante que su hijo(a) no sea el traductor.
- Tome tiempo para revisar las calificaciones en los exámenes más recientes de su hijo(a), los boletines de calificaciones (report cards) y las tareas que pueden demostrar sus puntos fuertes o áreas de necesidad.
- Haga una lista de preguntas que usted quiere hacerle al maestro(a). Preguntas sugeridas:
  - ¿Cuáles son los temas académicos más fuertes y más difíciles para mi hijo(a)?
  - ¿Participa mi hijo(a) en la clase?
  - ¿Se ve contento mi hijo(a) en la escuela?
  - ¿Qué puedo hacer yo para ayudarle a mi hijo(a) en casa?

Usted puede tomar notas o llevar una grabadora para ayudarle a recordar lo que dice el maestro.

### Durante la conferencia

- Planee llegar a la conferencia a tiempo. Sepa cuando la reunión debe de terminar.
- Haga las preguntas más importantes primero, como las que se refieren a las notas o calificaciones, el trabajo en el salón de clase, las tareas, su comportamiento y como se lleva su hijo(a) con otros estudiantes.
- Si el maestro le habla de cosas que su hijo(a) tiene que hacer para mejorar:
  - Pregunte si hay tutoría o algún otro tipo de ayuda disponible.
  - Pregunte si es necesario que le hagan más evaluaciones de aprendizaje a su hijo(a).
- Pregunte qué puede hacer usted para ayudarle a su hijo(a) en casa. Asegúrese de compartir información con el maestro sobre su hijo(a) tal como:
  - Lo que le gusta hacer a su hijo(a)
  - Cosas que le puedan estar molestando (tales como un nuevo bebe, el divorcio o la muerte de un familiar).
  - Medicamentos especiales, dificultades de aprendizaje, o cosas que usted habrá hecho en casa que podrían haber ayudado a que su hijo(a) aprendiera mejor.
- Pida explicaciones o información por escrito en el idioma que usted mejor comprenda de cualquier cosa que no haya entendido.
- Averigüe la mejor manera que usted pueda mantenerse en comunicación con el maestro y que el maestro se comunique con usted (notas por escrito, por teléfono, por correo electrónico o en persona).



**Después de la conferencia**

- Hable de la conferencia con su hijo(a), sobre todo acerca de los comentarios positivos que recibió, pero también sea directo con las cosas que su hijo tenga que hacer para mejorar.
- Hable con su hijo(a) sobre cualquier plan que usted y su maestro tengan para él/ella.
- Manténgase en contacto regular con el maestro durante el año escolar.

## Guía para padres e hijos antes de una conferencia con los maestros

La conferencia de padres y maestros es una oportunidad para hablar con los maestros de sus hijos. Esta reunión es para saber como le va a su hijo(a) en la escuela. Sería bueno hablar con su hijo(a) antes de la conferencia. Después de la conferencia es importante hablar con su hijo(a) sobre lo que se trató. Y así ustedes pueden hablar sobre los cambios que se tengan que hacer.

### Antes de la conferencia

Use estas preguntas cuando hable con su hijo(a) sobre la escuela.

- ¿Qué quieres que tu maestro(a) sepa de ti?
- ¿Qué me quieres decir sobre cómo te va en la escuela?
- ¿En qué eres bueno en la escuela?
- ¿En qué necesitas ayuda en la escuela?
- Cuéntame lo que más te gusta de la escuela.

### Durante la conferencia

Es posible que su hijo(a) sea parte de la conferencia o hasta dirija parte de la reunión. Anime a su hijo(a) que comparta su opinión sobre lo que se esté hablando.

### Después de la conferencia

Comparta información con su hijo(a) si no formo parte de la conferencia. Hablen y hagan planes para los próximos pasos que usted y su hijo(a) tienen que seguir. Estas preguntas pueden ayudarle con esta conversación.

- ¿Te sorprendieron algunas cosas que se hablaron en la conferencia?
- ¿Cómo vamos a hacer las cosas que dijo tu maestro(a)?
- ¿Cuándo podemos hacer estas cosas a diario?

## College Planning Form

Use this form to begin the process of planning what, when and where in order to be ready for your next steps on your path to postsecondary education. There are blank sections on the form for additional tasks you may need to complete or that your local institutions may require. After you have filled in the form, go back and identify in column one what you need to do first, second, and so forth.

What to do first, second...	What to do	When it needs to be done	Where to go	Who to contact
	<p><b>Submit federal tax forms</b> Federal tax forms must be completed and submitted before you can complete the Free Application for Federal Student Aid (FAFSA) forms.</p>	<p>This should be done as soon after January 1 as possible. Then you are ready to complete the financial aid application.</p>	<p>Tax forms can be accessed online or picked up at the post office.</p> <p>Where to go: _____ _____</p>	<p>You may need to hire someone to help you complete your taxes, such as a tax service or an accountant. Some people prepare their own taxes by hand or use a computer program.</p> <p>Name: _____ _____</p>
	<p><b>Apply for financial aid</b> Pick up FAFSA at your college or access the forms online at <a href="http://www.fafsa.ed.gov/">http://www.fafsa.ed.gov/</a>. Complete and submit the FAFSA and applications for any other available aid.</p>	<p>Most colleges have available a limited amount of financial aid. The sooner you apply, the more likely it is that funds will be available.</p> <p>Date: _____</p>	<p><a href="http://www.fafsa.ed.gov/">http://www.fafsa.ed.gov/</a>. This website explains the application process. However, if you need help, visit the financial aid office at your college. Staff are prepared to help students.</p> <p>Location: _____</p>	<p>Financial aid office</p> <p>Phone number: _____ _____</p> <p>Person to meet with: _____ _____</p>
	<p><b>Apply to the college</b> Complete the application that verifies that you are eligible. Find out the admission requirements.</p>	<p>You will need to submit an application prior to registration.</p>	<p>You can apply online at some colleges or may wish to get an application from the admissions office which usually has advisors to answer student questions. Be sure to find out if there are any admission requirements, such as proof that you have a high school diploma or GED.</p> <p>Where to apply: _____ _____</p>	<p>Campus Web address: _____ _____</p> <p>Admissions office phone number: _____ _____</p> <p>Contact person: _____ _____</p>

	<p><b>Take the placement test</b>  Many schools require that students take a test in order to place them into classes that are appropriate for their learning level, mostly for English and math. For example, in order to succeed in Algebra, you may first need to take a preparatory</p>	<p>The college will let you know when to take a placement test. Sometimes students are assigned dates for taking the test. Or, the testing center may be open for any students to be tested during scheduled hours.</p> <p>Date and/or hours for testing: _____</p>	<p>Find out where the testing center is. Someone in the admissions office, registrar's office, or your advisor will be able to tell you where this office is located, or you can check the campus map.</p> <p>Testing center location: _____</p>	<p>Contact Person: _____</p>
	<p><b>Meet with an advisor</b>  You will have required courses and there will be classes you may take as electives. Some classes have a sequence or order in which they can be taken. An advisor can help you identify classes that best fit your schedule and that fulfill requirements for the program in which you are enrolled.</p>	<p>Before you register, many schools require that you meet with an advisor. The advising center will have hours when it's open, or you may need to schedule an appointment. You may even have to have a signed form showing that you have been advised.</p> <p>Date and hours for advising: _____</p>	<p>Your advisor may be located in an advising center, or may be someone working in the office of your program, such as the school of music for music majors or technology department for computer programming majors.</p> <p>Advisor's office: _____</p>	<p>Contact person: _____</p>
	<p><b>Register for classes</b>  Obtain and review a college catalog and class schedule. Both may be available online or ask the registrar for a copy. Along with your advisor This may be done in person or online, and your advisor should be able to help.</p>	<p>You will be notified of the days and times in which you may register. New students usually register within a few weeks of the beginning of the semester. Previously enrolled students usually register at the end of the prior semester. The dates and times should appear in the class schedule.</p> <p>Registration date(s): _____</p>	<p>You may be able to register online, but if registration is done in person, check the schedule for where, how, and what you will need to be able to register.</p> <p>Things needed: _____</p> <p>Where to go: _____</p>	<p>For any questions about registration, call or stop by the registrar's office.</p> <p>Phone number: _____</p> <p>Person to meet with: _____</p>

	<p style="text-align: center;"><b>Pay tuition</b></p> <p>Tuition is due either at or near the time of registration. There may be a fee schedule that allows you to make regular partial payments during the semester rather than paying all at once. You may need to provide evidence of financial aid so the total fee is correctly adjusted. Amount due:</p>	<p>Tuition is due either at or near the time of registration. Check for when you are expected to pay tuition so you remain enrolled in your classes.</p> <p>Payment schedule: _____</p>	<p>Payment of any fees are handled at the bursar's office. Check your campus map to see where that is located and when it is open.</p> <p>Location: _____</p> <p>Hours: _____</p>	<p>If you have questions about tuition or other fees, ask someone in the financial aid office or the bursar's office.</p> <p>Phone number: _____</p>
	<p style="text-align: center;"><b>Get a student identification (I.D.) card</b></p> <p>There are often services and special advantages offered to college students. To confirm you are an enrolled student you will need to have a student I.D. card that will have your photo and an assigned student number or your social security number.</p>	<p>You will be told when to get your student I.D. card, but this will occur sometime after you have registered.</p>	<p>Find out what you will need to show as evidence that you are an enrolled student. This information may be in the catalog or schedule.</p> <p>Location: _____</p>	<p>At some colleges a student I.D. can be shown instead of paying for bus fare, and is usually required for checking out materials from the library.</p> <p>Where I will need to show my student I.D.: _____</p>
	<p style="text-align: center;"><b>Get a parking permit</b></p> <p>If you plan to drive a car to class, you will want to get a parking permit for on-campus parking. However, sometimes students have free or reduced fees for public bus or subway transportation, or you may plan to share rides with other students.</p>	<p>If you drive to school, you will want to get a parking permit before the first day of class. Even with a permit, go a bit early. At the beginning of the semester students are figuring things out and there tend to be longer lines than later when everyone gets into a routine.</p>	<p>Information about where to get your permit will be available in the schedule or online. Most likely this will be something you purchase at the bursar's office and can be done at the same time you make your first tuition payment.</p> <p>Where to go: _____</p> <p>Cost: _____</p>	

	<p><b>Plan for child care</b>          If you have a young child, you will need to plan for child care. Some campuses have a child development center on site. Check to apply. If you have a child in school, you will need to consider school hours when planning your schedule and possibly plan for before or after school child care.</p>	<p>Arrangements for child care need to be made in advance. If your college has a child development center, get on the waiting list as early as possible. Families are often admitted a first come, first serve basis. If your campus does not have a child development center, you may want to find a center that is near your home or near the college campus. Check with your local resource and referral agency for names of centers. Many programs adjust tuition fees based on family income. Many also have before and after school care for older children, or your child's school may have an after school program.</p>	<p>On campus child care center is located at:          _____          _____</p> <p>Locations of other child care programs:          _____          _____          _____          _____          _____          _____          _____</p>	<p>Phone number for the campus child development center:          _____</p> <p>Contact Person:          _____</p> <p>Phone number for teh resource and referral agency:          _____</p> <p>Contact Person:          _____</p>
	<p><b>Buy books</b>          Buying textbooks can be a big expense for college students. Campuses usually have a campus book store with books arranged by the class and instructor so you are sure you get the right books. Ask staff for help if you are having trouble locating what you need. Some communities also have private bookstores near campus that provide similar services. You also can check prices at online bookstores. Just be sure you have the correct title, author and edition. You may want to compare prices. Unless the textbook chosen by your instructor is a new edition, there will be used books that cost less but these often sell first.</p>	<p>At the beginning of the semester everyone is buying books, so the bookstore may be crowded. Be ready to wait in line.</p> <p>It's great to start class prepared. Some students wait to buy books after the first class meeting. If you choose to do this, understand that there is a chance that books have been sold out, especially used books. When you have the textbook on or immediately after the first day of class, you are able to keep up with assignments right from the start.</p>	<p>Campus book store location:          _____          _____</p> <p>Bookstore selling textbooks near the campus:          _____          _____</p> <p>Web site to check on textbooks:          _____          _____</p>	<p>Phone number:          _____</p> <p>Phone number:          _____</p>

## Temas Escolares y Profesiones

Este juego de combinaciones les ayudará a sus hijos aprender como las asignaturas escolares se usan en varias ocupaciones. Usted y su hijo(a) tendrán que combinar cada profesión con una o más de las materias que ustedes creen que se necesitan para la carrera elegida. Un hecho sobre como la materia se relaciona con la profesión aparecerá.

### **CARPINTERO**

Matemáticas: Esta persona utiliza las matemáticas para hacer cálculos para asegurarse de que van a tener suficiente material para lo que tengan que construir.

Lectura: Esta persona necesita leer los manuales de instrucciones de los equipos eléctricos.

Ciencia: ¿Quién necesita saber qué tipos de madera funcionan mejor al aire libre cuando son expuestas a la lluvia, el sol, y cambios en temperatura?

Ciencias Sociales: ¿Quién necesita saber los códigos de construcción y requisitos en sus comunidades para obtener permisos de construcción?

Tecnología: Esta persona usa computadoras para ayudarle a diseñar un cuarto que va a remodelar.

### **BIBLIOTECARIO**

Lectura: Esta persona lee para saber que libros, revistas y otros materiales de lectura deben ser incluidos en sus bibliotecas.

Matemáticas: ¿Quién usa un sistema de numeración para organizar los libros y materiales en la biblioteca para que se encuentren fácilmente?

Ciencias Sociales: Esta persona utiliza la geografía para su colección de mapas.

Ciencia: ¿Quién utiliza la ciencia para entender como la temperatura afecta el papel y los materiales en los libros?

Tecnología: Esta persona usa computadoras para rastrear los libros cuando se sacan y devuelven a la biblioteca.

### **FARMACÉUTICO**

Ciencia: Esta persona usa la química para combinar los ingredientes con medida para hacer un medicamento seguro.

Matemáticas: ¿Quién usa las matemáticas para contar las pastillas con cuidado?

Lectura: Esta persona lee las recetas de los doctores para dar la medicina correcta.

Ciencias Sociales: ¿Quién tiene que mantenerse informado sobre los cambios de leyes en programas que cubren el costo de ciertos medicamentos?

Tecnología: Esta persona usa las computadoras para registrar y llevar la cuenta de recetas ordenadas.

## **JUEZ**

Lectura: Esta persona lee las leyes y la constitución para saber como decidir un caso.

Ciencias Sociales: ¿Quién aprende como funciona la ley y el gobierno en las ciencias sociales?

Matemáticas: Esta persona usa las matemáticas para ordenar el tiempo que una persona tiene que completar su servicio comunitario o reprogramar un juicio.

Tecnología: ¿Quién usa computadoras para investigar casos legales?

Ciencia: Esta persona estudia como funciona el cuerpo humano cuando se trata de un juicio en donde alguien ha sido lastimado.

## **CHEF**

Matemáticas: Esta persona usa las matemáticas para medir los ingredientes en la comida.

Lectura: ¿Quién lee recetas para preparar comidas nuevas?

Ciencia: Esta persona tiene que saber como el calor cambia los ingredientes para hacer comida sabrosa.

Ciencias Sociales: ¿Quién usa las ciencias sociales para aprender sobre culturas y comidas de diferentes partes del mundo?

Tecnología: Esta persona usa computadoras para encontrar y comparar recetas.

## **DISEÑADOR DE JUEGOS DE VIDEO**

Matemáticas: Esta persona pista el tiempo para determinar cuanto tiempo tiene un jugador antes de pasarse a la siguiente etapa de un juego.

Ciencia: Esta persona usa la ciencia para analizar datos.

Ciencias Sociales: Esta persona usa las ciencias sociales para estudiar el comportamiento y desarrollar juegos interesantes y divertidos para niños.

Lectura: ¿Quién lee para estar informado sobre los juegos más populares?

Tecnología: Esta persona usa la tecnología para escribir programas en la computadora que son los que hacen que funcionen los juegos.



## **DETECTIVE**

Matemáticas: Esta persona calcula el tiempo, mida huellas humanas y rastrea las huellas de llantas para resolver sus casos.

Ciencia: ¿Quién examina la evidencia para saber de que están hechas las cosas cuando buscan pistas.

Ciencias Sociales: Esta persona necesita entender las costumbres y comportamientos de personas de varias culturas.

Lectura: Esta persona tiene que leer y llenar muchos documentos y reportes en su trabajo.

Tecnología: Aparte de las herramientas que usa para examinar evidencia, esta persona hace mucho de su trabajo por computadora y teléfono.

## **DENTISTA**

Matemáticas: Los dientes son pequeños y esta persona usa medidas muy precisas.

Ciencia: Esta persona estudia el cuerpo humano y sabe de bacterias y otras cosas que afectan la salud dental.

Ciencias Sociales: Esta persona estudia lo que hacen dentistas en otras partes del mundo para aprender nuevas formas de ayudar a sus pacientes.

Lectura: ¿Quién se mantiene al tanto de nuevas formas de ayudar a sus pacientes leyendo revistas y diarios médicos y de odontología?

Tecnología: Si usted ha ido a la oficina de esta persona, usted sabe que ellos usan instrumentos de alta precisión y otro equipo técnico.

## **PILOTO**

Matemáticas: Esta persona usa las matemáticas para calcular qué tan alto volar un avión.

Ciencia: Esta persona estudia las corrientes de aire y condiciones climáticas.

Ciencias Sociales: Esta persona trabaja con mucha gente diferente y necesita saber de los lugares a donde vuelan alrededor del mundo.

Lectura: Esta persona lee las instrucciones de a dónde va, las altitudes de vuelo, y la ruta que debe seguir.

Tecnología: Los aviones están llenos de equipo técnico que esta persona debe saber cómo operar.

**Carpintero**



**Bibliotecario**



**Farmacéutico**



**Juez**



**Chef**



**Diseñador de juegos de video**



**Detective**



**Dentista**



**Piloto**



<p style="text-align: center;"><b>Matemáticas</b></p> <p>Esta persona utiliza las matemáticas para hacer cálculos para asegurarse de que van a tener suficiente material para lo que tengan que construir.</p>	<p style="text-align: center;"><b>Lectura</b></p> <p>Esta persona necesita leer los manuales de instrucciones de los equipos eléctricos.</p>	<p style="text-align: center;"><b>Ciencia</b></p> <p>¿Quién necesita saber qué tipos de madera funcionan mejor al aire libre cuando son expuestas a la lluvia, el sol, y cambios en temperatura?</p>
<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>¿Quién necesita saber los códigos de construcción y requisitos en sus comunidades para obtener permisos de construcción?</p>	<p style="text-align: center;"><b>Tecnología</b></p> <p>Esta persona usa computadoras para ayudarlo a diseñar un cuarto que va a remodelar.</p>	<p style="text-align: center;"><b>Matemáticas</b></p> <p>¿Quién usa un sistema de numeración para organizar los libros y materiales en la biblioteca para que se encuentren fácilmente?</p>
<p style="text-align: center;"><b>Lectura</b></p> <p>: Esta persona lee para saber que libros, revistas y otros materiales de lectura deben ser incluidos en sus bibliotecas.</p>	<p style="text-align: center;"><b>Ciencia</b></p> <p>¿Quién utiliza la ciencia para entender como la temperatura afecta el papel y los materiales en los libros?</p>	<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>Esta persona utiliza la geografía para su colección de mapas.</p>
<p style="text-align: center;"><b>Tecnología</b></p> <p>Esta persona usa computadoras para rastrear los libros cuando se sacan y devuelven a la biblioteca.</p>	<p style="text-align: center;"><b>Matemáticas</b></p> <p>¿Quién usa las matemáticas para contar las pastillas con cuidado?</p>	<p style="text-align: center;"><b>Lectura</b></p> <p>Esta persona lee las recetas de los doctores para dar la medicina correcta.</p>

<p style="text-align: center;"><b>Ciencia</b></p> <p>Esta persona usa la química para combinar los ingredientes con medida para hacer un medicamento seguro.</p>	<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>¿Quién tiene que mantenerse informado sobre los cambios de leyes en programas que cubren el costo de ciertos medicamentos?</p>	<p style="text-align: center;"><b>Tecnología</b></p> <p>: Esta persona usa las computadoras para registrar y llevar la cuenta de recetas ordenadas.</p>
<p style="text-align: center;"><b>Matemáticas</b></p> <p>Esta persona usa las matemáticas para ordenar el tiempo que una persona tiene que completar su servicio comunitario o reprogramar un juicio.</p>	<p style="text-align: center;"><b>Lectura</b></p> <p>Esta persona lee las leyes y la constitución para saber como decidir un caso.</p>	<p style="text-align: center;"><b>Ciencia</b></p> <p>Esta persona estudia como funciona el cuerpo humano cuando se trata de un juicio en donde alguien ha sido lastimado.</p>
<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>¿Quién aprende como funciona la ley y el gobierno en las ciencias sociales?</p>	<p style="text-align: center;"><b>Tecnología</b></p> <p>¿Quién usa computadoras para investigar casos legales?</p>	<p style="text-align: center;"><b>Matemáticas</b></p> <p>Esta persona usa las matemáticas para medir los ingredientes en la comida.</p>
<p style="text-align: center;"><b>Lectura</b></p> <p>¿Quién lee recetas para preparar comidas nuevas?</p>	<p style="text-align: center;"><b>Ciencia</b></p> <p>Esta persona tiene que saber como el calor cambia los ingredientes para hacer comida sabrosa.</p>	<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>¿Quién usa las ciencias sociales para aprender sobre culturas y comidas de diferentes partes del mundo?</p>

<p style="text-align: center;"><b>Tecnología</b></p> <p>Esta persona usa computadoras para encontrar y comparar recetas.</p>	<p style="text-align: center;"><b>Matemáticas</b></p> <p>Esta persona pista el tiempo para determinar cuanto tiempo tiene un jugador antes de pasarse a la siguiente etapa de un juego.</p>	<p style="text-align: center;"><b>Lectura</b></p> <p>¿Quién lee para estar informado sobre los juegos más populares?</p>
<p style="text-align: center;"><b>Ciencia</b></p> <p>Esta persona usa la ciencia para analizar datos.</p>	<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>Esta persona usa las ciencias sociales para estudiar el comportamiento y desarrollar juegos interesantes y divertidos para niños.</p>	<p style="text-align: center;"><b>Tecnología</b></p> <p>Esta persona usa la tecnología para escribir programas en la computadora que son los que hacen que funcionen los juegos.</p>
<p style="text-align: center;"><b>Matemáticas</b></p> <p>Esta persona calcula el tiempo, mida huellas humanas y rastrea las huellas de llantas para resolver sus casos.</p>	<p style="text-align: center;"><b>Lectura</b></p> <p>Esta persona tiene que leer y llenar muchos documentos y reportes en su trabajo.</p>	<p style="text-align: center;"><b>Ciencia</b></p> <p>¿Quién examina la evidencia para saber de que están hechas las cosas cuando buscan pistas.</p>
<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>Esta persona utiliza las matemáticas para hacer cálculos para asegurarse de que van a tener suficiente material para lo que tengan que construir.</p>	<p style="text-align: center;"><b>Tecnología</b></p> <p>Aparte de las herramientas que usa para examinar evidencia, esta persona hace mucho de su trabajo por computadora y teléfono.</p>	<p style="text-align: center;"><b>Matemáticas</b></p> <p>Los dientes son pequeños y esta persona usa medidas muy precisas.</p>

<p style="text-align: center;"><b>Lectura</b></p> <p>¿Quién se mantiene al tanto de nuevas formas de ayudar a sus pacientes leyendo revistas y diarios médicos y de odontología?</p>	<p style="text-align: center;"><b>Ciencia</b></p> <p>Esta persona estudia el cuerpo humano y sabe de bacterias y otras cosas que afectan la salud dental.</p>	<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>Esta persona estudia lo que hacen dentistas en otras partes del mundo para aprender nuevas formas de ayudar a sus pacientes.</p>
<p style="text-align: center;"><b>Tecnología</b></p> <p>Si usted ha ido a la oficina de esta persona, usted sabe que ellos usan instrumentos de alta precisión y otro equipo técnico.</p>	<p style="text-align: center;"><b>Matemáticas</b></p> <p>Esta persona usa las matemáticas para calcular qué tan alto volar un avión.</p>	<p style="text-align: center;"><b>Lectura</b></p> <p>Esta persona lee las instrucciones de a dónde va, las altitudes de vuelo, y la ruta que debe seguir.</p>
<p style="text-align: center;"><b>Ciencia</b></p> <p>Esta persona estudia las corrientes de aire y condiciones climáticas.</p>	<p style="text-align: center;"><b>Ciencias Sociales</b></p> <p>Esta persona trabaja con mucha gente diferente y necesita saber de los lugares a donde vuelan alrededor del mundo.</p>	<p style="text-align: center;"><b>Tecnología</b></p> <p>Los aviones están llenos de equipo técnico que esta persona debe saber cómo operar.</p>

## Glossary

**Admissions** (n.)— office in an institution that processes applications for admission, i.e. an admissions office at a college or university

**Admit** (vb)—to allow entry or accept into, as in a college

**Associate's Degree** (n.)—an academic degree awarded by postsecondary institutions upon completion of a course of study usually lasting two years.

**Attainable** (adj.)—within reach, able to achieve

**Bachelors' Degree** (n.)—an academic degree awarded for completing a postsecondary course or major that generally lasts for four years, but that may be completed in less time and could extend for a longer time.

**Bursar** (n.)—an officer in charge of funds, at a college, for example

**Certificate** (n.)—an official document that gives proof and details of something; confirms someone has fulfilled the requirements of and may practice in a certain field, i.e. a teacher or doctor

**Certification** (n.)—a statement that acknowledges specific requirements, often of an academic nature, have been met

**Conference** (n.)—a meeting of two or more people to discuss matters of common concern, such as a parent-teacher conference

**Credits** (n.)—the units given for completion of educational classes/courses; often called credit hours

**Credit Hours** (n.)—units of measuring educational credits usually based on the number of classroom hours per week, often referred to simply as credits

**Degree** (n.)—a title given to students by a college, university or professional school upon completion of a program of study

**Diploma** (n.)—a document that proves graduation from, or a degree awarded by, an educational institution

**Disability** (n.)—inability to perform some or all of the tasks of daily life

**Doctoral Degree** (n.)—an academic degree or professional degree that represents the highest level of formal study or research in a given field

**Financial Aid** (n.)—funding intended to help students pay educational expenses including tuition and fees, room and board, books and supplies at a college, university or private school.

**Goal** (n.)—an aim, something someone wants to achieve

**Invest** (vb.)—to give time, money, and energy to something and to expect a benefit in return.

**Involved** (vb)—took part in, participated in

**Involvement** (n.)—ongoing participation

**Loan** (n.)—an amount of money given on the condition that it will be paid back later

**Master’s Degree** (n.)—an academic degree, usually awarded after one or two years of postgraduate study

**Measurable** (adj.)—able to be measured

**Postsecondary** (adj.)—education or training following high school graduation

**Realistic** (adj.)—seeking what is possible or achievable

**Registrar** (n.)—an officer of an educational institution responsible for registering students and keeping academic records

**Regularly** (adv.)—happening on a regular basis, consistently

**Review** (vb.)—to discuss or examine something again,

**Scholarship** (n.)—financial help for a student; sum of money awarded to a student to help with expenses associated with study, living expenses or travel

**Specific** (adj)—clearly defined, precise and detailed



# Appendix

## Introduction to *En Camino*: English Translation for Online Resources

Module	Title	Focus	Activities	
			Adult	Intergenerational
1	<b>Investing in Education</b>	Levels of education in the U.S.	Education Levels in the United States ~ Niveles educacionales en los Estados Unidos	Where I Work – What I Do ~ Donde trabajo...Lo que hago
2	<b>Making Education a Family Goal</b>	Goal setting	Making Dreams Come True ~ Haciendo realidad de los sueños	Want to Do...Need to Do: Making Choices ~ Quiero hacer...Necesito hacer: Decidiendo
3	<b>Parent Involvement in Education</b>	Parent-teacher conferences	Guide for Parent Teacher Conferences ~ Guía para una Conferencia entre padres y maestros	Discussion Guide for Parents and Children before Parent –Teacher Conferences~Guía para padres e hijos antes de la conferencia con la maestra
4	<b>Planting the Seed of College</b>	College campus tour	Visit Our College Campus ~ Visitando nuestro campus universitario	How Much Education Does it Take? ~ ¿Cuánta preparación lleva?
5	<b>On Our Way</b>	Benefits of education	Education = Opportunities! ~ ¡Educacion = Oportunidad!	Learn It Now, Use it Later! ~ ¡Apréndalo hoy, úselo luego!

## Introductory Narrative

NARRATOR: Do you dream that your children graduate from a great university? Have you wondered how you can have a better job and make more money for your family?

It's not easy to progress in a new country and there are many things to learn. It's important to learn about the school system since education is the best way to get ahead. Remember, as the saying goes, you never stop learning.

MOTHER: Hi, I'm Gloria. I came from Mexico when I was 20 years old. I didn't have many years of schooling in my country. When I arrived in the United States, I worked in a restaurant where I didn't have to speak English. When Javier and I had kids, I stopped working. I am a housewife. My children are now in elementary and middle school and I am learning English in the family literacy program. I want to help my kids with their homework. I know that education is important for me and my family.

FATHER: Hello, I'm Javier. I came from the Dominican Republic at age 15. I went to high school in the United States for a couple of years. I have worked as an electrician's assistant for many years. I know how to do my job but without more education I'm unable to move up at work and earn more. I want a better future for my kids.

MOTHER: Our daughter, Victoria, is in elementary school. She is happy, healthy and restless. Victoria likes school but learning to read seems difficult for her. I want to learn more to help my kids with their studies.

FATHER: Luis likes science and he dreams about going to a university. Gloria and I want Luisito to reach his dream but we are not sure how to help him.

## Module 1: Investing in Education

**Focus:** Levels of education in the U.S.

**Adult Activity:** Education Levels in the United States ~ Niveles educacionales en los Estados Unidos

**Intergenerational Activity:** Where I Work – What I Do ~ Donde trabajo...Lo que hago

**NARRATOR:** In the United States, education focuses on general academic studies until students finish the twelfth grade of high school and get their diploma. When students finish high school, they apply to institutions they are interested in attending if they want to go to a college or university.

Postsecondary education in the United States has many options for both high school graduates as well as adults, such as completing a certificate or a technical program and getting a specialized degree.

**VICTORIA:** Mom, what are you doing with those notebooks and backpack?

**GLORIA:** I'm glad you noticed. These are mine. I want to be prepared to take notes at the meeting with your teacher. Did you know that there are some things in your schools that are different and some that are the same as the schools in my country and your dad's country? For example, your dad and I did not go to kindergarten, but we did go to elementary school like you and to middle school like your brother Luisito.

**LUIS:** But not for long! Because next year, I start high school.

**JAVIER:** You are making good grades and I know you will be successful in high school. This is important and we want you to continue your schooling.

**GLORIA:** Your dad is right. I have learned at the family literacy program that there are different levels of education when you finish high school. Let's look at that together.

**VICTORIA:** Mommy, mommy I want to be an astronaut. My teacher gave me a book and I learned that some astronauts have their doctorate degree.

**LUIS:** And I'm already getting information on what I need to study to be a doctor!

**JAVIER:** I'm glad you have great goals! Never forget: the key to your success is education.

## ADULT ACTIVITY: EDUCATION LEVELS IN THE UNITED STATES

**Instructions:** There are many different levels of education in the United States. Click continue to learn more about the different types of degrees and certifications available.

### PRESCHOOL

Care and educational services for children 3 to 5 years old

### PRIMARY

Kindergarten (for 5-year-old children before entering 1st grade)

Elementary school  
1st – 5th grades

### SECONDARY SCHOOL

Middle school  
6th – 8th grades

High school  
9th – 12th grades

Students graduate with a High School Diploma

General Educational Development, GED (a certificate equivalent to a high school diploma for adult students who did not complete high school)

### POSTSECONDARY

Certifications (shorter programs focused on a skill or specific learning)

College or University

Associate degrees, AA or AS (Approximately 60 semester credits or 20 courses)

Bachelor degrees, BA or BS (Approximately 120 semester credits or 40 courses)

Master's degrees, MA or MS (An advanced degree ranking above a bachelor's degree, requiring approximately 30 graduate credits or 10 courses)

Doctorate degrees, Ph.D. or Ed.D. (A degree ranking above the master's degree requiring approximately 60 graduate credits or 20 courses)

Professional degrees, MD, JD (examples: medical doctor, attorney; these usually require additional credits above a doctorate degree as well as certification exams)

## **INTERGENERATIONAL ACTIVITY : WHERE I WORK – WHAT I DO**

**Instructions:** This activity will help your child learn about different careers by connecting people to where they work. For example: Have your child click on the chef and hold the mouse button down to move him to the restaurant. When the matching is correct, information about that career appears.

### **CARPENTER**

Required Education Level: You can be a carpenter without a high school diploma, but there are many things to know and do. Certification in carpentry may help you become more skilled and earn more money. More than 90% of Carpenters in the United States are male. Carpenters build many things, such as houses and boats.

### **PHARMACIST**

Required Education Level: Doctorate in Pharmacy

Pharmacists are experts in the uses and effects of medications. Employment of pharmacists is expected to grow much faster than all other occupations through the year 2016.

### **DENTIST**

Required Education Level: Bachelor's Degree plus 4 years in Dentistry School (D.M.D.)

Dentistry is the fifth most trusted profession in America.

### **VETERINARIAN**

Required Education level: Bachelor Degree plus 4 years in Veterinary Medicine school (D.V.M or V.M.D.)

Veterinarians take care of sick and injured animals. Like doctors, they perform surgery and prescribe medicine for animals. Today, women make up about 75 to 80% of graduating veterinarians.

### **LIBRARIAN**

Required Education Level: Master's Degree in Library Science

Librarians organize and help people find books, magazines, videos, Web sites, and other information.

Between 2006 and 2016, job opportunities for librarians are expected to be good because many current librarians will be retiring.

### **GROCERY STORE OWNER**

Required Education Level: You can own a store without a high school diploma, but there are many things to know and do. A college degree in business prepares a person to manage staff, keep the right amounts of stock, keep accurate records, and handle many other important tasks.

Next time you're at a grocery store, see if you notice: Green, brown, and red are the most popular colors of food, and there are almost no naturally blue foods.

### **PILOT**

Required Education Level: High School Diploma or Bachelor's Degree

Some pilots test new planes, fight fires, do police work, or rescue people who are hurt or in danger. Many pilots flying for airlines have learned to fly in the military.

## POLICE OFFICER

Required Education Level: High School Diploma or Associate's Degree

When a police officer pulls someone over they will always touch the back of the person's car in order to leave finger prints in case something was to happen to them.

## CHEF

Required Education Level: High School Diploma or Certification

Being a chef not only means that you have to be able to prepare delicious food, it also means that you have to be creative in how those dishes look when they are served.

## TEACHER

Required Education Level: Bachelor's Degree

Teacher Appreciation Day is celebrated on the first Tuesday of the first week in May. Other countries like India, China and throughout Latin America also have similar celebrations

## Module 2: Making Education a Family Goal

**Focus:** Goal setting

**Adult Activity:** Making Dreams Come True ~ Haciendo realidad de los sueños

**Intergenerational Activity:** Want to Do...Need to Do: Making Choices ~ Quiero hacer...Necesito hacer: Decidiendo

**NARRATOR:** Plan how to turn your dreams and ideas into goals. Without a plan and action steps, your dreams stay only as that – a hope or a wish. Identify your goals and create a plan for how to reach them.

Goals allow you to focus on what you need to do and when you will do it. You can have goals for all parts of your life – personal, educational, financial and health. Short term goals might be met in a day, a week or even a few months. Long term goals may take a year, five years or longer.

On the road to achieving your goals, you may have doubts or run into obstacles. A clear and simple goal lets you change the plan without changing the goal.

Look at these important steps for setting goals and think about your own goals: goals for you, your children, and goals for the entire family. Remember the four “R’s” for setting goals: Be Realistic, Revise and Review Regularly.

**GLORIA:** I’m glad my kids are already thinking about going to college, but what about us? What are our goals?

We have many goals but sometimes I don’t know how to tackle them. I want to move into a nice neighborhood where Luisito can go to a better school and Victoria can play in her own yard.

To afford a nicer home, I could get a job to help with the bills. I know this might take a few years, but I need to plan now. First I have to improve my English and the family literacy program is helping. But I need more practice! I can practice by reading in English with my kids and by speaking more English with Javier.

Javier—I need your help. I’m thinking about goals for our family, and I know we have dreamed of having a nicer home. When my English improves I’ll get a job, but what can you do to help us reach our goal?

**JAVIER:** I will need to earn more money and I can do that if I get promoted at work, but I need an electrician certification. I will need to take classes at the community and technical college. Kids—what about your goals?

**VICTORIA:** I like books but I need to become a better reader.

GLORIA: We need to think of ways for you to read more when you get home from school. What else can you do to become a better reader?

VICTORIA: Well, we could have more books at home on things I like, like science and astronauts.

LUISITO: I will have to study hard to make good grades in high school because I want to apply for scholarships to go to college.

GLORIA: Some goals we can work on now, like helping Victoria become a better reader. Other goals will take more time, like me getting a job. Let's start planning!



## ADULT ACTIVITY: MAKING DREAMS COME TRUE

In this activity, you will learn the goal setting process. You can apply this process to short or long term goals and to help your children set their goals.

Keep these things in mind when setting your goals:

- Be Specific. For example: I want to save enough to buy a refrigerator, not just save money.
- Easy to Measure. For example: A refrigerator costs \$400 dollars and I already saved \$200.
- Attainable. For example: I know I can save enough money every week to reach my goal in two months.
- Target Timeline. For example: The technician told me my refrigerator will only work another six months.

Let's get started with an example! What do I need to do to achieve this?

I need to make more money to buy a nice home for my family.

To make more money, I need a better job.

I need my GED and a certification to get a better job.

To complete my GED and apply to college, I need to learn English.

Now, it's your turn. What is your Goal? My Goal is \_\_\_\_\_

What do you need to do to get to your goal? To get to my Goal, I need \_\_\_\_\_.

What else do you need to get to your goal? To get to my Goal, I also need \_\_\_\_\_

Can you think of other steps or actions you may need to take? To get to my Goal, I also need \_\_\_\_\_

You can print, save or email this goal setting activity for you to use at home or school.

Now that you have identified steps toward reaching your goals, you can start tackling those first steps! You also can work on other goals for you, your children and family.

## INTERGENERATIONAL ACTIVITY: WANT TO DO...NEED TO DO: MAKING CHOICES

NARRATOR: Listen to Gloria and her son Luisito discuss choices he makes every day, and how those choices affect his goal to someday go to college.

GLORIA: Every day you make many important choices. There are things that you want to do but also things you need to do.”

LUIS: “If I’m going to do well at school. Homework counts as part of my grades. How about an hour of homework when I first get home then I play games with my friends until supper time.”

GLORIA: “I think that is a great plan!”

NARRATOR: Now it’s your turn. Help your child think about important everyday choices. With your child, choose an activity.

Is reading something you need to do?

Choices for a yes response:

- I can practice reading aloud to my parent.
- I can read every night before bedtime.
- I can set a goal to read at least 15 minutes each day.

Choices for a no response:

- Reading is an important skill that can help you finish your homework.
- To become a better reader, you can: practice reading aloud to your parents; read every night before bedtime; set a goal to read at least 15 minutes each day.

Your parent can help by:

- Listening to you read aloud
- Reading with you each night before bed
- Helping you set aside 15 minutes each day to read
- Having books and other reading materials at home

Instructions: With your child, choose the other activity shown on the screen.

Is homework something you need to do?

Choices for a yes response:

- I can make sure to have the books and school supplies I need to complete my assignments
- I can find a quiet space free of noise and distractions to do my homework
- I can set a specific time every night for doing homework

Choices for a no response:

- Doing your homework is important because it helps you practice and prepare for school.
- To become better at doing your homework, you can take better notes in class about your homework assignments; find a quiet place at home to do your homework; when you get home, you can do your homework first and then take time to play; ask for help if you have trouble understanding your homework.

You can help your child do better on their homework:

- Have available paper, pencils and other materials your child needs.
- Monitor television viewing, video games and other distractions that take away from homework time.
- Plan a homework schedule with your child. Allow for free time when assignments are completed.
- Check completed assignments.
- Be patient and praise your child for working hard.

## Module 3: Parent Involvement in Education

**Focus:** Parent-teacher conferences

**Adult Activity:** Guide for Parent Teacher Conferences ~Guía para una Conferencia entre padres y maestros

**Intergenerational Activity:** Discussion Guide for Parents and Children before Parent –Teacher Conferences~Guía para padres e hijos antes de la conferencia con la maestra

NARRATOR: Children do best in school when parents and teachers work together to help them succeed. Parent involvement in children’s learning at home and at school is important.

GLORIA: Let’s talk about the parent-teacher conference with Victoria’s teacher.

JAVIER: Why does her teacher want to meet with us? Is Victoria misbehaving?

GLORIA: Victoria is not misbehaving. The parent-teacher conference is something common in the American school system. The literacy program I attend at Victoria’s elementary school told me that it is important to go to these parent-teacher conferences. We can watch this video called ¡Involucrate! to help us.

JAVIER: Let’s watch the foto novela together...as the saying goes “there’s no shortcut without work.”

## ADULT ACTIVITY: GUIDE FOR PARENT TEACHER CONFERENCES

A parent-teacher conference is a chance for you and your child's teacher to talk. You can talk about how your child is learning at home and at school. This list will help you get ready for meeting with the teacher.

### BEFORE THE CONFERENCE

- Use the *Parent-Child Guide for the Parent-Teacher Conference* to talk with your child.
- Let the school know if you need a translator. You have the right to have a translator when you meet with the teacher. Or you can bring a friend or relative to translate. It is important that your child is not the translator.
- Take some time to review your child's most recent test scores, report cards, or school work that show his/her strengths or needs.
- Make a list of questions you want to ask the teacher. Suggested questions:
  - What are my child's strongest and weakest subjects?
  - Does my child participate in class?
  - Does my child seem happy at school?
  - What can I do to help my child at home?

You can take notes or using a tape recorder to help you remember what the teacher says.

### DURING THE CONFERENCE

- Plan to be at the meeting on time. Know when the meeting is to end.
- Ask the most important questions first, such as your child's grades, class work, homework, behavior and how your child gets along with others.
- If the teacher talks about things your child needs to do to improve:
  - Ask if tutoring or other help is needed and available.
  - Ask if your child needs to have more testing.
- Ask what you can do to help your child at home. Make sure to share things with the teacher about your child, such as:
  - What your child likes to do.
  - Things that might bother your child (such as, new baby, divorce, death).
  - Special medical or learning needs or things you have done at home that have helped your child learn.
- Ask for explanations or written information of anything you don't understand in the language most useful to you.
- Find out the best way for you to communicate with the teacher and the teacher to communicate with you (written notes, phone, e-mail, or in person).

### AFTER THE CONFERENCE

- Talk about the conference with your child, especially the positive comments received, but be direct with things he/she needs to do.
- Talk with your child about any plans you and the teacher have for him/her.
- Keep in touch with the teacher on a regular basis during the school year.

## **INTERGENERATIONAL ACTIVITY: DISCUSSION GUIDE FOR PARENTS AND CHILDREN BEFORE PARENT-TEACHER CONFERENCES**

A parent-teacher conference is a chance for you to talk with your child's teacher. This meeting is about how your child is doing at school. It will be helpful to talk with your child before the meeting. After the meeting you will want to talk with your child about what was discussed. Then the two of you will want to talk about any changes that need to be made.

### **BEFORE THE CONFERENCE**

Use these questions as you talk with your child about school.

- What do you want the teacher to know about you?
- What do you want me to know about what you are doing at school?
- What do you think you are good at in school?
- What do you think you need help with at school?
- Tell me about your favorite part of school.

### **DURING THE CONFERENCE**

Your child may be asked to attend or even lead some of the meeting. Encourage your child to share what he/she thinks about what is said.

### **AFTER THE CONFERENCE**

Share information with your child if he/she did not attend the conference. Talk and plan what you and your child need to do next. These questions may help guide your discussion.

- Were you surprised about anything that was said?
- How are we going to do the things your teacher suggested?
- When can we work on these things each day?

## Module 4: Planting the Seed of College

**Focus:** College campus tour

**Adult Activity:** Visit Our College Campus ~ Visitando nuestro campus universitario

**Intergenerational Activity:** How Much Education Does it Take? ~ ¿Cuánta preparación lleva?

Good morning, class. Later today we will meet with Mr. Roberts who came to talk with you from the Admissions Office. He will take you and your children on a tour of the community college campus where some of you will be attending next semester. Feel free to ask questions, and we can always go to the college Web site for more information.

### CAMPUS TOUR

Instructions: Becoming familiar with college can be difficult for even the most prepared student. A better understanding of what a postsecondary education might be like can ease the transition. This college campus is similar in many ways to other colleges. Take a look.

Campus Setting	Characters	Script
Classroom	4-5 students of various ages, both genders	<p>Student 1: I'm glad I came early to get a parking spot so I was on time for class.</p> <p>Student 2: This course is required for my welding certificate, but Juan here is taking it for his associate's degree.</p> <p>Student 3: After class, I'm meeting Maria in the cafeteria to discuss our assignment over a cup of coffee.</p> <p>Student 4: As soon as class is over, I have to get a book from the library, pick up my son at his school, and get home to make dinner.</p> <p>Student 5: Right after class I go to work. I have one more course to take. After that my boss is promoting me and I get a raise!</p>

Financial Aid Office		The financial aid officer told me I might qualify for aid since I don't earn much. I have to apply months ahead, but she's going to help me complete the forms for a grant.
Library		I am glad the staff can assist me using the library. They have taught me to locate information that I need to finish my homework.
Bursar	Student heading toward the office	I hope there isn't a line. I just got paid and now am able to pay my tuition.
Admissions	Older student opening the door	Can you believe it? Next year I plan to go to college. I'm going here to get a course catalog and find out how to apply.
Campus parking		I thought I would have trouble finding a place to park, but there is room for everyone."
Cafeteria		This cafeteria always has so much variety! And the food is delicious!"
Registrar	Person exiting this building	I'm not sure what I want to be, but the counselor in the registrar's office told me about general classes that apply for all programs, so I can still get started next fall.
Counseling/advising center		My advisor helps me figure out a class schedule that fits around my work hours, and makes sure I take classes required for my program.
Bookstore		The campus bookstore is where I bought all the books for my classes. Can you believe I forgot to bring a notebook? I can buy one before class starts.
Multicultural center	Hispanic student	Our multicultural center just had a fun dinner where students shared delicious dishes from their home countries.
Work study		Part of my financial aid package includes an on-campus job that works around my class schedule. I work in the library but students are paid to work in offices all over campus.
Child care center		I'm really lucky that my campus has an early child care center—we can come to school together and my daughter is learning so much!
Tutoring		Today I'm working on math with the tutor the college provided through the tutoring office.



## INTERGENERATIONAL ACTIVITY: CONNECTIONS TO COLLEGE

**Instructions:** What level of education is needed for these different careers? You and your child can use what you have learned to play this guessing game.

### CARPENTER

What level of education do you think a carpenter has?

High School Diploma/GED

“I learned about carpentry in high school classes, got my GED and started working when I was young. I continue to train and learn on the job.”

Certification

“I worked doing carpentry when I completed my GED. But now that I finished the apprenticeship program, I am a professional carpenter with good benefits and higher wages.”

### CHEF

What level of education do you think a chef has?

High School Diploma/GED

“I started working in a restaurant kitchen when I was in high school, first doing dishes and they even let me help prepare some of the foods. I worked hard to get more experience and earned my GED.”

Certification

“To be able to advance, I needed to learn about food safety, nutrition, handling and sanitation regulations among other things. I took cooking classes at a vocational school and earned a certificate.”

Associate’s Degree

“After several years working under a chef, I really wanted to run my own kitchen in a fancy restaurant. To do this, I completed a two year degree in culinary arts.”

### PHARMACIST

What level of education do you think a pharmacist has?

Bachelor’s Degree

“In high school and at the university, I always liked science class. I learned about medicines and helping people. I went to a university and got my degree but I knew I had to do two more years of specialized studies to become a pharmacist.”

Doctorate Degree

“I first got a bachelor’s degree at the university and then entered a special program to become a pharmacist. When I finished, I had to get a license from my state to work as a pharmacist.”

## PILOT

What level of education do you think a pilot has?

### High School Diploma/GED

“After I got my high school diploma, I completed a training program and got my federal license to fly. I had to be 18 years old and fly at least 250 hours.”

### Associate’s Degree

“Some of the small companies I worked for needed me to have more hours of flying and more formal education so I went to a community college and got an associate’s degree.”

### Bachelors Degree

“I worked as a pilot in smaller companies with my high school diploma and my pilot’s license. But I really wanted to fly jets with a major airline so I went to college and earned my bachelor’s degree.”

## TEACHER

What level of education do you think a teacher has?

### High School Diploma

“I always knew I wanted to work in a school. After high school I started working as a classroom aide.”

### Associate’s Degree

“I took all of my basic classes at the community college, and then transferred to the university to get a degree and teacher certification.”

### Bachelor’s Degree

“I decided that what I really wanted was to be a teacher. After taking my basic classes at the community college, I went to the university to finish my degree and get a teaching certificate.”

## FIREFIGHTER

What level of education do you think a firefighter has?

### High School Diploma/GED

“After high school I was unsure what I wanted to do. I lived in a small town that only had a volunteer fire department. So, I found out that I could volunteer and I only needed my high school diploma.”

### Associates Degree

“Becoming a firefighter is hard work but I love helping the people in my community. I took courses in fire science at the community college to have a better chance to get into the firefighter academy. You must pass medical, written and physical exams.”

## PLUMBER

What level of education do you think a plumber has?

High School Diploma/GED

“In high school, I had the opportunity to take vocational classes in plumbing. My father worked as a plumber so I got my GED and started working with him.”

Professional Training

“I wanted to guarantee customers that my work met legal city requirements. I took classes at a technical school about many things such as water supply and drainage systems. I became certified and then had to have five years of experience to get licensed.”

## TEACHER’S AIDE

What level of education do you think a teacher’s aide has?

High School Diploma/GED

“When I was volunteering in my son’s elementary school, I realized I liked working with kids. Then, I applied to be a teacher’s aide.”

Associate’s Degree

“I worked as a teacher’s aide with my high school diploma, took college courses to improve and even completed my associate’s degree. When I moved away I learned that credentials for being a teacher’s aide vary from state to state.”

## AUTO MECHANIC

What level of education do you think an auto mechanic has?

High School Diploma/GED

“I helped my father fix cars at home since I was young. When I got to high school, I took vocational classes and started to work part-time at an auto repair shop.”

Certification

“That job out of high school was okay but I needed to make more money. I enrolled at a technical school. This training is both in the classroom and hand-on. I will earn my certificate in one year.”

Associate’s Degree

“With my certification, I got offered a better job at a luxury car dealership. They are sponsoring me for a program at a community college. I will take more classes on automotive training but I will also take math, English and computer classes.”

## POSTAL CARRIER

What level of education do you think a postal carrier has?

High School Diploma/GED

“After I got out of the military I found myself looking for a job. I had my high school diploma and my experience in the military so I applied for a postal carrier position.”

Training

“To be a postal carrier I passed a test to see how quickly and accurately I could identify names and numbers. It helps to have a good memory and be in good physical condition. Six days a week I lift a heavy mail bag, walk, climb stairs, and bend to deliver mail.”

## BARBER

What level of education do you think a barber has?

### High School Diploma/GED

“I wanted to be a barber just like my grandfather, and during high school I worked at the barber shop down the street. I did everything from sweeping, making appointments, and washing towels. After graduation I went to a barber training school to learn to cut hair.”

### Certification

“In the nine months of barber training school I learned to cut hair, shave and trim mustaches, and sterilize equipment. Once certified, I had to pass a state licensing examination that had both a written and practical component.”

## NURSE

What level of education do you think a nurse has?

### High School Diploma/GED

“I always knew I wanted to be a nurse in a hospital. After high school I volunteered at the hospital to see if that was the career I wanted. I really enjoyed it and then went on to college.”

### Associates Degree

“I attended a nursing program at the community college where I earned my associates degree in nursing. It took me 2 years to get my degree and then I had to pass the exam to be licensed. Now I care for patients at a hospital.”

## MINISTER

What level of education do you think a minister has?

### High School/GED

“As a teenager I got into a lot of trouble in and outside of school. My mother took me to church and the minister had me help do jobs around the church. He really helped me and I knew I wanted to be a minister like him.”

### Bachelor’s Degree

“My minister was my mentor; he guided me and encouraged me to take my education seriously. I knew I wanted to help troubled kids and I went to college to get a bachelor’s degree in ministry, studying various religious concepts, history, and philosophies.”

### Masters Degree

“After earning my bachelor’s degree I knew I wanted to lead a church some day so I went on to earn a Master’s of Theology. I am now an ordained minister with my own church.”

## DJ

What level of education do you think a DJ has?

### High School/GED

“In high school, I had a favorite DJ that I listened to everyday. I always wanted to be on the radio everyday just like him. I helped a local DJ who performed at weddings and school dances. He taught me some tricks and encouraged me to go after my dreams.”

### Bachelor’s Degree

“I wanted to play music and inform my listeners, so I took college classes in broadcast/journalism and interned at my favorite radio station. They hired me once I completed my degree and I now have a radio show that runs in several cities!”

## DENTIST

What type of education do you think a dentist has?

### High School Diploma/GED

“My mom worked at a dentists’ office making appointments and while waiting for her to finish work I became interested in dentistry. I studied hard in high school because I wanted to attend college and become a dentist.”

### Bachelor’s Degree

“The dental program at college requires that you first get a degree in science, and I earned my degree in biology. Now I will study four more years in a dental school program.”

### Doctorate Degree

“Once I finished my degree in biology at the university, I applied to dental school. I passed the entrance exam and finished the program in four years. I then took a national test to be licensed to practice dentistry.”

## Module 5: On Our Way

**Focus:** Benefits of education

**Adult Activity:** Education = Opportunities! ~ ¡Educacion = Oportunidad!

**Intergenerational Activity:** Learn It Now, Use it Later! ~ ¡Apréndalo hoy, úselo luego!

**NARRATOR:** Many important things are coming together for this family as they move forward in building a great future.

It's never too soon to think, plan and prepare for the life you want for you and your family. Making education a family goal is a choice that provides many opportunities.

You want your kids to go to college because it will help them have better jobs and a better future. However, going to college is an option for you too. There is a lot to learn and you may feel limited by your English or low income. Work with your family literacy teachers and begin by taking important first steps: meet with your child's teachers and counselors, visit a college and learn about the programs offered, and begin saving.

Talk about college while your children are young and let them know you expect them to go to college. Learn about postsecondary education so you can help them prepare for success. Many states have college savings programs that help you save for college when your children are very young. Saving early and planning makes education a family goal that involves everyone. Do your part by being involved at school to show your children that learning is important to you. Your children do their part by being successful in school.

Getting more education opens many doors for you and your family. Start now and use these tools to help on your journey toward reaching your goals.

**GLORIA:** We've learned so much as a family and I feel that we are on the right track. Learning more about school in the United States and going to the parent-teacher conference makes me feel more confident in helping you with your school work. Victoria, I know you want to become a better reader and I need to practice more English. If you and I make time to read together every night, we can both get better. I'll even read those books about astronauts you like so much!

**JAVIER:** Luisito, I'm going to stay in touch with your teachers via phone calls and email, now and when you start high school.

We will need to make sure you are taking the right courses to prepare you for college. Every year counts!

**LUISITO:** And, I will meet with my high school counselor to ask about financial aid, scholarships, college applications and entrance exams.

GLORIA: I enjoy seeing you excited about going to college. Taking the college tour has me thinking about the possibility of me going to college one day.

Victoria: Mommy, I like that we'll be reading together but if you go to college, who is going to take care of us and cook our food?

JAVIER: Relax, Victoria. Going to college is a long term goal that will take some years for us to plan and save. And when the time comes, we will all help.

GLORIA: Yes, we'll have to work hard but I'm excited thinking about our future. And I am very proud of all of us. We've come a long way on our journey but it's just the beginning. Let's get started reading, Victoria!

## ADULT ACTIVITY: EDUCATION = OPPORTUNITIES!

Instructions: Click on the box to see what you can do when you combine skills with different levels of education.

What can I do with...	High School Diploma	Associate's Degree	Bachelor's Degree	Graduate Degree
<b>My Hands</b>	Construction Worker \$24,750	Architectural Designer \$37,330	Landscape Architect \$47,400	Architect \$56,620
<b>Math</b>	Bank Teller \$20,400	Bookkeeper \$27,370	Accountant \$47,000	Finance Manager \$73,340
<b>Health Science</b>	Home Health Aid \$16,250	Dental Hygienist \$55,307	Pharmacist \$77,050	Surgeon \$255,438
<b>Computers</b>	Data Entry \$22,390	Electronic Editor \$31,620	Computer Engineer \$70,900	Chief Information Officer \$85,240
<b>Art and Design</b>	Floral Designer \$19,500	Transmission Technician \$27,800	Multimedia Animator/Artist \$43,500	Public Relations Manager/Director \$60,640
<b>Science</b>	Dangerous Material Remover \$32,470	Forensic Technician \$41,000	Aerospace Engineer \$72,700	Astronomer \$81,700
<b>Language and Literature</b>	Library Administrative Assistant \$19,540	Court Reader \$41,550	Technical Writer \$50,600	Museum Director \$70,100



## **INTERGENERATIONAL ACTIVITY: LEARN IT NOW, USE IT LATER!**

**Instructions: This matching game will help children learn how subjects they are learning in school are used in various jobs. You and your child will match the career to one or more subjects you think are used. A fact about how the subject relates to the career will pop up.**

### **CARPENTER**

- **Math:** Carpenters use math all the time. They use rulers to measure materials they need to cut. They do math problems to make sure that they have enough materials for things they need to build.
- **Reading:** Carpenters need to read the instruction manuals for electrical equipment.
- **Science:** Carpenters need to know what types of wood works best outdoors when it is exposed to rain, sun and changes in temperature.
- **Social Studies:** Carpenters need to know building laws and requirements in their communities in order to get construction permits.
- **Technology:** Carpenters use computers to help them design a room that they are going to remodel.

### **LIBRARIAN**

- **Reading:** Librarians have strong reading and writing skills. They read to find out what books, magazines and other reading materials to include in the library.
- **Math:** Librarians use a numbering system to keep books and reading materials organized so they can be found easily.
- **Social Studies:** Librarians have to know about geography for their map collections.
- **Science:** Librarians use science to understand how room temperatures can affect the paper and materials in books.
- **Technology:** Librarians use computers to track books when they are checked in and out of the library.

### **PHARMACIST**

- **Science:** Pharmacists use chemistry to combine the right amount of ingredients to make a safe medicine.
- **Math:** Pharmacists use math to carefully count pills.
- **Reading:** Pharmacists read prescriptions from your doctors to give you the right medicine.
- **Social Studies:** Sometimes pharmacists give instructions in another language for taking medications.
- **Technology:** Pharmacists use computers to record and track prescription orders.

### **JUDGE**

- **Reading:** Judges read all the time. They read laws and the constitution to know how to rule on a case.
- **Social Studies:** Judges learn about the law and how the government works in social studies.
- **Math:** Judges use math in order to determine the amount of time a person has to complete community service or reschedule a trial.
- **Technology:** Judges use computers to research legal cases.
- **Science:** Judges study how the human body works when ruling on a case where someone has been injured.

## CHEF

- Math: Chefs use math to measure ingredients.
- Reading: Chefs read recipes to find new foods to prepare.
- Science: Chefs must understand how heat changes ingredients for making tasty food.
- Social Studies: Chefs use social studies to learn about different cultures and foods from different parts of the world.
- Technology: Chefs use computers to find and compare recipes.

## VIDEO GAME DEVELOPER

- Math: Video Game Developers use time to determine how long a player has before the player needs to move on to another part of the game.
- Science: Video Game Developers use science to analyze data.
- Social Studies: Video Game Developers use social studies to study behavior to develop games that young children find interesting and fun.
- Reading: Video Game Developers read to stay informed about the most popular games people are playing.
- Technology: Video Game Developers use technology to write computer programs that make the games work.

## DETECTIVE

- Math: Detectives calculate times and measure footprints and tire tracks to solve their cases.
- Science: Detectives examine evidence to know what things are made of when looking for clues.
- Social Studies: Detectives need to understand what is typical for people from various cultures and how people behave.
- Reading: There is a lot of paper work and reports related to detective work.
- Technology: Aside from tools used for examining evidence, detectives do a lot of work using computers and telephones.

## DENTIST

- Math: Teeth are small and dentists use very precise measurements.
- Science: Dentists study the human body and know about bacteria and other things that effect dental health.
- Social Studies: Studying how things were done in the past and in other parts of the world help dentists learn the best ways to help their patients.
- Reading: Dentists keep up with new ways to help patients by reading medical and dentistry journals.
- Technology: If you've ever been in a dentist's office, you know that they use precision instruments and hi-tech equipment.

## PILOT

- Math: Pilots use math to calculate how high to fly a plane.
- Science: Pilots study air currents and weather conditions.
- Social Studies: Pilots work with many different people and need to know about the many places where they travel.
- Reading: Pilots read directions for where they are going, the altitudes for flying and the route they must follow.
- Technology: Planes are full of technical equipment that pilots must know how to operate.



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