



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: College Awareness Experiences for High School Students During the Annual LAUSD College Month in October

NUMBER: REF-3973.6

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DATE: September 28, 2017

ROUTING

Local District Superintendents
Administrators of Instruction
Directors
Counseling Coordinators
College Counseling Coordinators
Principals
APSCS
Assistant Principals
Academic Counselors
A-G Diploma Counselors
College Empowerment Counselors
School Site Coordinators
Teachers

PURPOSE: The purpose of this Reference Guide is to provide information about college awareness experiences during the Los Angeles Unified School District (LAUSD) annual *College Month* in October. Though October marks the official start of College Awareness Month the following recommended activities are meant to be completed throughout the school year.

MAJOR CHANGES: This Reference Guide replaces REF-3973.5, of the same title, issued on October 7, 2015. It reflects updated information and activities.

BACKGROUND: Los Angeles Unified School District (LAUSD) students come from a wide variety of cultural, economic, ethnic, linguistic, racial, and socio-economic backgrounds. It is essential that all high schools prepare our diverse students for postsecondary career and college opportunities, beginning with incoming freshmen. To support this goal, each school has been asked to develop and/or enhance a strong college-going culture. To ensure that all students will graduate ready for college and career, the District’s minimum graduation policy requires successful completion of the a-g course sequence for the Class of 2018, as well as meeting the district wide goal of 100% attendance.

INSTRUCTIONS: The following guidelines apply.

I. INTRODUCTION

LAUSD is committed to providing all students, Pre-Kindergarten to Grade 12, with a rigorous academic program that prepares them for college and career. This includes students enrolled in special education, English Learner (EL) and Standard English Learner (SEL) programs. The district maintains an instructional emphasis that encompasses Pre- Kindergarten to Grade 12 and beyond. The promotion of a districtwide college-going culture will support students to be aware and ready to enter their choice of postsecondary options for college and career. Therefore, the District is encouraging all students to participate in appropriate college and career awareness activities and experiences, designed for each grade level.



II. COLLEGE-GOING CULTURE

A college-going culture provides the environment, attitudes and practices in schools that create access to postsecondary education. Even more important is helping students believe they have great opportunities and paths available to them that lead to a successful adult life. In partnership with the University of California, Los Angeles (UCLA), the District identified the following principles of a college-going culture.

A *college-going culture* exists when the following elements are present on all school campuses, in classrooms and school offices:

- College Talk – clear communication about what it takes to get to college
- Clear Expectations – the explicit goals of preparing students for a full range of post-secondary options is clearly defined
- Information and Resources – students have access to information and resources related to college
- Curriculum – school makes a commitment to provide the resources necessary for every student to be prepared to meet grade level standards, every year in every classroom
- Faculty Involvement – faculty integrates college information into regular classroom activities
- Family Involvement – family members must have the opportunities to gain knowledge about the college planning process
- College Partnerships – college-related activities and academic enrichment programs raise awareness of and aspirations toward college

In order to help administrators and staff assess the college going culture at their school site, a self-assessment rubric from the Center for Educational Outreach at UC Berkeley has been included as Attachment G. The *Center for Educational Partnership's* two-page audit in Attachment H is included to assist in enriching current school practices by providing additional support in enhancing visual components of college-going culture.

III. COLLEGE AND CAREER ACTIVITIES

Every high school will plan college and career awareness and preparation experiences to be integrated into the academic program within the school day for all students. To facilitate school planning, the Division of Instruction is providing grade level sample activities and experiences that include the incorporation of the newly adopted Naviance platform. Naviance is a comprehensive college and career readiness web based platform that helps students identify their interests and strengths, discover careers, and explore different postsecondary education options as well as plan and apply to four-year universities, two-year colleges, or trade schools. (See Attachment A, *Introduction to Naviance Lesson Plan for All High School Students*)



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Grade-level and college readiness tasks have been developed to allow for timely student access to self-discovery and postsecondary planning. The Division of Instruction has identified additional activities and experiences that support students in preparing for college and career, such as taking the PSAT, SAT and ACT, touring college campuses, completing the FAFSA or Dream Act Application, and participating in College Fairs. Grade level and other suggested college and career activities are listed in the following attachments:

Attachment B: 9th Grade Naviance College & Career Awareness Lessons

Attachment B1: Lesson 9.1 – *Goal Setting*

Attachment B2: Lesson 9.2 – *Career Cluster Finder*

Attachment C: 10th Grade Naviance College & Career Awareness Lessons

Attachment C1: Lesson 10.1 – *Strengths Explorer and Goal Setting*

Attachment C2: Lesson 10.2 – *Create a Resume*

Attachment C3: Lesson 10.3 – *College Research Using SuperMatch*

Attachment C4: Lesson 10.4 – *College Profile Exploration*

Attachment D: 11th Grade Naviance College & Career Awareness Lessons

Attachment D1: Lesson 11.1 – *Create a Resume*

Attachment D2: Lesson 11.2 – *Do What You Are*

Attachment D3: Lesson 11.3 – *College Research Using SuperMatch*

Attachment E: 12th Grade Naviance College & Career Awareness Lessons

Attachment E1: Lesson 12.1 – *College Research Using SuperMatch*

Attachment E2: Lesson 12.2 – *FAFSA is the Key*

Attachment F: Additional College and Career Awareness Activities for High School Students

Naviance gathers data from these suggested college readiness tasks and counselors can monitor student completion. This data can in turn be used by Postsecondary Leadership Teams to identify students' need for support and guide the planning of college and career awareness activities. The tasks are flexible and should be implemented in a manner to best fit each high school's resources.

ASSISTANCE: For assistance and more information, contact your Local District College Counseling Coordinator or the Office of Academic and Counseling Services at (213) 241-7510.



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Introduction to Naviance Activity for All High School Students

GOAL	Students will have an authentic understanding of how to engage with Naviance to develop, prepare and realize their post-secondary aspirations
GRADE LEVEL/S	9-12
DURATION	30-40 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students will gain an exploratory understanding of: <ul style="list-style-type: none"> o The tools available in Naviance o How to locate and interact with these tools - Students will gain a better understanding of what it means to be college and career ready - Students will begin to reflect on their academic progress and identify how they can start their college and career preparation
RESOURCES	Access to a computer for each student Naviance Scavenger Hunt Survey <ul style="list-style-type: none"> - Please note, you must assign this survey to students prior to the lesson OR print the scavenger hunt survey below—to learn more about assigning surveys, sign in to your Naviance account

Activities:

Opening:

1. Opening
 - a. Explain that we will be surveying Naviance through blended group and independent exploration
 - b. (Optional) Ask students to identify college and career interests
2. Share objectives
 - a. Students will gain an exploratory understanding of:
 - o The tools available within Naviance
 - o How to locate and interact with these tools
 - b. Students will gain a better understanding of what it means to be college and career ready
 - c. Students will begin to reflect on their academic progress and identify how they can start their college and career preparation

Lesson:

3. Naviance Introduction OR Review (if introduction already complete) *5 mins.*
 - a. What is Naviance?



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- i. An online platform that promotes self-discovery, college and career planning
 - ii. Explain how students are empowered to interact with Naviance according to District/School expectations
 - b. Review the meanings of the terms below as students will interact with all three areas to make informed decisions and develop their unique path towards success
 - i. Self-discovery
 - ii. College Planning
 - iii. Career Planning
4. Logging into Family Connection *5 mins.*
 - a. Ask students to login to Family Connection via their LAUSD dashboard at [**clever.com/in/lausd**](https://clever.com/in/lausd)
 - b. To access the Scavenger Hunt Survey in Family Connection:
 - i. Click on **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Complete the Naviance Scavenger Hunt** task
5. Scavenger Hunt *15-20 mins.*
 - a. Ask students to read the text on the screen or on paper if using a paper-based scavenger hunt
 - b. Emphasize that students will be virtually hunting for the answers within Naviance. They can save their responses and return to the survey as they complete the activity
 - c. Ask students to begin their scavenger hunt (independently or as groups)
6. Classroom Discussion *5-10 mins.*
 - a. Have students do a Think/Pair/Share discussing:
 - i. What did you learn about yourself?
 - ii. What are you excited about with Naviance?
 - iii. What are you unsure about?

Closing:

7. Instruct students that we want them to remember that:
 - a. We will use Naviance to support students' unique aspirations
 - b. In addition to the activities done at school, students can interact with Naviance on their own and with their families
 - c. It is never too soon to start preparing for high school, college, and beyond



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Naviance Scavenger Hunt

1. If I stay on track and pass all of my classes, I will graduate high school in the year _____.
2. I can access Naviance/Family Connections from any computer in school or out of school with internet access?
 - a. Yes
 - b. No
3. In the Naviance program, where is your GPA located?
 - a. My Journal
 - b. My Profile
 - c. My Test Scores
4. What is your GPA?
5. Which two places can I find my favorite careers and clusters in Naviance?
 - a. My Journal
 - b. My Profile
 - c. Interesting things about me
 - d. Explore Careers
6. Under which tab do you find your profile information?
 - a. Colleges
 - b. Careers
 - c. About Me
 - d. My Planner
7. Locate the list of career clusters under the Careers Tab. List three career clusters below.
 - a. _____
 - b. _____
 - c. _____
8. What cluster does the career "Baker" fall under?
 - a. Marketing
 - b. Education and Training
 - c. Hospitality and Tourism
 - d. Agriculture, Food, and Natural Resources
9. What does the average acupuncturist make in California?
10. Under the Colleges Tab, what are three different tools under "College Research?"
 - a. _____
 - b. _____
 - c. _____
11. What is the graduation rate at California State University, Chico?
 - a. 43%
 - b. 81%
 - c. 59%
12. How much time will I commit to each week to log on to Naviance and research colleges and careers on my own time?



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9th Grade Naviance College and Career Awareness Lessons

Provide students the opportunity to complete the following LAUSD 9th grade Naviance tasks.

Fall 9th Grade Lesson 9.1 – Goal Setting (Attachment B1)

- Student are given the opportunity to create an academic and personal goal in the Naviance platform

Spring 9th Grade Lesson 9.2 - Career Cluster Finder (Attachment B2)

- Students are given the opportunity to complete the Naviance Career Cluster Finder
- Remind students that they will be meeting with their counselor to choose their Career Pathway



Lesson 9.1: Goal Setting

GOAL	Students will have the opportunity to reflect on their transition to high school and set goals for the coming school year
GRADE LEVEL/S	9
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students will reflect on their personal qualities, strengths and challenges, and areas where they need additional support - Students will develop both an academic goal and a personal goal for the school year - Students will become more familiar with various tools in Naviance including surveys and goal setting tools
RESOURCES	<p>Access to a computer for each student</p> <p>Earbuds for students to view videos with sound individually</p>

Activities:

Opening:

1. Naviance Refresher or Introduction (3-5 min)
 - a. If students have previously completed the Naviance Scavenger Hunt Lesson, use this time to have a refresher discussion on what Naviance is and the tools and resources available to students
 - b. If students have not completed the Naviance Scavenger Hunt Lesson, use this time to provide an overview of Naviance

Lesson

2. Goal Setting (30-35 min)
 - a. As students complete their Naviance Scavenger Hunt, direct them to RoadTrip Nation to begin viewing leader videos about goal setting:
 - i. Careers Tab > Click on **Explore More** under RoadTrip Nation
 - ii. Scroll down and select Search Leaders Stories **By Theme**
 - iii. Click on **Goals**
 - iv. Watch at least 3 video clips about goal setting
 - b. Discuss with students what they’ve learned about goal setting from their leader videos. Discussion questions may include:
 - i. Who were some of the leaders you watched and what were their goals?
 - ii. How did they overcome the challenges they faced in reaching their goals?
 - iii. What goals have you set in the past? How did you set this goal, and how did you know you were on track and met this goal?
 - iv. Discuss the difference between a regular goal and a Specific, Measurable, Achievable, Results-focused and Time-bound (SMART) goal
 - c. After the discussion, direct students back to My Planner → Tasks Assigned to Me:
 - i. Create an Academic SMART Goal
 - ii. Create a Personal SMART Goal
 - iii. Students should now take the time to create two SMART goals for the school year



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Closing

3. Turn and Talk
 - a. Instruct students to turn and talk with their neighbor about the goals they've set and why they've chosen those particular goals for the school year
 - b. If time allows, come back together as a group and have partners share some of the strategies they're planning to use to help them accomplish their goals



Lesson 9.2: Career Cluster Finder

GOAL	Students match their strengths, values, personality, and skills with careers of interest
GRADE LEVEL/S	9
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students will assess best fit career clusters against their personality qualities and interests - Students will use watch the RoadTrip Nation interview archive to find leaders with similar interests to their own and understand the path they took to reach their goals
RESOURCES	<p>Access to a computer for each student</p> <p>Earbuds for students to watch videos independently</p>

Activities:

Opening:

1. Explain to students that they will be taking Career Cluster Finder which is a simple assessment that helps a student discover which career clusters may be a good match based on activities that interest him or her, personal qualities the student has, and subjects the student enjoys in school.
2. Students should take the Career Cluster Assessment (15-20 min)
 - a. After logging in, click on **My Planner** tab
 - b. Click on **Tasks Assigned to Me**
 - c. Click on **Complete Career Cluster Finder**

Lesson

3. As students are completing Career Cluster Finder, instruct them to begin researching their results and saving career clusters to their Favorites List
4. Once all students have completed the assessment, direct them to RoadTrip Nation
 - a. What is RoadTrip Nation? Roadtrip Nation started when a group of friends took a road trip to figure out what to do with their lives. Since then, it has evolved into a movement to help individuals define their own roads in life. Interviews chronicling the diverse personal stories of leaders who have turned their interests into their life’s work are available to students in Family Connection
5. Students should complete the 3-question What’s Your Road survey, and view at least 2-3 leader videos
 - a. To access What’s Your Road
 - i. Click on the **Careers Tab**
 - ii. Scroll down to Roadtrip Nation and click on **Explore More**
 - iii. Click **Start Here**
6. After viewing at least 2-3 videos, students should return to the My Planner tab to complete the Reflection Survey
 - a. Click on **My Planner**
 - b. Click on **Tasks Assigned to Me**
 - c. Click on **RoadTrip Nation Reflection Survey**



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Closing

7. To close the lesson, have students gather as a whole group or in small groups to discuss the videos they viewed. Discussion questions may include:
 - a. Who was the leader you related to most, and why?
 - b. Did you see a connection between the results of Career Cluster Finder and the results of What's Your Road? Explain.
 - c. What challenges did your favorite leader face? How did he/she overcome these challenges?



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10th Grade Naviance College and Career Awareness Lessons

Provide students the opportunity to complete the following LAUSD 10th grade Naviance tasks.

Fall 10th Grade Lesson 10.1 – StrengthsExplorer and Goal Setting (Attachment C1)

- Students are given the opportunity to complete the StrengthsExplorer assessment in the Naviance platform
- Students are given the opportunity to create an academic and personal goal in the Naviance platform

Fall 10th Grade Lesson 10.2 – Create a Resume (Attachment C2)

- Students are given the opportunity to build a resume using the resume builder tool in the Naviance platform

Spring 10th Grade Lesson 10.3 – College Research Using SuperMatch (Attachment C3)

- Students are given the opportunity to complete a SuperMatch College search in the Naviance platform

Spring 10th Grade Lesson 10.4 – College Profile Exploration (Attachment C4)

- Students are given the opportunity to learn how to use the Naviance College Search and College Profile tools
- After students explore colleges, they will add at least one college to their Prospective list in the Naviance platform

Additional recommended 10th grade activities:

- All 10th graders participate in the PSAT.
 - Remind students to create an online College Board account to receive and view scores
 - Khan Academy provides free, personalized online practice for the SAT. Students can link their accounts at [satpractice.org](https://www.khanacademy.org/sat). A how-to video is located here <https://www.youtube.com/watch?v=Vhfaw8w4G2w>
 - Please remind your students that there are millions of dollars available in grants and scholarships to qualified low-income and minority students — and their PSAT/NMSQT and PSAT 10 scores are the key.
- Students take at least one Dual Enrollment/AB288 college class
- Eligible students take Advanced Placement courses and subject exams



Lesson 10.1: StrengthsExplorer and Goal Setting

GOAL	Students will receive their emerging top 3 talent themes, learn how they can leverage their strengths in pursuit of their aspirations, and set goals for the coming school year
GRADE LEVEL/S	10
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students will become familiar with the 10 StrengthsExplorer talent themes - Students will understand their emerging top 3 emerging talent themes - Students will develop both an academic goal and a personal goal for the school year
RESOURCES	Access to a computer for each student

Activities:

Opening:

1. Naviance Refresher or Introduction
 - a. If students have previously completed the Naviance Scavenger Hunt Lesson, use this time to have a refresher discussion on what Naviance is and the tools and resources available to students
 - b. If students have not completed the Naviance Scavenger Hunt Lesson, use this time to provide an overview of Naviance

Lesson

2. StrengthsExplorer
 - a. What is StrengthsExplorer? StrengthsExplorer® Assessments help them learn about their strengths and make connections to possible career pathways
 - b. Emphasize to students that there are no right or wrong answers
 - c. To take StrengthsExplorer:
 - i. After logging in, click on **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Take StrengthsExplorer**
 - d. View Report and See Related Career Pathways
 - i. Allow students to read their full report and complete their workbook
 - ii. Ask students to see related career pathways and explore them in Naviance
 - e. Classroom Discussion
 - i. Ask students to share their answers for the following questions:
 1. What did you learn about yourself?
 2. After learning your strengths, how could you use these to plan for the future?
 3. Based on the results of your related career pathways, are there academic and personal goals you'd like to set?
3. Goal Setting
 - a. After the discussion, direct students back to My Planner → Tasks Assigned to Me:
 - i. Create an Academic SMART Goal
 - ii. Create a Personal SMART Goal



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iii. Students should now take the time to create two SMART goals for the school year

Closing

4. Turn and Talk

- a. Instruct students to turn and talk with their neighbor about the goals they've set and why they've chosen those particular goals for the school year
- b. If time allows, come back together as a group and have partners share some of the strategies they're planning to use to help them accomplish their goals



Lesson 10.2: Create a Resume

GOAL	Students learn how to create a resume and understand the importance of being a well-rounded individual
GRADE LEVEL/S	10
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students understand the importance of creating a resume, the parts of a resume, and their own strengths and skills which can be highlighted on a resume - Students begin creating a resume in Naviance
RESOURCES	Access to a computer for each student Resume Bingo Handout Projector and computer for presenter with sample resume Sample Resumes: http://www.aie.org/life-after-college/starting-your-career/building-a-resume/sample-resumes-templates/

Activities:

Opening:

1. Resume Bingo
 - a. Distribute the bingo cards to students
 - b. Instruct students to talk with other students in the room and find students who fit the descriptions on the bingo card
2. Discussion
 - a. Debrief the bingo activity by discussing the following questions:
 - i. Was it hard to find people to fit the descriptors? If so, which?
 - ii. How many people...
 1. Know what a reference is?
 2. Have work experience?
 3. Participate in extracurricular activities?
 4. Volunteer?
 5. Can identify his/her strengths and skills?

Lesson

3. What is a Resume?
 - a. Explain that a resume is a 1-2 page summary of a person’s skills, education, and experiences
 - b. It’s often the first impression you give when applying to college, a job, or for scholarships
4. Sample Resume
 - a. Review the different parts of resume
 - b. Review the language used throughout the resume
 - c. Discuss what’s missing or what you might change in the example
5. Create Your Resume
 - a. Students will begin to create their resume using the Resume Builder tool in Naviance
 - b. To create their resume:
 - i. After logging in, go to **My Planner**



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- ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Create a Resume**
- c. Students should begin to create their resume by choosing one section to focus on first. You may choose to recommend they start by adding their education or extracurricular activities first

Closing

6. Group Discussion
 - a. Bring the group back together to discuss resume creation. Questions may include:
 - i. What areas are the most difficult for you to create?
 - ii. What entries do you have no information to add in?
 - iii. What kinds of activities and experiences do you think are most important for you to think about in order to help round out your resume?
 - b. Encourage students to use the Resume Builder tool as a log of all of their activities, awards, and hobbies throughout high school—this will make it easier to keep track of things as they go, rather than trying to remember it all at once before applying to college or a job



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Resume Bingo

Directions:

- Go around the room and find someone who...._____ and write the student’s name below the descriptor.
- Try to fill in as many squares as you can in the time provided.

Can explain what a reference is	Has applied for a job	Speaks more than one language	Can name two of his/her strengths	Has picked up a job application
Has been a babysitter	Has volunteered	Has had a job	Can use Microsoft Word, Excel, and Power Point	Has worked at a grocery store
Knows what an action verb is	Participates in a club	Free Space	Plays an instrument	Can name two of his/her skills
Has made a resume	Has attended a different high school	Has made sure his/her Facebook page is appropriate	Has received an award	Is currently employed
Has had a job interview	Has an appropriate email address	Has held a leadership position	Has worked at a fast food restaurant	Participates in a sport



Lesson 10.3: College Research Using SuperMatch

GOAL	Students will learn about different types of colleges, and how colleges can vary greatly regarding factors like enrollment, tuition, acceptance rates, etc. Students will also begin to learn what criteria may be important to them when selecting a college
GRADE LEVEL/S	10
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none">- Students will become familiar with different types of colleges- Students will begin to learn about different criteria used to help select a college- Student will learn about different colleges
RESOURCES	Access to a computer for each student Projector and computer for presenter

Activities:

Opening:

1. Introduction and Discussion
 - a. On the board or an overhead projector list the following categories and explain the differences between them:
 - i. 2-year colleges
 - ii. 4-year colleges
 - iii. Public colleges
 - iv. Private colleges
 - v. In-state colleges
 - vi. Out-of-state colleges
 - b. Ask students to start listing colleges they know of and begin writing them under the category (or categories) they fall under. Make sure that you have at least 1 college under each category
 - c. Ask students how the differences between colleges are important when considering what careers they're interested in pursuing
 - i. Example 1: If I want to be a Veterinary Technician what would I look for in the colleges I apply to?
 - ii. Example 2: If I want to be a lawyer what would I look for in the colleges I apply to?
2. What is SuperMatch College Search?
 - a. After seeing how just a handful of colleges can differ widely, explain that looking for colleges is, in a way, like shopping. There are lots of different factors that go into what makes up a college profile and it's important for them to find their best fit
 - b. Demo a SuperMatch College Search (via a Student Sample)
 - i. Go through 4-6 different categories
 - ii. Move the importance of categories around to illustrate the differences when something is of "Kinda," "Very" or "Must-Have" importance
 - iii. View at least one college profile
 - iv. Show students how to add a college to their Prospective Colleges List



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Lesson

3. Complete a SuperMatch College Search
 - a. To complete a SuperMatch College Search:
 - i. After logging in, go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Complete a SuperMatch College Search**
 - b. After completing at least 1 search, ask students to add at least one college to their Prospective Colleges List
4. After students have completed their SuperMatch search and added at least 1 college to their list, direct them to complete their Careers and Education survey:
 - i. Go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Complete the Careers and Education Survey**

Closing

5. Discussion
 - a. Recap types of colleges and factors/criteria
 - b. Ask some students to share what they noticed when comparing colleges
 - c. Ask students what conclusions they can draw from reviewing the factors for a particular college



Lesson 10.4: College Profile Exploration

GOAL	Identify important aspects to both applying and attending a postsecondary education and learn how to use the Naviance College Search and College Profile to find this information
GRADE LEVEL/S	10
DURATION	30 – 45 minutes
OBJECTIVES	<ul style="list-style-type: none">- Students will display their mastery of the Naviance College Search and College Profile page by identifying where key information is located- Connecting how information found on a College Profile will assist in making well informed choices for a student’s postsecondary education
RESOURCES	Access to a computer for each student Projector and computer for presenter Assign College Profile Review Survey to students or use the paper version included below

Activities:

Opening:

1. Tour a College Profile page that is familiar to the student population (college profiles can be accessed via the Counselor Community or by ghosting in to a sample student’s account)
 - a. Begin by highlighting the key tabs and areas of the homepage
 - b. Discuss what types of information the Overview, Studies, Student Life, Admissions and Costs tabs highlight.
 - c. Highlight the information that the Communicate, Apply Online and Learn More tabs will provide to students.

Lesson

2. After students have logged in, direct them to:
 - a. Click on **My Planner** tab
 - b. Click on **Tasks Assigned to Me**
 - c. Click on **Complete a College Search**
3. Students will be prompted to complete a basic college search. When they have completed their college search, they will be provided a list of colleges to learn more about
 - a. Students should select one college to review in more depth using the assigned College Profile Review Survey (must be assigned before lesson via Naviance Success Planner) or copies of the College Profile Review Handout (below)

Closing

4. After reviewing the school in depth, students can “favorite” this college to add it to their Prospective College List
5. Bring the students back together and, depending on time, ask 2-5 students to present what they’ve learned about the college that they’ve researched



College Profile Review Handout

1. What college did you select to review?
2. What is the acceptance rate at this college?
3. How is acceptance rate determined? (Hint, check the information symbol)
4. Under the Studies Tab, list two majors that are offered at this college that you'd be interested in studying.
 - a. _____
 - b. _____
5. Under the Student Life tab, what size is this college classified as?
6. What is the gender breakdown at this school?
7. Under the Costs tab, what is the typical monthly loan payment for an alumnus of this college?
8. If my family income is \$30,001 - \$48,000 what is the estimated average net cost of this school?
9. Does this college cost MORE or LESS than an average college in Naviance?
 - a. More
 - b. Less
 - c. Right at Average
10. After reviewing this college in detail, are you interested in saving it to your Prospective Colleges list?
 - a. Yes
 - b. No
11. Why are you or are you not interested in saving it to your Prospective Colleges List?



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11th Grade Naviance College and Career Awareness Lessons

Provide students the opportunity to complete the following LAUSD 11th grade Naviance tasks.

Fall 11th Grade Lesson 11.1 – Create a resume (Attachment D1)

- Student are given the opportunity to build a resume using the resume builder tool in the Naviance platform

Fall 11th Grade Lesson 11.2 – Do What You Are (Attachment D2)

- Student are given the opportunity to complete the *Do What You Are* assessment in the Naviance platform
- Once students have completed the *Do What You Are* assessment, students will create a postsecondary goal in the Naviance platform

Spring 11th Grade Lesson 11.3 – College Research Using SuperMatch (Attachment D3)

- Students are given the opportunity to complete a SuperMatch College search in the Naviance platform
- After students complete the SuperMatch search, they will add at least one college to their Prospective list in the Naviance platform

Additional recommended 11th grade activities:

- Register and take the PSAT, SAT and/or ACT college entrance exams
- Students practice writing their college admission essays, Personal Insight Questions (PIQ) if applying to a UC and scholarship application essays
- Students will meet with counselors to review and verify their transcript is correct
- Students take at least one Dual Enrollment/AB288 college class
- Eligible students take Advanced Placement courses and subject exams



Lesson 11.1: Create a Resume

GOAL	Students learn how to create a resume and the importance of being a well-rounded individual
GRADE LEVEL/S	11
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students understand the importance of creating a resume, the parts of a resume, and their own strengths and skills which can be highlighted on a resume - Students begin creating a resume in Naviance
RESOURCES	Access to a computer for each student Resume Bingo handout Projector and computer for presenter with sample resume Sample Resumes: http://www.aie.org/life-after-college/starting-your-career/building-a-resume/sample-resumes-templates/

Activities:

Opening:

1. Resume Bingo
 - a. Distribute the bingo cards to students
 - b. Instruct students to talk with other students in the room and find students who fit the descriptions on the bingo card
2. Discussion
 - a. Debrief the bingo activity by discussing the following questions:
 - i. Was it hard to find people to fit the descriptors? If so, which?
 - ii. How many people...
 1. Know what a reference is?
 2. Have work experience?
 3. Participate in extracurricular activities?
 4. Volunteer?
 5. Can identify his/her strengths and skills?

Lesson

3. What is a Resume?
 - a. Explain that a resume is a 1-2 page summary of a person’s skills, education, and experiences.
 - b. It’s often the first impression you give when applying to college, a job, or for scholarships
4. Sample Resume
 - a. Review the different parts of resume
 - b. Review the language used throughout the resume
 - c. Discuss what’s missing or what you might change in the example
5. Create Your Resume
 - a. Students will begin to create their resume using the Resume Builder tool in Naviance
 - b. To create their resume:
 - i. After logging in, go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**



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- iii. Click on **Create a Resume**
- c. Students should begin to create their resume by choosing one section to focus on first. You may choose to recommend they start by adding their education or extracurricular activities first

Closing

6. Group Discussion
 - a. Bring the group back together to discuss resume creation. Questions may include:
 - i. What areas are the most difficult for you to create?
 - ii. What entries do you have no information to add in?
 - iii. What kinds of activities and experiences do you think are most important for you to think about in order to help round out your resume?
 - b. Encourage students to use the Resume Builder tool as a log of all of their activities, awards, and hobbies throughout high school—this will make it easier to keep track of things as they go, rather than trying to remember it all at once before applying to college or a job



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REFERENCE GUIDE**

Resume Bingo

Directions:

- Go around the room and find someone who...._____ and write the student’s name below the descriptor.
- Try to fill in as many squares as you can in the time provided

Can explain what a reference is	Has applied for a job	Speaks more than one language	Can name two of his/her strengths	Has picked up a job application
Has been a babysitter	Has volunteered	Has had a job	Can use Microsoft Word, Excel, and Power Point	Has worked at a grocery store
Knows what an action verb is	Participates in a club	Free Space	Plays an instrument	Can name two of his/her skills
Has made a resume	Has attended a different high school	Has made sure his/her Facebook page is appropriate	Has received an award	Is currently employed
Has had a job interview	Has an appropriate email address	Has held a leadership position	Has worked at a fast food restaurant	Participates in a sport



Lesson 11.2: Do What You Are

GOAL	Students will receive their Myers-Briggs Indicator to match their personality types to specific career fields, allowing them to deeply explore occupations, interests and college majors related to their results
GRADE LEVEL/S	11
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students will become familiar their personality type - Students will understand their career and college satisfiers – what to look for in a career or college - Students will connect their strengths and personality to possible occupations and begin to set goals based on these outcomes
RESOURCES	Access to a computer for each student

Activities:

Opening:

1. Opening
 - a. Explain that students will take the Do What You Are assessment to help them learn about their personality type and make connections to possible career and college paths
2. Discussion or Journal Entry
 - a. Students share their current understanding of how their interest and personality are linked to career aspirations (open discussion or silent journal entry on Naviance)

Lesson

3. What is Do What You Are?
 - a. Explain how the exercise will work:
 - i. Students will pick just one from two given descriptions. Although both may fit their personality, they should select the one that is most true and they should not choose what they WANT to be true
 - ii. After selecting several descriptions, the students will be prompted with four “mini-profiles.” The student will review all four and pick the **two** most accurate profiles
 - iii. Once the student has selected their profiles they will be prompted to select between two profiles. Their choices do not have to be a profile that is 100% accurate, but they should choose the one that is most similar to themselves. They will then rate how accurate the produced profile is to their personality.
 - iv. The students will end the assessment by rating their interest in the given career clusters.
 - b. Complete the Do What You Are Assessment
 - i. After logging in, go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Complete Do What You Are**
4. Reflect on results and begin setting goals
 - a. As students finish their assessment, make sure they take the time to review the results and explorer careers, clusters, and pathways



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- b. Once they've completed their review, direct them back to their My Planner to set a post-secondary goal
 - i. Go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Create a Post-Secondary Goal**

Closing

5. Discussion or Journal Entry
 - a. Students share how the results of their Do What You Are Assessment impacted the post-secondary goal they set for themselves (discussion or journal entry via Naviance)



Lesson 11.3: College Research Using SuperMatch

GOAL	Students will learn about different types of colleges, and how colleges can vary greatly regarding factors like enrollment, tuition, acceptance rates, etc. Students will also begin to learn what criteria may be important to them when selecting a college
GRADE LEVEL/S	11
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none">- Students will become familiar with different types of colleges- Students will begin to learn about different criteria used to help select a college- Student will learn about different colleges
RESOURCES	Access to a computer for each student Projector and computer for presenter

Activities:

Opening:

1. Introduction and Discussion

- a. On the board or an overhead projector list the following categories and explain the differences between them:
 - i. 2-year colleges
 - ii. 4-year colleges
 - iii. Public colleges
 - iv. Private colleges
 - v. In-state colleges
 - vi. Out-of-state colleges
- b. As students to start listing colleges they know of and begin writing them under the category (or categories) they fall under. Make sure that you have at least 1 college under each category
- c. Ask students how the differences between colleges are important when considering what careers they're interested in pursuing
 - i. Example 1: if I want to be a Veterinary Technician what would I look for in the colleges I apply to?
 - ii. Example 2: If I want to be a lawyer what would I look for in the colleges I apply to?

2. What is SuperMatch College Search?

- a. After seeing how just a handful of colleges can differ widely, explain that looking for colleges is in a way like shopping. There are lots of different factors that go into what makes up a college profile and it's important for them to find their best fit
- b. Demo a SuperMatch College Search (via a Student Sample)
 - i. Go through 4-6 different categories
 - ii. Move the importance of categories around to illustrate the differences when something is of "Kinda," "Very," or "Must-Have" importance
 - iii. Show students how to pin colleges and compare them
 - iv. View at least one college profile
 - v. Show students how to add a college to their Prospective Colleges List



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Lesson

3. Complete a SuperMatch College Search
 - a. To complete a SuperMatch College Search:
 - i. After logging in, go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Complete a SuperMatch College Search**
 - b. After complete at least 1 search, instruct students to compare their top 3 colleges
4. Compare Colleges
 - a. Look at the “Classification” and “Location” factors
 - i. Explain factors (Public, Private, Historically Black, Type, Religious Affiliation & Campus Setting)
 - b. Ask students to look at the other factor categories (Admissions, Financial Aid and Student Body, Academics, Athletics, Organizations, Services and Perceptions) and note similarities and differences among the colleges they pinned
5. Partner Discussion
 - a. Ask students to discuss what they noticed when looking at the factors for the colleges they selected
 - i. What type of colleges are most or least expensive?
 - ii. Which colleges/types had the highest or lowest percentage admitted, GPA, or test scores?
 - iii. Which college offered the most majors or highest graduation rate?
6. Save a College
 - a. After completing their search and discussion, ask students to save at least 1 college to their Prospective Colleges list

Closing

7. Discussion
 - a. Recap types of colleges and factors/criteria
 - b. Ask some students to share what they noticed when comparing colleges
 - c. Ask students what conclusions they can draw from reviewing the factors for a particular college



Los Angeles Unified School District
Division of Instruction

12th Grade Naviance College and Career Awareness Lessons

Provide students the opportunity to complete the following LAUSD 12th grade Naviance tasks:

Fall 12th Grade Lesson 12.1 – College Research Using SuperMatch (Attachment E1)

- Students are given the opportunity to complete a SuperMatch College search in the Naviance platform
- After students complete the SuperMatch search, they will add at least two colleges to the “Colleges You Are Applying to” list in the Naviance platform

Fall 12th Grade Lesson 12.2 – FAFSA is the KEY (Attachment E2)

- Students are given the opportunity to complete the *FAFSA is the KEY* lesson
 - This lesson is not on the Naviance platform

Spring 12th Grade Lesson 12.3 – Senior Exit Survey (Attachment E3)

- Students are given the opportunity to complete the Senior Exit Survey between April and June in the Naviance platform

Additional recommended 12th grade activities:

- Complete the FAFSA or the California Dream Act Application
- Register and take the SAT and/or ACT college entrance exams
- Students will write their college admission essays, and Personal Insight Questions (PIQ) if applying to a UC, and scholarship application essays
- Students will meet with counselors to review and verify their transcript is correct and request transcripts be sent to the colleges that they apply to, as well as a final transcript to the college they plan to enroll in
- Students take at least one Dual Enrollment/AB288 college class



Lesson 12.1: College Research Using SuperMatch

GOAL	Students will learn about different types of colleges, and how colleges can vary greatly regarding factors like enrollment, tuition, acceptance rates, etc. Students will also begin to learn what criteria may be important to them when selecting a college
GRADE LEVEL/S	12
DURATION	45 – 60 minutes
OBJECTIVES	<ul style="list-style-type: none"> - Students will become familiar with different types of colleges - Students will begin to learn about different criteria used to help select a college - Student will learn about different colleges
RESOURCES	Access to a computer for each student Projector and computer for presenter

Activities:

Opening:

1. Introduction and Discussion
 - a. On the board or an overhead projector list the following categories and explain the differences between them:
 - i. 2-year colleges
 - ii. 4-year colleges
 - iii. Public colleges
 - iv. Private colleges
 - v. In-state colleges
 - vi. Out of State colleges
 - b. As students to start listing colleges they know of and begin writing them under the category (or categories) they fall under. Make sure that you have at least 1 college under each category
 - c. Ask students how the differences between colleges are important when considering what careers they're interested in pursuing
 - i. Example 1: if I want to be a Veterinary Technician what would I look for in the colleges I apply to?
 - ii. Example 2: If I want to be a lawyer what would I look for in the colleges I apply to?
2. What is SuperMatch College Search?
 - a. After seeing how just a handful of colleges can differ widely, explain that looking for colleges is in a way like shopping. There are lots of different factors that go into what makes up a college profile and it's important for them to find their best fit
 - b. Demo a SuperMatch College Search (via a Student Sample)
 - i. Go through 4-6 different categories
 - ii. Move the importance of categories around to illustrate the differences when something is of "Kinda," "Very," or "Must-Have" importance
 - iii. Show students how to pin colleges and compare them
 - iv. View at least one college profile
 - v. Show students how to add a college to their Prospective Colleges List



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Lesson

3. Complete a SuperMatch College Search
 - a. To complete a SuperMatch College Search:
 - i. After logging in, go to **My Planner**
 - ii. Click on **Tasks Assigned to Me**
 - iii. Click on **Complete a SuperMatch College Search**
 - b. After complete at least 1 search, instruct students to compare their top 3 colleges
4. Compare Colleges
 - a. Look at the “Classification” and “Location” factors
 - i. Explain factors (Public, Private, Historically Black, Type, Religious Affiliation & Campus Setting)
 - b. Ask students to look at the other factor categories (Admissions, Financial Aid and Student Body, Academics, Athletics, Organizations, Services and Perceptions) and note similarities and differences among the colleges they pinned
5. Partner Discussion
 - a. Ask students to discuss what they noticed when looking at the factors for the colleges they selected
 - i. What type of colleges are most or least expensive?
 - ii. Which colleges/type had the highest or lowest percentage admitted, GPA, or test scores?
 - iii. Which college offered the most majors or highest graduation rate?
6. Save a College
 - a. After completing their search and discussion, ask students to save at least 2 colleges to “Colleges You Are Applying to” list in the Naviance platform

Closing

7. Discussion
 - a. Recap types of colleges and factors/criteria
 - b. Ask some students to share what they noticed when comparing colleges
 - c. Ask students what conclusions they can draw from reviewing the factors for a particular college



Lesson 12.2: FAFSA is the KEY

GOAL	Students will understand what the FAFSA is and how to use it
GRADE LEVEL/S	12
DURATION	45 minutes
OBJECTIVES	<ul style="list-style-type: none">- Students will become familiar with different types of colleges- Students will begin to learn about different criteria used to help select a college- Student will learn about different colleges
RESOURCES	Access to a computer for each student Projector and computer for presenter FAFSA is the Key reading handout FAFSA is the Key Worksheet

Activities:

Opening:

1. Discuss the importance of financial aid planning by discussing the following points:
 - a. In order to receive any financial aid, you need to apply for it using the FAFSA
 - b. Learning key facts about the FAFSA will ensure that you apply correctly and in a timely fashion

Lesson:

2. Distribute the *FAFSA is the KEY* reading and worksheet
3. Ask students to read the handout and answer the questions on the worksheet
4. Play the following three minute YouTube video from the Federal Student Aid Commission found at <https://www.youtube.com/watch?v=LK0bbu0y5AM>

Closing:

5. Discuss the following question: “How can you ensure that you have your FAFSA completed as soon as possible after October 1 of your senior year?”



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FAFSA is the KEY

The Free Application for Federal Student Aid (FAFSA) is the key that opens the door to financial aid. It serves as the application for most financial aid from federal and state programs as well as from colleges and universities. Even if you are not sure that you will need financial aid, we recommend that you fill out a FAFSA anyway - it's free.

Prepare and Submit

Prepare and submit your FAFSA as soon as possible after October 1 of the year **prior** to your college start date. For example, if you plan to attend college beginning in the fall of **2018**, you may submit your FAFSA after October 1, **2017**.

File

The quickest and most accurate way to file the FAFSA is online. In contrast to a paper copy, the online form displays only the data entry fields you need to complete. You also receive directions as and when you need them.

What you Need

To complete the FAFSA you will need your parents' federal tax return (or your own if you are an independent student). There is also a FAFSA on the Web Worksheet that you can download at <https://studentaid.ed.gov/sa/sites/default/files/2017-18-fafsa-worksheet.pdf>

While the worksheets are slightly different from the FAFSA itself, they may help you gather all the information you may need.

FSA ID

Beginning in May 2015, the United States Department of Education replaced the Financial Aid PIN with the FSA ID. The FSA ID consists of a username and password and replaced the PIN for students, parents, and loan borrowers.

If you are a **new user**, you will be asked to fill out a registration form for your FSA ID. If you are a **user with an existing PIN**, upon logging on you will be sent directly to the FSA ID site and asked for your PIN number. If your information matches the information they have on file, your account will be linked directly to an FSA ID account. Please note in order to have your current information link to your FSA ID, you must log on and go through the registration process.

If you prefer to fill out a paper copy of the FAFSA, you can obtain one by calling the Federal Student Aid Information Center at 1-800-4-FED-AID.

Plus...

The FAFSA may not be the only form required to receive an award letter from a school. You must also complete the college admissions process. Check with each of the colleges and universities you listed on your FAFSA to determine their specific requirements.

FAFSA on the Web Worksheet
www.fafsa.gov

2017 - 2018

Federal Student Aid

DO NOT MAIL THIS WORKSHEET.

The FAFSA on the Web Worksheet provides a preview of the questions that you may be asked while completing the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov.

You must complete and submit a FAFSA to apply for federal student aid and for most state and college aid. Write down notes to help you easily complete your FAFSA anytime on or after October 1, 2016.

See the table to the right for state deadlines. Your application must be submitted by midnight Central time. Also pay attention to the symbols that may be listed after your state deadline. Check with your high school counselor or your college's financial aid administrator about other deadlines. The federal deadline is June 30, 2018.

- This Worksheet is optional and should only be completed if you plan to use FAFSA on the Web.
- Sections in purple are for parent information.
- This Worksheet does not include all the questions from the FAFSA. The questions that are included are ordered as they appear on FAFSA on the Web. When you are online, you may be able to skip some questions based on your answers to earlier questions.

Applying is easier with the IRS Data Retrieval Tool!
Students and parents who have completed their 2015 IRS tax return may be able to use FAFSA on the Web to electronically view their tax information. With just a few simple steps, the tax information can also be securely transferred into FAFSA on the Web.

Sign your FAFSA with an FSA ID!
For information about the FSA ID, including how to apply, go to StudentAid.gov/psaid.

Your FSA ID allows you to electronically sign your FAFSA. If you are providing parent information, one parent must also sign your FAFSA. To sign electronically, your parent should also apply for an FSA ID.

Free help is available!
You do not have to pay to get help or submit your FAFSA. Submit your FAFSA free online at www.fafsa.gov. Federal Student Aid provides free help online at www.fafsa.gov or you can call 1-800-4-FED-AID (1-800-433-3243). TTY users (hearing impaired) can call 1-800-730-8913.

NOTES:

State	Deadline	Recipient Type
AK	Alaska Performance Scholarship - June 30, 2017	State
AL	Alabama Education Grant - As soon as possible after October 1, 2016	State
AR	Arkansas Challenge - June 1, 2017	State
AZ	Arizona Grant - Check with your financial aid administrator for many state financial aid programs - March 2, 2017	State
CA	California State Grant - September 2, 2017	State
CO	Colorado State Grant - September 2, 2017	State
CT	Connecticut State Grant - September 2, 2017	State
DC	DC State Grant - September 2, 2017	State
DE	Delaware State Grant - September 2, 2017	State
FL	Florida State Grant - September 2, 2017	State
GA	Georgia State Grant - September 2, 2017	State
IA	Iowa State Grant - September 2, 2017	State
IL	Illinois State Grant - September 2, 2017	State
IN	Indiana State Grant - September 2, 2017	State
KS	Kansas State Grant - September 2, 2017	State
LA	Louisiana State Grant - September 2, 2017	State
MA	Massachusetts State Grant - September 2, 2017	State
MD	Maryland State Grant - September 2, 2017	State
ME	Maine State Grant - September 2, 2017	State
MI	Michigan State Grant - September 2, 2017	State
MN	Minnesota State Grant - September 2, 2017	State
MO	Missouri State Grant - September 2, 2017	State
MS	Mississippi State Grant - September 2, 2017	State
NC	North Carolina State Grant - September 2, 2017	State
ND	North Dakota State Grant - September 2, 2017	State
NH	New Hampshire State Grant - September 2, 2017	State
NJ	New Jersey State Grant - September 2, 2017	State
NM	New Mexico State Grant - September 2, 2017	State
NV	Nevada State Grant - September 2, 2017	State
OH	Ohio State Grant - September 2, 2017	State
OK	Oklahoma State Grant - September 2, 2017	State
OR	Oregon State Grant - September 2, 2017	State
PA	Pennsylvania State Grant - September 2, 2017	State
RI	Rhode Island State Grant - September 2, 2017	State
SC	South Carolina State Grant - September 2, 2017	State
SD	South Dakota State Grant - September 2, 2017	State
TN	Tennessee State Grant - September 2, 2017	State
TX	Texas State Grant - September 2, 2017	State
UT	Utah State Grant - September 2, 2017	State
VA	Virginia State Grant - September 2, 2017	State
VT	Vermont State Grant - September 2, 2017	State
WA	Washington State Grant - September 2, 2017	State
WI	Wisconsin State Grant - September 2, 2017	State
WV	West Virginia State Grant - September 2, 2017	State
WY	Wyoming State Grant - September 2, 2017	State



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If you filed your FAFSA electronically, you will receive an electronic Student Aid Report (SAR) within a few days of submitting your completed FAFSA (SAR results may take three weeks if you file a paper FAFSA). The SAR is the result of your FAFSA. Read it immediately and follow any directions. The schools you listed on the FAFSA will also receive your results.

Helpful Hints for Applying

- Complete all required forms by the deadlines.
- Complete all questions accurately; plan to meet early deadlines, if applicable.
- Don't wait until you are admitted to a college to file the FAFSA. File the FAFSA as soon as possible after October 1.
- Keep a photocopy of all documents for your records.
- Use your full legal name - no nicknames - on all applications.
- The name on your application must match the name on your social security card.

Common FAFSA Mistakes (adapted from the Department of Education Blog)

1. Not Completing the FAFSA

Students have many excuses: “The FAFSA is too hard,” “It takes too long to complete,” “I never qualify anyway, so why does it matter?” It does matter. The FAFSA is not just the application for federal grants such as the Pell Grant. It is also the application for work-study funds, low interest federal student loans, and even scholarships and grants offered by your state, school, or private organization. If you don’t complete the FAFSA, you could lose out on thousands of dollars to help you pay for college. The FAFSA takes little time to complete, and there is help provided throughout the application. Oh, and contrary to popular belief, there is no income cutoff when it comes to federal student aid.

2. Not Using the Correct Website

The official FAFSA website is fafsa.gov. That’s .gov! You never have to pay to complete the FAFSA. If you are asked for credit card information, you are not on the official government site.

3. Not Getting a FSA ID Ahead of Time

A FSA ID is a username and password that you must use to log in to certain U.S. Department of Education (ED) websites, including fafsa.gov. You AND your parent, if you are considered a dependent student, will each need your own, separate FSA IDs if you each want to sign your FAFSA online. Why is it so important to get an FSA ID early? Well, once you register for an FSA ID, you may need to wait up to three days before you can use it to sign your FAFSA.

4. Waiting to Fill out the FAFSA

If you want to get the most financial aid possible, fill out the FAFSA ASAP after October 1. Some financial aid is awarded on a first-come, first-served basis and some states and colleges run out of money early, so even if your deadlines aren’t for a while, get your FAFSA done ASAP.

5. Not Filing by the Deadline

Fill out the FAFSA as soon as you can, but you should DEFINITELY fill it out before your earliest FAFSA deadline. Each state and school sets its own deadline.



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6. Not using your FSA ID to start the FAFSA

When you go to log in to fafsa.gov, you will be given the option to “Enter your (the student’s) FSA ID” OR “Enter the student’s information.” If you log in with your FSA ID, a lot of your information (name, Social Security number, date of birth, etc.) will be automatically loaded into your application.

7. Inputting Incorrect Information

Here are some examples of common errors we see on the FAFSA:

- Confusing Parent and Student Information:
 - Many parents fill out the FAFSA for their child, but remember, the FAFSA is the student’s application. When the FAFSA says “you” or “your”, it’s referring to the student, so make sure to enter your (the student’s) information. If asking for your parent’s information, it will specify that in the question.
- Entering the Wrong Name (yes, I’m serious):
 - You wouldn’t believe how many people have issues with their FAFSA because they entered an incorrect name on the application. Do not put in a nickname or alternative name (for example Kathy, if your name is Katherine on your social security card). You must enter your full name as it appears on your social security card.
- Entering the Wrong Social Security Number (SSN):
 - When the FAFSAs are processed, your Social Security number is cross-checked with the Social Security Administration. To avoid delays in processing your application, triple-check that you have entered the correct SSN.
- Amount of Your Income Tax:
 - Enter your assessed income tax liability, not the amount of income tax withheld, and not your adjusted gross income (AGI).

8. Listing only one college

Two-thirds of precollege FAFSA applicants list only one college on their applications. Unless you are only applying to one college or already know where you’re going to school, this is a mistake! Colleges can’t see the other schools you’ve added, so you should add ANY college you are considering to your FAFSA, even if you aren’t sure whether you’ll apply or be accepted. You can add up to 10 schools at a time.

9. Not Signing the FAFSA

So many students answer every single question that is asked, but fail to actually sign the FAFSA with their FSA ID and submit it. This happens for many reasons —maybe you forgot your FSA ID, or your parent isn’t with you to sign with the parent FSA ID —so the FAFSA is left incomplete. Don’t let this happen to you.

- If you don’t know your FSA ID, select “Forgot username” and/or “Forgot password.”
- If you don’t have a FSA ID, create one. (Note: You may need to wait up to three days for your information to be verified before you can use your new FSA ID to sign the FAFSA, but it’s still faster than mailing a signature page.)
- If you’re not able to sign with your FSA ID, you and/or your parent have the option to mail a signature page.

If you would like confirmation that your FAFSA has been submitted, you can check your status immediately after you submit your FAFSA online.



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FAFSA is the KEY Worksheet

The Free Application for Federal Student Aid (FAFSA) is the key that opens the door to financial aid. It serves as the application for most of the financial aid from federal and state programs and from colleges and universities. Understanding what the FAFSA is and how it works is an important part of the Financial Aid Process. Use the FAFSA is the KEY handout to answer the following questions and ensure that you understand the FAFSA

1. What is the FAFSA?
2. What does it cost to submit the FAFSA?
3. Why should you fill out a FAFSA if you are not sure whether you are eligible for or will need Financial Aid?
4. When should you submit your FAFSA?
5. What is the quickest and most accurate way to file a FAFSA?
6. What is your Federal Student Aid PIN?
7. At what website can you apply for or request a duplicate PIN?
8. What is your Student Aid Report?
9. When will you receive your Student Aid Report?
10. Why should you complete your FAFSA even before you are admitted to a school?
11. What information will you find in your schools award letter?
12. List five steps you will take to avoid making some of the common mistakes when filling out the FAFSA.



Los Angeles Unified School District
Division of Instruction

Additional College and Career Awareness Activities for High School Students

Bulletin Boards – Hallway and Door Decor

- Create a bulletin board that displays a card with each teacher's name and the college they attended, arranged around a map of the United States. Identify with pins and string the location of the college
- Each classroom can adopt a college and decorate their classroom door in the college colors highlighting information about their college
 - Door decorating contest
- Create college banners and pennants to display
- Create a bulletin board of students' college and career dreams and aspirations
- Create a "Wall of Fame" displaying former students and the colleges they attended

Career Day

- Volunteer parents and community member come to the school to share information about their jobs and careers and the education, skills and experience requirements. Students are given the opportunity to make a connection between their academic pursuits and potential professional endeavors in the future
- Students backwards map the educational requirements of specific careers

College and Career Traits and Dispositions

- Introduce the traits, attributes and dispositions that indicate college and career readiness
- Have students identify behaviors and attitudes that are associated with college and career readiness
- Have students identify their own attributes that demonstrate college and career readiness
- Students can create a portfolio demonstrating the traits and attributes of college and career readiness

College Night/Fair

- Invite college admissions representatives to your school to meet one-on-one with high school students (and parents) to talk about their respective colleges and answer questions
- Sponsor a "college night" to provide parents and students with information about preparing for and attending college. Review information about graduation requirements and financial aid

College Portfolio

- Students create a college and career portfolio of work that includes important documents and information reflecting their journey to college and career readiness

College Spirit Day

- College T-shirt Day – students and staff might wear college T-shirts and paraphernalia and have conversations with students about college and career readiness traits and dispositions
- Students identify and match mascots to their correct college and possibly have a local college mascot visit the school and conduct a rally with students



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Interview

- Assign students to interview someone in the school community to better understand paths that lead to college or career. To prepare for the assignment, students should brainstorm and prepare questions to ask. Information from interviews may be used for an oral presentation or writing assignment

Locate Colleges

- Give pairs of students an outline map of the United States. Have students identify at least one college or university for each state other than state colleges
- Ask students to use a map of their city and to plot out the route to three colleges or universities in the area

Mentors

- College students or recent graduates volunteer to mentor students and act as role models to encourage and support their social-emotional and academic growth

Share Your College Experience

- Teachers and staff share with their classes their road to college, the college/s they attended, experiences, and degrees earned



College-Going Culture Rubric

Center for Educational Outreach at UC Berkeley

The 9 Elements to Support and Encourage a College-Going Culture

School: _____ Date: _____

1	2	3	4
Our school hasn't started work in this area.	Plans are in place to implement this at our school.	This is in place and we have evidence that it occurs.	This is our routine, it works, and we model it for others.

Please evaluate your school for each principle below. Add all scores and divide that sum by 9 to determine your College-Going Culture baseline.

_____ **College Talk** is part of each student's experience. The entire school staff and community members share their own experiences about their college pathways and/or create new experiences that impart their confidence that this pathway is open to all students.

_____ **Clear Expectations** ensure that all students are prepared for a full range of post-secondary options. The goals of what it takes to be prepared are explicitly defined, communicated and part of daily school culture, such that students, families, teachers, administrators, and staff recognize the role that each plays in preparing students for college.

_____ **Information & Resources** are regularly updated and readily available in centralized places such as media center, lunchroom, career/college center, main office, library, and/or college corners in classrooms. These areas are accessible to students, families, faculty, and community members.

_____ **Comprehensive Counseling** for the college pathway is available for every student, primarily from counselors, and supported by outreach staff, teachers and resource personnel. All advisors are informed and have access to college training. Decisions about coursework and career options are made with all post secondary opportunities in mind.

_____ **Testing & Curriculum** development and practices are geared for every student to have college options. All students know about PSAT, SAT, ACT, and SAT II testing dates and have the opportunity to take the tests regardless of cost. Student access to college prep coursework is standard and the school pledges that all students can complete the basic A-G eligibility requirements for UC and CSU. The A-G list is also updated each year to accurately reflect the school's offerings.

_____ **Faculty Involvement** is constant and maintains the college culture at the school. Faculty is up to date on important "college knowledge" and participate in ongoing professional development to allow them to be active in preparing students for college. This also includes integrating college information and the very idea of college into regular classroom activities.

_____ **Family Involvement** is active and regular. Families are informed partners in the process of supporting students through the college pathway. They have opportunities to gain knowledge about the college process and become aware that all students can be college bound. The school staff is available to answer questions and help make decisions about students' academic futures.

_____ **College Partnerships** are strong, facilitating college-related activities, such as field trips to college campuses and fairs, academic enrichment programs, and raising awareness of and aspirations toward college.

_____ **Articulation** between elementary, middle, and high schools is seamless. The college message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

_____ **College-Going Baseline (Total)**

Adapted from Pat McDonough's Nine Elements (UCLA) and SJUSD/CSUSJ GEAR UP Rubric



Visual Audit: College-Going Culture

School: _____ Date: _____

Entrance of School		Evidence?
	Is there at least ONE college-going visual at entrance of school?	Yes No
	College-going sign and/or slogan about success and/or future	
	Map of where teachers, alums went to college; where students want to go to college	
	Flyers, information on Financial Aid, College & Career Center, College visits, etc.	
	a-g, Graduation requirements	
	Computers for students to use for college research, etc.	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	
Administrative Offices, Library, Cafeteria		
	Established College & Career Center, other central location w/ college information	
	Central location for Financial Aid/Scholarship opportunities	
	Flyers/information on college-going issues, upcoming events, workshops	
	Display case with college-going information	
	a-g, Graduation requirements	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	
Hallways & Passageways		
	Is there college-going information in passing areas?	Yes No
	Flyers and/or information on upcoming events, college visits, etc.	
	Flyer/information on upcoming workshops on Financial Aid, parent workshops, application help, etc.	
	Display case with college-going information	
	Dedicated college bulletin board with information, resources, announcements	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	
Inside Classrooms		
	Number of Classrooms with at least one college-going item inside	
	Total number of classrooms at school	
	College Corner with information, posters about college	
	Information on teacher educational journey, alma mater, diplomas, etc.	
	Flyers on upcoming tests, college visits, etc.	
	Grade-level college checklists	



**LOS ANGELES UNIFIED SCHOOL DISTRICT
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	a-g posters	
	Education is Key posters	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	
Outside Classrooms		
	Number of classrooms with at least one college-going item outside	
	Bulletin board about college and career	
	Information on where teachers went to college	
	Bulletin board on student achievement, student work	
	Other college information on classroom door	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	
Outside Counseling Offices		
	a-g posters	
	College posters, information	
	Appointment sign up to see counselor	
	Financial Aid, scholarship information, applications	
	College pennants	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	
Inside Counselor Offices		
	Inspirational college related posters	
	Counselor's educational journey, alma mater, diplomas, etc.	
	a-g information	
	Other: Scholarship flyer or poster?	
	Other: Special program flyer or poster?	
	Other: Pre-college program flyer or poster?	

Additional Notes: