

**11<sup>th</sup> Grade Career Development Advisement Activity #1**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Guideline Standard/Competency**

**9. Skills to make decisions**

- Demonstrate responsibility for making tentative educational and occupational choices
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work

**Goal:** Students will use GCIS to explore postsecondary schools that will meet their career goals.

**Objectives:**

- To use the GCIS Undergraduate School Sort
- To identify potential postsecondary schools

**Materials:**

- 11<sup>th</sup> Grade Career Development Advisement Activity #1 handout - **GCIS Undergraduate School Sort**
- Pen or pencil

**Activity:**

1. *Greet students:* “Good morning, welcome to advisement. Wow, can you believe you are a junior and in just one more year you will be taking that important step that will determine the rest of your life? Yes, graduation is important, but what you do after you leave us is more important. Today you will be introduced to the GCIS Undergraduate School Sort. This sort activity will use the answers you provide to 12 questions to generate a list of potential schools. These questions include: majors, degree, location, setting, type, size, admissions, tuition, financial aid, sports, ROTC, and services.” *Write these criteria on the board.* “Last time we met about career-related information, we talked about the need to update your portfolio because you change and because you change sometimes your plans change. You are not the same person you were when you were in the 9<sup>th</sup> grade. Because 42% of all job growth by the year 2010 will require a vocational certificate (certification or licensing), an associate degree, a bachelor’s degree or beyond, it is important that you make every effort to continue your education. What you do after you leave high school depends on your career choice. GCIS can help you find that postsecondary school either in Georgia or nationally (remember the HOPE program is only available for schools in Georgia).” *Ask this series of questions:* “Who has chosen careers that demand a 4-year degree?” *Tell students that the fastest growing job in Georgia that demands a 4-year degree is computer engineer. Ask students what other careers require the 4-year college/university training. Write some of the careers on the board.* “Who has chosen careers that demand a 2-year degree?” *Ask students what careers will they be training for at the associate level? Write some of these careers on the board. Tell students that the fastest growing jobs in Georgia requiring an associate’s degree are paralegals and legal assistants.* “Who has chosen careers that demand less than 2 years for education and training?” *Ask students what careers will they be training for? Write some of the careers on the board.* “How many of you have already looked at the GCIS

Undergraduate School Sort file?" *If anyone has already used the file ask, "What did you think about the information you got from the sort?" Allow time for students to respond to the questions.*

- 2. Distribute the student handout, **GCIS Undergraduate School Sort**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due.*

**Evaluation:**

Students will save the school sort results in their portfolio and will be able to list two postsecondary schools that offer the training they will need.

GCIS Undergraduate School Sort  
11<sup>th</sup> Grade Career Development Advisement Activity #1  
Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_

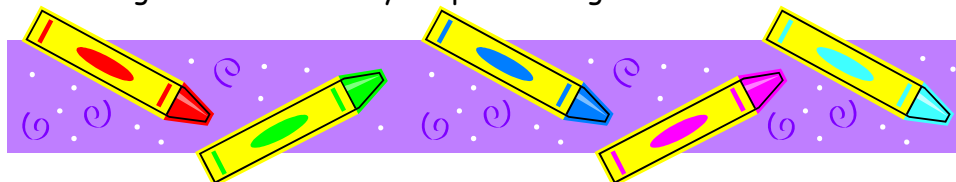
Advisor: \_\_\_\_\_

Date: \_\_\_\_\_ Due Date \_\_\_\_\_

Most careers will require postsecondary education/training. Therefore, it is time for you to begin exploring the educational options you have after high school. The level of education you must acquire depends on your career goal. The **Undergraduate School Sort** can assist you in finding a school that "fits" your needs. Most occupations require education beyond high school, but not necessarily the 4-year degree. It was your job to find out what level of education you need to reach your career goal and then prepare while in high school.

**Directions for Undergraduate School Sort**

1. Log on to GCIS using your portfolio User Name and Password.
2. Click on **Undergraduate School Sort**. Follow the directions for sorting schools.
3. List three schools you have identified as potential training institutions for your career goal. (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_
4. Click on **Save Answers to My GCIS Favorites in My Portfolio**.
5. Record any thoughts you may have about your findings in **My Thoughts**.
6. Click on **Save Information**.
7. Click on **Home** in the upper right-hand corner.
8. Under **Education & Training**, click on U.S. Schools.
9. Click on the BLUE **Compare** tab at the top of the page.
10. Select the three schools you identified in step 3 by using the alpha list at the top.
11. Click on **Print** in the upper right-hand corner.
12. Select topics and programs of study of interest.
13. Print your findings and share with your parent or guardian.



**Taking the ASVAB**  
**11<sup>th</sup> Grade Career Development Advisement Activity #2**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Standard/Competency**

1. Understanding the influence of a positive self-concept
  - Identify and appreciate personal interests, abilities, and skills
  - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
5. Understand the relationship between work and learning
  - Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations
7. Skills to locate, evaluate, and interpret career information
  - Describe the educational requirements of various occupations
  - Demonstrate use of a range of resources
9. Skills to make decisions
  - Demonstrate responsibility for making tentative educational and occupational choices
  - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
  - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
12. Skills in career planning
  - Describe school and community resources to explore educational and occupational choices

**Goal:**

Students will use GCIS and other websites to become familiar with the Armed Services Vocational Aptitude Battery (ASVAB) offered by the U.S. Department of Defense.

**Objectives:**

- Understand the ASVAB is a career assessment administered by the armed services and does not in any way obligate one to the armed services
- Identify personal skills or a set of personal skills after taking the ASVAB
- Use GCIS to interpret ASVAB scores
- Understand how individual skills (aptitudes) relate to achieving personal, social, educational, and career goals

**Materials:**

- 11<sup>th</sup> grade Career Development Advisement Activity # 2 handout - **Taking the ASVAB**
- Pen or pencil
- Date the ASVAB will be administered at the local school/ASVAB scores

**Activity:**

1. *Greet students:* “Good morning, welcome to advisement. Last time we discussed career development, you were given information you could use to investigate postsecondary institutions that you may want to attend based on the information you gathered in your portfolio. I hope all of you who have chosen careers that demand postsecondary education

used the files to gather information and recorded that information in your portfolio. You should all be making plans for that next step after graduation. If you have questions, you can always contact a local school counselor for assistance. Today you will receive information regarding the Armed Services Vocational Aptitude Battery the ASVAB.” *Write the acronym on the board.* “Each year the armed services administer the ASVAB to high school students all over the United States. This assessment does not in any way obligate you to the military. It is a career assessment and will measure your aptitudes in 10 different areas. Once you have taken the assessment and received your scores, you can then use GCIS to help you use the information taken from the assessment. An aptitude is a skill or set of skills that enables you do something well. Why is it important to know your personal aptitudes when choosing an occupation?” *Give students time to respond. Write the answers on the board. Possible answers are: we enjoy doing things we can do well; work is not as difficult when we do things we can do well; if we recognize our abilities, we can find jobs that fit our abilities and we will be happier at our jobs.* “Some of us do not recognize our strengths and weaknesses. The ASVAB can help discover your aptitudes and assist you in the career planning process.”

2. *Distribute the student handout, **Taking the ASVAB**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment.*

**Evaluation:**

Students will save the information in My Portfolio.

Taking the ASVAB  
11<sup>th</sup> Grade Career Development Advisement Activity # 2  
Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_

Advisor: \_\_\_\_\_

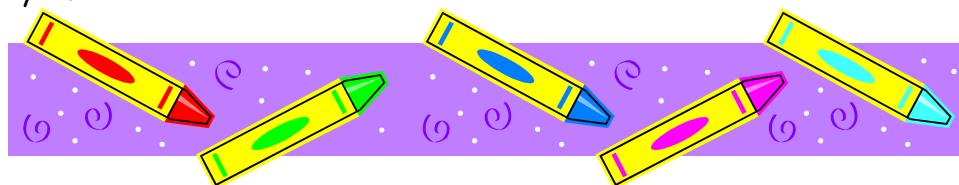
Date: \_\_\_\_\_ Due Date: \_\_\_\_\_

Who Am I? is a critical question that should be answered time after time. Each year the armed services will offer, free of charge, the opportunity for high school students to participate in a Career Exploration Program called the ASVAB. This program does not obligate you to the military. The program includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help you explore the world of work. Results from the assessment will enable you to evaluate your skills, estimate performance in academic and vocational endeavors, and identify potentially satisfying careers.

Directions:

1. To learn more about the ASVAB go to [www.asvabprogram.com](http://www.asvabprogram.com).
2. Study the information: *OVERVIEW-The ASVAB Program and The ASVAB Test*, ask your parents to look at the "parent information" site.
3. Based on the information you have learned, you and your parents can make an informed decision about taking the ASVAB when it is offered at school. The date is \_\_\_\_\_.
4. If you choose to take the ASVAB, you can use your interest scores with the **GCIS Assessment Link**: Go to **GCIS homepage**, click on **Assessment Link**, click on **Armed Services Vocational Aptitude Battery (ASVAB)-Revised 2002**.
5. Scroll down the screen. Follow the directions "Using Your ASVAB Information with GCIS."
6. Record your findings in the **Add to My GCIS Favorites in My Portfolio**.

Remember to make good decisions you need good information. It is risky to make decisions with little information. If you are considering the military as an option after high school, you should definitely take the ASVAB. The military will use your scores to place you in a job that "fits" you.



**GCIS My Portfolio Update**  
**11<sup>th</sup> Grade Career Development Advisement Activity #3**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Standard/Competency**

1. Understanding the influence of a positive self-concept
  - Identify and appreciate personal interests, abilities, and skills
  - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
4. Understanding the relationship between educational achievement and career planning
  - Describe the relationship of academic and vocational skills to personal interests
  - Describe how education relates to the selection of college majors, further training, and/or entry into the job market
  - Describe how learning skills are required in the workplace

**Goal:**

Students will use GCIS to review and update their portfolios.

**Objectives:**

- Understand the need to review and update portfolio information
- Use GCIS as a source for career information

**Materials:**

- 11<sup>th</sup> Grade Career Development Advisement Activity #3 handout - **GCIS My Portfolio Update**
- Pen or pencil

**Activity:**

1. *Greet students:* “Welcome to advisement. The last time we focused on career development we talked about the ASVAB. I hope you are investigating ALL your options. Today we’re going to discuss goals for the future. Take a few minutes and answer these questions. Are your after-high-school goals the same as when you were a tenth grader?” *Allow time for students to respond.* “Are there school or community opportunities you may be missing?” *Allow time for students to respond.* “Is everything that you’re doing in high school directly related to your postsecondary and career goals?” “Are any of you participating in Career/Technology Student Organizations?” *Allow time for students to respond.*
2. “What about your leisure activities and hobbies? Raise your hand if you have a hobby or volunteer situation that contributes directly to your career goals.” *Call on students and let them discuss how their hobbies or situations contribute to their career goals.* “What are some community, summer-break or after-school opportunities available to students that can provide work experience?” *Allow time for students to discuss the question. Write their answers on the board.*
3. “Every year it’s a good idea to evaluate what you’re doing and where you’re going and look around for opportunities you might be missing. It’s also a good time to have a look at your portfolio and see what needs updating and perhaps consider some areas that you haven’t addressed before.”

4. *Tell students they will be updating their GCIS portfolios. Distribute the student handout, **GCIS My Portfolio Update**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due.*

**Evaluation:**

Students will be evaluated on their participation in the class discussions and on their handouts.

GCIS My Portfolio Update  
11<sup>th</sup> Grade Career Development Advisement Activity #3  
Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_

Advisor: \_\_\_\_\_

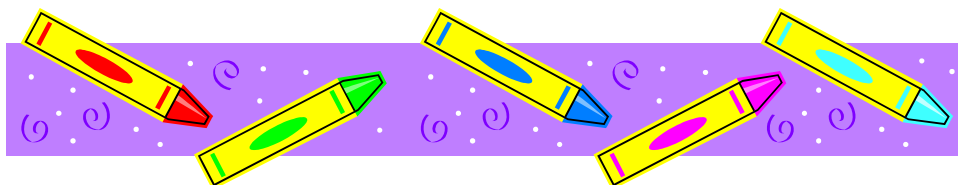
Date: \_\_\_\_\_ Due Date \_\_\_\_\_

**My Portfolio** allows you to participate in, rather than be the object of, assessment. Most importantly, **My Portfolio** encourages you to develop the abilities to become an independent, reflective, self-directed individual. One of the aims of **My Portfolio** is to demonstrate personal responsibility in questioning and reflecting on your work. That's why regularly updating and revising **My Portfolio** is so important.

### Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu** and review the contents beginning with your personal information. Update any information that's needed throughout.
3. Once you've reviewed your information, don't forget to save any new information in your portfolio.
4. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor by the due date.
  - Did your portfolio reflect your current interests? How have your interests changed?
  - Is your high school coursework on track with your career plans?
  - Do your post-high school plans include going to a two- or four-year college? Does your coursework support your plans? How?
  - Do you have work experience that contributes to your career goals? How so?
  - Are you interested in volunteer work? Why or why not?
  - Do you have hobbies that contribute to your career goals? How do they contribute?

You may use the above questions for reflection. Write your responses in My Portfolio as a record of your thoughts and answers. It is important to self-evaluate. You are changing and as you change your goals may change.



**Nontraditional Careers**  
**11<sup>th</sup> Grade Career Development Advisement Activity #4**  
**Teacher as Advisor Program (TAP)**  
**Estimated time: 30-45 minutes**

**National Career Development Standard/Competency**

1. Understanding the influence of a positive self-concept
  - Identify and appreciate personal interests, abilities, and skills
  - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
11. Understanding the continuous changes in male/female roles
  - Identify factors that have influenced the changing career patterns of women and men
  - Describe the advantages and problems of nontraditional occupations

**Goal:**

Students will investigate nontraditional careers.

**Objectives:**

- Understand changing career patterns for men and women
- Identify nontraditional careers for men and women
- Discuss benefits and challenges of nontraditional careers

**Materials:**

- 11<sup>th</sup> Grade Career Development Advisement Activity #2 handouts - **Nontraditional Careers, Myths and Reality** and **Investigating Nontraditional Careers**
- Pen or pencil

**Activity:**

1. *Greet students:* “Welcome to advisement. Today we’re going to discuss nontraditional careers. You learned about nontraditional occupations in middle school. Nontraditional careers are those in which there is a gender imbalance, where less than 25% of the workers in an occupation are either male or female. Do you think there are more jobs where men represent 75% of the workers or where women represent 75% of the workers?” *Allow time for students to answer.* “According to labor statistics, 80% of all female workers work in about 5% of all jobs. If there are 440 job categories, you can see there are far more nontraditional job categories for women than for men. Why do you think that’s the case?” *Allow time for students to address the question.*
2. “Let’s look at some myths and realities about nontraditional careers for women.” *Distribute handout # 4, Nontraditional Careers, and go over the information with students. Allow time to discuss the information.*
3. “What do you think are some of the benefits of a nontraditional career?” *Allow time for students to discuss the question. Write their answers on the board. Possible answers: high wages, good benefits, variety and mobility, casual dress, outdoor work, job satisfaction, opportunities to learn while you earn, career ladders, enhanced quality of life, gain new skills that can be used in many jobs.* “What do you think are some of the challenges of a nontraditional career?” *Allow time for students to discuss, write their answers on the board. Possible answers: hazardous workplaces, requiring safety protocols, special equipment and protective clothing, discrimination and/or harassment, sense of isolation at workplace, non-*

*supportive family and friends, transportation and childcare, weather, heat, cold, dust, dirt, noise in some workplaces, physical requirements, shift work, seasonal layoffs, the work and skills you need might be unfamiliar.*

4. Distribute handout # 5, **Investigating Nontraditional Careers**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due.

**Evaluation:**

Students will be evaluated on their participation in the class discussions and on their handouts.

Nontraditional Careers, Myths and Reality  
11<sup>th</sup> Grade Career Development Advisement Activity #4  
Teacher as Advisor Program (TAP)

There are many myths about whether women can or should work in jobs that are considered nontraditional for them. Below are facts regarding common misconceptions about women working in male-dominated nontraditional jobs.

**Myth: Women are in the labor force to earn some extra spending money.**

**Reality:** The majority of women work because of economic need. In May 1986, two thirds of working mothers with children at home said that they worked to support their family. For all working women, over half worked to support their family and/or themselves. In 1992, 44 percent of women in the labor force were either single (24 percent), or divorced (12 percent), widowed (4 percent), or separated (4 percent). Women's need for good jobs is demonstrated by the fact that nearly 45 percent of all family households maintained by women lived in poverty in 1990.

**Myth: Women and men are represented equally in most occupations.**

**Reality:** Women workers are concentrated in traditionally female occupations. In 1994, women represented 78.9 percent of all administrative support (including clerical) workers and 66.1 percent of all retail and personal services workers, but only 9.3 percent of all precision production, craft, and repair workers and, as of 1990, 7.2 percent of all apprentices.

**Myth: Certain jobs are "men's work" and other jobs are "women's work."**

**Reality:** Attitudes about which jobs are appropriate for men and which ones are appropriate for women are the result of tradition and socialization. The vast majority of job requirements are unrelated to sex.

**Myth: Jobs in which women are traditionally employed pay salaries comparable to jobs in which men are traditionally employed.**

**Reality:** Jobs in which men are traditionally employed typically pay 30 percent more than traditionally female jobs. Two common traditional jobs for women, data entry clerk and secretary, pay \$344 and \$373 a week, respectively. Mechanics and repairers, jobs predominately held by men, earn on average \$523 a week. Overall, in 1991, women workers were paid \$6.77 an hour compared with \$8.73 for men, or just 77.5 percent of what men earned. For full-time year-round annual earnings, women's earnings were less than 70 percent of men's earnings, due in part to the concentration of women in low wage work.

**Myth: Blue-collar work or heavy, physical labor is nontraditional for women.**

**Reality:** Many jobs now thought to be nontraditional for women have been performed by women in the past. Throughout history, women have done heavy labor on the farm and in the fields alongside men, and during World War II, over 6 million women entered the labor force to build ships and airplanes, and produce factory goods.

**Myth: Women are not strong enough to do heavy labor.**

**Reality:** The strength requirements for nontraditional jobs are often exaggerated. Many nontraditional jobs are less physically demanding than housework, and many traditional women's jobs, such as nursing and waitressing, are just as physically demanding as some nontraditional jobs. Moreover, the Occupation Safety and Health Administration (OSHA) requires that special equipment be provided for every heavy job regardless of whether it is being done by men or women. In addition, mechanization continues to decrease the level of physical demand of many jobs. Finally, while the average man is stronger than the average woman, some women are stronger than some men. Women have excellent lower-body strength and with training can develop strong upper-body muscles as well.

**Myth: Nontraditional jobs are too dirty, noisy, and dangerous for women.**

**Reality:** Nontraditional jobs are often dirty and sometimes dangerous. However, both men and women must weigh the hazards with the benefits of taking certain jobs. In addition, many traditionally female jobs, like mothering and nursing, are dirty and messy, and some also have health hazards, such as computer terminal radiation and carpal tunnel syndrome. Many women do not mind getting dirty when they are paid a good wage, and with proper safety instruction, all workers can minimize the danger they experience on the job.

**Myth: Women do not have the mechanical or mathematical aptitude for skilled trade work.**

**Reality:** There is no difference in women's and men's innate skills and potential to justify existing occupational segregation. A study conducted by the Johnson O'Conner Research Foundation Human Engineering Laboratory found no difference attributable to sex in 14 of 22 aptitude tests given to men and women. In the eight remaining tests, women excelled in six tests and men scored higher in two.

**Myth: A woman's place is in the home, not on a construction site.**

**Reality:** In 1994, women accounted for 46 percent of the total labor force. Nearly two thirds of all women age 16 and over were in the labor force in 1991. Women accounted for 62 percent of total labor force growth between 1980 and 1991 and two out of every three workers entering the labor force between 1990 and 2005 will be women. The majority of women work because of economic necessity, and nontraditional jobs may enable women to support themselves and their families.

**Myth: Women won't like trade work.**

**Reality:** Many women enjoy working with their hands and outdoors. They take great pride in knowing that they have helped to build or create something. As a result, researchers have found that most tradeswomen have a high degree of job satisfaction.

**Myth: Women will leave a job to get married and have children; therefore, the job should go to a man who will stay.**

**Reality:** In March 1992, on average, women were found to work 30 years over the course of their lifetimes, regardless of whether or not they married. Of those women who do leave to have children, more than half return to the labor force when the child is one year old. By the time the youngest child is three years old, at least six out of every 10 mothers have entered or returned to the labor force.

**Myth: Married women who have husbands to support them should stay home and leave the good paying jobs for men.**

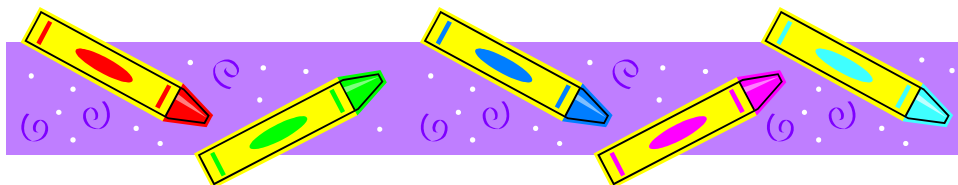
**Reality:** Many American families are unable to support themselves on a single income. As a result, the proportion of married-couple families with the wife in the paid labor force rose from approximately 40 percent in 1972 to 59 percent in 1990. In that same year, the median income for married-couple families with both husband and wife in the labor force was \$44,053 compared to \$32,478 for those without the wife in the paid labor force. According to the U.S. Department of Labor, even if all the employed married women gave their jobs to unemployed men, there would still be 1.2 million unfilled jobs.

**Myth: Women on a job site make it difficult for men to concentrate; they are too distracting.**

**Reality:** It will be different, at first, to have a woman on a work site if an employer has never hired one before. Employers can ensure workers' productivity by telling employees that a qualified woman has been hired and that harassment will not be tolerated. While sexual harassment can happen in any work environment, it can be particularly harsh for women working in nontraditional occupations. The problem that must be stopped is the harassing behavior, not women's entrance into the workplace.

**Myth: Women will lose their femininity if they work in a trade.**

**Reality:** Women can encounter offensive language anywhere, not just on the job site. While women need to be physically prepared for nontraditional jobs, there is nothing unfeminine about being physically fit.



Investigating Nontraditional Careers  
 11<sup>th</sup> Grade Career Development Advisement Activity #4  
 Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_  
 Advisor: \_\_\_\_\_  
 Date: \_\_\_\_\_ Due Date \_\_\_\_\_

Nontraditional careers are those in which there is a gender imbalance, where less than 25% of the workers in an occupation are either male or female. The purpose of identifying these careers as nontraditional is to help educators, parents and students promote interest in and access to them for both genders. The goal of these efforts is to make sure that all individuals who have interest and/or skills in a particular career area have an opportunity to pursue that interest and develop their skills in an environment that is free of gender bias. Remember, most of you can do whatever you choose to do.

**Directions**

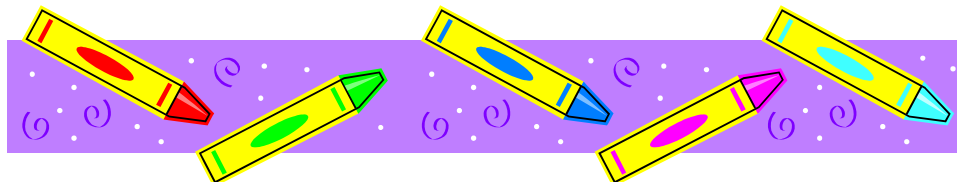
1. Log into **My Portfolio** using your User Name and Password.
2. On the *GCIS* home page, click on **Occupations**.
3. Choose three nontraditional careers to investigate in **Occupations** file of *GCIS*.
4. Click on **Add to My GCIS Favorites in My Portfolio** for each of the occupations you have explored and record your thoughts in the **My Thoughts** field.
5. Click **Save Information**.

**Nontraditional careers for men**

Bookkeeper/Accounting/  
 Auditing Clerk  
 Cosmetologist  
 Data Entry Keyer  
 Dental Hygienist  
 Dressmaker  
 Health Record Technologist  
 Licensed Practical Nurse  
 Nursing Aide/ Attendant  
 Orderly  
 Occupational Therapy  
 Assistant  
 Physical Therapy Assistant  
 Registered Nurse  
 Teacher Aide  
 Teacher Assistant  
 Textile Sewer/Machine  
 Operator

**Nontraditional careers for women**

Adjuster & Calibrator  
 Aircraft Engine Mechanic  
 Air Traffic Controller  
 Airplane Pilot & Navigator  
 Automobile Mechanic  
 Brick, Stonemason & Tile  
 Setter  
 Broadcast Equipment  
 Operator  
 Cabinet Maker & Bench  
 Carpenter  
 Captain & Other Officer,  
 Fishing & Other Vessels  
 Carpenter & Related Work  
 Data Processing Equipment  
 Repairer  
 Drafter  
 Electrical & Electronic Repairer,  
 Miscellaneous  
 Electrician  
 Firefighter  
 Funeral Director  
 Furniture & Wood Finisher  
 Groundskeeper & Gardener  
 Guard  
 Heavy Equipment Mechanic  
 Machinist  
 Mechanical Engineer  
 Numerical Control Machine  
 Operator  
 Police & Detective  
 Sheet Metal Worker  
 Surveying & Mapping Technician  
 Tool & Die Maker



# ***Smart Choices: Financial Aid 101***

## **11<sup>th</sup> Grade Student/Parent Workshop**

### **Career Development**

#### **Goal**

Participants will investigate the financial aid process and receive materials and resources to assist in the process.

#### **Objectives**

- Define financial aid
- Understand the different types of financial aid
- Recognize the myths surrounding financial aid
- Identify and give examples of sources for financial aid
- Identify and discuss the FAFSA and CSS PROFILE financial aid forms
- Identify financial aid resources, including free scholarship search sites
- Understand the Georgia HOPE program

#### **Delivery**

- Counselors can customize the PowerPoint presentation for local system requirements, programs, initiatives, and local policies (i.e., promotion/retention policy)
- Optional: Link to GCIS in the presentation (time may not permit). If time does not permit, use the slides in the presentation to give parents/students an overview of the type of files located in the program
- Use transparencies copied from the PowerPoint presentation if an LCD projector and laptop are not available

#### **Materials/Personnel Needed**

- Middle school guidance staff/principal are encouraged to attend
- High school guidance staff/principal are encouraged to attend
- LCD projector and laptop OR transparencies and overhead projector
- PowerPoint presentation via [www.GeorgiaCRN.org](http://www.GeorgiaCRN.org) to "Career-Related PowerPoints, "Paying for Postsecondary Education" select 11<sup>th</sup> grade. Follow the directions for accessing the PowerPoint presentation at the bottom of the web page.
- List of financial aid resources that you might have available i.e. Federal Student Guide, bank brochures, educaid [www.educaid.com](http://www.educaid.com), finaid [www.finaid.org](http://www.finaid.org)
- LCD projector and laptop

- A packet of information for students/parents
- Guidance team from local high school
- GDOE recommends that a representative from the Georgia Student Finance Commission be invited to conduct a workshop after December of the senior year to assist parents/students in filling out the Free Application for Federal Student Aid (FAFSA)

## **Planning Considerations**

**Date and time-** GDOE recommends that local high schools offer this workshop in the spring of the junior year. Keep your date relevant to the type of workshop you are conducting. Make sure you're giving the information far enough in advance to be helpful. Avoid nights that coincide with major entertainment or athletic events, community or PTA functions, or those too close to a holiday. Choose a time late enough in the evening (7 pm) to include the widest majority of your working parents but not so late as to discourage parents from attending. Provide babysitting services - utilize the child development class from the high school.

**School approval-** Once approval is received, confirm and reconfirm that your program is on the master calendar.

**Location and Set-up-** The workshop will have more impact if it is done at the high school. The room should be large enough to accommodate the number of attendees you anticipate. If you have decided to make a hands-on GCIS presentation, secure the computer lab. If you have good parent participation, you may consider a separate parent workshop for GCIS. Set up the room so parents can see and get handouts efficiently. (Handouts should be in packets, preferably in folders, in the order of your presentation).

**Publicity-** Publicize, Publicize, Publicize. Get your information to parents early and often. Utilize your PTSA/PTO organization. Mail flyers to parents if funding permits (if report cards are mailed home prior to meeting date, send a flyer). Advertise on your school website or on the kiosk in the front office if available. Use incentives to get students/parents to attend.

**Format and Handouts-** Since your purpose is to disseminate information and the one-hour-15-minute time frame will limit the time for discussion, have enough handouts for **everyone!** Print your PowerPoint presentation as handouts so parents will have something to follow. An agenda would help parents and provide names, titles, and how parents can reach counselors and administrators. Do not overlap

information - make your handouts count! Avoid information overload. Let parents know you understand how overwhelmed they must feel about this amount of information. Reassure them that you will be available by telephone or email to address questions or other needs that may occur as a result of the information received. Create packets of information. Please **do not** let parents pick up individual pieces of paper nor pass out individual pieces during the presentation.

**PowerPoint-** If you are unfamiliar with PowerPoint, have students or your tech specialist assist you. If you do not have the proper computer equipment, make transparencies from the slides. The **11<sup>th</sup> Grade Student/Parent Smart Choices: Financial Aid 101 PowerPoint** is available: <http://www.GeorgiaCRN.org>.

### **Materials:**

- LCD projector and laptop
- A packet of information for students/parents
- Guidance team from local high school

### **Activities:**

- Decide who will be responsible for specific information and consolidation of materials; decide on a time and date.
- PUBLIZE the workshop with announcements, flyers, Teacher as Advisor sessions, newsletters, email, automated telephone tree to junior parents if available.
- Gather information for parents that can be copied, such as: a list of websites or a disk with those websites listed in a work document; a copy of the current FAFSA and a copy of the CSS PROFILE; a copy of the Georgia Student Finance Commission Postsecondary Catalog; a HOPE brochure; order or download the High School Booklet from Educaid at <https://www.educaid.com/guidancecounselors/ordermaterials.htm> and the Quick Guide referred to in the slide presentation from <http://www.educaid.com/downloads/brochures.htm> ; a list of career center resources; any federal resources/publications you can copy, order, or download at [www.studentaid.ed.gov](http://www.studentaid.ed.gov) federal publications (many federal publications are also in Spanish, GCIS has a brochure on financial aid in Spanish located on the homepage as well a large scholarship, scholarship search and general financial aid information). It will not be necessary to copy information for students, however they should understand where and how they can access the information.

- Select a place in building that will accommodate the number of parents expected to attend. Student workshops can be done in smaller groups or in a grade-level workshop.
- *GOOD LUCK!*

**GA Colleges: Undergraduate Matching Assistant**  
**11<sup>th</sup> Grade Career Development Advisement Activity #5**  
**Teacher as Advisor Program (TAP)**  
**Estimated Time: 30-45 minutes**

**National Career Development Standard/Competency:**

1. Understanding the influence of a positive self-concept
  - Identify and appreciate personal interests, abilities, and skills
9. Skills to make decisions
  - Demonstrate responsibility for making tentative educational and occupational choices
  - Identify and complete required steps toward transition from high school to entry into postsecondary education/training program or work
12. Skills in career planning
  - Demonstrate knowledge of postsecondary vocational and academic programs
  - Demonstrate skills necessary to compare education and job opportunities

**Goal:**

Students will specify their college campus preferences.

**Objectives:**

- Define campus-related terms
- Identify campus preferences

**Materials:**

- 11<sup>th</sup> Grade Career Development Advisement Activity #5 handout – **GAcollege411 Undergraduate Matching Assistant**
- Computer with Internet access
- Projector

**Activity:**

1. *Greet students as they enter the room.*
2. *Tell students that they will be identifying what aspects are most important to them when choosing a college. Ask volunteers to describe what type of college they plan to attend. How big is the school? Where is it located? How difficult are admissions requirements? Is there on-campus housing? What academic programs are offered?*
3. *Go to [www.GAcollege411.org](http://www.GAcollege411.org).*
  - a. *Click on the pink GA Colleges tab.*
  - b. *Click on “Matching Assistant” on the left menu bar (or in the center of the screen).*
  - c. *Inform students that there are several aspects that are important when choosing a college.*
4. *Distribute the activity sheet. As you select items on the “Undergraduate Matching Assistant” screen, instruct students to select their preferences on the activity sheet. Click on “Definition of Terms” at the bottom of the screen to discuss the meaning of*

*each term. If students are undecided or unsure about a certain category, suggest that they select “No Preference”.*

- a. Indicate to students that they may narrow their search by selecting a campus category on the left menu bar: Statewide, University System of Georgia, Independent Colleges, Technical Colleges, and My 411 Colleges (those schools the student has previously entered into his/her My 411 account).*
- b. Click on “View Matching Campuses” to see the results of the search. View the various campuses and the aspects that matched the specified criteria.*
- c. Ask for volunteers to enter their preferences in the Undergraduate Matching Assistant.*
- d. After several students have entered their preferences, click on one of the matching campuses to illustrate how easy it is to link directly to the school’s page on GAcollge411.*
- e. Tell students that the Undergraduate Matching Assistant is an excellent tool for starting their college searches. Now that students have identified their campus preferences, encourage them to go to GAcollge411 to enter their choices and begin saving schools of interest in their My 411 account.*

**Evaluation:**

Evaluation is based on Undergraduate Matching Assistant Activity Sheet and class participation.

**Modifications:**

If a computer lab is available, allow students to enter their preferences directly into the Undergraduate Matching Assistant instead of using the activity sheet.

GAcollege411 Undergraduate Matching Assistant  
11<sup>th</sup> Grade Career Development Advisement Activity #5  
Teacher as Advisor Program (TAP)

Student name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_ Due Date: \_\_\_\_\_

The Matching Assistant will help you choose which campuses best meet your specifications. There are a number of different parameters from which you can choose. Once you have selected the options that best meet your requirements, you may view a list of all campuses that match your specifications by going to [www.GAcollege411.org](http://www.GAcollege411.org). Click on the pink **GA Colleges** tab, and go to "Matching Assistant" on the left menu bar.

**Definition of Terms**

**Major:** The availability of a particular undergraduate program or major at the campus. Enter all or part of a major name to search.

**Undergraduate Enrollment:** The total number of undergraduate students (full time and part time) enrolled at the campus

**Student to Faculty Ratio:** The ratio of students per faculty member.

**Geography:** The region in Georgia in which the campus is located.

**Student Body Type:** The gender make up of the student body (coeducational, only men, only women, etc.)

**On-campus housing:** Whether or not the school provides on-campus housing for students.

**Setting:** The setting (city, rural, etc) of the college/university.

**Selectivity Level:** How difficult it is to be admitted to the institution.

1) Major: \_\_\_\_\_

2) Undergraduate Enrollment:

- a) No preference
- b) Less than 1,000
- c) Less than 2,000
- d) Less than 3,000
- e) Less than 4,000
- f) Less than 10,000
- g) 10,000 or more

3) Student to Faculty Ratio:

- a) No preference
- b) 10:1 or less
- c) 15:1 or less
- d) 25:1 or less

4) Geography:

- a) No preference
- b) Atlanta Metro
- c) Central
- d) Coastal
- e) Mountains
- f) Southwest

5) Student Body Type:

- a) No preference
- b) Coeducational
- c) Only Men
- d) Only Women
- e) Primarily Men
- f) Primarily Women

6) On-campus Housing:

- a) No preference
- b) Yes
- c) No

7) Setting:

- a) No preference
- b) Rural Setting
- c) Small Town
- d) Suburban
- e) Urban

8) Selectivity Level:

- a) No preference
- b) Noncompetitive
- c) Minimally difficult
- d) Moderately difficult
- e) Very difficult
- f) Most difficult

9) Campus Category:

- a) Statewide
- b) University System of Georgia
- c) Independent Colleges
- d) Technical Colleges
- e) My 411 Colleges

