Pathway to College

**Developed by:** Walter Lewis & Lisa Marie Benavides

**Subjects:** College Readiness  
**Estimated Time:** 8-week unit, 2 hours per week  
**Grade Level:** 10-11

**About This Lesson Plan:**
This lesson plan was inspired by the Post-Secondary Readiness Badge-Enabled Playlists & Pathways project is from the Homewood Children's Village with Homewood-Brushton YMCA, Higher Achievement, Operation Better Block, and Community College of Allegheny County. Playlists and badges will reinforce the path to post-secondary success by laying out a clear route through high school and towards college or other post-secondary placements.

**A key component of this program the HCV Personal Opportunity Plan (POP).** The POP is a tool that guides high school students towards high school and post-secondary success. It provides a year by year roadmap for students to understand the important milestones to reach at each stage of high school and the post-secondary planning process. Built around an individual students expressed dreams, the POP documents their journey and progress through SMART goals planning, academic and college-readiness checklists, and exploratory life skill activities. The 150 page booklet is designed for students to work alongside a student advocate. A digital application is currently being explored as an expansion for the POP's effectiveness, for students, advocates, and parents to utilize.

**About Homewood Children’s Village:**
Homewood Children's Village (HCV) is a collaborative comprehensive community initiative modeled after Geoffrey Canada's internationally acclaimed Harlem Children's Zone. The mission of the HCV is to improve the lives of Homewood's Children and to reweave the fabric of the community in which they live.

**Pro Tips:**
Many high school students don't have access to high-quality college and career counseling resources. This lesson plan offers a framework for mentors and educators to help high school students develop a structured approach to considering their future pathways. Consider using this lesson plan in any setting where such future-thinking conversations might develop, including afterschool mentoring programs or in-school advisory settings.

These materials were developed as part of the Share & Spread Connected Learning Collection, organized by The Sprout Fund with the generous support of the MacArthur Foundation.

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Lesson Plan

Initial Considerations

- Utilize open discussion to identify student knowledge of college to career pathway.
- Unit is designed for students who self-select to participate.
- Students will review and refine their work through peer review, open ended questions with staff and self-reflection
- Students will show their learning through short share outs with each deliverable culminating into the presentation at the end of the unit.
- Student work is individualized and student led, teachers will have freedom to check in frequently with students not engaged.
- Each activity builds off previous lessons and includes a teaching portion followed by an independent ‘making’ session. Students have freedom to work at their own pace with the unit designed with room to allow for students working at a slower pace to have time and activities for students who work at a faster pace to have activities.

Activity Plan

Over the course of several weeks, students should work with a mentor or teacher to complete the following activities.

- Complete and discuss the 16 personalities assessment
  - To engage all learners, class discussion about the different personalities and how are all of they are all necessary will follow assessment
- Complete ACT Major Map and discuss potential pathways to career options
- Students will identify potential careers based off the likes and dislikes identified through the major map on the ACT profile and potential majors to reach that career.
- Complete Career - College Worksheet.
- Develop a student obstacle map to create short and long term goals.
  - To include multiple learning styles, students will have the option to draw, build (with materials from makers box), or write their obstacles and solutions.
- Utilizing XQ schools Pay for College tool, create a budget after finding true cost of college.
- Prepare and deliver a 3-5 minute presentation explaining how the pieces all come together. During this presentation, students should use a visual aid to describe their future journey to career, and they should be able to explain their reasoning behind their career choice and the steps they will take to achieve that goal.
Standards, Knowledge, Skills, and Understandings

Pennsylvania State Content Standards

- CEW 13.1.11A
- CEW 13.1.11B
- CEW 13.1.11F
- CEW 13.1.11E

Understandings

- Overarching Understandings
  - Students will understand that college is a pathway to career choices
- Related Misconceptions
  - College is unaffordable
  - College is too far to reach

Knowledge

Students will know:

- What natural abilities/talents they have that can lead them to their career
- What different types of postsecondary institutions exist

Skills

Students will be able to...

- plan for and create a budget for college expenses
- effectively plan a long term goal including problem solving obstacles
- research a postsecondary institution
- Use evidence to present their findings
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Overview

About Pathway to College

The Post-Secondary Readiness Badge-Enabled Playlists & Pathways project is from the Homewood Children’s Village with Homewood-Brushton YMCA, Higher Achievement, Operation Better Block, and Community College of Allegheny County. Playlists and badges will reinforce the path to post-secondary success by laying out a clear route through high school and towards college or other post-secondary placements.

This pathway places students more firmly on the path to post-secondary success by laying out a clear route through high school and towards a college or other post-secondary placement. Youth who earn the “HCV Post-Secondary Readiness Badge” will have experienced a series of in-person and digital XPs that orient them to the college preparation and application process.

The playlist also utilizes adapted tools from HCV’s Personal Opportunity Plan.

Subject: College Readiness

Grade Levels: 10-11

Time Frame: 8 Week Unit, 2 hours per week
WHO AM I?

Key Understanding(s)
Knowing who I am is the beginning of figuring out who I want to be.

Essential Question(s)
What are my natural abilities and inclinations?
How does that relate to my future?

Skills
Self reflection

Activities
16 Personalities (Meyer’s Briggs Test)

Materials
Computers/Internet

Standards
n/a

Deliverables
n/a

Outcomes
Students will identify key areas of their personality and understand how it compares to other interests.
# WHAT DO I WANT TO DO?

**Key Understanding(s)**
I can translate my passion into a lifelong career.

**Essential Question(s)**
How do I translate my gifts and passions into a career?  
What options of study exist to get to my career choice?

**Skills**
Self reflection

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<thead>
<tr>
<th><strong>Activities</strong></th>
<th><strong>Materials</strong></th>
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<tbody>
<tr>
<td>Career Exploration Assessment</td>
<td>Computers/Internet</td>
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<td>ACT Major Map Interest Inventory</td>
<td>Interest Worksheet</td>
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<tr>
<th><strong>Standards</strong></th>
<th><strong>Deliverables</strong></th>
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<tr>
<td>CEW 13.1.11A</td>
<td>HCV Career Worksheet</td>
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<tr>
<td>CEW 13.1.11B</td>
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</tbody>
</table>

**Outcomes**
Students will have identified 3 areas of interest for careers and what programs of study will help them get there.
### WHERE DO I WANT TO GO?

#### Key Understanding(s)
There are many options for life after high school.

#### Essential Question(s)
- What key things do I need to know before applying to school?
- What types of colleges exist?
- How do I search for universities?

#### Skills
Research, scheduling,

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<thead>
<tr>
<th>Activities</th>
<th>Materials</th>
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<tr>
<td>ACT major map cont.</td>
<td>Computers/Internet</td>
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<tr>
<td>College scavenger hunt</td>
<td>College Research worksheet</td>
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<tr>
<td></td>
<td>Types of College worksheet</td>
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</table>

#### Standards
n/a

#### Deliverables
HCV College Research worksheet

#### Outcomes
Students will identify the type of university they would like to attend based on their preferences and the course of study selected from previous lessons.
HOW AM I GOING TO GET THERE?

Key Understanding(s)
Creating a plan for college will make it more accessible.

Essential Question(s)
What steps do I need to take before I graduate high school?
How do I know what requirements I need to meet?

Skills
Goal setting, time management, research

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<th>Activities</th>
<th>Materials</th>
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<tr>
<td>S.M.A.R.T. goals</td>
<td>S.M.A.R.T. goals sheets</td>
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<tr>
<td>Obstacle Map</td>
<td>Construction paper, scissors, glue,</td>
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<td>magazines to cut, markers</td>
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<th>Standards</th>
<th>Deliverables</th>
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<tr>
<td>CEW 13.1.11F</td>
<td>HCV S.M.A.R.T. Goals Worksheet</td>
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Outcomes
Students will have identified and thought through one short-term goal and one long-term goal related to their college/career path
**Key Understanding(s)**
College can be affordable with the right tools
There are multiple ways to pay for college.

**Essential Question(s)**
What is the cost of attending college?
What types of financial aid exist?
How do I access financial aid?

**Skills**
Budgeting, Research

**Activities**
Budgeting
Paying for College - XQ Schools

**Materials**
Paying for College Guide - XQ Schools
Computer/Internet

**Standards**
n/a

**Deliverables**
Budget

**Outcomes**
Students will identify different types of financial aid and how to access them.
WHAT DID I LEARN?

**Key Understanding(s)**
Knowing who I am and what I want to do will help me create a plan for where I want to go to school and how I am going to get there.

**Essential Question(s)**
What did I learn?

**Skills**
Presentation, Public Speaking

**Activities**
- Prepare for presentation
- Give 3-5 min Presentations

**Materials**
- Portfolio
- Computer/Internet
- All Previous Deliverables

**Standards**
CEW 13.1.11.E

**Deliverables**
- Portfolio with all prior deliverables
- 3-5 min presentation

**Outcomes**
Students will be able to present and explain their career choice and college path based on previous lessons.
About Homewood Children’s Village

Homewood Children’s Village is a non-profit based in Pittsburgh that serves children and families to break down barriers to success. As a component of its “Cradle-to-Career” approach, the Village has been supporting high school students towards graduation and meaningful post-secondary opportunities since 2010.

www.hcvpgh.org
My SMART Goal

Now that you know how to make a SMART goal, choose one of your personal goals to turn into a SMART goal here.

Specific

Measurable

Actionable

Realistic

Timed
Finding Your Career

Finding the perfect career can take people a whole lifetime. The best careers are the ones that are a combination of your interests and the natural skills you have. Think back to your personality type -- what kind of work is best suited for your preferences? Start exploring what fields you may be best suited for early and it will lead you to the education you will need to attain to get there.

Keep a list of careers you are interested in and make note of why you think they could be a good fit. Envision yourself performing specific job. What kind of things will you do on a daily basis? What does advancement in that career track look like? What kind of education will you need? Finding the answers to such questions can help to point you in the direction that is right for you.

Occupation: ________________________________

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Occupation: ________________________________

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Finding Your Career

Occupation: ________________________________

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Occupation: ________________________________

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# Career to College Worksheet

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- **Date:** ____________________

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<td>College Name</td>
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## College Research Worksheet

**Name:** ________________________________________________

**Date:** __________________________

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<th>Major Choice</th>
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<th>Location</th>
<th>Type</th>
<th>Program Length</th>
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**Cost of 1 year**

**Notes:**
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**Cost of 1 year**

**Notes:**
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Choosing a College

<table>
<thead>
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<th>School</th>
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<tr>
<td>Cost</td>
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<td>Type</td>
<td>Reach/Competitive/Back Up</td>
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Choosing a College

There are thousands of colleges out there, each with its own unique offerings. Start looking early at different types of schools that could potentially be a good fit for your interests and needs.

As you begin to narrow down your schools and learn more about their individual requirements, categorize them as ‘reach,’ ‘competitive,’ or ‘back up’ schools. A reach school is one that has challenging entrance requirements for you. A competitive school is one that you feel believe you can get into but there is going to be a lot of competition so you’re going to have to give it your all. A back up school is one that you feel confident you will get into if you apply. Having a variety of schools when you apply will give you the most options when finally choosing a school to attend.

Make note of special offerings and key differences like sports, activities, majors, student-teacher ratio, and financial support.

State
- 4-year school managed through the state university system
- Not determined by the name (i.e. Penn State is not a state school)
- Slippery Rock, CalU, Bloomsberg

Public
- Government funded, generally lower tuition than private schools
- Penn State, Indiana University

Private
- Mainly funded through tuition. Often private donations lead to abundant scholarship opportunities
- Carnegie Mellon University, Carlow University

Universities
- Larger 4-year schools made up of smaller colleges, offers a wide variety of programs
- University of Pittsburgh, Temple University

Liberal Arts
- 4-year colleges, often private, offers programs centered on liberal arts (literature, history, mathematics, languages, life sciences)
  - Haverford College, Gettysburg College

Rural
- Schools located outside of a city
  - Penn State Erie, Keystone College
City
  • Schools located within a city
    • University of Pittsburgh, Point Park University, Chatham University

Community
  • 2-year school, prepares students to transfer to 4-year or graduate schools with an associate’s degree
  • Certificates for specific career paths
    • CCAC, Butler County CC, Community College of Philadelphia

HBCU (Historically Black Colleges or Universities)
  • Focus on educating African-American students through specific programs, services, and activities
    • Howard University, Cheyney University, Lincoln University, Jacksonville State University

HSIs (Hispanic Serving Institutions)
  • Institutions participating in federal programs to assist first generation low-income hispanic students
    • Bronx Community College (NY), William Patterson University (NJ)

Ivy League
  • 8 prestigious universities noted for high academic standards
    • University of Pennsylvania, Yale, Harvard, Brown, Dartmouth, Columbia, Princeton, Cornell

Vocational
  • Offers specialized training in specific industries or careers (i.e. culinary, dental hygiene, fire fighting, mechanic, piloting)
    • All-State Career School; Keystone Tech

Fine Arts
  • 4-year with specialized focus on the arts (i.e. photography, fashion, theater, music)
    • Pennsylvania Academy of Fine Arts, Pennsylvania College of Art & Design

Single-Sex
  • Private 4-year school, exclusively for men or women
    • Male: Morehouse College, Hampden-Sydney College, Wabash College
    • Female: Bryn Mawr, Wellesley College

Religious Schools
  • Private universities connected to a specific faith
    • La Roche College, Messiah College, Notre Dame

Online Schools
  • Programs conducted entirely online
    • Ashford University, Walden University