



Goodwill Industries of Seattle provides a Community College 101 class to students supported by Goodwill who are interested in entering a vocational skills training program at a community college. The following pages provide the lesson plans Goodwill Industries of Seattle uses in its Community College 101 curriculum.

## Contents

<b>Exploring Your Career and College Options .....</b>	<b>2</b>
<b>Exploring Career Options and Making Use of Labor Market Information.....</b>	<b>6</b>
<b>Exploring Readiness for Community College.....</b>	<b>7</b>
<b>Introduction to the Community College.....</b>	<b>9</b>
<b>Financial Aid and Funding Sources for College.....</b>	<b>12</b>
<b>Completing the FAFSA Form .....</b>	<b>19</b>
<b>CASAS Test Preparation and Test Taking Strategies .....</b>	<b>20</b>
<b>Taking the CASAS Test .....</b>	<b>21</b>
<b>Test Taking Strategies and COMPASS test overview .....</b>	<b>22</b>
<b>COMPASS Test Preparation.....</b>	<b>23</b>
<b>Identifying Interests and Thinking about Career Planning.....</b>	<b>24</b>
<b>Learning Styles and Study Skills.....</b>	<b>26</b>
<b>Note-Taking Strategies, Outlining and Time Management.....</b>	<b>27</b>
<b>Online Learning and Introduction to Financial Literacy.....</b>	<b>29</b>
<b>Understanding Financial Literacy .....</b>	<b>31</b>
<b>What Happens Next? .....</b>	<b>32</b>



## College 101: Class One

### Title: Exploring Your Career and College Options

Overview: Students will begin to explore their career and education options and review the basic underpinnings of the “college going” process.

#### Competencies:

- Understand the outline of the class, topics to be covered, and role of the navigator.
- Understand career pathways and the importance of postsecondary education.
- Understand career options available and the career pathway for several sectors at Renton Technical College, Shoreline Community College and South Seattle Community College.
- Understand concepts related to training i.e. training options, length of time to complete a program, entry requirements for training, credits earned, full-and part-time options.

#### Resources/Materials:

- Syllabus
- Student Course Binders
- Student Planners
- College Awareness Assessment
- Myths handout, Costs for school handout, Career Maps (Section 1 of binder)

#### Presentations/Activities:

1. *Introductions* - Ask students to introduce themselves with their name, their reason for taking the class, and what career they are thinking about pursuing. Alternatively, students can pair up and interview each other using some of the following questions:
  - a. Why did you take this class?
  - b. What do you hope to get out of the class?
  - c. What kind of job do you hope you get?
  - d. What excites you about going to school?
  - e. What concerns you about going to school?

Each pair can then introduce their partner to the class by summarizing the information they learned from their interview.

2. *College Awareness Assessment* - Students can complete the True/False college awareness assessment (paper version or via PowerPoint using the iClickers). The navigator can then go over the questions and provide brief explanations for the responses, emphasizing that these topics will be covered in more detail over the next few weeks.
3. *Course Introduction* - Introduce the class and what it is intended to provide to students, including the navigator role and services the navigator provides beyond the class. The class is designed to provide students with information that will help them gain skills needed for going to college, such as understanding how to enroll, selecting a program area of study,

how to access funding for school, taking assessment tests, selecting classes, asking the right questions to make sure needs are being met.

Review the class syllabus and highlight the topics to be covered. Also, discuss class expectations regarding supplies needed for class, attendance, and homework.

Walk through the binder and explain the materials it includes: 1) class handouts and 2) reference materials that provide extra help. In addition, show the website that also includes additional resource materials. Describe the glossary and mention that specific terms will be highlighted in other class sessions as they relate to course material.

Finally, introduce the planner to students. Encourage students to begin putting important dates in the planner, such as class days, open hours, homework deadlines, etc. Also, explain that the planner will be referenced throughout the class.

4. *Myths About Returning to School* - Discussion with students about the myths of adults returning to school. How does this resonate with students? Can they relate? What motivates them to pursue further education? Ask students to think about what they are worth to themselves.
5. *Self-Investment* - Facilitated discussion with students about investing in themselves. Ask students where they invest time and money. Is education seen as an investment? Note that they invest time and money in their families, but further education is a self-investment that benefits both the individual and families. Mention that financial aid and funding for college will be covered in depth to allay fears about paying for college.

Talking Points for Self Investment:

According to the “tipping point” research, “Compared with students who earned fewer than ten college credits, those who took at least one year’s worth of college-credit courses and earned a credential had an average annual earnings advantage: \$7,000 for students who started in ESL; \$8,500 for those who started in ABE or GED; and \$2,700 and \$1,700 for those entering with a GED or high school diploma, respectively.”

6. *Costs of School* - Begin discussion by asking students to identify costs for school. Walk through the handout outlining the costs of school. Reiterate that funding is available, which will be covered in more detail in classes 5 and 6. And, emphasize that the costs of school don’t include personal living expenses in grant amounts.

Ask students to begin thinking about their own budgets and what kind of income they will need to meet expenses, which will be covered in the financial literacy sessions, classes 14 and 15. Highlight the value a certificate has in boosting earnings.

Activity: Students review the costs for school handout and calculate the cost of Ellen’s accounting training.

7. *Career Mapping* - Lecture to review the career and education options in Accounting, Allied Health, Automotive, Construction, Early Education, Manufacturing, Office and Business Occupations and Retail Management. The lecture will include a discussion about the economic payoff of getting a certificate or degree and the concept that going back to school is an investment in one’s self. Additional discussion topics include: the length of

time to complete training, pre-requisites for training programs, credits earned, full- or part-time training options.

8. *Good Paying Careers* - Set context for presentation on labor market information.

Talking Points for Career Mapping

- Career pathways are a comprehensive, sector-based learning system where each stage of training is connected with the next through articulated training tracks, from basic skills to a certificate or degree. Designed around specific industry sectors, career pathways map out job categories and training steps required to advance up a career ladder.
- Career maps are designed to provide a clear “road-map” of the training pathways that are available at Renton Technical College (RTC), Shoreline Community College (SCC) and South Seattle Community College (SSCC).
- The maps demonstrate the linkages between specific training courses beginning with the most basic and moving to more advanced training and education opportunities. Each map starts with short-term job skill training and progresses to one-to two-year certificates and degrees and some end at a four-year degree option.
- The front of the map provides a visual depiction of the pathway and the following information:
  - The entry points for training;
  - The length of time to complete each step along the pathway;
  - The number of credits earned;
  - The type of credential earned – certificate or degree;
  - The type of industry credential for which students may test; and
  - The types of jobs and wage progression at each successive training step.
- The back of the map includes:
  - Basic information about working in the sector i.e. tasks, skills, types of employers;
  - Support services offered by the community-based organizations and college.
  - The program options offered by RTC, SCC and SSCC in the specified sector, including program length, credits earned, and entry requirements for short-term, one-year certificate and two-year degree options.
- Short-term training is an important step on the pathway, but you can come back for more classes and earn a one-year certificate or two-year degree, depending on your program of study. You don't have to take the courses all at once, you can take one or two classes per quarter; it depends on what you think you can handle in balancing work and school.
- You begin to earn college credit that can be applied to a certificate or degree during the short-term training.
- More training can lead to a better job with higher wages. Studies show that one-year of post-secondary education/training means higher earning potential.
- You may be eligible for a variety of financial aid options that can help pay for school.

- There is a demand for employees with a higher level of skill. Statewide, employers are finding it difficult to find a supply of workers who have completed midlevel preparation – more than one year but less than four years of postsecondary training or education. See <http://www.workforceexplorer.com/>



## College 101: Class Two

### Title: Exploring Career Options and Making Use of Labor Market Information

Overview: Students will continue exploring career options and learn about areas of projected growth through a presentation on Good Paying Careers.

#### Competencies:

- Understand career options and the importance of postsecondary education & training.
- Understand the connection between training and better jobs with better wages.
- Understand how to use labor market information in exploring career options.
- Understand areas of job growth and education requirements for such jobs.

#### Resources/Materials:

- Good Paying Careers Powerpoint Slide Deck and Handouts
- O\*NET and Workforce Explorer websites (for demo)
- Action Plan from Good Paying Careers presentation

#### Activities:

1. *Good Paying Careers Presentation* - A combination of lecture and student activities designed to present labor market information for several sectors. The presentation demonstrates where potential job opportunities will be and what type of credentials or experience will be necessary to access such jobs.
2. *Career Exploration and Action Planning* - Building off of the Good Paying Careers presentation, provide an online demonstration of O\*NET and Workforce Explorer, highlighting how to find wage data and occupational information on each site. It will be important to discuss the differences in wages such as entry and median, to help students understand the wage progression based on skills and experience. Describe the information provided on each site such as, wage data, training requirements, skill requirements, interests, training providers, alternative names for each job title. Students can provide the occupations that will be explored during the demonstration.

Action Planning - Describe action planning as a process for thinking through what needs to happen, how it will happen and when it will happen. Provide students with time to begin working on their action plan provided as part of the Good Paying Careers presentation.



## College 101: Class Three

### Title: Exploring Readiness for Community College

Overview: Students will learn the basics of going to college and begin setting personal goals.

#### Competencies:

- Identify short- and long-term goals: personal, professional and educational.
- Understand the personal costs of going to school.
- Identify personal support networks to help balance school, work and family.

#### Resources/Materials:

- Goal Setting handout (tips)
- Goal Setting Worksheet
- Circle of Support worksheet
- FAFSA checklist
- FAFSA website

#### Presentations/Activities:

1. *Cost/benefit analysis* - Discussion with students about the costs and benefits of going back to school based on the concerns and motivations they discussed in the first class and the information they gained in the second class. Introduce the concept of opportunity costs: the costs of what you give up when you pursue an opportunity. The cost can be financial such as forgone wages and it can also be time (i.e. when you pursue college, your opportunity costs may include free/leisure time, time with friends & family, money from a job and luxury items).

As defined by the Economist magazine, “the true cost of something is what you give up to get it. This includes not only the money spent in buying (or doing) the something, but also the economic benefits that you did without because you bought (or did) that particular something and thus can no longer buy (or do) something else. For example, the opportunity cost of choosing to train as a lawyer is not merely the tuition fees, price of books, and so on, but also the fact that you are no longer able to spend your time holding down a salaried job or developing your skills as a footballer. These lost opportunities may represent a significant loss of utility. Going for a walk may appear to cost nothing, until you consider the opportunity forgone to use that time earning money. Everything you do has an opportunity cost.”

*Relate to the concept of Self-Investment.* While there are opportunity costs for going back to school, you are making an investment in yourself that will pay off in the long run in terms of your career and earnings potential.

Activity: Students break into small groups and make two charts about the positive elements of returning to school and what it will cost in terms of lost time with family,

employment, or leisure, etc. Each group will then debrief with the larger group. As part of the facilitated discussion, begin to set expectations about the following:

- The time required for being successful in school. For every hour you spend in class, you can expect up to 1 - 2 hours of homework, plus travel time, group projects and studying.
2. *Goal Setting* - Discuss the importance of goal setting and how it will inform the decision-making process to return to school. Review the goal setting handout and do a sample demonstration on the board for using the Goal Planning Worksheet, demonstrating the difference between a general goal to one that is specific i.e. graduate from college vs. complete CNA training. Advise students to start with their goal and think through all the steps and tasks they will need to complete.

Activity: Students will be given time to begin filling out the worksheet on goal setting.

Homework: Complete the worksheet as much as possible by class 11.

3. *Managing multiple demands* - Facilitated group discussion about the multiple expectations to consider when going back to school. Ask students to think about the kinds of demands they will need to manage to help them develop an understanding of what it takes to balance many priorities. Also ask students to begin brainstorming how they can manage it all. Key concepts to cover include: stress management, being in a new environment, developing study skills, personal support networks.

Activity: Circle of Support - Encourage students to think about their own personal support networks and complete the following exercise:

1. In a brainstorming session, ask student to identify the elements of a positive and negative support system.
2. Discuss the challenges of dealing with negative peer pressure, particularly those who don't understand or support their decision to go back to school.
3. Ask students about the importance of a support network in going back to school, completing training, and finding a job.
4. Assist students in developing strategies for implementing a support system in their lives, including their fellow students.

4. *FAFSA PIN application* - Walk students through the process of applying for their FAFSA PIN numbers. Students should complete this activity before leaving class. Apply for the FAFSA pin number by going to the following site: <http://www.pin.ed.gov/PINWebApp/pinindex.jsp>

- “Apply for PIN” box - Click “Apply Now” and “Next”
- Enter personal information including Social Security Number, Challenge Question and email address.
- Select “Display Now” from the drop-down menu
- Click “Next” & print PIN #/confirmation page





## College 101: Class Four

### Title: Introduction to the Community College

Overview: Students will learn the basics about going to community college, including the processes for admissions, placement/assessment, advising, financial aid and enrollment/registration. Students will also learn about the different entry points to community college such as the Professional/Technical or Workforce Education Department, Adult Basic Skills, or Academic Transfer. Student services available at the college and support services from Goodwill will also be covered.

#### Competencies:

- Comprehend basic college terminology.
- Understand the processes for applying and enrolling for school.
- Understand the role of placement/assessment and advising.
- Understand the various entry points to college and their functions.
- Awareness of college student services and support services provided by Goodwill and how to access these services.
- Understand the timeline for applying and enrolling for school.
- Understand the difference between CASAS and COMPASS testing.

#### Resources/Materials:

- Steps for Going to College and Doors Handout
- College Terms Glossary
- Campus maps
- College resources handout
- College “New Student Checklists”

#### Presentations/Activities:

1. *Introduce Community College Basics* - Begin class by asking students to describe college and share their expectations about returning to school. Walk students through the five steps for accessing and attending community college:
  - a. Explain the admissions process and that students will need to complete an application, which may include a fee. (\*Note: BFET, Worker Retraining, ABE/GED/ESL, Nursing & other specific programs may have separate application procedures).
  - b. Describe assessment/placement tests and that they are used to help the college determine the classes that students can take; note that taking these tests requires a fee. Explain that students need to take the COMPASS test by the end of the Community College 101 class.

COMPASS fees (2011 - 2012):

- Renton Tech -- \$25 (\*walk-in during open hours, no appointment needed; see monthly testing calendar)
- Shoreline - \$17 (\*testing by appointment only)
- North Seattle -- \$18 (\*walk-in during open hours, no appointment needed; see Quarterly testing calendar)

\*\*Explain who does/does not need to take the test, how long scores are valid, using scores from one school at another\*\*

- c. Explain the connection between advising and enrollment. Advisors help students identify the courses they need to take to complete program requirements and enrollment or registration is the process for signing up to take classes.
  - d. Explain that many sources of financial aid are available to help cover the costs for school and that two sessions will be devoted to financial aid, including time to screen for potential funding sources and time to complete applications and paperwork related to funding.
2. *Timeline for Enrolling in College* - Explain to students that getting into college and signing up for classes takes time. Enrollment will often depend on when classes are being offered. Some classes can begin each quarter; others only start in the Fall quarter. It is also important to note that some classes fill up quickly and it may be hard to get a seat in the class. For some nursing programs, a lottery is used, so completing pre-reqs and getting all the paperwork in will not guarantee a space in the class. In addition, it takes time to complete the required paperwork, secure financial aid, and meet with their adviser. Emphasize that while it may take longer to get in the class of interest, time can be spent on completing pre-req's and getting all the funding pulled together so that they are prepared at the next admission cycle. Finally, note that the Goodwill class and navigation services will help put them a step a head.

Activity: Using the planner provided by Goodwill, walk students through marking important college dates in their calendars i.e. funding source orientations, testing dates, start of the quarter, etc.

3. *Campus Orientation* - Using campus maps, describe the main teaching areas of the campus and the services available. Explain the role of Adult Basic Education, Workforce or Professional/Technical Education and Academic Transfer. Describe that Student Services includes a variety of areas - advising, counseling, financial aid, student groups/clubs, and tutoring/study skills. Refer back to the glossary to explain the distinction between advising and counseling. Finally, note that colleges also have job placement and internship services available.

Activity: Break students up into small groups and have them identify certain locations on campus:

- i. Financial Aid
- ii. Student Success Center
- iii. Library
- iv. Registration/Enrollment
- v. Cafeteria
- vi. Student Center
- vii. Computer Lab
- viii. Advising/Counseling

ix. Assessment/Testing Center

In a group debrief, ask students if they notice how different services are grouped together. Is anything consistent across campuses?

4. *Student Services* - Discuss the variety of student services available at the colleges to help students be successful from advising and counseling to tutoring and student success courses.

Activity: Students can work in a group at computers and complete a scavenger hunt on a college website. The goal is to find information about specific resources available on the campus. Examples of searches could include:

- Information about the assessment center and how to find a time to take the COMPASS test
- Information related to student success skills on the campus
- New student orientation information
- Advising office hours
- Tuition chart
- Financial Aid - descriptions of sources available
- Information about a specific program area - Health, Welding, Accounting, etc - pre-req's, credits, scheduling, etc

5. *Goodwill Support Services* - Explain to students the types of support services available from Goodwill, how long these services will be provided, and expectations for maintaining "eligibility" for these services. While this topic is covered in Class One, briefly revisit as part of this class.
6. *Former or Current Student Guest Speaker* - Students will hear from a community college student who will share their experiences and explain how they have been able to attend college while balancing work and family. The students will also be given an opportunity to ask questions and advice; perhaps some tips will emerge for the "Class Tips" list.



## College 101: Class Five

### **Title: Financial Aid and Funding Sources for College**

Overview: Students will receive information about the various funding sources available at the community colleges through a presentation given by a representative from one of the partner colleges and complemented by the navigator.

#### Competencies:

- Understand the types of funding sources and financial aid available to students.
- Understand the eligibility requirements for funding the process for receiving aid.
- Understand the timing of submitting applications for funding.

#### Resources/Materials:

- Materials provided by college guest speakers
- Potential Funding Sources handout
- Funding Sources handouts (one page for each funding source)
- FAFSA checklist (reminder)
- FAFSA website (preview for next session)

#### Presentations/Activities:

1. *Presentation by representatives from partner community colleges (Financial Aid and Workforce Education)* - The colleges will rotate each session and provide information about the funding sources, timelines, eligibility and process for the resources available at the college. Students will have time for Q & A with the college representatives.
2. *Review of Basic Food and State Need Grants* - The navigator will provide an overview of Basic Food and the Basic Food Employment and Training Program as well as the requirements for the State Need Grant.
3. *Review of Funding Source Handout and Public Benefits* - The navigator will highlight the one pagers and encourage students to meet with their case manager to discuss eligibility for funding sources they may be eligible for, specifically Basic Food and WIA.

#### Talking Points:

- Funding sources available through the college's Workforce Education Department can be combined with Financial Aid such as Pell Grants and State Need Grants, as long as students meet eligibility requirements for each funding source. For WorkFirst students, this funding cannot be combined with Basic Food Employment and Training. It is important to note that funding sources can be time-limited and that colleges expect students to complete their FAFSA during their first quarter. The colleges understand how to blend funding together to meet student needs.

- Each college funding source like Basic Food Employment and Training, Worker Retraining and Opportunity Grants may have separate orientation sessions in which they explain the program and help you to complete paperwork. It is important to ask how long this funding could be available to you.

Basic Food

- Washington Basic Food (formerly known as Food Stamps) is a federally funded program that helps low-income individuals and families with household incomes at or below 200% of the Federal Poverty Level receive food and other benefits (see income chart on the “Funding Sources” handout).
- People who may qualify include individuals or families who have little or no income; are unemployed or under-employed; receive public assistance; are elderly or disabled and living on a small income; or have limited resources.
- Participant eligibility for receiving Basic Food is based on income and family size. Incomes, both earned and unearned, along with number of people who live in the household are factored into the amount of Basic Food received.
- If you receive Basic Food, you are also eligible for the following benefits:
  - Automatically enrolls school-age children in free school meal program;
  - Low-cost local phone service through the Washington Telephone Assistance Program (WTAP); and
  - Shows that family meets Women Infants and Children (WIC) income test.
  - The Basic Food Employment and Training program (BFET).
- To see if you qualify for Basic Food, you can use the Benefit Estimator online at: [http://foodhelp.wa.gov/bf\\_benefit\\_estimator.htm](http://foodhelp.wa.gov/bf_benefit_estimator.htm)
- You can apply for Basic Food online at: <http://www.washingtonconnection.org>

**2012 Basic Food Guidelines**

Number in Household	Gross Monthly Income
1	\$1,862
2	\$2,522
3	\$3,182
4	\$3,842
5	\$4,502
6	\$5,162
7	\$5,822
8	\$6,482

Basic Food Employment and Training

- The Washington State Basic Food Employment and Training (BFET) is a **funding source** to help people who are receiving Basic Food (Food Stamps) with job training, job search and related costs. To qualify for BFET, students **MUST** be receiving Basic Food. If you are receiving cash assistance from Temporary Assistance for Needy Families (TANF), you do not qualify for BFET.

- Through BFET, community colleges may be able to help pay for tuition, books and fees for approved Professional/Technical Programs, GED, ESL and high demand fields. All three partner colleges with Goodwill - Renton Technical College, Shoreline and South Seattle Community College have BFET programs.

State Need Grant

- The State Need Grant (SNG) program helps limited income undergraduate students pursue degrees, hone skills, or retrain for new careers. Students can use the grants at public two- and four-year colleges and universities, and many accredited independent colleges, universities, and career schools in WA.
- To be eligible, you must:
  - Submit approved FAFSA
  - Have a family income of equal to or less than 70 percent of the state median (see chart below).
  - Be a Washington state resident.
  - Enroll at an [eligible institution](#).
  - Enroll as an undergraduate in eligible program, minimum of 3 credits.
  - Be pursuing a certificate, first bachelor’s degree, or first associate deg.
  - Not be pursuing a degree in theology.
  - Not have exceeded 5 yrs of SNG term usage or 125% of program length.
  - Not owe a repayment to another student aid program.

<b>Maximum Family Income (2011-12)</b>			
Family Size	Family income 50% of the state median	Family income 65% of the state median	Family income 70% of the state median
1	21,000	27,500	29,500
2	28,000	36,000	39,000
3	34,500	44,500	48,000
4	41,000	53,000	57,000
5	47,500	61,500	66,500
6	54,000	70,000	75,500
7	55,000	71,500	77,000
8	56,500	73,500	79,000

- State Need Grant amounts vary by the type of school you attend. The table below shows the maximum you may be eligible to receive, if enrolled full-time.

<b>2011-12 Maximum SNG Amounts</b>	
<b>Sector /Type of school</b>	<b>Median Family Income 0-50%</b>
Public Research (UW & WSU)	\$9,280
Public Comprehensive 4-years (CWU, EWU, WWU, and TESC)	\$6,446-\$6,751

Public Community and Technical Colleges	\$3,256
Independent/Private 4-year Universities & Colleges	\$8,214
Private Career Colleges (2 & 4 year)	\$1,357 - \$4,107
Dependent Care Allowance	\$862

- You will be considered for a State Need Grant when you file a FAFSA

### WorkFirst

- Assists low income parents in achieving their educational and employment goals by providing eligible students with financial assistance for tuition, fees and books for up to one year of training. If you receive Temporary Assistance for Needy Families (TANF), your caseworker from DSHS needs to record this training on your Individual Responsibility Plan (IRP).
- Eligibility A:
  - A parent of a child 18 years or younger
  - Currently receiving DSHS cash grant TANF
- Eligibility B:
  - A parent of a child 18 years or younger
  - Working at least part-time
  - Meet the income guidelines below:

### **2012 Guidelines**

Family Size	Monthly Income	Annual Income
1	\$1,862	\$22,340
2	\$2,522	\$30,260
3	\$3,182	\$38,180
4	\$3,842	\$46,100
5	\$4,502	\$54,020
6	\$5,162	\$61,940
7	\$5,822	\$69,860
8	\$6,482	\$77,780

### Worker Retraining

- A state funded program that provides job training and employment services to dislocated and unemployed workers to help them gain additional training in their existing field or get started on a new career path.
- Training must be taken in a Professional/Technical program. Free tuition and books\* are provided through this program and are typically available for up to two quarters or more depending on funding resources and ability to create other funding options.
- Colleges expect you to complete the FAFSA during your first quarter of training if you receive Worker Retraining funds.
- Eligibility:

- Be a Washington State Resident.
- Be a dislocated worker who is eligible for Washington State unemployment benefits, currently receiving unemployment benefits, or has exhausted unemployment benefits within the past 24 months.
- Be a Displaced Homemaker or a self-employed individual who has lost their business due to poor economic conditions or a natural disaster.
- Be an honorably discharged veteran within the last 24 months
- If you are receiving unemployment benefits, you must get Commissioner Approved Training (CAT approval) from the Employment Security Department (ESD). The colleges require attendance at an orientation, which explains the process for applying for Worker Retraining.
- To receive funding, you must be enrolled for at least 6 credits each quarter in a Professional/Technical program.

**Opportunity Grant Funding**

- The goal of the Opportunity Grant (OG) is to recruit, retain, progress and graduate students from under-represented communities into high-wage, high-demand jobs.
- The grant offers up to 45 quarter credits in tuition and mandatory fees (approximately \$3,100) plus \$1,000 for supplies, books or tools, for up to three years. Some emergency funding is available. To receive OG funding, you must submit an application and be selected for the scholarship.
- Eligibility:
  - Washington resident.
  - Enrolled in an Opportunity Grant-eligible program of study; each school has a different list of eligible Professional/Technical programs.
  - Apply and have financial need based on the Free Application for Federal Student Aid (FAFSA). You can apply on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Must receive Financial Aid awarding prior to second quarter to continue eligibility for Opportunity Grant.
  - Not received OG funding for more than 45 credits (up to \$3100 in tuition/fees) or more than 3 yrs from initial receipt of funds in one or a combination of programs (incl. required related courses).
  - Maintain a cumulative 2.0 grade point average.
  - Family income at or below 200% of the federal poverty level (income limits below.)
  - (Copy of previous year’s income tax return - if student under 24, both parents’& student’s tax return.)

***2012 Opportunity Grant Guidelines***

<b>Family Size</b>	<b>Maximum Income (verified by Income Tax Statement)</b>
1	\$22,340
2	\$30,260
3	\$38,180
4	\$46,100
5	\$54,020
6	\$61,940
7	\$69,860
8	\$77,780



Each additional person, add	\$7,640
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#### Workforce Investment Act (WIA) Adult Services

- Funding for tuition and other school-related costs. To be eligible, the household income must be less than 175% of the poverty level. For those above 175% of the poverty level, it may be possible to qualify under certain circumstances that may include homelessness or a criminal background. A WIA case manager can provide the list of alternate criteria for those above 175% of the poverty level.
- To apply for WIA Adult Services, students must go the nearest WorkSource center. There is an application for this funding and it only covers certain “in-demand” occupations. It is important to keep in mind that this funding source does not cover the costs of pre-requisites.

#### Scholarships

- Scholarships are another source of funding that can help you pay for your education. Unlike loans, they do not have to be repaid. Scholarship criteria can be based on academic achievement, athletic or artistic talent, financial need, specific fields of study or community involvement. The scholarship application process is separate from the application for federal and state financial aid.

#### Financial Aid Programs (FAFSA)

- Several types of grants, tuition waivers and loans are available. Federal student loans must be repaid and are available to students who qualify by applying through the FAFSA. Colleges have additional data forms for you to complete.
- The FAFSA (Free Application for Federal Student Aid) is completed on the web at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov), using a Personal Identification Number requested at [www.pin.ed.gov](http://www.pin.ed.gov). All students are encouraged to apply for FAFSA assistance, even if they may not think they qualify or need assistance. The FAFSA determines eligibility for Pell Grants, Work Study, State Need Grant, Academic Competitiveness Grant and Federal Supplemental Opportunity Grant.
- Grants are need-based financial aid, which do not require repayment. Grants are available to students who have not already earned a bachelor’s degree.  
Approximate maximum amounts per academic year and enrollment criteria:

#### **2011 Guidelines**

Type of Grants	Amount Range	Criteria
Federal Pell Grant	\$400 - 5,550	Enrollment in at least six credits; some might be eligible at less than six credits
Federal Supplemental Educational Opportunity Grant (FSEOG)	\$100 - 4,000	Enrollment in at least six credits
Federal Academic Competitiveness Grant	\$750 - 1,300	Enrollment in at least 12 credits; completed “rigorous” high school courses; must be receiving Federal Pell Grant
WA State Need Grant	Up to \$3,256 (CTCs)	Enrollment in at least three credits; state residents; meet residency criteria
Iraq & Afghanistan Service Grant	Up to \$5,550	Parent/guardian died serving in armed forces in Iraq/Afghanistan; ineligible for Pell; <24 yrs old @ time of parent’s death

Tuition Waiver	\$100 - 1,500	Waiver of tuition; enrollment in at least six credits; state residents
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Work Study

- A funding opportunity with income earned from part-time work, on or off campus. Like the above grants, Work Study is determined by the FAFSA. Students must be enrolled in at least 6 credits. Students can receive \$900 - \$3,900 which is based on “need” eligibility for financial aid. Students are paid for actual hours worked, not to exceed 19 hours per week.



## College 101: Class Six

### **Title: Completing the FAFSA Form**

Overview: Students will begin completing the FAFSA form online with assistance from the navigator.

Competencies:

- Understand how to complete the FAFSA form online.

Resources/Materials:

- FAFSA checklist
- FAFSA website
- College Financial Aid Data Sheets

Presentations/Activities:

1. *PIN Application* - The navigator will assist students in completing the FAFSA PIN application (if not completed in a previous class)
2. *Completion of the FAFSA form online* - The navigator will review the FAFSA checklist and assist students in completing the FAFSA form online.
3. *Completion of college admissions application online* - The navigator will assist students in completing the admissions application for their chosen college. If student has not chosen a college yet, skip this and complete application during individual education plan meeting.
4. *Workforce Education applications* - For students wanting to attend the Seattle Community Colleges, have them complete StartNextQuarter.org online screening for Workforce Education funding. If eligible, have them register for an upcoming funding workshop. For students interested in other schools, provide contact info for Workforce Ed staff.



## College 101: Class Seven

### **Title: CASAS Test Preparation and Test Taking Strategies**

Overview: Students will review the sections included on the CASAS test and walk through practice questions for each section (Reading and Math).

#### Competencies:

- Understand the sections included on the CASAS test.

#### Resources/Materials:

- Assessment Testing handout
- CASAS Sample Test Items for Reading and Math (handout)
- E-Sample test (zip file) or Powerpoint  
(Download in advance from:  
<https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=3214>)

#### Presentations/Activities:

1. *Review the components of the CASAS test and its use* - The navigator will explain the two components of the CASAS test (Reading and Math) and when the test is used.

#### Talking Points

- a. The test will be timed. It is generally taken using a testing booklet, which is what we will do in class. Sometimes, it is taken on the computer. The navigator will score your test and set up an appointment to discuss your results with you.
  - b. If you take the test at the college, your results will be mailed to you. You will then meet with an advisor to discuss your class placement options.
  - c. You will be taking the CASAS 130, which measures basic reading and math skills that students can expect to encounter in everyday work & life situations.
  - d. You will have 25 minutes to complete each section of the test and there are 25 questions per section.
  - e. We will be reviewing sample test questions to give you a sense of what you can expect to see on the test. The questions used today are not actual test questions and are being used to get you familiar with the test.
2. *Review test questions for the CASAS* - The navigator will practice questions from each section of the test using the CASAS eTest and Sample Test handouts and will discuss the answers.

**Activity:** Using the sample e-test, the navigator will demonstrate the computerized version of the test, with students completing the answers on their own. Students will provide a group answer to move through the test, while making note of the answer they derived on their own. Students will also take time to complete the practice test handouts; the navigator can then review these questions.



## College 101: Class Eight

### Title: Taking the CASAS Test

Overview: Students will use the class time to take the CASAS 130. Results from the CASAS test will be discussed with students on an individual basis.

#### Competencies:

- Understand the kinds of questions included on the CASAS test.
- Understand their scores and what it will mean for placement.

#### Presentations/Activities

1. Administer CASAS test. Use the following instructions:
  - Do not open booklets until instructed. Take out answer sheet.
  - You may use a pen for the answer sheet (NOTE: only if hand-scoring tests).
  - Please do not write in the test booklet; scratch paper is available.
  - On the answer sheet, fill in name and today's date.
  - To mark answers, bubble in your choice. Take note of the "Marking Answers" box on the answer sheet. If you need to change your answer, cross out your original answer and bubble in your new choice. DO NOT ERASE.
  - You have 25 minutes per section. There are 2 sections, each containing 25 questions.
  - Fill in the bubble for corresponding questions in the booklet. Each question has four answer choices. There is only one right answer.
  - Remember: this is not a pass/fail test. It is an appraisal to help identify your placement level at the college.
2. Review test results with students during individual appointments and begin to discuss expectations and plans for going to college.



## College 101: Class Nine

### **Title: Test Taking Strategies and COMPASS test overview**

Overview: Students will review the sections included on the COMPASS test and discuss strategies for taking tests, as well as ways to manage test anxiety.

#### Competencies:

- Understand the sections included on the COMPASS test.
- Understand methods for taking tests effectively.

#### Resources/Materials:

- Test Taking and the COMPASS PowerPoint
- Reducing Test Taking Anxiety handout
- COMPASS Test Overview handout
- Time Management Exercise Part One & Part Two

#### Homework:

- Assign Time Management Exercise Part Two homework assignment, due by Class 12, to be reviewed in Class 13

#### Presentations/Activities:

1. *Debrief about CASAS test* - What did students observe about the test? What kinds of questions were easy to answer? Where did they have the most difficulty? How did they feel before and after the test? How would they approach taking the CASAS again?
2. *Review of test taking strategies* - The navigator will present a PowerPoint presentation on strategies for taking a computerized, standardized test.
3. *Discussion about test anxiety* - The navigator will review the handout on test anxiety and discuss ways to cope with stress associated with test taking.

Activity: Brief discussion regarding the coping mechanisms that students use to manage stress.

4. *Review the components of the COMPASS test and its use* - Using the handout, the navigator will explain the three components of the COMPASS test (Reading, Math and Writing) and why the test is used.
5. Activity: *Time Management Exercise Part One* - Students should take a few minutes to estimate the number of hours per week that they spend on the activities listed on the handout. Encourage students to estimate WITHOUT trying first to total the actual number of hours in a week. If an activity a student engages in is not on the list, encourage them to list them next to "Other". Students should turn in this completed worksheet to the navigator as they leave class. The navigator should then add up the total number of hours listed for each student and bring to Class 13.



## College 101: Class Ten

### Title: COMPASS Test Preparation

Overview: Students will review the sections included on the COMPASS test and walk through practice questions for each section (Reading, Math and Writing).

#### Competencies:

- Understand the sections included on the COMPASS test.

#### Resources/Materials:

- Practice Reading, Math, and Writing Questions
- COMPASS test website: <http://www.act.org/compass/student/index.html>
- Supplemental guides and questions for the COMPASS test (Reading, Math, Writing)

#### Presentations/Activities:

1. *Review test questions for the COMPASS* - The navigator will practice a few questions from each section of the test using the Practice Test handouts and discuss the answers.

Activity: Students can work in small groups or as a large group with a facilitated discussion to answer the practice questions. For the essay portion, students can work in pairs in front of a computer, and review the prompt provided on the ACT/COMPASS site and begin crafting an approach for writing the essay. Alternatively, the Writing COMPASS questions can be assigned as homework. Remind students to use the test taking strategies they learned in Class 9.



## College 101: Class Eleven

### **Title: Identifying Interests and Thinking about Career Planning**

Overview: Students will identify their interests and think about how these interests connect to their career options. In addition, students will also identify their needs and wants and how these impact career choices. Students will also begin to make their own career maps and education plans.

#### Competencies:

- Knowledge of work-related interests and activities and how these interests connect to careers.
- Knowledge of needs and wants and how they drive choices about careers.
- Knowledge of chosen occupation and ability to lay out a career and education plan.

#### Resources/Materials:

- Coding Interests worksheet/handout
- Needs and Wants worksheet/handout
- Career Planning Worksheet
- Career Maps
- Blank Career maps

#### Presentations/Activities:

1. *Discussion about Interests, Need and Wants and Connection to Career Choices* - The navigator will conduct a facilitated discussion with students about identifying and understanding their interests, needs and wants, and how they should be factored in when selecting a career. The navigator will also walk the students through the career map and how they can approach completing it, using a sample occupation. Note: As some students may not have occupations in mind, provide examples to help give them ideas of options to explore.

#### Talking Points:

- It is important to think about your interests and what your needs and wants are when making a career decision to make sure that what you are choosing to do for training and your future job is a good fit for you.
- The interest worksheet will help you understand what type of job could be a good match for you.
- The needs and wants worksheet will help you think about the things that are important to you. As you think about your needs and wants, it is important to consider what is important to you on the job. And, as you look at the category that best fits your interests, consider how they connect to your needs and wants. For example, if you think “Variety” is very important, you may want to work in a field in which your tasks change often. These worksheets can be reviewed when



completing the career planning exercise to see how your interests, needs and wants match up with your selected career choice.

- The blank career map allows you to customize your own map in terms of the training you plan to pursue. You can complete this map by filling in the type of jobs, potential college options, program name, type of certificate, credits earned, etc using the existing maps, college websites and brochures, O\*NET and Workforce Explorer. This map is your own personal career pathway.

Activity: Students will be given class time complete their interests, needs and wants, and career maps using the information gained from previous classes. Students should complete these forms as homework.

\*NOTE: The navigator can also complete the blank career map during the individual education plan meetings and give it to each student as a visual reminder of their education plan.

2. *Revisiting O\*NET and Workforce Explorer* - The navigator will remind students that both O\*NET and Workforce Explorer are useful resources when exploring career options. Each website contains important information about wages, skills and training required, and, in the case of O\*NET, highlights the connection to the interest categories they have identified.

Activity: Using O\*NET and Workforce explorer, complete the career planning worksheet.



## College 101: Class Twelve

### Title: Learning Styles and Study Skills

Overview: Students will take an assessment and identify their learning style/preference. Students will also learn study tips based on their learning preference, basic study skills, and techniques for stress management.

#### Competencies:

- Understand learning style/preference and study skills related to this preference.

#### Resources/Materials:

- VARK website: <http://www.vark-learn.com/english/page.asp?p=questionnaire>
- VARK helpsheets for study skills (\*NOTE: Print and bring to class): <http://www.vark-learn.com/english/page.asp?p=helpsheets>
- Understanding Results page from VARK website
- Basic Study Skills Using VARK handout
- Study Tips handout
- PortJobs Tracking Worksheet handout

#### Reminder:

- Turn in Time Management Exercise Part Two homework.

#### Homework:

- Complete the Tracking Worksheet homework and keep a record of your expenses by keeping notes or receipts (for 1 week, using Pocket Tracker, or estimating 1 month expenses based on the next week's expenses).

#### Presentations/Activities:

1. *Completion of VARK questionnaire and review of learning preferences* - The navigator will provide a brief overview about learning preferences. Some students learn visually, others through listening or reading and writing. Many students employ multiple styles when learning.

Activity: The students will then take the VARK questionnaire and review the results to see their learning preference. Using the Helpsheets, the navigator will briefly describe study strategies associated with each preference and facilitate a discussion:

- Are you surprised by your results?
- Does your learning style/preference change under different circumstances?
- How does this information help you?
- Have you used these study strategies before?

After completing the VARK exercise and reviewing the VARK-related learning styles, the navigator will review the general study tips handout with students. The discussion could begin with students brainstorming about good study habits, which could be included as part of a "Class Tips" sheet for the next class.



## College 101: Class Thirteen

### Title: Note-Taking Strategies, Outlining and Time Management

Overview: Students will learn different note-taking techniques and tips for taking notes during lecture and reading from text. Students will also review study tips and learn about time management and strategies for budgeting time to accommodate school, work and family.

#### Competencies:

- Understand the key methods for note-taking and when different methods may be appropriate based on type of class they are taking or when taking notes from text.
- Understand basic study skills.
- Understand the importance of time management and strategies for scheduling time.

#### Resources/Materials:

- Tips for Good Note-taking handout
- Types of Note-taking handout
- Reading Tips Handout
- Note-taking Exercise handout
- Cornell Note-taking Template
- Time Management Exercise (Parts One, Two & Three—optional)
- Managing Your Time handout

#### Presentations/Activities:

1. *Review note-taking strategies* - The navigator will explain different types of note-taking, using the handout as a guide, and will give examples of each style using a reading passage.

#### Talking Points

- a. There are several ways to take notes. It is important to find a method that works best for you. These strategies can be used for taking notes during a lecture and when reading from your textbook.
- b. You may need to shift how you take notes depending on the type of class you are taking or how your instructor lectures.
- c. Note-taking requires active listening when in a lecture and critical reading when taking notes from a textbook.
- d. Keep all notes for a class together and in chronological order to stay organized. Keeping your notes in a binder or notebook will help with studying and preparing for tests.

Activity: Students will take notes during a 2-3 minute lecture on a topic selected by the navigator to practice a note-taking strategy. They can use the Cornell template for this exercise. After the lecture, the navigator will conduct a facilitated discussion with students regarding the key ideas they captured and the style of note-taking they used.

#### Questions:

- What did you capture?
- What style of note-taking did you try? Did it work for you?
- What was challenging? Why? Why not?

2. *Review of reading tips for taking notes from textbooks* - The navigator will walk students through the reading tips for taking notes from text. As part of the discussion, the navigator can ask students to identify their own strategies before distributing the handout and then review the points not covered by the students.

Activity: Students will receive a passage and take notes using a note-taking method of their choice. Upon completing the exercise, the navigator will facilitate a discussion about the main points students wrote down, using the questions listed previously.

3. *Review of time tracker homework* - Small group work with students on how they spend their time.

Activity: Students will work in small groups to review their homework and identify time management strategies. These strategies can be incorporated into the Class Tips. Each group will select a recorder that will report out to the class and a note taker. Some questions to consider:

- Where are students spending most of their time?
- As they looked at where they spent their time, were there any surprises?
- Where will they need to make changes to fit in school and possibly work?
- What concerns do they have about fitting school/work into their schedules?
- What kind of support do they think they will need to adjust their schedules?
- How can they better manage their time? What kind of approaches are they currently using for time management?

4. *Discussion about time management handouts*- The navigator will facilitate a group discussion about basic time management tips. As part of this discussion, the recorder for each group will report out on the strategies they identified for time management. The students can brainstorm responses to the following:

- What do they think about when they hear time management?
- How do students currently manage their time?
- What do they think gets in the way of time management?
- Why do they procrastinate? How do they procrastinate?
- What can you do to prevent procrastination?
- Given their experiences, what have they learned about time management that is both helpful and challenging?
- What do the students think they need to consider when budgeting time for studying and homework?
- What studying habits worked well in the past and what didn't work?



## College 101: Class Fourteen

### Title: Online Learning and Introduction to Financial Literacy

Overview: Students will see a demonstration and learn about online learning. In addition, students will learn the fundamentals of financial literacy in a two-part class, which will introduce the meaning of financial literacy, managing money, creating a spending plan, budgeting basics, credit and banking.

#### Competencies:

- Understand approaches to online learning.
- Understand the definition of financial literacy.

#### Resources/Materials:

- Angel website for demonstration: <http://angel.waol.org>
- Online Learning: Angel Guide (for instructor use only)
- Online Learning: Overview & Introduction PowerPoint
- Financial Education Skills PowerPoint (or guest speaker)

#### Presentations/Activities:

1. *Demonstration of Angel and review of online learning* - The navigator will walk through a demonstration of Angel as an online learning tool, including which colleges use it (South, Central and Renton) and review the basics of online learning. Prior to the demonstration, ask students what they think online learning is and what the advantages and disadvantages may be.
  - e. Online learning, or distance learning, is a type of instruction that takes place outside of the classroom. The teaching takes place online and students ask questions, submit assignments and complete exams online as well.
  - f. With online learning, you do not have face to face interaction with the instructor and your fellow students.
  - g. You may have flexibility in terms of when you attend the class and will need to manage your time well to access a computer and “attend” the class.
  - h. Online learning requires a lot of self-motivation because you are not in a structured classroom environment.
  - i. Online learning requires regular access to both a computer and the internet. It also requires basic computer skills.
  - j. Online learning doesn’t replace traditional learning in the classroom, but can be a valuable learning experience.
2. *Discussion of the fundamental components of financial literacy* - The navigator will coordinate with a guest speaker to discuss the basics of financial literacy, outlined in the bullets below. The presentation will span two hours over two classes. The guest speaker will have 40 minutes to present in Class Fourteen and the entire session for Class Fifteen. The presentation should include a mix of facilitated group discussion, small group work,

and individual work time for the budgeting exercise. Key topics for Class 14 could include the following:

- Introduce the concept of financial literacy
- Discuss the concept of saving, and the difference between needs & wants
- Introduce the tools and resources that are integral to financial literacy:
  - ⇒ Revisit the importance of goal setting, especially in relation to short and long-term financial goals
  - ⇒ Explain money management
  - ⇒ Introduce the concept of credit and how to use it wisely

Activities: Students should have an opportunity to work in small groups and individually. Potential activities could include the following:

- Revisit the SMART goals concept with students reviewing their goals in small groups with classmates
- Have students write about what they would do with their lives if money wasn't an obstacle, or if they had all the money they could want.
- Ask students to track their expenses for a week to put the spending plan concept in action. Students can also spend time estimating how their money flows in and how it flows out.
- In small groups, students can create a chart comparing Needs vs. Wants and talk about changes they can make to spending habits to decrease expenses (i.e. spending less on things that are just wants, creative ways to meet needs with less money, things on the "needs" list that may actually be just wants)



## College 101: Class Fifteen

### **Title: Understanding Financial Literacy**

Overview: Students will learn the fundamentals of financial literacy in a two-part class, which will introduce the meaning of financial literacy, managing money, creating a spending plan, budgeting basics, credit and banking.

#### Competencies:

- Understand the definition of financial literacy.
- Understand how to create a realistic spending plan and budget that includes school expenses in addition to personal expenses.
- Understand how to use credit wisely.
- Understand banking basics.

#### Resources/Materials:

- Financial Education Skills PowerPoint
- Budget Worksheet handout
- Tracking Expenses
- Spending Plan handout
- Spending Tips/Saving Tips handouts
- Answers to Your Questions About FICO Scores handout

#### Presentations/Activities:

1. *Discussion of the fundamental components of financial literacy* - The navigator will coordinate with a guest speaker to discuss the basics of financial literacy. The presentation will span two hours over two classes. The guest speaker will have 40 minutes to present in Class Fourteen and the entire session for Class Fifteen. The presentation should include a mix of facilitated group discussion, small group work, and individual work time for the budgeting exercise. Key topics for Class 15 could include the following:

- Continuing the explanation of credit and how to use it wisely.
- Introducing the benefits of banking and the types of banking institutions i.e. the difference between a bank and credit union
- Providing guidance on creating a spending plan and how it is different from a budget, including a review of the student's Spending Tracker homework.
- Providing guidance on developing a budget.

Activities: Students should have an opportunity to work in small groups and individually. Potential activities could include the following:

- Ask students to track their expenses for a week to put the spending plan concept in action. Students can also spend time estimating how their money flows in and how it flows out.
- Provide students with individual time to begin completing the budgeting worksheet.



## College 101: Class Sixteen

### Title: What Happens Next?

Overview: Students will learn about the support services and ongoing navigation services available from Seattle Goodwill. In addition, questioning for self-advocacy and interacting with professors and other classmates will also be introduced. The class will conclude with student reflection.

#### Competencies:

- Understand available services and resources.
- Understand productive techniques for communicating with college staff.

#### Resources/Materials:

- List of Public Benefits handout
- PeoplePoint Bridge to Benefits handout
- Asking the Right Questions & Communicating With Instructors handout

#### Presentations/Activities:

1. *Discussion about the available public benefits* - The navigator will review the variety of public benefits available and discuss how such benefits can be incorporated into their budgets. Considering public benefits is another component to financial literacy and can be viewed as an income supplement.

#### Talking Points:

- PeoplePoint is a service that provides one-stop access to a variety of benefits.
- Most benefits are based on income eligibility, which are included on the PeoplePoint handout.
- To learn more about PeoplePoint, you can call 206-684-0355 or ask your Goodwill case manager about the benefits that you might be eligible for.

2. *Questioning for Self-Advocacy and Interacting with College Staff* - The navigator will provide an overview of the importance of self-advocacy and asking the right questions for students to get what they need.

#### Talking Points:

- While I am here to help you, it will be important for you to know how to ask questions in order to get what you need. To develop questions, think about the information you need and who the primary decision-makers may be at the college. Who you need to talk to will depend on the information you are seeking.
- When you need information, begin by brainstorming a list of questions about your particular issue. Don't censor yourself.
- Review your questions and prioritize them. What are the most important questions to ask? What issues come to mind as you look over your questions? Are you asking the question in a way that will get a response? Does the question seem confrontational?



Does the question prompt a simple yes or no answer? How could you rephrase the question?

- As you look at your questions, think about who you need to ask to get a workable solution. You may need to ask more than one person. Who could you start with in asking your question? Think about additional people who can help.

Activity: Now let's put these tips into action with two scenarios:

1. Ellen is getting ready to start CNA training at a local college and the classes will be held in the mornings, twice per week. She has arranged for childcare and transportation. She has also worked with her employer to arrange her schedule so that she can get to class. On the first day of class, she arrives and finds out that the class schedule has changed. The class will no longer be offered this quarter and, depending on enrollment, may start in the next quarter.
2. It took you a long time to complete your financial aid paperwork and your money isn't available yet. As a result, you are not able to get your student I.D. or buy books. Since you don't have your I.D. yet, you also can't access the library to check out textbooks or use the computer lab. Classes will be starting in a couple of days. Who do you talk to?

Let's move through the question process in small groups. Each group will develop questions to help both Ellen and you get the answers you need.

Debrief:

- Who are the decision makers at the college that can provide you with important information?
- Did you have a hard time developing questions?
- Do you think some questions will work better than others?
- Do you think you'll get a different response if you ask questions versus making statements or demands?

Activity: Group discussion about communicating with instructors. Ask a series of questions before referring to the handout:

- Why should you develop a relationship with your instructor?
- What do you think is the best approach for talking with an instructor?
- What do you think would get in the way of you being able to have a good relationship with your instructor?

Review the tip sheet that provides guidance on communicating with instructors.

3. *Job Services available through Goodwill* - An employment specialist from Goodwill give a brief presentation on the job services that Goodwill will provide to students upon completing training or during training, if part-time employment is needed.
4. *Ongoing Navigation Assistance and Reflection* - The navigator will describe ongoing navigation services that are available during the first two quarters of training i.e. financial support, coaching, advising, etc. After discussing the navigation role, the students will reflect and debrief about the class in a facilitated discussion that could include:
  - Students sharing their next steps
  - A discussion about the things the students are excited and nervous about
  - Revisiting class tips - what would students add or change?

- A discussion about key things learned, most/least useful elements of the class.