

College Planning for EC Students

Facilitators/Plan Designers

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Overall Goals for Group

EC students gain self-awareness of their disability so that they can make educated college selection choices and learn self-advocacy skills.

Group Selection

11th & 12th graders on college track recommended by Academic Strategies teachers (Academic Strategies is a class required for EC students).

Screening

Met with each student individually and gave a needs assessment, plus discussed their level of interest in this group. All members are very excited about joining.

Cross-Cultural Considerations

The group is mixed race and gender. We have two Black students, two White students, and one unknown race. There are 3 males and 2 females.

Session Outline

1. Self Awareness & Identity
2. What College Fits Me
3. Self Advocacy
4. College Planning Treasure Hunt

Small group plan: College Planning for EC Students

Day 1: Self Awareness & Identity

Time: Friday March 6th 1-2pm

Materials:

Pencils

Folder with student's name on it

Pre-Group Evaluation

My Disability/Strengths/Passions Activity chart

CollegeBoard eligibility forms for accommodation on SAT test

Objectives: Indicators from ASCA national model:

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes, and beliefs

PS:A1.10 Identify personal strengths and assets

PS:C1.11 Learn coping skills for managing life events

Lesson:

- Introduce the group – explaining group rules and purpose of group
 - Purpose – to help everyone in the group prepare for getting into college
 - Rules – to encourage and help all group members, to listen and be respectful of all group members, to participate and ask questions, to keep everything confidential!
 - Explain that goal is to have them gain self-awareness of their disability so that they can make educated college selection choices and learn self-advocacy skills.
 - Tell group that each member will get a folder with our activities and information at the last session.
- Introduction: Names & top college choice as of right now.
- Warm-up: Stand up if game...
- Lesson Plan: Talk about how we all have different personalities, and thrive in different environments, and how this will be important for picking the right college.
- Have group fill out bubbles from chart
 - Chart will have “me” in middle and branches with “how my disability affects me”, “my strengths,” “my passions.” Off each branch are 3 bubbles for them to fill out, so 3 ways their disability affects them, 3 strengths they have, and 3 passions.
 - Each person to fill out and put a star next to most important one of each branch
 - Then each person is to talk about one of their starred bubbles. Ask them to raise their hand if they are going to talk about strengths, raise if disability, or raise if passions.
 - If no one picks the disability bubble, process why that is. This is the most important reason why we are all here after all. Questions we could ask are:
 - Why did no one pick this topic? Why is this hard to talk about?
 - We can also discuss why it's important to learn to talk about it since they are going to need to speak up for themselves in college! There will be no EC class or teachers.

- If people pick some bubbles including disability, we'll talk about the disability ones first just in case we run out of time. Questions for processing include:
 - Each person tell your most important thing round robin: are any of these the same for all of you
 - Ask for a volunteer to explain how the disability effects them now
 - How will it affect them in planning for college
 - What about when going to college
- If there is time, process strengths and passions, and discuss relevance to college
- Extra Processing (if there miraculously is time):
 - What does this tell us about picking a college? Size perhaps.
 - How is college planning different for people with disabilities?
 - How can we cope with challenges along the way to college?
 - What are some strengths we can use when applying to college?
- Homework: Fill out the College Board Student Eligibility Form and bring it back next week

Day 2: What College Fits Me?

Time: Wednesday March 11 1-2 pm

Materials:

College Preference Worksheet

Book on Colleges for Students With Disabilities

Pencils

Student Folders

?? Handout College Application Checklist?

Objectives:

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Use persistence and perseverance in achieving goals

C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

Lesson:

- Collect College Board Student Eligibility forms.
- Warmup Activity: If I were an Animal I'd be a ...
 - Ask students if they could be any animal, which would they be. Go round robin for answers
 - Ask them what this tells them about why kind of person they are and what kind of college experience they might like to have.
- Lesson Plan: Have students fill out College Preference Worksheet
- Have them get into groups of 2 or 3 and discuss their answers to see what preferences are shared or unique,
- Then small groups to decide which is a good one to discuss with the whole group considering the disability aspect of things.
- Which of these is most important to you considering your disability?
- Come back as a group and discuss:
 - Why important
- Processing:
 - Have student discuss how the activity went
 - Easy hard to narrow things down?
 - If you need to do more research you can do online
- Homework –Have students identify the disabilities office for their first choice college and write a sentence or two so they can tell the group what they found next week.

Day 3: Self Advocacy

Time: Tuesday March 17th 1-2 pm

Materials:

Tape
Board to write on
Papers (colorful) & Markers
Self Advocacy Speech Worksheet
Pencils
Student Folders
Print-up of UNC Disabilities Office Info to share with group

Objectives:

C:B1.6 Learn to use the internet to access career-planning informatio

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Lesson:

- Warmup: Write a strength on a piece of paper and we'll hang up these papers around the room to remind ourselves of these while we work on today's activity.
- Lesson: No one will be your advocate if you won't be your advocate first!
- Discussion on self-advocacy. As a group create a definition of what self-advocacy is and what it means to be a self-advocate. Have group members share experiences of when they advocated for themselves or times when they wish that they had. Discuss the importance of students with disabilities possessing strong self-advocacy skills. Allow members to share any experiences. Each member will then complete the self-advocacy worksheet. Prep the group for a role play. One co-leader is to be a professor, the other is to be a moderator, and the group members are to be college freshman at the beginning of the school year. In a fish bowl fashion each group member will get a chance to tell the professor what accommodations he or she needs. Each freshman will practice advocating for his/her learning needs with the professor. The co-leader can "freeze" the group to ask questions, clarify, summarize experiences, or ask for alternative approaches (Activity Adapted from Post-Itt).
- Processing: As a group members will discuss the role play and how they feel about advocating for themselves in college. Discuss members' goals for doing so, positive and negative feelings about it.
- Explain that there are college and university accommodations for students with disabilities and that services are provided upon student request with appropriate documentation so, self-advocacy is needed.
Give students an SAT or ACT accommodations request form to fill out for the next session. Tell them we are also putting a document college "College Guide for Students With Disabilities" in their folders.
- Go over last week's homework to see who located the disabilities office at their favorite colleges, and what they found. In case no one did this, we will have something to share.

Day 4: College Treasure Hunting

Time: Tuesday March 24th 1-2 pm

Materials:

Candy

List of URLs/Clues (attached)

Pencils

Student Folders

Internet Access

Blank College Application Timeline/Checklist (at least to go in file)

List of Scholarships for Disabled Students

Include College Application Worksheet in their file (attached)

Objectives:

A.A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A.A3.5 Share knowledge

A.A3.4 Demonstrate dependability, productivity, and initiative

A.B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

Lesson:

- Collect homework from earlier and check in.
- Lesson: Students to go on a treasure hunt using the College Board website, and also some materials from the counseling office and the student library (these can be placed nearby).
- Split into groups of 2 and answer a list of questions we have. we'd give them maybe 10-15 minutes to answer as many as they can and the winner would get a small prize but we'd give everyone a prize for trying. That way they hurry to answer the questions and don't get into gossiping or whatever. We'd give them a brief tour first.
 1. what is the application fee for unc?
 2. what percent of applicants are admitted at unc?
 3. at unc greensboro what percentage of applicants had greater than a 3.75 (answer is 42)
 4. what is the median SAT score range in the writing section for UNC-G? (answer is 450-550)
 5. what is the url for unc chapel hills student disabilities office?
 6. based on that site, what does unc require its students to do in order to get accommodations?
 7. what is a website people can go to in order to locate scholarships for students with disabilities?
 8. what does fafsa stand for, and what is the fafsa deadline?
 9. when is nc state's application deadline? include early decision and normal deadlines.
 10. what about unc's? (important because all deadlines vary)
- Processing:
 - There are many deadlines for college. What helps you to remember?
 - This was a lot of information. How can you organize this info?
 - How does what you learned during these groups affect your college planning?
 - What are some topics you might like to followup on? If you want me to meet with you write them down with your name.
- Evaluation – give students final evaluation to measure effectiveness of group

College Planning Scavenger Hunt

Answer the questions below, and tell us where you found the answer (which website, book, or brochure did you use)

1. What is the application fee for UNC Chapel Hill?
2. What percent of applicants are admitted at UNC Chapel Hill?
3. What percent of applicants are admitted at UNC Chapel Hill?
4. What percent of applicants to UNC Greensboro had greater than a 3.75 GPA?
5. What is the median SAT score range in the writing section for UNC-G?
6. What is the URL for UNC Chapel Hill's student disabilities office?
7. Based on that site, what does UNC require its students to do in order to get accommodations?
8. What is a website people can go to in order to locate scholarships for students with disabilities? Name one such scholarship and tell us whom it is for, and give the deadline.
Name of scholarship: _____ Deadline: _____

Who for: _____
9. What does FAFSA stand for, and when is the FAFSA deadline?
10. When is NC State's application deadline? Include early decision and normal deadlines.
11. What about UNC's? (important because all deadlines vary)





College Planning Scavenger Hunt - Clues

To Assess Competitiveness

Where to find what GPAs are most likely to get admitted (remember these are just guides, some students do get in with lower GPAs):

1. Search for a college at: <http://www.collegeboard.com/student/csearch/>
2. “At a Glance” section has GPA
3. **OR** Note: you can also use CFNC, but the data isn’t always in the same place on their site. If you are applying in NC this site is good though because the site will let you apply to multiple schools online and even request your transcripts starting next year.
4. Go to www.cfnc.org and Click on “College Fair”
5. Click “Comparative View” and then find the school you are interested in
6. You can find general information on competitiveness here, and for some schools you can even find information on their learning disabilities services

To find out what percentage of applicants are admitted:

1. Search for a college at <http://www.collegeboard.com/student/csearch/>
2. For example type in “UNC Chapel Hill” and go to the “Admissions” section of the site

To Find Out Application Fees & Deadlines

1. Search for a college on www.collegeboard.com and go to the “Admissions” section, or “Deadlines”
2. OR Go to www.cfnc.com, find your school in the “College Fair” and click on “Admissions”

To Find UNC’s Disabilities Office

Go to this site: <http://disabilityservices.unc.edu/>

To Find Scholarships for Students With Disabilities: Some Sites:

- A list is here <http://www.finaid.org/otheraid/ld.phtml>
- Or you can do a search here: http://apps.collegeboard.com/cbsearch_ss/welcome.jsp

To find FAFSA Info

www.fafsa.gov

College Planning Worksheet

Remember, apply to at least 1 reach college, and 1 safe bet.

Name of College: _____

Is my GPA in range? (circle) Yes/No (if not it can be a “reach” school)

Are my SAT scores in range? Yes/No (if not it can be a “reach” school)

Application Deadlines: _____

Junior year transcript sent

Mid-year transcript sent

If admitted and attending, then send final transcript at end of senior year

SAT scores sent

College essay/statement required? (circle) Yes/No If “Yes” college essay written?

Letters of Recommendation required? (circle) Yes/No

If letter of recommendation required, answer below. If not, put “N/A” in form.

Letter 1 from: _____ Requested Sent

Letter 2 from: _____ Requested Sent

Letter 3 from: _____ Requested Sent

Anything else you need to do? If so please note below and check off when complete:
