A PROGRAM INSTRUCTIONAL GUIDE

On Our Way: Educational Toolkit for Families

En Camino: Herramientas educativas para familias

With support from MetLife Foundation
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The Family Literacy—Community College Partnership Initiative is a project developed and implemented by the National Center for Family Literacy (NCFL) with generous support from MetLife Foundation.

Through this initiative, NCFL is creating and disseminating a series of practical products for teachers and Hispanic parents and children to increase their likelihood of transitioning into college or other postsecondary learning opportunities. These materials help build Hispanic parents’ understanding of postsecondary education and support their ability to realize dreams of college for their children and themselves.

Among several new and exciting transition products created through this initiative, this Program Instructional Guide is a companion piece to a series of online modules with interactive activities titled En camino: Herramientas para familias (On Our Way: Educational Toolkit for Families). The guide suggests a variety of activities and ways educational program staff can expand upon information introduced through the online activities.

NCFL appreciates and recognizes the valuable feedback and suggestions provided by the parents and staff of four pilot program sites: Cochise Even Start Family Literacy in Douglas, AZ; Columbia Even Start Family Literacy, Lake City, FL; Dorcas Place Adult and Family Learning Center, Providence, RI; and Jefferson County Public Schools (JCPS) Family Education Program, Louisville, KY.

This guide and other postsecondary transition products can be found at NCFL’s Web site, www.famlit.org/myfamilygoestocollege.

Acknowledgments
En camino: Herramientas educativas para familias is a set of resources to support the educational aspirations of Latino families and prepare them for entering and completing postsecondary education. This toolkit of resources serves two generations simultaneously. It helps to address the aspirations Latino parents have for their children to attend college by developing the knowledge and abilities that parents need in order to support their children in reaching this goal. In addition, improved understanding of the culture of college may inspire parents to attend college themselves. With these resources, parents learn more about their roles for involvement in their children’s schools, focus on setting educational goals, and explore information related to career choices with their children. Family literacy programs and other programs that serve families are highly suitable settings for encouraging and supporting college access and success. This toolkit fills a significant gap in materials that are available in Spanish and can be used by families to define their role and the types of support they can provide in insuring their children’s pathway to college.

Programs already address the academic knowledge parents need for learning English and acquiring the General Educational Development Certificate (GED®). This toolkit is a set of intergenerational resources for Latino parents of elementary-age children that focus on key areas of personal, career, and college knowledge. Although the parent-child resources are targeted to this younger group, some of them, such as those in Module 4: Planting the Seed of College, also are appropriate for older children who are considering college options for continuing their education. The intent is that the materials be used with adult students not only when they enter the program, but also throughout their enrollment as a means of increasing the number of students who set goals that include transition to postsecondary education.

The educational toolkit consists of five modules.

Module 1: Investing in Education
Module 2: Making Education a Family Goal
Module 3: Parent Involvement in Education
Module 4: Planting the Seed of College
Module 5: On Our Way

Each module contains online interactive and printable resources in Spanish for adults to explore and learn about aspects of postsecondary education. Parents also can use the resources with their children at home or with their child’s school to build aspiration for attaining a postsecondary degree or certificate. The Program Instructional Guide, written in English, includes additional activities that both extend and supplement the online resources. These activities are designed to be used in the Adult Education, Parent Time and Parent and Child Together (PACT) Time® components of a family literacy program. However, the toolkit of resources is flexible and adaptable to other uses by parents and children as stand-alone activities at home, in adult basic education programs, and in schools as they work with parents to involve them in their child’s educational experience.

The transition to postsecondary education can be difficult for even the most prepared students. Resources, such as these that strongly support the efforts of families to invest in education as early as possible, provide significant returns for family growth, livelihood and success.
In this module, students are introduced to the Garcia family. Gloria, the mother, came from Honduras at the age of 20. Javier came from Mexico when he was 15. He attended high school in the U.S. for several years. They have two children, Victoria and Luis. Student learning focuses on the educational system in the United States. It is important for students to understand the educational system and to understand that education is the key to success for them and their children.

**Objectives**

At the end of this module, students will be able to:

- Name U.S. educational levels and know the sequence in which they occur (preschool through college)
- Describe one or more places where they might go to learn beyond the secondary (high school) level, such as technical school or community college

**Words to Know**

Before beginning this module, teach the following vocabulary:

- invest
- postsecondary
- certificate/certification
- diploma
- degree
- Associate’s degree
- Bachelor’s degree
- Master’s degree
- Doctoral degree

**ADULT EDUCATION INSTRUCTION**

**Schools in the United States**

**Activity 1: Education Levels in the United States**

This activity will be helpful in explaining the U.S. educational system. Students may not be familiar with the idea of preschool and kindergarten.

Explore the U.S. system of high school and the options that are available for students after graduation. Print the *Grade Level Distributions* chart located at the end of the guide and put the names of schools from your local community into the appropriate places on the chart.

Does the elementary school go through 5th or 6th grade? What are the grades served in the middle school or does your community use the term junior high school? Which schools do your students’ children attend? Are there vocational or technical schools or training centers in addition to a community college? What about private colleges and universities?
Exploring Careers

Explore jobs and careers that are of interest to your students.

Activity 2: Get the Facts

Have each student select a career of interest and research that career using the Internet, library, or college catalogs to learn what the position entails, its educational requirements, and the availability of employment positions in your community.

Activity 3: Career Speaker Series

Invite people from the community into the classroom to talk about their careers and the education it took to achieve their goals. Ask them to describe the educational path they followed, so that students can see that others often follow non-traditional routes. What other careers are related to the one being discussed? (There may be many interrelated careers that are new and of interest to students.) Are there preliminary positions that require less education that students might seek while acquiring certificates or degrees? Prepare the students in advance. As a group, generate questions for the guests. Share the questions with the visitors before they come to the classroom. Let them know you would like them to talk about their educational story and how they got into their current careers.

Activity 4: Career Requirements

Perhaps your students came to the U. S. having had a career in their own country, but they need to learn how they can be certified here. Help them explore the necessary requirements. What else could their prior experience qualify them to do in the United States? (For example, a teacher elsewhere could possibly be a teacher’s aide while learning English and exploring the certification process.)

Activity 5: Job Fairs

Seek out a local job fair to attend with your students or plan one for your students. Invite local businesses to participate. Career transition specialists or career development facilitators working at the local community college can be a resource. Have students assess their own qualifications for positions based on their exploration of careers. Prior to the job fair, spend time working on the basic elements of job applications. Students can help identify types of careers and positions they would like to have represented at the job fair and together you can identify the basic questions they should ask and the information they should gather during the job fair.
Activity 2: Read About Careers

Provide an assortment of books at various reading levels about a variety of careers. Encourage parents and children to explore a particular career in which they are interested and share interesting information with the class. Play a guessing game where you describe a career and have teams of children and parents guess the profession. Identify the clues that led them to their answers.

Career Books

Preschool

- *Career Day* by Anne Rockwell
- *Caring for Your Pets: A Book About Veterinarians (Community Workers)* by Ann Owen, Eric Thomas (Illustrator)
- *Five Little Firefighters* by Tom Graham
- *Nurse Nancy* by Kathryn Jackson
- *The Night Worker* by Kate Banks; Pictures by Georg Hallensleben
- *When I Grow Up* by P. K. Hallinan

Elementary School
(K-Grade 5)

- *About Things People Do* by Melanie Rice, Christopher Rice and Lesley Smith (Illustrator)
- *A Day in the Life of a Firefighter (First Facts, Community Helpers at Work)* by Heather Adamson
- *A Day with a Mail Carrier (Hard Work)* by Jan Kottke
Module 1: Investing in Education

Career Books (Continued)

- Community Helpers from A to Z (Alphabasics) by Bobbie Kalman and Niki Walker
- Doctor Dan, the Bandage Man by Helen Gaspard and Corinne Malvern (illustrator)
- Jobs Around My Neighborhood / Oficios en mi vecindario (English and Spanish Foundations Series) (Book #9) (Bilingual) by Gladys Rosa-Mendoza Ann Iosa (Illustrator)

Middle School (Grades 6-8)

- Career Match: Connecting Who You Are with What You’ll Love to Do by Shoya Zichy and Ann Bidou
- Now What?: The Young Person’s Guide to Choosing the Perfect Career by Nicholas Lore
- Teen’s Guide To College And Career Planning: Your High School Roadmap for College & Career Success by Peterson’s
- What Color Is Your Parachute for Teens: Discovering Yourself, Defining Your Future by Richard N. Bolles, Carol Christen, and Jean M. Blomquist

Activity 3: Education Levels of People I Know

Parents and children can fill in the chart Education Levels of People I Know at the end of the guide with names of people they know at each level of education. Then they can name the school they attended.

Activity 4: Community Workers Share Information

Capitalize on community leaders and workers who will come to the classroom. When the guest talks with the children, arrange it so that the parents also can attend and can receive information about the job and the education required. For example, during Fire Prevention Week, often the fire department will make a visit to the school. Arrange for someone to talk to the parents, during Parent Time perhaps, as well as to the children.
In this module, students will learn that the way to make their dreams come true is to set goals and to develop a plan for reaching their goals. Discussing various types of goals is helpful—short-term and long-term goals; goals that address various facets of life, such as educational, personal, financial, and social; individual goals, goals for the children, and goals for the family as a whole. The module also addresses the process of setting attainable goals, planning a path to follow, regularly reviewing and revising goals to address challenges and change while staying focused on the final target and celebrating small steps and successes along the way. The importance of working together as a family unit also is addressed. In this module, students are urged to consider setting educational goals, to help their children learn to set goals, and to work together as a family to set family goals.

Objectives
At the end of this module, students will be able to:

• Explain the importance for setting goals
• Tell how short- and long-term goals are different
• Tell how short-term goals connect to long-term goals
• Describe short- and long-term goal(s) for themselves, their child, and their family

Words to Know
Before beginning this module, teach the following vocabulary

- goal
- realistic
- revise
- review
- regularly
- specific
- measurable
- attainable

Activity 1: Making Dreams Come True

The adult goal setting activity shows how a desire or a dream can become a reality through a series of steps. Through this interactive activity (www.famlit.org/myfamilygoestocollege), students see the process visually. Students learn how to map out a plan and see that by setting a series of goals, they can reach their dreams.

Many people use the SMART acronym to help them in setting goals. Goals must be specific, measurable, attainable, realistic, and timely.
Specific means that the goal states what you want to happen. A specific goal clearly defines what you will do. “I want to eat more fruit” is not specific. “I want to eat two pieces of fruit each day” is specific.

Measurable refers to the idea that there are concrete criteria for measuring progress towards reaching the goal. Did I eat two pieces of fruit today? I can measure that.

Attainable or achievable means that the goal is within reach. A goal needs to be within your reach, although it should stretch you slightly. Reading 100 pages each night may not be attainable, but you may be able to read a half hour each evening.

Realistic goals are doable. They are not easy, but are not set so high that they cannot be achieved; they are reachable with some effort. Reaching a meaningful goal can give a great sense of accomplishment.

Timely goals give you a target to work towards. Without a timeframe there is no urgency to begin. Having a timeframe for your goals helps you monitor your progress.

To help students set goals, use the SMART Plan worksheet at the end of the guide.

Activity 2: Types of Goals

Introduce the topic of setting goals as something that helps people focus and stay on track in order to reach their dreams. Talk with students about personal goals (wanting to read the newspaper every day), educational goals (wanting to learn how to divide fractions), financial goals (saving money to buy a washing machine), health goals (wanting to eat in a healthier way), and social goals (wanting to feel more like a part of the neighborhood). List these categories on the board and brainstorm types of goals that might fit into each category. After you have discussed possible goals together, look at each suggestion and label whether this is a short-term goal (S)—something that can be accomplished within days, weeks, or several months—or a long-term goal (L)—something that may take a year or even longer.

Next have students use the Individual Goal Setting Plan at the end of the guide to identify their own personal, educational, financial, health and social goals. Students can set a target date for attaining the goal and identify how to measure progress in reaching the goal and what they will need to do regularly in order to be successful.

Activity 3: The Goal-Setting Process

Have individual students identify a goal. Use the suggested categories of personal, educational, financial, health, and social to help focus on particular aspects of their lives. Sometimes it
helps to “think backwards”—begin with the final goal envisioned and use a process similar to that in the online activity to plan what will be needed to reach that goal. The example in the online activity shows the adult wanting a better home. This will require more money, which will require a better job. To get a better job she will need more education, but first she needs to learn to speak English well. Learning English is the first short-term goal and to do that she needs to attend the family literacy program regularly and practice speaking English as often as possible. One way to practice is to read aloud to her child each night, which also helps her child reach her goal of learning to read. These are immediate steps she can take, but as she moves forward she will need to review her progress and see if this strategy is working. Use the Thinking Backwards Goal Mapping Activity worksheet for this activity.

Activity 4: Working Towards Your Goals

Discuss with students the importance of reviewing their goals regularly. The goals may need to be revised as short term goals are reached and as life circumstances change. For example, the student may decide that attending a conversation class at the library will give her more practice, and she makes plans with a fellow student to attend those sessions. Maybe her English improves enough that she needs to participate in the ABE/GED class at the family literacy program. Or she decides to subscribe to the newspaper as a way to practice her English reading in addition to her focus on oral language.

Activity 5: Family Goals

Talk with students about the importance of helping their children set goals and how the family also will have goals. Discussing family goals can be a wonderful topic of conversation at the family dinner table, followed by ideas for how family members might work together to achieve their goal(s). Encourage students to share types of goals their families identify and ideas they had for how to reach those goals. Brainstorm strategies together. Parents can take home the Family Goal Setting Plan at the end of this guide to work together on goals for the family. Share the ideas families discussed.

PARENT TIME INSTRUCTION

Want to Do...Need to Do: Making Choices will be used during PACT Time. In this online activity (www.famlit.org/myfamilygoestocollege), parents will talk with their child about making choices. The questions to be asked are “Is this important?” “What could you do about it?” “What could I do to help you?” These questions will help parents and children think about priorities for how they spend their time. Practice the process in Adult Education or Parent Time. List student ideas by first asking parents to identify things their children want to do, and then things they need to do. Then discuss each item to decide if it is important to do. Things that are fun will most likely be on the “want to do” list, and there is absolutely a time and place for doing many of those things. However, priority should be given to the things on the “need to do” list. Encourage parents to help children identify what they can do about addressing the

Module 2: Making Education a Family Goal
things on the “need to do” list, such as listing all possible solutions to be considered. Finally, are there things parents can do to support children in accomplishing their goals? If something a child needs to do is take out the trash, a parent’s support might include a simple reminder to take out the trash, leaving a note on the refrigerator as a reminder, leaving a phone message that the child will check once arriving home, providing the right kind of plastic garbage bags, or helping carry the heavier bags.

Activity 2: Making Good Choices

Encourage parents to talk to their child about dreams and wishes—both the child’s and theirs for their child. Parents also can share some of their own dreams and wishes. They should talk about school and the things that are important for the child to do that relate to school, like reading more or practicing his/her math facts. Encourage parents and children to talk about choices and goals. Ask them to discuss what they can do to stay focused on their goals—what obstacles they face and what they can do to overcome those obstacles. What are the early steps or choices children make now on the path toward reaching bigger goals? Those may be the things they “need to do,” such as studying hard, finishing homework, becoming a good reader. The online activity (www.famlit.org/myfamilygoestocollege) will reinforce the idea of having goals and making good choices to help reach them. Parents and children can work together on the activity.

Activity 3: Setting Goals Together

Children also can have personal, educational, financial, health, and social goals. Encourage the parent and child to talk together and encourage the parent to help the child set one long-term and one short-term educational goal. Parents can use the Individual Goal Setting Form at the end of this guide with their child.
The focus of this module is helping parents understand the importance of their involvement in their child’s education. Your students may not realize that they are expected to be involved in their child’s education; that may not be something expected in their culture. Encourage parents to learn more about their child’s school system and help them understand the importance of parent involvement and especially of participating in the parent-teacher conference.

**Objectives**

At the end of this module, students will be able to:

- Give reasons for why it’s important to be involved in their child’s learning
- Describe ways to support their child’s learning at home and at school
- Explain what happens at a parent-teacher conference
- Plan for their child’s parent-teacher conference

**Prepare for parent-teacher conferences**

**Activity 1: Using the Parent-Teacher Conference Guide**

It is important for parents to develop a relationship with their child’s teachers and to attend parent-teacher conferences. Using the Parent-Teacher Conference Guide, help parents understand their role and consider what they would like to find out about their child’s work in school. This guide will help them prepare. Review each section of the Parent-Teacher Conference Guide so that parents understand and know what to expect.

**Activity 2: Practice for the Parent-Teacher Conference**

With another instructor, model for the parents a successful parent-teacher conference. Allow them to role play a parent-teacher conference to help them prepare.
Activity 3: Parents + Schools = Successful Children

Parents + Schools = Successful Children is a resource that contains 11 lessons designed to help you support parents’ involvement in their child’s education. You can access this free resource at https://www.famlit.org/foto. The lessons in this resource will help you teach about parent-teacher conferences, provide an overview of the U.S. school system, explain the benefits of parent involvement, and help parents learn reading strategies they can use to help their child.

Activity 4: Celebrating Successes and Planning for Improvement

Following the parent-teacher conference, encourage parents to develop a plan for celebrating children’s successes and for tackling areas in which children need to improve. Take notes from the conference including specific suggestions for what parents can do to help children. Support your parents in brainstorming ideas for next steps before they meet with their children. Help parents identify steps leading toward the final goal. If a child is doing poorly on math tests, improving a score by 10-20% might be more realistic than expecting the child to immediately make a perfect score. Break improvement into measurable increments and celebrate improvement so that children are encouraged to keep trying.

Activity 5: Using Online Resources for Parent Involvement


PARENT TIME INSTRUCTION

Prepare for Parent-Teacher Conferences

Prepare parents for talking to their child in PACT Time about the upcoming parent-teacher conference. Use the Parent-Child Guide for a Parent-Teacher Conference. As the child’s first and best advocate, parents need to be well informed. Reviewing this guide with their child will give a more complete picture of what is happening at school and help parents represent the child’s perspective. Everyone is on the same team, wanting children to be successful learners.
Parent Involvement at School

Supporting Parent Involvement for Second Language Families: Bridging the Language Divide resources are designed to help teachers identify ways to encourage and facilitate second language family involvement in the classroom. The cultural beliefs of second language families are powerful factors in how they approach their participation in their children’s education. Understanding the cultural perspectives of its families is a necessary step for schools in supporting student achievement. Although each resource can be used individually, they have been designed to reference and complement one another. These resources are available in both English and Spanish and should be downloaded to use as a complete set for best results.

1. Bridging the Language Divide: Parent Communication Worksheet
   http://learning.famlit.org/resources/5

2. Bridging the Language Divide: What Can Parents Do?
   http://learning.famlit.org/resources/8

3. Bridging the Language Divide: The Language of Schools
   http://learning.famlit.org/resources/9

4. Supporting Parent Involvement for Second Language Families: Bridging the Language Divide
   http://learning.famlit.org/resources/11

5. Get Involved! Sharing Your Culture: A Parent Plan-Ahead Worksheet
   http://learning.famlit.org/resources/10

   http://learning.famlit.org/resources/4

7. Supporting Parent Involvement for Second Language Families: Culture in the Classroom
   http://learning.famlit.org/resources/6

PARENT AND CHILD TOGETHER (PACT) TIME®

Activity 1: Prepare for Conference Time Together

Parents should talk with their child before and after the conference. Use the Parent-Child Guide for a Parent-Teacher Conference. Sometimes children are expected to be a part of the conference. If so, help both parent and child understand what is expected.
Module 4: Planting the Seed of College

Students will be encouraged to consider college for their children and for themselves. What is a college campus like? Visit Our College Campus (www.famlit.org/myfamilygoestocollege) will acquaint students with the places on a college campus that must be negotiated, such as the admissions office or the bursar, and their purposes. Students will consider how much education is necessary for various careers. Parents will help their children understand the connection between careers and the education needed when they work together on the activity.

Objectives

At the end of this module, students will be able to:

- Name some of the places on a college campus and the services provided
- Tell how taking classes at college could benefit them and their family

Words to Know

Before beginning this module, teach the following vocabulary

- admissions/admit
- disability
- financial aid
- scholarship
- loan
- bursar
- registrar
- credits and credit hours

ADULT EDUCATION INSTRUCTION

Benefits of College

Talk with students about the level of education that is needed for various careers in preparation for completing the How Much Education Does It Take? activity.

Ask questions like the following:

- “What educational level do you think a barber needs?”
- “Do you think a barber has to go to school to learn to cut hair?”
- “What kind of school do you think a barber would go to?”
- “How could more education help a barber improve her performance?”

The How Much Education Does It Take? online activity (www.famlit.org/myfamilygoestocollege) will reinforce or extend these conversations within various career examples.
Activity 1: Brainstorming

Discuss with the students the benefits of attending college. Have students brainstorm what they think are the benefits. Record and post in the classroom.

Activity 2: College Visitors

Invite local community college or technical school officials to visit your classroom. These visitors can provide pertinent information about admissions, placement tests, and financial aid. Before the visit, get catalogs and applications. Many schools have an online application process that you can review with your students. Review these in class to prepare for the visit. Record the questions that students have about any of these things before the college official comes to the classroom so you are sure to take full advantage of the visitor’s knowledge.

Activity 3: Building College Knowledge

Consider the “college knowledge” that your students need. Talk about how college classes are scheduled and the differences in being part-time and full-time students, and how many credits involves. Talk about how to balance work and/or family responsibilities with classes. Discuss attendance issues and study habits.

Activity 4: Who, What, When and Where?

Planning to attend college or any postsecondary educational institution requires being organized. It’s important to know where and how to apply. Many colleges now have an online registration process while others use paper forms. Understanding the process and knowing the deadline dates are very important in order for students to be able to move forward. Sitting out a semester before being able to get started can be discouraging. Use the College Planning Form at the end of this guide to begin the planning process. There are blank sections on the form for your students to add other tasks they need to complete or that your local institutions may require.
PARENT TIME INSTRUCTION

Teach the following vocabulary to parents before they use the campus tour activity with their child: admissions/admit, disability, financial aid, scholarship, loan, bursar, registrar, credits and credit hours. Definitions are included in the glossary.

PARENT AND CHILD TOGETHER (PACT) TIME®

The College Campus

Activity 1: A Virtual Tour: Visit Our College Campus

Students may not know the purpose for the various places on a college campus. A virtual campus tour, Visit Our College Campus (www.famlit.org/myfamilygoestocollege) can be an introduction to a college campus. You may need to describe services provided by the college in greater depth. For example, you may need to explain that an advisor will help students select courses prior to registration. Access the local community college map (online) and help students compare the virtual tour to the map.

Activity 2: A Real Campus Tour

Plan a tour of the local campus. Take the children on the field trip, too. After the field trip, access the local community college map (online). Help parents and children find some of the buildings they visited and saw on their field trip.

Activity 3: How Much Education Does It Take?

Talk with students about various careers and the level of education needed to be able to do that kind of work. Ask questions like the following:

“What educational level do you think a barber needs?”

“What kind of school do you think a barber would go to?”

“How could more education help a barber improve her performance?”
In this module, students will revisit their educational goals and consider the value of education. Students will identify ways to support their child’s education and continue their own. Challenges that parents and children face to reach their goals will be identified and ways to address those challenges will be discussed. Students will consider the annual earnings of various careers and how education is an investment that can impact earnings and the long term quality of life for themselves and their families.

Objectives

At the end of this module, students will be able to:

• Describe how to get more information about an educational path for themselves and their child
• Plan steps leading to their short- and long-term goals
• Identify ways for supporting their child’s education and continuing their own education
• Identify challenges to their child’s ability to go to college and to continuing their own education
• Describe ways to address those challenges

ADULT EDUCATION INSTRUCTION

Educational Goals

Students may need more information about the career path and the education required for the career they would like to pursue. Guide students in researching careers online and finding information through community resources. Look at want ads or job listings. Are there opportunities within the community for the careers in which students are interested? Someone interested in scuba diving would have more of an opportunity for employment in some communities than others. Would the student be able to or be willing to move in order to secure a job in the career for which he had an interest? Would it be possible for the students to job shadow or meet with someone employed in the area in which they are interested? Have the students consider the educational requirements and how much money someone engaged in the career they are considering typically makes? Introduce the Education = Opportunities! online activity (www.famlit.org/myfamilygoestocollege).

Activity 2: Overcoming the Obstacles

Identify and discuss the obstacles that might be present for reaching educational goals. Adults must balance school, work, and family life. Brainstorm obstacles that may get in the way of achieving goals. Help students practice conversations that may be necessary to have with a spouse and/or children. Role play various situations that may arise. For example, what happens with meal preparation when Mom has an evening class one night each week? Can the children take responsibility for the laundry?
Module 5: On Our Way

Activity 3: Education as an Investment

Help students consider the value of investing in education. Encourage the family to weigh the short- and long-term consequences of investing in education versus spending. What short-term adjustments will the students be willing to make to save money for future educational goals? What are the long-term gains achieved through persistence to reach educational goals?

PARENT TIME INSTRUCTION

In preparation for the PACT Time activity Learn it Now, Use it Later, have the students work in pairs or small groups to think of how a person in a particular career uses math, science, social studies, reading, and technology skills. For example, an electrician needs to know how to measure lengths of wire and how to calculate the cost of a job; about electric current and wire load; how electricity is measured (amps, volts); the dangers of electricity and the safety precautions he must take when working with it; how to read blueprints and wiring maps; how to read street maps and know the area to get to job sites. Electricians also must have computer skills for ordering materials and know how to use specialized tools. Use the careers that are of interest to your students. Have each pair or small group share what they have learned with the whole group.

PARENT AND CHILD TOGETHER (PACT) TIME®

Activity 1: Learn It Now, Use It Later!

What do the things I study in school have to do with my future? Children may not see how the skills they are learning in school relate to a future career. Encourage parents to talk with their child about how school subjects are related to a future career. Children will be able to make the connection between school subjects (math, reading, science, social studies, and technology) and a job when they work on Learn it Now, Use it Later (www.famlit.org/myfamilygoestocollege) with their parents.

Activity 2: Play at Home

Together parents and children can play a career matching game similar to the online activity Learn it Now, Use it Later. This will be a great way to reinforce what was introduced in the online activity. Reproducible forms are available at the end of the guide. Print game pieces on card stock if possible. In Parent Time have parents cut out the game pieces and place in plastic baggies with the instructions and answer key.
Activity 3: More Books to Explore

Encourage parents to explore some of the following books with their elementary or middle school child. You might provide some in class or take a field trip to the library.

Career Books

Elementary School
(K-Grade 5)

• Career Ideas for Kids Who Like Science by Diane Lindsey Reeves, Lindsey Clasen, and Nancy Bond (Illustrator) (From the series of Careers for Kids Who Like...)
• Choosing a Career in the Pharmacy and in the Pharmaceutical Sciences (World of Work) by Nicole Galiano
• Community Helpers from A to Z (Alphabasics) by Bobbie Kalman and Niki Walker
• Cryptologists: Life Making and Breaking Codes (Extreme Careers) by Aaron Rosenberg
• Postal Workers by Cynthia Fitterer Klingel and Robert B. Noyed (from the Wonder Books, Level 1 Careers series)
• When I Grow Up by P. K. Hallinan

Middle School
(Grades 6-8)

• Career Diary of a Fashion Stylist: Gardner’s Guide Series by Kim Maxwell (from the Gardner’s Guide Series exploring many different professions)
• Career Discovery Encyclopedia, 7th Edition, 8 Vol. Set by Laurie Likoff
• Discovering Careers for Your Future: Law Enforcement by Ferguson (Corporate Author)
• FBI Agent: Cool Careers by Geoffrey M. Horn (from the series Cool Careers: Helping Careers)
• Learning Green: Careers in Education (Green-Collar Careers) by Suzie Gazlay
• So You Want to Work in Animation & Special Effects? by Torene Svitil (from the Careers in Film and Television series)
## Grade Level Distributions

Put the names of schools from your local community into the appropriate places on the chart.

<table>
<thead>
<tr>
<th>Level</th>
<th>Details</th>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschool</strong></td>
<td>Care and educational services for children 3 to 5 years old</td>
<td></td>
</tr>
<tr>
<td><strong>Primary</strong></td>
<td>Kindergarten (for 5-year-old children before entering 1st grade)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary school (1st-5th grades)</td>
<td></td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td>Middle school (6th-8th grades)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High school (9th-12th grades)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students graduate with a high school diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Educational Development (GED) Certificate (a certificate equivalent to a high school diploma for adult students who did not complete high school)</td>
<td></td>
</tr>
<tr>
<td><strong>Postsecondary</strong></td>
<td>Certifications (shorter programs focused on a skill or specific learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College or University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate’s degrees, AA or AS (Approximately 60 semester credits or 20 courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor’s degrees, BA or BS (Approximately 120 semester credits or 40 courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master’s degrees, MA or MS (An advanced degree ranking above a bachelor’s degree, requiring approximately 30 graduate credits or 10 courses)</td>
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</tr>
<tr>
<td></td>
<td>Doctoral degrees, Ph.D. or Ed.D. (A degree ranking above the master’s degree requiring approximately 60 graduate credits or 20 courses)</td>
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<tr>
<td></td>
<td>Professional degrees, MD, JD (examples: medical doctor, attorney; these usually require additional credits above a doctoral degree as well as certification exams)</td>
<td></td>
</tr>
</tbody>
</table>
# Education Levels of People I Know

Fill in the chart with the names of people you know at each level of education. Then name the school they attend or attended.

<table>
<thead>
<tr>
<th>School Level</th>
<th>Name of Person</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool (3-5 year olds)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary school (kindergarten through grade 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle school (6th-8th grades)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school (9th-12th grades)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated with high school diploma</td>
<td></td>
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</tr>
<tr>
<td>Has a General Educational Development (GED) Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a postsecondary certificate (shorter programs focused on a skill or specific learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has an associate’s degree AA or AS (Approximately 60 semester credits or 20 courses)</td>
<td></td>
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<tr>
<td>Has a bachelor’s degree BA or BS (Approximately 120 semester credits or 40 courses)</td>
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<tr>
<td>Has a master’s degree MA or MS (An advanced degree ranking above a bachelor’s degree, requiring approximately 30 graduate credits or 10 courses)</td>
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<tr>
<td>Has a doctoral degree Ph.D. or Ed.D. (A degree ranking above the master’s degree requiring approximately 60 graduate credits or 20 courses)</td>
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</tr>
<tr>
<td>Has a professional degree MD, JD (examples: medical doctor, attorney; these usually require additional credits above a doctoral degree as well as certification exams)</td>
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</tr>
</tbody>
</table>
My SMART Plan

Use the SMART planning form below to help set goals. Goals must be specific, measurable, attainable, realistic, and timely.

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Example</th>
<th>My Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>“I want to eat more fruit” is not specific. “I want to eat two pieces of fruit each day” is specific.</td>
<td>I want to...</td>
</tr>
<tr>
<td>State specifically what you want to happen and define what you will do.</td>
<td></td>
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<tr>
<td><strong>Measurable</strong></td>
<td>“Did I eat two pieces of fruit today?” I can measure that.</td>
<td>I will measure my progress by...</td>
</tr>
<tr>
<td>Describe how you will measure progress towards reaching your goal.</td>
<td></td>
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</tr>
<tr>
<td><strong>Attainable or achievable</strong></td>
<td>Reading 100 pages each night may not be attainable, but I may be able to read a half hour each evening. The pages will add up and lead me toward my goal.</td>
<td>I may have to work hard, but I will be able to reach this goal.</td>
</tr>
<tr>
<td>Select a goal that is within your reach, although it should stretch you slightly.</td>
<td></td>
<td>![Yes]</td>
</tr>
<tr>
<td><strong>Realistic</strong></td>
<td></td>
<td>![No]</td>
</tr>
<tr>
<td>Goals must be doable. They are not easy or set so high that they cannot be achieved, yet they are reachable with some effort. Reaching a meaningful goal can give a great sense of accomplishment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>I will finish my book within one month.</td>
<td>I will meet this goal by</td>
</tr>
<tr>
<td>Without a timeframe there is no urgency to begin. Having a timeframe for your goals helps you monitor your progress.</td>
<td></td>
<td>Completion date</td>
</tr>
<tr>
<td></td>
<td>To do this I will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What you will do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
<td></td>
</tr>
</tbody>
</table>
## Individual Goal Setting Plan

Use the following categories and identify goals you have for yourself.

<table>
<thead>
<tr>
<th>Type of Goal</th>
<th>Our Goal</th>
<th>Our Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My <em>personal</em> goal is to:</td>
<td>I will measure my progress in reaching this goal by</td>
</tr>
<tr>
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<tr>
<td></td>
<td>My <em>educational</em> goal is to:</td>
<td>I will measure my progress in reaching this goal by</td>
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<tr>
<td></td>
<td>My <em>financial</em> goal is to:</td>
<td>I will measure my progress in reaching this goal by</td>
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</tbody>
</table>

### Types of Goals

**Activity 2: Types of Goals**

- Personal: A personal goal is something you want to do for yourself personally. Maybe you want to read the newspaper every day or learn to cook something new each week.

- Educational: What do you want to learn, and how do you want to improve your education? Maybe you want to learn how to divide fractions, or maybe you want to go to college.

- Financial: Is there something you need to save for or pay off? For example, maybe you are saving money to buy a washing machine.
Individual Goal Setting Plan (continued)

Use the following categories and identify goals you have for yourself.

<table>
<thead>
<tr>
<th>Type of Goal</th>
<th>Our Goal</th>
<th>Our Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>My health goal is to...</td>
<td>I will measure my progress in reaching this goal by</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To meet this goal by________________________, I</td>
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<tr>
<td></td>
<td></td>
<td>Completion date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>will________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
</tr>
<tr>
<td>Social</td>
<td>Our social goal is to...</td>
<td>I will measure my progress in reaching this goal by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>To meet this goal by________________________, I</td>
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<td>Completion date</td>
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<td></td>
<td></td>
<td>will________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
</tr>
</tbody>
</table>
Thinking Backwards Goal Mapping Activity

Use this activity to “think backwards” in planning the steps for meeting your goal.

My goal is to:

First I need to:

Next I need to:

Finally I need to:
Family Goal Setting Plan

Use the following categories and identify goals with your family.

<table>
<thead>
<tr>
<th>Type of Goal</th>
<th>Our Goal</th>
<th>Our Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td>Our personal goal is to: We will measure our progress in reaching this goal by</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What you will do to measure progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To meet this goal by______________, we</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What you will do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
</tr>
<tr>
<td><strong>Educational</strong></td>
<td>Our educational goal is to: We will measure our progress in reaching this goal by</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What you will do to measure progress</td>
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<tr>
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<td>To meet this goal by______________, we</td>
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<td>Completion date</td>
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<td></td>
<td></td>
<td>What you will do</td>
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<tr>
<td></td>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
<td>Our financial goal is to: We will measure our progress in reaching this goal by</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>What you will do to measure progress</td>
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<tr>
<td></td>
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<td>To meet this goal by______________, we</td>
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<td>Completion date</td>
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<td>How often, such as daily, monthly, each morning</td>
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</tbody>
</table>
### Activity 5: Family Goals

<table>
<thead>
<tr>
<th>Type of Goal</th>
<th>Our Goal</th>
<th>Our Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
<td>Our <strong>health</strong> goal is to...</td>
<td></td>
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<td></td>
<td>We will measure our progress in reaching this goal by</td>
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<td>________________________________________________</td>
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<tr>
<td></td>
<td>What you will do to measure progress</td>
<td></td>
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<td>To meet this goal by___________________________, we</td>
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<td>Completion date</td>
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<td>will______________________________</td>
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<td>What you will do</td>
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<tr>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
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</tr>
<tr>
<td><strong>Social</strong></td>
<td>Our <strong>social</strong> goal is to...</td>
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<td></td>
<td>We will measure our progress in reaching this goal by</td>
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<tr>
<td></td>
<td>How often, such as daily, monthly, each morning</td>
<td></td>
</tr>
</tbody>
</table>
Guía para una Conferencia Entre Padres y Maestros

Una conferencia de padres con maestros es una oportunidad para que usted y los maestros de su hijo(a) hablen. Pueden hablar sobre cómo aprende su hijo(a) tanto en la casa como en la escuela. Esta lista le va a preparar para la conferencia con el maestro.

Antes de la Conferencia

- Use la Guía para Padres e Hijos para hablar con sus hijos sobre la Conferencia entre Padres y Maestros.
- Avisé a la escuela si necesita que alguien le traduzca. Usted tiene el derecho a un traductor cuando se reúna con el maestro. También, puede pedirle a un familiar o amistad que le traduzca. Es importante que su hijo(a) no sea el traductor.
- Tome tiempo para revisar los grados en sus exámenes más recientes, los boletines de calificaciones o boletines de evaluación o tareas que enseñen en que materias es fuerte su hijo(a) o donde necesita ayuda.
- Haga una lista de preguntas que usted quiere hacerle al maestro(a). Preguntas como:
  - ¿Cuáles son los temas académicos más fuertes y más difíciles para mi hijo(a)?
  - ¿Participa mi hijo(a) en la clase?
  - ¿Se ve contento mi hijo(a) en la escuela?
  - ¿Qué puedo hacer para ayudarle a mi hijo(a) en casa?

Usted puede tomar notas o llevar una grabadora para ayudarle a recordar lo que dice el maestro.

Durante la conferencia

- Planee llegar a la junta a tiempo. Y sepa cuando se termina.
- Haga las preguntas más importantes primero. Las que se refieren a los grados o calificaciones, trabajo en el salón, tareas, su comportamiento y cómo se lleva su hijo(a) con otros estudiantes.
- Si el maestro habla de cosas que tiene que mejorar su hijo(a):
  - Pregunte si hay ayuda o tutoría disponible.
  - Pregunte si es necesario que le hagan más evaluaciones de aprendizaje.
  - Pregunte que puede hacer usted para ayudarle a su hijo(a) en casa. Comparta información con el maestro sobre su hijo(a) tal como:
    - Lo que le gusta hacer a su hijo(a)
    - Cosas que le puedan estar molestando (tales como un nuevo bebé, el divorcio o la muerte de un familiar).
    - Dificultad de aprendizaje, medicamento especial o cosas que usted ha hecho en casa para ayudar a que su hijo(a) aprenda mejor.
- Pida explicaciones o información por escrito de lo que usted no entienda en el idioma que usted mejor comprenda.
- Determine la mejor manera de que usted y el maestro puedan seguir comunicándose (notas por escrito, por teléfono, por correo electrónico o en persona).

Después de la conferencia

- Hable de la conferencia con su hijo(a), especialmente sobre los comentarios positivos, pero también sea firme con las cosas que debe mejorar.
- Hable con su hijo(a) sobre los planes que usted y su maestro tienen para él/ella.
- Manténgase en contacto regular con el maestro durante el año escolar.
Guía para Padres e Hijos Antes de una Conferencia con los Maestros

La conferencia de padres y maestros es una oportunidad para hablar con los maestros de sus hijos. Esta reunión es para saber cómo le va a su hijo(a) en la escuela. Sería bueno hablar con su hijo(a) antes de la conferencia. Después de la conferencia es importante hablar con su hijo(a) sobre lo que se trató. Y así ustedes pueden hablar sobre los cambios que se tengan que hacer.

Antes de la Conferencia

Use estas preguntas cuando hable con su hijo(a) sobre la escuela.

- ¿Qué quieres que tu maestro(a) sepa de ti?
- ¿Qué me quieres decir sobre cómo te va en la escuela?
- ¿En qué eres bueno en la escuela?
- ¿En qué necesitas ayuda en la escuela?
- Cuéntame lo que más te gusta de la escuela.

Durante la conferencia

Es posible que su hijo(a) sea parte de la conferencia o hasta dirija parte de la reunión. Anime a su hijo(a) que comparta su opinión sobre lo que se esté hablando.

Después de la conferencia

Comparta información con su hijo(a) si no formo parte de la conferencia. Hablen y hagan planes para los próximos pasos que usted y su hijo(a) tienen que seguir. Estas preguntas pueden ayudarle con esta conversación.

- ¿Te sorprendieron algunas cosas que se hablaron en la conferencia?
- ¿Cómo vamos a hacer las cosas que dijo tu maestro(a)?
- ¿Cuándo podemos hacer estas cosas a diario?
Module 4: Adult Education Instruction

Activity 4: Who, What, When and Where?

College Planning Form

Use this form to begin the process of planning who, what, when and where in order to be ready for your next steps on your path to postsecondary education. There are blank sections on the form for additional tasks you may need to complete or that your local institutions may require. After you have filled in the form, go back and identify in column one what you need to do first, second, and so forth.

<table>
<thead>
<tr>
<th>What to do first, second...</th>
<th>What to do</th>
<th>When it needs to be done</th>
<th>Where to go</th>
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</thead>
<tbody>
<tr>
<td><strong>Submit federal tax forms</strong> Federal tax forms must be completed and submitted before you can complete the Free Application for Federal Student Aid (FAFSA) forms.</td>
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<td>This should be done as soon after January 1 as possible. Then you are ready to complete the financial aid application.</td>
<td>Tax forms can be accessed online or picked up at the post office. Where to go:</td>
<td>You may need to hire someone to help you complete your taxes, such as a tax service or an accountant. Some people prepare their own taxes by hand or use a computer program. Name:</td>
</tr>
<tr>
<td><strong>Apply for financial aid</strong> Pick up FAFSA at your college or access the forms online at http:// <a href="http://www.fafsa.ed.gov/">www.fafsa.ed.gov/</a>. Complete and submit the FAFSA and applications for any other available aid.</td>
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<td>Most colleges have available a limited amount of financial aid. The sooner you apply, the more likely it is that funds will be available. Date:</td>
<td><a href="http://www.fafsa.ed.gov/">http://www.fafsa.ed.gov/</a>. This Web site explains the application process. However, if you need help, visit the financial aid office at your college. Staff are prepared to help students. Location:</td>
<td>Financial aid office Phone number: Person to meet with:</td>
</tr>
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<td><strong>Apply to the college</strong> Complete the application that verifies that you are eligible. Find out the admission requirements.</td>
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<td>You will need to submit an application prior to registration.</td>
<td>You can apply online at some colleges or you may wish to get an application from the admissions office, which usually has advisors to answer student questions. Be sure to find out if there are any admission requirements, such as proof that you have a high school diploma or GED. Where to apply:</td>
<td>Campus Web address: Admissions office phone number: Contact person:</td>
</tr>
</tbody>
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### Module 4: Adult Education Instruction

#### Activity 4: Who, What, When and Where?

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<tr>
<td><strong>Take the placement test</strong></td>
<td>Many schools require that students take a test in order to place them into classes that are appropriate for their learning level, mostly for English and math. For example, in order to succeed in Algebra, you may first need to take a preparatory math class.</td>
<td>The college will let you know when to take a placement test. Sometimes students are assigned dates for taking the test. Or, the testing center may be open for any students to be tested during scheduled hours. Date and/or hours for testing:</td>
<td>Find out where the testing center is. Someone in the admissions office, registrar’s office, or your advisor will be able to tell you where this office is located, or you can check the campus map. Testing center location:</td>
<td>Contact Person:</td>
</tr>
<tr>
<td><strong>Meet with an advisor</strong></td>
<td>You will have required courses and there will be classes you may take as electives. Some classes have a sequence or order in which they can be taken. An advisor can help you identify classes that best fit your schedule and that fulfill requirements for the program in which you are enrolled.</td>
<td>Before you register, many schools require that you meet with an advisor. The advising center will have hours when it’s open, or you may need to schedule an appointment. You may even have to have a signed form showing that you have been advised. Date and hours for advising:</td>
<td>Your advisor may be located in an advising center, or may be someone working in the office of your program, such as the school of music for music majors or technology department for computer programming majors. Advisor’s office:</td>
<td>Contact Person:</td>
</tr>
<tr>
<td><strong>Register for classes</strong></td>
<td>Obtain and review a college catalog and class schedule. Both may be available online or ask the registrar for a copy. This may be done in person or online, and your advisor should be able to help.</td>
<td>You will be notified of the days and times in which you may register. New students usually register within a few weeks of the beginning of the semester. Previously enrolled students usually register at the end of the prior semester. The dates and times should appear in the class schedule. Registration date(s):</td>
<td>You may be able to register online, but if registration is done in person, check the schedule for where, how, and what you will need to be able to register. Things needed:</td>
<td>For any questions about registration, call or stop by the registrar’s office. Phone number:</td>
</tr>
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Person to meet with: |
### Module 4: Adult Education Instruction

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<td><strong>Pay tuition</strong> Tuition is due either at or near the time of registration. There may be a fee schedule that allows you to make regular partial payments during the semester rather than paying all at once. You may need to provide evidence of financial aid so the total fee is correctly adjusted. Amount due:</td>
<td>Tuition is due either at or near the time of registration. Check for when you are expected to pay tuition so you remain enrolled in your classes. Payment schedule:</td>
<td>Payment of any fees are handled at the bursar’s office. Check your campus map to see where that is located and when it is open. Location:</td>
<td>If you have questions about tuition or other fees, ask someone in the financial aid office or the bursar’s office. Phone number:</td>
<td></td>
</tr>
<tr>
<td><strong>Get a student identification (I.D.) card</strong> There are often services and special advantages offered to college students. To confirm you are an enrolled student you will need to have a student I.D. card that will have your photo and an assigned student number or your social security number.</td>
<td>You will be told when to get your student I.D. card, but this will occur sometime after you have registered.</td>
<td>Find out what you will need to show as evidence that you are an enrolled student. This information may be in the catalog or schedule. Location:</td>
<td>At some colleges a student I.D. can be shown instead of paying for bus fare, and is usually required for checking out materials from the library. Where I will need to show my student I.D.:</td>
<td></td>
</tr>
<tr>
<td><strong>Get a parking permit</strong> If you plan to drive a car to class, you will want to get a parking permit for on-campus parking. However, sometimes students have free or reduced fees for public bus or subway transportation, or you may plan to share rides with other students.</td>
<td>If you drive to school, you will want to get a parking permit before the first day of class. Even with a permit, go a bit early. At the beginning of the semester students are figuring things out and there tend to be longer lines than later when everyone gets into a routine.</td>
<td>Information about where to get your permit will be available in the schedule or online. Most likely this will be something you purchase at the bursar’s office and can be done at the same time you make your first tuition payment. Where to go:</td>
<td></td>
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</table>

Cost: |
### Module 4: Adult Education Instruction

#### Activity 4: Who, What, When and Where?

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<td><strong>Plan for child care</strong></td>
<td>Arrangements for child care need to be made in advance. If your college has a child development center, get on the waiting list as early as possible. Families are often admitted on a first come, first served basis. If your campus does not have a child development center, you may want to find a center that is near your home or near the college campus. Check with your local resource and referral agency for names of centers. Many programs adjust tuition fees based on family income. Many also have before and after school care for older children, or your child’s school may have an after school program.</td>
<td>On campus child care center is located at:</td>
<td>Locations of other child care programs:</td>
<td>Phone number for the campus child development center:</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Contact Person:</td>
</tr>
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| **Buy books**               | At the beginning of the semester everyone is buying books, so the bookstore may be crowded. Be ready to wait in line. It’s great to start class prepared. Some students wait to buy books after the first class meeting. If you choose to do this, understand that there is a chance that books have been sold out, especially used books. When you have the textbook on or immediately after the first day of class, you are able to keep up with assignments right from the start. | Campus book store location: | | Phone number: |
|                            |                                                        |                                |                              | Phone number: |
|                            |                                                        |                                |                              | |
|                            |                                                        |                                |                              | |
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What to do: [Plan for child care](#)  
Where to go: [On campus child care center](#)  
Who to contact: [Phone number](#)  

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What to do: [Buy books](#)  
Where to go: [Campus book store location](#)  
Who to contact: [Phone number](#)  

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*Note: Some entries are intentionally left blank for customization.*
Temas Escolares y Profesiones

Este juego de combinaciones les ayudará a sus hijos aprender como las asignaturas escolares se usan en varias ocupaciones. Usted y su hijo(a) tendrán que combinar cada profesión con una o más de las materias que ustedes creen que se necesitan para la carrera elegida. Un hecho sobre como la materia se relaciona con la profesión aparecerá.

Carpintero

Matemáticas: Esta persona utiliza las matemáticas para hacer cálculos para asegurarse de que van a tener suficiente material para lo que tengan que construir.
Lectura: Esta persona necesita leer los manuales de instrucciones de los equipos eléctricos.
Ciencia: ¿Quién necesita saber qué tipos de madera funcionan mejor al aire libre cuando son expuestas a la lluvia, el sol, y cambios en temperatura?
Ciencias Sociales: ¿Quién necesita saber los códigos de construcción y requisitos en sus comunidades para obtener permisos de construcción?
Tecnología: Esta persona usa computadoras para ayudarle a diseñar un cuarto que va a remodelar.

Bibliotecario

Lectura: Esta persona lee para saber que libros, revistas y otros materiales de lectura deben ser incluidos en sus bibliotecas.
Matemáticas: ¿Quién usa un sistema de numeración para organizar los libros y materiales en la biblioteca para que se encuentren fácilmente?
Ciencias Sociales: Esta persona utiliza la geografía para su colección de mapas.
Ciencia: ¿Quién utiliza la ciencia para entender como la temperatura afecta el papel y los materiales en los libros?
Tecnología: Esta persona usa computadoras para rastrear los libros cuando se sacan y devuelven a la biblioteca.

Farmacéutico

Ciencia: Esta persona usa la química para combinar los ingredientes con medida para hacer un medicamento seguro.
Matemáticas: ¿Quién usa las matemáticas para contar las pastillas con cuidado?
Lectura: Esta persona lee las recetas de los doctores para dar la medicina correcta.
Ciencias Sociales: ¿Quién tiene que mantenerse informado sobre los cambios de leyes en programas que cubren el costo de ciertos medicamentos?
Tecnología: Esta persona usa las computadoras para registrar y llevar la cuenta de recetas ordenadas.

Juez

Lectura: Esta persona lee las leyes y la constitución para saber como decidir un caso.
Ciencias Sociales: ¿Quién aprende como funciona la ley y el gobierno en las ciencias sociales?
Matemáticas: Esta persona usa las matemáticas para ordenar el tiempo que una persona tiene que completar su servicio comunitario o reprogramar un juicio.
Tecnología: ¿Quién usa computadoras para investigar casos legales?
Ciencia: Esta persona estudia como funciona el cuerpo humano cuando se trata de un juicio en donde alguien ha sido lastimado.

**CHEF**
Matemáticas: Esta persona usa las matemáticas para medir los ingredientes en la comida.
Lectura: ¿Quién lee recetas para preparar comidas nuevas?
Ciencia: Esta persona tiene que saber como el calor cambia los ingredientes para hacer comida sabrosa.
Ciencias Sociales: ¿Quién usa las ciencias sociales para aprender sobre culturas y comidas de diferentes partes del mundo?
Tecnología: Esta persona usa computadoras para encontrar y comparar recetas.

**DISEÑADOR DE JUEGOS DE VIDEO**
Matemáticas: Esta persona pista el tiempo para determinar cuanto tiempo tiene un jugador antes de pasarse a la siguiente etapa de un juego.
Ciencia: Esta persona usa la ciencia para analizar datos.
Ciencias Sociales: Esta persona usa las ciencias sociales para estudiar el comportamiento y desarrollar juegos interesantes y divertidos para niños.
Lectura: ¿Quién leé para estar informado sobre los juegos más populares?
Tecnología: Esta persona usa la tecnología para escribir programas en la computadora que son los que hacen que funcionen los juegos.

**DETECTIVE**
Matemáticas: Esta persona calcula el tiempo, mide huellas humanas y rastrea las huellas de llantas para resolver sus casos.
Ciencia: ¿Quién examina la evidencia para saber de que están hechas las cosas cuando buscan pistas.
Ciencias Sociales: Esta persona necesita entender las costumbres y comportamientos de personas de varias culturas.
Lectura: Esta persona tiene que leer y llenar muchos documentos y reportes en su trabajo.
Tecnología: Aparte de las herramientas que usa para examinar evidencia, esta persona hace mucho de su trabajo por computadora y teléfono.

**DENTISTA**
Matemáticas: Los dientes son pequeños y esta persona usa medidas muy precisas.
Ciencia: Esta persona estudia el cuerpo humano y sabe de bacterias y otras cosas que afectan la salud dental.
Ciencias Sociales: Esta persona estudia lo que hacen dentistas en otras partes del mundo para aprender nuevas formas de ayudar a sus pacientes.
Lectura: ¿Quién se mantiene al tanto de nuevas formas de ayudar a sus pacientes leyendo revistas y diarios médicos y de odontología?
Tecnología: Si usted ha ido a la oficina de esta persona, usted sabe que ellos usan instrumentos de alta precisión y otro equipo técnico.
PILOTO
Matemáticas: Esta persona usa las matemáticas para calcular qué tan alto volar un avión.
Ciencia: Esta persona estudia las corrientes de aire y condiciones climáticas.
Ciencias Sociales: Esta persona trabaja con mucha gente diferente y necesita saber de los lugares a donde vuelan alrededor del mundo.
Lectura: Esta persona lee las instrucciones de a dónde va, las altitudes de vuelo, y la ruta que debe seguir.
Tecnología: Los aviones están llenos de equipo técnico que esta persona debe saber cómo operar.

<table>
<thead>
<tr>
<th>Carpintero</th>
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<th>Farmacéutico</th>
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### Matemáticas
Esta persona utiliza las matemáticas para hacer cálculos para asegurarse de que van a tener suficiente material para lo que tengan que construir.

### Lectura
Esta persona necesita leer los manuales de instrucciones de los equipos eléctricos.

### Ciencia
¿Quién necesita saber qué tipos de madera funcionan mejor al aire libre cuando son expuestas a la lluvia, el sol, y cambios en temperatura?

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### Ciencias Sociales
¿Quién necesita saber los códigos de construcción y requisitos en sus comunidades para obtener permisos de construcción?

### Tecnología
Esta persona usa computadoras para ayudarle a diseñar un cuarto que va a remodelar.

### Matemáticas
¿Quién usa un sistema de numeración para organizar los libros y materiales en la biblioteca para que se encuentren fácilmente?

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### Lectura
Esta persona lee para saber que libros, revistas y otros materiales de lectura deben ser incluidos en sus bibliotecas.

### Ciencia
¿Quién utiliza la ciencia para entender cómo la temperatura afecta el papel y los materiales en los libros?

### Ciencias Sociales
Esta persona utiliza la geografía para su colección de mapas.

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### Tecnología
Esta persona usa computadoras para rastrear los libros cuando se sacan y devuelven a la biblioteca.

### Matemáticas
¿Quién usa las matemáticas para contar las pastillas con cuidado?

### Lectura
Esta persona lee las recetas de los doctores para dar la medicina correcta.

<table>
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### Ciencias Sociales
¿Quién tiene que mantenerse informado sobre los cambios de leyes en programas que cubren el costo de ciertos medicamentos?

### Tecnología
Esta persona usa las computadoras para registrar y llevar la cuenta de recetas ordenadas.

### Matemáticas
Esta persona usa las matemáticas para ordenar el tiempo que una persona tiene que completar su servicio comunitario o reprogramar un juicio.

### Lectura
Esta persona lee las leyes y la constitución para saber como decidir un caso.

### Ciencia
Esta persona estudia como funciona el cuerpo humano cuando se trata de un juicio en donde alguien ha sido lastimado.

### Ciencias Sociales
¿Quién aprende como funciona la ley y el gobierno en las ciencias sociales?

### Tecnología
¿Quién usa computadoras para investigar casos legales?

### Matemáticas
Esta persona usa las matemáticas para medir los ingredientes en la comida.

### Lectura
¿Quién lee recetas para preparar comidas nuevas?

### Ciencia
Esta persona tiene que saber como el calor cambia los ingredientes para hacer comida sabrosa.

### Ciencias Sociales
¿Quién usa las ciencias sociales para aprender sobre culturas y comidas de diferentes partes del mundo?
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</tr>
<tr>
<td>¿Quién se mantiene al tanto de nuevas formas de ayudar a sus pacientes leyendo revistas y diarios médicos y de odontología?</td>
<td>Esta persona estudia el cuerpo humano y sabe de bacterias y otras cosas que afectan la salud dental.</td>
<td>Esta persona estudia lo que hacen dentistas en otras partes del mundo para aprender nuevas formas de ayudar a sus pacientes.</td>
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<table>
<thead>
<tr>
<th>Tecnología</th>
<th>Matemáticas</th>
<th>Lectura</th>
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<tbody>
<tr>
<td>Si usted ha ido a la oficina de esta persona, usted sabe que ellos usan instrumentos de alta precisión y otro equipo técnico.</td>
<td>Esta persona usa las matemáticas para calcular qué tan alto volar un avión.</td>
<td>Esta persona lee las instrucciones de a dónde va, las altitudes de vuelo, y la ruta que debe seguir.</td>
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<tr>
<th>Ciencia</th>
<th>Ciencias Sociales</th>
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<tbody>
<tr>
<td>Esta persona estudia las corrientes de aire y condiciones climáticas.</td>
<td>Esta persona trabaja con mucha gente diferente y necesita saber de los lugares a donde vuelan alrededor del mundo.</td>
<td>Los aviones están llenos de equipo técnico que esta persona debe saber cómo operar.</td>
</tr>
</tbody>
</table>
Admissions (n.)—office in an institution that processes applications for admission, i.e., an admissions office at a college or university

Admit (vb.)—to allow entry or accept into, as in a college

Associate’s Degree (n.)—an academic degree awarded by postsecondary institutions upon completion of a course of study usually lasting two years

Attainable (adj.)—within reach, able to achieve

Bachelor’s Degree (n.)—an academic degree awarded for completing a postsecondary course or major that generally lasts for four years, but that may be completed in less time or could extend for a longer time

Bursar (n.)—an officer in charge of funds, at a college, for example

Certificate (n.)—an official document that gives proof and details of something; confirms someone has fulfilled the requirements of and may practice in a certain field, i.e., a teacher or doctor

Certification (n.)—a statement that acknowledges specific requirements, often of an academic nature, have been met

Conference (n.)—a meeting of two or more people to discuss matters of common concern, such as a parent-teacher conference

Credits (n.)—the units given for completion of educational classes/courses; often called credit hours

Credit Hours (n.)—units of measuring educational credits usually based on the number of classroom hours per week, often referred to simply as credits

Degree (n.)—a title given to students by a college, university of professional school upon completion of a program of study

Diploma (n.)—a document that proves graduation from, or a degree awarded by, an educational institution

Disability (n.)—inability to perform some or all of the tasks of daily life

Doctoral Degree (n.)—an academic degree or professional degree that represents the highest level of formal study or research in a given field

Financial Aid (n.)—funding intended to help students pay educational expenses including tuition and fees, room and board, books and supplies at a college, university or private school

Goal (n.)—an aim, something someone wants to achieve

Invest (vb.)—to give time, money, and energy to something and to expect a benefit in return

Involved (vb.)—took part in, participated in

Involvement (n.)—ongoing participation

Loan (n.)—an amount of money given on the condition that it will be paid back later

Master’s Degree (n.)—an academic degree, usually awarded after one or two years of postgraduate study

Measurable (adj.)—able to be measured

Postsecondary (adj.)—education or training following high school graduation

Realistic (adj.)—seeking what is possible or achievable

Registrar (n.)—an officer of an educational institution responsible for registering students and keeping academic records

Regularly (adv.)—happening on a regular basis, consistently

Review (vb.)—to discuss or examine something again

Revise (vb.)—to look over again in order to correct or improve

Scholarship (n.)—financial help for a student; sum of money awarded to a student to help with expenses associated with study, living expenses or travel

Specific (adj.)—clearly defined, precise and detailed
## Appendix

### Introduction to *En Camino*: English Translation for Online Resources

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**NARRATOR:** Do you dream that your children graduate from a great university? Have you wondered how you can have a better job and make more money for your family?

It’s not easy to progress in a new country and there are many things to learn. It’s important to learn about the school system since education is the best way to get ahead. Remember, as the saying goes, you never stop learning.

**MOTHER:** Hi, I’m Gloria. I came from Mexico when I was 20 years old. I didn’t have many years of schooling in my country. When I arrived in the United States, I worked in a restaurant where I didn’t have to speak English. When Javier and I had kids, I stopped working. I am a housewife. My children are now in elementary and middle school and I am learning English in the family literacy program. I want to help my kids with their homework. I know that education is important for me and my family.

**FATHER:** Hello, I’m Javier. I came from the Dominican Republic at age 15. I went to high school in the United States for a couple of years. I have worked as an electrician’s assistant for many years. I know how to do my job, but without more education I’m unable to move up at work and earn more. I want a better future for my kids.

**MOTHER:** Our daughter, Victoria, is in elementary school. She is happy, healthy and restless. Victoria likes school, but learning to read seems difficult for her. I want to learn more to help my kids with their studies.

**FATHER:** Luis likes science and he dreams about going to a university. Gloria and I want Luisito to reach his dream, but we are not sure how to help him.
Module 1: Investing in Education

**Focus:** Levels of education in the U.S.

**Adult Activity:** Education Levels in the United States ~ Niveles educacionales en los Estados Unidos

**Intergenerational Activity:** Where I Work – What I Do ~ Donde trabajo...Lo que hago

**NARRATOR:** In the United States, education focuses on general academic studies until students finish the twelfth grade of high school and get their diploma. When students finish high school, they apply to institutions they are interested in attending if they want to go to a college or university.

Postsecondary education in the United States has many options for both high school graduates as well as adults, such as completing a certificate or a technical program and getting a specialized degree.

**VICTORIA:** Mom, what are you doing with those notebooks and that backpack?

**GLORIA:** I’m glad you noticed. These are mine. I want to be prepared to take notes at the meeting with your teacher. Did you know that there are some things in your schools that are different and some that are the same as the schools in my country and your dad’s country? For example, your dad and I did not go to kindergarten, but we did go to elementary school like you and to middle school like your brother Luisito.

**LUIS:** But not for long! Because next year, I start high school.

**JAVIER:** You are making good grades and I know you will be successful in high school. This is important and we want you to continue your schooling.

**GLORIA:** Your dad is right. I have learned at the family literacy program that there are different levels of education when you finish high school. Let’s look at that together.

**VICTORIA:** Mommy, mommy, I want to be an astronaut. My teacher gave me a book and I learned that some astronauts have their doctoral degree.

**LUIS:** And I’m already getting information on what I need to study to be a doctor!

**JAVIER:** I’m glad you have great goals! Never forget: the key to your success is education.
ADULT ACTIVITY: EDUCATION LEVELS IN THE UNITED STATES

Instructions: There are many different levels of education in the United States. Click continue to learn more about the different types of degrees and certifications available.

PRESCHOOL
Care and educational services for children 3 to 5 years old

PRIMARY
Kindergarten (for 5-year-old children before entering 1st grade)

Elementary school
1st – 5th grades

SECONDARY SCHOOL
Middle school
6th – 8th grades

High school
9th – 12th grades

Students graduate with a high school diploma

General Educational Development (GED) Certificate (a certificate equivalent to a high school diploma for adult students who did not complete high school)

POSTSECONDARY
Certifications (shorter programs focused on a skill or specific learning)

College or University

Associate’s degrees, AA or AS (Approximately 60 semester credits or 20 courses)

Bachelor’s degrees, BA or BS (Approximately 120 semester credits or 40 courses)

Master’s degrees, MA or MS (An advanced degree ranking above a bachelor’s degree, requiring approximately 30 graduate credits or 10 courses)

Doctoral degrees, Ph.D. or Ed.D. (A degree ranking above the master’s degree requiring approximately 60 graduate credits or 20 courses)

Professional degrees, MD, JD (examples: medical doctor, attorney; these usually require additional credits above a doctoral degree as well as certification exams)
INTERGENERATIONAL ACTIVITY: WHERE I WORK – WHAT I DO

Instructions: This activity will help your child learn about different careers by connecting people to where they work. For example: Have your child click on the chef and hold the mouse button down to move him to the restaurant. When the matching is correct, information about that career appears.

CARPENTER
Required Education Level: You can be a carpenter without a high school diploma, but there are many things to know and do. Certification in carpentry may help you become more skilled and earn more money. More than 90% of carpenters in the United States are male. Carpenters build many things, such as houses and boats.

PHARMACIST
Required Education Level: Doctorate in Pharmacy
Pharmacists are experts in the uses and effects of medications. Employment of pharmacists is expected to grow much faster than all other occupations through the year 2016.

DENTIST
Required Education Level: Bachelor’s degree plus 4 years in dentistry school (D.M.D.)
Dentistry is the fifth most trusted profession in America.

VETERINARIAN
Required Education level: Bachelor’s degree plus 4 years in veterinary medicine school (D.V.M or V.M.D.)
Veterinarians take care of sick and injured animals. Like doctors, they perform surgery and prescribe medicine for animals. Today, women make up about 75 to 80% of graduating veterinarians.

LIBRARIAN
Required Education Level: Master’s degree in Library Science
Librarians organize and help people find books, magazines, videos, Web sites, and other information. Between 2006 and 2016, job opportunities for librarians are expected to be good because many current librarians will be retiring.

GROCERY STORE OWNER
Required Education Level: You can own a store without a high school diploma, but there are many things to know and do. A college degree in business prepares a person to manage staff, keep the right amounts of stock, keep accurate records, and handle many other important tasks.
Next time you’re at a grocery store, see if you notice: Green, brown, and red are the most popular colors of food, and there are almost no naturally blue foods.

PILOT
Required Education Level: High school diploma or bachelor’s degree
Some pilots test new planes, fight fires, do police work, or rescue people who are hurt or in danger. Many pilots flying for airlines have learned to fly in the military.
POLICE OFFICER
Required Education Level: High school diploma or associate’s degree
When police officers pull someone over they will always touch the back of the person’s car in order to leave finger prints in case something were to happen to them.

CHEF
Required Education Level: High school diploma or certification
Being a chef not only means that you have to be able to prepare delicious food, it also means that you have to be creative in how dishes look when they are served.

TEACHER
Required Education Level: Bachelor’s degree
Teacher Appreciation Day is celebrated on the first Tuesday of the first week in May. Other countries like India, China and those in Latin America also have similar celebrations.
Module 2: Making Education a Family Goal

**Focus:** Goal setting

**Adult Activity:** Making Dreams Come True ~ Haciendo realidad de los sueños

**Intergenerational Activity:** Want to Do…Need to Do: Making Choices ~ Quiero hacer… Necesito hacer: Decidiendo

**Narrator:** Plan how to turn your dreams and ideas into goals. Without a plan and action steps, your dreams stay only as that – a hope or a wish. Identify your goals and create a plan for how to reach them.

Goals allow you to focus on what you need to do and when you will do it. You can have goals for all parts of your life – personal, educational, financial and health. Short term goals might be met in a day, a week or even a few months. Long term goals may take a year, five years or longer.

On the road to achieving your goals, you may have doubts or run into obstacles. A clear and simple goal lets you change the plan without changing the goal.

Look at these important steps for setting goals and think about your own goals: goals for you, your children, and goals for the entire family. Remember the four “R’s” for setting goals: Be Realistic, Revise and Review Regularly.

**Gloria:** I’m glad my kids are already thinking about going to college, but what about us? What are our goals?

We have many goals, but sometimes I don’t know how to tackle them. I want to move into a nice neighborhood where Luisito can go to a better school and Victoria can play in her own yard.

To afford a nicer home, I could get a job to help with the bills. I know this might take a few years, but I need to plan now. First I have to improve my English and the family literacy program is helping. But I need more practice! I can practice by reading in English with my kids and by speaking more English with Javier.

Javier—I need your help. I’m thinking about goals for our family, and I know we have dreamed of having a nicer home. When my English improves, I’ll get a job, but what can you do to help us reach our goal?

**Javier:** I will need to earn more money and I can do that if I get promoted at work, but I need an electrician certification. I will need to take classes at the community and technical college. Kids—what about your goals?

**Victoria:** I like books, but I need to become a better reader.

**Gloria:** We need to think of ways for you to read more when you get home from school. What else can you do to become a better reader?

**Victoria:** Well, we could have more books at home on things I like, like science and astronauts.

**Luisito:** I will have to study hard to make good grades in high school because I want to apply for scholarships to go to college.

**Gloria:** Some goals we can work on now, like helping Victoria become a better reader. Other goals will take more time, like me getting a job. Let’s start planning!
ADULT ACTIVITY: MAKING DREAMS COME TRUE

In this activity, you will learn the goal setting process. You can apply this process to short or long term goals and to help your children set their goals.

Keep these things in mind when setting your goals:

- Be Specific. For example: I want to save enough to buy a refrigerator, not just save money.
- Easy to Measure. For example: A refrigerator costs $400 dollars and I have already saved $200.
- Attainable. For example: I know I can save enough money every week to reach my goal in two months.
- Target Timeline. For example: The technician told me my refrigerator will only work another six months.

Let’s get started with an example! What do I need to do to achieve this?

I need to make more money to buy a nice home for my family.

To make more money, I need a better job.

I need my GED and a certification to get a better job.

To complete my GED and apply to college, I need to learn English.

Now, it’s your turn. What is your Goal? My Goal is __________

What do you need to do to get to your goal? To get to my Goal, I need ________.

What else do you need to get to your goal? To get to my Goal, I also need ________

Can you think of other steps or actions you may need to take? To get to my Goal, I also need ________

You can print, save or e-mail this goal setting activity to use at home or school.

Now that you have identified steps toward reaching your goals, you can start tackling those first steps! You also can work on other goals for you, your children and family.
INTERGENERATIONAL ACTIVITY: WANT TO DO...NEED TO DO: MAKING CHOICES

NARRATOR: Listen to Gloria and her son Luisito discuss choices he makes every day, and how those choices affect his goal to someday go to college.

GLORIA: “Every day you make many important choices. There are things that you want to do, but also things you need to do.”

LUIS: “If I’m going to do well at school. Homework counts as part of my grades. How about an hour of homework when I first get home, then I play games with my friends until supper time.”

GLORIA: “I think that is a great plan!”

NARRATOR: Now it’s your turn. Help your child think about important everyday choices. With your child, choose an activity.

Is reading something you need to do?
Choices for a yes response:
- I can practice reading aloud to my parents.
- I can read every night before bedtime.
- I can set a goal to read at least 15 minutes each day.

Choices for a no response:
- Reading is an important skill that can help you finish your homework.
- To become a better reader, you can: practice reading aloud to your parents; read every night before bedtime; set a goal to read at least 15 minutes each day.

Your parent can help by:
- Listening to you read aloud
- Reading with you each night before bed
- Helping you set aside 15 minutes each day to read
- Having books and other reading materials at home

Instructions: With your child, choose the other activity shown on the screen.

Is homework something you need to do?
Choices for a yes response:
- I can make sure to have the books and school supplies I need to complete my assignments.
- I can find a quiet space free of noise and distractions to do my homework.
- I can set a specific time every night for doing homework.

Choices for a no response:
- Doing your homework is important because it helps you practice and prepare for school.
- To become better at doing your homework, you can take better notes in class about your homework assignments; find a quiet place at home to do your homework; when you get home, you can do your homework first and then take time to play; ask for help if you have trouble understanding your homework.

You can help your child do better on his/her homework:
- Have available paper, pencils and other materials your child needs.
- Monitor television viewing, video games and other distractions that take away from homework time.
- Plan a homework schedule with your child. Allow for free time when assignments are completed.
- Check completed assignments.
- Be patient and praise your child for working hard.
NARRATOR: Children do best in school when parents and teachers work together to help them succeed. Parent involvement in children’s learning at home and at school is important.

GLORIA: Let’s talk about the parent-teacher conference with Victoria’s teacher.

JAVIER: Why does her teacher want to meet with us? Is Victoria misbehaving?

GLORIA: Victoria is not misbehaving. The parent-teacher conference is something common in the American school system. The literacy program I attend at Victoria’s elementary school told me that it is important to go to these parent-teacher conferences. We can watch this video called ¡Involucrate! to help us.

JAVIER: Let’s watch the foto novela together…as the saying goes “there’s no shortcut without work.”
A parent-teacher conference is a chance for you and your child’s teacher to talk. You can talk about how your child is learning at home and at school. This list will help you get ready for meeting with the teacher.

BEFORE THE CONFERENCE

• Use the Parent-Child Guide for the Parent-Teacher Conference to talk with your child.
• Let the school know if you need a translator. You have the right to have a translator when you meet with the teacher. Or you can bring a friend or relative to translate. It is important that your child is not the translator.
• Take some time to review your child’s most recent test scores, report cards, or school work that show his/her strengths or needs.
• Make a list of questions you want to ask the teacher. Suggested questions:
  — What are my child’s strongest and weakest subjects?
  — Does my child participate in class?
  — Does my child seem happy at school?
  — What can I do to help my child at home?
You can take notes or use a tape recorder to help you remember what the teacher says.

DURING THE CONFERENCE

• Plan to be at the meeting on time. Know when the meeting is to end.
• Ask the most important questions first, such as your child’s grades, class work, homework, behavior and how your child gets along with others.
• If the teacher talks about things your child needs to do to improve:
  — Ask if tutoring or other help is needed and available.
  — Ask if your child needs to have more testing.
• Ask what you can do to help your child at home. Make sure to share things with the teacher about your child, such as:
  — What your child likes to do.
  — Things that might bother your child (such as, new baby, divorce, death).
  — Special medical or learning needs or things you have done at home that have helped your child learn.
• Ask for explanations or written information of anything you don’t understand in the language most useful to you.
• Find out the best way for you to communicate with the teacher and the teacher to communicate with you (written notes, phone, e-mail, or in person).

AFTER THE CONFERENCE

• Talk about the conference with your child, especially the positive comments received, but be direct with things he/she needs to do.
• Talk with your child about any plans you and the teacher have for him/her.
• Keep in touch with the teacher on a regular basis during the school year.
INTERGENERATIONAL ACTIVITY: DISCUSSION GUIDE FOR PARENTS AND CHILDREN BEFORE PARENT-TEACHER CONFERENCES

A parent-teacher conference is a chance for you to talk with your child’s teacher. This meeting is about how your child is doing at school. It will be helpful to talk with your child before the meeting. After the meeting you will want to talk with your child about what was discussed. Then the two of you will want to talk about any changes that need to be made.

BEFORE THE CONFERENCE

Use these questions as you talk with your child about school.

• What do you want the teacher to know about you?
• What do you want me to know about what you are doing at school?
• What do you think you are good at in school?
• What do you think you need help with at school?
• Tell me about your favorite part of school.

DURING THE CONFERENCE

Your child may be asked to attend or even lead some of the meeting. Encourage your child to share what he/she thinks about what is said.

AFTER THE CONFERENCE

Share information with your child if he/she did not attend the conference. Talk about and plan what you and your child need to do next. These questions may help guide your discussion.

• Were you surprised about anything that was said?
• How are we going to do the things your teacher suggested?
• When can we work on these things each day?
Module 4: Planting the Seed of College

**Focus:** College campus tour

**Adult Activity:** Visit Our College Campus ~ Visitando nuestro campus universitario

**Intergenerational Activity:** How Much Education Does it Take? ~ ¿Cuánta preparación lleva?

Instructions: Becoming familiar with college can be difficult for even the most prepared student. A better understanding of what a postsecondary education might be like can ease the transition. This college campus is similar in many ways to other colleges. Take a look.
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<tr>
<th><strong>Campus Setting</strong></th>
<th><strong>Characters</strong></th>
<th><strong>Script</strong></th>
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| Classroom | 4-5 students of various ages, both genders | Student 1: I’m glad I came early to get a parking spot, so I was on time for class.  
Student 2: This course is required for my welding certificate, but Juan here is taking it for his associate’s degree.  
Student 3: After class, I’m meeting Maria in the cafeteria to discuss our assignment over a cup of coffee.  
Student 4: As soon as class is over, I have to get a book from the library, pick up my son at his school, and get home to make dinner.  
Student 5: Right after class I go to work. I have one more course to take. After that my boss is promoting me and I get a raise! |
| Financial Aid Office | | The financial aid officer told me I might qualify for aid since I don’t earn much. I have to apply months ahead, but she’s going to help me complete the forms for a grant. |
| Library | | I am glad the staff can assist me in using the library. They have taught me to locate information that I need to finish my homework. |
| Bursar | Student heading toward the office | I hope there isn’t a line. I just got paid and now am able to pay my tuition. |
| Admissions | Older student opening the door | Can you believe it? Next year I plan to go to college. I’m going here to get a course catalog and find out how to apply. |
| Campus parking | | I thought I would have trouble finding a place to park, but there is room for everyone. |
| Cafeteria | | This cafeteria always has so much variety! And the food is delicious! |
| Registrar | Person exiting this building | I’m not sure what I want to be, but the counselor in the registrar’s office told me about general classes that apply for all programs, so I can still get started next fall. |
INTERGENERATIONAL ACTIVITY: CONNECTIONS TO COLLEGE

Instructions: What level of education is needed for these different careers? You and your child can use what you have learned to play this guessing game.

CARPENTER
What level of education do you think a carpenter has?

High School Diploma/GED
“I learned about carpentry in high school classes, got my GED and started working when I was young. I continue to train and learn on the job.”

Certification
“I worked doing carpentry when I completed my GED. But now that I finished the apprenticeship program, I am a professional carpenter with good benefits and higher wages.”

CHEF
What level of education do you think a chef has?

High School Diploma/GED
“I started working in a restaurant kitchen when I was in high school, first doing dishes and they even let me help prepare some of the foods. I worked hard to get more experience and earned my GED.”

Certification
“To be able to advance, I needed to learn about food safety, nutrition, handling and sanitation regulations among other things. I took cooking classes at a vocational school and earned a certificate.”

Associate’s Degree
“After several years working under a chef, I really wanted to run my own kitchen in a fancy restaurant. To do this, I completed a two year degree in culinary arts.”

PHARMACIST
What level of education do you think a pharmacist has?

Bachelor’s Degree
“In high school and at the university, I always liked science class. I learned about medicines and helping people. I went to a university and got my degree but I knew I had to do two more years of specialized studies to become a pharmacist.”

Doctoral Degree
“I first got a bachelor’s degree at the university and then entered a special program to become a pharmacist. When I finished, I had to get a license from my state to work as a pharmacist.”
PILOT
What level of education do you think a pilot has?

High School Diploma/GED
“After I got my high school diploma, I completed a training program and got my federal license to fly. I had to be 18 years old and fly at least 250 hours.”

Associate’s Degree
“Some of the small companies I worked for needed me to have more hours of flying and more formal education so I went to a community college and got an associate’s degree.”

Bachelor’s Degree
“I worked as a pilot in smaller companies with my high school diploma and my pilot’s license. But I really wanted to fly jets with a major airline so I went to college and earned my bachelor’s degree.”

TEACHER
What level of education do you think a teacher has?

High School Diploma/GED
“I always knew I wanted to work in a school. After high school I started working as a classroom aide.”

Associate’s Degree
“I took all of my basic classes at the community college and then transferred to the university to get a degree and teacher certification.”

Bachelor’s Degree
“I decided that what I really wanted was to be a teacher. After taking my basic classes at the community college, I went to the university to finish my degree and get a teaching certificate.”

FIREFIGHTER
What level of education do you think a firefighter has?

High School Diploma/GED
“After high school I was unsure what I wanted to do. I lived in a small town that only had a volunteer fire department. So, I found out that I could volunteer and I only needed my high school diploma.”

Associate’s Degree
“Becoming a firefighter is hard work, but I love helping the people in my community. I took courses in fire science at the community college to have a better chance to get into the firefighter academy. You must pass medical, written and physical exams.”
PLUMBER
What level of education do you think a plumber has?

High School Diploma/GED
“In high school, I had the opportunity to take vocational classes in plumbing. My father worked as a plumber, so I got my GED and started working with him.”

Professional Training
“I wanted to guarantee customers that my work met legal city requirements. I took classes at a technical school about many things, such as water supply and drainage systems. I became certified and then had to have five years of experience to get licensed.”

TEACHER’S AIDE
What level of education do you think a teacher’s aide has?

High School Diploma/GED
“When I was volunteering in my son’s elementary school, I realized I liked working with kids. Then, I applied to be a teacher’s aide.”

Associate’s Degree
“I worked as a teacher’s aide with my high school diploma, took college courses to improve and even completed my associate’s degree. When I moved away I learned that credentials for being a teacher’s aide vary from state to state.”

AUTO MECHANIC
What level of education do you think an auto mechanic has?

High School Diploma/GED
“I helped my father fix cars at home from the time I was young. When I got to high school, I took vocational classes and started to work part-time at an auto repair shop.”

Certification
“That job out of high school was okay, but I needed to make more money. I enrolled at a technical school. This training is both in the classroom and hands-on. I will earn my certificate in one year.”

Associate’s Degree
“With my certification, I got offered a better job at a luxury car dealership. They are sponsoring me for a program at a community college. I will take more classes on automotive training, but I will also take math, English and computer classes.”
POSTER CARRIER
What level of education do you think a postal carrier has?

High School Diploma/GED
“After I got out of the military I found myself looking for a job. I had my high school diploma and my experience in the military so I applied for a postal carrier position.”

Training
“To be a postal carrier I passed a test to see how quickly and accurately I could identify names and numbers. It helps to have a good memory and be in good physical condition. Six days a week I lift a heavy mail bag, walk, climb stairs, and bend to deliver mail.”

BARBER
What level of education do you think a barber has?

High School Diploma/GED
“I wanted to be a barber just like my grandfather, and during high school I worked at the barber shop down the street. I did everything from sweeping, making appointments, and washing towels. After graduation I went to a barber training school to learn to cut hair.”

Certification
“In the nine months of barber training school, I learned to cut hair, shave and trim mustaches, and sterilize equipment. Once certified, I had to pass a state licensing examination that had both a written and practical component.”

NURSE
What level of education do you think a nurse has?

High School Diploma/GED
“I always knew I wanted to be a nurse in a hospital. After high school I volunteered at the hospital to see if that was the career I wanted. I really enjoyed it and then went on to college.”

Associate’s Degree
“I attended a nursing program at the community college where I earned my associate’s degree in nursing. It took me 2 years to get my degree and then I had to pass the exam to be licensed. Now I care for patients at a hospital.”
MINISTER
What level of education do you think a minister has?

High School Diploma/GED
“As a teenager I got into a lot of trouble in and outside of school. My mother took me to church and the minister had me help do jobs around the church. He really helped me and I knew I wanted to be a minister like him.”

Bachelor’s Degree
“My minister was my mentor; he guided me and encouraged me to take my education seriously. I knew I wanted to help troubled kids and I went to college to get a bachelor’s degree in ministry, studying various religious concepts, history, and philosophies.”

Masters Degree
“After earning my bachelor’s degree I knew I wanted to lead a church some day so I went on to earn a Master’s of Theology. I am now an ordained minister with my own church.”

DJ
What level of education do you think a DJ has?

High School Diploma/GED
“In high school, I had a favorite DJ that I listened to everyday. I always wanted to be on the radio everyday just like him. I helped a local DJ who performed at weddings and school dances. He taught me some tricks and encouraged me to go after my dreams.”

Bachelor’s Degree
“I wanted to play music and inform my listeners, so I took college classes in broadcast/journalism and interned at my favorite radio station. They hired me once I completed my degree, and I now have a radio show that runs in several cities!”

DENTIST
What type of education do you think a dentist has?

High School Diploma/GED
“My mom worked at a dentist’s office making appointments and while waiting for her to finish work I became interested in dentistry. I studied hard in high school because I wanted to attend college and become a dentist.”

Bachelor’s Degree
“The dental program at college requires that you first get a degree in science, and I earned my degree in biology. Now I will study four more years in a dental school program.”

Doctoral Degree
“Once I finished my degree in biology at the university, I applied to dental school. I passed the entrance exam and finished the program in four years. I then took a national test to be licensed to practice dentistry.”
NARRATOR: Many important things are coming together for this family as they move forward in building a great future.

It’s never too soon to think, plan and prepare for the life you want for you and your family. Making education a family goal is a choice that provides many opportunities.

You want your kids to go to college because it will help them have better jobs and a better future. However, going to college is an option for you, too. There is a lot to learn and you may feel limited by your English or low income. Work with your family literacy teachers and begin by taking important first steps: meet with your child’s teachers and counselors, visit a college and learn about the programs offered, and begin saving.

Talk about college while your children are young and let them know you expect them to go to college. Learn about postsecondary education so you can help them prepare for success. Many states have college savings programs that help you save for college when your children are very young. Saving early and planning makes education a family goal that involves everyone. Do your part by being involved at school to show your children that learning is important to you. Your children do their part by being successful in school.

Getting more education opens many doors for you and your family. Start now and use these tools to help on your journey toward reaching your goals.

GLORIA: We’ve learned so much as a family and I feel that we are on the right track. Learning more about school in the United States and going to the parent-teacher conference makes me feel more confident in helping you with your school work. Victoria, I know you want to become a better reader and I need to practice more English. If you and I make time to read together every night, we can both get better. I’ll even read those books about astronauts you like so much!

JAVIER: Luisito, I’m going to stay in touch with your teachers via phone calls and e-mail, now and when you start high school.

We will need to make sure you are taking the right courses to prepare you for college. Every year counts!

LUISITO: And, I will meet with my high school counselor to ask about financial aid, scholarships, college applications and entrance exams.

GLORIA: I enjoy seeing you excited about going to college. Taking the college tour has me thinking about the possibility of me going to college one day.

VICTORIA: Mommy, I like that we’ll be reading together, but if you go to college, who is going to take care of us and cook our food?

JAVIER: Relax, Victoria. Going to college is a long term goal that will take some years for us to plan and save for. And when the time comes, we will all help.

GLORIA: Yes, we’ll have to work hard but I’m excited thinking about our future. And I am very proud of all of us. We’ve come a long way on our journey but it’s just the beginning. Let’s get started reading, Victoria!
## ADULT ACTIVITY: EDUCATION = OPPORTUNITIES!

Instructions: Click on the box to see what you can do when you combine skills with different levels of education.

<table>
<thead>
<tr>
<th>What can I do with...</th>
<th>High School Diploma</th>
<th>Associate’s Degree</th>
<th>Bachelor’s Degree</th>
<th>Graduate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Hands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Worker</td>
<td>$24,750</td>
<td>Architectural</td>
<td>Landscape</td>
<td>Architect</td>
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<tr>
<td></td>
<td></td>
<td>Designer</td>
<td>Architect</td>
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<td></td>
<td></td>
<td>$37,330</td>
<td>$47,400</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank Teller</td>
<td>$20,400</td>
<td>Bookkeeper</td>
<td>Accountant</td>
<td>Finance Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$27,370</td>
<td>$47,000</td>
<td>$73,340</td>
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<tr>
<td><strong>Health Science</strong></td>
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<td>Dental Hygienist</td>
<td>Pharmacist</td>
<td>Surgeon</td>
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<td>$16,250</td>
<td>$55,307</td>
<td>$77,050</td>
<td>$255,438</td>
</tr>
<tr>
<td><strong>Computers</strong></td>
<td>Data Entry</td>
<td>Electronic Editor</td>
<td>Computer Engineer</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td></td>
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<td>$31,620</td>
<td>$70,900</td>
<td>$85,240</td>
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<tr>
<td><strong>Art and Design</strong></td>
<td>Floral Designer</td>
<td>Transmission</td>
<td>Multimedia Animator/Artist</td>
<td>Public Relations Manager/Director</td>
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<tr>
<td></td>
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<td>Technician</td>
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<tr>
<td><strong>Science</strong></td>
<td>Dangerous Material</td>
<td>Forensic</td>
<td>Aerospace</td>
<td>Astronomer</td>
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<td>Engineer</td>
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<td><strong>Language and Literature</strong></td>
<td>Library Administrative Assistant</td>
<td>Court Reader</td>
<td>Technical Writer</td>
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</table>
INTERGENERATIONAL ACTIVITY: LEARN IT NOW, USE IT LATER!

Instructions: This matching game will help children learn how subjects they are learning in school are used in various jobs. You and your child will match the career to one or more subjects you think are used. A fact about how the subject relates to the career will pop up.

CARPENTER
- Math: Carpenters use math all the time. They use rulers to measure materials they need to cut. They do math problems to make sure that they have enough materials for things they need to build.
- Reading: Carpenters need to read the instruction manuals for electrical equipment.
- Science: Carpenters need to know what types of wood work best outdoors when they are exposed to rain, sun and changes in temperature.
- Social Studies: Carpenters need to know building laws and requirements in their communities in order to get construction permits.
- Technology: Carpenters use computers to help them design a room that they are going to remodel.

LIBRARIAN
- Reading: Librarians have strong reading and writing skills. They read to find out what books, magazines and other reading materials to include in the library.
- Math: Librarians use a numbering system to keep books and reading materials organized, so they can be found easily.
- Social Studies: Librarians have to know about geography for their map collections.
- Science: Librarians use science to understand how room temperatures can affect the paper and materials in books.
- Technology: Librarians use computers to track books when they are checked in and out of the library.

PHARMACIST
- Science: Pharmacists use chemistry to combine the right amount of ingredients to make a safe medicine.
- Math: Pharmacists use math to carefully count pills.
- Reading: Pharmacists read prescriptions from your doctors to give you the right medicine.
- Social Studies: Sometimes pharmacists give instructions in another language for taking medications.
- Technology: Pharmacists use computers to record and track prescription orders.

JUDGE
- Reading: Judges read all the time. They read laws and the constitution to know how to rule on a case.
- Social Studies: Judges learn about the law and how the government works in social studies.
- Math: Judges use math in order to determine the amount of time a person has to complete community service or reschedule a trial.
- Technology: Judges use computers to research legal cases.
- Science: Judges study how the human body works when ruling on a case where someone has been injured.
CHEF
- Math: Chefs use math to measure ingredients.
- Reading: Chefs read recipes to find new foods to prepare.
- Science: Chefs must understand how heat changes ingredients for making tasty food.
- Social Studies: Chefs use social studies to learn about different cultures and foods from different parts of the world.
- Technology: Chefs use computers to find and compare recipes.

VIDEO GAME DEVELOPER
- Math: Video Game Developers use time to determine how long a player has before the player needs to move on to another part of the game.
- Science: Video Game Developers use science to analyze data.
- Social Studies: Video Game Developers use social studies to study behavior to develop games that young children find interesting and fun.
- Reading: Video Game Developers read to stay informed about the most popular games people are playing.
- Technology: Video Game Developers use technology to write computer programs that make the games work.

DETECTIVE
- Math: Detectives calculate times and measure footprints and tire tracks to solve their cases.
- Science: Detectives examine evidence to know what things are made of when looking for clues.
- Social Studies: Detectives need to understand what is typical for people from various cultures and how people behave.
- Reading: There are a lot of paper work and reports related to detective work.
- Technology: Aside from tools used for examining evidence, detectives do a lot of work using computers and telephones.

DENTIST
- Math: Teeth are small and dentists use very precise measurements.
- Science: Dentists study the human body and know about bacteria and other things that affect dental health.
- Social Studies: Studying how things were done in the past and in other parts of the world help dentists learn the best ways to help their patients.
- Reading: Dentists keep up with new ways to help patients by reading medical and dentistry journals.
- Technology: If you’ve ever been in a dentist’s office, you know that dentists use precision instruments and hi-tech equipment.

PILOT
- Math: Pilots use math to calculate how high to fly a plane.
- Science: Pilots study air currents and weather conditions.
- Social Studies: Pilots work with many different people and need to know about the many places where they travel.
- Reading: Pilots read directions for where they are going, the altitudes for flying and the route they must follow.
- Technology: Planes are full of technical equipment that pilots must know how to operate.