

CONNECTING

• GEAR UP IDAHO •

Educators

Great Ideas

For college and career preparation

ACTIVITIES AND BEST PRACTICES FROM IDAHO'S COLLEGE AND CAREER PROFESSIONALS

Great Ideas

For college and career preparation

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WELCOME



Introduction

Greetings!

We want to thank all of the educators who submitted ideas for this publication. This booklet is an ongoing effort to promote the sharing of ideas and best practices around college and career preparation in Idaho. All contributors have provided their email addresses and are willing to share documents and resources relating to their activities. Feel free to reach out!

If you have great idea and would be willing to share it with the field, we would love to hear it. The contact information for submissions is below and the process to submit is easy. Thank you for all of the work you do to prepare Idaho's students for their goals after high school.

Sincerely,

GEAR UP Idaho



Submit an Activity

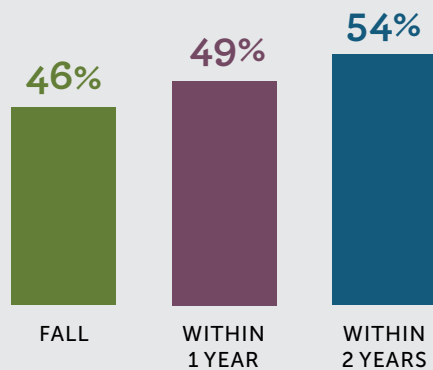
Email Jacque Deahl at jdeahl@sde.idaho.gov for a link to the form.

About GEAR UP

GEAR UP Nationwide

GEAR UP is a federal discretionary grant program that is designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP provides seven-year grants to states and partnerships to provide services at high-poverty middle and high schools.

Postsecondary Enrollment Rates in Idaho Senior Class of 2019



Source: Idaho State Board of Education

GEAR UP Idaho

GEAR UP Idaho, a program of the Idaho State Department of Education, currently serves 24 schools in 24 districts, impacting over 5,500 high-poverty students throughout Idaho. GEAR UP students participate in activities that are designed to increase their chances of pursuing postsecondary education.

GEAR UP Idaho schools must provide services in each of the following activity types each school year: service learning, college awareness, career awareness, parent engagement, advanced coursework, professional development, tutoring, testing and test prep, STEM Activities, and financial literacy.



ACTIVITIES

Best practices from Idaho's college and career professionals



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Dual Credit Visits

To help students make meaningful selections regarding dual credit courses and enroll in courses.

When counselors are in classrooms discussing spring class selection with students, this is a great opportunity for counselors to promote dual credit courses. To help self-identify, students are asked to flag themselves if they have a 3.0 GPA or higher and are interested in dual credit. Staff then follow-up with every potential dual credit student in the spring of their sophomore year.

To begin, the staff meets with the students in a large group setting, helping them plan for appropriate dual credit classes, guide them through the process of taking necessary assessments, and provide submission deadlines for mandatory forms. Each student then meets individually with a counseling staff who guides them through registration dates and steps. This specific routine helps to ensure students do not fall through the cracks.

Steps

1. Identify your cohort of eligible students.
2. Develop a timeline of completing each step with the cohort of students.
3. Have copies of the GEM requirements ready for students.
4. Apply to college (large group in computer lab with college and career advisor).
5. Complete placement assessments (large group in computer lab).
6. Assist students in setting up college accounts and submitting requests in the AO portal (one/one visits if needed).
7. Assist students with class registration in a timely manner (one/one).

Materials Needed

GEM requirement handouts, college catalogs

Adaptation

One/one meetings could be done in small groups.

SCHOOL Lakeland Senior High

CREATOR Lorain Ryan

EMAIL lryan@lakeland272.org

FOR Students

GRADE 10 - 11

GROUP SIZE Individual

PREP n/a

DURATION 20 - 60 minutes/students
per semester

COST Time, Resources



Husky Academy

Create a culture of academic achievement by celebrating students who are taking advanced coursework (Dual Credit, PTECH, AP and academic clubs).

Staff and faculty at Marsing High School work to celebrate academic achievement as much as athletic achievement. The school uses a hallway to post the names of students who participate in ACADECA and Advanced Opportunities to show students that a higher level of academic achievement is something they should be proud of.

Steps

1. Work to foster buy-in from your principal, counselor, and teachers to help create a strong positive culture around academic achievement.
2. Create a list of groups, milestones, and goals to celebrate throughout the year.
3. Find creative ways to celebrate when a milestone or goal is reached by using resources available at your school.

Materials Needed

Hallways, bulletin boards, etc.

Adaptation

Any activity that creates prestige or builds culture around academic achievement.

SCHOOL Marsing High School

CREATOR Pete Smit

EMAIL psmit@marsingschools.org

FOR Students, Teachers,
Counselors, Parents

GRADE 9 - 12

GROUP SIZE School-wide

PREP n/a

DURATION Full year program

COST Minimal,
Student AO funding



Career Graphic Organizer

Students will research different careers to learn about the demand, education level and/or training needed, what Idaho postsecondary institutions offer program, and the career's earnings.

Students will compare and research different types of careers.

Steps

1. On the Next Steps Idaho website <https://nextsteps.idaho.gov/> and use the drop down menu on the right to search in the Browse Careers section.
2. From there, there are a few ways to explore careers.
3. Enter keyword(s), job title(s) or military occupation(s) to view related jobs or select from these commonly searched industries
4. Use the information you find on three different careers to complete the following information: name of career, demand of job (low, neutral hot job), entry level education, entry level wage/salary, typical annual earnings/salary, typical level wage/salary, experienced hourly wage/salary, Idaho Postsecondary schools that offer this certificate/degree, and what type of training, certificate program, or college education is needed for this career.

Materials Needed

Computer/Chromebooks for students

Adaptation

n/a

SCHOOL Homedale High School

CREATOR Kristie Dorsey

EMAIL kdorsey@homedaleschools.org

FOR Students

GRADE 7 - 12

GROUP SIZE Small

PREP 1.5 hours

DURATION 40 - 50 minutes

COST \$0



Career Walk

To learn about jobs and career opportunities available in the students' community.

Talk with several local businesses. Plan mini-sessions with each business. Have students rotate through each business every 15 minutes. Try to focus on having students visit different businesses, especially businesses students would not typically visit. Consider asking each business to present to the students about their job, education, and purpose to our community.

Steps

1. Contact participating businesses.
2. Make communication with staff about dates and times.
3. Make schedules and student groups.
4. Plan buses, snacks, and water.
5. Send out schedule to everyone involved.
6. Ready? GO!

Materials Needed

Transportation, schedules for each group

Adaptation

You can make this as big or small, add or take away time or however this will work for your school.

SCHOOL Boundary County School District

CREATOR Jaycee Atkins

EMAIL jaycee.atkins@mail.bcsd101.com

FOR Students

GRADE 7 - 12

GROUP SIZE Large

PREP 2 weeks

DURATION 4 hours

COST Transportation



College and Career Term Bingo

To integrate terms associated with college and career readiness that are important for students to know into a fun activity.

Students are given blank bingo cards to fill in with college and career readiness terms. Students will learn about the different terms. When students are ready to play Bingo, students will guess the term based off definition being read out to play.

Steps

1. Print off terms with definitions and cut up for calling.
2. Project the list of terms on projector.
3. Have students pick terms and write down on their cards.
4. Draw terms and read the definition for students to guess.
5. Give help when needed. Students do not have to get it right to mark it off.

Materials Needed

Markers or pens, blank bingo cards, computer with projector, bingo markers, prizes

Adaptation

Change the terms, supply pre-filled bingo cards with terms, have students explain the term rather than hearing the definition.

SCHOOL Priest River Junior High

CREATOR Brenna Ballenger

EMAIL brennaballenger@sd83.org

FOR Students

GRADE 7 - 12

GROUP SIZE Classroom

PREP 15 - 30 minutes

DURATION 40 - 50 minutes

COST \$0 - \$20; depends on prizes



Community Connections

To help students develop soft skills and prepare them for the workforce.

Business professionals from the community will help students learn job skills by performing mock interviews and providing assistance with resumes.

Steps

1. Contact local professionals giving them at least two weeks notice prior to the event.
2. Make sure all school staff are informed and onboard for the activity.
3. Print samples of interview questions, examples of resumes and tips for both successful interviews and effective resumes.
4. Prepare students for the event by working on resumes and providing interview tips. Help students develop their resumes by creating lists of previous employment, volunteer work, leadership experiences, and skills and references for their resumes. This will ensure students can make the most of their time with the business professionals.

Materials Needed

Resources and handouts, lunch if desired

Adaptation

Pair this with a lunch where students and professionals eat together, which provides an opportunity for professionals to share their career journey with the students.

SCHOOL Magic Valley High School

CREATOR Ann Peterson

EMAIL petersonan@tfsd.org

FOR Students, Teachers,
Counselors

GRADE 9 - 12

GROUP SIZE Small

PREP Two weeks planning time

DURATION 1.5 hours

COST \$0 (Could provide
lunch for guests)



Community STEM Night

Showcase STEM activities that students are doing in class. Invite career & college representatives to have tables and/or booth with different STEM activities.

At the STEM Community Night, families are invited to see what students have been accomplishing in their STEM classes. Colleges and different careers are invited to attend and showcase what they do with STEM.

Steps

1. Plan with teachers and create a list of contacts for colleges and local community businesses to invite to the event. Split the list among teachers.
2. Make assignments and delegate.
3. Create a floor plan for set up.
4. Plan and order food for college/career/businesses who are coming to display and/or present.
5. Set up day of.

Materials Needed

Bags and handouts

Adaptation

Invite art teacher to display student work; invite other teachers to display student work: math, history, English

SCHOOL Homedale High School

CREATOR Kristie Dorsey

EMAIL kdorsey@homedaleschools.org

FOR Parents, Students, Families, staff, Community

GRADE 8 - 12

GROUP SIZE School-wide

PREP 3 months

DURATION 3 hours

COST \$500



Connect the Dots

To connect students with employers and secondary academic programs.

This career fair helps students understand how college and training programs relate to careers, learn important terms related to college and careers and allows students to ask questions that fit with their interests. Through preparation and providing career statistics, this fair helps students connect the dots between college and career.

Steps

1. Contact colleges, employers, training programs, the United States Armed Forces, the Department of Labor and current college students.
2. Create a scavenger hunt card or “passport” for the event. This will encourage the students to seek out information and visit stations they might not otherwise stop at.
3. Help students prepare questions they may have for the guests at the fair.
4. Have available job listings, labor statistics and other information that helps connect the dots between skills, jobs and training programs.
5. Give prizes out to students who complete the scavenger hunt or challenge.

Materials Needed

Small prizes, tables for guest stations, job listings and labor statistic handouts.

Adaptation

Have fun with the challenge aspect, customize the activity to the interests and needs of your students. You could also require students to practice soft skills like answering an interview question at each station.

SCHOOL Mountain View Alternative High School

CREATOR Melissa Johnson

EMAIL melissa.johnson@lakeland272.org

FOR Students, Teachers, Counselors

GRADE 9 - 12

GROUP SIZE Large

PREP Two hours for setup + planning time

DURATION Two hours

COST Around \$20 for prizes



Job Shadowing

To provide exposure to students on careers and skills.

Create student advocates and develop relationships with local companies. Ask the local companies to provide job shadowing opportunities for students, thus demonstrating the variety of careers within the students' local community.

Steps

1. Contact local businesses.
2. Create job shadow plan based on company rules/guidelines.
3. Get administration approval once plan is ready to be launched.
4. Have students sign-up.

Materials Needed

Buses, training, safety equipment, parent permission slips

Adaptation

The possibilities are endless and everyone wins...especially the students.

SCHOOL Minidoka School District

CREATOR Amy Chiesa

EMAIL achiesa@minidokaschools.org

FOR Students, Local Businesses

GRADE 9 - 12

GROUP SIZE Large

PREP 3 - 6 months

DURATION All school year

COST Transportation costs and possible safety gear



Job Shadowing: One-Day

To match identified career interests with local businesses and participate in job shadowing experience.

Students will identify career interest, match interest to local business, and communicate with businesses to schedule one-day job shadow.

Steps

1. Students will complete the career inventories.
2. Conduct individual student planning sessions to help identify career interest and match career to a local business.
3. Contact businesses for buy-in and participation. Make sure the group size, transportation needs, and job shadow days are discussed.
4. Schedule job shadow days: mentor and adult help for supervisors.
5. Facilitate

Materials Needed

Transportation

Adaptation

Talk to businesses to see the available options for group size and the possibility of additional days for job shadowing.

SCHOOL Meadows Valley Schools

CREATOR Pam Doramus

EMAIL pdoramus@mvsd11.org

FOR Students

GRADE 8 - 12

GROUP SIZE Small

PREP 6 - 8 months

DURATION 1 day of job shadow

COST Transportation



Plan Smart Research Tool

Students will research three different lifestyle scenarios to demonstrate how much money they will need to make using Next Steps Idaho's Plan Smart Tool.

Students will compare three different city locations to compare what they will need to make in order afford their chosen lifestyle. This assignment lets students look into housing and lifestyle choices. It also helps students understand the amount of money they need to afford the area and the lifestyle they want to provide for their future family.

Steps

1. With a couple of career choices in mind, have students decide where they want to live. Students will discover how much they will need to earn in order sustain their lifestyle.
2. Using the Next Steps Idaho Plan Smart tool, have students research three separate Idaho cities comparing the cost of living for their wanted lifestyle. Link: <https://nextsteps.idaho.gov/plan-smart>
3. Fill in all of the required information for each section in the Next Steps Idaho Plan Smart tool.

Materials Needed

Computer/Chromebooks for students

Adaptation

Provide a worksheet for students to fill-out as they compare each location and lifestyle.

SCHOOL Magic Valley High School

CREATOR Kristie Dorsey

EMAIL petersonan@tfsd.org

FOR Students

GRADE 7 - 12

GROUP SIZE Small

PREP 1.5 hours

DURATION 40 - 50 minutes

COST \$0



Pet Away Stress Day

Show students the different possibilities of careers with animals.

Invite the Humane Society, a pet trainer, CSI Vet Tech students, and a therapy dog for an event at your high school. Students can learn about the different careers and educational journeys for these careers. Allows the students to pet away their stress.

Steps

1. Contact Humane Society, a pet trainer, CSI Vet Tech program, and a therapy dog to schedule an event with them.
2. Seek approval for event from administrators.
3. Host event and have fun!

Materials Needed

n/a

Adaptation

n/a

SCHOOL Magic Valley High School

CREATOR Annie Peterson

EMAIL peteronan@tfsd.org

FOR Students

GRADE 9 - 12

GROUP SIZE Large

PREP 2 - 3 hours

DURATION 30 minutes - 1 hour

COST \$0



Values

This activity will help students start thinking which values are the most important to them and to learn how to ensure those values are included in their careers and personal lives.

Students are provided a list of values and lifestyles. To find out their top three, students will cross out three values and lifestyles at a time, starting with the least important. Students might struggle to narrow the list down to their top three, but the goal is to have students understand which values are the most important to them. This activity will start the students to think about careers that align with their values and those that support their lifestyles. Students will also discuss how values and lifestyles might change as they age.

Steps

1. Create a list of values that may impact career choices (for example: good benefits, vacation time, growth opportunities, making lots of money, giving back to others, flexible schedules and so on).
2. Pass out handouts and have students start crossing out values starting with those that mean the least to them.
3. Once students have their final three values selected have them share in groups or as a class.
4. Help students process and reflect on their choices and how they might impact the types of jobs they choose to pursue as well as how those top values might change as they age.

Materials Needed

Handouts

Adaptation

Many companies now place their company values on their websites. It could be impactful to show students some of these websites and discuss how their personal values might match up with each company's values.

SCHOOL Columbia High School
CREATOR Cassie Talbott
EMAIL ctalbott@nsd131.org

FOR Students
GRADE 10 - 12
GROUP SIZE Classroom
PREP 30 Minutes for strengths list
DURATION 30 Minutes
COST \$0



Alumni Q & A Day

To demonstrate college success stories from recent graduates.

Recent graduates of high school who are current college students would be contacted to visit classrooms and share their experiences with students. The counselor asks each guest alumni to prepare a short talk illustrating the challenges and successes they have experienced in college, the major they are pursuing, the career they hope to achieve, and to share anything they wish they would have known or done before they reached college. This is a great activity to plan right before winter break when many college students return home.

Steps

1. Ask staff for recommendations of alumni who might come speak.
2. Arrange times and locations with staff.
3. Contact recent alumni and invite them to participate.
4. Prep high school students and ask them to think of questions they might have for the alumni guests.

Materials Needed

Contact information for recent graduates

Adaptation

You could provide lunch for students and alumni to allow conversations to continue.

SCHOOL Wallace Jr/Sr High

CREATOR Katie Bauer

EMAIL kbauer@wsd393.org

FOR Students

GRADE 11 - 12

GROUP SIZE Classroom

PREP n/a

DURATION 30 Minutes

COST \$0



College & Career Day

To engage the entire student body in a day of activities to promote college and career readiness.

This activity fits in perfectly with October's PSAT School Day. The day starts with an alumni speaker and then grade levels break up for age appropriate learning activities. Seniors visit with college recruiters, juniors take the ASVAB, sophomores take the PSAT, and 9th graders attend three rotating workshop presentations on topics such as financial literacy, TRIO, and the Career Information System. The students all come together for a school-wide barbecue and the day is capped off with a motivational speaker.

Steps

1. Set a date and get staff on board.
2. Reach out to speakers and presenters with dates and times.
3. Secure funding or donations for barbecue if desired.
4. Recruit and assign staff to proctor tests and help with rotations.
5. Promote the events of the day to students.

Materials Needed

Testing materials, presentation materials required by presenters

Adaptation

Smaller schools could combine together to host a similar event.

SCHOOL American Falls High School

CREATOR Karen Ludwig

EMAIL karenl@sd381.k12.id.us

FOR Students

GRADE 9 - 12

GROUP SIZE School-wide

PREP Start planning at the beginning of the school year

DURATION One school day

COST Lunch if provided



College Block Stack

Students will play an interactive game that will engage and increase interest and knowledge about college and post-high school education.

Like in the game of Jenga, students will remove a block from the wooden block tower and answer questions on the wooden blocks. The student places the block on top of the tower and the process continues until the tower falls. Students can be placed into teams to increase involvement.

Steps

1. Either cut and make your wooden rectangles or find an old Jenga game.
2. Create college & career readiness questions that will be taped on the side of the wooden blocks (e.g. What is a four year college degree called? What degree can you earn at a community college?)
3. Cut and tape questions to wooden blocks.
4. Play the game!

Materials Needed

Rectangle wooden pieces (used in the game Jenga), paper, computer, printer, tape or glue

Adaptation

Students can play against each other or on teams. A variety of rules can be made to create competition.

SCHOOL South Fremont High School

CREATOR Steve Huber

EMAIL steveh@sd215.net

FOR Students

GRADE 7 - 12

GROUP SIZE Small

PREP 2 hours

DURATION 5 - 10 minute

COST Cost for wooden pieces



College Cafe

Show current students that college is possible.

Invite a student who graduated HS the previous year and is now attending college to come speak to students. Topics to cover could include the following: steps they took to get to college, fears and/or obstacles they had to overcome, things they like best about attending college, and/or things that surprised them. This is a great activity because current students already know the college student and the activity helps make the idea of college real for them.

Steps

1. Contact a past student who is now going to college.
2. Set up a date.
3. Order pizza for the students.
4. Have College Café.

Materials Needed

None

Adaptation

Students can play against each other or on teams. A variety of rules can be made to create competition.

SCHOOL Hansen Jr/Sr High School

CREATOR Tiffany Conk

EMAIL tconk@hansenschools.org

FOR Students, Parents, Educators

GRADE 8 - 12

GROUP SIZE Large

PREP 15 - 20 minutes

DURATION 35 minutes

COST Pizza for students



College Graphic Organizer

Students research and compare different colleges and universities.

Students will compare and research different colleges and universities they are interested in attending.

Steps

1. Using collegeboard.org, students will compare three colleges. From the College Board home page, select COLLEGE SEARCH, next select FIND COLLEGES, and then at the end of the list choose COMPARE COLLEGES. From here you can compare three colleges at one time.
2. Compare four (4) different types of higher education options and complete the following information based upon what you find in your research: college name, location, type, campus life, admissions requirements, tuition costs, housing costs, meal plan costs, and mascot name with an image. Dream big when thinking about these higher education options. Choose the career/technical/trade school, college, university, or community college that you would love to attend. Do not worry about tuition and/or housing costs.
3. Compare three postsecondary options that you are seriously considering. These might be schools that are more within your price range and ones that you have considered going to for furthering your education. Complete the following information based upon what you find in your research: college name, location, type, campus life, admissions requirements, tuition costs, housing costs, meal plan costs, and mascot name with an image.

Materials Needed

Computer/Chromebooks for students

Adaptation

n/a

SCHOOL Homedale High School

CREATOR Kristie Dorsey

EMAIL kdorsey@homedaleschools.org

FOR Students

GRADE 7 - 12

GROUP SIZE Small

PREP 2 hours

DURATION 40 - 50 minutes

COST \$0



College Knowledge Day

College and major/minors awareness, educational journeys

Print off college signs for staff to hang outside of their classrooms/offices. On the signs include the following: college, degree, major/minor, & image of logo/mascot. Staff hangs signs outside their classrooms. On College Knowledge Day, staff share their “educational journey” with their students: where they went to college and why, why they chose their major/field, etc.

To promote college awareness through the sharing of staffs’ educational journeys. Students can go on a scavenger hunt around the school to see the different staff college signs. Possible scavenger hunt tasks could include: find 3 staff with a Master’s degree, find someone with an eagle mascot, find someone with a business major, etc. Activity is boosted by inviting food trucks for lunch, band to play pep songs, donut party for scavenger hunt winners, etc.

Steps

1. Create a form for staff to fill-out to create their sign.
2. Have staff hang signs.
3. Schedule advisory/lunch block for teacher sharing time.
4. Create slideshow for teacher to follow when sharing journey.
5. Hand off scavenger hunt sheets, create school-wide schedule that works for your school or how classes are to conduct hunt.

Materials Needed

College signs for staff and scavenger hunt sheets for students

Adaptation

Make it fit your school, if you need more time/activity have students create their “future college sign,” share with class.

SCHOOL Robert Stuart Middle School
CREATOR Jules Isaacs
EMAIL isaacsju@tfs.org

FOR Students, Staff
GRADE 7 - 12
GROUP SIZE School-wide
PREP 2 weeks - 1 month
DURATION 1 - 3 hours
COST \$10 - \$30 for printing



College Prep Class

To teach a one trimester/semester college prep class to juniors and/or seniors.

Students will review ACT and SAT test taking strategies, take practice tests, research and apply to colleges, write resumes and cover letters, create activities/accomplishment lists, apply for scholarships, complete their FAFSA, and go on a college visit.

Steps

1. Identify a teacher for the course
2. Recruit students
3. Research Materials
4. Prepare syllabus
5. Arrange speakers or campus tours

Materials Needed

Test prep booklets, can use mostly online resources

Adaptation

Could be paired with senior project depending on requirements for each.

SCHOOL American Falls High School

CREATOR Karen Ludwig

EMAIL karenl@sd381.k12.id.us

FOR Students

GRADE 11 - 12

GROUP SIZE Classroom

PREP Several hours

DURATION One trimester/semester

COST Varies (staff, busing, curriculum costs)



College Scholarship Giveaway

To motivate students to reflect on their post-high school plans.

Once a year, host a scholarship competition for students in your school. In order to enter, students must submit an essay or other depiction of their postsecondary plans. All students who submit may be placed in a raffle for a scholarship or other smaller prizes. A school may also elect to host an event where students present their plans and a winner is selected. This activity motivates students to put thought into their plans after high school and can act as a springboard to encourage students to apply for other scholarship opportunities.

Steps

1. Determine what your scholarship requirements are and how you want to run the event (e.g. raffle, presentation competition, etc).
2. Post the scholarship giveaway rules on the school's college and career website.
3. Encourage students to submit their plans.

Materials Needed

Promotion on website, fliers, scholarship or prize donations or commitment from district.

Adaptation

Submissions could be submitted through Google survey. Could also be used as part of a class assignment to teach students about how to write scholarship essays.

SCHOOL Idaho Virtual Academy

CREATOR Jessica Lecertua

EMAIL jlecertua@idahova.org

FOR Students

GRADE 12

GROUP SIZE Individual

PREP About 2.5 hours
(promotion, entry review)

DURATION Varies by student and
scope of your event

COST Scholarship
(district funded or donation)



College Week

To increase student awareness of educational opportunities beyond high school and create a stronger college-going culture within the school.

Preparations

- Teachers are provided a handout outlining information for them to share with each class: where they went to college, major, etc.
- Each advisory classroom participates in a door decorating competition where they decorate their doors to highlight a college.
- Faculty and students are invited to wear college gear. Staff are invited to participate in a tailgate luncheon.

Steps

1. Set a date (could be done during College Application Week).
2. Invite the mayor, media, and district/school admin, providing specific times, dates and a description of the event.
3. Send an email to staff highlighting College Week activities.
4. Develop a handout for staff encouraging them to share important information about their college experiences.
5. Complete a requisition for door decorating prizes and food for the staff tailgate luncheon.
6. Promote the week's events to students and parents.

Materials Needed

Prizes for doors, lunch for staff (purchased or donated), faculty handouts

Adaptation

Lunch is not required, but can help create buy-in from school faculty and promote school culture.

SCHOOL Canyon Ridge High School

CREATOR Jenny Marke and
Debbie Van Engelen

EMAIL markeje@tfsd.org

FOR Students, Teachers,
Counselors

GRADE 11 - 12

GROUP SIZE School-wide

PREP Several hours

DURATION One week

COST \$300
(less if donations are received)



The Difference Education Makes

To help students imagine what their futures could look like beyond high school. They will begin to explore the benefits of a college education and identify and discuss potential challenges people can experience as they prepare for life after high school, specifically if college is a goal.

Students will use the real life experiences of two young men featured in the documentary “All the Difference” to reflect on their post-high school plans and begin thinking about their futures, from college to careers. They will explore tools and strategies to guide this preliminary planning for life beyond high school.

Steps

1. Review the film and materials which can be found at <https://idahoptv.pbslearningmedia.org/resource/e2d15549-df0f-4c71-95ed-072f5b813b8e/all-the-difference-lesson-plan-clips/>
2. Schedule times for students to watch the film and complete reflection in discussion groups.

Materials Needed

All materials and videos can be found online

Adaptation

n/a

SCHOOL North Junior High School

CREATOR Teresa Noble

EMAIL teresa.noble@boiseschools.org

FOR Students

GRADE 7 - 9

GROUP SIZE Classroom

PREP Two hours

DURATION One class period + time to watch film

COST \$0



Important Terms & Definitions

To define important language and terms needed to understand the college process.

Provide students with a presentation that defines and illustrates key terms that students will need to know as they prepare for college.

Some examples include:

- GPA
- Service Work - Volunteering
- FAFSA
- College Application
- Essay, etc.

Steps

1. Identify terms you want the students to know
2. Prepare a PowerPoint of definitions so that students are familiar with terms
3. Go into classrooms and present terminology

Materials Needed

PowerPoint

Adaptation

Create a booklet or handout of terms and definitions to distribute. Could be presented as an A-Z of college and career terminology. Slides may be printed and hung around the hallway as a reminder to students.

SCHOOL Mountain View Alternative
CREATOR Melissa Johnson
EMAIL melissa.johnson@lakeland272.org

FOR Students, Teachers
GRADE 9 - 12
GROUP SIZE Classroom
PREP One hour to create PowerPoint
DURATION 40 minutes per classroom visit
COST \$0



Learn the Basics

To provide students with an introduction to the opportunities and pathways that await them following graduation from high school and to help them get started with their individual plans.

This is an introductory lesson providing students with information on educational and military options available after graduating from high school. The lesson provides information on types of colleges and degree programs, Idaho admission standards for public colleges/universities and out-of-state admission, college costs, and military options. The lesson also provides information on dual credit and Advanced Opportunities available in high school. Overall, this activity serves as an introduction to terms and options as students begin planning for their futures.

Steps

1. Create a PowerPoint or handouts that illustrate the options for colleges, degrees, and Advanced Opportunities information.
2. Schedule times with teachers to present the information.

Materials Needed

PowerPoint or handouts

Adaptation

n/a

SCHOOL North Junior High

CREATOR Ann Lee

EMAIL ann.lee@boiseschools.org

FOR Students

GRADE 7 - 9

GROUP SIZE Classroom

PREP Two hours for creation of PowerPoint/materials

DURATION One class period

COST \$0



My Strengths

To engage students in exploring personality, academic, physical, and artistic strengths and to help students begin building self descriptive language for future job interviews and scholarship applications.

This series of activities are designed to help students identify strengths and build vocabulary that will aid them in college prep and career exploration.

Activity

1. Students will choose and rank five or more strengths from each category listed on their worksheet (Academic, Physical/Athletic, Artistic, Personality).
2. Students will write a "My Strengths" essay using the words they chose in activity 1.
3. Students will play Strengths Bingo.
4. Students will illustrate the strengths they are most proud of by creating a My Strengths poster.

Steps

1. Create a list of strengths divided by categories (listed above).
2. Create blank bingo cards on which students will select and write in strengths of their choosing.
3. Schedule times to complete each session.

Materials Needed

Bingo markers, optional bingo prizes, large paper for posters, list of strengths

Adaptation

Have students save their essays, posters, and list of identified strengths in their college folders. Could also have students identify strengths that they would like to work on or improve.

SCHOOL Wallace Jr/Sr High School

CREATOR Marian Russell

EMAIL amrussell@wsd3393.org

FOR Students

GRADE 7 - 9

GROUP SIZE Classroom

PREP One hour to create strengths / bingo cards lists

DURATION 4-5 short sessions

COST \$0



Rotating College Visit

To provide students with a general orientation of a college campus as well as detailed sessions about specific programs.

Students will travel to a college campus. Once on campus, students will receive a general tour and admissions presentation and then break into smaller groups to visit specific programs.

Steps

1. Coordinate with a college representative to schedule a date for your tour and to identify programs to visit based on your students' interests.
2. Include a survey about specific program interests with student sign up.
3. Split students into groups based on designated specific program interests and confirm details with the college.
4. Coordinate travel and lunches.

Materials Needed

Bus, lunches, chaperones for each group

Adaptation

This could be done with smaller groups who are interested in specific programs.

SCHOOL Gooding High School

CREATOR Chrys Stephenson

EMAIL chrys.stephenson@
goodingschools.org

FOR Students

GRADE 8

GROUP SIZE Large

PREP One month planning time

DURATION One school day

COST Bus to campus cost



Carnival

Students will gain awareness of their college & career options during college application week.

Staff, students, and parents will play college and career themed carnival games. Examples could include: careers on the wheel or college toss with such colleges as BSU, LCSC, or CSI.

Steps

1. Set a planning meeting and involve students in the process.
2. Advertise the event.
3. Hold follow up meetings to check in on planning progress and tasks to be completed.
4. During the event, get everyone involved and actively encourage participation.

Materials Needed

Giveaways, food (could be provided by culinary class), decorations (could be provided by the art class), sponsors provided prizes.

Adaptation

This event is very adaptable for any size of group. We currently had about 170 attend the event which was all of our students. Use school's art class and culinary arts class to provide food and decor. Seek donations from sponsors to give away such things as Jimmy Johns and Dutch Bros gift cards.

SCHOOL Magic Valley High School

CREATOR Annie Peterson

EMAIL petersonan@tfsd.org

FOR Educators, Students, Parents

GRADE 9 - 12

GROUP SIZE School-wide

PREP 3 days tops

DURATION 2 hours

COST \$200



Fun Festival

The purpose of the College Carnival is to closeout the week long activities for College Application Week in October. It is a fun festival of activities and prizes for students.

During the lunch break representatives from Idaho colleges, universities, trade schools, military, and employers offering internships/apprenticeships set up tables for information and games. Students are encouraged to speak with representatives to complete a bingo card for entries into a prize drawing. Students must ask questions to the representatives to learn more about their institution, as well as, to play the games. This is the ending event to a week of activities during school and after school during college application week.

Steps

1. Staff buy-in, administrative support, and the ability to coordinate numerous moving parts. It takes planning, confirming participation, and to think through all events to ensure student engagement.

Materials Needed

Large open space, tables, games, and high energy

Adaptation

Activities could be geared toward different grade levels. Additionally, representatives from different fields could meet with those student who are interested in either college, trade school, or military.

SCHOOL Melba High School
CREATOR Colleen O'Sullivan
EMAIL cosullivan@melbaschools.org

FOR Students
GRADE 7 - 12
GROUP SIZE School-wide
PREP 1 month
DURATION Lunch period
COST \$200



Opportunity Event

Introduce students and parents to available opportunities.

The Opportunity Event is an event where local community and school groups gather to share information about their organizations with students and families (suggestion: hold event after school hours). Combining this event with another like parent teacher conferences, encourages for a larger turnout. For future events, keep a list of participating group names and contacts. Examples of community and school groups: local agencies that sponsor scholarships, student volunteer opportunities, camps, apprenticeships, clubs, leadership, educational and vocational opportunities, military recruiters, early college programs, Boy State Representatives, local community volunteer opportunities, and employers looking to hire school age employees.

Steps

1. Determine the location and time of the event.
2. Send email to contacts inviting them to participate. Be sure to let them know they can share the email with other interested groups and include a deadline to RSVP. If any groups register at the last minute, have them bring their own table.
3. Advertise the event. If your school does not have a budget for advertising, use social media (e.g. Facebook) local community event pages to post for free and reach out to local news media outlets. Ask the groups who have agreed to come to share the event's information on their websites and/or social media pages.
4. Arrive at the location 45 minutes before the event. If tables are setup ahead of time, it allows for first come first serve placement.

Materials Needed

Access to tables. If access to a table is not a possibility, ask presenters to bring their own tables.
Access to venue to host the event. This event can be held outdoors.

Adaptation

Since the Opportunity Event does not have enough recognition to draw the crowd, try to host it with other events such as Parent Teacher Conference Night, Advanced Opportunities Night, or annual scholarship night. This event was born because throughout the year, our district frequently had organizations asking the district to promote and share student opportunities. With the local community and school groups as participants, it adds an element of interest, increases turn-out, and enables our district to offer more for students without additional costs or resources.

SCHOOL Thunder Ridge High School

CREATOR Melissa McConnell

EMAIL mcconneme@d93.k12.id.us

FOR Students, Parents

GRADE 8 - 12

GROUP SIZE Large

PREP 2 hours

DURATION 4 hours

COST \$0



Tile Painting

Seniors have the opportunity to share their college or career plans after high school in a creative way.

Seniors paint one tile with their name and either the college logo/mascot or symbol for their career plans after high school.

Steps

1. Cut wooden tiles 4x6 or 5x8, paint with black chalk paint or leave white.
2. Invite seniors to paint their tile with school logo/career symbol and their name.
3. Let the tiles dry.
4. Mount on an appointed wall for display.

Materials Needed

Melamine board cut into 4x6 or 5x8 tiles, black chalk paint, colorful paint/chalk markers, paint brushes, mounting tape, plastic table cloths (to cover tables)

Adaptation

This activity is low cost, especially if wood shop can supply the tiles/board and can be used for small or large groups.

SCHOOL Magic Valley High School

CREATOR Myriam Rodriguez

EMAIL petersonan@tfsd.org

FOR Students

GRADE 12

GROUP SIZE Large

PREP 2 hours

DURATION 1 - 2 weeks in April/May

COST \$0 - \$200



FAFSA Completion Night

To provide parents with the tools and assistance to complete their student's FAFSA application.

Parents will be notified about a FAFSA completion event through email correspondence and a postcard mailer. A list of information and items needed is provided to all parents prior to the event and a meal is provided to alleviate barriers to parent participation. The third presentation is held in the evening to help assist parents with filling out the FAFSA form. Parents will benefit from having extra guidance and confidence in completing the form.

Steps

1. Select a date for the event and secure a computer lab or laptops for parents to use.
2. Promote the event via email and fliers and mail a postcard to parents. Make individual phone calls if possible. Be sure to include a list of information parents will need to bring in order to complete the application.
3. Plan a meal, purchased or donated.
4. Contact representatives from local colleges, faculty, or other community volunteers to assist parents during the event.
5. Provide a document to hand out to parents, outlining steps that need to be taken after the FAFSA is completed.

Materials Needed

Handouts, promotional materials, food for dinner, laptops or a computer lab

Adaptation

Have parents fill-out a survey at the event to guide the planning of future events.

SCHOOL Another Choice Virtual Charter
CREATOR Angie Hurn
EMAIL ahurn@anotherchoicecharter.org

FOR Students, Parents
GRADE 12
GROUP SIZE Small
PREP One month planning
DURATION Three hours
COST \$150
 (meal and postage)



FAFSA Done The Easy Way

To assure successful FAFSA completion through a three part presentation series.

This activity consist of three presentations. The first two presentations are completed during the school day in classes where the content matches the subject of the presentation. Faculty in these classes are able to provide students with content specific context on the process. This is a great way to foster faculty buy-in and make sure that students understand all steps in the FAFSA process.

Presentation

1. A presentation in Government class will outline the FAFSA process and allow students to sign up for their FAFSA ID (previous communication is provided so students bring their SSN). Students are given a FAFSA cheat sheet so they may request necessary information from parents for the second presentation.
2. The second presentation occurs in English class, where students will complete their FAFSA up to the portion of the parent section.
3. The third presentation, held in the evening, is a FAFSA help night for parents.

Steps

1. Create student handouts and help sheets as well as a PowerPoint if desired
2. Schedule class time with faculty
3. Send out promo materials and information to parents
4. Recruit helpers for evening event

Materials Needed

Fliers, help sheets, computer lab, food and gift cards for incentives if you choose to provide these.

Adaptation

Smaller schools could combine together to host a similar event.

SCHOOL Another Choice Virtual Charter
CREATOR Kathy Purin
EMAIL kpurin@kunaschools.org

FOR Students, Parents
GRADE 12
GROUP SIZE Classroom
PREP 6 hours
DURATION 3 short events in 1 week
COST \$0



Game of Life

To increase financial decision making and real life skills in budgeting.

Each student chooses a folder at random. Each folder contains a bio of a job, weekly salary, weekly expenses, and financial obligations (rent/groceries, student loans, etc. Pro-rated for a weekly amount). All salaries and jobs are taken from O*Net data. The folder also has a ledger for the student to track “wants” and “needs” which are defined at the start of the activity. Students have the rest of the week to spend their money on their financial choices. They are encouraged to pay “needs” first then google/estimate costs of “wants.” Every day they choose from a random “chance” card - a real life event happens either getting cash or an expense that they have to plan for. Prizes are given on creative and realistic decisions that demonstrate understanding of activity.

Steps

1. Create folders with bios and create “chance” cards.
2. Pass out folders to students and explain the rules and objectives.
3. Pass out chance cards daily and check student ledgers to help them with accuracy and assist with any accounting questions
4. Have students turn in folders with names on them.
5. Hand out candy or small prize to students who met objectives.
6. Get student feedback to tailor activity for next time.

Materials Needed

Files folders, access to a printer

Adaptation

The activity could be extended in time or difficulty depending on age group.

SCHOOL Notus Jr/Sr High School

CREATOR Nicole Jenkins

EMAIL jenkinsn@notusschools.org

FOR Students

GRADE Any

GROUP SIZE School-wide

PREP 2 hours

DURATION 1 week

COST \$50.00
(prizes and folders)



Credit Check

The objective of this activity is to help students become familiar with graduation requirements and take ownership of what they need to do to fill these requirements on time.

Each student will receive their transcript and will be asked to complete a credit audit using the Idaho graduation requirement rubric. This is a great opportunity to help students set goals for their learning and take ownership in their education.

Steps

1. Provide a transcript and graduation requirement rubric to each student.
2. Explain all components of the transcript to students including their GPA and class rank.
3. Have students check off what they have done and set goals for what they need to accomplish next.

Materials Needed

Idaho High School Graduation Requirements Rubric, Student Transcripts

Adaptation

An intake form is not required but is a good way to remember unique characteristics of students.

SCHOOL Lewiston High School

CREATOR Christina Cahill

EMAIL ccahill@lewistonschools.net

FOR Students

GRADE 10 - 12

GROUP SIZE Classroom

PREP Five minutes

DURATION 30 minutes

COST \$0



Freshmen Visits

To begin building trusting relationships with students in the areas of academics, personal-social, and college and career planning.

Connecting with every freshmen during the fall with a one/one visit invites them to know their school counselor as their personal ally in college-career, academic, and social issues. Setting specific goals with students in terms of GPA and asking them to state their best guess for a career goal begins a working relationship between the student and counselor. Students will gain the benefit of starting high school with the mindset of going after a target and will gain a sense of accountability after openly sharing their aspirations with a counselor.

Steps

1. Carve out a time in your calendar to follow-through with Freshmen visits, the first few weeks in October are often the best.
2. Develop a brief intake form to keep a record of student responses in the areas of academic goals, personal-social situations, career goals.
3. Meet with each student, introduce yourself and the purpose of your job and ask them if they would feel comfortable answering a few questions.
4. Give them permission to pass on any question they wish not to answer.
5. Limit each visit to 15-20 minutes.

Materials Needed

Intake form

Adaptation

An intake form is not required but is a good way to remember unique characteristics of students.

SCHOOL Lakeland High School

CREATOR Lorain Ryan

EMAIL lryan@lakeland272.org

FOR Students

GRADE 9

GROUP SIZE Individual

PREP 20 minutes form creation

DURATION 20 minutes per student

COST \$0



Graduation Credit Retirement

(progress worksheet)

Worksheet tracks credits needed to graduate (by semester)

This is a tool for students' individual portfolios to track credit requirements needed to graduate. Students learn what they need to graduate so it is not too late! This activity gets teachers actively involved with students' progress & success.

Steps

1. Teacher buy-in to help students who are not on track to graduate and are in need of credit recovery. This effort assists the academic counselor.

Materials Needed

Excel worksheet

Adaptation

n/a

SCHOOL Buhl Middle School

CREATOR Cori Allen

EMAIL callen@buhlschools.org

FOR Students, Educators

GRADE 8 - 12

GROUP SIZE Individual

PREP No preparation needed if worksheet is already created

DURATION 20-30 minute session with teacher and student

COST \$0



Learning Plans

To help each student shape their education through the creation of an active learning plan.

Teachers will work with individual classes and have each student create an active learning plan to help them shape their learning and plan their goals in high school. Learning plans should be revisited regularly and updated to reflect students' needs and growth. This activity will empower students to be accountable for their learning.

Steps

1. Develop an online learning plan you can have the students actively work on all year.
2. Empower and encourage students to take responsibility and own their education by actively participating in their learning plans.
3. Have students create an initial learning plan with goals and dates for each educational milestone.
4. Provide time and guidance for students to review and update their learning plans regularly.

Materials Needed

Create a Google document learning plan for each student, make sure the document is shared with the student and the teacher who will be guiding them through the process.

Adaptation

Learning plans could also be shared with parents to encourage parent engagement. Students could also use the document to track grades and test scores.

SCHOOL Union High School

CREATOR Katherine Armstrong

EMAIL kaarmstrong@union.nsd131.org

FOR Students, Teachers,
Counselors

GRADE 9 - 12

GROUP SIZE School-wide

PREP n/a

DURATION Full-year duration

COST \$0



My Life & My Future

“M&M Activity”

To generate conversation and help each student start thinking about their future goals.

This activity begins in 7th grade and is replicated their senior year.

Preparations

- Students are asked to choose three different colors of M&Ms at the beginning of the meeting.
- Each color is coordinated with a specific question(i.e. Blue: Where do you see yourself when you are 25 years old?, Red: A career that I see myself in is...). Questions can be designed for any objective.
- As the students answer their questions their responses are documented. During the student’s senior year they revisit this activity. They are handed the same three colors of M&Ms that they selected in 7th grade and are asked the same questions.
- After they respond, allow the student to view their answers from 7th grade and discuss how they have changed and grown over the last few years.

Steps

1. Identify which students you would like to meet with and what your objectives are when meeting with them.
2. Generate questions related to your topic.

Materials Needed

M&Ms (or any candy with lots of colors), paper, a safe place to store responses.

Adaptation

Activity could easily be adapted to a variety of situations with little effort.

SCHOOL Weiser High School

CREATOR Stacia Gerulf

EMAIL gerulfs@weiserschools.org

FOR Students

GRADE 7 - 12

GROUP SIZE Individual

PREP 15 minutes

DURATION 15 minutes

COST \$25 (colorful candy)



Pathways to College & Career

To simplify course planning for grades 9-12 by mapping out some sample course pathways tied to specific postsecondary outcomes.

The career and counseling team create handouts with sample course pathways suggesting courses (specific to the school or available from outside partners) for 4-year plans. These courses would align with career outcomes (for example: a “nursing” pathway would have suggested electives and core courses for students interested in pursuing the nursing field). After samples are created, counselors target individual students based on career interest inventories, parent and student input, test scores, etc.

Steps

1. Review course offerings (IDLA & School)
2. Create a list of careers to build pathways
3. Review college certificate and/or degree requirements and fill-in suggested courses into a 4-year plan.

Materials Needed

Course lists (IDLA and School), blank 4-year plans, GEM requirements, list of careers/fields, and college requirement printouts for each major/certificate

Adaptation

Could be adapted for 6-year plans from grades 7 - 12. You could also make a generic “general studies” pathway for students who want to go to college but have not chosen a field of study.

SCHOOL Wallace Jr/Sr High School

CREATOR Katie Bauer

EMAIL kbauer@wsd393.org

FOR Students, Teachers,
Counselors

GRADE 9 - 12

GROUP SIZE Individual

PREP n/a

DURATION 10 hours +/-

COST \$0



Postsecondary Planning Folder

To provide students a place to organize all postsecondary planning materials, records, and Advanced Opportunities information.

For each student, grades 9-12, keep a folder organized alphabetically by grade level. These folders include all 4-year plans, 504 information, college information, testing data, honors and awards received, dual credit information, and anything else relevant to a student's academic and leadership merit. The student is given the folder to keep on their graduation day so that they have all testing information, cumulative transcript data, FAFSA login details and college planning information to keep for their own records.

Steps

1. Create space that is organized and readily accessible to both counselor and student.
2. Have a folder for each student.
3. Begin placing anything the student completes for college prep, advanced opportunities, FAFSA, scholarships, testing, service, and leadership in the folder.

Materials Needed

Folders for every student entering the school

Adaptation

If storage space is limited, documents could be scanned and placed on a thumb drive for each student.

SCHOOL Wendell High School

CREATOR Geianne Choate

EMAIL gchoate@wendellschools.org

FOR Students

GRADE 9 - 12

GROUP SIZE School-wide

PREP n/a

DURATION Cost of folders for participating students

COST \$0



Summing It Up So Far

To guide juniors through the process of summing up all of the activities they have done over the course of the year.

Juniors do several college-career preparation activities over the course of the school year. Upon completing each activity they will fill in a portion of their “Summing It Up So Far” worksheet. Activities might include taking the PSAT, SAT, ASVAB, volunteer work, internships, college fairs, completing college comparisons using the IACRAO booklet, and college/career interest inventories. Students will keep their worksheet in a binder where they can also place important documentation, transcript audits, test scores, and inventory results.

Steps

1. Develop a list of activities and events students will participate in over the year and use this list to create your “Summing It Up So Far” worksheet.
2. Provide each student with a binder and a worksheet.
3. Provide students with copies of their test scores, activities, and audits throughout the year and remind them to place helpful documents in their binders.
4. Provide time for students to update their “Summing It Up So Far” worksheets on a regular basis.

Materials Needed

Notebooks, “Summing It Up So Far” worksheets

Adaptation

This activity could continue through senior year.

SCHOOL Wallace Jr/Sr High School

CREATOR Marian Russel

EMAIL mrussell@wsd393.org

FOR Students

GRADE 11

GROUP SIZE Classroom

PREP One hour

DURATION Full Year Activity

COST \$100
(depending on size of group)



Transition Scavenger Hunt

To ease apprehension with transition from middle/junior high to high school.

Students are divided into groups of 10-12 students in their middle/junior high school advisory classes. Each group is given a scavenger hunt clue that leads them to an area or teacher within the high school (office, counselor, Ag. Dept., science teacher, etc.) where the students will find their next clue. Once all clues are found, students will return to the middle/junior high school and complete a Black Box activity using clues they collected.

Steps

1. Contact high school staff for approval.
2. Divide students at middle/junior high school into groups of 10 - 12.
3. Give each group a different scavenger hunt clue.
4. Students participate in scavenger hunt.
5. Return to middle/junior high school with clues to be used to figure out the combinations for the Black Box activity.

Materials Needed

Scavenger hunt supplies and prizes

Adaptation

This activity could continue through senior year.

SCHOOL Buhl Middle School

CREATOR Cori Allen

EMAIL callen@buhlschools.org

FOR Students

GRADE 8

GROUP SIZE Large

PREP 2 days

DURATION 1 hour

COST \$100.00



AO/Dual Credit Booth

To create an information booth that can be easily set up at community/sports events where parents gather.

This booth allows school staff to provide information to parents in a way that is convenient and effective. Many parents are already attending sporting or community events for their students making it difficult to carve out time in their schedules for a separate informative event. Counselors or school staff who make themselves available to run the booth will answer questions about and promote opportunities related to Advanced Opportunities and dual credit courses.

Steps

1. Create student handouts and help sheets. If desired, a presentation could also be created.
2. Schedule class time with faculty.
3. Send out promo materials and information to parents.
4. Recruit helpers for evening event.

Materials Needed

Informational brochures about Advanced Opportunities with a list of courses that are available through the school, business cards for counselors, college pennants, a display board with pictures and information.

Adaptation

Save costs by having an information request sheet available so parents can sign up to be contacted by a counselor at a later time.

SCHOOL Kuna Middle School

CREATOR Josephine "Jodi" Anderson

EMAIL janderson@kunaschools.org

FOR Students, Parents, Teachers

GRADE 7 - 8

GROUP SIZE Varies, event based

PREP 1 hour

DURATION 2 hours

COST \$100



AO/Dual Credit Night

To provide students and parents with information regarding the opportunities available to them through Advanced Opportunities and the dual credit courses offered through the school. Assist students with registering for dual credit courses.

This event can be held in conjunction with other events such as mandatory sports meetings, financial aid nights, parent teacher conferences, etc. The main purpose is to outline Advanced Opportunities and dual credit programs. A college representative could be present to discuss courses and help walk students through the registration process. This event is beneficial because students and parents are listening to the same information and dual credit forms can be turned in at the same time. A walk-through of the student portal and student funding requests can also be completed at the event.

Steps

1. Set a date and time for the event and send out promotional materials to parents.
2. Contact the SDE and partnering course providers to request representatives to attend the event.
3. Create a presentation to outline the agenda and objectives for the night.
4. Print copies of relevant resources for parents.

Materials Needed

Presentation (PowerPoint, Google Slides, etc.) and parent handouts

Adaptation

Offering food tends to increase attendance.

SCHOOL Prairie Jr/Sr High School

CREATOR Suzi Quintal

EMAIL quintal@sd242.org

FOR Students, Parents, Teachers

GRADE 7 - 8

GROUP SIZE Large

PREP 2 hours

DURATION 1 hour

COST \$0



GEMs Course Study Plan

To show students and parents the IDtransfer.org website and help them understand the statewide portability of the GEMs courses, connected to the \$4,125 Advanced Opportunities funding for each student, and the courses available through your school or IDLA.

Host this activity as an evening workshop or as part of a larger parent event.

Preparations

- Show participants the Gen Ed Courses section of the <https://coursetransfer.idaho.gov/GemSearch.aspx> website and explain how any courses listed under any of the Idaho public colleges or universities for each section MUST be accepted by all Idaho public colleges to meet Gen Ed requirements.
- Remind students about the \$4,125 in Advanced Opportunities funding and explain how much tuition can be saved for each Gen Ed course they can complete in high school. Presented with the GEMs Course Study plan form. On one side of the form list out which courses can be used to satisfy all six GEMs areas, differentiate which dual credit classes are available through your school and which are available through IDLA.
- On the back side of the form is a blank template which students would fill in as they complete dual credit courses and as a part of their 4-year study plan.

Steps

1. Select your committee and determine a date/time to meet each quarter.
2. The committee brainstorms article ideas and creates a list of resources, deadlines, and upcoming events that relate to college prep and college culture.
3. Assign tasks and deadlines for submissions which should be sent to the leader one week before the publication is scheduled to be sent out.
4. The newsletter is distributed to all parents and students via email.

Materials Needed

Newsletter or desktop publishing software, internet access, lists of parent and students emails.

Adaptation

n/a

SCHOOL Genesee Jr/Sr High School
CREATOR John Scripter
EMAIL jscripter@sd282.org

FOR Students, Parents, Teachers
GRADE 8 - 12
GROUP SIZE Classroom
PREP 30-60 minutes to modify GEMs plan to your school
DURATION 30 - 50 minutes
COST \$0



Go On Newsletter

To create a college ready culture within the school and to keep parents and students informed about upcoming deadlines and opportunities.

A small committee of teachers and counselor(s) work to create a quarterly college newsletter, which includes school-based articles, resources, deadlines, and upcoming events.

Steps

1. Select your committee and determine a date/time to meet each quarter.
2. The committee brainstorms article ideas and creates a list of resources, deadlines, and upcoming events that relate to college prep and college culture.
3. Assign tasks and deadlines for submissions which should be sent to the leader one week before the publication is scheduled to be sent out.
4. The newsletter is distributed to all parents and students via email.

Materials Needed

Newsletter or desktop publishing software, internet access, lists of parent and student emails.

Adaptation

n/a

SCHOOL Another Choice Virtual Charter

CREATOR Angie Hurn

EMAIL ahurn@anotherchoicecharter.org

FOR Students, Parents

GRADE 7 - 12

GROUP SIZE School-wide

PREP One hour/quarter to create, plus planning time

DURATION n/a

COST \$0 if digital



Parent & Student Meetings

To prepare both students and parents for the student's senior year.

These meetings are scheduled throughout a student's junior year and include:

- School counselor, student, parent, and an administrator
- Setting the meetings after March, once a student receives ACT/SAT results

In these casual meetings, school staff guide families through a student's credit check, explain test scores and implications, discuss dual credit opportunities, set goals for after high school, and determine information that parents need to help in their student's process. Schools may choose to make this activity mandatory.

Steps

1. Provide a list of possible time slots with varying times throughout the day over the last months of school so that parents can find a time to work with their schedule.
2. Explain to parents the importance of this activity and what to expect.
3. Make copies of resources for parents and print each student's transcripts and test scores.
4. Send reminders to parents and make sure space is set aside for each meeting.

Materials Needed

Copies of student records, resource pages for parents.

Adaptation

Meetings could be performed over Skype or another video conferencing service if necessary. You may also designate time for parents to help students identify their strengths.

SCHOOL Clark Fork Jr/Sr High School

CREATOR Dawn Schatz

EMAIL dawn.schatz@lposd.org

FOR Students, Parents, Counselors

GRADE 11

GROUP SIZE Individual

PREP Minimal prep (scheduling)

DURATION One hour per family

COST \$0



AO Teacher Training

To train AP and Dual Credit teachers about the Advanced Opportunities (AO) program.

Meet with teachers during lunch to introduce them to Advanced Opportunities. Walk teachers through the SDE website and guide them through the portal so they are able to help students request funding for exams and credits. Discuss and review the entire process of creating accounts, how counselors approve accounts, and eligible courses and exams. Offer to work with teachers in their classrooms as they are talking with students about AP and concurrent enrollment.

Steps

1. Secure a classroom for the presentation
2. Invite all necessary teachers

Materials Needed

Computer, projector, access to the AO portal

Adaptation

Could be done individually with each teacher. Could also be adapted for teachers who are eligible to teach dual credit but are not signed up yet by providing requirements and information needed to become a dual credit instructor.

SCHOOL Capital High School

CREATOR Jennifer Ayres

EMAIL jennifer.ayres@boiseschools.org

FOR Teachers

GRADE 10 - 12

GROUP SIZE Small

PREP 30 minutes

DURATION 30 - 45 minutes

COST Lunch if you provide



Credit Awareness

To train teachers to understand credit issued and credit completed, graduation progress, and student transcripts.

In a faculty meeting or on a professional development day, walk teachers through state and district graduation requirements, how to assist students in teacher advisory groups on graduation progress, and how to read student transcripts. Teachers will then practice by walking through three student scenarios.

Steps

1. Print out graduation requirement handouts, district review handout, and three sample student scenarios
2. Create a presentation for the meeting
3. Explain to teachers the importance of helping students understand graduation progress

Materials Needed

Handouts

Adaptation

n/a

SCHOOL Jerome School District

CREATOR Christi Gilmore

EMAIL christi.gilmore@jeromeschools.org

FOR Teachers

GRADE 9 - 11

GROUP SIZE Classroom

PREP Minimal

DURATION Two hours

COST \$0



Staff Book Study

To engage school staff in team learning, discussion, and interaction about a relevant topic and how the information learned may be applied to impact the school and students.

Staff members select a book to study as a team throughout the year. Staff meet once a month to discuss the book and while everyone reads the assigned chapters, small groups of staff will take turns leading discussion and activities around the content of the reading assignment. Depending on whether or not the activity is offered for PD credit, supplemental assignments may need to be completed.

Steps

1. Select a book and purchase copies for all participating staff members.
2. Set a meeting time and schedule for small groups.

Materials Needed

Books

Adaptation

Small groups could be created around content specific books.

SCHOOL Aberdeen High School

CREATOR Travis Pincock

EMAIL pincockt@aberdeen58.org

FOR Teachers, Counselors

GRADE Any

GROUP SIZE School-wide

PREP Time to set up PD credit with university

DURATION Year long

COST Depends on the book you choose



College Video Competition

To increase a school's college-going culture in a creative and engaging way.

Students will use cameras, iPads, or tablets to create videos on the importance of going to college or about general college information. At the end of the week, students and staff will view the videos and vote on the winners. Prizes are given out to the top teams. Videos will then be used to help promote college awareness to younger grade levels.

Steps

1. Distribute technology to each advisory class with directions and rules for the competition.
2. Schedule a time for the viewing event.
3. Award prizes.
4. Save videos in YouTube format so they can be shared.

Materials Needed

Video technology, prizes (purchased or donated)

Adaptation

Small groups could be created around content specific books.

SCHOOL Gooding High School

CREATOR Chrys Stephenson

EMAIL chrys.stephenson@
goodingschools.org

FOR Students

GRADE 8 - 12

GROUP SIZE School-wide

PREP One week of planning

DURATION One week

COST \$ for prizes or donations



Hat Looming

Students learn how to make hats on a loom for others.

Students learn how to make knitted hats on a loom. Students have the choice to keep or donate the hat to an organization of their choice: elementary school, senior center, or nursing home. Students write a reflection piece on the project.

Steps

1. Determine how many kits to order.
2. Order materials.
3. Organize materials into bins for advisory classes.
4. Teach teachers to loom/provide videos as well.
5. Advisory teachers teach and advise students.
6. Students make on or more hats.
7. Students reflect and write about their choices.

Materials Needed

Loom kits (includes 4 looms, needle, pick, and 4 pom pom makers) and yarn

Adaptation

Receive donations from community to help offset cost. Students can also make scarves using the looms.

SCHOOL Homedale Middle School

CREATOR Margo Phariss

EMAIL mphariss@homedaleschool.org

FOR Students

GRADE 7 - 8

GROUP SIZE Large

PREP 1 week to order and organize materials

DURATION Each hat takes about 1 hour on average for students to complete. Students who completed 1 or more, project lasted over a month.

COST \$1500



Idaho Food Bank

Students will learn what the Idaho Food Bank does and the service they provide their community.

Students will tour the Food Bank and then participate in loading/unloading food for the Food Bank.

Steps

1. Contact local Food Bank.
2. Collaborate with school administration to determine when the best day to go.
3. Decide the time of day to go and order lunches if needed.
4. Schedule busing.
5. Get permission slips handed out and turned in.

Materials Needed

Bus request form, permission slips

Adaptation

Instead of traveling to Food Bank, when Food Bank visits local community center (e.g. Marsing's HUB), plan for smaller groups to unload truck and tour community's own section of the Food Pantry.

SCHOOL Marsing Middle School

CREATOR Jacky King

EMAIL jking@marsingschools.org

FOR Students

GRADE 7 - 8

GROUP SIZE Large

PREP 1 day

DURATION 3 hours

COST Transportation, Student lunch



Letters & Lunch

with Retirement Homes

This activity is a way for students to get involved with the community and teaches them about the elders in their community.

Students write a letter for an individual who is living in a local retirement or assisted living home. After the letters have been sent, arrange a small group of students to have a catered lunch with the residents.

Steps

1. Contact and recruit a retirement/assisted living home.
2. Have students write letters.
3. Mail or hand deliver letters to the facility.
4. Set up lunch with residents.
5. Have a good time!

Materials Needed

Letters, envelopes, stamps, transportation, and catering for lunch

Adaptation

You do not have to have lunch. It could be replaced with a visit from the students. If there is a large number of students, split the letters up between several retirement homes.

SCHOOL Jerome School District

CREATOR Allison Martens

EMAIL allison.martens@jeromeschools.org

FOR Students and individuals in retirement/assisted living homes

GRADE Any

GROUP SIZE School-wide

PREP 3 - 5 days

DURATION 20 - 30 minutes for letter;
30 - 1 hour for lunch

COST A stamp per student, lunch, materials/supplies, and transportation



Making Rugs

Out of Plastic Bags

This is a service learning project for students to make rugs for third world countries out of plastic bags.

Students will learn how to make rugs out of recycled, plastic bags. Students can visit their local humanitarian center to learn more about third world countries.

Steps

1. Contact the local humanitarian center and school district's transportation department for busing.
2. Arrange for students to go on a field trip.
3. Collect the plastic bags for two weeks (school/classroom drive).
4. Hand out and return permission slips for students to go on field trip.

Materials Needed

Plastic bags (recycled), loom, busing to humanitarian center

Adaptation

Buy a loom and have it be a continual project within the school.

SCHOOL Minidoka County School District

CREATOR Jasmyn Rogge

EMAIL jrogge@minidokaschools.org

FOR Students

GRADE 8 - 12

GROUP SIZE Classroom

PREP 1 week - 1 month

DURATION 3 hours

COST Looms



Senior Send-off

To celebrate the accomplishments of graduating students while exposing elementary and junior high students to positive role models and college and career awareness.

Seniors wear their cap and gowns and march through the elementary and junior high schools while students cheer and give high fives. After the march all students will go to the gym where seniors will introduce themselves, share what college they plan to attend and/or what career they will be working towards.

Steps

1. Get seniors on board by discussing the purpose of the activity and the expectations you have for them.
2. Make arrangements with the elementary and junior high school administrators to arrange a time for the event.

Materials Needed

Caps and gowns for seniors

Adaptation

n/a

SCHOOL Prairie Jr/Sr High

CREATOR Suzi Quintal

EMAIL quintal@sd242.org

FOR Students

GRADE 12 (Also elementary and jr. high students)

GROUP SIZE School-wide

PREP n/a

DURATION 30 minutes

COST \$0 unless busing is needed



Service Learning Day

"MVMS Gives Back"

Teachers and students plan service projects for the community and school.

This is a day for students to give back to the school and community. Teachers and students plan what they'd like to do to develop buy-in. Projects include school and community clean up, cookies and stories with the senior citizen center, toy/blankets for homeless shelter, reading to younger students, etc.

Steps

1. Plan appropriate day for whole school participation.
2. Teachers & students come up with service plan.
3. Create a list of materials and supplies.
4. Submit bus requests
5. Buy needed materials and deliver to classrooms.
6. Service Day
7. Reflection with students - "What did they get out of it?" "How did it feel?"

Materials Needed

Computer paper, markers, crayons, staples, scanner (if sending stories to professional printer)

Adaptation

Adaptation and activities were made for extended resource students, so they were able to participate. Ask local businesses for material and supply donations.

SCHOOL Mountain View Middle School

CREATOR Candice Kniffin

EMAIL knifc@d55.k12.id.us

FOR Students

GRADE 7 - 12

GROUP SIZE School-wide

PREP 1 - 2 weeks

DURATION 3.5 hours

COST \$300 - \$500



Stories for Kids Project

To enable students to develop writing and illustration skills and the ability to build compassion and think of someone else.

Elementary students fill out personal surveys about likes, hobbies, friends etc. Middle school students are assigned a younger student and use the survey to write a personalized story for their student. Stories can be stapled or bound when complete. Then middle school students read books to younger students and gift the book to them.

Steps

1. Consult with English teachers about implementation timeline, page requirement & guidelines, and organize surveys.
2. Print books or scan and send them to printing company.
3. Schedule time to read to elementary students.

Materials Needed

Wood, art supplies, cleaning supplies, transportation

Adaptation

Do not use a printing company, do not use surveys or try to personalize books, just have students write a generic book for young students.

SCHOOL Gooding Middle School

CREATOR Nancy McLaughlin

EMAIL nancy.mclaughlin@goodingschools.org

FOR Students

GRADE K - 3 and 6 - 8

GROUP SIZE Large

PREP 5 hours

DURATION 3 - 4 months

COST Variable - if using hard stapled stories - free; Pay for book binding and printing \$2,000.00



Math Intervention Specialist

To improve outcomes in Math and STEM courses by providing students extra, in class, support while they are learning each concept.

A Math Intervention Specialist works with students in the classroom while instruction is occurring; providing one-on-one and small group support on a case-by-case basis. The Intervention Specialist also organizes special sessions for testing based on data analysis.

Steps

1. Review relevant vocabulary specific to each class.
2. Prepare and hand out tools and manipulatives.
3. Ask informal questions every day at the end of class to check for understanding.
4. Have class/small group/individual discussions with students when quizzes are handed back to them to discover what is understood and what concepts students need more help on.

Materials Needed

Computer technology, classroom supplies, relevant manipulatives

Adaptation

Could be adapted by having small groups of students act as an individual. Leading questions would be asked and a consensus answer would be required by each group, allowing for intelligent group discourse.

SCHOOL Lapwai High School

CREATOR Candace Hoisington

EMAIL clhoise@hotmail.com

FOR Students

GRADE 11 - 12

GROUP SIZE Classroom

PREP Included in the activity

DURATION Time during upper level math classes

COST One FTE or less depending on school resources



Goddard's List

To encourage students to set and explore goals for their future while examining potential barriers and learning how to persist despite them.

John Goddard, one of the world's most famous adventurers, created a bucket list of goals when he was 15 years old. Students, like John Goddard, are given the opportunity to write a bucket list of their own after exploring Goddard's list within a classroom or group setting. Encourage students to dream big and come up with goals that are both short term and long term. After creating their lists, engage students in a discussion about potential barriers that may arise when working towards goals and how to persist in spite of these barriers.

Steps

1. Research the life of John Goddard and create a few slides outlining his accomplishments.
2. Create a handout of Goddard's accomplishments and on the back side, provide a space for students to write goals of their own.

Materials Needed

Handouts

Adaptation

Students could simply create their list in a notebook after viewing Goddard's list in the PowerPoint. Could be done as a class, in small groups or with partners.

SCHOOL Another Choice Virtual Charter
CREATOR Angie Hurn
EMAIL ahurn@anotherchoicecharter.org

FOR Students
GRADE 10
GROUP SIZE Classroom
PREP Minimal
DURATION 20 - 30 minutes
COST \$0



How-To Project

Given a student chosen topic, students will teach their peers how to do an activity by writing and demonstrating step by step instructions.

For this activity, students choose a task they can easily complete and teach their peers to do. This task can be as simple as making a grilled cheese sandwich or as complicated as saddling a horse. This activity can be done virtually or in the classroom. It is important that the students choose a topic that can be performed in the given setting. Once a topic is chosen, students write a step by step essay using MLA format and including an introduction and conclusion paragraph. Once their essay is complete, students will teach the class “how to” do their activity. If it is an in-class activity, students will take turns presenting during class. If the activity is done virtually, students can video tape their presentation or they can present over a video conference call.

Steps

1. Students choose an appropriate and attainable activity.
2. Students write a step by step essay explaining how to do said activity.
3. Students demonstrate how to do their activity via an in-person or virtual presentation.

Materials Needed

Computer

Adaptation

Budget is not an issue with this project. However, this project can be adapted to fit different group sizes. Presentations can be given to large groups, classrooms, small groups, or even just to the teacher. The project can also be completed in-person or virtually.

SCHOOL Boundary County Middle School

CREATOR Lauren Archer

EMAIL lauren.archer@mail.bcsd101.com

FOR Students

GRADE 7

GROUP SIZE Large

PREP 2 hours

DURATION 3 hours

COST \$0



Personal Mission Statement

To help students begin thinking about “what they want to be” and also “what kind of person they want to be”.

Students will be guided through the process of creating a personal mission statement. Students are provided a worksheet that offers tips for writing a mission statement and helps them brainstorm ideas. Next, students will write their statements, expressing their ideas in sentence/paragraph form on their Personal Mission Statement Worksheet. Students are encouraged to share their statements in class and should revisit their statements regularly.

Steps

1. Create a Personal Mission Statement worksheet.
2. The front of the worksheet should include a sample of a mission statement and questions that will help them brainstorm ideas such as “Write three words that you would like people to use if asked to describe you?” or “What kind of legacy would you like to create for yourself?”.
3. On the back of the worksheet, provide space for students to write their personal mission statements.

Materials Needed

Worksheets

Adaptation

You could have students peer edit their statements and make revisions before sharing.

SCHOOL Union High School

CREATOR Kat Armstrong

EMAIL kaarmstrong@union.nsd131.org

FOR Students

GRADE 10

GROUP SIZE Classroom

PREP 15 minutes

DURATION 1 - 2 class periods

COST \$0



Self Reflection Trees

To encourage students to see how their personal struggles can become their greatest strengths and to reflect on how they have grown.

Students will create their own illustrated self reflection tree while working through a series of discussions.

Preparing

- Students will draw each part of the tree and list to the side the traits and behaviors that correspond to each (Roots = Strengths, Knots = Negative Behaviors, Branches = Tough Times or Trials, Leafs = People Who Support Them).
- Have students complete their lists and drawing and process the activity in small groups by picking out their strengths and discussing how they might relate to prior struggles.

Steps

1. Draw an example on the board prior to the activity.
2. Give permission to students to skip or omit things that they are uncomfortable sharing.
3. Allow students to customize their drawings.

Materials Needed

Large-sized paper, pens, markers or colored pencils.

Adaptation

Meetings could be performed over Sykpe or another virtual conferencing service if necessary. You may also designate time for parents to help students identify their strengths.

SCHOOL Union High School

CREATOR Kat Armstrong

EMAIL kaarmstrong@union.nsd131.org

FOR Students

GRADE 9 - 12

GROUP SIZE Small

PREP 10 minutes

DURATION 1 - 2 hours

COST \$0



Summer STEM Workshop

Science field activities

Summer STEM Workshops - A STEM field trip experience like aquatic biology near local rivers.

Steps

1. Determine activity and location.
2. Line up transportation and on-site resources for activities.
3. Set date for activities and advertise to the students.

Materials Needed

Transportation and lunches

Adaptation

This activity can be easily scalable and then could be set up in 2 - 3 locations.

SCHOOL Nezperce School District

CREATOR Dennis Kachelmier

EMAIL dkachelmier@nezpercesd.us

FOR Students, Staff, Mentors

GRADE 8 - 12

GROUP SIZE Small

PREP 2 - 4 hours

DURATION 1 day

COST Under \$1000

RESOURCES

Helpful information



Tips

Campus Tours

Don't be afraid to ask about customizing your group's campus tour. Find out your student's interests and ask a faculty member from that department to speak to your group or ask to visit a college class.

Maximize engagement on a campus tour by challenging students to complete a scavenger hunt or assignment that requires them to ask questions along the way.

Have students research the campus before you attend a tour and make a list of questions they have or locations they would like to visit. Send this list to your admissions rep prior to the tour.

Help your students reflect on their experience by presenting about a resource they learned while on campus or by following up with questions and a thank you note to the admissions representative.

Many colleges partner with the business community to offer industry specific campus days. These events help students connect the dots between college and career. Ask your

college admissions staff what special events they have coming up. (e.g. Engineering Day, Health Professions Day or STEM Day)

Engagement

Create a parent advisory group. Having a small group of parents to act as a sounding board for new ideas and upcoming events will help you make the most of your time.

Take a look at your school's schedule and identify some creative ways to double up on parent engagement. School performances, athletic events and parent teacher conferences where families will already be attending are great opportunities to share information with parents.

Get the teachers at your school involved in the college and career conversation.

Take an inventory of talents and skills at a staff meeting and have staff run workshops throughout the year or work with each teacher to identify a section of their curriculum that might correspond with a college and career activity.

Partner with your local Hispanic Chamber of Commerce to make phone calls to spanish speaking parents.

FAFSA

Provide parents and students with a list of tasks they need to be aware of after they complete the FAFSA.

Create a calling list for staff or volunteers to reach out to parents prior to your event.

Have each caller explain to parents why the FAFSA is important and provide a list of information or documentation parents need to bring.

Checklist

Map out your school's college and career goals

Activity Type	Activity Name	Date
Advanced Opportunities		
Career Awareness		
College Awareness		
Financial Aid		
Individual Planning		
Parent Engagement		
Professional Development		
STEM Activities		
Service Learning		
Testing and Test Prep		
Tutoring		

Common Terms

504

Section 504, which is part of the Rehabilitation Act of 1973, is a federal civil rights law that prohibits discrimination based on disability. It ensures that the child with a disability has equal access to an education. Section 504 requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Compliance is not optional.

ACADECA

The Academic Decathlon is an annual high school academic competition organized by the non-profit United States Academic Decathlon. The competition consists of seven objective multiple choice tests, two subjective performance events, and an essay.

ACT

The ACT is a standardized test used for college admissions in the United States. It is currently administered by ACT, a nonprofit organization of the same name. The ACT test covers four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test.

AO

Advanced Opportunities, Advanced Ops, allow for students to individualize their high school learning plan to get a jump start on their future. These options include dual credit, workforce training, certification exams, Advanced Placement, and International Baccalaureate programs.

AP

Advanced Placement is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students.

ASVAB

ASVAB stands for Armed Services Vocational Aptitude Battery. It is a test that was originally established in 1968 to measure and predict the success of an applicant in various academic and occupational pursuits in the military. High school and postsecondary students and adults take the test more than one million times each year.

College Application Week

College Application Week is a nationwide program to encourage every high school student apply for postsecondary training.

Dual Credit

Dual credit are courses taken by high school students that are transcribed on their high school and college transcripts.

FAFSA

To be considered for federal financial aid, you must complete and submit the Free Application for Federal Student Aid, or FAFSA.

GEM Courses

GEM (General Education Matriculation) courses are universally accepted across all state institutions in Idaho. The following is a list of GEM categories within which courses are grouped. Each institution requires a certain amount of credits to be earned in each category. Clicking on a GEM will show how each institution has assigned courses to each of the GEM categories. Disciplines are represented by course prefixes. These GEM courses may change in the catalog, please check with the Idaho institution advisor prior to registering for a course. All data should be verified with your advisor.

Gen Ed Courses

General education courses are courses that are universally accepted across all state institutions in Idaho

Common Terms

GPA

Grade Point Average

IACRAO

The Idaho Association of Collegiate Registrars and Admissions Officers (IACRAO) know that our organization is richer when voices of every color unite in equity. IACRAO has the tremendous opportunity to guide Idahoans to and through higher education.

IDLA

Idaho Digital Learning Alliance provides innovative education methods through digital learning, creating access and opportunity for all Idaho students and educators.

PD

Professional Development

PSAT/NMSQT

The PSAT/NMSQT is the Preliminary SAT/ National Merit Scholarship Qualifying Test. The PSAT is a great primer for the SAT, and scores are used to identify National Merit Scholars and award merit scholarships.

PTECH

Pathways in Technology Early College High School (P-TECH) is a new type of school that brings together the best elements of high school, college, and the professional world.

SAT

Scholastic Assessment Test

SDE

State Department of Education

STEM

Science Technology Engineering Math

TRIO

TRIO refers to a group of federal outreach student services programs. TRIO programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. Their existence is owed to the passing of the Higher Education Act of 1965.

Online Links

College Board

<https://bigfuture.collegeboard.org/>

Search for the CollegeEd “Creating a College Going Culture” program online for a great PD curriculum.

Course Transfer

<https://coursetransfer.idaho.gov/>

View transfer information and course listings for all Idaho public postsecondary institutions. Including dual credit!

GEAR UP Washington State

<https://gearup.wa.gov/Resources>

More great ideas from the staff at GEAR UP Washington State. Search by activity type.

Grants4Teachers

<https://www.grants4teachers.com/>

Grant opportunities for educators.

Federal Student Aid

<https://financialaidtoolkit.ed.gov/tk/>

Includes a counselor toolkit and collection of printable/editable resources for financial aid nights or lessons.

Idaho State Department of Education

<https://sde.idaho.gov/>

Full of educational resources, check out the Advanced Opportunities, Student Advising and GEAR UP pages.

Idaho Department of Labor

<https://www.labor.idaho.gov>

Career awareness resources for teachers and students. Check out the Career Information System and Hot Jobs.

Khan Academy

<https://www.khanacademy.org/>

Free SAT test prep lessons for students.

K20 Learn

<https://learn.k20center.ou.edu/>

Reflection activities and instructional tips.

NEFE

<https://www.nefe.org/>

Free financial literacy lessons for students and curriculum for educators.

Next Steps Idaho

<https://nextsteps.idaho.gov/>

College prep information for teachers, parents and students.

Remind

<https://www.remind.com/>

Schedule and send text messages straight to student's/parent's cell phones.

Unigo

<https://www.unigo.com/>

Scholarship opportunities including a section containing “Weird Scholarships”.

Contact GEAR UP Idaho

College & Career Readiness

(208) 332-6946

jdeahl@sde.idaho.gov

