JAG PBL Menu - College Readiness

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources as prompts as you customize a PBL to fit the needs of your classroom and community.

Title Options

- Next Step to Your Future
- Achieving Higher
- College 101
- Future-Ready Workforce
- *Create Your Own!*

Duration   4-6 weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 4-6 weeks; however feel free to make it work as time allows and within any time constraints that may be present. Ideally a project such as this one would take place at the end of the school year or at minimum into the second semester.

Project Summary

The world of higher education is the next step for many students as they pursue their future goals; while for others it is only a dream or not part of their reality. As JAG prepares students for careers relative to a student's interests, skills and abilities—exploring post-secondary options is critical to aligning ones education with the necessary credentials. Projects focused on college should concentrate on the needs of students for their next step transitioning out of high school, but also to open the door to the possibilities that are available.

Driving Question

A Driving Question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality Driving Question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How do I get "Accepted" to College?
- What education do I need after High School?
- How can XX% of our class transition into further education?
- What credentials do I need to obtain my dream job?
- As a (fill in grade) grader, what should I be doing to be prepared for college?

Entry Event

An Entry Event should engage, intrigue and provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- An ample supply of **movie clips** are available with an emphasis on College. Many are funny, some more serious; but all depict some sort of stereotype associated with College. It would be great to show a variety in a manner that encourages discussion after each one. The intention is to design the entry event as a "myth-buster" opportunity. (College is not all about partying, large lecture halls, marathon study sessions or is only for the "rich"). Some video examples are available in the resources section.
- Identify a variety of positions that are considered dream jobs for your students, as well as those that are well within reach. From that list pull a job posting or job description that outlines the required experience, education, credentials and other necessary qualifications. You could structure it in the form of a **gameshow**, in which the students could work in teams or individually to guess what (if any) further education outside of high school is required. This type of format opens nicely into a deeper conversation about being qualified for positions that one hopes to obtain. Naturally, this transitions nicely into a conversation about post-secondary.
- Invite a successful former JAG alumni who is currently in college and/or a recent graduate in as a **guest speaker**. Having students see someone they can connect with and tell them about their experience is extremely valuable. Coordinate with the former JAG student to put together not only a tell-all of their experience, but formulate some sort of structured activity or timeline of the valuable information necessary to pique the interest of the students and get them thinking about 1) college as an option for them or 2) learning from the speaker before them.
- Connect with a local college to organize a **field trip.** Colleges are excellent about inviting prospective students on-to campus to tour facilities, meet with staff and interact with current students. Arrange a day for students to be amerced in the College experience. Be sure to highlight the fun and social side of College, as well as the resources and supports that are available.

Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do's & Don'ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, etc.)
3. **A solution or answer to the driving question**.

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

Major Group Products	• College Readiness How-To Guide • Host a College Fair at your school • Organize a large-scale College visit
Major Individual Projects	• College application • Complete FASFA • Write and submit a College Scholarship Essay • Presentation on Post-Secondary Plan • Presentation on levels of College (certificate, trade degree, associates, bachelors, etc.) • Personalized College tour • Add application and essay to student portfolio

Competencies

Competency Attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

Level 1: D.21, D.22, D.23, D.24, F.32, G.46, G.48, G.55, G.56, G.57, G.59
Level 2: A.1, A.2, A.3, A.5, C.17, C.18, F.35, F.37, G.42, G.45, H.61, H.63, H.76, H.78, H.79, H.81, J.105, M.114, M.115, M.116, R.132, R.133
Level 3: A.4, G.38, G.41, H.66, H.69, H.70, H.72, H.75, H.77, Q.128, H.129
*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

Formative Assessments (Mini-assessment to shape learning during Project)	Quizzes/Tests		Practice Presentations	
	Journal/Learning Log		Notes	
	Preliminary Plans/Outlines/Prototypes		Checklists	
	Rough Drafts		Concept Maps	
	Other:			
Summative Assessments (End of Project)	Oral Presentation, with rubric		Written Final, with rubric	
	Multiple Choice/Short Answer Test		Peer Evaluation	
	Essay		Self-Evaluation	
	Other:			

Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major component of PBL, allowing students to think about what they've accomplished throughout the project.

(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group – Success Council	
	Whole-Class Discussion		Fishbowl Discussion	
	Survey		Peer Assessment	
	Self-Assessment		Other:	

Scaffolding (Managing the Process)

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

Prior to the Project Beginning
*Consider the following examples of tasks to prepare for prior to the launch of your project:
- Complete career exploration for each student.
- Build relationships with local college to assist with questions and materials in addition to a class visit.
- Secure necessary materials and resources.
- Design lessons with current College prep information, resources and tools.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

Launching the Project
*To build the excitement and engagement for the project, do the following:
- Perform the Entry Event.
- Share the Driving Question.
- Discussion on student voice and choice.

Project Navigation:
*Based on your student's previous knowledge and the design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.
- If the Entry Event didn't highlight, spend time sharing the importance of post-secondary as it relates to overall career options, pay/benefits, work-life balance, advancement opportunities, etc.
- Identify the importance of what it means to be "college ready" as a means to avoid remedial coursework.
- Discuss the typical process for college entry with a timeline.
- Provide lesson over the different types of Colleges (non-profit, for-profit, private, community college, university, online, etc.).
- Provide lesson over levels of achievement in higher education (certificate, trade degree, associate, bachelors, masters, doctorate, etc.).
- Assess student's basic understanding of the post-secondary realm.
- Conduct career mapping that aligns area(s) of career interest with potential majors or certificates. (A.4)
- Connect with employers to highlight education vs. experience. (Is a culinary degree more valuable than practical experience working in a kitchen/restaurant?)
- Perform a quiz or assessment regarding the format of school to attend.
- Connect both major and school format for each student.
- Complete a comparison study of the money saved by registering for dual-enrollment courses or PSEO while in high school. (H.66)
- Have student's research three options that fit within the format that works best for their lifestyle, as well as offers their major. (Q.129)
- Allow students time to analyze differences between the various institutions. (G.38, Q.128)
- Provide an avenue for students to share their findings. (G.41)
- Lesson on college applications and essays.
- Submit at least one college application.
- Lesson on the finances associated with College.
- Apply for the FASFA.
- Lesson on scholarship applications, essays and interviews.
- Apply for at least one scholarship.

- Discuss tips for being successful at College. For example: jobs while going to school, budgeting (if not otherwise already discussed), study habits, available resources (counselors, advisors, library, tutors, etc.), health and wellness, etc. (H.70, H.72, H.75, H.77)
- Provide a more in depth simulated learning activity regarding habits of a successful college student.
- Assess understanding of transitional techniques.
- Have students register for a college visit or orientation.
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

Accommodations

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations

Resources

What resources will make this project successful?   Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

For example, assist with reviewing applications, encouragement and researching options for best fit.

School-based individuals:

- Building Principal or Assistant Principals
- Guidance Counselors
- Advisors
- Teachers

Community:
- Business professionals – Recruiters, HR Managers, Company CEO/Presidents
- College Admissions Office
- Workforce Centers
- Trade Schools/Apprenticeships

Technology:
- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (projector, screen, speakers, etc.)

Materials & Supplies: (if necessary)
- College Applications

Supplemental Links

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- College Timeline - https://www.petersons.com/college-search/planning-list-students-parents.aspx
- Types of Higher Education Institutions - http://www.firstgenerationstudent.com/find/what-kinds-of-colleges-are-out-there/ and http://ldaamerica.org/post-secondary-educational-options/
- Levels of Post-Secondary Achievement - http://www.collegeatlas.org/types-of-degrees.html
- Career Mapping - http://www.slideshare.net/ajankans/career-mapping-and-planning
- Major Finder - https://bigfuture.collegeboard.org/college-search
- Applications - http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0ahUKEwiU8OX_77nNAhVTXIIKHdlqBgsQFghjMAQ&url=http%3A%2F%2Fwww.nacacnet.org%2Fstudentinfo%2Fbreakdown%2FPages%2Fdefault.aspx&usg=AFQjCNGQNtO31klrTS__CKn8xKctYjar-w
- Scholarships - http://www.fastweb.com/ and https://www.scholarships.com/resources/college-prep/applying/the-college-application-process-what-students-should-know/
- FASFA - https://fafsa.ed.gov/
- Working while in College and Budgeting - http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi8ldGv8LnNAhUHzIMKHT1KAPkQFggcMAA&url=http%3A%2F%2Fwww.bestcolleges.com%2Fresources%2Fbudgeting-in-college%2F&usg=AFQjCNEUlvKTP2TeqP6Pikxr2k2lXuzMDw&bvm=bv.124817099,d.aXo
- Study Habits - http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi-k77r8LnNAhVK0oMKHS2oD9UQFggcMAA&url=http%3A%2F%2Fcenturacollege.edu%2Fblog%2F10-effective-study-habits-for-college-students%2F&usg=AFQjCNHB-tKULZlL8l7PYBABAmJPmJj2eA&bvm=bv.124817099,d.amc

Videos

Entry Event #1
- Accepted, Animal House, Van Wilder, Revenge of the Nerds, Old School, The Social Network, Legally Blonde, Pitch Perfect, Drumline, Rudy
- Seven Unavoidable Situations in College - https://www.youtube.com/watch?v=88ottpwk38M

Assessments & Rubrics

- Jobs for America's Graduates PBL Library - http://www.jag.org/jag-library
- Buck Institute for Education - www.bie.org

For questions or assistance contact pbl.jag@gmail.com or join the discussion on Facebook @pbl.jag!

One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- Implement a state-wide or school College Success Program that keeps students engaged and connected after leaving high school.
- Have the JAG class host a school-wide or community-based College Fair.

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