

12.5.1: My Matriculation Plan

PHASE OVERVIEW

Mentees will identify the steps necessary to transition from high school to their post-secondary pathway. With their mentor's support, they will think through individuals they can turn to for assistance in the completion of each step.



LESSON OBJECTIVE

Students will understand the necessary matriculation tasks they will need to complete.

PURPOSE

First-generation college students are particularly vulnerable to “summer melt,” the phenomenon that describes how 4 out of every 10 college-intending freshmen—even those who have already paid a deposit—fail to make it to campus in the fall because they did not complete one of many tasks required by their college. Summer melt happens when students miss communication from their colleges/programs or can't figure out how to overcome barriers. In this lesson, students will learn the necessary steps for matriculation.

AGENDA

5 min	<i>Do Now: Giovanni's Situation</i>
25 min	<i>Learn and Engage: My Matriculation Plan</i>
10 min	<i>Mentor Connection</i>



KEY TAKEAWAY

After I commit to a post-secondary pathway, there is still a lot to do. It is important to review my matriculation tasks, so I know which tasks to complete and their deadlines.

FACILITATOR NOTES:

There is a tracker for the matriculation tasks attached to this lesson. We recommend that you upload it to Google Classroom or another digital container for students to access.

Because matriculation steps look different for each pro-pathway program, even within the same pathway, it can be particularly challenging to keep pro-pathway students engaged during this lesson. If you have a co-teacher available, you should consider splitting up the class between college tracked students and pro-pathway students. Pro-pathway students should be assigned to the co-teacher and do a deep dive into the next steps necessary for their specific program.

MATERIAL: 12.5.1 Presentation, Matriculation Tasks Tracker

Do Now:		Notes:
Students will read a vignette about a student that has experienced summer melt. They will try to guess as to why this occurred.		
Slide 2: 5 min	TALKING POINTS <i>Students will read the vignette about Giovanni and answer the question: “why do you think this happened to Giovanni?” (In the vignette, Giovanni sounds like a student who should have successfully started school but did not due to summer melt).</i> <i>NOTE: You should present the vignette as an actual, former student. Student responses may include that he was not prepared or that he did not have help.</i>	

Learn and Engage:		Notes:
There are many steps and deadlines between getting accepted into a post-secondary program and actually getting there, physically. Students will learn about the tasks required for matriculation and begin completing them.		
Slide 3: 1 min	<i>Have a student read the key takeaway:</i> After I commit to a post-secondary pathway, there is still a lot to do. It is important to review my matriculation tasks, so I know which tasks to complete and their deadlines.	
Slide 4: 5 min	TALKING POINTS - As the story stated, Giovanni was a diligent, engaged student. However, he was one of the many students who succumbed to summer melt. - Summer melt is when a student, who has a plan for themselves and seems as though they will be able to start their chosen post-secondary path, does not actually follow through on that chosen path. Discussion: Why do you think this happens?	
Slide 5: 1 min	TALKING POINTS - Summer melt doesn’t happen because students are lazy or don’t want to go to their post-secondary option. - It happens because there is just so much to do. It can be hard and confusing to keep track of it all.	

	- Once school ends, you will not see your teachers and other supporting adults from school on a daily basis anymore. This means that many of the tasks you will need to complete to successfully begin your post-secondary program may become more difficult. Fortunately, you will have the support of your mentor to help you along the way. - It is normal to feel overwhelmed, which is why it's important to know ahead of time what we need to do! - I want you all to feel prepared and understand the tasks that need to be completed so that you can all smoothly transition out of high school and into your pathway. Let's take some time today to review the matriculation tasks we will need to complete. The more you can get done now, the better off you will be this summer and in the fall.	
Slide 6: 10 min	WORK TIME - Use this time to review the matriculation tasks on your tracker. - If there is a task that you don't understand, write out the <u>questions</u> you have. - Identify at least <u>1 person</u> you can turn to for support on each task. <i>NOTE: There are two trackers located on the same document - one for students who will be attending college and one for those following a pro-pathway.</i>	
Slide 7: 7 min	WORKTIME DEBRIEF – STUDENT DISCUSSION - Which tasks confuse you? - Who can you turn to for support with these tasks?	
Slide 8: 1 min	TALKING POINTS As you complete these tasks, you will have to mark them on your tracker.	
Slide 10: Mentor Connection	Have students write to their mentors.	
Slide 11: Extend	TALKING POINTS Take the next X minutes to begin your matriculation work.	



Mentor Connection

1. Share your high and low from this week with your mentor.

My high from this week was...

My low from this week was...

2. Based on the matriculation checklist, share with your mentor which tasks sound confusing or that you are unsure of.

I am unsure of...

I am wondering about...



Mentee Connection

Overview

Summer Melt is a struggle that many students face. It happens when students miss correspondence from their college program or encounter barriers to enrollment. Today, your mentee learned about the specific tasks that they need to complete in order to transition from high school to their post-secondary pathway. You can help by going to their college/program website to find out their specific deadlines and help them stay on track with these deadlines.

Your Response

1. Share your high point and low point from the week.

2. Tell your mentee about a positive change that occurred in your first year after high school. This will give your mentee a preview of what is ahead.