FAFSA Unit and Lesson Plan

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| ***FAFSA & Financial Aid*** | | |
| **Name: Carol Robison** | | **Date: January 2014** |
| **District: Leominster Public Schools** | | **Lesson Length: 60 Minutes (without activities) or 3 separate lessons with activities** |
| **Content Area: Guidance** | | **Lesson Topic: Financial Aid & FAFSA** |
| **Key Content Vocabulary:**  **FAFSA Grant**  **Financial Aid Scholarships**  **EFC: Expected Family Contribution** | | **Materials/Equipment:**  *Internet or access to FAFSA forms on line*  *Power Point Presentation by Carol Robison*  *LCD Projector to show Power Point*  *Pre/Post Test: What is FAFSA*  *FAFSA Worksheet*  *Various MEPA handouts* |
| **Focus Question:**  When students learn and understand the importance of completing a FAFSA, will they be comfortable enough to work together with parents to fill them out, submit, and retain the skills for submissions throughout college? | | |
| **Planning/Purpose of Lesson:**  For all students to be understand the process of filling out the FAFSA form both for themselves and their parents and to feel comfortable enough to be able to do it for the duration of their college careers. For all students to understand the college award letter and the cost of attending the college so they can make informed decisions. And for all students to feel engaged in the scholarship application process so they know how to apply for scholarships now and in the future. | | |
| **STANDARDS Links:**  **Language Domain(s)** Listening, Reading, Writing, Speaking  **Massachusetts Curriculum Frameworks:** PS3-2 Developing and evaluating inferences and predictions based on data  **ASCA Student Standards:** ASCA W4-2 Skills in managing, competing life roles at home, school, work and community. ASCA 4-3 Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decision and occupational success.  **National Common Core:** CCSS ELA-Literay.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-Literacy.WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.  WIDA   * **Language Objective for students at WIDA ELD levels 1-3 (*choose one level*):**   *ELD Level 2 students at will be able to start a vocabulary list of terms needed to understand financial aid.*   * **Language Objective for students at WIDA ELD levels 4 or 5 (*choose one level*):**   *ELD Level 5 students will be able to use a tax return to fill out a FASA form if they are applying to college.*   * *ELD Level 5 students should be able to communicate this information to parents at home so that they can apply properly and complete the FAFSA at home.*   **Prerequisite Knowledge:**  Some limited familiarity with tax forms or family financial awareness  Obtain a PIN number for FAFSA (part of unit) | | |
| **Student Learning Objectives:**  **Cognitive**   * Correctly define FAFSA, * Correctly identify the cost associated with completing a FASFA application * List at least 1 local scholarship they are eligible to apply for   **Affective**   * Recognize the importance of the FASFA in the Financial Aid process by completing their FASFA application before the deadline.   **Performance/Behavioral**   * Complete the post test with at least 90% accuracy. * Explain how to interpret a sample Student Aid Report | | |
| ***Lesson 1 FAFSA*** | | |
| *Duration* | *Description* | |
| 5-7 Mins. | **Connection to prior learning or background building activity:**  Distribute and allow students time to take the FAFSA pre test  (Teacher will formatively assess students’ level of understanding.) | |
| About 10  Mins.  10  Mins. | **Activities, resources, and materials to present new content area knowledge or skill:**  **Whole class discussion:**  What is financial aid? Why is it important? What are the different terms used for financial aids? Start a vocabulary list. What does the different terminology mean? Grants? Scholarships? Loans? And how do they impact me and my college decisions?  *ELL- During this time place vocabulary words on the board so that any ELL students can become familiar with the vocabulary and participate in discussion.*  Discuss briefly:  **Individual/Independent Task: Pin numbers**  Using the FAFSA web site and computers available have students log onto [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) to obtain their PIN Numbers.  ELL – Help ELL students to populate information if it is available. Be sensitive to population’s status. | |
| 15  Mins. | **Activities, resources, and materials to present new language knowledge or skill:**  Go through the Power Point. At each slide explain the financial aid process.  *ELL: Reinforce Vocabulary words for ELL Students.*  **Activity: Which Family Best matches yours?**  During the explanation of who is eligible and family income, ask the students to separate themselves into the group they feel their family falls into. Are they the family with no bills who lives modestly or are they the family who has debt? Ask them which family will get more financial aid? Explain that EFC is based only on income.  Thoroughly explain: EFC Expected Family Contribution and what that means to a financial aid package. | |
| About 15  Mins. | **Activities, resources, and materials to assess or review learning of new language, content, and/or skill:**  **Activity:**  Log onto the FAFSA form and show students where to populate the fields to complete the FAFSA form. Let them get comfortable with navigating the site.  Have students use the worksheet to help them understand what they need to populate on the FAFSA form. Use the tax document examples so they can see where the information comes from*.* | |
| **Homework/Extension Activities**  Have students bring in actual tax documents from home or if they are not comfortable bringing them into school have them complete the FAFSA form at home and bring in the EFC page printed.  Plan to allow parents to come to the school in the evening for the FAFSA night to help with this. | | |

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| ***Lesson 2 Applying for the FAFSA and EFC*** | |
| *Duration* | *Description* |
| 5 Mins. | **Connection to prior learning or background building activity:**  Have students log onto the website [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) |
| 15  Mins. | **Activities, resources, and materials to present new content area knowledge or skill:**  Have students populate the FAFSA form using the information from their own taxes.  (If they have proper information)  Do not complete the transaction unless a parent is with you. Instead save the document for when the parent comes in or continues from home. They need to electronically sign the documents. |
| 20 Mins. | **Connection to prior learning or background building activity:**  Review the Expected Family Contribution and what that means from the Power Point.  **Activities, resources, and materials to present new language knowledge or skill:**  **In Small Groups:**  Give student’s actual award letters to review and have them determine the actual cost of college based on the awards letters and which college choice should be the best based on this information. Have them review the MEFA book “Understanding Financial Aid”  Have student’s take the post test. (Teacher will compare to pre test and review next lesson if there are deficits in the expectations and goals of the course.) |
|  | **Homework/Extension Activities**  **I**f the students were unable to do the FAFSA form at school have them work on and save the information at home. |

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| ***Lesson 3 Scholarships*** | |
| *Duration* | *Description* |
| 5  Mins. | **Connection to prior learning or background building activity:**  Review Pre and Post Test deficits if necessary to assure comprehension of material. |
| 15  Mins. | **Connection to prior learning or background building activity &**  **Activities, resources, and materials to present new content area knowledge or skill:**  Using the Power Point: Review and explain what Scholarships are and how they impact college costs. |
| 20  Mins. | **Activities, resources, and materials to present new language knowledge or skill:**  **Individual Writing:**  Have student’s research college scholarships from the scholarship board in guidance and find the essay prompts. Then start to create essays for the scholarships. They can individually write essays to the prompts for scholarships they have found.  *ELL: Have them work in a group to write an essay about their transition to English from another language or a personal reflection of their experiences.*  *As an alternative assignment for ELL students who are not able to write the essay have them complete a flow chart mapping the process of college financial aid so they will better understand the steps for future applications.* |
| 10  Mins. | **Activities, resources, and materials to present new language knowledge or skill:**  Using binders and report covers have students complete a scholarship application putting all the pieces together required for submission and show them how to present a nice scholarship application to the scholarship committee. Reinforce neatness and presentation so they will be considered seriously for the scholarship. |

References

MEFA. *MEFA's Guide to College Admissions*. Boston:, 2010. Print.

MEFA. *MEFA’s Tips for College Financing. Your Plan for College.* Boston; 2011-2012.Print.

MEFA. *Understanding Financial Aid.* Boston; 2013-2014.Print Handout

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Circle One: Pre Test Post Test

FAFSA Lesson Plan

The Free Application for Federal Student Aid (FAFSA) is the key that opens the door to financial aid. It serves as the application for most of the financial aid from federal and state programs and from colleges and universities. Understanding what the FAFSA is and how it works is an important part of the Financial Aid Process.

Please answer the following questions:

1. What is the FAFSA?
2. What does it cost to submit the FAFSA?
3. Should you fill out a FAFSA if you aren’t sure whether you are eligible for or will need Financial Aid?
4. When should you submit your FAFSA?
5. What is the quickest and most accurate way to file a FAFSA?
6. What is your Federal Student Aid PIN?
7. At what website can you apply for or request a duplicate PIN?
8. What is your Student Aid Report?
9. When will you receive your Student Aid Report?
10. Should you wait until you are admitted to a school to complete your FAFSA?
11. What information will you find in your schools award letter?

DATA Analysis and Summary:

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| **DATA Analysis and Summary:**  □ Discussion of student learning: Students went into the lesson with little to no knowledge of Financial Aid, distribution, or differences in offerings. Students were not familiar with how financial aid was obtained or the process of applying for financial aid. This is evident by the pre test which was given at the start of the 3 lesson unit which had scores of 0 to 2 correct answers. The post test had far more correct answers with the average score being between 8 to 11 correct answers.  Also students were able to apply the lesson through practice at home when populating the parent portion of the FAFSA form and bringing evidence of that into class. Those who were not able to complete the home assignment were offered the opportunity to come into school in the evening with their parents were they were able to complete the FAFSA with assistance from faculty.  □ Process Data: The Pre test was administered to all 10 students in the class. The questions were corrected based upon completeness of answer. There were several students who did not have enough information to call it a correct answer but had some information both on the pre and post test. There was a clear difference between the knowledge of the information before the lesson vs. after the lesson.  Perception Data: Most of the items from the pre/post test were emphasized because they were identified prior to lesson as important information for the student to take away from the lesson to enable them to be able to continue to fill out the FAFSA form for their entire college career.  □ Results Data: The results of this lesson identify that there is a significant increase in knowledge that is gained from the lesson and that the knowledge was able to be transferred to the home and parents. There appears to be a correlation that the information will be able to be used in the future because question 4, 5 & 7 indicate knowledge of where to go to get information which you no longer have available or is lost. The notes and folder we created will stay with the students and contain the information needed to apply next year (PIN# User Name User ID etc). |
| **Reflection and Next Steps:**  I feel that the lesson was a success and I will continue to use the components from the lesson.  I want to add to the pre test the question: What is the web site for FAFSA?  I want to add this question because there are many web sites which are similar to the actual web site and it is important for students to be aware of the correct free web site. Although this is addressed in the content of the lesson, it is important to reinforce this with the post test.  I feel students were able to look at their college award letters and evaluate the true cost of each option for them and carefully weigh which was the correct choice based on accurate information. Because this impacted each student directly they were engaged and interested in this lesson.  Each student created a scholarship application which they submitted for consideration. Each application had to meet high standards for neatness. There were several students who were hesitant about doing the essay but as a class project they became involved and created very good essay’s which they can use as examples for future scholarship applications. No scholarship winners have been reported yet but it is too early.  I found, based on the post test, that the ELL population was able to gain as much knowledge about FAFSA as the non ELL population, which was a goal of this lesson. It was very important that all students have the ability to understand the process of applying for FAFSA, understanding the awards letter and filling out scholarship applications with their own personal information and essays. All students were equally engaged.  I look forward to bringing this lesson to more students in the future. |