



HATHAWAY SCHOLARSHIP

Eighth Grade Unit of Study Requirements, Guidelines, and Resources

Wyoming Statute 21-16-1308(b)(i)(C) requires that a one (1) week unit of instruction be provided by each Wyoming school or district to all eighth grade students concerning the Hathaway Scholarship Program and various other topics in preparation for post-secondary education. Per Wyoming Statute, the topics must cover the following areas:

1. Preparation and curriculum requirements for post-secondary work;
2. Standardized test requirements;
3. Available scholarships for post-secondary education; and
4. Earning differences anticipated at various post-secondary education levels.

The preceding topics must be covered. The following resources may, but are not required to, be used as a guideline for the unit of instruction.

In addition to the below topics, counseling for students in grade eight (8) through grade twelve (12) must include an assessment of the student's course history and options available for future course selections and pathways.

Topic: Preparation and Curriculum Requirements for Postsecondary Work

Activity: Describe what curriculum means and why it is important for students. Allow students to choose courses for the coming year(s).

- Resource:
 - A course selector sheet that includes the school/district courses available for each subject and allows the student to then choose from those available courses.
- Activity: The path to the Hathaway Scholarship.
 - Resources:
 - The Hathaway insert found on the [Hathaway website](#) showing all requirements of the scholarships;
 - The University of Wyoming and several of the seven community colleges have available resources in regards to the Hathaway Scholarship Program at each of their websites;
 - Create a poster with different paths for students to choose from, including the requirements and the amount of scholarship money available to students.
 - Example: Path “A” equates to the Honors Scholarship level, Path “B” equates to the Performance Scholarship level, Path “C” equates to the Opportunity Scholarship level, and Path “D” equates to the Provisional Opportunity Scholarship level. Then, map out each path’s requirements and the amount of scholarship money available for the corresponding path (i.e. choose Path “A” and receive \$1,680.00/semester, \$3,360.00/year or \$13,440.00 over the course of four years).
 - Create Hathaway posters showing requirements and are also on the Hathaway Website.
 - Use the [Hathaway Calculator](#)



Topic: Standardized Test Requirements

- Activity: Equate the hours spent preparing and taking the ACT to salary and scholarship funding. Students could research both the ACT and what it could lead to for scholarship/college/career opportunities.
 - Example: How much money this could potentially lead to by obtaining certain scores.
- Activity: Research the ACT test with students. Include:
 - What the test means;
 - Why students should take the ACT;
 - What makes this test different from other standardized tests in Wyoming
 - Consequences for students who do not take the ACT;
 - Sample questions for test preparation.
 - Resources:
 - “Question of the Day” on the [ACT website](#).
 - High school seniors or college freshmen could present to the class the importance of the ACT test.

Topic: Earning Differences Anticipated at Various Postsecondary Education Levels

- Activity: Provide students with real-life scenarios upon high school and post-secondary graduation. For example, allow students to research living expenses and salaries for potential careers in their local or desired living location. Once total living expenses (monthly and annually) and salaries are estimated, students can then determine if their desired career would provide enough income for their desired lifestyle. Students could further their research by comparing costs and salaries in various locations.
 - For students who require a visual representation, allow students to line up in a row (after they have researched their career) and give students different circumstances. Given the circumstance (e.g., debt from student loans), students can either advance forward, remain in their place, or take steps back. This allows students to see where they may be in 10, 20, or 30 years.
 - Resources:
 - The Hathaway insert located on the [Hathaway website](#) provides earning differences with each level of education;
 - [ONET](#) (occupation search);
 - [Occupational Outlook Handbook](#);
 - College & career programs such as Kuder, Naviance, Career Cruising.



Topic: Available Scholarships for Postsecondary Education

- Activity: Research available scholarships for students, including the Hathaway Scholarship and private scholarships.
 - Resources: Useful scholarship sites include:
 - [FastWeb](#);
 - [Remind 101](#) (this is an app that allows teachers/counselors to text/email students and parents reminders concerning scholarship - and other- deadlines);
 - [The Hathaway Scholarship website](#);
 - Adding specific scholarship links to the school website.
- Activity: Build a scholarship wall for (or with) students to access (note: this allows students who do not have easy access to computers a place to research scholarships).
 - Resources:
 - Print off scholarships the district/school is aware of;
 - Contact local businesses to give them another avenue to advertise their scholarship on the scholarship wall.
- Activity: Have students apply for an actual (or mock) scholarships for your classroom.
 - Duplicate an actual scholarship application and use it for your own class scholarship. Allow for peer revision of scholarship essays and review the scholarship submission. Scholarship awards for top scholarship submissions could include:
 - Bonus points or extra credit
 - Lunch from McDonald's
 - Skip an approved assignment for full points

Topic: Stan Hathaway

- Activity: Provide students with a background of Stan Hathaway. Include biographical information and how he set-up the Hathaway Scholarship fund.
 - Resource:
 - [The University of Wyoming's website](#)
 - The Hathaway insert located on the [Hathaway website](#)



Topic: General Ideas to Help Students/Parents Understand Postsecondary Activities and Requirements

- Activity: Build a student portfolio
 - Have students begin building a student portfolio in eighth grade and continue through their senior year of high school. This portfolio would help students gather all important college and career items so they are prepared for job interviews or scholarships. It could include items such as: key test results, a copy of student transcripts, a list of after-school activities and volunteer hours, letters of recommendation, a resume, and essays (including a student biography).
- Activity: Student videos
 - Students could participate in “Wish I would’ve known” or “What I would have done differently” videos to give eighth grade students advice going forward.
- Activity: Student presentations
 - Students visit classes to talk about their experiences at the high school and college level.
- Activity: Cost of college in Wyoming
 - Sum the tuition and expenses for four years of education at UW and various community colleges.
 - Sum the funding the Hathaway scholarship could provide for four years
 - Compare this figure to tangible items; could compare the Honors scholarship (total award of \$13,440.00) to:
 - A new car;
 - 39 iPad minis;
 - 13 MacBook Pros;
 - 8.9 years of daily Starbucks;
 - 30 Trips across the US in a car averaging 20 mpg.
- Activity: Parent nights surrounding college and career readiness (incorporate a Hathaway Scholarship presentation)
 - As an incentive for parents to attend, provide transportation and/or food/daycare.



- Activity: Create a career fair for students
 - Students research potential careers and the necessary requirements to obtain the career. Once the students have completed the research, allow for the students to present to other grade levels and parents at a career fair (or create a career diorama to display at the school). Additionally, local businesses could also be a part of the career fair and presentations.

