

Video Title:	College Success for Your Family – Parts One and Two
Video Length:	Part One – 19:30 minutes Part Two – 17:53 minutes
Audience:	Basic Studies Students, High School Students
Curriculum Correlation:	Transition Portfolio – Activity 5.c Videos
Summary:	Viewers will listen to eight different family units – four in Part One and four in Part Two – discuss how they have given and received support while getting an education.
Vision Statement:	By watching this video, viewers will... LEARN how families can support the college student to be successful, and that this emotional, mental and social support can help ease the stress of college students; UNDERSTAND that families are integral to the success of the student; FEEL supportive of one another, as well as supported by the college, and the changes they experience together won't be as challenging as they initially assumed.
Learning Objectives:	LISTENING: Viewers will identify the familiar relationships and the types of support provided by family members. SPEAKING: Viewers will share and compare information from the video and from personal opinion and experience. READING: Viewers will read sentences extracted from the video and select appropriate synonyms to replace an italicized words. WRITING: Viewers will practice paragraph writing skills.
Instructional Time:	Pre-Viewing Activity – Discovery (Video Parts One and Two): Approximately 1 hour

Pre-Viewing Activity – Vocabulary (Video Part One):
Approximately 1 hour

Viewing Activity (Video Part One): Approximately 1 hour

Pre-Viewing Activity – Vocabulary (Video Part Two):
Approximately 30 minutes

Viewing Activity (Video Part Two): Approximately 1 hour

Post-Viewing Activity (Video Parts One and Two): Approximately 2
hours, depending on choice of in-class or out-of-class assignments

Answer Key: Page 5

Video Transcripts: Part One – Page 14
Part Two – Page 23

Instructional Guidelines

College Success for Your Family is divided into two parts. It is possible to use Part One without Part Two; however, it's best not to use Part Two without using Part One first. Upon completing College Success for Your Family – Part One, individual instructors will determine whether they will continue with the second part. If so, they should continue with the Pre-Viewing Activity – Vocabulary exercise for College Success for Your Family – Part Two. If not, they should go directly to the Post-Viewing Activity.

Instructional Guidelines: Pre-Viewing Activities

- Instructor introduces the video (Parts One and Two) by discussing the importance of going to college, the challenges faced by students and families, and the types of support that students need.
- Class is divided into small groups. Instructor writes two questions on the board and asks students to brainstorm answers (Pre-Viewing Activity – Discovery handout is provided in the Curriculum Activities, if preferred):
 1. How do you define “family”?
 2. What kind of support do college students need from their family?

Each group records their ideas on paper, OHT or poster paper to share with the class.

- Each group presents their ideas to the class.
- Because this video has two parts, there are two Pre-Viewing Activity – Vocabulary handouts. Instructor distributes the appropriate handout and helps students define the vocabulary. This can be done as dictionary work in class or at home, or through direct instruction. In a classroom with internet access, www.dictionary.com can be used.

Instructional Guidelines: Viewing Activity

- Instructor reviews note-taking skills.
- Instructor distributes Viewing Activity handout for College Success for Your Family – Part One or Part Two as appropriate (both activities are attached). Instructor plays the video. The video may be played repeatedly until the students have successfully completed the note-taking chart.
- Instructor encourages students to compare their notes with a partner between and after video viewings.
- Instructor completes chart on overhead or computer projection with student input.

Instructional Guidelines: Post-Viewing Activity

- If only College Success for Your Family – Part One is being used, the Post-Viewing Activity follows immediately after the Viewing Activity. However, if both College Success for the Family – Parts One and Two are used, it is important to complete both viewing activities before doing the Post-Viewing Activity.
- Instructor provides students with Post-Viewing Activity handout (attached) and asks students to brainstorm by asking themselves who makes up their personal support system and how each of those people supports them.
- After brainstorming their ideas and discussing their notes with a partner, the instructor asks students to write a short composition about their personal support system. Normal writing process is encouraged: brainstorming, drafting, peer-editing, and revising.

- Alternative writing assignment: Ask students to summarize their notes about one of the family units presented in the video or to write a comparison/contrast composition about two of the families.
- Alternative speaking assignment: Students could prepare note cards and give a short talk on their personal support system.



In your group, choose a one person who will write your ideas. Choose a second person who will present your ideas to the class. Now, discuss the two questions below.

1. How do you define “family”?

Answers will vary.

Possible answers:

- **group of 2 or more people who live together**
- **husband, wife, children**
- **parents, grandparents**
- **those who are the most important in your life**
- **group of people who love each other, help each other**
- **those who share intimate parts of life through the bad and the good**
- **a group of people who live together and have many things in common**

2. What kind of support do college students need from their family?

Answers will vary.

Possible answers:

- **financial support**
- **moral support**
- **good advice**
- **emotional support**
- **time to study**
- **sharing difficulties and help to overcome them**
- **homework help**
- **transportation**
- **help with housework**
- **understanding**

You will hear the following sentences in the video that you are about to watch. Before viewing the video, please read these sentences. Then select a synonym from the list provided that has a meaning similar to that of the word in italics. Write the letter of the word on the line provided. Each word can only be used once.

1. College is an investment of time and money, and though there is delayed *gratification*, the future payoff is huge. D
2. So I have to say it was a little *hectic* at first, but it started to smooth itself out. C
3. I can come home and *whine* about classes and *whine* about all my homework that I have to do, and she listens to it. A
4. Leanna made the decision to *pursue* higher education because she knew it would open the door to a future full of potential. I
5. In their native Iran, Shokouh and her family were faced with a future with limited *potential* without higher education. J
6. We left Iran in 2001 due to religious *persecution*. G
7. It was only through support within the family that they could make this *drastic* change. E
8. And now Shokouh is *achieving* her dream to be a teacher and wants to help others facing difficulty. B
9. Well, his first quarter was a little *rocky*, but I think it was just him getting used to school and all that again. F
10. Francesca has big plans that relate to her family and her *heritage*. H

A. complain

D. satisfaction

G. discrimination

I. follow

B. reaching

E. extreme

H. traditions

J. possibilities

C. confusing

F. shaky

11. There’s nothing really for **amusement**. **N**
12. Emma’s mom is from a different culture and **generation**, but she clearly understands Emma’s long term goals. **S**
13. And so, that’s why she’s very **motivational** and she’s very pushy to go to school. **K**
14. Ella and Van Young are **entrepreneurs**. **Q**
15. And, you know, she did everything she could because, like I said, my **attitude** wasn’t very good going into school. **L**
16. And sometimes it’s **challenging** because I have to help my parents on the weekends. **O**
17. But Colleen says they found **compromises** to make the family business work. **M**
18. Well, we’re really **flexible** with the schedule. **I**
19. One **hurdle** many families face is financial aid and getting to the information needed to apply. **R**
20. Now, the Young family has hit its **stride** and figured out the financial challenges and personal contributions to the family business. **P**

K. enthusiastic/supportive

N. enjoyment

Q. business people

S. age group

L. mind-set/feelings

O. difficult

R. difficulty

T. adaptable

M. ways to cooperate

P. pace/rhythm

As you watch the video, you will listen to four different groups talking about family support. Please complete the chart provided for each group.

First Family Group
Student(s): <i>Leanna Patricio</i>
Family Supporter(s): <i>Melanie Meligro, mother</i>
Types of Support: <ul style="list-style-type: none">• <i>paperwork for financial aid – supplying personal financial information</i>• <i>emotional support, love</i>• <i>someone to listen to her</i>• <i>Leanna is supporting her little sister by setting a good example</i>

Second Family Group
Student(s): <i>Shokouh, Kaveh, Samira, Farzaneh</i>
Family Supporter(s): <i>each other, Iranian community, parents</i>
Types of Support: <ul style="list-style-type: none">• <i>community and religious support</i>• <i>encouragement from each other and parents</i>

Third Family Group
Student(s): <i>Emma, Nicole, Douglas (uncle), Francesca (niece)</i>
Family Supporter(s): <i>Emma and Nicole and Francesca all mention their Mom Francesca supports her uncle, Douglas</i>
Types of Support: <ul style="list-style-type: none">• <i>homework help (Math)</i>• <i>Mom encourages, pushes, gives ride to school</i>• <i>phone calls to Mom – just to say hi, stay focused, don't work too much, encourages understanding</i>• <i>knows need for education</i>• <i>family oriented culture</i>

Fourth Family Group
Student(s): <i>Janice, Colleen, Angela</i>
Family Supporter(s): <i>Ella and Van Young, mother and father Janice, eldest sister</i>
Types of Support: <ul style="list-style-type: none">• <i>older sister's example and encouragement</i>• <i>older sister went to school with her, introduced her to teachers, picked her up after school</i>• <i>work together at family restaurant – flexible with each other's schedules</i>• <i>good communication</i>

You will hear the following sentences in the video that you are about to watch. Before viewing the video, please read these sentences. Then select a synonym from the list provided that has a meaning similar to that of the word in italics. Write the letter of the word on the line provided. Each word can only be used once.

1. That *network* of support goes even beyond the family. H
2. Mother and son have a *unique* story with lessons for all of us. J
3. Well, I am physically challenged; I've got *cerebral palsy*. A
4. But Todd was an *influence* on them, and they also came to South. I
5. And it was quite an *accomplishment* and a bumpy road sometimes... B
6. I would have to say, I would love to go out, back into the work field, and start working, you know, in some very nice restaurants, hotels, and *ultimately* have my own restaurant. F
7. And I think there's a lot of *barriers* that really prevent you, really make it more difficult as a family to accept the idea of going to college. D
8. The surprise was when he received the *notification* December 24. E
9. Just think of how great it feels to come back home and being able to be with your family is something that's truly *worthwhile*. C
10. Family support has been *crucial* for Jing. G

A. brain disorder

D. obstacle

G. essential

I. effect

B. achievement

E. notice

H. system

J. one of a kind

C. valuable

F. in the end

As you watch the video, you will listen to four different groups talking about family support. Please complete the chart provided for each group.

First Family Group
Student(s): <i>Todd Couture</i>
Family Supporter(s): <i>Laura Molina, mother; grandparents; Todd supported two younger sisters</i>
Types of Support: <ul style="list-style-type: none">• <i>choice of college – location and cost</i>• <i>place to stay – cooking (grandparents house)</i>• <i>homework help</i>• <i>understanding – times have changed and education is important</i>• <i>being there at all times</i>

Second Family Group
Student(s): <i>Mike Charensap</i>
Family Supporter(s): <i>Mom</i>
Types of Support: <ul style="list-style-type: none">• <i>campus resources</i>• <i>mom set good example</i>

Third Family Group

Student(s): *Johann and Eric Strauss*

Family Supporter(s):

Martha, mother; Jimmy, father; Johann set example and supported younger brother, Eric

Types of Support:

- *willingness to immigrate for better opportunities*
- *financial aid process – need family support*
- *encouragement to apply for scholarships*
- *encouragement to take risks to grow*
- *mother’s belief that it’s okay for sons to decide to study whatever they want*

Fourth Family Group

Student(s): *Jing*

Family Supporter(s): *husband*

Types of Support:

- *financial support – husband worked and applied for scholarships*
- *emotional support – understanding need for time and space to study*
- *help with housework*

(Answers Will Vary.)

You have learned about other students support networks. Now it's time to think about your own.

Step One: Brainstorm your answers the questions below.

1. Who are the people in your personal support network?

2. How does each of these people support your educational goals?

Step Two: Write a short composition about your personal support network. Be sure to follow the normal steps in the writing process. You can begin by organizing the ideas you brainstormed above.

Narrator

We've all heard the expression, It Takes a Village. But ask a lot of college students today and they will tell you, It Takes a Family. In this video, you'll watch as families help each other achieve success—lending emotional, social and financial support to ease the challenge of getting an education.

College is an investment of time and money. And though there is delayed gratification, the future payoff is huge. Graduates are likely to see increased future earnings, better career options and they become role models for others.

We begin with the story of Leanna Patricio. Today she's visiting some of her former instructors at South Seattle Community College. Leanna is ahead of the game thanks to a program called Running Start. She graduated at 18 with both a high school diploma and with her AA degree. Then, she transferred to the University of Washington where she is now very close to graduating in Speech and Hearing Sciences.

Leanna Patricio, Graduate

Yeah, I am really proud of myself for going to college. It's not a given for everybody to go to college. I've realized some people struggle through high school, and so to make it as far as I have, I feel pretty good about it, and I know that there's a lot more college to go still, but I think attending class and really trying to put in the effort, I am proud of myself for sticking it through.

Narrator

A big help for Leanna was the support of her family. So, let's meet Leanna's mom.

Melanie Meligro, Leanna's Mom

I was a student here and got my AA degree, and then I worked, started working here after.

Narrator

Melanie says because of her job at the college, Leanna has known about the benefits of higher education for a long time. And Mom's knowledge of the system has really paid off especially with the process of getting into school and applying for financial aid.

Melanie

It was a little confusing. A lot of paperwork. A lot of personal, financial history that I'm not used to giving out which is what you have to do, of course. So I have to say it was a little hectic at first, but it started to smooth itself out.

Narrator

For Leanna, it's not just Mom's inside knowledge about college that helps, it's the emotional support and love.

Leanna

And she continues to help me now. And I can come home and whine about classes, and whine about all my homework that I have to do and she listens to it. And that's all I need. I just need someone to listen to me.

Narrator

Melanie listens, loves and supports her daughter, and she is the first to tell you she is Leanna's biggest cheerleader.

Melanie

Because she truly wants this I truly want it for her, and so when she talks about it, it just kind of warms my heart. I don't know how else to say it, that she wants something so badly and I want it for her.

Narrator

At every turn Leanna has appreciated the support of her mother. She's succeeding at a four year university, thanks to hard work, a great two year education at South Seattle Community College, and the support of her family. Now, Leanna says, she wants to pass along that support.

Leanna

I have an older sister who started some vocational training and it didn't quite work out for her, so I'm basically doing this in the hopes of kind of getting some experience to help my little sister when it's her turn to go to college.

Narrator

Leanna made the decision to pursue higher education because she knew it would open the door to a future full of potential.

In their native Iran, Shokouh and her family were faced with a future with limited potential without higher education. So Shokouh, Kaveh, Farzaneh, Samira and others in their family made the difficult decision to leave all they knew and loved behind.

Shokouh Pardakhtim, Student

We left Iran in 2001 due to religious persecution. Because we're Bahá'is, we can't go to university, so my parents decided to leave. My dream always as a little kid was to teach, to be a

teacher. I always wanted my mom to be a teacher. But we never, I knew that I would never have the chance till I was 18 and my parents decided to leave Iran.

Narrator

It was only through support within the family that they could make this drastic change. They made their move to the United States. And it did open the door to potential. But it wasn't easy. They suddenly found themselves living in a new culture with a different language.

Shokouh

So coming from that background, that culture, it was a culture shock to come here, and to go through all the difficulties to learn a new language that I didn't know how to speak. To learn a new culture that was totally different from where I came from. And I remember there were nights when I would just cry and say 'Dad, I would never be able make it, I will never be able to speak English, I will never be able to go to college. To work, I don't know how I am going to survive.'

Kaveh Rafiei, Student

It was very hard for me and Farzaneh because we were older than Samira and Shokouh to learn English and we have a son.

Samira Pardakhtim, Student

For me the hardest thing was speaking, and because of the accent, you know, you can't communicate very well and then people don't understand you and they say 'okay, what, what' and you have to just repeat and repeat, and then they can't get it and they get confused, and it's really embarrassing.

Narrator

By encouraging each other and sharing information and resources they were discovering, the family was able to offer the support each needed. And with a new found freedom, they could now pursue higher education and their dreams.

Kaveh

And after we came here we had a lot of problems with English, and so we passed all these problems and right now we are happy because Farzaneh almost done in Medical Assisting and I am taking the prerequisites for LPN. So, that's it. We are happy right now.

Farzaneh Dehghani, Student

I like to help people, and I like an education about medical. And, I'm so happy when I'm talking to everybody. I'm not speaking very good right now, but I can understanding when I'm talking. I'm so happy right now.

Narrator

And now Shokouh is achieving her dream to be a teacher and wants to help others facing difficulty.

Shokouh

So going through all those difficulties, it wasn't easy, but it made me who I am now, it made me a stronger person, someone who wants to change other people's lives and wants to influence other people's lives and become successful.

Emma Schuster, Student

My name is Emma Schuster. I am 19 years of age and this is my second year here at South Seattle. I am Samoan.

Nichole Alefaio, Student

My name is Nicole Alefaio. I'm 16 years old. This is my first year; I'm in the Running Start program. I identify with Samoan, Hawaiian, Tongan, and Tokelau.

Douglas Maipi

My name is Douglas Maipi. I'm 45. I'm Micronesian. I study ESL.

Francesca Maipi, Student

I'm Francesca Maipi. I'm 17. This is my first year at South. I am Micronesian and Apache Indian.

Narrator

The four students on this panel can tell you a lot about family support, and they explain that support comes in many different ways.

Francesca

We do talk about college a lot. And it's mostly me and my mom, because my dad travels a lot for his job. And most of those conversations are about financial aid and my transcripts. If I ever need anything, like if I ever need homework help, I would just go to her all the time and she would just help me. Especially in the math because that's not my field at all. And she just pushes me all the time just to go to school. She just gives me, sometimes I don't even want to get up for school because I have to take the bus, so she just gives me a ride to school to make sure I'm here.

Narrator

Douglas Maipi is Francesca's uncle. They're sitting next to each other on the panel today. Douglas is studying English as a second language.

Interviewer

Is this your first year? Your first...?

Douglas

My second quarter.

Interviewer

Tell me how your English is now compared to what it was maybe four months ago. Is it improving?

Douglas

I think so.

Narrator

Do you think so?

Francesca

Yeah. A lot.

Narrator

You can sense Francesca's pride in her uncle Douglas's progress. And she's been there every step of the way.

Francesca

Well, his first quarter was a little rocky, but I think it was just him getting used to school and all that again. And he was doing okay in class, but this second quarter he's really improved, like his grammar and the use of plurals. That's really helped. The ESL's really helped him in that way.

Narrator

Francesca has big plans that relate to her family and her heritage.

Francesca

I hope to go back to my island and set up like a little youth center. And just like a place where people, where kids can go to do homework, hang out, because over there there's nothing really to do. You just go to school, and then you go home and do the chores and then you just go to sleep. And that's it. But a lot of kids won't do that. They'll just go home and go out on the streets and find something else to do. But there's nothing there. There's no movie theaters. Well from the island that I'm from, there's no movie theaters, there's no restaurants, no fast food restaurants, there's no ice skating rinks like here. There's nothing really for amusement. So that's what I try to hope to create down there.

Narrator

Emma relies on her family a lot, even though they're half a world away.

Emma

With my mom being in the islands still, she's always just a phone call away. And every time I needed help or anything I would call her and say 'Hi, what's going on? This is what's happening in class,' and, you know, she'd just say 'Hey, just stay focused.' And when I first got a job, she's like 'Hey, you know what? You're just there to go to school and not to work. So you better cut those hours down.'

Narrator

Emma's mom is from a different culture and generation, but she clearly understands Emma's long term goals.

Emma

She owns a business, but she didn't go to school for that. And she knows that in her generation it was just your experience that got you further, longer in life. But for now, for us it's, without that piece of paper you won't get any further in life. And so that's why she pushes us to go to school for that same reason. She wants us to have the same or better achievements in life. and, her knowledge is that to get the better achievements we have to stay in school and get that diploma, get that degree. And so, that's why she's very motivational and she's very pushy to go to school.

Narrator

Nicole credits heritage for the closeness of her family, but realizes the cultural differences also create certain barriers when it comes to school.

Nicole

Oh yeah, they're definitely supportive, like family, like really me, they're... Samoans are really family-oriented, so they're always supportive, and like everything else. They just, they don't know how to be supportive.

Emma

I'm assuming they want to help, they just don't know exactly how to help.

Nicole

Yeah. And my younger cousin, she's in the Upward Bound program, and so she's kind of my support because we're both trying to do something with college, so... And their support is mostly like, 'Stay in school' and 'Make sure you go to school.' So, there's that.

Narrator

The Young family is enterprise in action. Ella and Van Young are entrepreneurs. They own a successful Chinese American restaurant. All the children have an eye on higher education and big future careers. This is the Young's restaurant in South Seattle. The three daughters, Janice, Colleen and Angela have worked in the family restaurant for many years. It is, after all, a family enterprise. But there's a new focus for the family now.

Janice Young, Graduate

I was a student at South Seattle Community College and I got my AA degree. I received it on June 2007, and I transferred to Central Washington and I'll complete that March 2010.

Interviewer

And what are you studying?

Janice

Bachelors... Interdisciplinary studies.

Colleen Young, Student

I'm a student now at South Seattle, and I'm starting my second year, and I'm going for my AA. I'm thinking about Business, but I'm not quite sure.

Narrator

Colleen credits her older sister with the inspiration.

Colleen

I don't think if Janice wasn't there to encourage me, then I probably would have just took a break and worked. So it helped a lot that, you know, she was kind of there to pull me in. She did everything she could actually. She actually went to school with me, you know, showed me where everything was. She introduced me to all the instructors and, you know, she was there to pick me up after school and asked me how my day was. And, you know, she did everything she could 'cause, like I said, my attitude wasn't very good going into school. And so she would just always be the one to like, 'Do it, you know. Just do it. You'll be okay.' It helped a lot.

Ella Young, Mother of Students

This is good. Feels so good because Janice is an influence to all my daughters. Really promoted to college. I'm so glad because of her.

Interviewer

When Janice first started college, what was life for you, what was it all about you and your family?

Ella

I was so exciting because my dreams come true because I always want my kids go to college, university. I said that whatever they want to do, they have to finish higher education to able to find a good job.

Angela Young, Student

She encouraged me to do what I want to do. Because I want to do Film -- so every day she would say, 'Do what you want to do and don't be afraid. Don't be afraid - just do it.'

Narrator

Janice talks about family support and the family business and how they've worked it all out.

Janice

Um, that I don't have a lot of free time. You know, when I do have free time, I have to do my homework. And sometimes it's challenging because I have to help my parents on the weekends. And my family has a family business restaurant, and sometimes, you know, the expectation is, you know, help them out on weekends when I can. But sometimes, I feel bad when I'm like 'You know what? Mom, Dad -- I can't work. I have homework. I have a test coming up.' And I feel like I'm letting them down because they'll be short-staffed.

Narrator

But Colleen says they found compromises to make the family business work.

Colleen

Yeah, I think so. Well - we're really flexible with the schedule. Because, like, let's say if Janice couldn't work, then maybe I would take over or Angela would take over. So we're pretty flexible with each other's schedules. And, you know, we let each other know 'Okay, this day I can't work' or, you know, 'Can you work for me?' So, I think communication is the just the most important part about it because then, you know, we can all kind of work with each other and it makes it easier on all of us -- especially my parents. Because they always worry about 'Okay, who's going to work, who's going to work,' you know? So, I think, you know, having the three of us go to school, it's easier because then we can talk to each other.

Narrator

One hurdle many families face is financial aid and getting to the information needed to apply.

Janice

When you're under 24, you have to have your parents' income; you have to include that. And sometimes, if the two parents are not together, you still have to find them and track them

down. Um, however, I'm over 24, so I didn't have that problem. So I just put my own income.

Narrator

Now, the Young family has hit its stride and figured out the financial challenges and personal contributions to the family business.

Ella

Yes, 'cause we work as a family, 'cause I hardly see them at all, when we work on the weekends, which is the most busy time for us at the restaurant, and when we work, we talk. That's a good way to communicate together because I don't want to be like a mother, 'You have to do this, do that, do that...' I want to be their friend, you know, to talk to them. Sometimes the kids won't listen to parents.

Narrator

But Ella's kids have listened and they are deeply, deeply grateful.

Janice

I would like to say thank you to my parents for supporting me all this time. And when I have a good job, I'll support them back.

Ella

So I could retire.

Narrator

This is family support workshop at South Seattle Community College.

Gary Oertli, President, South Seattle Community College

And you will not find a friendlier, more student focused campus than South Seattle Community College, and in fact, we have data to prove that.

Narrator

You'll recognize two of the faces on this family support panel - Janice and Colleen Young, who we just met, are passing along their experience to new families just entering the world of higher education.

Janice

Having services like this we're giving you the resources in your hand, so I think this is definitely a step up from when I came.

Narrator

This is just one of many resources for families available on campus. When a student begins an education, there are benefits for all of the family.

Presenter

There is a blue handout. It's called a Family Resource Handbook, and it's...

Narrator

All college students, regardless of age, experience or previous education rely on a supportive network, whether that's parents, children, spouses, partners, aunts, uncles, cousins, grandparents or friends. That network of support goes even beyond the family. It includes college resources like advisors, tutoring, math study, student groups and much more.

Next meet Todd Couture and Laura Molina. Mother and son have a unique story with lessons for all of us.

Todd Couture, Graduate

Well, I am physically challenged; I've got cerebral palsy. So, because of that, I've always thought that I had to be educated to make something of myself in the world. So I don't even think it was really a question once I started school. So we just always assumed I was going to go to college.

Narrator

And Todd did just that, beginning at South Seattle Community College.

Todd

Well, one thing was location – I will be honest about that. It’s just a few minutes from our house. Also, I had heard good things about the college from people who had done Running Start and things of that nature. So I thought it was a pretty easy decision – once I decided to go to community college – to come here to South.

Narrator

Todd’s experience was so positive, his two sisters followed in his footsteps.

Laura Molina, Todd’s Mother

The cost at the community college was a lot less and that’s why we kind of chose South Seattle. And, like he said, it was the closest location to our home. But they really had no say; they were so young. But Todd was an influence on them, and they also came to South. The two girls did follow.

Narrator

And by going to college, Todd made family history, eventually graduating from the University of Washington.

Laura

Well, Todd is the first to graduate. Yes, yes, so I’m very proud of him. And it was quite an accomplishment and a bumpy road sometimes...and many times.

Narrator

The entire family actually played a role.

Todd

During the time I went to South and the university, what had happened was that I just kind of stayed at my grandparents, and Mom came over every night with my two sisters. So what happened there was, she would help me with my homework, stay very late over at my grandparents. I would stay with my grandparents during my college years, and then my sisters and my mom would go back home and she would help with their homework in high school and middle school afterwards. And my grandparents did the cooking and did all those experiences that you talked about. And they were very supportive as well. So it was really a big family affair. So...

Laura

It takes a village, right?

Narrator

All of the hard work and family support are the beginning of a bright, new career.

Todd

I work for U.S. Customs. I work down there on the waterfront. So yeah, I've been there seven years. So, I really enjoy it.

Narrator

And looking back on his education, Todd also credits his mom for recognizing how much times have changed.

Todd

Back when my mom went to school, high school, you could go to work from high school directly, and that was okay. But now, I don't think so. I mean you can do it, but it's harder. It's much harder.

Narrator

Mom has advice for other parents with students hoping to better their lives through education.

Laura

Just be there for your student. Just help them. Hold their hand – not physically, but be there at all times. And whatever you can do to help them, please reach out and help them. Because today's... In today's society, you need to have an education. It's a must.

Narrator

Now, there's a certain sense of family celebration because of Todd's educational and professional success.

Laura

Oh, it's just a relief. I'm glad it's over. And to stand back and see all the successes that you've gone through, I'm proud to be your mother and that it all came about on the right road. And that you've succeeded and see you independent and traveling all over - on your own, which I worry, but yet... It's a long road, but you made it.

Todd

You're a mom, thank you.

Narrator

Mike Chareunsap is an education success story. But there have been challenges along the way.

Interviewer

Did you go to college?

Mike Chareunsap, Student

I did. I did attempt to go to college. I went to North Seattle and I was taking an accounting class, nutrition class and an English class. And it was just the wrong time; it was just the wrong time in my life that I decided to go back to college. I tried, but it just didn't work out. So I had to drop all my classes.

Roxanne

So come on next door and let me show you MAST...

Narrator

Mike spent the next 10 years in the work force and was then laid off. Now Mike has a new direction in life.

Mike

My career goals? I would have to say, I would love to go out, back into the work field, and start working, you know, in some very nice restaurants, hotels, and ultimately have my own restaurant.

Narrator

During this time of transition and education, Mike takes advantage of all the resources on campus. But the real push behind his success is closer to home.

Mike

My mom was a big influence, 'cause you know, she raised three kids all pretty much by herself and even got two degrees, so that was a big motivation.

Narrator

Yet again, family support is key. So from Mike to Mom: That's a big thank you.

Now we spend some time with the Strauss Family: Mom, Martha, Dad, Jimmy, and sons, Johann and Eric. Congratulations are certainly in order for Johann, who got his start preparing for college while in high school, through a college preparation program at South Seattle Community College.

Johann Strauss, Student

I just graduated from Stanford University with a Masters in Latin American Studies, and I'm currently studying for the Law School admissions test, which I will be taking in September for admission into law school in the coming year, so hopefully for the class of 2013.

Interviewer

Was education a part of or one of the reasons why you chose to immigrate to the Seattle area from Columbia?

Jimmy Strauss, Johann's Father

Yes, part of the situation for me and for my family is to get a more good education. Because the economy in Colombia is not so good at the time, they need to go another place to get a more opportunity for me and my family. I try to enjoy to be here in Seattle. When I get time to get a going to good opportunity, try to give it to my family at the same time.

Interviewer

So, you must have been proud of Johann when he was doing well in school and high school, and when he decided to go to Stanford.

Martha Strauss, Johann's Mother

How many kids had opportunity to go and they no want to go? And you want to go, maybe we no have the money, but apply.

Narrator

Johann will be the first to tell you that the financial aid process can be a challenge for the entire family.

Johann

And I think there's a lot of barriers that really prevent you, really make it more difficult as a family to accept the idea of going to college. And that's one of the things that we really faced when we first started thinking about where it is that I want to go and what opportunities I had.

Jimmy

It surprised me was when he put the applications, three universities he want to apply, the second one is the University of Washington. The surprise was when he received the notification December 24. He received the notification that he was going to accept at Stanford. One week later, he received notification that he received scholarship almost 90% to pay for the school. This is very good satisfaction. You see the kind of opportunity you can have for different university. The only way you can find that out is when you apply.

Narrator

Leaving such a close family for school was tough for Johann.

Johann

But sometimes being able to experience new things is the best way to really grow as an

individual. And that's one of the risks that I took thinking 'Wow, I'm, you know, going all the way to California. I've never been away from my family this long.' But the experience in itself is so rewarding and being able to see yourself change. Just think of how great it feels to come back home and being able to be with your family is something that's truly worthwhile.

Narrator

Johann has also been able to influence his parents. Mr. Strauss completed a vocational training program at South after being laid off a few years ago. Mrs. Strauss took some ESL courses and has plans to come back to complete a college degree. And Johann's proud parents are grateful for the legacy that is being passed from older brother to younger brother.

Eric Strauss, Johann's Brother

While Johann was doing Upward Bound, I knew that what he was doing and I saw how much fun he was having and I knew he was enjoying it. And I knew how Upward Bound was helping him succeed with what he wanted. Because of that, I guess, when the time came around and I had the opportunity, I took it and I applied. And from there I got accepted and I'm enjoying it.

Martha

I never had any expectations. The only thing I always ... is I want him to go to college or go to school and continue an education because I coming from a family where my father was a teacher for many years. We all in the family, we, everybody went to college, except me. And I always say to Johann, I really want he had the experience to go college no matter what he's going to study. I want he's going to college. It's the same with Eric. I always say, whatever he decides to study, we are supportive and we are with you.

Narrator

And finally, another family success story. This time for a medical professional. Jing is a woman who saves lives.

Apasara "Jing" Jitviriyanon, Graduate

I'm an OR nurse, which is the peri-operative nurse. You're like a coordinator in the room which the surgeon is the big boss in the room, so...

Narrator

That's right, Jing is at the right hand of many surgeons at Children's Hospital in Seattle. She is a very important part of life saving procedures in the operating room. Her present day success began when she came to America more than a decade ago.

Jing

I got multiple degrees, but the latest is Nurse RN degree from South Seattle Community College

in June 2009, oh 2008, sorry.

Interviewer

And how long have you been in America?

Jing

I came here in 1995, so it's 14 years now.

Narrator

And as we've seen so often in this presentation. Family support has been crucial for Jing.

Jing

When I entering to the Nursing program, my husband got the job, so I can reduce my work schedule and stay focused in the school. And I also got a scholarship, so I can work only one or two days a week. Or, in the timing of the test or final, I don't have to work at all, which is great. And my family also support emotional -- like, okay, understanding that you have to study and provide some space for study.

I think I got the best job that I ever got in my life. And I'm proud of myself. Especially, I get higher income than before, so I can support my family. When I look back, I feel like, 'Wow, I been like come long way ... in a long way from the woman who just pack your bags and come to the USA, crying on the airplane.' And right now, I work in a great hospital and it's meaningful in my life, and I feel great every day I come to work.

Narrator

Yes, Jing, you have come a long way. Not just in miles, but in hard work and the realization of your dreams.

This is what it looks like when dreams come true. This is the payoff for years of hard work. And this is just the beginning of great rewards to come. Graduation Day at South Seattle Community College is a time of recognition and celebration. On this day, families come together in joy. Students say thank you, and in some cases goodbye, to their fellow students, instructors and advisors. Graduation is the place where we see and hear pride echoing beyond this campus into professional success stories which are just around the corner.

Ragni Saran, Graduate

There are no words in the dictionary that I could describe this moment. I think what we can say is yes we can. And yes we did!