## Statewide Manufacturing Curriculum
### Introduction to Postsecondary Education Module

**Students will:**

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<tr>
<th>OUTCOMES</th>
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| 1. Establish entering postsecondary as an educational goal | College information: recruitment flyers, program applications and orientation | • Post recruitment flyers in the classroom, hallways, offices, etc.  
• Post pictures or posters depicting college life around the program space  
• Incorporate questions and information regarding college in adult education program applications  
• Include an introduction to college processes, FAFSA, COMPASS testing, alumni testimonials, copies of transcripts and degrees into adult education program orientation  
• Have students practice completing college applications – one to a local college and one to a “dream” college  
• i-Pathways: *Consumer Education*—Unit 1: Getting a Job or Furthering Your Education—Lesson 6: Transition to Higher Education  | Student demonstration  
Teacher observation  
Transition counselor observation  
Transition Contract  
Goal Sheet |
| Transition Contract | | • Have students complete a “Transition Contract”  
• Use: *Transition Contract*  
• Use college vocabulary in vocabulary activities  
• Take students on a college tour  
• Talk regularly about college with students  
• Invite guest speakers from the college  
• Share personal college experiences with students  
• Discuss fears of failure, self-sabotage, and ways to combat doubts with students  
• Assign college alumni as mentors  | |
| Goal setting | | • Conduct a short-term and long-term goal setting activity  
• Use: *Goal Setting Activity Handouts*  | |
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| 2. Understand and complete the college admission and financial aid application process | College application | • Complete the college application  
• Submit the form to the appropriate campus office  
• Make an appointment with Financial Aid Office or the Educational Opportunity Center to fill out FAFSA form  
• Fill out a FAFSA form  
• Submit the FAFSA form  
• Incorporate financial literacy activities such as how to manage money for college into adult education classroom | Completed and submitted college application  
Completed and submitted FAFSA form |
| | FAFSA form | | |
| | Financial literacy materials | | |
| | COMPASS Test | • Make an appointment with the Assessment Center to take the COMPASS Test  
• Hold a COMPASS Test Preparation Workshop  
• Take an online COMPASS Practice Test  
• Take the COMPASS Test  
• Discuss the results with the transition counselor  
• Meet with a college advisor to develop a schedule  
• Take the schedule to the transition counselor for approval | COMPASS Test results  
Completed and approved college schedule |
| | College Schedule | | |
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<td>3. Develop skills in order to participate in the college experience and achieve academic goals</td>
<td>GED® Tests preparation materials</td>
<td>• Conduct classroom activities that focus on post-secondary development&lt;br&gt;• Engage students in activities that develop higher level critical thinking skills&lt;br&gt;• Provide remediation in content areas that are contextualized and of sufficient rigor to support bypassing developmental education coursework&lt;br&gt;• Offer tutoring services as needed&lt;br&gt;• Offer incentives&lt;br&gt;• Demonstrate holistic support – conversations, advocacy&lt;br&gt;• Develop positive relationships that include individual communication&lt;br&gt;• Nurture learning communities&lt;br&gt;• Identify student strengths and build on them&lt;br&gt;• Use: <strong>Learning Modalities and Learning Styles Handouts</strong>&lt;br&gt;• Identify obstacles and make plans to overcome them&lt;br&gt;• Use: <strong>Roadblocks and Blockbusters</strong>&lt;br&gt;• Use: <strong>Changing Obstacles into Opportunities</strong>&lt;br&gt;• Provide activities on time management, stress management, study skills, decision-making skills, and problem solving skills. (<em>Making Case Management Work- Empowering People for Change, Planning My Time</em>, Appendix B-5, page 248-249, Beverly Ford, PhD, 2002) and <em>Implementing Heart Smart for Women, Coping With Stress, Week 11, Page 5, The Cooper Institute, 2002</em>)&lt;br&gt;• Revisit goal setting on an ongoing basis&lt;br&gt;• Have students take the Official GED® Practice Test&lt;br&gt;• Sign up for the GED® Tests&lt;br&gt;• Take the GED® Tests&lt;br&gt;• Discuss GED® Tests results with transition counselor&lt;br&gt;• If necessary, retest following appropriate remediation&lt;br&gt;• i-Pathways: Take the Pre and Post Surveys in the i-Pathways Modules</td>
<td>Student demonstration&lt;br&gt;Teacher observation&lt;br&gt;Transition counselor observation&lt;br&gt;Strengths activity worksheets&lt;br&gt;Barriers activity worksheets&lt;br&gt;Official GED® Practice Test scores&lt;br&gt;GED® Tests scores</td>
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| 4. Identify and utilize academic support services and resources for assistance | College Services brochures and/or materials                             | • Make an appointment with the transition counselor to learn of college services and available support services  
• Attend appointment with transition counselor  
• Become acquainted with the following college services and support services at that appointment:  
  o Health services  
  o Emergency fund  
  o Library Resource Center  
  o TRIO  
  o Perkins  
  o Counseling services  
  o Tutoring services  
  o Student Success Centers (math resource room, writing desk)  
  o Work study programs | Student demonstration  
Teacher observation  
Transition counselor observation |
|                                                                          | College Support Services brochures and/or materials                    |                                                                                                                                                                                                                     |            |
|                                                                          | College Orientation materials                                          | • Participate in College Orientation to become acquainted with the following:  
  o College policies and procedures  
  o Campus activities  
  o Faculty expectations |            |
|                                                                          | Transition contract                                                    | • Revisit Transition Contract and see if all conditions have been met | Transition contract |
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| 5. Evaluate choices to make individual decisions that will affect his or her success in life | Goal setting  | • Schedule and maintain regular appointments with transition counselor to receive ongoing support  
  • Revisit goal setting as needed                                         | Student demonstration  
  Teacher observation  
  Transition counselor observation  
  Goal sheets                |