## Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
### Introduction to Postsecondary Education Module

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish entering postsecondary as an educational goal</td>
<td>College information: recruitment flyers, program applications and orientation</td>
<td>- Post recruitment flyers and posters depicting college life in the classroom, hallways, offices, etc.&lt;br&gt;- Incorporate questions and information regarding college in adult education program applications&lt;br&gt;- Include an introduction to college processes, FAFSA, COMPASS testing, alumni testimonials, copies of transcripts and degrees into adult education program orientation&lt;br&gt;- Have students practice completing college applications – one to a local college and one to a “dream” college&lt;br&gt;- i-Pathways: <em>Consumer Education</em>—Unit 1: Getting a Job or Furthering Your Education—Lesson 6: Transition to Higher Education</td>
<td>Student demonstration&lt;br&gt;Teacher observation&lt;br&gt;Transition counselor observation</td>
</tr>
<tr>
<td>Transition Contract</td>
<td></td>
<td>- Have students complete a “Transition Contract”&lt;br&gt;- Use: Transition Contract&lt;br&gt;- Use college vocabulary in vocabulary activities&lt;br&gt;- Take students on a college tour&lt;br&gt;- Talk regularly about college with students&lt;br&gt;- Invite guest speakers from the college&lt;br&gt;- Share personal college experiences with students&lt;br&gt;- Discuss fears of failure, self-sabotage, and ways to combat doubts with students&lt;br&gt;- Assign college alumni as mentors</td>
<td>Transition Contract</td>
</tr>
<tr>
<td>Goal setting</td>
<td></td>
<td>- Conduct a short-term and long-term goal setting activity&lt;br&gt;- Use: Goal Setting Activity Handouts</td>
<td>Goal Sheet</td>
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1
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Students will:

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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 |
| | FAFSA form | • 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 | COMPASS Test results |
| | Financial literacy materials | | |
| | COMPASS Test | | |
| | College Schedule | • Meet with a college advisor to develop a schedule  
• Take the schedule to the transition counselor for approval | Completed and approved college schedule |
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| 3. Develop skills in order to participate in the college experience and achieve academic goals | GED® Tests preparation materials | • Conduct classroom activities that focus on post-secondary development  
• Engage students in activities that develop higher level critical thinking skills  
• Provide remediation in content areas that are contextualized and of sufficient rigor to support bypassing developmental education coursework  
• Offer tutoring services as needed  
• Offer incentives  
• Demonstrate holistic support—conversations, advocacy  
• Develop positive relationships that include individual communication  
• Nurture learning communities  
• Identify student strengths and build on them  
• Use: *Learning Modalities and Learning Styles Handouts*  
• Identify obstacles and make plans to overcome them  
• Use: *Roadblocks and Blockbusters*  
• Use: *Changing Obstacles into Opportunities*  
• Provide activities on time management, stress management, study skills, decision-making skills, and problem solving skills. (*Making Case Management Work: Empowering People for Change*, Planning My Time, Appendix B-5, page 248-249, Beverly Ford, PhD, 2002) and *Implementing Heart Smart for Women*, Coping With Stress, Week 11, Page 5, The Cooper Institute, 2002)  
• Revisit goal setting on an ongoing basis  
• Have students take the Official GED® Practice Test  
• Sign up for the GED® Tests  
• Take the GED® Tests  
• Discuss GED® Tests results with transition counselor  
• If necessary, retest following appropriate remediation  
• i-Pathways: Take the Pre and Post Surveys in the i-Pathways Modules | Student demonstration  
Teacher observation  
Transition counselor observation  
Strengths activity worksheets  
Barriers activity worksheets  
Official GED® Practice Test scores  
GED® Tests scores |
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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  
• Participate in College Orientation to become acquainted with the following:  
  o College policies and procedures  
  o Campus activities  
  o Faculty expectations  
• Revisit Transition Contract and see if all conditions have been met                                                   | Student demonstration  
Teacher observation  
Transition counselor observation  
Transition Contract |
| College Support Services brochures and/or materials                       | College Orientation materials                                           |                                                                                                  |                                     |
| Transition Contract                                                      |                                                                         |                                                                                                  |                                     |
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| 5.       | Evaluate choices to make individual decisions that will affect his or her success in life | - 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 |

Goal setting