

# Statewide Transportation, Distribution, and Logistics (TDL) Curriculum

## Introduction to Postsecondary Education Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
1. Establish entering postsecondary as an educational goal	College information: recruitment flyers, program applications and orientation	<ul style="list-style-type: none"> <li>• Post recruitment flyers and posters depicting college life in the classroom, hallways, offices, etc.</li> <li>• Incorporate questions and information regarding college in adult education program applications</li> <li>• Include an introduction to college processes, FAFSA, COMPASS testing, alumni testimonials, copies of transcripts and degrees into adult education program orientation</li> <li>• Have students practice completing college applications – one to a local college and one to a “dream” college</li> <li>• i-Pathways: <i>Consumer Education</i>—Unit 1: Getting a Job or Furthering Your Education—Lesson 6: Transition to Higher Education</li> </ul>	<p>Student demonstration</p> <p>Teacher observation</p> <p>Transition counselor observation</p>
	Transition Contract	<ul style="list-style-type: none"> <li>• Have students complete a “Transition Contract”</li> <li>• Use: <b>Transition Contract</b></li> <li>• Use college vocabulary in vocabulary activities</li> <li>• Take students on a college tour</li> <li>• Talk regularly about college with students</li> <li>• Invite guest speakers from the college</li> <li>• Share personal college experiences with students</li> <li>• Discuss fears of failure, self-sabotage, and ways to combat doubts with students</li> <li>• Assign college alumni as mentors</li> </ul>	Transition Contract
	Goal setting	<ul style="list-style-type: none"> <li>• Conduct a short-term and long-term goal setting activity</li> <li>• Use: <b>Goal Setting Activity Handouts</b></li> </ul>	Goal Sheet

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2. Understand and complete the college admission and financial aid application process	College application	<ul style="list-style-type: none"> <li>• Complete the college application</li> <li>• Submit the form to the appropriate campus office</li> <li>• Make an appointment with Financial Aid Office or the Educational Opportunity Center to fill out FAFSA form</li> <li>• Fill out a FAFSA form</li> <li>• Submit the FAFSA form</li>   <li>• Incorporate financial literacy activities such as how to manage money for college into adult education classroom</li>   <li>• Make an appointment with the Assessment Center to take the COMPASS Test</li> <li>• Hold a COMPASS Test Preparation Workshop</li> <li>• Take an online COMPASS Practice Test</li> <li>• Take the COMPASS Test</li> <li>• Discuss the results with the transition counselor</li>   <li>• Meet with a college advisor to develop a schedule</li> <li>• Take the schedule to the transition counselor for approval</li> </ul>	Completed and submitted college application
	FAFSA form		Completed and submitted FAFSA form
	Financial literacy materials		
	COMPASS Test		COMPASS Test results
	College Schedule		Completed and approved college schedule

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<p>3. Develop skills in order to participate in the college experience and achieve academic goals</p>	<p>GED® Tests preparation materials</p> <p>Strengths Activity Worksheets</p> <p>Barriers Activity Worksheets</p> <p>Official GED® Practice Test</p>	<ul style="list-style-type: none"> <li>• Conduct classroom activities that focus on post-secondary development</li> <li>• Engage students in activities that develop higher level critical thinking skills</li> <li>• Provide remediation in content areas that are contextualized and of sufficient rigor to support bypassing developmental education coursework</li> <li>• Offer tutoring services as needed</li> <li>• Offer incentives</li> <li>• Demonstrate holistic support—conversations, advocacy</li> <li>• Develop positive relationships that include individual communication</li> <li>• Nurture learning communities</li> <li>• Identify student strengths and build on them</li> <li>• Use: <b>Learning Modalities and Learning Styles Handouts</b></li> <li>• Identify obstacles and make plans to overcome them</li> <li>• Use: <b>Roadblocks and Blockbusters</b></li> <li>• Use: <b>Changing Obstacles into Opportunities</b></li> <li>• Provide activities on time management, stress management, study skills, decision-making skills, and problem solving skills. (<i>Making Case Management Work- Empowering People for Change</i>, Planning My Time, Appendix B-5, page 248-249, Beverly Ford, PhD, 2002) and <i>Implementing Heart Smart for Women</i>, Coping With Stress, Week 11, Page 5, The Cooper Institute, 2002)</li> <li>• Revisit goal setting on an ongoing basis</li> <li>• Have students take the Official GED® Practice Test</li> <li>• Sign up for the GED® Tests</li> <li>• Take the GED® Tests</li> <li>• Discuss GED® Tests results with transition counselor</li> <li>• If necessary, retest following appropriate remediation</li> <li>• i-Pathways: Take the Pre and Post Surveys in the i-Pathways Modules</li> </ul>	<p>Student demonstration</p> <p>Teacher observation</p> <p>Transition counselor observation</p> <p>Strengths activity worksheets</p> <p>Barriers activity worksheets</p> <p>Official GED® Practice Test scores</p> <p>GED® Tests scores</p>



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<p>5. Evaluate choices to make individual decisions that will affect his or her success in life</p>	<p>Goal setting</p>	<ul style="list-style-type: none"> <li>• Schedule and maintain regular appointments with transition counselor to receive ongoing support</li> <li>• Revisit goal setting as needed</li> </ul>	<p>Student demonstration</p> <p>Teacher observation</p> <p>Transition counselor observation</p> <p>Goal sheets</p>