

Statewide Manufacturing Curriculum

Introduction to Postsecondary Education Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Establish entering postsecondary as an educational goal</p>	<p>College information: recruitment flyers, program applications and orientation</p> <p>Transition Contract</p> <p>Goal setting</p>	<ul style="list-style-type: none"> • 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: <i>Consumer Education</i>—Unit 1: Getting a Job or Furthering Your Education—Lesson 6: Transition to Higher Education • 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 • Conduct a short-term and long-term goal setting activity • Use: Goal Setting Activity Handouts 	<p>Student demonstration</p> <p>Teacher observation</p> <p>Transition counselor observation</p> <p>Transition Contract</p> <p>Goal Sheet</p>

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<p>2. Understand and complete the college admission and financial aid application process</p>	<p>College application</p> <p>FAFSA form</p> <p>Financial literacy materials</p> <p>COMPASS Test</p> <p>College Schedule</p>	<ul style="list-style-type: none"> • 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 • 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 	<p>Completed and submitted college application</p> <p>Completed and submitted FAFSA form</p> <p>COMPASS Test results</p> <p>Completed and approved college schedule</p>

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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"> • 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. (<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) • 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 	<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>4. Identify and utilize academic support services and resources for assistance</p>	<p>College Services brochures and/or materials</p> <p>College Support Services brochures and/or materials</p> <p>College Orientation materials</p> <p>Transition contract</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Health services ○ Emergency fund ○ Library Resource Center ○ TRIO ○ Perkins ○ Counseling services ○ Tutoring services ○ Student Success Centers (math resource room, writing desk) ○ Work study programs • Participate in College Orientation to become acquainted with the following: <ul style="list-style-type: none"> ○ College policies and procedures ○ Campus activities ○ Faculty expectations • Revisit Transition Contract and see if all conditions have been met 	<p>Student demonstration</p> <p>Teacher observation</p> <p>Transition counselor observation</p> <p>Transition contract</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"> • Schedule and maintain regular appointments with transition counselor to receive ongoing support • Revisit goal setting as needed 	<p>Student demonstration</p> <p>Teacher observation</p> <p>Transition counselor observation</p> <p>Goal sheets</p>