

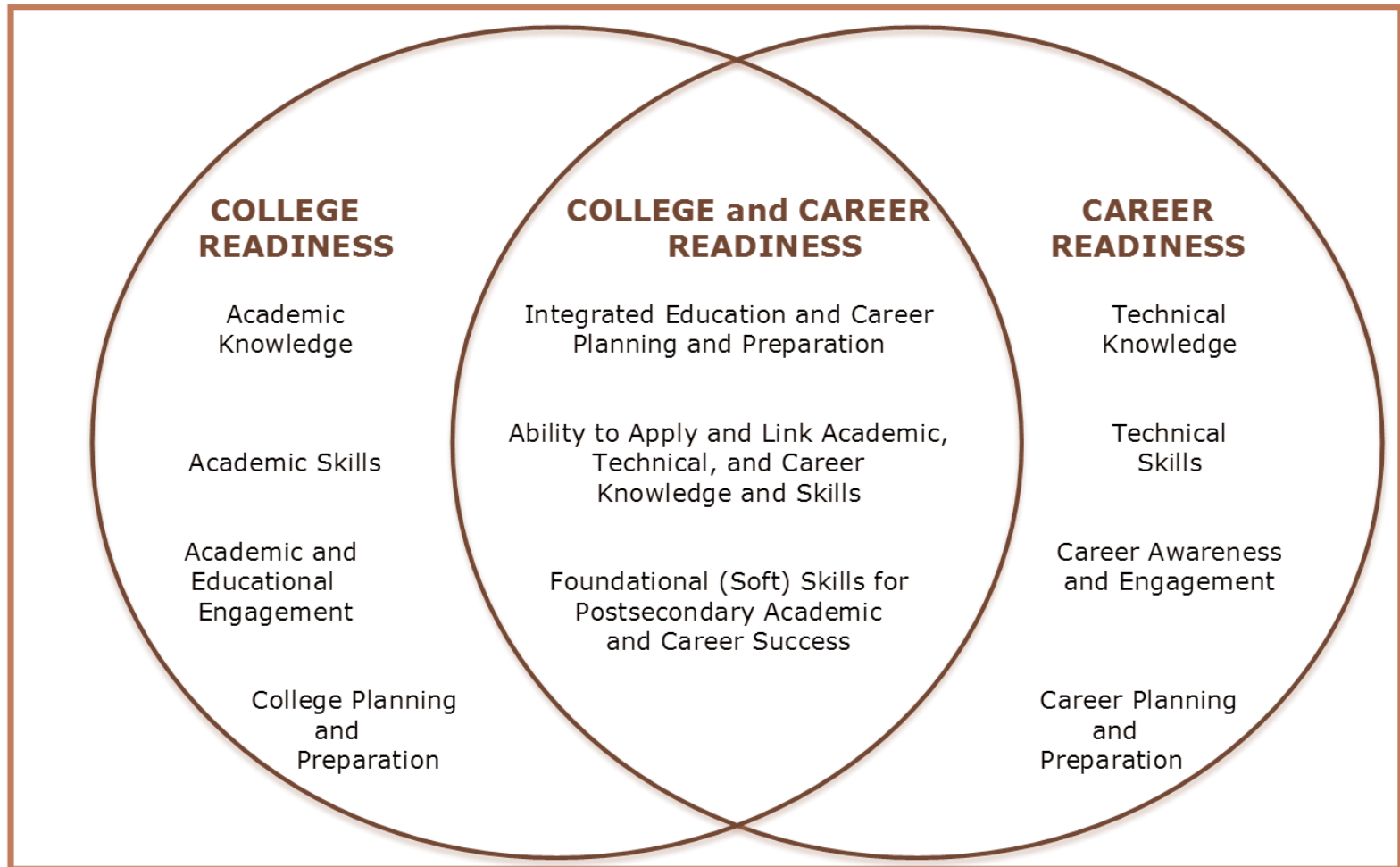
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Overview and discussion of FHI 360's College and Career Readiness: A Guide for Navigators

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School and Classroom Environment • Student Background • Family Expectations and Support



Community Programs and Resources • Local / Regional / Global Economic Markets

College and Career Readiness

Integrated College and Career Planning and Preparation

Understanding that education and training are connected with career options and goals

Understanding the importance of having plans for connecting career aspirations and goals to the education and training needed to achieve them

Making specific education and career plans

Ability to Apply and Link Academic, Technical, and Career Knowledge and Skills

Understanding how academic knowledge and skills are applied to careers and the post-secondary education and training needed to enter and succeed in those careers.

Applying knowledge and skills learned in high school courses in a range of career and academic settings

Foundational (Soft) Skills for Postsecondary Academic and Career Success

Demonstrating communications skills

Using higher order thinking skills

Displaying self-awareness

Demonstrating self-management

Using social skills

What can students do to build these skills?	How can navigators help?	How do students and navigators know this skill has been achieved?
<p><i>Students can:</i></p> <ul style="list-style-type: none"> • Take time management workshops and practice key lessons, i.e., making lists and using a calendar. • Establish priorities for daily activities, particularly those associated with school assignments. • Complete all school assignments and projects by the due date. • Keep track of personal achievements in school, at work, at home, and in the community. • Work hard in school, obtaining the highest possible grades. • Participate in and assume leadership roles in multiple areas, including clubs, organizations, or sport teams. • Don't give up to easily when confronting challenges; keep trying. • Learn from mistakes, missteps and failure. • Reflect on assignments and experiences; think about what could have been done differently or better. 	<p><i>Navigators can:</i></p> <ul style="list-style-type: none"> • Help students identify and address gaps in their self-management skills. • Provide guidance on time management and setting priorities. • Model and reinforce hard work and discipline. • Give students a comfortable, low-risk environment to practice new skills and, potentially, make a mistake or fail. • Help students reflect on and learn from mistakes and identify strategies for what could be done differently in the future. • Give students strategies for learning from their mistakes and how to bounce-back. • Share examples of failure, and what can be learned. 	<p><i>Students:</i></p> <ul style="list-style-type: none"> • Secured high school transcripts, recording the highest possible GPA and/or exhibiting progressive academic improvements. • Demonstrated good time management strategies. • Developed a resumes/CVs or portfolios that highlight self-management skills and record roles and responsibilities at home, school, work, and community as well as the skills, knowledge and abilities developed, including self-management skills.