

— HIGHLIGHTS from FHI 360's — College and Career Readiness: A GUIDE FOR NAVIGATORS

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College and Career Readiness: A GUIDE FOR NAVIGATORS

With technological innovation and globalization changing the nature of work, today's careers require specialized knowledge, skills, and credentials. To succeed in this changing landscape, young people must understand the types of postsecondary preparation required to achieve their career goals. They must also integrate that understanding into their plans for education and training. However, for many young people, the linkage between college and career readiness is often weak or overlooked.

Navigators can help young people develop college and career readiness simultaneously by guiding them through exploring their options, building their skills, and making concrete plans for postsecondary education.

College and Career Readiness: A GUIDE FOR NAVIGATORS resource is extremely helpful for career counselors and career advisors who are working directly with students. This guide is also beneficial for teachers, youth workers, mentors, and other advocates who guide and support youth as they:

- 1) explore options and plan for potential career choices and opportunities and
- 2) develop the knowledge, skills, and abilities to succeed in their postsecondary paths.

This well-thought-out guide demonstrates how navigators can help young people make the critical connections between college and career readiness. It goes beyond the idea of helping students simply *search* for a college or career by providing a comprehensive plan to prepare for both.

The guide specifies what groups of knowledge and skills students should master to be ready for college and for career, and it shows how to integrate career planning and preparation into education. It identifies action steps that young people can take to achieve their college and career goals, how navigators can support them, and how to assess that readiness has been achieved. It also includes additional useful tips for navigators as well as a ready-made Education and Career Plan (ECP) template to use with students.

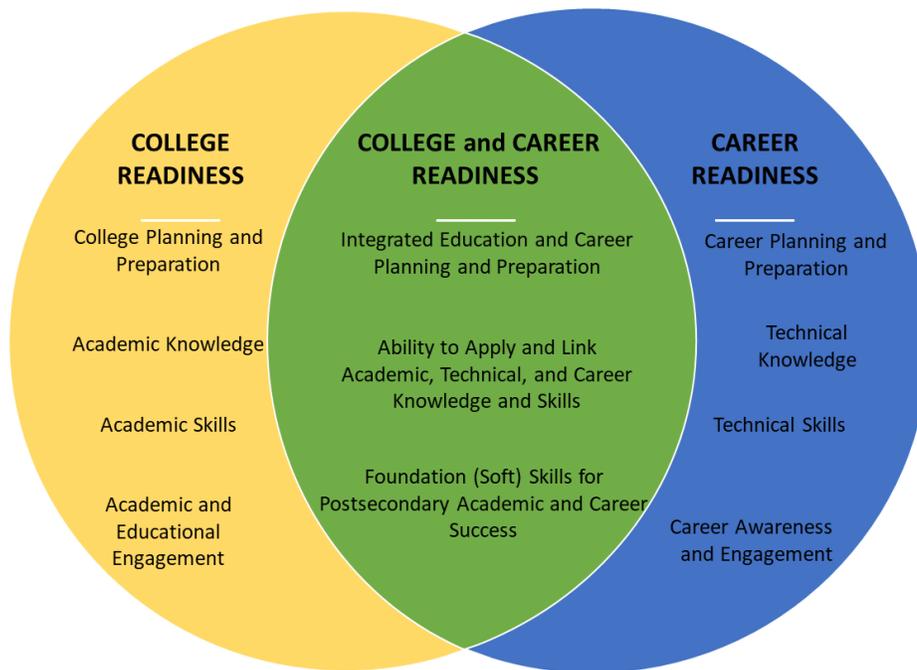
The College and Career Readiness Framework

The guide is divided into three sections – College Readiness, Career Readiness, and College *and* Career Readiness. Each corresponds to one of the three areas of the *College and Career Readiness Framework* illustrated in the Venn diagram below.

The circles and their overlap represent the three areas of readiness. Within each are listed the components students need to be prepared in that particular area. Key contextual factors that may influence the attainment of college and career readiness are identified above and below the circles.

College and Career Readiness Framework

STUDENT BACKGROUND | SCHOOL AND CLASSROOM ENVIRONMENT | FAMILY EXPECTATION AND SUPPORT



COMMUNITY PROGRAMS AND RESOURCES | LOCAL/REGIONAL/GLOBAL ECONOMIC MARKET

— found on page 2 of the guide —

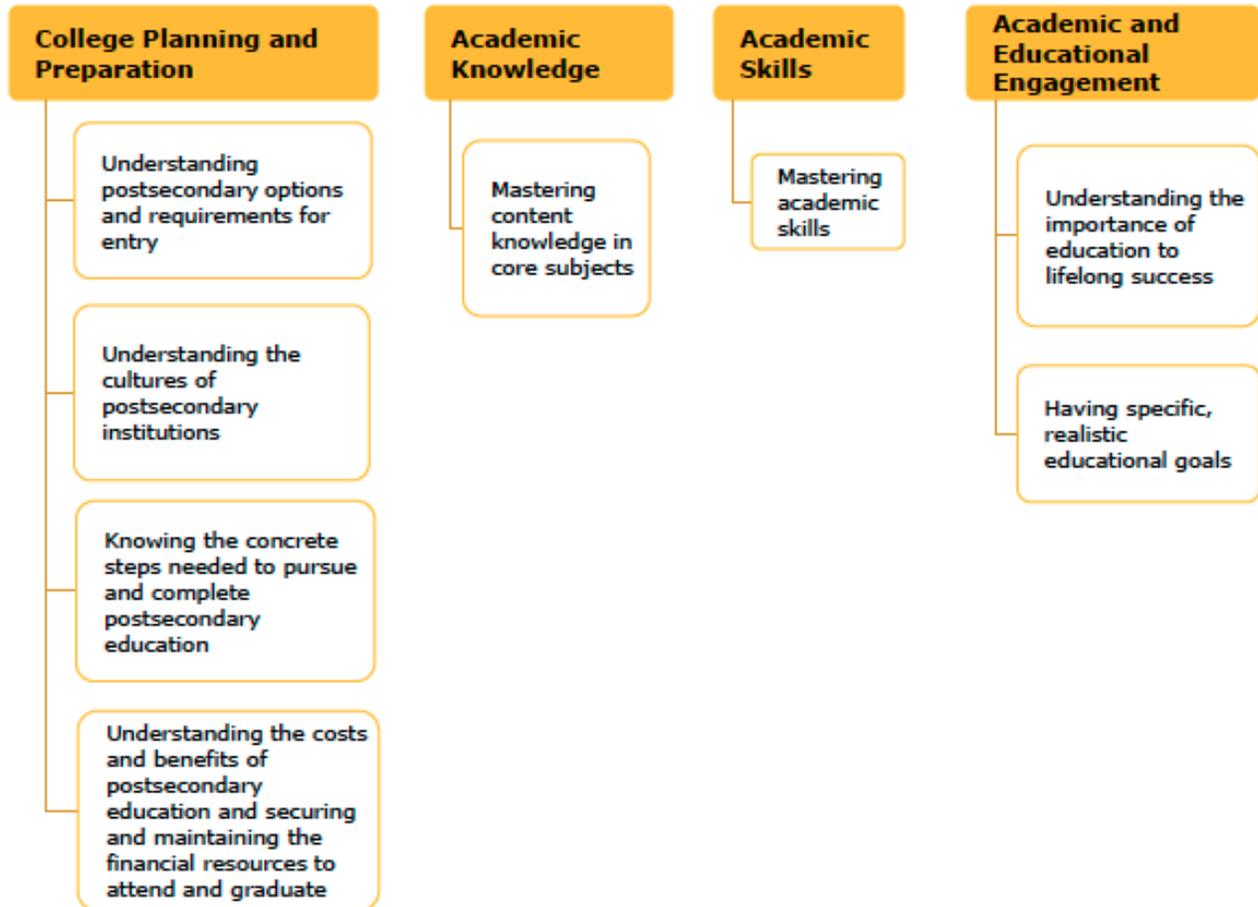
The framework is based on a review of research and interviews with experts, and it is designed to help students set goals and make both short- and long-term plans that link their education and career planning. It can be applied in both educational and community-based settings where young people are working with adults to plan their futures.

Concept Maps

At the start of each section are **concept maps** which break down the three areas of readiness into their main **components** and the **elements** (sets of knowledge, skills and abilities) required to achieve each component.

Concept Map for the College Readiness Area

The COMPONENTS of College Readiness are in the gold boxes. The ELEMENTS of each component are beneath.



— found on page 8 of the guide —

Readiness Charts

For each *element*, there is a corresponding *readiness chart*. Organized in three columns, these help navigators:

- Suggest what students can do to acquire the specific knowledge and skills needed to achieve readiness in each area of the framework.
- Identify how they can help students build readiness in each area.
- Determine whether young people have demonstrated specific knowledge and skills.

AREA OF READINESS: Component of Readiness		
Specific knowledge, skills, and abilities needed for readiness		
What actions can young people take to achieve readiness in this element?	How can navigators support young people?	How do young people and navigators know that readiness has been achieved?
Examples of things young people can do to build the indicated knowledge, skill, or ability.	Examples of things navigators can do to help young people gain the knowledge, practice the skill, or acquire the ability.	Examples of accomplishments, achievements, or outcomes that indicate the young person has the specific knowledge, skill, or ability.

— found on page 4 of the guide —

Tips for Navigators – Appendix A

This section offers navigators suggestions on how to establish relationships that will maximize their ability to guide young people toward readiness and identify important steps, remove barriers that may emerge, and help them develop the attitudes, behaviors, and qualities necessary for success.

The tips elaborate on the following key points:

- Be student-centered and build on strengths.
- Engage young people in taking charge of their futures.
- Encourage resilience.
- Have clear expectations.
- Support continuous preparation for college and careers using the ECP template (see below).

- Follow up.

Integrated Education and Career Plan (ECP) – Appendix B

To help both students and navigators map and track the college and readiness journey, the use of a written education and career plan (ECP) that integrates college *and* career readiness preparation in a single document is strongly recommended. The plan should be updated regularly to reflect accomplishments and changing goals. The process of creating ECPs will help young people identify the steps needed to move from where they are to where they want to be. A full template is provided in Appendix B on page A4 of the guide.

The ECP:

- **Identifies a student’s career interests and goals** and incorporate the qualifications, education, and training requirements for the identified careers.
 - **Connects a student’s career goals** with the specific qualifications, education, and training required for entry into those careers.
 - **Outlines a student’s four-year course plan for high school** that aligns with graduation requirements as well as the student’s postsecondary education and career goals.
 - **Provides an integrated record of progress in college and career planning** that shows activities and accomplishments in both areas.
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