

Accelerating
Opportunity



JOBS FOR THE FUTURE

Developed for Accelerating Opportunity by
National College Transition Network
at World Education, Inc.

College and Career Navigator Trainer Manual

Sandy Goodman

COLLEGE AND CAREER NAVIGATOR TRAINER MANUAL
Developed for Accelerating Opportunity by
Sandy Goodman, National College Transition Network at World Education, Inc.

TRAINER MANUAL

Background	3
How to Use this Manual.....	4
Advance Preparation	6
Day of Training.....	7
At-a-Glance Training Agenda	9
Step-by-Step Instructions.....	12
1. Welcome and Overview	12
2. Defining College and Career Readiness	15
3. Core Navigator Functions.....	18
4. Core Navigator Skills and Knowledge	21
5. Building Networks of Support.....	23
6. Intake Interview Questions.....	27
7. Introduction to Career Pathway Planning	31
8. Trying a Goal Setting Tool	38
9. Designing Your Navigation Program	42
10. Closing.....	45

APPENDED

Participant Handouts

Find Someone Who.....	A-1
College and Career Readiness Skills	A-2
Core Navigator Functions.....	A-3
Navigator Self-Assessment Inventory	A-4
Student Scenarios	A-5
Outreach Tracking.....	A-6

National Resource List	A-7
SMART Quiz.....	A-8
SMART Goal Worksheet.....	A-9
Activity Instructions for Setting SMART Goals	A-10
Program Design Grid	A-11
Additional Navigator Resources.....	A-12

Trainer Reference Materials

Materials List.....	B-1
Sample Training Flyer.....	B-2
Presentation slide handouts	B-3
Navigator Skills.....	B-4
Jeopardy Game Answer Key	B-5
SMART Quiz Answer Key.....	B-6
Sample Program Design Grid	B-7
Bibliography	B-8

Additional Resources for Trainers

- ❖ Dos and Don'ts of Training
- ❖ Facilitator Roles and Responsibilities
- ❖ Managing Group Work

The entire Trainer Manual and appended materials are also provided electronically.

BACKGROUND

Accelerating Opportunity (AO) seeks to change the way Adult Basic Education is delivered by connecting crucial pieces of the puzzle that are preventing lower-skilled adults from entering and completing postsecondary education. By aligning and accelerating ABE and developmental programs and providing nontraditional students the supports they need, integrated career pathway programs enable more low-income adults to complete postsecondary credentials that are of value in the labor market. College and Career Navigators play an integral role in fostering student persistence and success through direct guidance and coordination of campus and community based services.

The AO model is based on Job For the Future's Breaking Through model and the [I-BEST](#) model developed by the [Washington State Board of Community and Technical Colleges](#). This Trainer Manual was developed for the emerging cadre of trainers selected to help strengthen the skills of both the new and seasoned College and Career Navigators. The design of the Manual assumes that trainers are familiar with adult learning theory and best training and teaching practices and will apply this knowledge to their training effort. Also, trainers need to have a familiarity with and commitment to integrated career pathway programs. The content, activities, tools and resources of the Manual are grounded in the understanding that effective College and Career Navigators:

- foster student empowerment and resiliency by identifying students' strengths as well as barriers and challenge;
- build students' networks of supports as well as their self-advocacy and help seeking skills;
- rely on and leverage collaboration and support among faculty, staff and Administrators;
- maintain ongoing outreach and communication with community and campus partners and stakeholders; and
- shine a light on institutional best practices as well as gaps in coordinated efforts and service that address critical areas of unmet student needs.

TARGET AUDIENCE FOR NAVIGATOR TRAINING

The target audience for the training activities outlined in this Trainer Manual are College and Career Navigators, transition counselors, success coaches, or anyone whose primary function (regardless of exact job title) includes providing direct students support and guidance, as well as coordinating campus and community support services.

The training content and activities are appropriate for both new and experienced Navigators and are based on the following assumptions:

- Rather than dictate a uniform set of procedures, practices, and tools, the training activities establish common foundations and frameworks that participants can apply to their work at any level.

- The training activities provide more experienced Navigators a valuable opportunity to step back and reflect on their work and its framing concepts, as well as to share and learn ideas, challenges, resources, and tools among peers.
- A trainer might modify some of the training activities and content, based on the particular audience. Each section of the training begins with a set of Trainer Notes that offer guidance on how the training content and sequence might be modified to accommodate participants' level of experience.

HOW TO USE THIS MANUAL

While this ready-to-use manual offers detailed instructions and talking points for delivering this training for Navigators, it is not a script. No matter the length of the training to be delivered, trainers should plan time for advanced preparation, such as reading through the Manual, making personal notes on content and timing, review handouts, etc.

TRAINING FORMAT AND TIMING

This Trainer Manual provides a full day of content delivery and face-to-face learning activities (approximately 6.5 hours, excluding breaks). However, trainers have the flexibility to break up the training content into multiple sessions, by content and to modify for presentation via webinar or other virtual platform (e.g. social networking site).

At the end of the manual are suggestions for extended learning activities. Typically, participants are asked to try out a resource and report back to the group, or share and demonstrate a favorite tool or resource that they use. These types of follow-up activities may be conducted face-to-face or virtually.

Trainers might also engage participants in developing their own professional development plans (based on the Navigator self- assessment tool) or survey participants for follow-up training topics and identify local subject matter experts to present additional sessions on specific topics.

Finding True North: Role of the Navigator, is the free, self-paced online course that NCTN developed for Accelerating Opportunity. The online course content overlaps with the first 2-3 hours of the training content in this manual (see At-a-Glance Outline for noted overlapping topics). An option for delivering a hybrid training would be to require participants to complete the self-paced course prior to attending a half-day face-to-face training. In that case, trainers would start the face-to-face training with a debrief of the online course content and jump to the topics not covered in *Finding True North*. The online course can be accessed here:

elearningpd.worlded.org

AT-A-GLANCE TRAINING AGENDA

The At-a-Glance training outline provides a sketch of the sequence of topics and activities and the time allotted for each. It's a helpful guide that can be customized to reflect any combination and sequence of topics, activities, timing, and delivery formats.

STEP-BY-STEP INSTRUCTIONS FOR TRAINERS

For each topic in the training agenda, step-by-step instructions are provided for:

- Materials and activity set-up, such as handouts, trainer resources, numbered Presentation slide prompts.
- Time allocated to each topic and activity
- Using talking points, question prompts, and Presentation slides to introduce, facilitate and debrief activities and topics
- Modifying and extending learning activities

USING TALKING POINTS TO FACILITATE DISCUSSION

Trainers are encouraged to facilitate a discussion rather than lecture, even in the activities noted as “presentations”. Discussion prompts and talking points are provided for all of the topics. Trainers should refer to the talking points to fill in gaps or to briefly summarize points that have already been made, after prompting participants to contribute their ideas.

The accompanying slides are meant to be used as prompts for the talking points and discussion, rather than to be read verbatim.

TRAINING TIME MANAGEMENT

Some topics are divided into multiple activities, for example, an introductory presentation followed by a small group activity, and closing with a full group debrief. The total time allotted for a topic is provided in the At-a-Glance outline and the Step-by-Step Instructions. In addition, estimated times allocations are provided for each sub-activity.

There is a lot packed into the training agenda and trainers must be vigilant about keeping time and moving the discussions along without appearing too rushed. At the same time, different groups need more time for some activities and discussion topics and less time for others, so the times are only estimated, and trainers will readjust the time frames as needed.

As you gain more experience with the training delivery, you will begin to get a sense of the timing, flow, and balance of time needed for each activity and each group of participants. Walk around and to check in on pairs or small groups to determine how far along they are whether or not it is time to move on to the debrief. Remind them to stay on task with the limited time provided.

APPENDED ELECTRONIC FILES

In addition to the hard copy of this Trainer Manual, trainers will have access to electronic versions of the Manual and all training materials (in Word format).

Training Slides

A set of Presentation slides has been developed and will be available electronically so that trainers can modify them in any way they choose. The numbered slide prompts are integrated into the step-by step instructions and talking points. If trainers add or remove slides, they should be sure to revise the instructions and numbered slide prompts accordingly.

ADVANCE PREPARATION

Trainers will need to make arrangements well in advance of the training date with whatever organization is recruiting participants and hosting the training. Most of the tasks can be done just a day or two in advance or the morning of the training. But check with whomever is responsible for recruiting participants, reserving the room, copying materials, ordering food, etc. about their deadlines for each step of the process.

TRAINING DESCRIPTION AND SAMPLE FLYER

A sample training description and flyer can be found in the electronic files associated with this guide, which can be used to recruit participants to the training. Trainers or training host will need to add the specific details (date, time, location, registration info, presenter info).

TRAINER PREPARATION

As a part of the planning process, trainers should be familiar with the [Accelerating Opportunity Field Guide](#). Among other topics, the guide covers the design and implementation of an integrated pathways model.

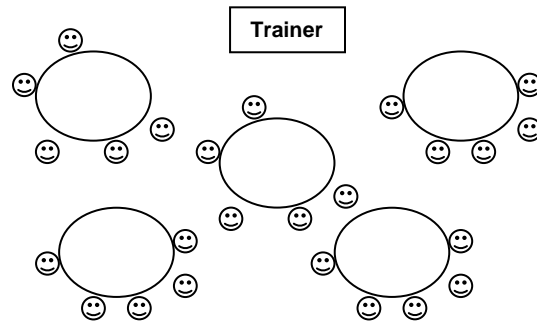
Further, trainers should read [Promoting Persistence through Comprehensive Student Supports](#) for background on the research base for developing a systematic and integrated approach to providing comprehensive student supports.

While this Manual offers detailed instructions and talking points for delivering this training, it is not a script. Trainers should put aside time in advance of the training to review: the agenda, talking points and activity instructions; presentation slides; and participant handouts. Extra preparation should be given to practicing navigating the online Career Terminology Jeopardy Game.

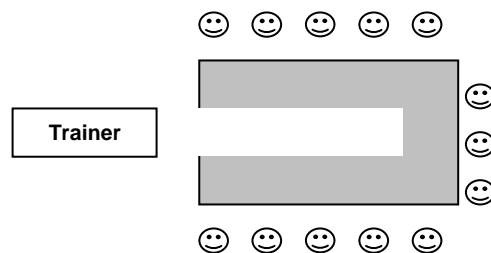
DAY OF TRAINING (OR DAY BEFORE)

ROOM SET UP

Ideally, the room should be set up to accommodate small group work and enable participants to move around and work with different partners and groups. The preferred set up is banquet style so that groups can sit at circular tables together.



If banquet setup is not available, then the next best setup is multiple rectangular tables or long tables where participants can sit on both sides of the table. U-shape setup can work if the group is smaller than 20. This seating arrangement makes it easy for everyone to see and talk to each other. Chairs can be moved inside the “U” to form small groups.



Lecture or classroom style is the least favorable, though as adult educators, trainers and participants will know how to be flexible and make the resources at hand work.

- Have at least one easel and flipchart or white board up front for the trainers to use.
- Materials packets can be laid out on each space in advance to guide participants to the seating arrangements.
- Set aside a table for refreshments, if they will be provided.
- If the room is difficult to find then post some signs at the entrance of the buildings and along the hallways, elevators, etc.

TECHNOLOGY PREPARATION

Equipment: The training room will need to be equipped with a laptop or computer, projector and screen to project the presentation slides, *Asking Questions* video, and online *Career Terminology Jeopardy Game*.

Internet Access: Internet access is required for the *Asking Questions* video and online *Career Terminology Jeopardy Game*. If internet access is not available, then trainers can use the Jeopardy Game Answer Key to set the game up on a PowerPoint jeopardy template, found here www.edtechnetwork.com/powerpoint.html.

If internet access is not available for the *Asking Questions* video, you may be able to download the video to a laptop in advance, with appropriate software. If you will be unable to show the video during the training session, you can assign it as a pre-training activity for participants to view in advance or create a mini-presentation of your own, based on the video content.

Audio Speakers: In addition to a computer, projector, and internet access, audio speakers are required to show the *Asking Questions* video. If speakers will not be available, you can assign it as a pre-training activity for participants to view in advance or create a mini-presentation of your own, based on the video content.

MATERIALS

A list of materials is provided. Trainers and the host organization will need to coordinate preparation of materials in advance. It is recommended that materials are clipped together in the order outlined in the instructions (the order of use).

It's recommended that name badges or table name cards and markers be provided. Trainers should check with host organization to see if participants need to sign-in to verify their attendance. If so, then add a sign-in sheet to the list of materials and have it ready at the entrance to the training room.

AT-A-GLANCE FULL DAY NAVIGATOR TRAINING AGENDA

6.5 HOURS (EXCLUDING BREAKS)

Note: Topics 1-4 are covered in the self-paced online course, *Finding True North*.

1. WELCOME AND OVERVIEW = 35 MIN		
WELCOME & INTRODUCTIONS	Full Group Presentation	10 min
<ul style="list-style-type: none"> Trainer Introductions Housekeeping – (lunch, restrooms, refreshments, sign-ins sheets) Review of agenda and learning goals 		
ICE BREAKER	Full Group Activity	10 min
<ul style="list-style-type: none"> Find Someone Who.... 		
OVERVIEW OF ACCELERATING OPPORTUNITY	Full Group Presentation & Discussion	15 min
<ul style="list-style-type: none"> Labor market data and need for postsecondary credentials Challenges to persistence and completion AO elements designed to address the challenges 		
2. DEFINING COLLEGE AND CAREER READINESS = 30 MIN		
DEFINING COLLEGE & CAREER READINESS	Full Group Presentation & Discussion	30 min
<ul style="list-style-type: none"> Establish agreement on the full range of skills that students need for success Introduce four areas of readiness: personal; career; academic; college knowledge 		
3. CORE NAVIGATOR FUNCTIONS = 40 MIN		
WHAT'S IN A NAME?	Full Group Presentation & Discussion	10 min
<ul style="list-style-type: none"> Present example of Navigator definitions Discuss common elements 		
CORE NAVIGATOR FUNCTIONS	Small Group Activity	30 min
<ul style="list-style-type: none"> Review Core Navigator Functions Compare to participants' own job descriptions Underscore the function of coordinating, versus duplicating, services 		

4. CORE NAVIGATOR SKILLS AND KNOWLEDGE = 30 MIN		
IDENTIFYING CORE NAVIGATOR SKILLS	Small Group Activity & Gallery Walk	30 min
<ul style="list-style-type: none"> Groups brainstorm core Navigator skills, knowledge, personality traits 		
5. BUILDING NETWORKS OF SUPPORT = 45 MIN		
MAKING THE CASE FOR NETWORKS	Full Group Presentation & Discussion	10 min
<ul style="list-style-type: none"> Present research on the benefits of support networks for students 		
STUDENT SCENARIOS	Small Group Activity	20 min
<ul style="list-style-type: none"> Small groups use student scenarios to identify key community and campus services Discuss role of Navigator in coordinating services 		
NETWORK OUTREACH	Full Group Discussion	15 min
<ul style="list-style-type: none"> Discuss a process for reaching out and researching campus and community services Underscore Navigator role in coordinating effective use of services 		
6. INTAKE INTERVIEW QUESTIONS = 60 MIN		
FOSTERING RESILIENCY FROM THE START	Full Group Presentation & Discussion	10 min
<ul style="list-style-type: none"> Present research on persistence and resiliency Describe how intake interviews can nurture both while assessing college and career readiness 		
ASKING GOOD QUESTIONS	Video & Small Group Activity	35 min
<ul style="list-style-type: none"> Show video interview with Dr. Beverly Ford on “thinking questions” Small groups develop a set of thinking questions that can be used in intake interview 		
GALLERY WALK & DEBRIEF	Full Group Activity	15 min
<ul style="list-style-type: none"> Groups circulate around the room to read the other groups’ questions Debrief the activity 		

7. INTRODUCTION TO CAREER PATHWAY PLANNING = 50 MIN		
TERMINOLOGY REVIEW	Full Group Activity	15 min
<ul style="list-style-type: none"> Use web-based Jeopardy Game to review basic career counseling and labor market terminology 		
CAREER PLANNING MODEL	Full Group Presentation & Discussion	25 min
<ul style="list-style-type: none"> Introduce the three stages of career planning Brainstorm the types of information gathered and tools and activities used in each stage 		
CAREER AND EDUCATION PLANS	Full Group Presentation & Discussion	10 min
<ul style="list-style-type: none"> Present elements of effective written career and education plans 		
8. TRYING A GOAL SETTING TOOL = 50 MIN		
SMART QUIZ	Small Group Activity & Table Teams	10 min
<ul style="list-style-type: none"> Discuss the importance of setting goals and action steps Introduce SMART goal setting framework through a small group activity 		
TRYING A GOAL SETTING TOOL	Pairs Activity	40 min
<ul style="list-style-type: none"> Participants use a worksheet to articulate a goal and action steps In pairs, participants give and receive feedback on their goal and action steps Wrap-up the activity and topic 		
9. DESIGNING YOUR NAVIGATOR PROGRAM = 30 MIN		
DESIGNING YOUR PROGRAM	Individuals or Pairs Activity	30 min
<ul style="list-style-type: none"> Use a template to map comprehensive supports and identify gaps in services 		
10. CLOSING = 20 MIN		
CLOSING	Full Group Activity	20 min
<ul style="list-style-type: none"> Ask participants to summarize a key take-away and identify something they'd like to learn more about Discuss plans for follow-up training (if applicable) 		

STEP-BY-STEP INSTRUCTIONS

1. WELCOME AND OVERVIEW = 35 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/screen
- ✓ Handout: *Find Someone Who...*

Trainer Notes: *The purpose of this section is to welcome participants and orient them to the training venue, agenda, and give people an opportunity to get to know one another. In addition it provides a common understanding about the purpose of the training and its place within your state's Accelerating Opportunity initiative. Trainers will likely modify and add talking points based on the local context.*

The presentation on Accelerating Opportunity (AO) introduces the research about the challenges to postsecondary completion and career advancement for academically underprepared adult learners. Trainers describe how the elements of Accelerating Opportunity [or the name of your state's integrated career pathways initiative] are designed to address those needs. The data is taken directly from the Accelerating Opportunity Field Guide. If you have similar data points, such as labor market data on high growth (and your targeted occupations), wages, and education requirements; performance data on credential completions, student demographics, etc., then replace the national/AO data with your state's data.

The underlying assumption is that the audience will have received some local orientation to the initiative, and that you are briefly reviewing the elements here so that all Navigators are aware of the state and national context of the initiative. However, trainers may decide to spend more time on an overview of the state-based initiative, as needed.

Welcome & Introductions


Full Group Presentation



10

Instructions and Talking Points:

1. Introduce yourself and your role. Determine whether the size of the group allows for individual participant introductions (not recommended for groups larger than 10).
2. Review Housekeeping Details. The trainer or someone from the host organization should review housekeeping details:
 - Restrooms
 - Parking
 - Sign-in sheets

- Schedule for breaks and refreshments
 - If professional development credits/points are offered, explain the process for obtaining them.
3. Outline the learning goals for the day. By the end of this training, participants will be able to: [SLIDE 2] 
- Describe the four areas of college and career readiness skills
 - Understand the core functions and skills of an effective Navigator and apply to their role
 - Develop intake questions to identify student strengths as well as challenges in four areas of college and career readiness
 - Identify campus and community services and activities that foster readiness
 - Apply a model for career planning and use a variety of tools and resources
4. Emphasize that the training is very interactive and hands-on. Participants will be asked to contribute to the discussion and to work in pairs and small groups and move around the room throughout the day.

Ice Breaker – Find Someone Who...

Full Group Activity



10

Conducting the Ice Breaker activity:

1. Refer to handout *Find Someone Who...*[A-1]
2. Explain that it's a scavenger hunt of sorts, where each participant will look for other participants who have the experience, characteristics listed.
3. Once participants find someone who fits a description, they should fill in the name and move on to another item on the list.
4. Explain that they only have 10 minutes to get as much filled in as possible.


Overview of Accelerating Opportunity

Full Group Presentation



15

Presenting Accelerating Opportunity:

1. Use the following talking points to highlight **labor market data** [SLIDE 3] 
- Labor market data indicates that the need for postsecondary credentials in order to attain family sustaining wages continues to grow.
- National and [state] labor market data indicates that jobs with family sustaining wages increasingly require some form of postsecondary education and training and an industry-recognized credential, certification.

- Many low-skilled adults lack the basic employability skills, literacy skills, and credentials required to compete for jobs that pay family-sustaining wages.
- Obtaining those skills can take an exceptionally long time, especially when juggling adult responsibilities of work, family and with very limited resources for additional educational expenses, transportation, reduced work hours, etc.

2. Describe the data on low **educational persistence and completion rates** for low-skilled adult learners, using these talking points. [SLIDE 4]

Training
Slides

- Low persistence and completion rates make it difficult for them to achieve the credentials needed for family economic self-sufficiency.
- Half of the students who enroll in ABE classes drop out before 35 hours or 10 weeks.
- In a longitudinal study of adult learners in Washington state, less than 3 % of the adults who started in adult basic education moved into credit courses and completed a community college associate degree.
- Only 5% percent of GED® earners go on to earn a postsecondary credential or degree.
- Only 62 % of students who enroll in occupational certificate programs earn a credential of any type within six years.
- And only 42% of those enrolling in occupational associate degree programs earn a credential of any type within six years.
- At public community colleges, only 20% of students earn a 2-year credential within 3 years.

3. Explain that the following [Accelerating Opportunity] **essential elements** were designed to address these issues of persistence and attainment of credentials with labor market value.

[SLIDES 5 & 6]

Training
Slides

- Explicit articulation of two or more educational pathways - career pathways, that begins with Adult Basic Education or ESL and continues to a one-year, college-level certificate and beyond.
- Evidence of strong local demand for the selected pathways - demonstrated by local and regional data to be high demand/high growth occupations.
- Acceleration strategies - such as contextualized learning and the use of hybrid (online and classroom-based) course designs.
- Dual enrollment strategies – such as paired courses and I-BEST and I-BEST-like approaches.
- Comprehensive academic and personal supports - such as, tutoring, child care, transportation, access to public benefits, subsidized jobs, ideally coordinated by Navigators and other partner organizations.
- Marketable, stackable, credit-bearing certificates and degrees - with an explicit goal of bypassing developmental education and promoting college and career readiness.
- Award of some college-level professional-technical credits - transcribed the quarter or semester in which they are earned.
- Partnerships - with Workforce Investment Boards, employers, Career and Technical Education, Adult Basic Education, Community Based Organizations.

4. Explain that in this training you'll focus primarily on the role of the Navigator in coordinating student supports. It is important that the Navigator understand the details of the targeted pathways and occupations, as you'll discuss later in the training.

2. DEFINING COLLEGE AND CAREER READINESS = 30 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/screen
- ✓ Whiteboard or Easel paper (optional)
- ✓ Handout: *College and Career Readiness Skills* [A-2] (best handed out after brainstorm)

Trainer Notes: *This section builds on the research presented in the AO overview, drawing on NCTN's model of the four areas of readiness: personal; career; academic; college knowledge.*

The topic is conducted as a brainstorming activity and assumes that Navigators will be able to list an array of college and career readiness skills and tasks quite easily. Generating the list of skills and tasks together establishes a common framework that will be built upon throughout the course of the training.

Further, unpacking the college and career readiness framework affirms Navigator background knowledge and experience and validates what all will have observed firsthand- that academic skills alone, are not the key to postsecondary and career success.


Trainers are encouraged to hold off on showing the slide with the bulleted list of skills and tasks for each readiness area until after the group has generated their own list. Similarly, wait until after the brainstorm to reference to The College and Career Readiness Skills Handout, which can be used as reference in later activities.

Defining College & Career Readiness

Full Group Presentation & Discussion





Introductory Talking Points:



- NCTN identifies four areas of college and career readiness—personal, career, academic, and college knowledge—in which adult learners are typically underprepared and ill-equipped and without which, it is difficult if not impossible to survive in a college environment.ⁱ [SLIDE 7] 
- Together, participants will brainstorm a list of the types of knowledge, skills, and tasks that prepare students of any age to be successful along their educational and career pathway.

Conducting the College and Career Readiness Activity:


Personal Readiness

1. Start with Personal Readiness images [SLIDE 8] 
2. Ask: What are the types of personal skills students need to succeed in college and careers.
3. Record list on easel paper or white board (optional - recording can slow down the discussion)
4. Listen for and add the following:
 - Anticipating challenges, securing supports and services proactively, and juggling multiple commitments (e.g. work, family, relationships, school) while managing stress and time.
 - Accessing income supports, benefits, and supplementary assistance as needed; preparing for the added financial burdens of education, including hidden costs (e.g. transportation, books, childcare, reduced work hours); financial planning, budgeting, and timely completion of financial aid applications.
 - Communicating needs and concerns, self-advocacy and conflict resolution skills.
5. Move from slide with Personal Readiness images, to the bulleted list. [SLIDE 9] 

Career Readiness

1. Next is Career Readiness images. [SLIDE 10] 
2. Ask: What are the types of career skills students need to succeed in college and careers.
3. Record list on easel paper or white board (optional - recording can slow down the discussion)
4. Listen for and add the following:
 - Growing awareness of one's skills, interests, values, and priorities as they relate to career exploration and planning.
 - Research skills to explore occupational profiles, labor market data, education and training requirements and to identify the steps along one's education and career pathway.
 - Setting realistic goals that include specific action steps and timelines.
 - Resume writing and job search and interview skills.
5. Move from slide with Career Readiness images, to bulleted list. [SLIDE 11] 

Academic Readiness

1. Next is Academic Readiness images. [SLIDE 12] 
2. Ask: What are the types of academic skills students need to succeed in college and careers.
3. Record list on easel paper or white board (optional - recording can slow down the discussion)
4. Listen for and add the following:

- Reading, writing, and math skills to master the technical content of the integrated career pathways technical courses.
 - Content knowledge, reading, writing, and algebra skills needed for placement into college-level classes.
 - Study and test taking skills and technology skills needed for integrated career pathways courses.
 - Self-management and awareness of self as a learner with the ability to create study space and schedule organize study materials, prioritize tasks, and complete assignments on time.
5. Move from slide with Academic Readiness images, to bulleted list. [SLIDE 13]

Training
Slides

College Knowledge

1. The last area is College Knowledge Readiness . [SLIDE 14]
2. Ask: What are the types of college knowledge skills students need to succeed in college and careers.
3. Record list on easel paper or white board (optional - recording can slow down the discussion)
4. Listen for and add the following:
 - Knowledge of array of campus functions, resources, how to access and seek out help, and how to communicate proactively and appropriately with faculty and staff.
 - Ability to navigate the college culture, environment, and procedures.
 - Familiarity with college admissions and financial aid processes.
 - Understanding of terminology, complex processes, and the written (and often unwritten) rules and codes of postsecondary institutions.
 - Ability to use course catalogue to locate course information, registration policies (e.g. add/drop), and other information.
5. Emphasize that for students who are the first in their families and communities to attend college, it can feel like a foreign country with its own language, custom, and social norms. The more students understand and are familiar with the more they will feel like they belong there.
6. Move from slide with College Knowledge Readiness images, to bulleted list. [SLIDE 15]

Training
Slides

Training
Slides

Wrapping-up the topic:

- The four areas are not presented in order of importance, although many adult educators have identified personal readiness as a foundation for the others. Increasingly, research has recognized the importance of the nonacademic skills and dispositions. Ask what the group has observed – does this ring true for them?
- These skills are the same as needed to be successful in a job career and are valuable life skills as well. Ask the group if they agree.
- Later in the training participants will consider what sorts of supports and services are needed to foster skill development in all four areas.

3. CORE NAVIGATOR FUNCTIONS = 40 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Handout: *Core Navigator Functions [A-3]*

Trainer Notes: *The purpose of this section of the training is to identify the common elements of the Navigator role, while also acknowledging the variations in local job descriptions.*

The underlying assumption is that each Navigator's specific job description and role will vary based on institutional organizational structure, job classifications, and local resources and needs, such as staff FTE and number of students to be served.

The training emphasizes the Navigator function of leveraging and coordinating existing services, rather than duplicating available services. Presumably, local programs will determine which services the Navigator provides directly (versus coordinates) based on an assessment of the existing campus and community services and those available through targeted through partnerships.

A Core Navigator Functions handout is included in this manual. It outlines the full range of potential functions that a full time Navigator might fulfill working with 25-35 students per semester.

Trainers can replace the Navigator Core Functions with a sample Job Description developed by your state or a local college or community based organization. Training might also bring their own job descriptions. However, comparing actual job descriptions can be sensitive.

What's in a Name?

Full Group Presentation & Discussion




10

Conducting the What's in a Name activity:

1. Explain that before the group considers the core functions of a Navigator, they'll consider some general definitions that are taken from other initiatives (in other states and regions).
2. Ask the group to look for common elements between the definitions as you read through each one.

3. Read definition from Skillup Washington. [SLIDE 16] 

A Navigator is an education and career specialist who assists, coaches, and empowers students to develop and pursue post-secondary, career pathway goals and employment.

4. Read definition from Colorado SUN. [SLIDE 17] 

Navigators recruit students, help them negotiate the college processes, serve as student advocates, and assist them in securing support services

5. Read definition from Minnesota Fast TRAC. [SLIDE 18] 

Key contact for low income students in transition to PSE career pathway programs. The position serves to link systems and industries in order to help individuals access the resources required for successful completion.

6. After reading each of the definitions, Ask: What do these definitions have in common? Listen for (and add) these points:
- Focus on advocacy and empowerment
 - Coaching not counseling
 - Linking to other services
 - Increasing access to other services

Core Navigator Functions

Small Group Activity




30

Introductory Talking Points:

- Explain that participants will review a set of *Core Navigator Functions* in small groups.
- Emphasize that actual job descriptions will vary locally and depend on the type of setting, such as a community college or community based organization. It will also depend on existing job classifications, collective bargaining agreements, available resources, and the career pathway program design.
- Encourage participants to speak with their supervisors, if they do not have a written job description or are unsure of the parameters of their role.

Conducting the small group activity:

1. Pull up the slide with the prompts for small group discussion and ask participants to form groups of 3-4. [SLIDE 19] 
2. Ask participants to take a few minutes to read the *Core Navigator Functions* handout in their small groups.

3. Once everyone in the group is done reading (they can also read it aloud in their groups) they should discuss these questions:
 - In what ways is it similar to or different from your job description? (*Or, if people have brought their in own job descriptions – what ways do they differ?*)
 - What are the 2-3 key responsibilities in each section and why? Try to come to a consensus on the priority responsibilities.
4. Pull the group back together and ask for a sampling of responses to the activity.

Debriefing the activity:

1. Ask for examples: How did the small groups prioritize the key responsibilities and why?
2. Wrap-up the discussion by making any of the following points that have not already been raised:
 - Navigator role is multi-faceted and complex.
 - Underscores the importance of building networks and partners to support students is – to bring to bear additional expertise and help.
 - Multiple, diverse Navigator functions reflects the multiple skills and tasks that students must accomplish to be college and career ready.
 - It's important to set professional and personal boundaries and to gather a team around you in order to leverage all of the resources and support available to you and your students.
 - It's important for Navigators to clarify their roles locally, and understand how you interface with others - e.g. advising, career services - and where your work ends and theirs begins.
 - Ask for help from supervisor and colleagues
 - Although Navigators do not have the scope of the authority to institute system wide changes in practice or broker new funding agreements they are important advocates for students and can bring gaps in services to the attention of Administrators.

4. CORE NAVIGATOR SKILLS AND KNOWLEDGE = 30 MIN

Materials & Set-up

- ✓ Easel paper and markers
- ✓ Masking tape (or sticky-backed easel paper)
- ✓ Hang 3 sheets of newsprint on the walls around the room. Each sheet should have a different heading: 1) Skills/Competencies; 2) Knowledge; 3) Attitudes.
- ✓ Trainer Resource: *Navigator Skills* [B-4]
- ✓ Handout: *Navigator Self-Assessment (optional extension activity)* [A-4]

Trainer Notes: *The purpose of this session is to build agreement around the skills, knowledge and attitudes of an effective Navigator.*

It's not realistic to expect any one person to embody all of the skills, knowledge, or attitudes that will be generated by the groups. But through the process, Navigators can identify which are most important and reflect on their own strengths and weaknesses. Further, this activity is empowering and fosters peer support and team work as participants take stock of and share their perspectives on the complexity and array of skills needed.

The small group activity works best with 3 groups (skills, knowledge, attitudes) of 3-5 each. If you have a very large group (more than 20) then it's best to split into 6 groups of 3-5 and hang 2 sheets of paper per category. Hang them apart on the wall so that the groups working on the same category don't become one mega group.

Navigator Skills document is intended as a trainer reference, not a participant handout. Typically, the lists generated by Navigators are more comprehensive than the reference sheet.

Extension Activity: A Navigator Self-Assessment template is included in these training materials as an extension activity, if additional time is available. It can also be used in a follow up session or in between training sessions (if training modularized across multiple sessions). After completing a self-assessment, participants might talk with a partner about the aspects that they want to strengthen. Together, they can brainstorm ideas for building their skills and knowledge through formal and informal professional development activities. A more structured approach for extended learning would be to develop learning goals and action steps.

Identifying Core Navigator Skills

Small Group Activity & Gallery Walks



30

Conducting the Brainstorm/Gallery Walk activity:

1. Explain that now that group has identified the core functions of the Navigator role, you'll look at the many types of competencies, skills, and attitudes of effective Navigators.

2. Offer general definitions of the following terms, while emphasizing that the distinction between categories is not the main emphasis of the activity. They simply serve as a way to think about and organize the ideas (and the categories can overlap).
 - **Skills/competencies** – what a Navigator should be able to do (e.g. create recruitment materials, such as flyers, presentations, etc.)
 - **Knowledge** – what a Navigator should know about (e.g. process for applying for financial aid)
 - **Attitudes** – the affect, values, and beliefs a Navigator conveys (e.g. optimistic attitude, demonstrates compassion and caring, believes in students' potential)
3. Hang 3 sheets of newsprint on the walls around the room. Each sheet should have a different heading: 1) Skills/Competencies, 2) Knowledge, 3) Personality Traits. Ideally, you'll have 3 groups of 3-5 people in each. If the audience is larger, then split them up into 6 groups and set up 2 sheets of paper per category.
 - Skills/Competencies
 - Knowledge
 - Attitudes
4. Divide participants into 3 groups (or more groups as needed). Each group will start at one sheet of paper and brainstorm a list according to the heading on their sheet of paper. One person in the group will record their ideas.
5. After 3-5 minutes, ask the groups to rotate to another category/newsprint and repeat the brainstorming process to add to what the previous group wrote.
6. After 3-5 minutes, ask the groups to rotate one more time to the 3rd category/newsprint and repeat the brainstorming process to add to what the previous group wrote.
7. After 3-5 minutes, ask the groups to tour back through the newsprints to take stock of what's been added. This should take no more than 5 minutes.
8. Pull the group back together and for debriefing the Activity. Use the following questions and talking points.

Debriefing the Activity:

- Ask for responses to the activity.
- Point out that the lengthy lists that were generated reflect how multifaceted and complex the role is.
- Ask: Which ones are most important or must-haves (assuming that no one person can be expected to embody or master all of the skills, knowledge or attitudes)?

- Ask: Where might you seek help, additional training, and information to build your knowledge and skills?

5. BUILDING NETWORKS OF SUPPORT = 45 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Newsprint or whiteboard
- ✓ Handout: *Student Scenarios* [A-5]
- ✓ Handout: *Outreach Tracking** [A-6]
- ✓ Handout: *National Resource List** [A-7]

* These handouts are not used in the training activity, but can be given out at the end of the topic for reference. The National Resource List might be replaced by a list of state and local resources, if available.

Trainer Notes: *The purpose of this section is to underscore the importance of connecting students to a broad network of support services, and to identify what types of services that network should include. The small group activity and wrap-up discussions are intended to underscore the Navigator's role in coordinating and leveraging existing services, rather than duplicating them.*

The underlying assumption is that each Navigator will come to the position with some previous experience and knowledge of community or campus based support services but will have some gaps to fill in as well. All will need to be proactive in their outreach to become familiar with and to engage a host of campus and community agencies. It's important that Navigators and their supervisors recognize the importance of taking time away from direct student services for this type of outreach.

Following a brief presentation is a small group activity using student scenarios where participants will identify the types of organizations and offices a Navigator can recruit for help. Since Navigators work in different regions, the goal is to identify the types of organizations that might help in the scenario. The specific names of local organizations or people are not important to the discussion. Through the discussion with peers from other regions, Navigators can identify gaps in their own local networks and address them in their outreach efforts.

During the wrap-up to this section, you are prompted to refer to two handouts, Network Outreach, and National Resources. They are both intended as tools that Navigators might use in their work, but there are no activities built around them. Ideally, state and local resource lists might be handed out at this time as well.

This section of the training can be modified based on the level of experience in the group. For new Navigators, you might follow up the student scenarios with a more in-depth discussion of how to conduct outreach using the Network Outreach Tracking Form. For a more experienced group, the main focus can remain on the small group work with student scenarios.

Extending Activity: Another option for more experienced trainees (or for a follow up session) is to have Navigators present their own case studies about how they've engaged other agencies and offices to assist students with multiple issues and needs (challenges and successes). Navigators might also be interested in hearing from a guest speaker about types of (state administered) public benefits, services, and eligibility guidelines.



Making the Case for Networks

Full Group Presentation & Discussion



10

Presenting the Case for Networks:

1. Use these talking points to briefly introduce the reason why building networks of support for students is so important [SLIDE 20]: 
 - Building networks of comprehensive support can make *college life feasible* for nontraditional students who are juggling multiple responsibilities, stretching their time, money, and scheduleⁱⁱ. (Karp, 2011).
 - No one person, community agency or campus department can provide that broad array of supports that foster college and career readiness.
 - Students who make proactive use of campus activities and supports tend to be more engaged in college and are more likely to persist.
 - In addition to providing information (college knowledge), guidance, and support, faculty and staff can create a sense of connection and belonging for students, which is especially important for nontraditional students. The simple experience of knowing people by name on campus reinforces a sense of connection through social relationships that can increase confidence. (Karp 2011)
2. Ask: What keeps students from getting help they need on and off campus? Listen for and add these points [SLIDE 21]: 
 - Research shows that only a small fraction of students take advantage of the various services that colleges offer. Many lack the confidence, knowledge, motivation to make use of support services. If they are first in their communities and families to attend college then they won't know what's available and that it's okay to get the help.
 - Many supports are disconnected - even located in multiple buildings across campus - and a lack of coordination can leave students unclear on where to go for the help they need.

- Scheduling to accommodate working adults and part time and evening students also limited.
- Simply referring students to existing supports and assuming they will take advantage of them may not lead students to access the opportunities and resources available.
- Some people feel ashamed for needing or asking for help. They don't want to be seen as a drain on resources or tell their personal stories to a stranger.


Student Scenarios

Small Group Activity



20

Conducting the Student Scenario activity:

1. Explain that participants will work in small groups on brief case scenarios. The purpose is to identify the types of organizations and roles. Since participants work in different regions, the specific organization or staff name is not as important to the discussion.
2. Acknowledge that each Navigator will likely have a stronger grounding with some types of organizations and services than others. For example, if you come from a more traditional advising role on a campus, you may be less familiar with public assistance programs and the community agencies that provide them. Likewise, if you have been a case manager in a community-based setting, you may be quite familiar with social services and income supports and need to focus your energies on getting to know what's available on campus.
3. Review the small group instructions before breaking into groups. [SLIDE 22] 

Instructions:

 - a. Read one scenario at a time and discuss the questions below for each scenario.
 - b. You may not have time to work on all three scenarios.
 - c. Once you've discussed the questions for one scenario, move on to the next one.
 - What types of campus and community organizations might help the student?
 - Which aspects of the situation can they help with?
 - What is the Navigator's role in this situation?
 - Do your programs have any formal collaboration with these types of organizations? If so, describe for your group.
4. Tell the group they have 20 minutes to work on the scenarios and ask them to work on as many as time allows.

**Facilitating Network Outreach discussion:**

1. Bring the small groups back together to debrief the student scenario.
2. Rather than go through each scenario, choose one and ask for some examples of the types of people, organizations and departments the groups suggested.
3. Ask for examples of the role the Navigator could play in connecting students to services (paving the way) as discussed in the scenarios. Listen for or make the following points:
 - Provide encouragement for getting help and provide a personal introduction, putting a name and face to the service.
 - Help a student prepare for a meeting with advising or financial aid, for example, *(these are the kinds of questions s/he will ask you...this is the kind of paperwork you'll need to fill out...this is what they may be able to help with).*
 - Process the information with a student following a meeting and help them sort out remaining questions and next steps.
 - Clarify the roles, e.g. the difference between Navigator and academic advisor or student support counselor
 - When working as a part of a team with instructors, advisors, other support people, Navigators can help ensure that student's needs are met and that everyone is working together to help a student who is at risk of falling behind.
4. Underscore the importance of proactive research and networking with other agencies and departments, using these talking points:
 - To be effective in referring students to new people and services, Navigators need to be familiar with available services, staff and procedures.
 - Navigators' own network building and outreach is as important as the direct support provided to students, so they need time away from direct student services for network outreach.
5. Briefly reference the two handouts that they can use for ongoing network outreach:
 - *Network Outreach Handout* identifies the kinds of information that a Navigator would gather when meeting staff from an agency or department for the first time. Questions about funding sources and outcomes are geared towards conversations about building more integrated services or leveraging funding. Navigators might gather preliminary information, but Administrators should be involved in any planning of more in depth collaborations involving joint agreements and joint outcomes.
 - *National Resource List* is a tool for Navigators who are unfamiliar with state and local agencies that administer federal public benefits. The handout contains links to searchable national websites where they can locate state and local agencies.
6. Wrap-up the discussion of support networks using the following talking points, if they haven't been made in the earlier discussion:

- While Navigators can't anticipate every type of issue that might arise, the aim here is to become familiar with what's available and develop concrete knowledge on how to access a variety of support services. The ultimate goal is to foster students' development as resourceful self-advocates, who can ask for and seek help from a variety of sources and build their own networks of support.
- Network outreach can also serve student recruitment efforts. Where appropriate, Navigators can use their introductory meetings as an opportunity to talk about the program and discuss enlist help with student recruitment.

6. INTAKE INTERVIEW QUESTIONS = 60 MIN

Materials & Set-up

- ✓ Presentation Slides
- ✓ Video Clip – Asking Questions (Interview with Dr. Beverly Ford)
www.youtube.com/watch?v=VZZCMEu9J_w or
www.dhs.state.or.us/training/ssp/ssp_trng_videos.html
- ✓ Internet access and link to video – or download video if you have software that enables you to load it onto a computer
- ✓ Audio Speakers
- ✓ Easel paper and markers (Each small group will work with one sheet they can hang on a nearby wall)
- ✓ Masking tape (or sticky-backed easel paper)

Trainer Notes: *The purpose of this section is to introduce a technique for developing intake interviews questions that can serve as a foundation for a productive and trusting relationship by engaging applicants in the process of strength-based reflection and problem solving.*

The underlying assumption is that the formal application, assessment, and intake data collection procedures have been established locally. So rather than focus on the formal process, the emphasis here is on developing questions for an intake interview that supplements the standard process.

This section starts with a brief trainer presentation to introduce research on the indicators of educational persistence and the concept of resiliency.

The main activity in this section is a small group activity, which you'll set-up by showing a 5-minute video interview with [Dr. Beverly Ford](#) on asking questions. Dr. Ford emphasizes an approach to case management that empowers participants rather than fosters dependence with a goal of modeling and teaching the life skills participants need to mobilize their own strengths to reach their goals. Although geared towards traditional case managers, her

approach is equally applicable to the Navigator role. In the video interview, Dr. Ford introduce the concept of “thinking questions” that prompt problem solving and self-reflection. In small groups, Navigators will formulate a set of “thinking questions” that prompt self-reflection and begin building college and career readiness awareness while also assessing those readiness skills. Each of the groups will develop a set of questions and post them on easel paper so that the entire group can take a “gallery walk” around the room to view all of the questions.

This style of questioning is not restricted to intake, but can be productive at any step in the process. If there are Navigators in the group who don’t play a role in intake, per se, they can still use this activity to think about their first meetings with students as well as ongoing interactions.

To show the video during the training you’ll need internet access and speakers, in addition to a laptop, projector, and screen. If you know in advance that you will be unable to show the video during the training session, you can assign it as a pre-training activity for participants to view in advance or create a mini-presentation of your own, based on the video content.


Fostering Resiliency from the Start

Full Group Presentation & Discussion



Talking points for introducing Intake Interview and Concept of Resiliency:

- The interview can help Navigators establish rapport with students to build productive and trusting relationship from the start.
- It’s a way to assess all four areas of student readiness for your program by prompting students to identify and discuss their own strengths, aspirations, goals, and motivations as well as potential challenges and barriers to participation. Then they can be thinking proactively about the supports they’ll need to optimize success.
- Why is it important to identify and assess applicants’ personal strengths, goals, and challenges, in addition to assessing their academic skills? Research on the factors that influence student success confirms that, in addition to academic skills, non-cognitive, affective characteristics can predict success in postsecondary education programsⁱⁱⁱ. These include: [SLIDE 23]
 - *Positive self-concept*: Demonstrating confidence, strength of character, determination, and independence.
 - *Realistic self-appraisal*: Recognizing and accepting any strengths and deficiencies, especially academic, working hard at self-development.
 - *Availability of a strong support person*: Seeking a support network or having someone to turn to for encouragement; and
 - *Preference for long-term goals*: Planning ahead and setting goals.

- Navigator interactions with students, starting with the interview, can serve to assess and also prompt these types of attitudes and behaviors.
- In addition, the intake interview can promote resiliency, which is “the ability to spring back from and adapt to adversity, challenge, even traumatic events.”
- Research on resiliency shows that most people – children, youth, and adults – can bounce back and experience success and that we have innate self-righting, resiliency capabilities^{iv}. A Navigator can nurture resiliency by [SLIDE 24]: 
 - *Communicating a strength-based attitude*: For example, pointing out other accomplishments and challenges a student has overcome that underscore their strengths and abilities.
 - *Setting and Communicating high expectations* (while providing care and support): A rigorous, but strength-based intake and application process can demonstrate that while the program will demand a lot, it staff will also do whatever they can to help a student succeed.
 - *Fostering a growth mindset*: Sending the message that the applicant can achieve their goals with effort and time. The fact that they’re not there yet, doesn’t mean they can’t get there some day.

Asking Good Questions


Video & Small Group Activity



35

Instructions for Conducting Questions activity:

1. Explain that now participants will develop a set of intake interview questions.
2. Explain that the technique they’ll practice for developing questions is not restricted to intake and can be applied to ongoing interactions with students. It can also be used to form writing prompts (for example an application essay) in addition to face to face interviews.
3. Introduce the video. Explain that it is a short interview with [Dr. Beverly Ford](#) from a training series for case managers on Strength-Based Language. Dr. Ford emphasizes an approach to case management that teaches life skills and empowers participants to mobilize their own strengths to reach their goals. Dr. Ford takes the concept of asking closed and open questions further with the notion of *thinking questions*.
4. After showing the 5-minute video, ask: What’s the difference between a typical open ended question and a thinking question?
 - Most open ended questions serve the purpose of proving the questioner with information. A thinking question prompts the interviewee to think through a challenge, identify a strength or challenge they hadn’t considered before. It also provides the interviewer with information.

5. Review the instructions for the small group activity. [SLIDE 25] 
- Develop two thinking questions to address each of the college and career readiness areas: personal, career, academic and college knowledge readiness.
 - Be clear in your group about the purpose of the question:
 - What do you hope to learn about the student?
 - What do you hope the learner will learn/think through?
 - Aim for a balance of questions that draw out applicant's strengths and supports, not just barriers and challenges.
 - Write your questions on newsprint.
6. Before breaking into small groups, provide some example of thinking questions. The following examples provide alternatives to typical intake questions. Before offering examples, you might ask participants to suggest some and have the examples below ready, if needed.

Assessment of awareness of learning style (academic readiness)

- Typical: What's your learning style? (This presumes that students are familiar with the concept).
- Alternative: Describe how you learn best, for example do you learn best from watching someone, listening to instructions, doing it as your learning, etc...? "OR can you give an example of something that was easy for you to learn how to do? What made it easy for you?

Assessment of transportation (personal readiness)

- Typical: Can you get to class every day?
- Alternative: Tell me about your plan for getting to class every day. What would you do if your car broke down.... you missed the bus...?

7. Explain that the groups will have 20 minutes to develop and write their questions on the easel paper. Afterwards, they'll have a chance to look at the others.

Gallery Walk & Debrief

Full Group Activity



15

Conducting the gallery walk and debrief activity:

1. Help each group to hang their questions on a wall surface.
2. Ask participants to take a walk around the room to read the questions of the other groups.
3. Encourage them to write down the questions they like from the work of other groups.
4. After 10 minutes, ask people to take their seats.

5. Ask for some responses to the activity.
6. Point out 1-2 questions that are especially effective. Ask: what makes these strong/effective thinking questions?
7. Point out 1-2 questions that are weak examples of thinking questions (overly general, obscure, purpose unclear, elicits information reporting rather than thinking).
Ask: How could this question be more effectively worded as a thinking question?

7. INTRODUCTION TO CAREER PATHWAY PLANNING = 50 MIN

Materials and Set-up

- ✓ Presentation Slides
- ✓ Jeopardy Game
jeopardylabs.com/play/career-planning-vocabulary2
- ✓ Internet access
- ✓ Trainer Resource: *Jeopardy Game Answer Key [B-5]*
- ✓ Easel paper or white board

Trainer Notes: *The topic of career exploration and planning continues the theme of building support networks as Navigators consider ways to involve Career and Technical Educators, one career centers, and employers in the career pathway planning process to connect students to opportunities for learning firsthand about the career pathways of interest.*

The extent that each Navigator is responsible for in depth implementation of each stage of career exploration and planning will depend on their specific, local job description. It also depends on what career planning resources (tools and staffing) the other campus and community partners bring to the table. For example, some Navigators may be assisting students with the full breadth of career planning activities, while others might be guiding students to work with a career center staff person. Still others might be working in partnership with CTE faculty or career services to develop in-class career planning workshops and follow-up.

In this section trainers present the stages of the career exploration and planning process and discuss the types of tools, resources, and activities used at each stage. It provides a common language and framework for understanding the career planning process and allows participants to share and from one another about resources.

The underlying assumption is that participating Navigators will have some favorite tools and activities to share and suggest, so recording the brainstorm will be valuable here. As time allows, give participants time to talk about the tools that they use in greater detail.

There are many different types of tools and resources available for all stages of career exploration, some of which are listed in the bibliography and the handout Additional Resources

for Navigators. This 1-day training does not allow time for deep exploration of or extensive training on a single set of career planning resources, but provides suggestions for extended and follow up learning.

The section starts with a jeopardy game activity to refresh and teach some basic career planning and labor market terminology. In addition, the jeopardy game gives people a chance to get up out of their seats and yell a little bit so it also serves as a midday energizer. Take time in advance to familiarize yourself with the online jeopardy platform and content and practice setting up the number of teams, clicking through the questions and answers, and keeping the scores.

Trainers will need internet access to play the online Jeopardy Game (see link above). If internet access is not available, then you can use the Jeopardy Game Answer Key to set the game up on a PowerPoint jeopardy template, found here www.edtechnetwork.com/powerpoint.html.

Following the Jeopardy Game is a presentation and discussion the three stages of career planning: self-exploration, occupational exploration, and career planning/goal setting. At each stage, trainers should invite participants to brainstorm a list of the types of tools and activities that can be used in the process.

The section closes with a brief presentation on the components of effective written career and education plans.

Extension Activities: In advance of a follow-up session, ask each participant to try out a specific tool or resource and prepare to present a review to the group at the next meeting (or webinar). Or over a series of follow-up sessions, ask Navigators to present their favorite tool or resource. Another session might include a presentation by representatives from the Workforce Investment Boards or One Stop Career Centers on labor market data and services. Regional employers might present on workforce training and hiring issues in their sectors. If Navigators are entirely unfamiliar with the stages and tools of career exploration and planning, then you might dedicate additional training time to this topic alone.

Terminology Review

Full Group Activity



15

Conducting the Jeopardy Game:

1. Explain that before getting discussing the career planning process, participants will play a game of jeopardy to test/refresh their familiarity with some common career planning and labor market terminology.
2. Ask participants to stand and gather around the projector screen so that they get up and stretch a little bit.

3. Split the group in half (or in teams of 4-5)
4. Review the categories of questions and choose someone to go first to choose the first category and dollar value.
5. Read the cell selected (asking people to hold their answers until you've finished reading the question) and listen for the group that shouts out the correct response first "what is..."
6. Assign the points to the appropriate team, and so on. Use the energy of competition but take it lightly as it is difficult to keep track of who answers the question first.
7. At the end, each team will count their money/points.
8. Ask the group to join you in a round of applause to all and ask everyone to return to their seats.

Career Planning Model

Full Group Presentation & Discussion



25

Introductory Talking Points:

- The extent to which each Navigator is responsible for in depth implementation of each stage of career exploration and planning will depend on their specific, local job description.
- As with other types of services and activities, Navigators should consider first how to identify and maximize existing local resources and expertise (including career centers, CTE faculty, employer partnerships) .
- For example, some Navigators may be assisting students with the full breadth of career planning activities, while others might be guiding students to work with a career center staff person. Still others might be working in partnership with CTE faculty or career services to develop in-class career planning workshops and follow-up.
- The specific career planning tools and assessments that career advisors and counselors use are varied and adapted to the particular audience they are serving.
- The career planning model that you will present is taken from the *Integrating Career Awareness* curriculum guide (NCTN). It outlines three stages of career planning - self exploration, occupational exploration, and career and education planning.
- Different terminology may be used by different career counselors to note the stages of planning. For example some use the acronym SOMA – Self, Options, Match, Action. However, the concepts and the steps involved in the process are fairly standard.

- The career planning process is ongoing and iterative and is not always done in sequence. Career explorers circle back through the steps as new information is gathered, priorities and values are clarified or change, new skills and awareness develop, and life circumstances unfold and change.

Presenting and Facilitating Discussion of Career Planning Model

For each stage in the process, first ask participants for examples of the types of information gathered in this stage. Then ask for examples of the types of tools and activities that are used in each step.


Self-Exploration

1. Explain that Self-Exploration is the first career planning stage you'll discuss [SLIDE 26]
2. Ask: What sort of information is gathered in the self-exploration process? Listen for and add the following points:
 - Skills (including transferable skills developed in any setting)
 - Work values
 - Interests
 - Work history
 - Educational history
 - Work environment preferences
 - Personality and disposition
 - Prohibiting factors (e.g. rule out jobs that require a drivers' license if ineligible)
 - Time willing to invest in education and training
 - Learning style and preferences
 - Goals and aspirations
 - Future earning goals and needs
3. Ask: What sorts of activities, assessments, and tools are used for self-exploration? Listen for and add the following types of examples. Explain that the list is in no way exhaustive.
 - Interest inventories and checklists
 - Skill inventory checklists
 - Forced choice and prioritizing worksheets (e.g. for values clarification)
 - Self-rated ability, skill, and value preference inventories
 - Card sorts (prioritizing and sorting preferences with manipulative)
 - Personal mission statements (and end of life statement) to identify goals and dreams
 - Structured interviews to gather work and educational history
 - Essay or free write prompts about hopes, dreams, goals
 - [ONet Interest, Ability, and Skill Profilers](#)
 - [Family Self Sufficiency calculators – what do I need to earn?](#)

Training
Slides

4. Use whiteboard or easel paper to record participant's examples of resources, so that they can leave with an expanded list of resource ideas.
5. Make these additional talking points about self-exploration and assessments
 - This process of self-exploration can foster the type of self-awareness and self-knowledge that are invaluable to college and career readiness, but it is not easy for everyone to do. Some students will respond to a checklist inventory, others more to a conversational, narrative approach, or free write to explore their skills, interests, and values.
 - Ask Career and Technical Education partners for their guidance on the specific aptitudes, skills, interests that they will look for in applicants. If it is within your role to reach out directly to local and regional employers, then they will provide the most current information and firsthand perspective on the skills, characteristics, and training of successful applicants.
 - Use the assessment resources (including assessment licenses and staff trained to Administrator specific commercial assessments trained assessment Administrators) that are available through the One-Stop Career Center or college career services, if you think your students will benefit from them.

Occupational Exploration

1. Explain that Occupational Exploration is the next career planning stage you'll discuss. This is the process of researching the types of jobs and careers available locally.
[SLIDE 27] 
2. Ask: What sort of information is gathered in the occupational exploration process? Listen for and add the following points:
 - Local Labor market projections – entry level wages, expected job openings, industry growth.
 - Education and training required to enter occupation.
 - Training formats and methods.
 - Opportunities for career advancement.
 - Day-to-day work environment and setting.
 - Typical duties, tasks, responsibilities.
 - Physical requirements.
 - Potential prohibiting factors, e.g. criminal records, physical limitations, drivers' license and vehicle.
 - Equipment investment.
 - Skills, abilities, disposition needed to succeed in the field.
 - Transferability of skills and training to other occupations and industries.

3. Ask: What sorts of activities, tools, and resources are used for occupational exploration? Listen for and add the following points:
 - Career exploration websites (your state or workforce region).
 - National career exploration websites (ONet, [American Job Center](#), [My Next Move](#), Career One Stop)
 - Informational interviews with local employers and others working in the occupation.
 - Interviews with CTE departmental faculty and staff.
 - Program of study course catalogue.
 - Sitting in on CTE courses and labs.
 - Job Shadowing
 - Internships
 - Job and Career Fairs that enable students to meet local employers
 - Occupational Videos
 - Trade magazines
 - Professional & trade association websites.
4. Use whiteboard or easel paper to record participant's examples of resources, so that they can leave with an expanded list of resource ideas.
5. Make these additional talking points about occupational exploration and research:
 - This step is important so that students make career decisions that are based on a realistic understanding (rather than myths) about what the day-to-day work and employment opportunities are locally, in a given occupation.
 - In addition to learning critical information to guide their career choices, students have the opportunity to develop valuable research, interview, Internet, and data interpretation skills through this process.

Career and Education Planning

1. Introduce career and education planning the third stage of career planning. [SLIDE 28]
2. Explain that this is the process of pulling together all of the information gathered in order to make a realistic and concrete career plan and set of action steps. This stage includes gathering information as well as identifying the supports that will enable a student to be successful in carrying out their plan.
3. Ask: Once the information is gathered through the self-exploration and occupational – exploration activities, what must be done next? Listen for and add the following points:
 - Summarize and analyze the information gathered
 - Research career and educational pathway and requirements
 - Review the integrated career pathway(s) program options and requirements
 - Describe how the chosen career path meets goals, interests, needs

- Review and compare occupations and educational programs researched
- Make decision about career and education steps
- Research admissions and financial aid steps and deadlines
- Make a written plan that includes short and long term goals and concrete action steps
- Make a budget for living and training expenses
- Anticipate challenges and barriers and begin to identify solutions and supports
- Set up support systems to help achieve goals
- Break goals into concrete, realistic action steps with timeframes and deadlines
- Commit to revisit the plan periodically and within a set timeframe

Career & Education Plans

Full Group Presentation & Discussion



10

Facilitating discussion on written Career and Education Plans:

1. Explain that you'll close the discussion on the stages of career planning with a set of four recommendations for written career and education plans
2. Ask: Do your programs require your students to develop written career and education plans? Who works with students on developing their plans?
3. Explain that there are four characteristics that are recommended for effective written career and education plans.^v [SLIDE 29] Training Slides
The first recommendation is that they should be **comprehensive**. Ask: What makes a plan comprehensive?
 - In order to be relevant to the participant, a career and education plan is grounded in the full-life realities (both opportunities and constraints) of all of the individual's roles as worker, parent, community member, and so on. The plan should take into consideration multiple factors, such as values, interests, skills, and aptitudes that are broadly defined and transferable from a non-work setting and role to the world of work.
4. Explain that the next recommendation is that effective career and education plans should be **developmental**. Ask: What makes a plan developmental? Why is this important and beneficial?
 - Just as adult students grow and change over time, so must a career and education plan be responsive to changes over a person's life span. As a student develops new skills, knowledge, and experience, s/he revisits the plan. As life presents new opportunities as well as new demands and constraints, the plan will be revised.

5. Explain that the third recommendation is that effective career and education plans should be **person-centered**.
 - A career plan is a personal tool that must be tailored to the individual so that it is meaningful, relevant, and ultimately attainable. Ideally, the participant seeks input from the Navigator, instructors and other advisors, as well as from family and friends. But the participant must drive and own the plan and its development, rather than be driven by the expectations of others.
6. Present the last recommendation, that career and education plans be **competency-based**. Ask: Why is this important and beneficial?
 - The notion that the career and education plan reflects and is grounded in the individual's skills and knowledge has been emphasized throughout this section. In addition to documenting current competencies, acquired through work and non-work roles, the plan identifies the knowledge, skills, and attitudes the student needs to attain their current career goals. These additional competencies are identified through short-term goal statements and action steps.

Additional talking points to wrap up the topic:

- Skills developed through this process have myriad applications in work, school, and personal settings, often referred to as “foundational skills” and “life skills.”
- The entire career planning process is really a process of setting goals, tracking progress, revisiting goals, and setting new goals and steps. Setting thoughtful, well informed, and achievable goals is a key component of effective career planning.

8. TRYING A GOAL SETTING TOOL = 50 MIN

Materials and Set up

- ✓ Presentation Slides
- ✓ Handout: *SMART Quiz [A-8]*
- ✓ Handout: *SMART Goal Worksheet [A-9]*
- ✓ Handout: *Activity Instructions for Setting SMART Goals [A-10]*
- ✓ Trainer Resource: *SMART Quiz Answer Key [B-6]*

Trainer Notes: *This section continues topic of career and education planning, with the focus on goal setting. The underlying assumption is that many of us (educators and students alike) have difficulty articulating realistic and specific goals with concrete action steps.*

Participants will work with the SMART goal setting framework. SMART is an acronym for a set of goal setting tips: Specific, Measurable, Achievable, Relevant, Time-Bound. If you are

unfamiliar with the SMART framework, read the following explanations and review the examples provided in the SMART Quiz Answer Key.

Specific: The Who, What, Where, When, Why of the goal statement. Use action verbs such as complete, create, produce, write, build, etc.

Measurable: Goal statements should include numeric outcomes that can be counted and measured.

Achievable: Goal statements should reflect something that is within the person's control, sphere of influence, and resources to accomplish within the proposed timeframe. While we hope students will stretch themselves to do something new, we want to help them set achievable, feasible goals.

Relevant: The goal should matter to the person setting it and be something that fits their lives and reality.

Time-bound: Goal statements should include a timeframe, dates, and frequency for each step along the way and for the final completion of the goal.

Participants will review the SMART framework through a quiz they will do in small groups. Afterwards, they will apply the framework to a goal of their own and they will practice advising others on how to set manageable goals and action steps.

If the quiz activity reveals that many participants are unfamiliar with the concepts, then you might provide them with the following explanations and examples:

The intention is not to have Navigators leave the training as devotees of the SMART framework itself, as there are other approaches that can achieve similar aims. More important is that the activity highlights the fact that goal setting is a skill, not just a task that students need to accomplish. With awareness and practice, Navigators can better advise students on how to set concrete goals, outline manageable action steps, and anticipate challenges.

Trainers briefly introduce the topic of goal setting before giving tables a speed quiz to review the SMART Framework. Then participants will use a SMART Goal Worksheet to write their own goal and action steps and give and receive feedback with a partner.

**Talking points to introduce Goal Setting:**

- As discussed earlier, a career and education plan is a tool for preparing to transition to college and careers. Students can use a plan to document the college and career information they have researched as well as to delineate action steps and track progress towards goals.
- The process of writing a plan keeps a record, promotes commitment and accountability, and assists participants in processing the information they have gathered and thinking through action steps.
- Setting thoughtful, well informed, and achievable goals is a key component of effective career planning.
- Goal setting can be challenging and overwhelming for many people, regardless of educational background or professional experience.
- Once students have gathered information, they will guidance to set concrete goals and action steps. No one wants to discourage students from setting big goals but, at the same time, Navigators need to be adept at helping students set realistic goals and then break the goals into smaller, manageable steps and mark their progress along the way.

**Conducting the SMART Speed Quiz activity:**

1. Explain that participants will have a chance to apply the SMART goal framework to a goal of their own and give or get guidance from another Navigator. But first, groups will test their familiarity with the SMART framework.
2. Explain that each table will work as a team to [SLIDE 30]:
 - Choose one person to lead your table in the Quiz.
 - Work your way through the Quiz Questions: PART 1 & PART 2.
 - Everyone on the team should agree on the correct answer before you move to the next question.
 - RAISE your hands when your team is done.

Training
Slides

3. Bring the groups back together and ask if there are questions or comments about any of the quiz items.

Trying a Goal Setting Tool

Pair Activity



40

Conducting the pair activity:

1. Explain that participants will get some practice writing their own goal and action steps and getting or giving feedback on the process.
2. Refer to the handout *Activity Instructions for Setting SMART Goals* and read or summarize the instructions.
3. Let participants know that they will have 20 minutes to write their goal and they should try to complete both sides of the Worksheet.
4. Explain that you will remind them it's time to find a partner, even if they have not finished writing. They will have 10-15 minutes in their pairs to share their goals and get feedback.
5. Help participants find partners as they finish writing. At the end of 20 minutes, ask everyone to stop writing and find a partner, even if they aren't finished writing.
6. Most likely only one person in the pair will be able to share their goal and the other will ask questions and give feedback. But if time allows, they can switch roles.
7. After 35 minutes bring the group back together for a 5 minute debrief.

Debrief the activity with these questions and talking points:

- What did you learn from the process of writing out your goal and steps?
- What did you learn from the process of giving feedback?
- What did you learn from the process of getting feedback?
- Encourage participants to look at student goal setting with an eye toward identifying concrete steps, timelines, barriers and supports, whether or not they use the SMART framework directly.

9. DESIGNING YOUR NAVIGATOR PROGRAM = 30 MIN

Materials and Set up

- ✓ Presentation Slides
- ✓ Handout: *Program Design Grid* [A-11]
- ✓ Trainer Resource: *Sample Program Design Grid* [B-7]

Trainer Notes: *The purpose of this section is to encourage Navigators to think pro-actively and systematically about their program design. Earlier in the training, Navigators used student scenarios, to discuss how networks of support could be responsive to student needs. In this section Navigators will consider how the design of the ongoing, day-to-day programming and curriculum (that is classroom instruction, navigation & advising, and supplementary services combined) addresses the full spectrum of college and career readiness skills and tasks.*

While Navigators will begin this process during the training, a comprehensive mapping and assessment of college and career readiness services is best done by the full program team – CTE and Basic Skills instructors, Navigator, key partners – and facilitated by the program Administrator. Such a process can identify college and career readiness content, skills, and tasks that are not being addressed in the program. It can also illuminate where there is lack of clarity or uncertainty about roles in implementing various pieces and underscore that it takes more than the Navigator to provide this full array of services. Trainers should encourage Navigators to share this service grid with their program Administrator and suggest that they complete it as a team.


Trainers will introduce the topic and then give participants time to work on filling out the design grid on their own. If there is more than one person attending from the same program or college, they should work together on one grid. The Sample Program Design Grid is a trainer resource that provides you with examples of the variety of ways that skills and tasks might be addressed in a program.

Some Navigators have suggested that the Program Design Grid could be a useful service planning tool to use directly with students. In this case, a Navigator would sit with an individual student to map out the activities (group, individual, formal, informal) that they will participate in to learn and reinforce each of the college and career readiness skills. If used in this way, then the far right column heading (“person responsible”) would be replaced with “contact person” or “organization name”. If there is time, you might ask participants to discuss the pros and cons of using the grid in this way.

**Introductory talking points:**

- A great deal of the Navigator's efforts may be devoted to responding in-the-moment to unanticipated student issues and needs. Aside building a network of support contacts that are ready to respond, there isn't much planning and preparation you can do in these cases.
- At the same time there is a great deal of planning and design involved in coordinating the full spectrum of services that foster college and career readiness.
- The purpose of this section is to encourage Navigators to think pro-actively and systematically about how their programs are designed. Are they leveraging and providing the full spectrum of college and career services?
- Navigators can't deliver all of these services, and don't have the authority to leverage many of them. But Navigators can be important advocates for students and their needs and communicate them to others. You can coordinate with your program Administrator, instructors and partners to ensure that, through your combined efforts and advocacy, you are providing students with opportunities to learn and practice these critical academic and nonacademic skills.

Program Design Grid activity:

1. Refer to the Program Design Grid and explain that participants will use it to identify services and supports. Explain that the college and career readiness skills overlap and reinforce one another and most likely students will be exposed to them in a variety of ways and through multiple iterations throughout your programs.
2. Use career research skills as an example . [SLIDE 31] 
3. Explain that the slide shows how career research (a career readiness skill) might be taught and reinforced in a variety of formats within an integrated career pathways program. Students might begin researching an occupation on the internet in a basic skills computer class or workshop. Then the Navigator and CTE Instructors might organize an employer panel. In addition, students might do some reading about the occupation as part of an ESOL, Basic Skills, or CTE course. The Navigator might follow up with students to help them complete and occupational profile.
4. If additional examples needed, refer to Sample Program Design [B-7].

5. Ask participants to begin to fill in the grid to capture how their program - instruction, navigation/advising, supplementary services - teaches the skills and tasks outlined in the right column. Spaces are provided on the grid for participants to add skills and tasks. If more than one person from the same program or college is attending, they should work together on a grid.

Talking points to wrap-up the activity:

- Ask for examples of activities and services used to teach the skills and tasks.
- Ask for examples of gaps found in services. What options might there be for filling those gaps?
- Encourage Navigators to continue working on the grid with their program colleagues and partners.
- Encourage Navigators to consider whether their spectrum of program services and activities provides opportunities for peer learning and bonding. Peer group activities can give students an important sense of belonging to the campus community. This is particularly important for adult students who might not have time to get involved in extra-curricular activities.
- Suggest that Navigators can facilitate opportunities for student bonding, such as workshops or group sessions where students work together to develop strategies for problem solving and self-advocacy to address challenges. In addition, the experience of participating in structured group activities can help students develop important collaboration, critical thinking, and communication skills.
- Explain that the first three weeks of school are critical times for student engagement. Research shows that if students don't connect with anyone or engage with campus life, they are at greater risk of dropping out. Suggest that Navigators and instructors each play an important role in engaging students early in the semester.

10. CLOSING = 20 MIN

Materials & Set up

Handout: *Additional Navigator Resources* (add state and local resources if available)

Trainer Notes: *Trainers will structure the closing and select final reflection questions based on whether the training topics are broken into multiple sessions or delivered in one day. If training involves follow-up activities, see section of this manual on extending the learning for follow-up ideas. The size of the group will also dictate how much time is devoted to the closing and whether it's best to have participants share their comments and reflections with the entire group, or share in pairs or small groups.*

Following are some ideas for how you might end each session (if modularized) or close the full day or final session.

- Ask each participant to summarize a key concept that they'll take away with them and how they will use it in their work.
- Brainstorm a list of topics that participants would like to learn more about or cover in greater depth.
- Ask participants to name one thing that they will do differently as a result of this training.
- Ask participants to identify supports and obstacles they anticipate in trying to make the change they'd like to make.
- Refer participants to the Additional Navigator Resources Handout to explore following the training. If you are planning a follow-up session, consider assigning participants a resource to review and report back to the group in next session.

ⁱ The organization of these skills into a four-component model was articulated by the El Paso Adult Education Consortium. It was further developed by Cynthia Zafft, NCTN Senior Advisor, influenced by the research of Conley and Bean and Metzner.

ⁱⁱ *Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Students Outcomes in the Community College* (2011), Karp.

ⁱⁱⁱ Sedlacek, William E. (2004) Beyond the Big Test: Noncognitive Assessment in Higher Education. Jossey-Bass

^{iv} *Resiliency in Action*, Nan Henderson, et al, 2007

^v Bhaerman, R.D. (1988). *Individualized Career Plan Models* (ERIC Digest No. 71). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC No. ED292975).

PARTICIPANT HANDOUTS

Find Someone Who...

Move around the room to find people who fit the descriptions below. Introduce yourselves and record their name and other information asked.

Find Someone Who:

1) has been in their current position for *less than 6 months*.

Name: _____

2) has been in their current position for *1 year or more*.

Name: _____

3) has worked at a college in different position before taking their current position.

Name: _____

Previous Role: _____

4) has worked (or currently works) at a community based organization.

Name: _____

Organization: _____

5) can recommend a website that they use in their work (on any topic)

Name: _____

Website: _____

6) holds meetings with groups of students and/or leads student workshop sessions.

Name: _____

Workshop / Meeting Topics: _____

7) is recruiting students into pathway programs that are similar to yours.

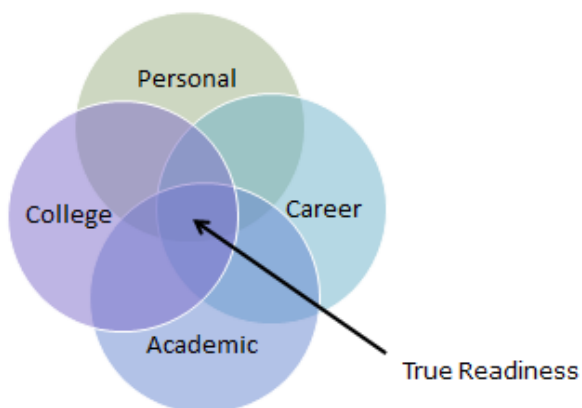
Name: _____

College and Career Readiness Skills

The National College Transition Network identifies four areas of college and career readiness—personal, career, academic, and college knowledge—in which adult learners are typically underprepared and ill-equipped and without which, it is difficult if not impossible to survive in a college environment.¹ These areas of college and career readiness represent the types of knowledge, skills, and preparation that students need in order to be successful along their educational and career pathway.

The graphic can be used to help students think about all four areas of preparation rather than focusing solely on a few academic skills (“All I need to know is algebra.” or “I need better English grammar skills.”) It defines *true readiness* as a set of career, college, academic and personal readiness skills needed by adults for access and success in college.

College and Career Readiness



Personal Readiness

- anticipating challenges, securing supports and services proactively, and juggling multiple commitments (e.g. work, family, relationships, school) while managing stress and time
- accessing income supports, benefits, and supplementary assistance as needed; preparing for the added financial burdens of education, including hidden costs (e.g. transportation, books, childcare, reduced work hours) ; financial planning, budgeting, and timely completion of financial aid applications
- communicating needs and concerns, self-advocacy and conflict resolution skills

¹ The organization of these skills into a four-component model was articulated by the El Paso Adult Education Consortium. It was further developed by Cynthia Zafft, NCTN Senior Advisor, influenced by the research of Conley and Bean and Metzner.

Career Readiness

- growing awareness of one's skills, interests, values, and priorities as they relate to career exploration and planning
- research skills to explore occupational profiles, labor market data, education and training requirements and to identify the steps along one's education and career pathway
- Setting realistic goals that include specific action steps and timelines
- resume writing and job search and interview skills

Academic Readiness

- reading, writing, and math skills to master the technical content of the integrated career pathways technical courses
- content knowledge, reading, writing, and algebra skills needed for placement into college-level classes
- study and test taking skills and technology skills needed for integrated career pathways courses
- self-management and awareness of self as a learner with the ability to create study space and schedule, organize study materials, prioritize tasks, and complete assignments on time

College Knowledge Readiness

- knowledge of array of campus functions, resources, how to access and seek out help, and how to communicate proactively and appropriately with faculty and staff
- ability to navigate the college culture, environment, and procedures
- familiarity with college admissions and financial aid processes
- understanding of terminology, complex processes, and the written (and often unwritten) rules and codes of postsecondary institutions
- ability to use course catalogue to locate course information, registration policies (e.g. add/drop), and other information

Core Navigator Functions

Essential Responsibilities and Functions Include:

I. Marketing and Recruitment

- Develop recruitment and marketing materials for integrated career pathway program.
- Coordinate and implement outreach and recruitment strategy for integrated career pathway program.
- Strengthen connection with adult education and workforce programs on campus and in community.
- Expand network of campus and community service providers.
- Expand network of employers and business organizations in targeted career pathway industry sector.

II. Direct Student Support

- Establish positive and trusting relationships with students.
- Coordinate and/or provide supportive services to support academic persistence and success.
- Connect students to college admissions processes, including financial aid, academic advising, and academic and student support services.
- Identify potential sources of financial and in-kind support to underwrite enrollment.
- Provide information on targeted career and educational pathway.
- Assist students with career research and planning.
- Assist with employment search and internship or job placement.
- Monitor student progress and meet with students regarding academic progress.
- Present and/or coordinate workshops on a variety of topics that supplement and support instructional curriculum.
- Facilitate student success by creating peer networks.
- Foster student accountability, self-advocacy, self-awareness, and effective use of resources .
- Provide opportunities for students and their families to attend social and cultural events on campus.

III. Coordination and Communication

- Establish and maintain effective working partnerships with multiple stakeholders.
- Work collaboratively and maintain regular communication within larger integrated career pathway project partnership.
- Track student attendance, behavior, and progress.
- Communicate regularly with key staff at community partner organizations and work collaboratively to develop and strengthen student support network, referrals and recruitment pipeline.

- Develop opportunities for students to gain real-world information and exposure to targeted career pathway.
- Coordinate services with relevant college departments and community agencies.
- Facilitate transition of students to credit courses, connecting them with student services, academic and support programs.
- Attend academic advising trainings, department and division meetings.

IV. Administration

- Maintain system for tracking students along career and education pathway.
- Participate in exploring and identify funding sources.
- Assemble and update Navigator program resources .
- Solicit student feedback and experience with career pathway program.
- Collaborate with community and campus partners to maintain and strengthen student support network and training pipeline
- Track and report student participation in group and individual sessions with Navigator.

Navigator Self-Assessment Inventory

Reflect on each of example of skills/competencies, knowledge, and personal characteristics and how they relate to you and your own work. Rate yourself according to the following scale:

3 = I'm strong in this area 2 = I can get by in this area 1 = I am weak in this area

- Why did you give yourself this rating? Jot down an example of how this is an area of strength or weakness for you.
- Is this type of skill or knowledge a high priority for you and your role?
- What can you do to improve in the areas where you are weaker? Think about both short- and long-term ideas for building your skills and knowledge.

	Rating	Example of Evidence	Priority y/n	What can I do to improve?
Skills and Competencies				
Case management				
Counseling, coaching, or advising individuals				
Counseling, coaching, or advising in group sessions				
Interpersonal Communication Skills				
Writing skills				
Oral communication and presentation skills				

	Rating	Example of Evidence	Priority y/n	What can I do to improve?
Use a variety of technology and software applications for multiple purposes				
Organization skills				
Ability to manage time, meet deadlines, and juggle a variety of tasks				
Effective communication with a diverse group of clients				
Creative problem-solving skills				
Negotiation and conflict resolution skills				
Networking, outreach, and team building				
Ability to work under pressure and respond to multiple, competing student needs				
Ability to work effectively as a member of a team				
Knowledge				
Multiple systems, such as, higher education, human service, workforce development, ABE				

	Rating	Example of Evidence	Priority y/n	What can I do to improve?
Multiple funding streams, such as, WIA, TANF, dislocated worker programs, Pell, etc.				
Multiple campus resources, processes, and departments				
Multiple community resources and support services and how to access them				
Barriers that nontraditional students may encounter				
Education and training requirement, occupational profiles, and labor market projections				
Career planning and employment search processes, tools, and resources				
Process for helping students identify realistic career and educational goals				
Personality Traits				
Conveys optimistic attitude				
Models positive learning environment				
Caring and compassionate				

	Rating	Example of Evidence	Priority y/n	What can I do to improve?
Empathetic				
Patient				
Self-starter				
Motivated and resourceful				
Solution-oriented				
Flexible and able to think on feet				
Sets high expectations for students				
Dedicated to student success				

Student Scenarios

Scenario # 1 – Lucinda

Lucinda is 38, married, and has three school aged children. She works part-time as a Certified Nurse Assistant in a job that offers no employee benefits. She has a goal of becoming a Registered Nurse. Her intake assessment indicated that she lacked basic computer skills, such as navigating the internet, word processing, and email. With three children, it is challenging for Michelle to find time to attend classes and study.

After a few months into the school year, you learn from her instructor that Lucinda has missed a week's worth of classes. You contact her and learn that her mother has died and she needs to pack up her apartment. She will not be able to return to classes for another week. She also tells you that she is feeling quite depressed about her mother's death.

Scenario # 2 – Luis

Luis is 25 and was recently laid off from his warehouse job. He is interested in enrolling in your program because he has a friend who is enrolled, but he doesn't know much about the career pathway or the types of jobs he could get when he graduates. He is really struggling to pay his rent and buy groceries. With winter coming, the cost of heating adds an extra expense. He doesn't see how he can keep his home heated and pay for tuition, books, etc. Luis did okay academically in high school, but he is very anxious about having to take tests, so much so, that he breaks into a cold sweat and almost canceled the intake appointment with you, when he learned he'd have to take a placement test.

Luis begins your program and seems to be doing okay. Around midterm, you learn that Luis has been missing classes. When you contact him and ask him why he tells you that he has found that homework takes him longer than he expected. He tries to write down everything the instructors say, but he can't keep up his note-taking so he's falling behind and worries he'll fail the midterm.

Scenario # 3 – Anna

Anna is about to complete the first 12 credits of a pathway program. Her boss at the restaurant where she works has switched her shift schedule and her childcare arrangements have fallen through again, as a result. Her car is about to break down and there's no money this month for repairs. She feels stuck, overwhelmed and is considering dropping out. She's not even sure anymore that she wants to work in the field she's been preparing for and she doesn't know what courses to choose next semester. Her anxiety and indecision is keeping her up at night.

Outreach Tracking

Organization/Department:

Type of Service(s):

Address:

Contact Name(s):

Position:

Contact Info:

Web Site:

Eligibility Criteria:

Application Process:

Costs (fee waivers available?):

Sources of Funding:

Target Outcomes/Measures:

Initial Contact Date:

Follow-up Needed:

Organization/Department:

Type of Service(s):

Address:

Contact Name(s):

Position:

Contact Info:

Web Site:

Eligibility Criteria:

Application Process:

Costs (fee waivers available?):

Sources of Funding:

Target Outcomes/Measures:

Initial Contact Date:

Follow-up Needed:

Organization/Department:

Type of Service(s):

Address:

Contact Name(s):

Position:

Contact Info:

Web Site:

Eligibility Criteria:

Application Process:

Costs (fee waivers available?):

Sources of Funding:

Target Outcomes/Measures:

Initial Contact Date:

Follow-up Needed:**Organization/Department:**

Type of Service(s):

Address:

Contact Name(s):

Position:

Contact Info:

Web Site:

Eligibility Criteria:

Application Process:

Costs (fee waivers available?):

Sources of Funding:

Target Outcomes/Measures:

Initial Contact Date:

Follow-up Needed:

National Resource List

This is list of links to federal government agencies or national non-profit organizations that serve as clearinghouses for state level information on various types of benefits and services. The list is in no way exhaustive but may be helpful to you if you're new to your role. You'll be able to search by state and then region or zip code to find the administering state agency and local offices.

Comprehensive Service Locators

America's Service Locator is a search tool for finding state specific workforce and other services, such as One Stop Career Services, Unemployment Benefits, Employment Training, Refugee Services and other services. www.servicelocator.org

United Way 2-1-1 Information and referral search can be used to see if there is a 2-1-1 referral clearinghouse in your area. www.211.org

Community Action Agency or Program (CAP). Often administer fuel and housing assistance programs, subsidized day care and other support services. Find the CAPs in your state at www.communityactionpartnership.com/index.php?option=com_spreadsheets&view=search&spreadsheet=cap&Itemid=188

Income Supports

Transitional Assistance for Needy Families (TANF)

For information on eligibility and to locate state TANF administrating agencies by state, go to *State Programs Information*. www.acf.hhs.gov/programs/ofa/tanf/about.html

Supplemental Nutrition Assistance Program (SNAP) Screening Tool

This is not an application for SNAP (food stamps) but it can help a student to determine whether they might be eligible. You can also search here for location of local SNAP office. It also has a nice Internet Basics Tutorial that may be useful in multiple contexts. www.snap-step1.usda.gov/fns

SNAP State Hotlines

See *Applicants and Recipients* menu to locate local offices. www.fns.usda.gov/snap

Center on Budget and Policy Priorities provides this website with a state-level review of SNAP administration policy. www.cbpp.org/cms/index.cfm?fa=view&id=618

Women, Infants, and Children (WIC) Supplemental Nutrition Program
www.fns.usda.gov/wic/Contacts/tollfreenumbers.htm

Feeding the Hungry

feedingamerica.org/foodbank-results.aspx

Earned Income Tax Credit (EITC) Assistance

www.irs.gov/individuals/article/0,,id=107626,00.html

Social Security Office Locator

secure.ssa.gov/apps6z/FOLO/fo001.jsp

Refugee Cash Assistance

Check at the state level

Housing Assistance

Housing and Urban Development (HUD) For general information on variety of federally funded housing assistance programs. portal.hud.gov/hudportal/HUD

Section 8 and Housing Authorities

portal.hud.gov/hudportal/HUD?src=/topics/housing_choice_voucher_program_section_8

National Coalition for the Homeless, state directory of homeless shelters and services

www.nationalhomeless.org/directories/index.html

Education Supports

TRIO Programs are available at those colleges that have received TRIO grants to provide a variety of services, including Student Support and Educational Opportunity Centers, for disadvantaged college students, including low-income, first generation college-goers, and students with disabilities.

www2.ed.gov/about/offices/list/ope/trio/index.html

Council on Opportunity in Education also lists local college TRIO grants.

www.coenet.us/ecm/AM/Template.cfm?Section=Home&Template=/Templates/TemplateHomepage/CouncilforOpportunityinEducation_1504_20060502T124331_LayoutHomePage.cfm

Other Social and Financial Supports

Child Care and Development Fund provides contact information for state agencies that administer this national fund. Child care vouchers may be available through a variety of state agencies and funding streams, so check locally for what's available.

www.acf.hhs.gov/programs/occ/ccdf/ccdf_state_territory_grantees.htm

Low Income Heating and Energy Assistance Program (LIHEAP)

www.acf.hhs.gov/programs/ocs/liheap/

LIHEAP State Agency Contacts

www.acf.hhs.gov/programs/ocs/liheap/grantees/grantee_contacts.html

National Reentry Resource Center

www.nationalreentryresourcecenter.org/documents/0000/1090/REENTRY_MYTHBUSTERS.pdf

National Domestic Violence Hotline

www.thehotline.org/get-help/help-in-your-area

National Coalition Against Domestic Violence (NCADV)

www.ncadv.org/resources/StateCoalitionList.php

Health Care

Children’s Health Insurance Program (CHIP)

www.insurekidsnow.gov/state/index.html

Medicaid

www.healthcare.gov

Legal Services

National Immigration Law Center

www.ncadv.org/resources/StateCoalitionList.php

National Legal Service Corporation

www.lsc.gov/find-legal-aid

Veterans’ Benefits

Veteran’s’ Services Locator

www2.va.gov/directory/guide/home.asp?isflash=1

Post-9/11 GI Bill

www.gibill.va.gov/benefits/post_911_gibill/index.html

Reserve Educational Assistance (REAP)

www.gibill.va.gov/benefits/other_programs/reap.html

Survivor and Dependents Benefits

gibill.va.gov/benefits/other_programs/dea.html

SMART Speed Quiz Part 1

With your group, select the word represented by each SMART letter

S

Standard
Specific
Special

M

Measurable
Meaningful
Marketable

A

Attitudinal
Achievable
Appropriate

R

Repeatable
Reliable
Relevant

T

Total
Timely
Terrifying

SMART Speed Quiz Part 2

Which of the following statement is the best example of a Specific outcome?

- a) *I will get in shape.*
- b) *I will increase my physical strength and stamina by meeting with a trainer to establish a weight lifting routine I can do at home.*
- c) *I will get stronger by lifting weights.*

Which of the following statement is the best example of a Measurable outcome?

- a) *I will know I have reached this goal when I can maintain a regular exercise program 3 times a week for 40 minutes per session, using 8 lb weights.*
- b) *I will know I have reached this goal when I am stronger and have more stamina.*
- c) *I will know I have reached this goal when I don't have to exercise anymore.*

Which of the following is the best example of an Achievable goal statement?

- a) *I will be able to achieve this goal because my doctor has convinced me that I'll be dead next year if I don't do it.*
- b) *I will be able to achieve this goal because my kids are athletes and when they get home from practice in the afternoons they're going to help me with my work out.*
- c) *Achieving this goal is realistic because I will follow guidelines established by a trainer for my age, size, and current physical condition. I have free weights at home and a comfortable area where I can exercise.*

Which of the following is the best example of a Relevant goal statement?

- a) *This goal is relevant to my life because I'm committed to remaining in good health as I age and avoid diseases like osteoporosis.*
- b) *This goal is relevant because I can listen to music while I work out.*
- c) *This goal is relevant because everyone else in my family is athletic.*

Which of the following is the best example of a specific Time frame?

- a) *By the end of 6 months I will be comfortable sustaining a 40-minute workout, 3 times per week (or more), using 8 lb weights.*
- b) *Before I die, I'll be in better shape.*
- c) *In 6 months from now I will continue to work out regularly as much as I can.*

SMART Goal Worksheet

Today's Date: _____ Target Date: _____ Start Date: _____

Date Achieved: _____

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Take Action!

Potential Obstacles

Potential Solutions

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?	Expected Completion Date	Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Printed with permission from OfficeArrow.com, ©2008

Activity Instructions for Setting SMART Goals (in pairs)

1. Think of a specific personal or professional goal that you have for yourself. It should be something that you would genuinely like to accomplish within a year that requires multiple steps to achieve. It should also be a goal that you are willing to share and discuss with someone you don't know well (or at all).

You might consider something related to this training such as:

- ✓ *I will implement a series of new tools in my work*
- ✓ *I will become more familiar with online career resources and introduce them to my students.*
- ✓ *I will work reach out to new service providers in my community.*

2. Fill out the SMART Goals Worksheet (both sides)
3. When you've finished writing, find someone else who is also done writing.
4. Share your worksheet with your partner.
5. Review to your partner's SMART Goal worksheet closely with the following questions in mind:
 - Have they applied the SMART criteria effectively?
 - Are there areas that could be more concrete or specific?
 - What about the action steps? Have they written out the specific, incremental steps needed or have they made some big leaps from start to goal completion?
 - Have they identified a way to measure progress towards and/or completion of the goal?
 - Consider the goal worksheet as you would a map or a set of instructions to guide someone in their process of achieving a goal. Will this one help your partner find their way later?
6. Suggest ways that they can write their goal and action steps more clearly and concretely using the SMART framework. Don't question or judge the goal itself, but help them make it more specific, measurable, achievable, relevant, time-bound.

Program Design Grid

This tool is designed for integrated career pathway program teams to map the services you provide in collaboration with community and campus partners. Use it to identify service gaps and as a check to ensure that you're providing students with ample opportunities to develop college and career readiness skills in all four areas.

Personal Readiness Skills and Tasks	Types of Services, Activities, Classes or Workshops	People Responsible
Manage time effectively to juggle multiple responsibilities.		
Identify barriers and know how to access variety of supports, benefits and services.		
Effectively communicates needs and concerns to resolve conflict and advocate for self.		
Career Readiness Skills and Tasks	Types of Services, Activities, Classes or Workshops	People Responsible
Identify skills, interests, values, and priorities.		
Learn about occupations, research labor market data,		

understand pathway.		
Set realistic career and education goals with specific action steps and timelines.		
Write a resume and conduct a job search an interview effectively.		
Academic Readiness Skills and Tasks	Types of Services, Activities, Classes or Workshops	People Responsible
Master the reading, writing, math, and technical content.		
Identify and seek additional academic help, as needed.		
Use technology such as basic word processing, Internet, e-mail, and learning management system (e.g. Blackboard).		
Use effective study skills and test-taking strategies.		
Organize study materials, prioritize tasks and complete assignments on time.		

College Knowledge Readiness Skills and Tasks	Types of Services, Activities, Classes or Workshops	People Responsible
Knows how to access a variety of campus offices and resources		
Understands assessment, prerequisites, and course requirements of chosen pathway.		
Can locate registration policies, course information in catalogues.		
Knows steps and deadlines for financial aid and other funding applications.		

Additional Navigator Resources

ABCs of College Navigation (Seattle Jobs Initiative)

www.seattlejobsinitiative.com/wp-content/uploads/SJI_CollegeNavGuide_vFINAL_5.10.12.pdf

Adult College Completion Toolkit (USDOE)

www2.ed.gov/about/offices/list/ovae/resource/adult-college-completion-tool-kit.pdf

Aspirations Toolkit (NCTN)

collegetransition.org/resources.aspirationstoolkit.html

AO Field Guide

acceleratingopportunity.org/field-guide/

Career Pathways Coaching Components (PA Community Action)

www.paadultedresources.org/uploads/8/6/3/4/8634493/career_pathways_coaching_resource_final.pdf

Coaching for College and Careers (Skillworks)

www.skill-works.org/documents/SkillWorksCoachingToolkit_WebOnly.pdf

Comprehensive Student Supports in Accelerating Opportunity Pathways

www.iff.org/sites/default/files/publications/materials/Promoting-Persistence-Through-Comprehensive-Student-Supports%20031814.pdf

Colorado SUN Navigator Manual

www.coloradostateplan.com/NavigationInitiative.htm

Courses to Employment Sector Partnership Tools, Aspen Institute

www.aspenwsi.org/resource/c2e-partnership-tools/

Guide and Tools for Navigators (Skill-up Washington)

www.skillupwa.org/storage/documents/Guide_and_Tools_for_Navigators_Final.pdf

Integrating Career Awareness into the ABE & ESOL Classroom curriculum guide (NCTN)

collegetransition.org/docs/ICAcurriculumguide.pdf

TRAINER REFERENCE MATERIALS

Materials List

Participant Handouts

- ✓ Find Someone Who...
- ✓ College and Career Readiness Skills
- ✓ Core Navigator Functions
- ✓ Student Scenarios
- ✓ Outreach Tracking
- ✓ National Resource List
- ✓ SMART Speed Quiz
- ✓ SMART Goal Worksheet
- ✓ Activity Instructions for Setting SMART Goals
- ✓ National Program Design Grid
- ✓ Additional Navigator Resources

Trainer Reference Materials

- ✓ Navigator Skills
- ✓ Video Clip – Asking Questions (Interview with Dr. Beverly Ford)
www.youtube.com/watch?v=VZZCMEu9J_w or
www.dhs.state.or.us/training/ssp/ssp_trng_videos.html
- ✓ Jeopardy game answer key and link to online game
- ✓ SMART SpeedQuiz answer key
- ✓ Sample Program Design Grid
- ✓ Bibliography

Other Materials & Set-up

- ✓ Presentation Slides
- ✓ Projector/screen
- ✓ Easel paper and markers for small groups
- ✓ Internet access
- ✓ Audio Speakers (or see alternatives to viewing video during training)

College and Career Navigator Training

When:

Where:

Who:

This training is designed for College and Career Navigators, Coaches, Transition Advisors – anyone in the role of coordinating a full spectrum of comprehensive supports that enable adults to succeed in bridge-to-college and career pathway programs.

What:

In this interactive training, participants will learn about the types of supports that adult learners need to be truly prepared for college and careers. They will discuss the core functions and responsibilities of a navigator and identify the knowledge, skills, and attitudes of effective navigators. Other topics include: strategies for identifying and engaging adult learners' aspirations; addressing barriers; building community and campus networks of student supports; career and education planning; and effective goal setting. Participants will leave with concepts, strategies, and concrete tools they can use in their work with students.

How:

To register, contact:

Navigator Skills

Skills/Competencies

- Case management, counseling, coaching, or advising skills with individuals
- Counseling, coaching, or advising skills in group sessions
- Use a variety of technology and software applications for multiple purposes
- Interpersonal communication skills
- Organization skills
- Ability to manage time, meet deadlines, and juggle a variety of tasks
- Research and writing skills
- Oral communication and public presentation
- Effective communication with a diverse group of clients
- Creative problem-solving skills
- Negotiation and conflict resolution skills
- Networking, outreach, and team building
- Ability to work under pressure and respond to multiple, competing student needs
- Ability to work effectively as a member of a team

Knowledge

- Multiple systems, such as, higher education, human service, workforce development, adult basic education
- Multiple funding streams, such as, Workforce Investment Act, Transitional Assistance for Needy Families, , dislocated worker programs, Pell and other sources of financial aid
- Multiple campus resources, processes, and departments such as admissions, financial aid, placement testing and registration, disability services
- Multiple community resources and support services and how to access them
- Barriers that nontraditional students may encounter
- Education and training requirement, occupational profiles, and labor market projections for the targeted educational career pathway
- Career planning and employment search processes, tools, and resources
- Process for helping students identify realistic career and educational goals

Personal Characteristics

- Conveys optimistic attitude
- Models positive learning environment
- Caring and compassionate
- Empathetic
- Patient
- Self-starter
- Motivated and resourceful
- Solution-oriented
- Flexible and able to think on feet
- Highly motivated
- High expectations and dedication to student success

Jeopardy Game Answer Key

To play: jeopardylabs.com/play/career-planning-vocabulary2

To edit: jeopardylabs.com/edit/career-planning-vocabulary

Copy this version first, then edit your copy. Password: **aonavs**

Labor Market Information	Career Counseling Terms	Career Counseling Tools
Labor Market Exchange between employers and workers. Based on the demand of labor needed by companies to meet goals for production and services, etc. and the availability (supply) or workers equipped for the job.	Job The performance of an occupation (or set of activities or tasks) in a specific place for a specific employer.	Informational interview An interview conducted with someone in a specific industry or occupation to collect information about an occupation, industry or company.
High Demand Occupations Occupations in a state or region that project a large number of open positions and limited supply of trained workers to fill the positions.	Career The sum total of one's life experiences, including education, paid and unpaid work, and community, volunteer and family activities. (National Career Development Association)	Holland Code The acronym RIASEC is used to represent six personality types that are often used as the foundation for career assessments. Bonus – What do each of the letters stand for?
Industry A group of businesses or organizations that produce similar products or provide similar services.	Transferable Skill A general skill that may be developed in any (and every) area of one's life and can be applied to a variety of occupations and life roles. Bonus – What's an example?	Occupational Profile Specific information compiled about a particular occupation (e.g., wages, skills required, benefits, entrance requirements, day-to-day tasks, work environment, etc.)
Bureau of Labor Statistics (BLS) The principal federal agency charged with gathering labor market data.	Occupation Refers to a specific job title, trade, or profession. A person may have a single ____ but have multiple jobs and employers.	Career Clusters Groupings of occupations/career specialties based on common knowledge and

Labor Market Information	Career Counseling Terms	Career Counseling Tools
		<p>skill requirements. Used as an organizing tool for curriculum design and instruction.</p> <p>Bonus – How many clusters? What’s an example?</p>

References

- Career Clusters www.careertech.org/career-clusters/glance/careerclusters.html
- National Career Development Association www.ncda.org/aws/NCDA/pt/sp/home_page
- Bureau of Labor Market Statistics www.bls.gov/
- Holland Code www.roguecc.edu/Counseling/HollandCodes/about.asp
www.onetonline.org/find/descriptor/browse/Interests/

SMART Speed Quiz Part 1 Answer Key

With your group, select the word represented by each SMART letter

S

Standard

Specific

Special

M

Measurable

Meaningful

Marketable

A

Attitudinal

Achievable

Appropriate

R

Repeatable

Reliable

Relevant

T

Total

Timely

Terrifying

SMART Speed Quiz Part 2 Answer Key

Which of the following statement is the best example of a Specific outcome?

- a) *I will get in shape.*
- b) *I will increase my physical strength and stamina by meeting with a trainer to establish a weight lifting routine I can do at home.***
- c) *I will get stronger by lifting weights.*

Which of the following statement is the best example of a Measurable outcome?

- a) *I will know I have reached this goal when I can maintain a regular exercise program 3 times a week for 40 minutes per session, using 8 lb weights.***
- b) *I will know I have reached this goal when I am stronger and have more stamina.*
- c) *I will know I have reached this goal when I don't have to exercise anymore.*

Which of the following is the best example of an Achievable goal statement?

- a) *I will be able to achieve this goal because my doctor has convinced me that I'll be dead next year if I don't do it.*
- b) *I will be able to achieve this goal because my kids are athletes and when they get home from practice in the afternoons they're going to help me with my work out.*
- c) *Achieving this goal is realistic because I will follow guidelines established by a trainer for my age, size, and current physical condition. I have free weights at home and a comfortable area where I can exercise.***

Which of the following is the best example of a Relevant goal statement?

- a) *This goal is relevant to my life because I'm committed to remaining in good health as I age and avoid diseases like osteoporosis.***
- b) *This goal is relevant because I can listen to music while I work out.*
- c) *This goal is relevant because everyone else in my family is athletic.*

Which of the following is the best example of a specific Time frame?

- a) *By the end of 6 months I will be comfortable sustaining a 40-minute workout, 3 times per week (or more), using 8 lb weights.***
- b) *Before I die, I'll be in better shape.*
- c) *In 6 months from now I will continue to work out regularly as much as I can.*

Sample Program Design Grid

Personal Readiness		
Skill	Example of Activity, Format, Setting	People Responsible
Anticipating challenges, secure supports and services proactively, and juggle multiple commitments (e.g. work, family, relationships, school) while managing stress and time.	Group problem solving – case studies and role plays	Navigator
	Time management covered in College Success Course and reinforced by Navigator	College Success Instructor
	Force Field Analysis activity to identify supports and barriers www.ncsall.net/?id=327	Navigator
Accessing income supports, benefits, and supplementary assistance as needed day –to–day. Preparing for the added financial burdens of education, including hidden costs.	Individual intake meetings with students to identify needs and supports	Navigator
	Guest speakers from community agencies	Coordinated by Navigator
	Personal budgeting covered in College Success Course	College Success Instructor
Communicating needs and concerns, self-advocacy and conflict resolution skills	Communication workshop with case studies and role plays	Navigator
	Instructors include lessons/scenarios on workplace conflict within integrated curriculum	Academic Instructors
	Don't Take No for an Answer/Self Advocacy Workshop collegetransition.org/promisingpractices.research.donttakeno.html	Navigator

Career Readiness		
Skill	Example of Activity, Format, Setting	People Responsible
Growing awareness of one's skills, interests, values, and priorities as they related to career exploration and planning	Group orientation to career center and skill and interest inventory tools	Navigator and Career Center staff
	Individual student meeting to discuss results of interest and skill inventories	Navigator and Career Center Staff
	Integrated curriculum lesson on the skills needed for targeted occupations	Instructors
Research skills to explore occupational profiles, labor market data, and identify the steps along one's education and career pathway.	Workshop on internet research	Navigator coordinating with , Career Center Staff, Computer Lab staff
	Employer Site Visit	Navigator or Instructors coordinating with Employer Partners
	Integrated curriculum lesson on a day in the life of someone in targeted	Instructors

	occupations	
Setting realistic goals that include specific action steps and timelines	Introduction to goal setting	College Success skills class or Navigator
	Individual feedback and reality checking on goals	Navigator
Resume writing, job search and interview skills.	Workshop on job search skills	Navigator in coordination with Career Center staff
	Resume writing and formatting	Navigator coordinating with Computer Skills Instructor or Computer Lab staff, Basic Skills Instructor

Academic Readiness		
Skill	Example of Activity, Format, Setting	People Responsible
Reading, writing, and math skills to master the technical content of the integrated career pathways technical courses	Integrated curriculum instruction	Basic Skills and Career and Technical Instructors
	Academic Support or Tutoring	Academic Support Center
Content knowledge, reading, writing, and algebra skills needed to place into college level classes	Integrated curriculum instruction	Basic Skills instructor in coordination with CTE instructor
	Academic Support or Tutoring	Academic Support Center
technology skills, such as basic word processing, internet, email, learning management system	Academic Classroom	Basic Skills instructor in coordination with CTE instructor
	Technology Support Center	Navigator coordinates group sessions facilitated by Tech Center staff.
	College Success Course	College Success Instructors
Study and test taking skills.	Academic Classroom	Basic Skills instructor in coordination with CTE instructor
	College Success Course	College Success Instructors
	Study Skills and test taking skills	Navigator coordinates workshops presented by Academic Support Center

Bibliography

- Assessing the implementation of integrated pathway models: A tool for accelerating opportunity states and college implementation teams: Model implementation assessment tool.* (2012). Boston, MA: Jobs for the Future. Retrieved August 16, 2012, from acceleratingopportunity.org/virtualacademy/sites/acceleratingopportunity.org.virtualacademy/files/aomodel_implement_assess_082312.doc
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4 pp. 71–81). New York: Academic Press.
- Bhaerman, R. D. (1988). Individualized career plan models (ERIC Digest No. 71). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC No. ED292975). Retrieved January 14, 2014, from eric.ed.gov/?id=ED292975
- Bosworth, B., & Choitz, V. (2002). *Held back: How student aid programs fail working adults*. Belmont, MA: FutureWorks. Retrieved January 14, 2014, from former.ous.edu/state_board/workgroups/edp/files/HowStudentAidProgramsFailWorkingAdults.pdf
- The Breaking Through practice guide.* (2010). Boston, MA: Jobs for the Future. Retrieved January 21, 2012, from www.jff.org/publications/education/breaking-through-practice-guide/1059
- Career counseling competencies* (Rev.). (1997). Broken Arrow, OK: National Career Development Association. Retrieved January 21, 2012, from www.ncda.org/aws/NCDA/pt/sd/news_article/37798/_self/layout_ccmsearch/true
- Choitz, V., Soares, A., & Pleasants, R. (2010, March). A new national approach to career navigation for working learners. Washington, DC: The Center for American Progress, Washington, DC. Retrieved January 25, 2014, from www.americanprogress.org/issues/2010/03/pdf/career_counseling.pdf
- Choy, S. (2002). *Nontraditional undergraduates: Findings from "The Condition of Education, 2002"* (NCES 2002–012). Washington, DC: U.S. Department of Education. Retrieved August 16, 2012, from nces.ed.gov/pubs2002/2002012.pdf
- Conley, D. T. (2007). *Redefining college readiness* (Vol. 3). Eugene, OR: Educational Policy Improvement Center. Retrieved August 16, 2012 from <http://www.ccrscenter.org/products-resources/resource-database/redefining-college-readiness>
- Conway, M. (2011, February). *The price of persistence: How nonprofit-community college partnerships manage and blend diverse funding streams* (Courses to

- Employment No. 2). Washington DC: Aspen Institute. Retrieved August 16, 2012, from www.aspeninstitute.org/sites/default/files/content/docs/pubs/11-005.pdf
- Cook, B. (with King, J. K.). (2004). *Low-income adults in profile: Improving lives through higher education*. Washington, DC: American Council on Education. Retrieved August 16, 2012, from www.acenet.edu/bookstore/pdf/2004_improving_lives.pdf
- Federal funding for integrated service delivery: A toolkit*. (2001). Washington, DC: CLASP. Retrieved August 16, 2012, from www.clasp.org/admin/site/publications/files/CWF_ALL.pdf
- Gooden, S., Matus-Grossman, L., Wavelet, M., Diaz, M., & Seupersad, R. (2002). *Opening Doors: Students' perspective on juggling work, family, and college*. MDRC. Retrieved January 21, 2012, from www.mdrc.org/publications/260/overview.html
- Henderson, N., Benard, B, & Sharp-Light, N. (2007). *Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families and communities*. Ojai, CA: Resiliency in Action.
- Jobs for the Future (2010, Spring). *The breaking through practice guide*. Boston, MA: author. Retrieved January 25, 2014, from www.jff.org/publications/education/breaking-through-practice-guide/1059
- Johnson, J., Rochkind, J., Ott, A., & DuPont, S. (n.d.). *With their whole lives ahead of them: Myths and realities about why so many students fail to finish college*. New York: Public Agenda. Retrieved January 25, 2014, from www.publicagenda.org/files/pdf/theirwholelivesaheadofthem.pdf
- Karp, M. M. (2011, April). *How non-academic supports work: Four mechanisms for improving student outcomes* (CCRC Brief No. 54). New York: Community College Research Center. Retrieved March 11, 2012, from ccrc.tc.columbia.edu/Publication.asp?UID=886
- Kocel, K. C. (2008, March 12). *Advising first-generation college students for continued success. The Mentor, 10*. Retrieved August 16, 2012, from dus.psu.edu/mentor/old/articles/080312kk.htm
- National Career Development Association (2009). *Career counseling competencies* (Rev.). Broken Arrow, OK: author. Retrieved January 25, 2014, from associationdatabase.com/aws/NCDA/pt/sd/news_article/37798/_self/layout_ccmsearch/true
- New England Literacy Resource Center's adult learner persistence Web site* at www.nelrc.org/persist/overview.html
- Oesch, M. & Bower, C. (2009). *Integrating career awareness into the ABE & ESOL classroom: Curriculum guide*. Boston, MA: Massachusetts System for Adult Basic Education and National College Transition Network. Retrieved January 25, 2014, from collegetransition.org/docs/ICAcurriculumguide.pdf

- Pleasants, R., Soricone, L., and Sheen, M. (2014). *Promoting Persistence Through Comprehensive Student Supports*. Boston, Jobs for the Future.
- Quigley, A. (1998, March). The first three weeks: A critical time for motivation. *Focus on Basics*, 2(A), 6–10. Retrieved April 27, 2012, from www.ncsall.net/?id=420.
- Rodriguez, K. S. & Colorado SUN Navigators (n.d.). *Navigator manual*. Denver, CO: Colorado Community College System Foundation. Retrieved August 5, 2012, from www.cccs.edu/Docs/Foundation/SUN/navigator/NavManual.pdf
- Santos, M. G. (2004). Some findings on the academic vocabulary skills of language-minority community college students. *Focus On Basics*, 6(D), 7–9. Retrieved August 5, 2012, from www.ncsall.net/?id=175
- Scott-Clayton, J. (2011). *The shapeless river: Does a lack of structure inhibit students' progress at community colleges?* (CCRC Working Paper No. 25). New York: Community College Research Center. Retrieved August 16, 2012, from ccrc.tc.columbia.edu/Publication.asp?UID=839
- Scrivener, S., & Weiss, M. J. (with Teres, J. J.). (2009). *Opening doors: More guidance, better results? Three-year effects of an enhanced student services program at two community colleges*. New York, NY: MDRC. Retrieved August 16, 2012, from www.mdrc.org/publications/524/full.pdf
- Stephens, R. & Kaz, D. (2012). *The ABC's of college navigation guide*. Seattle, WA: Seattle Jobs Initiative. Retrieved August 16, 2012, from www.seattlejobsinitiative.com/wp-content/uploads/SJI_CollegeNavGuide_vFINAL_5.10.12.pdf
- Serving adult learners in higher education: Principles of effectiveness: Executive summary*. (2000). Chicago, IL: Council for Adult and Experiential Learning. Retrieved January 21, 2012, from www.carrollcc.edu/assets/forms/PTA/Summary%20of%20Alfi%20Principles%20of%20Effectiveness.pdf
- Warburton, E. C., Bugarin R., Nunez, A. M., & Carroll, C. D. (2001). *Bridging the gap: Academic preparation and postsecondary success for first-generation students* (NCES 2001-153). Washington, DC: U.S. Department of Education. Retrieved August 16, 2012, from nces.ed.gov/pubs2001/2001153.pdf
- What to do: 150 things you can do to build social capital*. (n.d.). Cambridge, MA: Better Together. Retrieved January 21, 2012, from www.bettertogether.org/150ways.htm

August 2014

This Training Manual was developed for Accelerating Opportunity by the National College Transition Network (NCTN) at World Education, Inc. For more information about NCTN, visit www.collegetransition.org

