SKILL BUILDING FOR SUCCESS

Incorporating and aligning National Association of Colleges and Employers' (NACE) Essential Skills Standards, Community for Education Foundation (CEF) Life Skills and Resources, and Stamford Public Schools (SPS) strategic vision for developing mind, body & heart.

JOIN US: Identify and Expand the Essential Skills Embedded in your Youth Programs. Access the Suggested Resources & Align them to your Programming.

THE CHALLENGE
As youth prepare to enter the workforce, it is important for them to strengthen their non-academic essential skills to be prepared for employment, competitive in their career, and confident in their abilities.

WHY DOES THIS MATTER?
By combining the goals of Stamford Public Schools, the life skills provided by CEF and the core competencies outlined by NACE, these efforts lay the foundation for the work necessary by our community partners in preparing our students for successful transition into higher education and careers.

WHAT CAN WE DO?
Across Stamford we need to utilize common vocabulary and a framework to establish defined competencies as guidelines when educating and advising students on essential skills needed in college and the workforce.

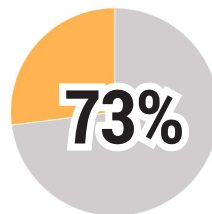*We are sharing tools for improving "baseline" and essential skills in our youth.*

TOP ATTRIBUTES EMPLOYERS SEEK ON A CANDIDATE'S RESUME
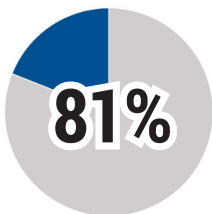
81%
ABILITY TO WORK IN A TEAM
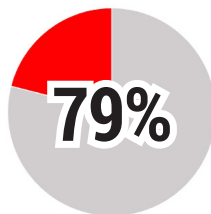
79%
PROBLEM-SOLVING SKILLS

73%
COMMUNICATIONS SKILLS

(Source: The Attributes Employers Seek on Students' Resumes - Office Career Strategy - Yale University, NACE)

Stamford Public Schools' (SPS) Strategic Vision for Developing Mind, Body & Heart

- Critical thinking
- Self-regulating
- Creative

- Active lifestyle
- Healthy choices
- Self-care

- Emotional health
- Good character
- Positive decisions

An initiative of the Transition to Postsecondary, College and Career Action Network (TPCC)
TPCC is a part of Stamford Cradle to Career (SC2C), a community-wide collective impact initiative whose vision is that all Stamford youth succeed in education, career, and life. TPCC is focused on efforts so that all Stamford youth will succeed academically, graduate from high school, and attain postsecondary degrees and/or obtain employment.

STAMFORD Cradle to CAREER

Community for Education Foundation (CEF)
https://www.overcomingobstacles.org developed *'The Overcoming Obstacles'* life skills curriculum for elementary, middle, and high school levels. The Overcoming Obstacles Life Skills Curriculum provides educators with the tools to teach their students the skills critical to success including *Communication, Decision Making, Goal Setting, Problem Solving, Conflict Resolution, Empathy, Respect, Teamwork, Service Learning & Citizenship, Bullying Prevention, College & Career Readiness, and Confidence Building.*

National Association of Colleges and Employers' (NACE)
https://www.naceweb.org/career-readiness/competencies/career-readiness-defined NACE has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness. These competencies are: *Critical Thinking/Problem Solving, Oral/Written Communications, Teamwork/Collaboration, Digital Technology, Leadership, Professionalism/Work Ethic, Career Management and Global/ Intercultural Fluency.*

Key Outcome Areas	Suggested Related Activity Sample	SPS Strategic Development
(NACE) CRITICAL THINKING **(CEF)** • Problem Solving • Decision Making • Conflict Resolution	• Encourage participation in programs that foster mastery of skills, • for example: chess, debate, algebra, Odyssey of the Mind • Provide assistance with creating schedules/financial and extracurricular management • Urge students to engage in community activism	
(NACE) COMMUNICATION **(CEF)** • Communication	• Influence students to participate in public forums • Stimulate the practice of positive body language and professional etiquette • Inspire students to write letters and communicate effectively to community leaders	
(NACE) TEAMWORK **(CEF)** • Respect • Conflict Resolution • Teamwork	• Reinforce participation in group projects • Prompt students to join an extracurricular activity, for example, art, music and sports • Support playing an active role in family responsibilities	
(NACE) TECHNOLOGY **(CEF)** • Problem Solving	• Offer instruction in utilizing virtual meeting software • Guide the maintenance of a LinkedIn and professional profiles • Strengthen skills to create a webpage and start a blog	
(NACE) LEADERSHIP **(CEF)** • Decision Making • Conflict Resolution • Teamwork	• Assist with role playing conflict resolution and goal setting • Influence students to take on a leadership role • Aid students to take initiative to learn about a cause	
(NACE) PROFESSIONALISM **(CEF)** • Goal Setting • College/Career Readiness • Confidence Building	• Encourage shadowing a professional/internship participation • Motivate to create and manage a schedule • Seek out a mentor and plan for self-care	
(NACE) CAREER & SELF DEVELOPMENT **(CEF)** • Goal Setting • College/Career Readiness • Service Learning	• Help with researching careers and setting up informational interviews • Stimulate efforts to create career map • Promote job shadowing and work a part-time job	
(NACE) EQUITY & INCLUSION **(CEF)** • Respect • Empathy • Confidence Building • College/Career Readiness	• Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that lead to personal growth. • Guide students to join a cultural club • Urge students to explore world events/international news	