



The Florida HSHT Guideposts

The Florida HSHT Guideposts, adapted by The Able Trust, provide a program structure for Florida HSHT. It is required that each local site incorporate activities during the program year that address all 6 Guideposts.

Guidepost 1: School-Based Preparatory Experiences

In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. Activities may include:

- **Career assessment**, including, but not limited to interest inventories, formal and informal vocational assessment.
- **School course counseling** including activities to guide youth in the selection of programs of study that are grounded in state, professional, and industry standards, and that provide the educational prerequisites for STEM and other careers.

Guidepost 2: Career Preparation and Work-Based Learning Experiences

Career preparation and work-based learning experiences are essential in order for youth to form and develop aspirations and to make informed choices about careers. These experiences often require collaborations with other organizations. Activities may include:

- **Exposure to post-secondary education** through workshop presentations, online research, and tours of postsecondary institutions.
- **Industry site visits.**
- **Job shadowing** to learn first-hand about specific occupational skills related to a career pathway.
- **Work readiness** training designed to improve job-seeking skills, work-place basic skills, computer literacy, and job search proficiencies such as writing resumes and preparing for interviews.
- **Internships** to learn about a particular industry or occupation and the requisite education and career paths.

Guidepost 3: Youth Development and Leadership

Youth development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process. Activities may include:

- **Adult mentoring**
- **Providing role models** through guest lectures and mentoring activities.
- **Traditional leadership and youth development** activities including community service, volunteerism, and service learning.

Guidepost 4: Connecting Activities

Youth need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options. Activities may include:

- **Connections to mental and physical health services.**
- **Linking youth to transportation options** for accessing program, education, and work participation.
- **Tutoring**
- **Post-program supports** such as DOE/DVR services.
- **Assistive technology** which allow youth with disabilities to maintain or improve their functional capabilities, become more independent, and pursue opportunities for future education and employment.
- **Financial planning** which includes exposure to budgeting, checking/savings accounts, credit card information, identity theft/fraud, and basic financial literacy.

Guidepost 5: Family Involvement and Supports

Family involvement is about promoting collaborative alliances with families that will increase participation in promoting the social, academic, and occupational growth of youth, leading to improved post high school outcomes. Because of the diversity of family experiences and living situations in the current world, many youth require services and systems that recognize an expanded definition of “family” which includes grandparents, relative caregivers, and other relatives and non-relatives and which takes into consideration unique cultural issues and practices. Activities may include:

- Provision of **educational/resource information** to families.
- Opportunities for families to participate in appropriate program activities including but not limited to: HSHT events, Parent Advisory Councils and mentoring.

Guidepost 6: Communication Skills

The ability to communicate both verbally and in writing with a wide variety of people, maintain good eye contact, write clearly and succinctly, demonstrate a varied vocabulary, and tailor language according to the audience are all essential skills that employers seek out. Good verbal and written communication means getting the

*message across with less chance of misunderstanding. The desired outcome or goal of any communication process is to understand or to be understood. **The development of communication skills should be incorporated into all Guidepost/HSHT activities.***

Activities specifically focused on communication skills may include:

- **Speech, essay, and research trainings/competitions** including training provided by other organizations such as Toastmasters and participation on debate and parliamentary procedure teams
- **Journaling and writing assignments related to HSHT activities**
- **Formal and informal presentations related to HSHT activities**
- **Electronic, technology, and social media etiquette**
- **Technology training** including use of technology for school and work
- **Career-based communication training** via job shadowing, information interviews, mock interviews, internships, and volunteer experiences
- **Project Based Learning**
- **Service Learning**
- **Soft skills workshops**