

PROGRAM OVERVIEW

I help students turn career and life goals into self-directed action.

I partner with schools, universities, and programs to help students better manage their time and attention, self-regulate their learning, build confidence, and turn goals into sustained action. **I also train educators, advisors, and mentors to reinforce these capabilities in their students.**

The Problems I Address

Entering college or the workplace is not the same as *being ready for its demands*. College and work bring new expectations for managing time, learning independently, communicating professionally, and taking initiative. Readiness frameworks identify these capabilities as critical parts of preparation for life after high school ([Conley, 2012](#); [NACE, n.d.](#)). Teaching students to self-regulate their learning can improve academic performance and motivation ([Theobald, 2021](#)).

Getting good grades is not the same as *being ready for life's challenges*. Students also need opportunities to develop purpose, manage emotions, build supportive relationships, and respond constructively to setbacks. Connecting learning with personal goals and contributions to others can support academic persistence ([Yeager et al., 2014](#)), while social and emotional learning can improve student attitudes and well-being ([Taylor et al., 2017](#)).

Thus, in addition to developing academic knowledge, students need deliberate opportunities to practice navigating unfamiliar expectations, take increasing responsibility for their learning and work, and pursue personally meaningful goals.

How I Work With Students and Educators

I provide interactive sessions that combine evidence-based instructional approaches, individualized coaching, and guided practices. The areas below are examples of skills and topics I address with students and educators. We tailor the focus to your program context.

1 Choose a Direction

Students explore their interests and life priorities, define specific academic, career, and life goals, and explain why those goals are worth pursuing.

2 Make a Plan

Students break goals into manageable actions, decide when and how to act, and practice strategies for navigating internal and external obstacles.

3 Act and Adapt

Students carry out their plans between sessions, review what helped or hindered progress, and apply individualized feedback to refine their approach and next steps.

Example Program Formats

Fast Track

4 sessions

4 consecutive weeks

Full Program

12 sessions

12 consecutive weeks

- Session lengths from 50 minutes to three hours
- In-person or live online delivery
- Available in English and/or Spanish

A Partnership Focused on Your Students' Challenges and Priorities

I adapt the skills and activities we address in the program to your students' specific priorities and coordinate the sessions to fit your school or program's itinerary. Depending on the agreed scope, our work can include the following components for your students, educators, and institution.

- Student planning tools and self-reflection exercises to review goals, strategies, and progress
- Educator orientation with strategies and prompts to reinforce practice between sessions
- Institutional debrief and findings memo on student progress, feedback, and next steps

Let's Discuss Your Students' Challenges and Priorities

Let's discuss your students' challenges, current supports, and fit with your program. Afterward, you will receive a link to apply for a semester or one-year opening.

I currently can accept 4 partnerships per semester, regardless of number of applications I receive. If accepted, I will be excited to develop a tailored solution that helps your students turn goals into sustained progress.

[Schedule a Conversation ↗](#)