



Meeting the Career Readiness Imperative

Lowering Access Barriers to Career Experiences

Boosting the Quality and Frequency of Career Decision Support

District Leadership Forum

Managing Your Screen



Questions:

To ask the presenter a question, please type into the question panel and press send.

Questions panel

A screenshot of the GoToWebinar interface. The window has a title bar with 'File View Help' and standard window controls. Below the title bar is a menu bar with 'Audio'. The 'Audio' section contains 'Audio Mode' with two radio buttons: 'Use Telephone' (selected) and 'Use Mic & Speakers'. Below this is the dial number '+1 800 555 1212', the access code '227-984-025', and the audio PIN '70'. A note says 'If you're already on the call, press #70# now. (and additional numbers ...)'. Below the audio section is a 'Questions' section with a large text input area. At the bottom of the input area is a 'Send' button. The bottom of the window has a footer with the text 'How to Schedule a webinar? Webinar ID: 202-981-385' and the 'GoToWebinar' logo.

File View Help

Audio

Audio Mode: ☒ Use Telephone ☐ Use Mic & Speakers

Dial: +1 800 555 1212
Access Code: 227-984-025
Audio PIN: 70

If you're already on the call, press #70# now.
(and [additional numbers ...](#))

Questions

[Enter a question for staff]

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Managing Your Audio



Use Telephone

The screenshot shows a light blue 'Audio' window. Under 'Audio Mode:', the 'Use Telephone' radio button is selected with a green dot. Below this, the text 'Dial: +1 800 555 1212' and 'Access Code: 141-607-114 (and additional numbers ..)' is displayed. At the bottom, a green status message reads 'You are connected to audio'.

If you select the “use telephone” option, please dial in with the phone number and access code provided.

Use Microphone and Speakers

The screenshot shows a light blue 'Audio' window. Under 'Audio Mode:', the 'Use Mic & Speakers' radio button is selected with a green dot. Below this, there is a 'MUTED' status indicator with a microphone icon and a volume slider set to 000000000. A blue link labeled 'Audio Setup' is visible at the bottom.

If you select the “mic & speakers” option, please be sure that your speakers/headphones are connected.

Meeting the Career Readiness Imperative

Best Practices for Scaling Career Awareness and Exposure

1

Cultivate Early and Broad Career Awareness



1. Worlds of Work Middle School Expo
2. Pathways Essentials
3. Pathways Teacher Development Lessons
4. Structured Career Reflection

2

Lower Access Barriers to Career Experiences



5. Community-Sourced Project Based Learning
6. General Education Externships
7. Virtual Work-Based Learning

3

Offer Personalized and Frequent Career Decision Support



8. Career-Based Scheduling
9. Industry-Based Advisory Cohorts
10. Employer Mentorships

4

Formally Aid Workplace Transitions



11. Employer-Led Workplace Skills Intensives
12. Ethnographic Career Research
13. Curriculum-Wide Transferable Skills Call Outs
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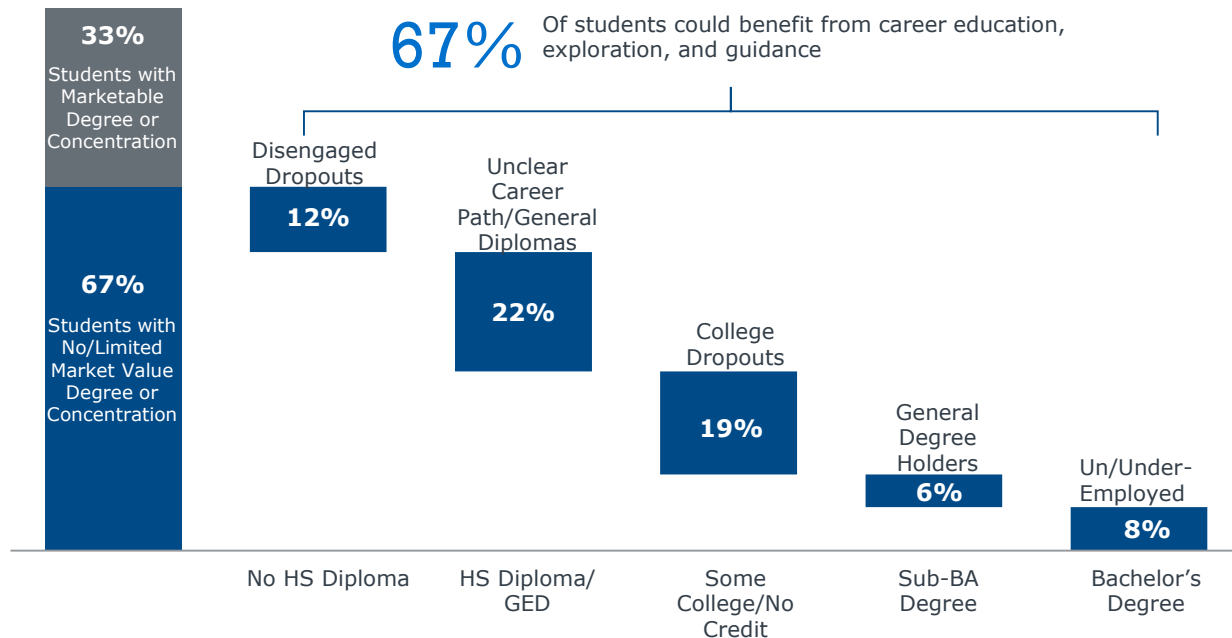


Majority of Students Not Ready for the Labor Market

Districts Best Positioned to Set Students Up for Long-Term Career Success

Large Share of Students Across Education Attainment Levels Face Difficulty Entering the Labor Market

EAB Analysis of U.S. Census Data on 25 to 34 Year Olds' Education and Employment Outcomes



Source: U.S. Census Bureau, 2015. "Education Attainment in the United States, Population Characteristics"; EAB interviews and analysis.

Picking Careers in a Vacuum

Students Are Choosing Before Testing Their Interests



Undecided Student

- ✓ Selects first major presented to them without refined understanding of interests or goals

“We have an unusually high number of accounting majors because it’s listed first in the course catalogue.”

VP Student Services
Community College
(Southeast)



Nursing Student

- ✓ Declares nursing based on scattered advice from family, friends and limited career knowledge

“Rigor is one thing, but many of our nursing students switch because they discovered they do not like blood.”

Curriculum Dean,
Community College
(Mountain West)



Solar Panel Tech Apprentice

- ✓ Opts into a training program based on salary projections with little awareness of the day to day tasks

“Just as I began practicing my skills on the job, I realized that I was too afraid of heights to do this for a living.”

Technical Program Dropout

Switching Majors Is High Risk Behavior

Major Changers Incur Excess Cost and Reduce Likelihood of Completion

Most College Students Struggle to Pick Correctly the First Time



Delayed Completer

2.5

Average number of majors changed during community college

21

Average number of excess credits accumulated

5.6

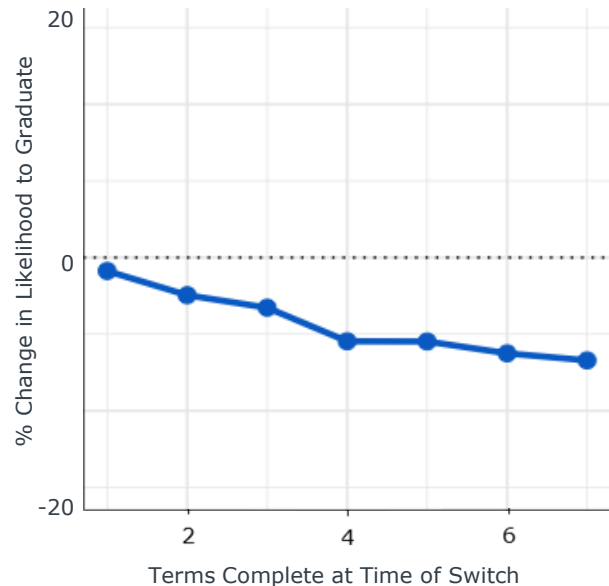
Average elapsed years needed to obtain associate degree

\$3K-\$19K

Range of costs associated with excess credits

Switches Correlated With Lower Graduation Rates

Percent Change in Likelihood to Graduate by Terms Complete for Major Switchers





Limited Number of Nearby Employer Partners

The number of local employers willing to host work-based learning is usually insufficient to accommodate students interested in work-based learning



Limited Student Transportation

Not all students have access to transportation, and schools may not be able to bear the cost of providing transportation for every student



Crowded Academic Schedules

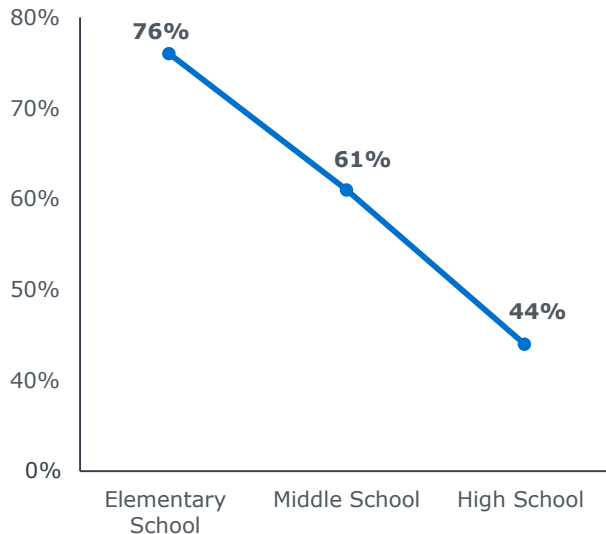
State academic mandates and testing leaves little time for students to participate in work-based learning

A Crisis of Relevancy

Student Engagement Rates Decline When Purpose is Unclear

Students' Engagement Decreases Throughout Academic Tenure

Percentage of Students Engaged in School



Declining Engagement Calls for Real World Classroom Connections

81%

Of high school dropouts report that "seeing the connection between school and getting a job would have kept them in school"

9%

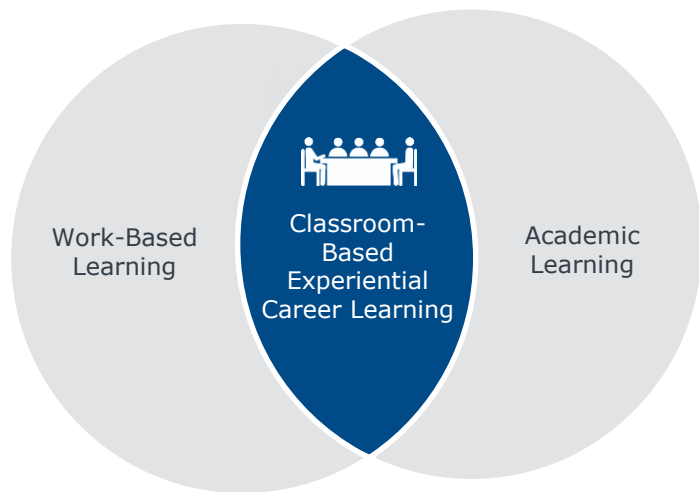
Improvement in high school graduation rates for students engaged in career-based projects

Integrated Learning Critical, But Challenging

Schools Struggle to Break the Mold of Traditional Classrooms

Integrate Career and Academic Learning

Critical Strategy to Promote Student Engagement and Low-Risk Opportunities to Test Career Interests and Fit



Challenges Remain Prevalent

Why Aren't More Classrooms Adopting Experiential Career Learning?



Teachers unfamiliar with pedagogical framework



Projects dependent on employer participation



Large amounts of academic requirements often crowd out innovation

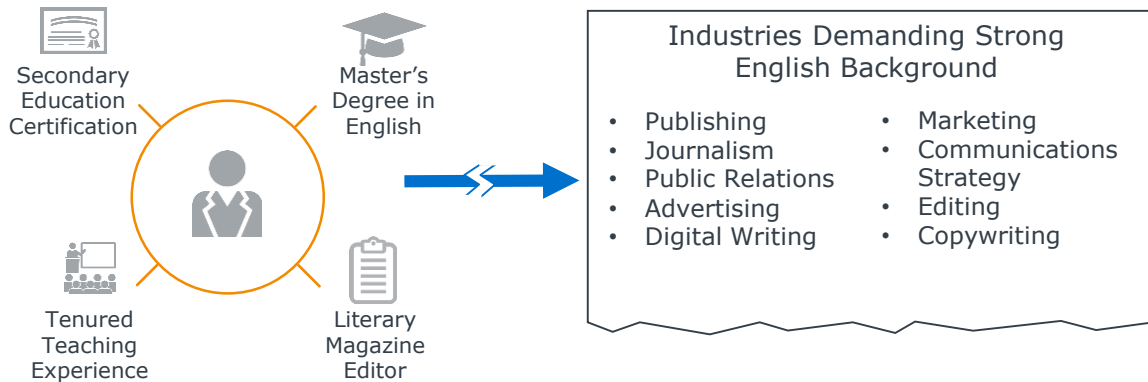


Districts have limited access to necessary resources

Teaching Generalists Outnumber Industry Specialists 11

Making Real-World Classroom Connections Poses Challenges for Teachers

Teachers' Expertise Limits Ability to Provide Real-World Career Education

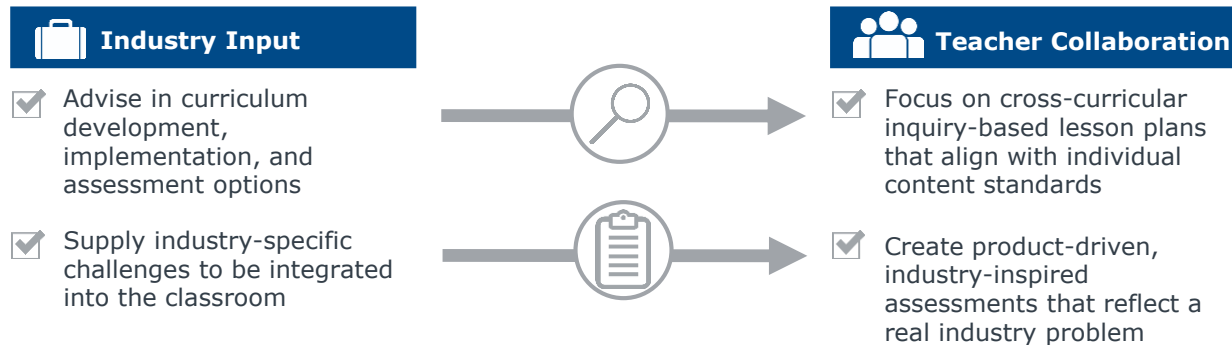


“Teachers have spent their whole lives in a classroom. They go to school, then they go back to the classroom. That’s why our gen ed teachers did not understand why foreign language is important in a marketing firm or how a lawyer uses math. **They didn’t have an answer to the question ‘how will I use this outside of school?’ and students weren’t seeing the connections.**”

Donna Gilley
Director, Academies of Nashville

Teacher-Directed Industry Learning

Regionally Sourced Business Input Prompts Authentic Classroom Projects



Single Subject Integration & Multidisciplinary Projects Promote Industry Application

Sample Projects Inspired by Local Businesses

English/Engineering/Technology

Compare engineering and technological capabilities at the time the assigned novel was written to what they are today; explain how the outcome of the novel would be different in 2017 as a result of these advances

History/Public Health/Urban Planning

Research the past, present, and future of health policy in Los Angeles to create a museum showcasing the historical evolution of healthcare in the city

Profiled Institution:

Long Beach Unified School District, Long Beach, CA



Short Format Experiential Ed for Teachers

Externships Help Teachers Connect Content to Local Professions

Nashville Externship Program	
Days	Activities
1-3	Externship Preparation <ul style="list-style-type: none"> Teachers participate in project based learning training and conduct research on both the company and professional norms of the industry
2	Experiencing the Daily Tasks of the Job <ul style="list-style-type: none"> Two consecutive days of industry-specific education and development; teachers track their observations throughout the externship
1	Employer and Teacher Roundtable <ul style="list-style-type: none"> Collaboration between teachers and employers to design an interdisciplinary unit plan and corresponding student project

Profiled Institution:

Metropolitan Nashville Public Schools
Nashville, TN



Things to Track in Teachers' On-Site Externship Journals

- ☐ Academic Standards at Work
- ☐ Necessary Professional Skills
- ☐ Job-Related Concepts & Jargon
- ☐ Challenging Day-to-Day Problems
- ☐ Teacher Debrief & Reflection
- ☐ Relevant Student Deliverables
- ☐ Project Alignment Ideas

Employer-Vetted Unit Plans

Industry Input Makes Real-World Projects Possible

Examples of Students' Unit Projects

- Create a sensor and switch system to automate the watering of plants in the school greenhouse
- 3D print a mechanism for mounting a camera to a Roomba to monitor the school hallways
- Persuade a mock business council by writing and presenting a building proposal for the city
- Reconstruct accident scenes and use data retrieval protocols to compile vehicle data and identify the cause of each accident
- Design an automated assembly line for manufacturing flashlights

Key Components of a Unit Project:

- Completed over the course of 2-5 weeks
- Spans multiple courses
- Aligned to grade level standards
- Often involves a final presentation to employer partners

”

“The absolute, hands-down best professional development we have been able to deliver has been the teacher externship program. It is the **most impactful for teachers and students because it brings relevancy into the classroom.**”

*Donna Gilley
Director, Academies of Nashville*

140

Externships organized
over the past 7 years

145

Employer-vetted
interdisciplinary projects

678

Teachers matched to
industry of interest

142

Regional employers
equipped for externships

Geography Limits Scale of Work-Based Learning

Cross County High School Struggles to Identify Internship Opportunities

Rural School's Isolation Presents Logistical Obstacles



Cherry Valley, AR

Local Population: 616

Primary Industry:
Agriculture



Transportation to places of work



Access to a network of professionals



Proximity to high demand industries

Lack of Local Employers Sells Students Short

“We are faced with the **challenge of a lack of business**. We're in a town that has 600 people. We have a gas station, a car wash, a bank, and that's it. This makes implementing quality work-based learning difficult.”

*Matthew Swenson
Assistant Principal &
Director of College and Career Access*

<10%

Of 11th grade students
participated in
work-based learning

Profiled Institution:

Cross County Schools, Cherry Valley, AR



CROSS COUNTY
THUNDERBIRDS

Virtual Business Engagement

Digital Tools Enable Work-Based Learning Through Remote Matching

Establish Virtual Career Matches

- 1 Identify Career Interests**
Teachers compile lists of in-demand industries based on student interest surveys
- 2 Assemble the Network**
All teachers submit a minimum of five professional contacts from varying backgrounds
- 3 Secure Commitment**
Vice Principal emails professionals seeking participation using a standardized template
- 4 Master the Match**
Professionals are paired with students based on career interest using Google form

Industry Matched Mentors Connect Students to Business Challenges

Mentor Responsibilities



Supplies an engaging and current business problem to tackle with student

Spends 6 hours over 6 weeks video conferencing

Provides feedback on project quality & professionalism



Student Responsibilities



Conceives of creative solutions to mentor's business challenge

Spends an additional 1.5 hours each week engaging in hands-on work

Presents finished product to both mentor and a panel of administrators

Virtual Internship Guide available in Appendix A, pg.31.



Examples of Students' Virtual Projects

Sample of Industry-Specific Projects



Prototype an oscillating circuit to be used in a research lab at Virginia Tech



Devise an interview for Google's human resources department



Design and weld a pipe frame for a vehicle



Write and publish a fictional short story in a university publication



Form dental impressions to be used for braces

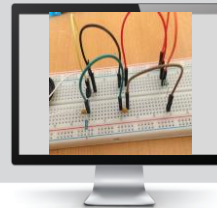


Film and edit a video to train athletic coaches about concussion tests



Create a virtual health care services business plan

Project Completed by an Aspiring Engineer



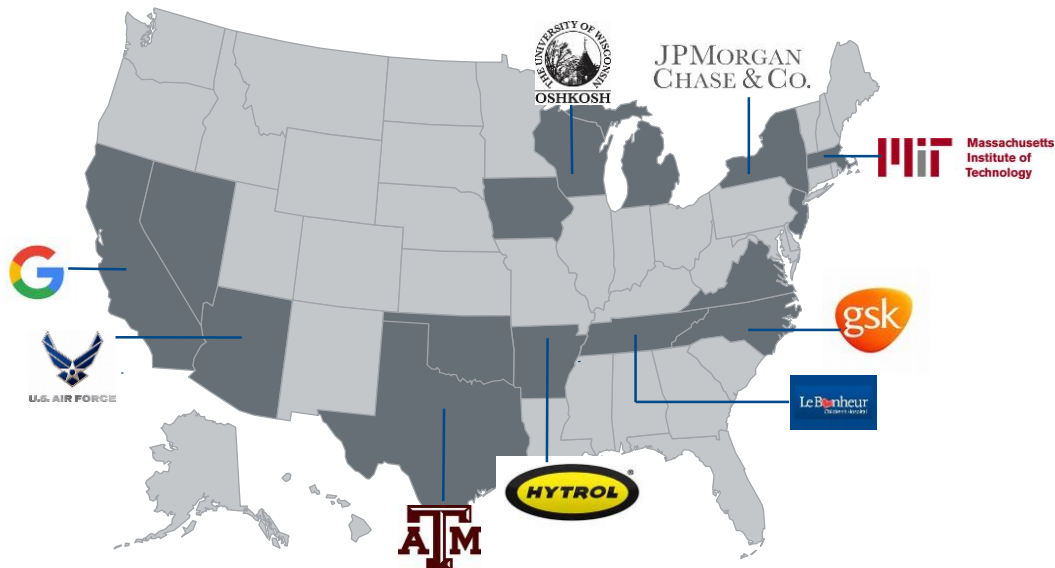
- Constructed with the help of a Virginia Tech professor who was researching automated scientific discovery
- Sent to Virginia Tech where it was used to test robotic scientific automation

“This kind of exploration helps students self-advocate, communicate with professionals, and broaden their scope of knowledge. And the best part of this initiative is that **students experience the authenticity of being an actual intern.**”

Matthew Swenson, Assistant Principal & Director of College and Career Access

Work-Based Learning Without Borders

Cross County Facilitates Virtual Partnerships with Dozens of Organizations



>50

Professional mentors
partnered with
students

17

States were
represented by
professional mentors

98%

Of 11th grade students
participated in work-
based learning

75%

Of students clarified
their career interests

Integrating Academic and Career Development

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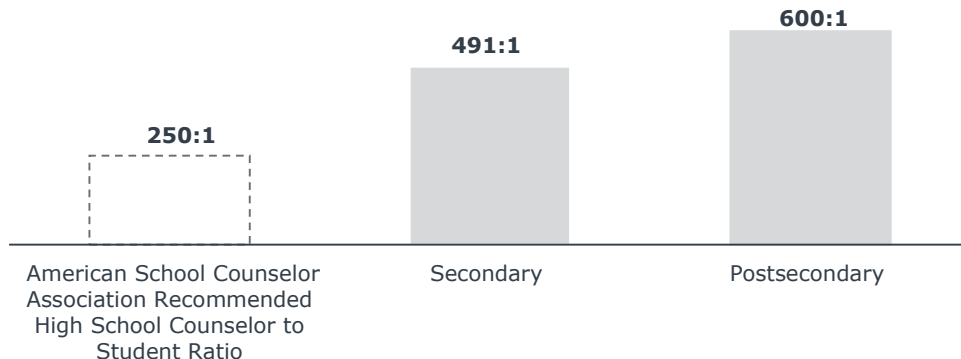


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Good Career Advice Hard to Come By

Overwhelming Counselor Caseloads Across Education Levels

Average Student to Counselor Ratios Across Secondary and Postsecondary Institutions



High School Students Dissatisfied with Career Support

36%

Of students receive guidance from counselors in determining their future career options

62%

Of students rate their counselors "fair" or "poor" in helping them think about careers



Postsecondary Students Under-supported in Choosing Careers

29%

Of students receive career guidance from career services on campus

40%

Of students with or pursuing a bachelor's degree would choose a different major

Colleges and Universities, NACE, 2017; ["College & Career Readiness Data,"](#) YouthTruth; Adams, S, ["6 Things You Must Do To Get Your First Job After College,"](#) Forbes; ["Career Services Benchmark Survey,"](#) Public Agenda, ["Can I Get a Little Advice Here,"](#) YouthTruth; EAB interviews and analysis.

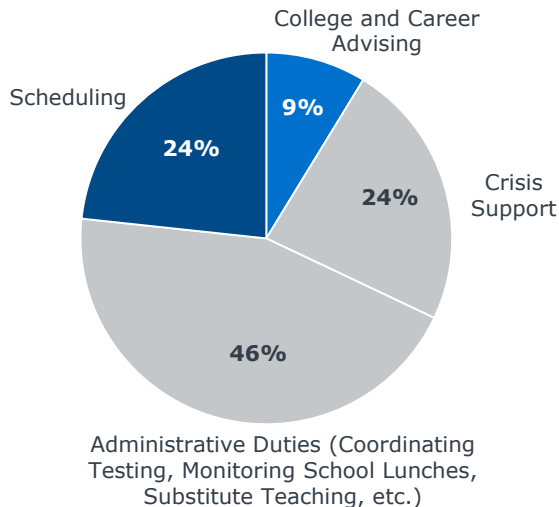
Little Time for College and Career Counseling



Counseling Limitations Lead to Career Advice Deficit

Counseling Time Scarce and Unfocused

Percentage Breakdown of Counselor Time



“

Too Much for One Person's Plate

Career counseling is usually at the bottom of a high school counselor's priority list. First, most are not trained in career counseling, and second, they are putting out too many other fires. They're focusing on scheduling, boyfriend-girlfriend counseling, college applications, you name it...just not career counseling.”

Chris Zirkle
Author of "Youth in Transition: Career Education and Training"
The Ohio State University

”

Sources: Paolini, Allison, "Impact of Accountability Measures on Perceived Counselor Self-Efficacy and Student Outcomes,"; Public Agenda, "[Can I Get A Little Advice Here?](#)" EAB interviews & analysis.

Limited Scheduling Time Well Spent

Integrate Career Prompts into Scheduling Conversations

Counselor-Led Career Prompts...



What industry or industries are you most interested in and why?



1

Focus on industries, rather than specific careers, to prevent artificial pathway narrowing



What have you learned about your strengths and interests this past year?



2

Embed reflection on skills and interests into scheduling conversations



How confident do you feel about your plans after high school and why?



3

Validate interests and assess the desire for alternate pathway consideration or additional career information



What classes can help you achieve or narrow down your long-term industry aspirations?



4

Make high school coursework relevant to students' long-term aspirations

Profiled Institution:

Township High School District 214, Arlington Heights, IL



3x

Increase in the number of career conversations per student during their high school tenure



Industry Career Guidance Takes a Village

Insufficient Counselor Capacity to Provide Industry-Specific Advice



John Connington¹
High School Counselor



Limited Industry Knowledge

- Masters in child psychology and counseling
- Five years experience as a middle school teacher
- Bachelors degree in education



Limited Capacity To Develop Industry Knowledge

Responsible for supporting 423 high school students through scheduling, crisis-support, and advising

Underutilized Pool of Potential Advisors Closer Than You Think

Sample of Industries Related to Teacher Subject Expertise



English Teacher

- Public Relations
- Journalism



Biology Teacher

- Health Care
- Anatomy



Geometry Teacher

- Construction
- Engineering



U.S. History Teacher

- Government
- Law



Computer Teacher

- Technology
- Coding



Economics Teacher

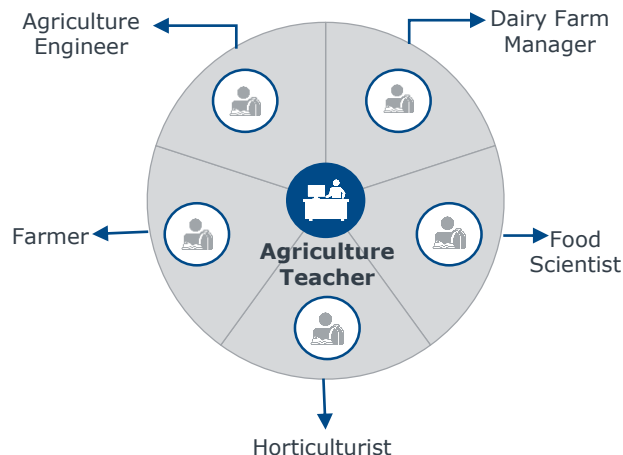
- Business
- Advertising
- Marketing

1) Pseudonym.

Industry-Based Cohorts Deepen Career Knowledge

Advisory Cohorts Match Students' Interest with Teacher Affinity

Example of Agriculture Advisory Cohort



Cohort Activities Help Students Evaluate Careers of Interest

- Employer networking opportunities deepen knowledge of education and skill requirements for various careers
- Field trips to employer sites refine students' on-the-job knowledge
- Networking research during advisory periods helps students source career contacts and resources within the industry
- Student-led industry discussions promote broader and deeper awareness of career possibilities and pathways

Profiled Institution:

Greenwood School District, Greenwood, AR



16

Number of cohorts representing different industries

3x

Number of meetings per week

Source: EAB interviews and analysis.

Counselors Bolster Teacher Advising Skills

Ongoing Support Improves Quality of Advice

Support Provided by Counselors



Industry Externships

Externships improve teachers' ability to advise students on preparing for specific careers

Customizable Career Lessons

Interactive career-based lessons are easily adaptable to each industry



Up-to-Date Labor Market Data

Most recent industry data allows advisors to provide accurate industry information and guidance

Advising In-Days

Counselor-led professional development enhances teachers' advising skills



“We used to assign our kids to advisors based on where they fell in the alphabet. But we realized that when it came to careers, many of our teachers come from other fields besides of education. We realized we were ignoring sources of industry knowledge, which was right under our noses. **Our kids are now thinking about their careers far before they are walking across the stage.**”



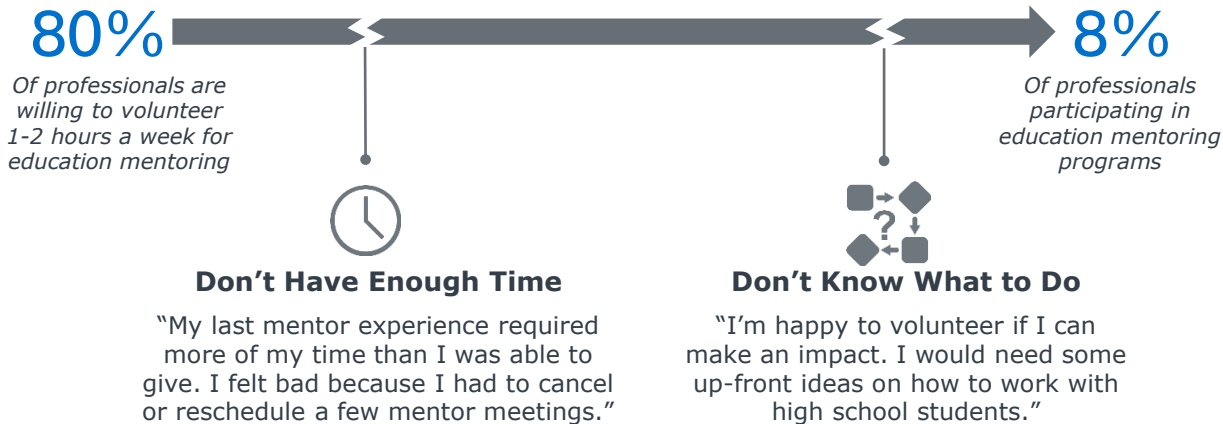
Cody Chatman, Principal, Greenwood Public Schools

An Untapped Pool of Community Volunteers

Busy Professionals Eager to Mentor But Face Limitations

Large Share of Students Want Employer Advice

83% Of high school graduates believe employers are “very helpful” sources of career advice



Range of Choices Yields Higher Participation

Employers More Likely to Volunteer When Presented With Options

Offer a Menu of Discrete Volunteer Options

Abbreviated Sample Email Sent to Local Employers

1

Allow employers to choose from several volunteer options

2

Set shared expectations by listing the estimated time required by each activity

Hi Jane,

Champaign Community Schools Unit District 4 is seeking employer volunteers to help high school students explore careers, plan, and achieve their post-secondary goals. Would any of these volunteer options below fit with your schedule? **If you are interested in any or all of these options, let me know by July 1st.**

Job Presentation 30 minutes per year

Informational Interview 1 hour per year

Career Mentoring 15 hours per year

I look forward to hearing from you!

Marc



Career Programming Coordinator
Champaign Community Schools Unit District 4
Champaign, IL

3

Add urgency by bolding your request and including a deadline—real or artificial

Provide the Know-How

Explicit Guidance and Support Enhance Mentor Effectiveness

Pillars of Support for Employer Mentors...



Suggested Activities

Provide examples of mentoring activities to ensure employers can lead meaningful interactions with students

Examples

- *Show students where and how to find industry trends and projections*



Discussion Guidelines

List targeted questions to act as mentorship guidelines so that students receive quality career-specific advice

Examples

- *If you could start your career over, what would you do differently?*
- *How would additional education impact my industry opportunities and lifestyle?*
- *What high school courses would help someone prepare for the field?*



On-Demand Mentor Support

Encourage employer volunteers to call district staff directly for mentorship support if needed

...Yields Greater Student and Employer Satisfaction

125

Students participated in one-on-one career mentoring

80%

Of students claimed their mentors helped refine their post-secondary goals

95%

Of mentors wanted to volunteer the following year

Suggested activities & discussion guidelines available in Appendix A, pg.24.



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Final Webconference for Meeting The Career Readiness Imperative



Webconference Part Three

"Formally Aiding Workplace Transitions in an Academic Setting"

*Wednesday, June 13
Noon EST*



Washington DC | Richmond | Birmingham | Minneapolis

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