

# Reviving the American Dream by Using Career Development to Prepare All Young Adults for Career Success

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## REPORT-OUTS & SUMMARIES

*U.S. CHAMBER OF COMMERCE HALL OF FLAGS*

*February 22, 2016*

### TABLE 1 - INNOVATION

#### Report Out: NEIL REDDY

- Create a 1-stop portal to explore careers, earnings, able to share with friends “all-encompassing environment”; start career exploration earlier; work on real-life intern and externships
- Business engagement models (GPS partner in WI, Los Alamos Academies)
- Better inter-agency communications that state econ dev orgs have better communication on jobs available and in demand.

#### Emailed Notes

##### **How can we improve the career counseling profession? Sample ideas include:**

- Encourage business to provide funds for certified career counselors in every school and to identify tasks that counselors should include in their duties
- Encourage Chambers of Commerce to generate the funds for a certified career counselor to serve as a liaison between schools and business
- Work with chamber and business orgs to allow short term or longer term internships
- Improve counselor practice to incorporate career development skills and strategies in schools, higher education, youth-serving organizations and one-stop job centers.
- Have Economic Development orgs & Workforce Investment Boards and their American Job Centers provide current labor market information to counselors (need better interagency communication)
- Proactive on next generation pathways (avoid “lagging” data)

##### **How can technology be used to facilitate career development programs and activities?**

##### **Sample ideas include:**

- Use of online career information systems
- Improve technology in order to more effectively connect the talent pipeline to industry – thereby increasing access to work-based learning and other training opportunities
- Evaluate how to leverage “Facebook” & “Google” models

- Create a universal e-portfolio so that the individual can transfer to other online career systems
- Explore ways to use technology to effectively connect rural communities to industry

**Online “one-stop” portal:**

- Virtual reality (gaming element)
- Pathways (education, training requirements & earnings)
  - Occupations
  - Occupations that are available regionally (county, state, nationally)
- Hot jobs
- Live chat
- Social Sharing

**What are some examples of how employers are supporting career development efforts? Multiple good examples exist, however, a solid process to duplicate these best practices needs to be set in motion. With:**

- Agreed upon goals and roles
- Writing policy
- Linking the benefits to articulate clearly for the collective good
- Creating the policy and incentives to drive change
- Employers to connect retirees with local training and counseling activities
- Create a team of advisors that are qualified and available to council school systems, counselors and students
- This team can include retirees active employers in the area and others

**What role can research play in advancing efforts to create state initiatives to allocate resources to support implementation of career development programs and services? (e.g., research questions we need to answer). Sample ideas include:**

- Define the characteristics associated with quality career development programs and services
- Describe the return on investment – economic and life impact – of allocating resources for career development programs and services
- Identify best practices from international career development systems
- Establish a Career Success Metric – e.g., job Placement in chosen career pathway.
- Expand longitudinal vision of the impact of career and workforce development to include a wider range of economic outcomes (ex: Wage Earnings, Weeks Employed, and Employed in Jobs Commensurate with Degree vs. Underemployed).

## TABLE 2 – OPPORTUNITY

### Emailed Notes

We identified some “lacks” that are barriers to students identifying opportunities available to them.

- Lack of involvement from business and industry
- Lack of family engagement (breakdown of family support system, especially for at risk populations)
- Lack of a platform for educators, employers, students and parents to know what opportunities are available
- Lack of clarity of outcomes for the pathways people select

We then identified possible ways to address those lacks:

- Need stronger engagement from industry associations
- Career pathways should be introduced at middle school level
- All students entering 9<sup>th</sup> grade should have a “dream plan” that identifies their chosen career pathway, the education requirements throughout that pathway and the entry and exit points. This plan is not permanent and may change as the student’s aspirations and needs change. This plan must engage parents.
- Need a comprehensive career planning system that can be adapted by each community that allows them to select the components relevant to their needs and identifies the data sources available to all stakeholders
- Develop a virtual parent participation handbook that helps parents understand how to help their children develop and navigate a career plan.
- Provide mentoring support to students who lack strong family base through “virtual dinner table”. Studies show that students whose families eat at least one meal per week together at the dinner table perform better academically. The virtual table would access social media platforms like Twitter, Kik, Snapchat, etc. and allow students to interact with mentors and peers from their career interests.

## TABLE 3 – OPPORTUNITY

### Emailed Notes

Initial “BOLD” ideas thrown about...

- Stigma surrounding “Manufacturing”, changing those perceptions
- Bringing People Together around a unified message (BOLD Advertising Campaign)

Discussing the Manufacturing STIGMA – and what can we do about it?

- Constant stream of what these programs are doing for kids – stigma should be why are you going to college if you don’t have a path to pay for said path? -- Glenn

- Creating a pathway of Career Development on par with going to college – Jared
- Fragmented problems, shouldn't be led by the Fed Gov't

**Advertising, changing hearts and mind: *Creating a Message/Brand – CREDENTIALS are as good as DEGREES***

- We need a **Sputnik** level event -- we need a national interest in a cause which somehow needs to be created – have to capture the hearts and mind of the nation, and it's not an easy sell. Need to invest more wisely in our education system – Doug
- Is the American Dream over? How can our efforts change this perception?
- National Communication effort, but infrastructure has to be developed at the local and state level – Jared
- National Ad Campaign?
- Is the traditional college degree under fire? Do we expose that? If so, how?
- There is a lot of frustration around automatically eliminating (sometimes very) qualified candidates simply because they lack a traditional college degree but are otherwise perfect candidates based upon skill set, personality, etc. – Katie/Glenn
- (Above scenario) Leads to higher turnover rates -- Jared
- AZ Case Study: if I asked people from Arizona “would you rather have your child go to a technical school with accreditation or go to a four-year college?” Mixed results.
- What will drive the acceleration of the Career Counselor Program?

**A National Campaign to elevate occupational credentials – ads, meetings with industry, trade associations, standardization of credentials**

- Build a Platform – big undertaking, will take time but it's worth the effort.
- Stigma – real issue
  - Arizona examples
- Can we come up with something that is around communication or around credentials around communication?

**Solution: Create A “Sputnik” Advertising Campaign (to raise awareness on a National level of manufacturing, credentials/tech school vs. traditional four year college and staggering debt -- similar to the Race-to-space under President Kennedy administration \*without said level of Federal involvement)**

**WHO** – who is being targeted by the campaign?

Millennials, Opportunity Youth, High School aged, Community College, Traditional College

**WHAT** – what is our message? That manufacturing is a viable career path.

Private Industry involvement is critical (i.e. Seiman's example)

**WHERE** – national campaign

**WHEN** --

**WHY** – it's why we are here, very important to the group.

- This is also a National Security Issue – Federal money & Federal control with much industry involvement – BUT...Education is local, if Federal Govt is coming up with funds for the campaign, they then need to get out of the way.
- Industry is coming back to Pride-in-Work advertising (GE, Budweiser, Seimens)
- 100 – 500 companies to integrate into their advertising about the skill it takes at all levels – harnessing the power of private industry – keeps the Federal Government out of it from a financial standpoint
- Highlight Women in Manufacturing
- Dignity in Work (credentials, not referring to frontline production as “unskilled labor”)
- Make it COOL for millennials – translating these jobs so they make sense to kids
- Innovation – Creativity -- Dreaming – Inspiration – going out and dreaming the dream and making it happen, turning it into a reality – Bringing Back the American Dream (Doug)
- Multiple Pathways – All Pathways Lead to Success, and should be treated equally – also, *should have similar levels of guidance towards selecting one’s chosen path.*
- Get Millennials to back our campaign, empowering, exciting & igniting them to become involved in the world of manufacturing.

## TABLE 5 – INFRASTRUCTURE

### Report Out: PAUL TIMMINS

#### Need for staff support in high schools:

- “Career evangelist” in school –not so much 1-on-1 interventions, but how to work with parents and teachers, build connections with employers
- Changing the culture
- Important to get big ideas in front of students and parents as soon as possible to get feedback on our ideas

### Emailed Notes

#### Themes

#### One Team:

- Career counseling is one piece...have to create an entire community around the kids. Parents, organizational members, churches, employers, etc....
- Department of Education vs Department of Labor, competition for funding...communication breakdowns
- Secondary and post-secondary institutions need to work better together
- Employers need to identify credentials that need to build on one another...the entire pathway through a career and requirements needed
- System is designed to narrow choices but students need to be able to explore options. Kids choose traditional option because they are only exposed to traditional models.

Students need to be able to explore in low risk environments...no testing, etc. parents often say no to CTE courses because they don't understand it or see it as less desirable to traditional academics

### **Career Coach:**

- Career guidance assumes that students will have an epiphany on their path...it has to be available and part of the normal school process. Should be called coaching not counseling...counseling has a negative association. Need a new vocabulary to talk about this type of role in the schools...ask the focus groups what it should be called.
- Career counselor was the smallest percentage of influence no real distinction in some areas between guidance counselors and career counselors.

### **Parents:**

- Should career coaches be certified? Can parents also play this role? PTA groups and their purpose. Instead of using these groups to fundraise for playground equipment, for example, using those resources to act as career coaches.
- Programs need to be open to parents to be a part of it...what's their requirement? Parents learning alongside their children or leveraging the facilities in communities to engage existing workforce as well. IE: student trains in lab during school hours, parents/adults going in the evenings.

### **Teachers:**

- Teacher preparation...their perception is that success = a 4 year degree. Teachers can't answer the "why?" of chemistry...not necessarily for 4 year school...what about chemical operator at the plant up the road?
- Teacher prep programs...is that the problem? Counselors feel uncomfortable when it comes to career prep and planning for a career. Teachers need tools to connect and speak to this area of development intelligently.

### **Students:**

- Kids need to know themselves and what they're interested in, and how to connect them to the labor markets. Third piece is infusing this in the educational system.
- Students along with parents need to see themselves as a "buyer" of education
- How to install ownership of career path in the student. Role of career counselor should be that of coordinator...making connections...impossibility of small ratios for counselors to students.
- Individual career development plan in high schools.
- What influences their decision? Personal experiences was the biggest influencer. How do you give people personal experiences in different career fields...as manufacturers how do we engage in curriculum/course work?

- My experience was that my personal interest led me to my path as history teacher...didn't matter that the market was saturated. Cites an example from FFA convention in a field of work that displayed different careers for horticulture, as an example. Helped kids recognize different ways to be engaged in this field.
- What is the guidepost we need to get students to choose, if everyone else fails you, what are the 1-2 things that will re direct me? Identifying a common start. Behavioral economics...what are the "nudges?" muscle memory...students should know where to go. TN doing good work around connecting math to career pathways

### Employers

- Need mentors from industry to come in the classroom and they must be aware of their unconscious bias as to WHO they are targeting for specific career choices.
- Workforce boards need to be invited to professional development days and parent/career days. Wages, degrees required part of the info shared at these sessions. Education needs to let workforce boards into these meetings. (Ron Painter)

### Consumer-Centric Technology:

- Student as buyer of education....educational institution needs to be more consumer oriented. Technology should be able to bridge a persistency gap between secondary through post-secondary.
- Technology system that could be managed by the student in which they could "invite" guidance figures as appropriate.
- Student **portfolios** online...concept of "badges" and competencies vs. an educational degree. Industry credentials that are important to employers. The employer is ultimately defining career readiness and the student/potential employee should be responsible for "selling" themselves.
- Makes comparison to **portfolio** used in areas like photography, graphic design. Most employers don't care if they have a degree...what's the work look like? What are they competent of? Portfolios can also bridge the gap between secondary and post-secondary institutions.
- Georgia state university, predicative analytics used at weekly grade level and this is tied to career choice. Career counseling is based on predicative analytics and if someone fails a course or is struggling, counseling jumps in and works to redirect...all based on the analytics. 77% graduation rate at GSU. (Dominique Raymond)

### Career Awareness Campaign:

- It's about having the skills but also changing the metrics of success.
- Cultural definition of success....starting to change because of college debt. Goes back to ROI discussion. Tenure system could play a part in impacting how professors are held accountable. Allowing people to change their plan without perception of failure.

Changing the plan is ok...goes back to definition of success. Kids need to know themselves, their interests and strengths.

**Next steps:** Jan Bray made the suggestion to use the results of this chamber session and road test it against focus groups of high school and college students. They lack the paradigm institutional leaders have and will be honest.

## TABLE 6 – INNOVATION

### Report Out: RICH FELLER

- Cut language such as “blue collar”; say high tech job and stepping stone jobs; talk about career outcomes; why not require all teachers to have spent time in industry and teach business relevance;
- Ask school curriculum vendors for evidence that products make a difference in outcomes.

### Emailed Notes

#### Big Ideas:

- Changing terminology and language about technical education to change its status relative to 4 year or graduate training.
- Redefining the role of the school counselors, teachers, and industry to collaborate and consider supplier and employer relationships.
- Create incentives for partnering. Industry professionals could be teaching in the schools.
- Teachers can have paid opportunities to participate in industry internships.
- Business can create an education outreach person. Education can have an advisory council.
- Professional development can occur within the company and could generate college credits.
- Using technology to provide quality career information to assist in making more informed choices. Technology tools are needed to speed up the process to connect workforce data to the career counseling process and career development.
- More authentic industry type work (e.g., project based learning). Mentor professionals who are working with students can yield high quality work based learning products that are at higher levels than expected for the students’ ages.
- Become student centered, not systems centered when working in the partnerships. Longer term outcome data is needed.



## Question 1: How can we improve the career counseling profession?

- How do we empower those around the students to engage them and facilitate their career development?
- Redefining the role of the school counselors, teachers, and industry to collaborate and consider supplier and employer relationships.
- Empower school counselors to do career counseling, though it's not their job to do it all. School Counselors should be a part of the product and process. We need an additional person who is focused on career development and this person needs to be familiar with industry certifications.
- How can we involve teachers? Involve teachers within industry. Teachers are not trained in career development and often not able to connect subject content to industry or real world applications.
- Connect to industry. Teachers can model skills. Focus on skill building. Connect math to actual industry. Is it coordinated? If teachers were to go on field trips to industry with students, what role do school counselors take?
- Teacher preparation programs likely do not select for or train for applied backgrounds.
- Missing link is training or experiences of teachers.
- E.g., math for your profession.
- Partnerships with industry and businesses. Create incentives for partnering. Industry partnership should include a paid teacher internship.
- Industry professionals could be teaching in the schools.
- Not focusing on job labels.
- Teach for America model may provide a template.
- How can the student make it (education and career training) more personal and relevant?
- Career support – conversations with an adult in the field are very influential

## TABLE 7 – INNOVATION

### Report Out: PHIL JARVIS

#### Question 1:

Change mentality that 4-yr college is the only route; many pathways to success. Message carried by Chambers of Commerce, GPI, professional agency to come up with good branding, blitzing country with that message;

#### Emailed Notes

We heard many good ideas, but few we haven't heard before. Many tables suggested some form of clearinghouse of best practices (tried MANY times over the years). Others suggested online portals with comprehensive career, learning and labor market information (they exist). Some wanted more school counselors (sure couldn't hurt - *if* they have expertise in and passion for career development). Others felt the function of connecting students to real world coaching

and experiential learning should shift to the employer community (i.e., Chambers, Workforce Boards, etc.). This is what Career Cruising is doing with Inspire. We know from experience (i.e., Sheboygan, Vermilion, Kentucky, and 30 more deployments) that this works. Since educators typically don't have to pay for these connections or take on onerous new workloads this is the path of less resistance from them.

Lists of "best practices" always include many less-than-best practices. GPI would do a real service to the career/workforce development community by identifying the few truly best, most promising, most scalable, most replicable practices – rather than offering a smorgasbord/catalog of everything out there. Despite what they say, people have neither the time or inclination to conscientiously research "everything out there."

I suggest you consider organizing a "*Superbowl of Online Career and Academic Planning Systems (ILPs)*" that include multi-year ePortfolios. You can all name the half dozen systems you would include in that league. How about having a high stakes show-down? That would definitely draw a crowd. And it's like a candidates debate – the systems couldn't afford not to be there. This would genuinely help folks make a fully informed decision about one of the foundation elements of ANY world-class career/workforce development initiative.

The State of Florida did this before they chose CHOICES in 1979 (and kept it for 35 years). The developers of CIS (Bruce MacKinlay), GIS (Houghton Mifflin), SIGI (Marty Katz – ETS), CVIS (Jo Anne Harris), and CHOICES (me) were all there – with their mainframe systems. Over two days, more than 250 educators from every school district in Florida, and from the DoE saw a presentation by each developer (developers didn't see each other's), and they all had an opportunity to go hands-on with each system. Then they voted for the system they wanted in Florida.

One BIG idea my table was enthusiastic about was the US Chamber of Commerce engaging a top-kotch public relations/communications firm to develop, in collaboration with ACTE, NCDA, Advance CTE, NGA, SME, etc. (i.e., lead GPI partners), a clear message like:

**"There is a Pathway to Prosperity for Every Student."**

The subscript would list the pathways with ROI and lifestyle implications and how employers rate each. This message could be promulgated by the US Chamber and all Chambers across the country, and concurrently by all GPI partner networks. This would get it to most Americans and popularize all viable pathways. Something like AARP's "*Life Re-imagined*" message.

## TABLE 8 – OPPORTUNITY

### Report Out: JANE OATES

- Best practice library where teachers could go to see what is out there
- Can't be just a program for counselors; takes everybody to help
- Dedicated career navigator to work with businesses and to coordinate with teachers and admin on applied learning opportunities, meeting with departments and businesses
- Lunch and Learns for students and teachers to learn about local businesses
- Language: common language, common dictionary
- Totally revamp teacher and administrator training so it's not a sell, but is a natural development for school/classroom
- Team teaching opportunities between teacher and business person
- Corporations give new employee training to local classes in school district to see what is needed for a job, develop elective course for senior year for student to go through components of new employer training at local business
- Teachers should see how businesses evaluate/assess by taking the assessment

### Emailed Notes

## TABLE 9 – OPPORTUNITY

### Report Out: BRIAN HUTCHISON

- **Big problem:** relationship between schools
- **Big idea:** National Career Coordinating Council – 4 primary roles:
  - technical assistance center to work with state agencies and local school & communities;
  - share best practices for intervention;
  - Develop a support network of specialists at state level; train the trainer model to support communities and schools
  - Make sure that we're using the org to make policy and procedural recommendations to be implemented to at local and community level

### Emailed Notes

#### **Big Idea 1 – Create a National Career Coordinating Council to provide:**

- Technical Assistance Center to provide career development and intervention technical assistance directly to state agencies to support schools.
- Identify and share (stamp of approval) models and interventions. [We do not lack resources, we lack the ability to identify which work.]

- Support a network of specialists (train-the-trainer model?) to provide support to schools.
- Make policy and procedures recommendations (e.g., creation of community advisory boards focused on career).

**Big Idea 2 – Create Partnerships for Career Explorations, model can be tailored to specific community needs – agreeing to make invested, sustainable relationships**

- Mentoring Programs- partnerships with companies to support sustainable mentoring programs around specific career interests.
  - Model Programs for this.
  - Identify programs that already exist in communities.
- Explorer Programs – Local industries create (e.g., Ameron Energy or Sheet metal Workers Union has an exploring energy careers program over the course of 3 Saturday mornings)
- Use the A,B,C model for organizing local labor market needs (I am seeing this in Missouri and will share once I get it electronically).

**Meta idea – until we stop funding schools with property taxes, everything is a band aid instead of a healing salve**

**TABLE 10 – INFRASTRUCTURE**

**Report Out: FRED COREY**

**Misperceptions**

1. Degree from tech college is less than 4-year or 2-year degrees
2. Grads from university make less \$
3. 4-yr degrees = professional success
4. Career literacy is responsibility of career counselors
5. Tech jobs are dirty, dark and dangerous
6. Students should be tracked into college prep or technical education

**How to address misperceptions**

1. Use PSA during key times
2. Reach parents through community orgs
3. Use social media
4. Look at official docs in institutions such as policies, school forms and website that might be perpetuating old notions

**Emailed Notes**

## **Challenge the Misperceptions**

1. A degree from a technical college is “less than” a degree from a university
2. Graduates of universities make more than grads of technical colleges
3. A 4-year degree leads to professional success
4. Career literacy is the responsibility of career counselors
5. Technical jobs are Dirty, Dark, and Dangerous
6. Students should be tracked into college prep or technical education

## **How do we attack the misperceptions?**

- Use prime-time PSAs during major cultural events such as popular sporting events and concerts with constructive messages about career readiness
- Reach parents through community organizations (the churches, science centers, arts organizations) with messages about education options
- Social Media (Twitter, Facebook, Instagram, LinkedIn) messaging designed to send appropriate messages about education options
- Review official documents such as policies, school forms, information websites to correct any language that perpetuates misperceptions

## **TABLE 11 - INNOVATION**

### **Report Out: STEPHEN DEWITT**

#### **How to improve career counseling**

- Good training/professional development for career counselor; good example from Lehigh Valley, Pennsylvania; got \$\$ but program dried up when money went away, embedding into other programs is critical
- Teacher and career counselor externship program
- Use 15% of the state leadership funds from federal funding (Perkins, WIOA) to address the issue
- Technology use: go to students and parents and understand what tech they are using and use those
- There are many good info resources but have to pay for those; such as video clips of people talking about how they got to their jobs and using that as a tool for career education
- Pooling resources to identify what is happening and disseminate it widely
- Research can plan a role; thinking more widely how parents and students define success. “Question everything, including definitions of success.”

## Emailed Notes

### Question 1

Create model that brings together business, secondary education, and higher education professionals to work directly with students on the post-secondary pathways. There is a need for expertise from the economic sector, thus it is critical to embed a professional from the that industry (i.e. workforce investment board) to provide detailed labor market information

- Pennsylvania model: An employee of the workforce investment board came to schools and worked with student directly
  - The Allentown Workforce Investment Board developed a concept paper on the program which the district was able to take and embed in a grant that provided funding for the initiative (as well as the work of labor market professional)
    - Team: Allentown guidance counselor (identified students status and progress in school), workforce employee (expert on labor market, identified work opportunities for students in school), and community college representative.
    - The work during school contributed to reducing the dropout rate
    - Students could self-select or be recommended for the program. They met with members of the team either before or after school or in a study period
    - The program was promoted through community outreach to schools, families, educators (e.g. report cards, newsletters, social media)

### **Other Examples**

- Pennsylvania: Take guidance counselors into businesses for professional development seminars on the industry. The WIB observed a positive response and high level of engagement from the counselors. They found that the counselors were motivated to participate, but were less aware of the resources
- Similar model in Arizona (student/counselor access to career information and resources became a part of the of the school culture)
- Toledo technology academy – the business community is on the board and contributes to curriculum development, hiring decisions, and student internships

### **Challenges**

- Need: All counselors need to have access to career information.
- Challenge: Teachers/ School staff do not have more time
  - There is a need for teachers to have contact to businesses on the ground
  - It requires partnership from business organization and school employees to gather the information and then share out
- Funding: what causes it to run out
  - Though there is money , there is a different visions of the money is being allocated

- There is also a challenge that at the money is available but there may not be enough in that particular fund

### **Recommendations**

- Develop professional accreditation for career counselor programs and standards for certification
  - Create a program that allows for certification of career counselors and eventual specialization in specific content areas
    - Create a joint degree between education and business schools for the career development credential
    - Require as part of the credential that professionals participate in externships that foster exposure to a variety of careers across industries
    - Create summer externships in industry for career counselors during the summer
    - Use 15% of state funding to support the onboarding of a new professional
- Foster access to technology for student and teachers ensuring professional development and positive communication relationships
  - Mobile apps
  - Video series of careers
- Foster connections between the workforce investment board and educators
  - Use the chambers of commerce at each level ( federal, state, and local) as a center point for connection
  - Have education professionals go on field trips to various industries through the Chamber of Commerce
- Continue to engage in research
  - Question everything: our measures for success, student perceptions about the best place to obtain skills, etc.
- Career education in higher education should also include discussion of transferrable skills
  - Within the conversation about their major, have an in depth conversation about the skills gained as a result of their degree
    - This particularly meaningful for students' lifelong success as the labor market and demand continues to evolve
    - In addition, this lesson encompasses career education for students who self-select into traditional college models

### **Question 2**

#### **Technology**

- We need access to real-time information on labor market information
  - There is a critical need for this information to be personalized and have specific links about where student should go for information and resources

- Solution: Mobile apps with this information to ensure student access and engagement
  - Design a website that combines the features of linked in and monster to foster access to career development resources
    - The US Department of Education has issued a challenge to create this platform. They will announce the finalist soon.
  - Make a video series of professionals in their career, that students can access to gain more information (ex. Chegg)
    - YouTube is one of the top ways that students get information. The videos should be short (no more than 2mins) and direct.
  - Professional Development for Educators: Fostering buy in across the board and ensuring that the professional development is a key part of the planning and implementation process when bringing in technology
- Considerations
  - Develop educator connection to the business setting
    - Understanding the urgency in response and action when communicating across different medium ( text vs the email)
  - Bring your own device
    - There are challenges in the regulation of student use of their personal devices
  - It is necessary to ensure that the technology does not adversely affect or inhibit the communication
  - Connections from Workforce board to counselors

#### **Question 4**

##### **Students**

- Ask students what the most effective means are for gaining their workforce skills?
- How do students and parents measure success? How do our measures of success relate to their definition?
- How are students using their degrees?

##### **Local**

- Research local community needs and develop a plan that is responsive to these needs
  - We hope to see that through certain policy programs, so it is important to make sure that all that information is available and public

##### **Research**

- Reevaluate the way that we do our measurements (are our current Perkins Measures the best strategy)

##### **Development**

- What kind of programs do we need? How are they being funded?



- We need to come up with better business model for funding the technology for career guidance and development
- Conversely, where is funding going in this area?
  - EdLabor and HSS- Performance Pilot Partnership – a grant that affords more flexibility in in measurement

**Considerations**

- How can a business continue to be profitable and offer it lower to the business
- How do we professionalize the career counselor role?
- What do we do about the career counselor in the school vs the workplace expert in terms of placement and funding?

**TABLE 12 - INNOVATION**

**Report Out: BRIAN ALBRECHT**

- Put together some sort of campaign and regional coalition toolkit for local Chambers of Commerce, local orgs
  - Good rep from all orgs from community that rep students
  - Identify best practices
  - Leverage the resources of the community
- Org responsibility toolkit: what the steps are that are driven through best practices to collect and disseminate

**Emailed Notes**

**IDEA #1:**

**Regional Coalition Toolkit**

**Brief Description:**

Toolkit with guided questions and research on regional best practices for developing an independent third party regional convener. This cross sector collaborative of business/industry, nonprofit/human service providers, educators, local government, parents, and STUDENTS, would work to develop a deeper understanding of how to align the needs of local industries to the educational and work-based learning opportunities for students. The primary outcome would be to get all regional stakeholders at the table to develop a plan for supporting students leading toward career success.

**IDEA #2:**

**Organizational Membership Responsibility Toolkit**

**Brief Description:**

Toolkit or website with exemplar best practices for ensuring that Chambers of Commerce and local business coalitions have a membership responsibility to supporting local education and career pathways via mentorships, internships, work-based learning partnerships, and curriculum building. An outcome would be a marketing campaign to help parents and students understand the value of career pathways in their region that may not require a four year degree. Financial and career literacy would be integral components of this campaign.

**TABLE 13 - OPPORTUNITY****Report Out: DAVE WILCOX**

- We need research funding to answer framing questions (what is American dream, etc?)
- Research funding is needed to frame the scaling of good ideas, such as Is there a research link between career education/planning impacts LT career success, not just graduation?

**Emailed Notes**

- **Discussion point 1:** How are we collectively defining the American dream? What is our common definition and what are the very specific goals we want to achieve? Are we trying to close the skills gap or lowering the dropout rate?
  - This needs research funding to do, centralized through a convener.
  - Research needs to be paired with implementation strategies.
- **Discussion point 2:** What is the research on the link between career education and action plans and student achievement outcomes? How do we clearly establish that this is an essential component of student success?
  - There is pretty clear evidence on the link between special needs career development plans and student achievement outcomes.
  - This needs research funding to do, centralized through a convener.
- **Discussion point 3:** We ought to broaden the definition of our target audience beyond young people to include all American's and emphasize the role of lifelong learning for all Americans in that process.
- **Discussion point 4:** How do we not perpetuate equity problems for low-income students and students of color regarding these issues? As a pathways community, how are we embedding ourselves in the experience of the communities living this crisis we all spend time thinking about?
- **Discussion point 5:** What are the competencies of career navigation? And how do we then teach these competencies?
- **Discussion point 6:** How can we better engage teachers / guidance counselors / and educators to contribute to the issue?

- **Discussion point 7:** Lifelong Learning: How can we help people take more individual ownership of their career as a lifetime process?

## TABLE 14 - OPPORTUNITY

### Report Out: REBECCA DEDMOND

#### Need definitions for:

- What is the American dream?
- What is career literacy?
- Economic development is wonderful, but until we get to the responsibility of each person looking at their career; comprehensive system for parents and students.

#### Emailed Notes

#### **#1: How can Career Development Programs and activities effectively engage the broader community?**

- Too much bureaucracy – need better communication among schools, higher ed, agencies, non-profits, parents, employers, etc.
- Chambers could host industry days for teachers. Immerse them in their business/industry to allow awareness that they can then share with their students. Offer continuing education credits and communicate high need skills/talents for the business/industry.
- Mentorship programs – companies can adopt teachers and students to show the need for their services. Track them through 9th – higher ed with the promise to hire them if they complete a program.
- Businesses need to create consortiums to communicate their needs to their communities. Likewise, schools need to communicate their students' talent and potential career paths to employers. How do they meet? Through the consortiums of parent groups, chambers, counselors, administrators, etc.
- Some career counseling initiatives with parents may provide generational services to those adults who also didn't get career advice when they were in school. It could have a significant impact for families.

#### **#2: How can efforts to increase career literacy skills be embedded throughout the K-12 curriculum, academic and student life programs in higher education, and within programs and services offered by organizations/agencies serving disconnected youth and/or adults?**

- Starting at middle school is best; high school is too late.

- Job is part of your Career – defined by life choices, where you will study, intern, work, etc.
- Career choice starts at home; some parents empower children to be “anything they want.” Importance in educating parents. Starting with scholarship knowledge and funding options for families who can’t afford college. Mentorships are also vital. Emotional knowledge/competencies – team building, sympathy vs empathy skills, etc.
- How do career counselors provide career advice when they don’t know the jobs of the future? There needs to be a focus on skills development for competencies that will transfer to any industry.
- Industries needs to be involved very early on; identify internships for high school students; provide programs to enlighten students about their industry.
- School counselors are so focused on testing and not career development. They are currently overtasked and not providing the services. What can be done in elementary school, middle school, high school? NCD Guidelines should be used. (see NCDA Website [www.ncda.org](http://www.ncda.org))
- Define career ready – everyone knows college ready but how does industry define “career ready”?
- Globalization needs to be addressed; basic reading, writing, and math skills, focus on BLS future occupations.
- How do you put financial literacy into career development? It is important before children choose specific majors or career paths.

### **#3: How can career development address the needs of Opportunity Youth?**

- Community programs needs to be expanded to provide after school programming and mentorships.

#### **BOLD IDEAS:**

*With all of the excellent ideas, how will we identify the national policy and how do we select the main initiatives?*

- Identify one measurable goal and start it. Track to see if results are achieved.
- How can we stop having the same conversations and start the work!
- What is the definition of the American Dream? Does it reflect the reality of today? We shared many different definitions around the table.
- What is the plan to bring jobs back from China and other companies? Or do we want to identify new work?
- Career development is a personal responsibility. Economic development is a community responsibility. We need to strengthen the connections for both sides. The personal responsibilities needs to include personal fulfillment as well as economic self-sufficiency.

- Parents from economically disadvantaged families don't know how to empower their children. This is a national problem. These children need personal finance courses, self-defense, life coaching, leadership, availability of resources, etc. This will provide self-reliance. They need to also be taught failure is inevitable; they need to get back up and continue to learn.
- There are multiple government agencies doing career pathways initiatives. Who is leading the charge? Someone needs to coordinate!
- Why not offer, at early high school, an informational course/session to discuss why students need algebra, sciences, humanities, etc. and what majors or careers demand them? Most students, teachers, and parents don't know how to answer these questions.
- Who is preparing the system? Who is building this framework? What responsibilities do each sector bring to that system? This needs to be done immediately concerning the current economic status and educational system failures.
- Private vendors will need to develop games and other tools to entice students into career exploration information. Electronic technology will be the best way to reach them. Teachers don't know how to provide this information.

## **INFRASTRUCTURE DISCUSSION**

- Chambers of Commerce are a natural connection between employers, community resources, trade associations, and higher education, and K-12 educational systems. Majors and other community leaders also need to be involved.
- Communities need to identify their "champions" to push career development initiatives in their respective areas. There isn't just one "right answer" applicable to all communities.
- Gaming may be an excellent way to provide electronically real life experiences, connecting them to mentors per industry, incorporate assessments to identify interests, etc. Perhaps provide with apps, offer also to parents, etc. Easily achievable.

## **TABLE 15 - INFRASTRUCTURE**

### **Report Out: LAURA JIMENEZ**

#### **Relevance and accountability**

- Hold school boards and superintendents more accountable for career development: include measures around CD; operationalize by increasing communications between school boards, superintendents and employers
- Relevance: system early on to expose students to options earlier; require them to take an intro course series prior to claiming a major

## TABLE 16 - INNOVATION

### Report Out: DOUG MAJOR

- Career development is everyone's responsibility
- Create a culture in which school are defined as a pathway to some outcome, ultimately towards economic success
- Counselors don't have an identified measure of success; depends on environment; not a clear definition and counselors end up being a scheduler
- How industry can help: develop ready made curriculum (ex: OK energy industry board's energy curriculum)
- Summer opportunities for teachers and career counselors; opportunities for going to industry and industry coming to classroom
- How to identify and scale best practices; how to make them sustainable
- **Have a pathway coordinator in each community – school pays 10% of salary, business/industry pays the rest; formal partnership with formally defined outcomes; teachers need to know who to ask and what to ask for**

### Emailed Notes

## TABLE 17 - INNOVATION

### Report Out: BECKY SMERDON

- Internships; paid externships
- Career pathways alliance; industry focused that communicates student success, best practices; main communication tool
- Sustainability: continuous improvement process
- Rural schools: multi-district partnerships; virtual career exploration (Skype); 4-week with housing for kids at rural schools

### Emailed Notes

## TABLE 18 - OPPORTUNITY

### Report Out: MICHAEL FITZPATRICK

- Reauthorization of Perkins;
- Identify best practices;
- Schools offer activities at their convenience; suggestion to revisit of scheduling, transportation and location obstacles; schools go out into the community

- Create an inventory of valid industry credentials; these need to be subsidized

### Emailed Notes

## TABLE 19– INFRASTRUCTURE

### Report Out: BETH PLEWA

- Students looking at non-college options;
- focused on use of industry credentials: peer-to-peer option;
- ask industry leaders to take a leadership role;
- peer involvement requirement;
- chambers make credentialing improved at vast level;
- require support and mentoring of students

### Emailed Notes:

## TABLE 20 - INFRASTRUCTURE

### Report Out: MICHAEL BUTTERSWORTH

**Defining success:** completing high school or going to college or post-sec or getting a job...  
Financial independence is a core success metric

**Data – access and transparency:** college measures; data shows success is variable across institutions;

- Include wage records and job titles into UI data
- Move beyond SOC code and get into changes in skills required – new jobs often
- Sustainability – funding is not reliable; need real, sustained funding: go to where the pain point; enable business and industry to invest into the pipeline

### Emailed Notes

#### Michael Betterworth, TX State Tech College

- Framework for skills and skills data; alignment
  - Taxonomies of skills
  - Data challenges
  - Unpack what’s happening in the labor market

#### Gregg Curtis, Wisconsin Dept. of Public Instruction

- Various stakeholders, to ensure that each student has a personalized, valuable learning experience

**Tim Poynton, UMass Boston**

- How to train school counselors to ensure this work is done

**Tom Gentzel, NSBA**

- How do large associations work together to ensure greater impact?
- Social networks and social capital for students living in poverty
  - How to help these students take advantage

**Hans Meeder, National Center for College/Career Transitions**

- Local pathway systems
- Relevance from multiple points, especially within courses of studies

**Tevera Stith, KIPP through College**

- We've focused college readiness, but how do we pivot to career readiness?
  - Workforce changes
  - Serving children from low income and minority backgrounds
  - Help parents understand what role they have to play
    - What role can assessment play?

**Travis Johnston, Senate HELP Committee**

- Data/accountability: how to create greater consistency across state lines
  - Infrastructure: networks within communities and across communities
  - Solving systemic problems

**Guiding question: using data for scale up; consistency and measurability**

- Sustainable innovation, that can continue without constant money streams
  - Bring this into commercial sector
- What enables sustainability? Focus on program design?
  - Localized training options e.g. Texas State Technical Colleges
- Current tax base, with dollars that are provided incrementally
- What are the resources and manufacturers, in the area?
  - What is in your own backyard?
- Many small and medium sized companies don't have the resources to invest in pipelines?



- How do we incentivize these companies?
- How do you define success? e.g. Perkins dollars, and how students progress
  - Are students encountering the work they will be doing, before they enter the workplace?
  - Success: entrance into post-secondary institutions and then retention?
    - But metrics can vary for each student
    - Students move from community to community
- Portability of college and career-ready success
  - Is looking at local markets the key, or large concepts across state lines?
- Where do we get good data, that measures students' portfolio skills, that can speak across state lines?
  - Job titles?
  - Does the technology exist? If so, how do we pay for it? How do we get these data into the hands of employers, colleges?
  - Are we analyzing this data? What are the skills and categories that we see emerging?
    - Especially skills for jobs that don't exist yet
  - Are there assessments measuring those soft skills, that may not be tracked by data?
- Could we offer credentials for "employability"?
  - Portability of job-keeping skills?
  - Perhaps we ask the students first: what traits do you think you should have for the job?
    - Then, we ask the students to match the skills they do have to the skills they should have
    - How do scale this up?
  - Let's start with measuring "head knowledge," then we'll measure these soft skills
    - Perhaps case studies can "measure" these soft skills; perhaps this can help us scale this up
    - Innovative high schools, with proto-internships that train students in these skills
- Role-playing and mentoring
  - Practice and feedback are how students can learn

### **Gathering Bold Ideas:**

- We need to define success within the career readiness sphere. We need to balance focus on outcomes, with an appreciation for the humanities, STEM, and trades but that is not blind to outcomes. Success is not an outcome, but a collection of outcomes over the course of a life.
- Ensure that students have the ability to set goals, create action plans, and evaluate the completion of their goals. While we may not the specific skill sets need for future jobs, we do know that general employability knowledge (i.e. "soft" skills) will not change.

- Individual liberty: one of the most important components is financial liberty. That is most definitely a skill that translates across various majors, trades, field, etc.
- Data transparency: let's have the ability to compare our students to previous peoples' trajectories and experiences--use information from unemployment insurance data

## TABLE 21 – INFRASTRUCTURE

### Report Out: LAUREN JOHNS

#### Aspiration, aptitude, awareness, ambassadors – there are our gaps

- Integration – everyone uses the same language; invisible students (24-45 age too)
- Implementation team – SPED, counselors,
- Instead of saying College and Career Readiness, say Career & College readiness
- **Solutions:** educator prep programs; Global Career Development Facilitation; need student voices; need collaboration among funders – do it together; SLDS – relatable storytelling, not just numbers
- High esteem for support supporters; higher pay scale
- Promising practices trough urban, rural,
- Discussion incongruent with reality in the classroom; address that
- Perform, portfolio

### Emailed Notes

#### Issues:

- **Accreditation validity** for certifications
- **Administrator buy-in**
- Congruency to this work with current/daily realities in school districts/buildings/classrooms (i.e. standards, evaluation and accountability metrics match this work...not)
  - How do we get this work utilized in support of the requirements our educators are faced so to avoid adversity, choice to NOT DO and other 'avoiding' strategies
- Obstacles: we don't want to admit that we are ignoring (KY – 55,000 degrees) the realities of **summer melt** and remediation and retention in postsecondary. The group that is 'in the middle' or 'invisible'.
- NEED: qualitative and quantitative **research** that links what we are doing to working. We have random acts of projects and processes but not consistent/equitable and accessible.
  - Back up for relevance to being employed/hired due to other skills than academics

- Competency based data and the lingo to back it up
- **Industry involvement:** need to be teachers, step up and pay for it
  - Who manages this relationships?
  - **A full time job to do this** – makes ALL the difference!
- What about our large under supported population of **24-40 year olds?! Who here is representing them and making change?**
- **Aspiration, Aptitude and Awareness of Self GAPS!** – let’s move away from just attainment gap and focus on these other **A words.**
- Even though we are talking loudly about **credentials, are the employers talking about it?** Aware and validate them? Is it congruent?
- Uniformed model – not just random acts of...
  - **Common System**
- **Where is ASCA?!!**
- CACREP and NCC/NCE/CCE agencies are NOT congruent with **Career Literacy and Development**
- Foundations – why aren’t they working together or aligned initiatives?
- We need to build on what we’ve learned to build the SYSTEM
- The ‘weeding out’ process isn’t fair to this agenda. It is specific to the sorting of words on application and resume, skills sets, geographic location, last name, alma mater, who you know, education level
  - **HR needs to be at this table**
  - 3<sup>rd</sup> party hiring firms (GM, CHEVY, FORD, etc...)
- Companies need to do self-analyses and environmental scans for what they want first. Then go to high ed and training institutions, then k-12.
- We need **FERPA** at the table to assist with data creation, collection and collaboration
  - Glean parent information
- What about of **differently abled and different learners** (Autism, etc...)??
- What about **Veterans?**

**Bold actions:**

- k-12 career exploration beginning in the elementary level
- **INTEGRATE!**
- High School has a ‘**department of transition**’
- Re-allocating current funds rather than depending on new funds
- Focus on the ‘**invisible student**’ – the population that isn’t the most paid attention too intuitively and aren’t in disciplinary enough to get attention. The middle!
- **Equity and Access** – gender, race and talent variance

- Implementation and Integration team: **School Counselors, CTE, SpEd/Transition, Administrators**
- **CAREER and College Readiness** – not saying College first
- School Counselors NOT Guidance Counselors
- **Technology** is an enabler – let’s keep it local normed (KY model), spend time and talent to train annually
- Focus on the subsystems within the systems
- A career ready assessment that is equitable and accessible to EACH educators - **CTI: Career Thoughts Inventory** used at FSU is an example
- Specify a Career Development ‘Counselor’ in schools everywhere: what do we call this role? What is the job description? What is the credibility of the person who fills it?
- **NETWORK** to manage transitions and skills needed to navigate life/career pathways: how do we do this at scale?
- Hire a **business relationship/work based learning coordinator** – a full time person who’s only job is to build and maintain the supply chain relationships
- **Educator Prep re-design** of syllabi to include this content in an integrated fashion or at least by course offering – includes counselors, teachers, SpEd and administrator prep programs
- **State licensing requirement** to take course or have this content reflected prior to hire and prior to receiving license
- Marketing materials!
  - Value propositions
- Workforce development as our partners!! Leverage WIOA
- **Why not hire more school counselors?!** Who are trained on a new model that integrates career literacy?
- Validate institutional buy-in for career pathway and talent development – perhaps led by an individual with a title like Career Coordinator....
- **‘Adopt A School’** movement from the industry side – mentoring, experiential, top to bottom education, for credit, relevance, graduation, retention, employment, success.
- Get a **famous icon** to speak out message: i.e. Peyton Manning, Obama, Kendrick Lamar,
- **GCDF for all!** Learning protocols are consistent, knowledge base, coordination, advising, train-the-trainer model as comprehensive model.
- NCDCA credentialing board creating credentialing pathways and an accreditation board therein
- GCDFI – instructor to do the GCDFs and GCDF-Master Trainer – to do more trainers

#### **Other conversations:**

- What does it mean to be CCR? Do we have a true, consensus on this definition?

- What does it look like?
- Do we change the system?
- Enrolling and pursuing a degree only – check off box
- Make measure more accountable to the transition plan
- Honor specialized focused student interests, honoring degree pathways and certificate options
- Define and measure **Career Readiness**
  - **Skills necessarily to look at, choose and assess a path.**
- Job ready is different per each industry area
- Assessments – includes a career course, looked at differential of pre-post test, decrease retention was a result, the more an individual understands the career projection, the more they are likely to retain and succeed. CTI assessment? Cost?
- Systems theory point of view – the system and subsystem
- **Experiential/Work Based Learning incentives** – specifically over the summers of transitions
- Habits and Patterns are what we are up against
- Burning Glass?
- OH: English teacher is leveraging **GCDF** to establish a baseline for what someone working in this position will have, there is a policy that these teachers are beginning this advising as early as 6<sup>th</sup> grade. Went straight to implementation. Will pausing now and backtracking on implementation thoughtful strategies and more. Not sanctioned by Dept of Ed or by law. Simply an ‘encouragement’ or ‘recommendation’. OH is also adoption School Counselor evaluation standards, the time is perfect to integrate career development.
- **National Career Pathway Network training** too? **Leadership** training as another option.
- Depending on the best fit for the individual and the role they play within the school/district.
- **Shared language** – the governor uses the same word as superintendent as the teacher as the parent as the coach, etc....

#### **Scaling ideas:**

- Agenda with a unique name – dept of labor, foundations (gates, lumina, chase, etc...), industry, higher education, dept of education, agencies, organizations (ncda, acte, asca, cacrep, etc...)
- Collaboration among the **FUNDERS**

- **Collective Impact style** – common agenda, shared measurement, mutually reinforcing activities, continuous communication, backbone support infrastructure, have **influential champions**
- **Longitudinal data:** HS 1 year, 2 year, 3 years out – outcome data
- **CO-OP:** bring it back!
  - Require it
  - Apprenticeship/externship/internship
  - Work for credit
  - Work based
  - Community Involvement – mentorship
  - Objectify the experience
- **Resource Support** to the returning student: HS to College, HS to GAP year and return, HS to military and return, HS to College to graduate and now what... If at the Workforce Centers or Rehabilitative:
  - **Marketing** for the one-stops
  - Make it clear and accessible for community
  - Need MUCH MORE professional development (GCDF)
  - Stigma for going needs to fade
  - Pay them better – **put them at higher esteem** – give incentive
- Menu of Options:
  - **Rural, Urban, Suburban (promising practice models)**
  - Nothing is prescribed, expectations are broad enough
  - Evaluate growth based on meet or exceed expectations
- **Re-engagement** – we like this term
  - **Creating contributing members to society**
- **Assessment/Testing NEEEDS TO GO!**
  - We need to own that we made a mistake. We didn't do it well. It didn't work. It doesn't work.
  - Research proves that as a student moves through k-14<sup>th</sup> grade, the level of engagement, enthusiasm, creativity, fun, learning lessens. Why? Because the older students get the more 'teaching to the test' happens. **STOP THE TESTS!**
    - Innovative assessments are available and can be created – don't re-invent the wheel
    - **Performance and competency based**
    - **Presentation of Learning/Capstone/Portfolio**

## TABLE 22 - INNOVATION

### Report Out: MISTI RUTHVEN

#### 2 things:

1. Blending of work and education; break silos;
2. DOL – map competency between skills and sectors along with aligned career advising framework

Leverage and utilize senior TFA, Americorps

#### Emailed Notes

**Goal and BIG idea:** meaningful career/alignment conversations with business to outline transferable skills and competencies. (National Advising framework for all career advisors in k-12, higher Ed and industry professionals)

- Blending of education and work so there are not separate systems and work is embedded as part of education.
- Senior AmeriCorps volunteers between industry and education. Or TFA for senior citizens.

## TABLE 23 - OPPORTUNITY

### Report Out: ROBIN RUSSEL

- **Incentives:** blur the line between HS and colleges, community colleges, trade schools
- Bring students and parents into the conversation
- Intermediate org, could be Chambers of Commerce, to manage conversation between industry and schools to cross-pollinate
- Invite flexibility in state policy

#### Emailed Notes

Overall comment: It's shocking to continue to hear leaders at every level in government and education still say that students are successful only if they go to 4 year colleges.

- Ask students/parents what they want
- Manage the message - for our perception problem We need to change the perception:
- Collect best practices and great stories
- Create a guidebook - or a "playbook" with step by step discussions about what to do and how we can change the conversation. (Include the best practices and stories)
- Mandate and incentivize – meaningful career conversations
- Every teacher/counselor/staff member needs to be part of career development process

- Every student needs to get inside businesses to learn/experience careers, i.e. work-based learning
- We need to blur the line between high school and "colleges" = help students graduate with credential Engage the Broader Community
- Include Chamber of Commerce, Local Businesses, Community initiatives Develop mentorships with business leaders
- Incentives for businesses too, i.e. tax incentives
- Industry needs to be a true partner
- Consider virtual mentorships
- Involve Intermediate Organizations to help facilitate conversation between businesses and education
- Invite flexibility in state policy
  - If ratings are based on tests – need to build in flexibility accountability systems

## **TABLE 24 - INFRASTRUCTURE**

### **Report Out: MICHAEL MARLOWE**

- Provide umbrella coverage for employers to invite students to see
- Central registry for teachers/students
- Collaboration for teachers students for cross industry
- Financial support for schools
- Creation of national website/database

### **Emailed Notes**

1. Umbrella coverage for employer insurance coverage by appropriate entity such as Workforce investment Board
2. Central registry for students, teachers for collaboration with business, industry and parents on careers
3. Collaboration for educators, business, students, parents etc.
4. Simulated workplace for industry sectors in schools
5. Financial support for middle school implementation for career education in a variety of formats
6. National website and data base with videos on careers etc.

## **TABLE 25 - INFRASTRUCTURE**

### **Report Out: SHEILA ARREDONDO**

- Language, messaging, campaign to inform consumers



- Incentives for businesses – what’s in it for them?
- Dispelling the myths
- Framework for regional collaboration - how does it play out within communities
- Culturally inclusive strategies
- Accountability: Looking at wrong benchmarks – how to we measure well-being? Expand definition

## EMAILED TABLE NOTES

**Question 1:** How can we ensure personalized career and education plans are implemented with fidelity and quality?

- **Develop incentives for authentic and meaningful business engagement:** how do they come together and what’s in it for them?
  - Find out what they want and how we can match need. Make it so that they aren’t afraid to hire our youth.
  - Get career counselors to pass on that message.
  - Add more internship opportunities. Try before you buy.
    - Employer mentors. See Q #4 for more on this bullet.
  - Companies should work together to reach out to schools. Project-based learning is an idea. Help developed the skills in work settings. Graduates of these projects mentor the next cohort.
  - Try to get collaboration from the business partners. How do you get businesses to want to get skin in the game? What if the leadership leaves, will it fall apart? The businesses have to know there is something in it for them. Employers don’t want to have to look for and train new people all the time.
  - Capstone project idea: bring students to companies to work on a hands-on project as part of graduation requirements.
- **Create a framework for collaborative regional entities that focus on hot jobs.** Make it all developmentally appropriate. What are the essential pieces that are common, what are guiding principles, and how can you take the framework and have conveners take them out to play out community by community? Make sure there are cultural-inclusive practices, get families engaged.
- **Measure success.** We often look at the wrong measures: it is more than test scores, but rather test satisfaction and well-being. Rethink state accountability systems and measures that are meaningful. It needs to go to pathway and credential completers. Not just Work Keys but in programs, engagement, CTE classes, public speaking, negotiation, interactive collaboration, etc.
  - Need to share data among systems within the state.
  - Wisconsin is about to start a campaign in their state called “I am Ready.” Interesting campaign to prepare students for post-secondary school life.
    - A good way to help prepare students is to have them present themselves to a group of business representatives or retirees – a group where they can be slightly uncomfortable but have to get out of their comfort zone.

- Work-based learning can also help people stay in school longer when it is paid, because school can be so expensive.
- **Improve messaging and communication:** Campaign to dispel myths, change perceptions, and have common language. We have to make sure there are two Plan A's, avoid marginalization. There should be flexibility. We need to be able to teach young people to get through the process, and navigate the process themselves. Ensure equity and opportunity and multiple pathways to success.
  - Everybody should have the opportunity to do anything else.
  - Perhaps everybody should take CTE courses, and give them STEM skills which are valuable in many directions.
  - Messaging should be emphasized in impoverished and underrepresented populations.
  - Culture matters. When you have young people who connect with the culture, they are much more engaged and focused. Hands-on also helps. They will then use that focus to move towards their goals. You need to teach everyone to strive for humility of culture, and elevate them evenly.
  - Don't forget undocumented workers, who need extra messaging and communication as well.
  - Make sure parents can be stakeholders as well. Have "bring a parent to school day." Find ways for families to be included in the education process. High school students can mentor middle school students, who can mentor elementary school students.
  - Parents are such huge career influences. You need more intensive supports for those who are lacking social capital.
  - Families and students need to be able to see data to make informed decisions about their career.

**Question 2:** How can career development programs and services improve post-secondary completion rates?

- Engagement in high school matters. If they are socially engaged in high school, they will be engaged in college. If you wait until college, it is too late.

**Question 3:** How can we improve the quality and use of industry-recognized credentials?

**Question 4:** How can we scale-up effective work-based learning opportunities?

- Use technology to manage employer work-based learning, especially in rural areas.
- Why work-based learning opportunities are important:
  - An opportunity for businesses to "try before you buy."
  - Need for an articulated bridge between employer and school.
  - Schools should assist students to learn how to interview well. Boost up their confidence levels. How can we loop these indicators into schools? Maybe add business mentors.
  - Need for students to apply what you are learning in school.

### Other bright ideas:

- Use PSAs; social media to change perception of vocational training.
- Hire career evangelists to change culture and build connections with employer community.
- Increase coordination between superintendents and employers.

### Additional Emailed Notes

Emailed from [Robin Kroyer-Kubicek to Scott Solberg](#)

It was great to see and hear you again at the convening in DC!

I wanted to take this opportunity to send in my points in addition to the ones collected at the table.

As a former health care sector employee and high school science teacher, and with my past experiences in youth workforce development and business-education partnerships, as well as, a co-lead to implement ILPs (ACPs in WI), I respectfully submit the following:

**PROBLEM:** Providing for SYSTEMIC and COORDINATED Career Development so that EVERY young adult is prepared for career success *no matter their route through education & training.*

1. **CAUTION:** We CANNOT elevate CTE, Industry Certifications, and less than 4 year options by devaluing 4 year universities and baccalaureate+ degrees. IF WE DO THIS, we continue to make our efforts appear like the same old TRACKING system!
  - a. While I agree with the assertions and speakers at the convening, focusing on ONLY CTE and 2 year, or less, routes, only serves to reinforce TRACKING into different pathways RATHER than opening up opportunities.
  - b. A better approach is the one we are trying to message in WI: EVERY student should be a 'CTE student' that takes advantage of ALL potential opportunities in compulsory education while RESPECTING individual goals to make more INFORMED CHOICES about which education & training path to take to a career.
  - c. I mean, why WOULDN'T you want a 4 year or more degree? However, it should be about RIGHT FIT at the RIGHT TIME with NO DEAD ends. That is truly the heart of what Career Pathways describes. We still need to HONOR the human need to grow in capacity through life-long learning!
    - i. Youth who do not see 4 year education as reachable or applicable to them, need to see that as an option too, while
    - ii. Youth, and their parents, who are think that 4 year is the only way, need to better understand ALL OPTIONS with the ROI of each choice.

**BIG IDEAS from our state experiences.**

2. Provide for **flexible funding** that allows innovative and flexible **blending of education and workforce programming** at the local, regional and state levels. Don't let policy and funding restrictions stifle creative approaches based on local needs.
  
3. Rather than 'hire' a career coordinator in each school, **fiscally support schools** to designate that role and those responsibilities in their school AND then follow that up with a **dedicated regional Business-Education coordinator** that provides training and acts as the **convener in a region** to build capacity and leverage LOCAL resources for:
  - a. Training of employers to support schools, and schools to understand the new world of work and ROI of education and training programs.
  - b. Creating toolkits that references valid and reliable regional, state and national resources, activities, and curriculum sources to achieve local goals.
  - c. Managing, maintaining, supporting, and connecting partners from K12 Education, All of Higher Ed (2 year, 4 year, training, apprenticeship, public, private), workforce development, chambers and businesses, social services, and economic development.
  - d. Developing HOLISTIC and COORDINATED strategies that:
    - i. Engages employers and the community,
    - ii. Involves parents and other interested adults (retirees!),
    - iii. Respects and includes those from other cultures, and
    - iv. Identifies your career development opportunities.
  - e. **NOTE:** A staff person in each school is isolated and not connected unless part of a larger team- ESPECIALLY in rural and remote areas or impoverished areas with few resources. ***We don't want each school to become its own service organization.*** It is has been far better, in regions in our state, AND less dependent on a single champion, IF we **instead leverage common points of interest in a regional area.**
  - f. *The Career Cruising Inspire platforms and New North economic group in WI are ideal examples of how this could work. They just suffer from providing for long term sustainability as the convener.*
  
4. Nationally, a broad 'framework' model CANNOT be a 'one-size-fits-all' approach. Instead, support the **research that identifies the most crucial components** to provide the best results for:
  - a. Increasing graduation rates and purposeful matriculation into whatever work, training, and education fits best with personal goals
  - b. Closing achievement gaps
  - c. Employability in occupational areas with life-sustaining wages.
5. Provide enticements and incentives that **make it difficult for businesses NOT to be involved** with K12 and Higher Ed educational delivery. Whether it is tax incentives, bonuses, or promotion of the company, they MUST have 'skin in the game' too.

6. Provide **rich AND UNDERSTANDABLE (data dashboards) data** that can demonstrate the need for career development. Ultimately, I imagine the goal would be low unemployment, less government assistance, solid life-sustaining wages, and worker satisfaction.
  
7. While a national repository of resources would be nice, we will still see multiple entities creating their own. However, I do agree that **ONE group VETTING certifications** would be very helpful, while **expanding information on ROI of degree and diploma programs nationally**, similar to the data shared now on 4 year and 2 year colleges.
  
8. **FINAL THOUGHT:** There are many mixed agendas that will be misconstrued and inadvertently messaged from business, workforce, K12, and higher education as each entity becomes involved in career development of youth and young adults for different reasons. **ONE consistent message, no matter why the entity is involved, is crucial!** Otherwise, we will see NO improvements as we remain suspicious of each other's motives.