

# Welcome Dr. Scott Solberg!



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# Sources of Evidence



Solberg, V. S. H., Donnelly, H. K., Kroyer-Kubicek, R., Basha, R., Curtis, G., Jaques, E., Schreiber, K. (2022). *Condition of Career Readiness in the United States*. Alexandria, VA: Coalition for Career Development Center and the BU Center for Future Readiness.



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Solberg, V.S., Wills, J., Redmond, K. & Skaff, L. (2014). Use of individualized learning plans as a promising practice for driving college and career readiness efforts: Findings and recommendations from a multi-method, multi-study effort (ISBN: 1-933493-46-1).



Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.



Torre Gibney, T., & Rauner, M. (2021). Education and career planning in high school: A national study of school and student characteristics and college-going behaviors (REL 2022-127). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.

# Translating Career and Workforce Readiness Research into Practice

Evidence-Base

Translation into  
Practice

Adoption

Quality  
Implementation

Become Integrated  
As Part of the Culture



# Evidence Base: Value of Est. Future Aspirations and Occupational Certainty

## Value of Est. Future Aspirations and Occupational Certainty

- Youth attending schools providing access to quality career advising are more certain about their future career aspirations.
- Parents, educators, and youth report that engaging in quality personalized career and academic program (PCAP) results in higher future aspirations, rigor of course selections and postsecondary engagement.



# PCAP/Career Advising Activities That Increase Future Occupational Certainty

- Internships
- Job Shadowing/Work-site visits
- Job Fairs
- Speaking with Career Advisor
- **Internet Research to Explore Career Information**
- **Internet Research to Explore Postsecondary Training and Education**



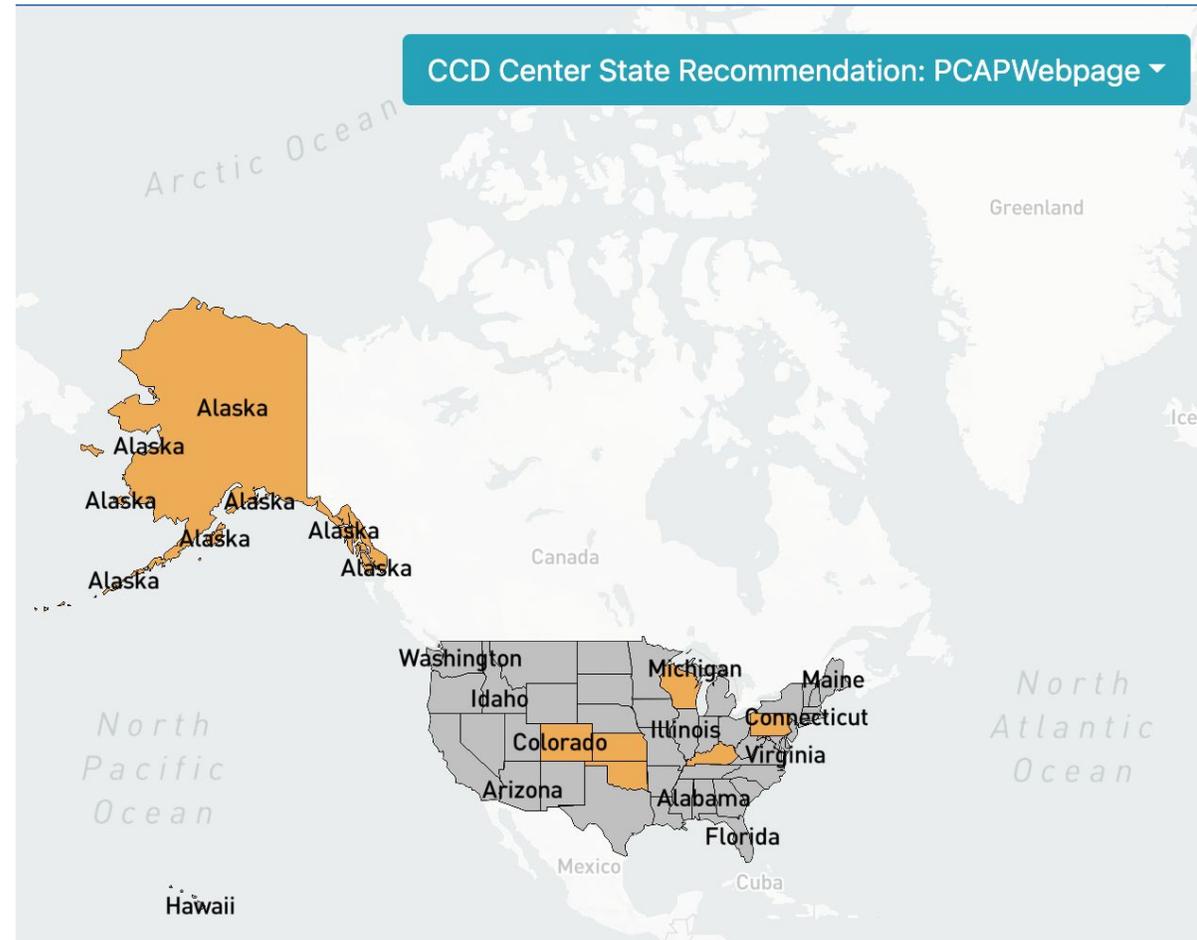


# PCAP Policies and Resources

# PCAP Policy

35 states offer PCAP policies

28 states offer high-quality PCAP policy language and guidance



## PCAP Impact on Wage Earnings, Capacity to Aspire

- Quality PCAP programs increase postsecondary engagement (WestEd, 2021) as well as future wage earnings, with the strongest economic gains for BIPOC youth and individuals with disabilities
- Quality PCAP programs address a critical “aspirations gap” –PCAP especially supports BIPOC youth, girls, and individuals with disabilities with the capacity to aspire to high demand, high wage (e.g., professional) occupational aspirations





# Value of Meaningful Career Conversations with Caring and Encouraging Mentors

# Value of Mentoring and Access To Career Conversations

- The probability of First Gen college students pursuing postsecondary education rises from 35% to 65% when they report that **an educator made an “important difference in their lives.”**
- Career conversations delivered by role models from outside of school result in youth having higher future aspirations and receiving higher future wage earnings.
- Career conversations result in even higher future earnings when the conversations were rated as “highly useful.”
- Future wage earnings at age 26 increase **0.8% for each career conversation** with the increased earnings rising to **1.6% for each career conversation rated as ‘very useful.’**

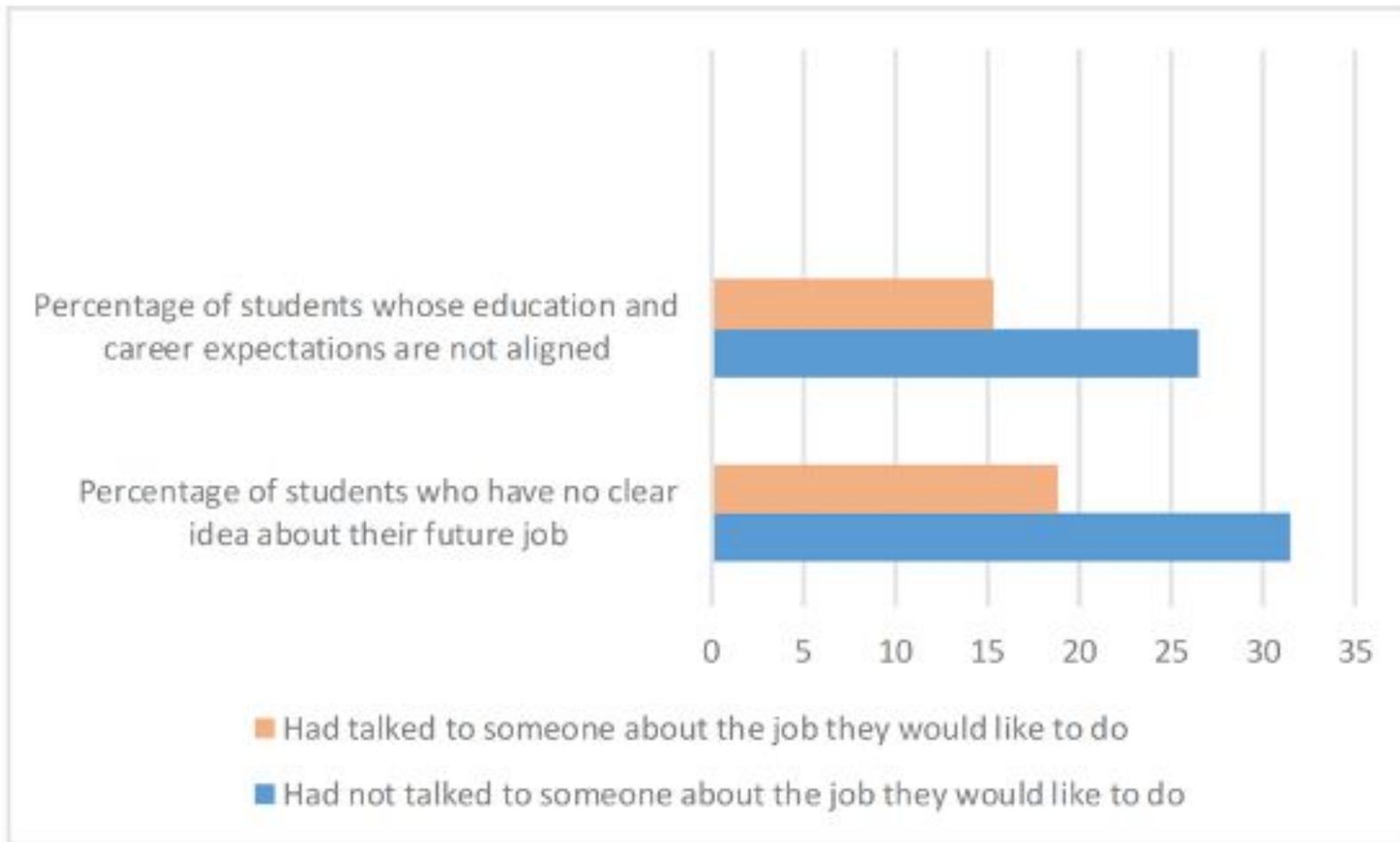


## Career Conversations (Contd.)

- Wage earnings continue to increase with each meaningful career conversation with educators and employers - there does not appear to be an upper limit
- Meaningful career conversations take place in a school environment that encourages critical discussion of, and reflection upon, career aspirations.
- Meaningful career conversations are most impactful for youth with limited social capital.



**Figure 3.3. Relationship between teenage career thinking and having spoken to someone about job interest. OECD average.**



Source: OECD PISA 2018 Database - <https://www.oecd.org/pisa/data/2018database/> (accessed on 14 February 2020).



# Opportunity/Disconnected Youth and Young Adults

Not in Education, Employment or Training (NEET)

# Keeping Youth and Young Adults Connected to Education, Employment or Training

- 47 states ensure that 90% or more of their 16-19-year-old youth are connected
- 5 states ensure that 90% or more of their 20-24 year old young adults are connected.



## Keeping Youth and Young Adults Connected

- Youth who remember speaking to an educator about their career plans are more likely to be connected to employment, education or training at age 20.
- Youth who receive access to informal mentors (including, but not exclusively, educators) are more likely to be in full-time employment during early adulthood





# Transition to Adulthood

# Graduating Career Ready Results in:

- 6% increase in lifetime earnings.
- Reduced likelihood of becoming disconnected to education, employment or training.
- Reduced likelihood of individuals with disabilities becoming disconnected.



## Defining Career Readiness

*“Career ready describes the capacity of young people to approach labor market entry and imagine career progression from an informed and confident perspective based on critical engagement with the world of work.”*

*Career ready youth describe how future life goals connect with their emerging talent and skills, learning pathways that align with those goals as well as recent and planned efforts to further pursue those goals.*



## Post-School Transition:

- For CTE Concentrators, 40 states are placing 70% or more into postsecondary training and education, military, or employment after high school graduation.
- Only 3 states are placing 70% or more of their high school graduates into either a two-year or four-year postsecondary training or education program.

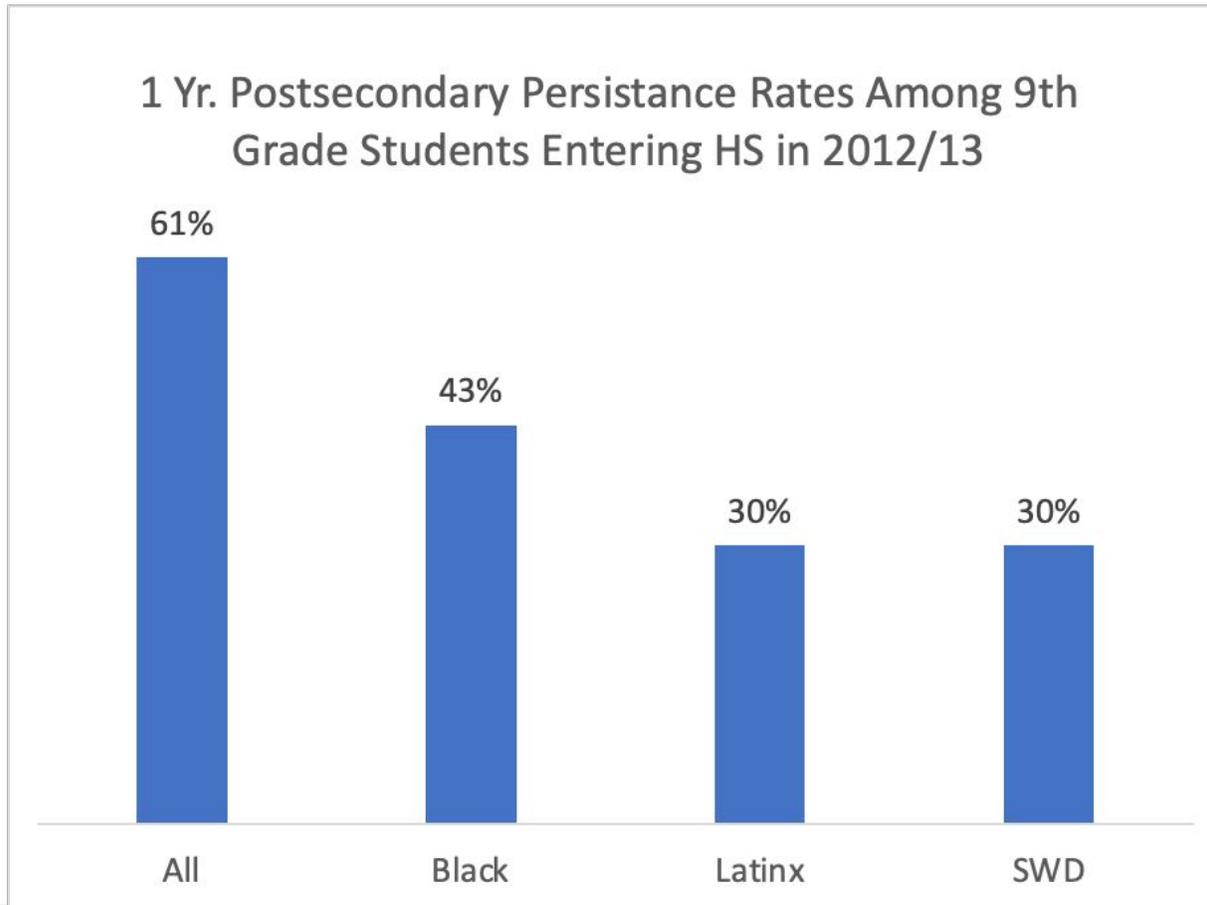


## Post-school outcomes:

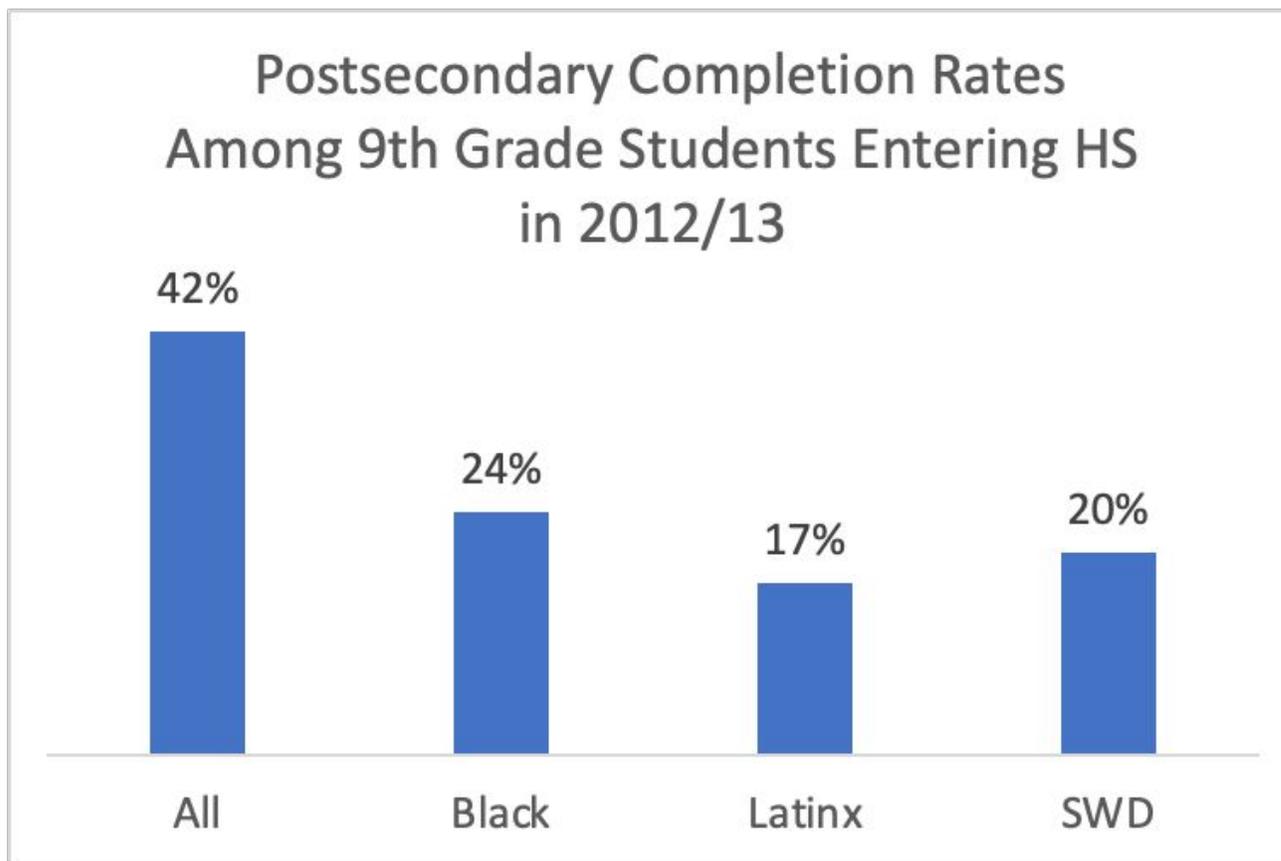
- 1 state retains 80% or more of their part-time postsecondary students
- 8 states retain 80% or more of their full-time postsecondary students.
- 5 states are graduating over 60% of their two-year postsecondary students within three years of entry
- 21 states are graduating over 60% of their four-year postsecondary students within six years of entry.



# Deeper Look: Making Career Readiness a Community Project



# Deeper Look: Making Career Readiness a Community Project





# Adoption: Unpacking Quality Career Advising Components

Quality career advising is delivered **personalized career and academic plan activities** that result in students becoming *career ready*.

*Quality career advising is a program of PCAP activities:*

- Offered throughout PreK-12 Education
- Delivered by well-trained, impartial professionals
- Organized around a scope and sequence of grade-level activities
- Offered within mainstream education, training, and community-based organizations
- Provides access to relevant labor market information,
- Helps students establish future goals that align with their talent, interests and skills
- Develops career management and navigation skills needed to enter and complete relevant workforce training and postsecondary pathways.



## Career Readiness refers to youth who are able to:

- Imagine ways their talent and skills transfer to a wide range of future pathways
- Identify future goals that are aligned with their skills and interests as well as responsive to regional labor market opportunities
- Engage in learning opportunities that deepen their awareness of future opportunities and confidence to pursue their future goals
- Possess the career navigation and financial literacy skills needed to make responsive decisions and successfully pursue future employment, military, *and* postsecondary training and education options.



## Personalized Career and Academic Plans (PCAP)

aka ICAP [CO; Tx], SGP [IN], SSP [OH], MyCAP [MA], Plan of Study [TN]:

- Scope and sequence of grade-level career advising lessons and activities that facilitate self-exploration skills, career exploration skills and future (i.e., career) management skills; classroom discussions integrated with technology



## PCAP Design Organized Around Three Domains:

- **Self-exploration = awareness of talent and skills**
- Career exploration = awareness of occupations, labor market information, and career pathways that align with their talent and skills
- Future (Career) management = proactive engagement in **WBL, early college**, postsecondary training/education that adds to their transferable (durable and technical) skills and thereby expands future employability as well as **financial literacy** to make cost-effective decisions about future goals and viable training and education pathways needed to pursue those goals.



## Quality PCAP Programs:

- Increase student and family awareness of the relevance and value of academic achievement, career pathways, work-based learning, early college, and postsecondary training and education.
- Facilitated by caring and encouraging mentors (educators, employers, and role models) that result in meaningful career conversations



## Personalized Career and Academic Plans

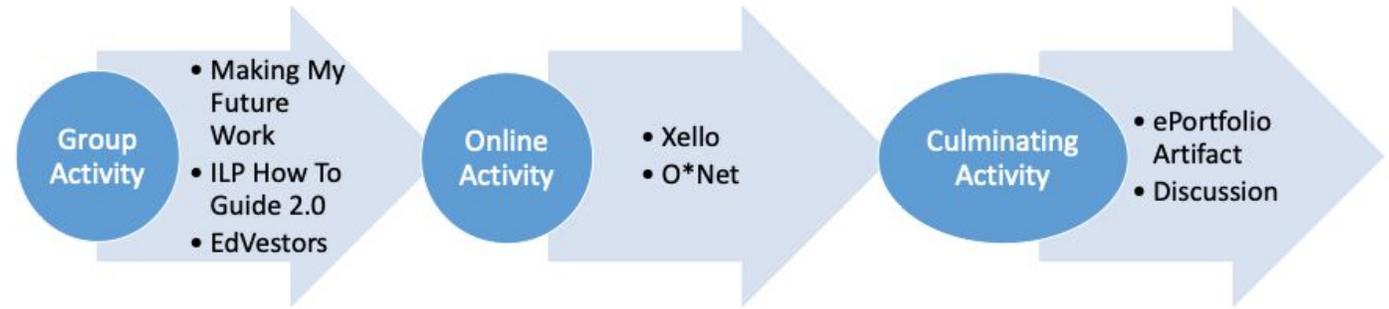
Supports the capacity of youth to raise their goal aspirations and become proactive in seeking learning opportunities that enable them to pursue and "shape their own futures."



# Quality PCAP Program Design

Sequence of activities including WBL & Early College learning opportunities that align to measurable grade-level learning objectives

Created by a design team as a professional learning community representing School Counseling, Special Education, CTE, Teachers & School leader





# PCAP is the “Rug That Really Ties The Room Together”

Developing **Employability Skills** that Align to future goals

**ePortfolio** that showcases their emerging talent and transferable skills

**Postsecondary** pathway plans that identify on-ramps and options

Raises the value of **Career Advising** and PCAP program design

**Personalized** around each student

Range of student driven **Career Awareness and Exploration**

**Experiences**

**School Based Enterprises and Entrepreneurship**

# Massachusetts Career Readiness Pathway Components



## PCAP/Career Advising



## LABOR MARKET DEMAND



## INTEGRATED INSTRUCTION



## WORK BASED LEARNING



## CREDENTIAL PREPARATION



## POSTSECONDARY LINKAGES

- Personalized Career and Academic Plans
- Identifies future goals & transferable skills.
- Explores career opportunities.
- Create post-school plans: college, apprenticeship, and employment training.

- Industry alignment strategies.
- Awareness of job opportunities and projected growth.
- Identifies transferable skills.

- Carefully designed sequence of integrated, rigorous instructional courses.
- Aligned to the student's college and career plan.

- Structured career readiness activities and career development education (CDE).
- Range of opportunities, including: job shadows, internships, and apprenticeships.

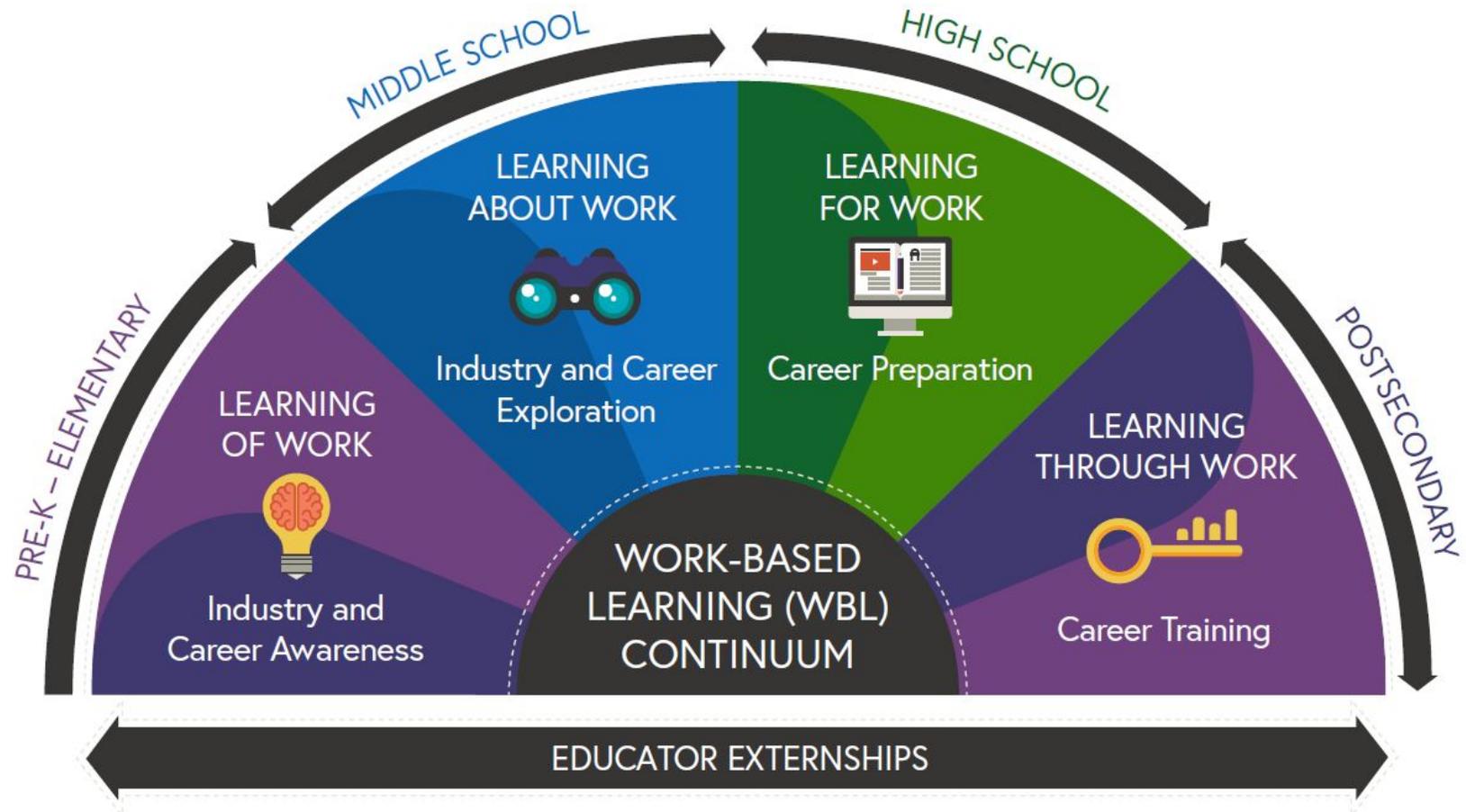
- Opportunity to progress towards an industry-recognized credential.
- Opportunity to earn college credits toward a Certificate, Associates, or Baccalaureate degree.

- Certificate program, college, apprenticeship, employment training and awareness, and preparation activities.

## *Career Pathways, Work-based Learning, Early College are:*

- Experiential and immersive learning structures
- Best implemented when students and their families perceive the relevance of these structures
- Perceived as relevant when the opportunities develop transferable skills that align with future goals

# Work-Based Learning Continuum



# Work-Based Learning Continuum

## Career Awareness

*Activities designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes.*

## Career Exploration

*Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest.*

## Career Preparation

*Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation.*

## Career Training

*Activities designed to provide on-the-job training needed in a particulate industry or occupation*

Guest Speakers  
Career Days  
Career Mentoring  
Workplace Tours

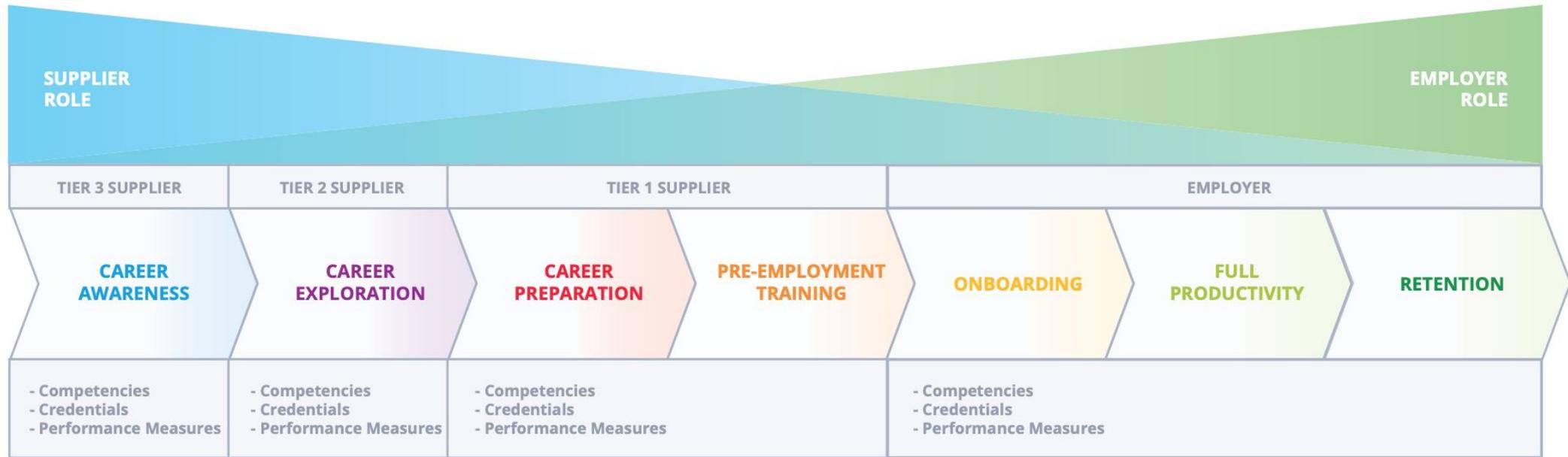
Industry-led projects  
Informational Interviews  
Job Shadowing

Mock Interviews  
Workplace Challenges  
Internships  
Work Experience/Co-Op  
Pre-Apprenticeship

Work Study  
Work Experience  
Pre-Apprenticeship  
Apprenticeship

# U.S. Chamber of Commerce Foundation

**Figure 31: Value-Stream Map with Tiered Suppliers and Requirements\***



Begins in Elementary School

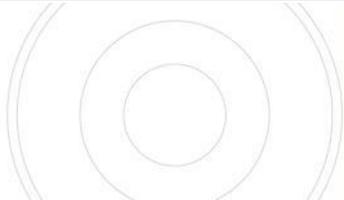
Begins in Middle School

Begins in High School into Post-High School

Begins Post-High School throughout Adulthood

	Middle School to 10 <sup>th</sup> Grade	11 <sup>th</sup> Grade to First Year College	Second Year College to Career
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Students:	<ul style="list-style-type: none"> <li>• Can list their assets, strengths, and career aptitudes</li> <li>• Set and revise academic and career goals at least once per year</li> <li>• Know what a high-wage high-demand job is</li> <li>• Experience repeated, culturally-competent exposure to high-wage, high-demand fields</li> <li>• Understand their options to pay for college</li> <li>• Engage with a variety of colleges and workplaces through multiple avenues</li> <li>• Can describe pathways to careers they are interested in</li> </ul>	<ul style="list-style-type: none"> <li>• Set and periodically revise college and career goals</li> <li>• Identify postsecondary and career options that are a good academic, financial, and social fit</li> <li>• Submit applications to at least one college and/or career opportunity</li> <li>• Complete at least one application for financial aid</li> <li>• Select their college and/or career destination before high school graduation</li> <li>• Successfully enroll in college or begin a career or training program</li> <li>• Form at least one meaningful relationship at their college or career destination</li> </ul>	<ul style="list-style-type: none"> <li>• Set and periodically revise college and career goals</li> <li>• Progress in a college program, career, or training program aligned to their interests and goals</li> <li>• Form at least ten meaningful professional relationships at college and career sites</li> <li>• Successfully practice financial procedures like budgeting and paying taxes</li> </ul>
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Begins in Middle School  
to  
10<sup>th</sup> Grade

Begins in 11<sup>th</sup> Grade  
to  
First Year Post-HS

Begins Second Year Post  
HS

Students:

- Can list their assets, strengths, and transferable skills ~~career aptitudes~~
- Set and revise academic and career goals at least once per year
- Know what a high-wage high-demand job is
- Experience repeated, culturally-competent exposure to high-wage, high-demand fields
- Understand their options to pay for ~~college~~ postsecondary education
- Engage with a variety of ~~colleges~~ postsecondary institutions and workplaces through multiple avenues
- Can describe pathways to careers they are interested in

- Set and periodically revise college and career goals
- Identify postsecondary and career options that ~~are a good academic, financial, and social fit~~ align to their future goals
- Submit applications to at least one ~~college~~ postsecondary and/or career opportunity
- Complete FAFSA Form ~~at least one application for financial aid~~
- Select their postsecondary and/or career destination before high school graduation
- Successfully enroll in ~~college~~ postsecondary education or begin a career/training program
- Form at least one meaningful relationship at their ~~college~~ postsecondary or career destination

- Set and periodically revise future career and life goals ~~college and career goals~~
- ~~Progress~~ Persist in a ~~college~~ postsecondary program, career, or training program aligned to their interests and goals
- Form at least ten meaningful professional relationships at ~~college and career sites~~
- Successfully practice financial procedures like budgeting and paying taxes

<p><b>Adults in Schools:</b></p>	<ul style="list-style-type: none"> <li>• Communicate college and career expectations for students</li> <li>• Repeatedly engage students in discussions about their future goals</li> <li>• Connect students to professional college and career advising supports</li> <li>• Can name their school's college and career goals</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor college and career milestone completion for students</li> <li>• Assist students in completing college and career milestones</li> <li>• Connect students to professional college and career advising supports</li> <li>• Ensure students have completed college and career enrollment processes</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor college and career progression milestones</li> <li>• Assist students in completing progression milestones</li> <li>• Connect students to employers and professional network opportunities</li> <li>• Can name career outcomes for alumni</li> </ul>
<p><b>Families and Peers:</b></p>	<ul style="list-style-type: none"> <li>• Understand their options to pay for college</li> <li>• Assist students in setting, revising, and attaining college and career goals</li> </ul>	<ul style="list-style-type: none"> <li>• Assist their student in navigating college and career transitions</li> <li>• Connect students to resources and supports related to their goals</li> </ul>	<ul style="list-style-type: none"> <li>• Assist their student in completing college and career milestones</li> <li>• Collaborate to connect students to professional networks</li> </ul>