

# Postsecondary Pathways and the Shifting American Economy

COMMUNICATING AND ENGAGING WITH FAMILIES

AUGUST 17, 2023



Education  
Strategy  
Group



# Let's Break the Ice

Take an index card and write down a question.

Examples:

- What is your dream vacation?
- What's an unpopular opinion that you hold?

Walk around the room while the music plays; when it stops, find a discussion partner nearby, discuss your answers to the questions you both hold, and then swap cards.

Resume walking when the music starts again, and find a new discussion partner at the next pause.



# Postsecondary Pathways and the Shifting American Economy

COMMUNICATING AND ENGAGING WITH FAMILIES

AUGUST 17, 2023



Education  
Strategy  
Group



# Who We Are

ESG works with America's education leaders and employers to design, scale, and implement **strategies that improve attainment and advance equity**. We specialize in strengthening the **transition points that have the highest stakes** for youth and adults and the highest benefit for states, communities, and economies. We believe that success in each level of our system should be defined, in part, based on our ability to prepare people—**particularly those who have historically been underserved**—for success at the next level.





# Who You Are



# Today's Goals

**We will aim to provide:**

- An interactive opportunity to learn about strategies, tools, and tactics for communicating with students and families about postsecondary pathways
- A forum to learn from and share with one another about your work, common challenges, and best practices in family engagement around pathways
- Concrete and customized communications tools, data, and information for you to use in your communications and family engagement efforts

# Today's Agenda

**9:15 - 10:00:** Engaging Families About Pathways: Background and Context

**10:00 - 10:30:** Student Panel: Discovering and Navigating Postsecondary Options

**10:30 - 10:45:** Break

**10:45 - 11:15:** Prioritizing Quality: Using Labor Market Data to Inform and Strengthen Family Communications Efforts

**11:15 - 12:00:** Spotlight: Detroit Regional Chamber & Rocket Community Fund

**12:00 - 12:20:** How to Talk About Pathways: The ESG Toolkit

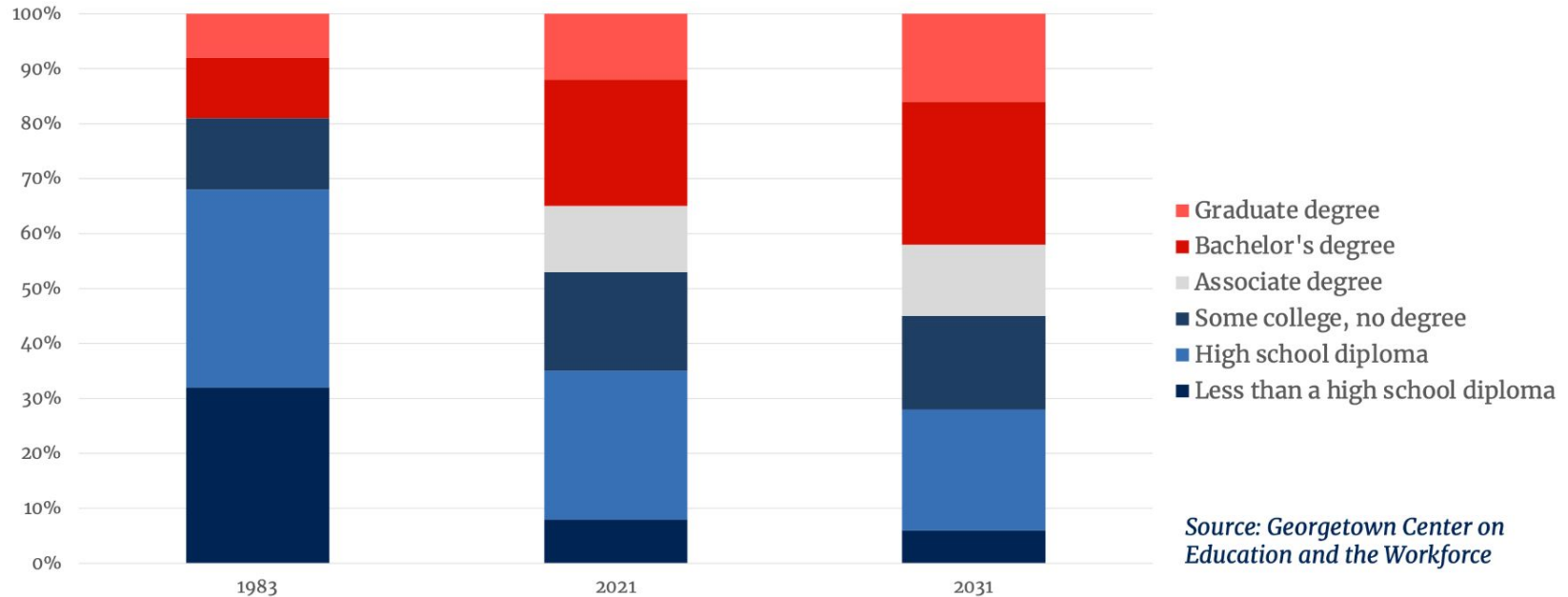
**12:20 - 12:30:** Putting the Pieces Together: Takeaways from the Day

# Engaging Families About Pathways

BACKGROUND AND CONTEXT



# Postsecondary education & training are more important now than ever before in opening doors to opportunity.



Source: Georgetown Center on Education and the Workforce

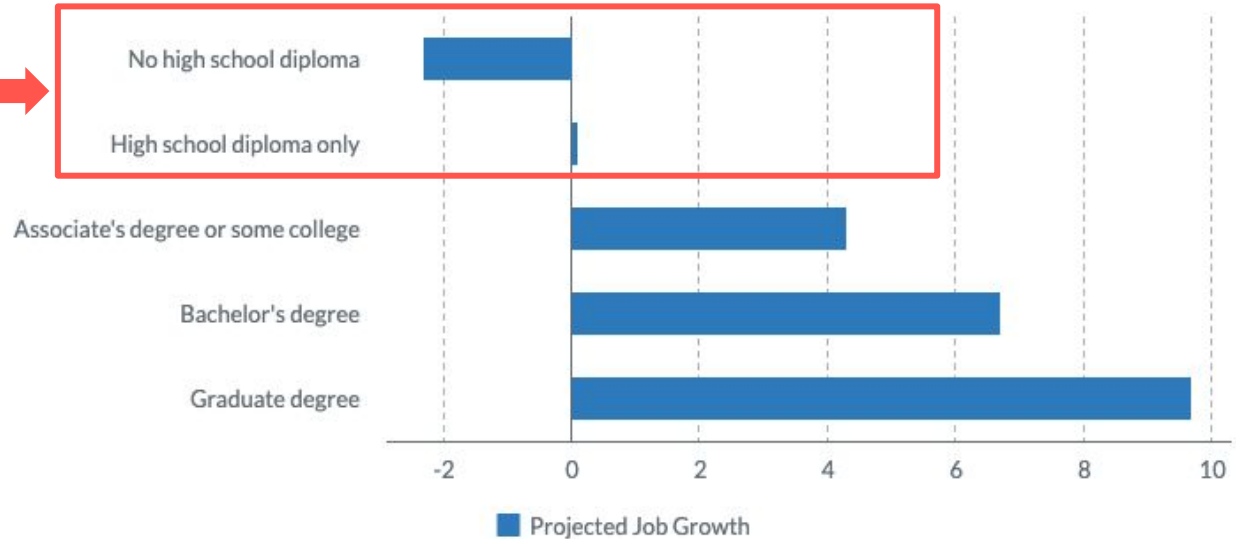
**Forecast: 72% of jobs in 2031 will require some level of postsecondary education and training, while only 28% will go to workers with a high school diploma or less.**

# In the new economy, higher education is essential.

Over the next ten years, there is **zero or negative job growth projected** for those with a high school diploma or less



## Projected Job Growth by Educational Attainment



Source: Bureau of Labor Statistics via The New York Times (February 2021)

# A traditional four-year bachelor's degree is **not the only postsecondary path** to success.

While a bachelor's degree is still valuable, there is a *wider array of postsecondary options* leading to in-demand, high-skill, well-paying jobs than ever before.

- High-value non-degree credentials (industry-recognized credentials, licenses, journeyman certificates)
- Apprenticeships in priority fields
- Two-year degree programs
- Military opportunities
- ...and more

# Choices matter. Information matters.

The educational choices that students and their families make during their K-12 experiences directly impact their eventual career path.

It's critical that they be fully informed with **high-quality information** about the *direction and demands of the evolving economy* as well as the *full spectrum of postsecondary options* that can lead to success.

# The questions we answered:

- How are parents and families *receiving their information* about the changing economy and the full array of postsecondary options available to students to succeed?
- Assuming that *teachers and counselors* are often key communicators with families, how are they, in turn, getting their information on these issues?
- What *resources currently exist* to inform and educate parents and families on these issues?
- What *gaps* exist in these efforts?

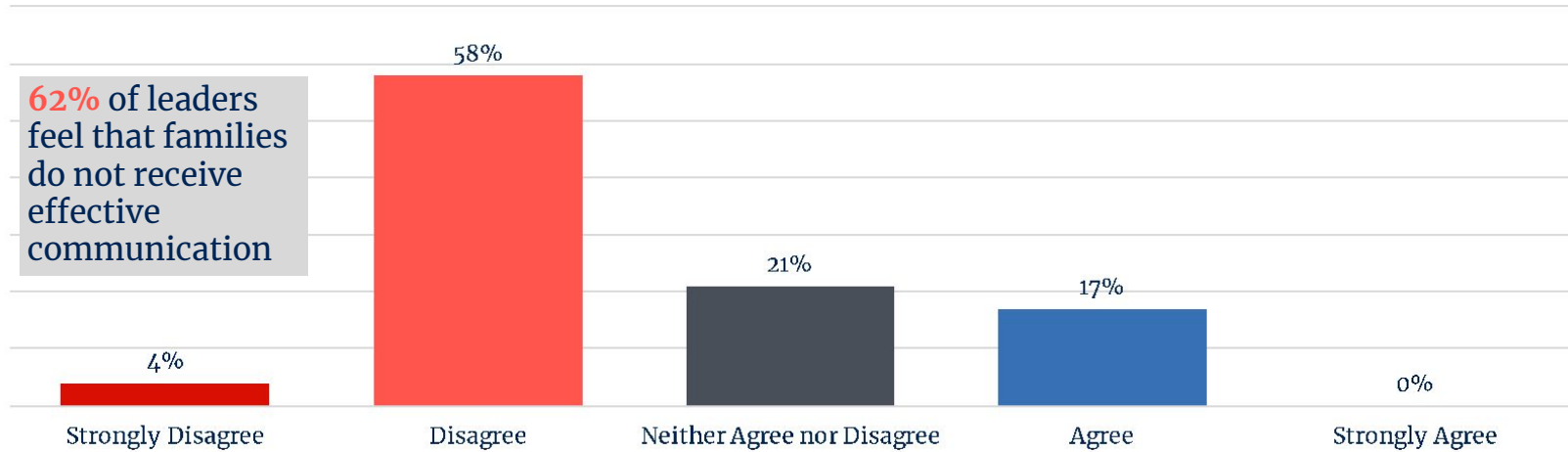


# The Who + The How

THE MECHANICS OF EFFECTIVE COMMUNICATION WITH FAMILIES

# Lack of communication with families

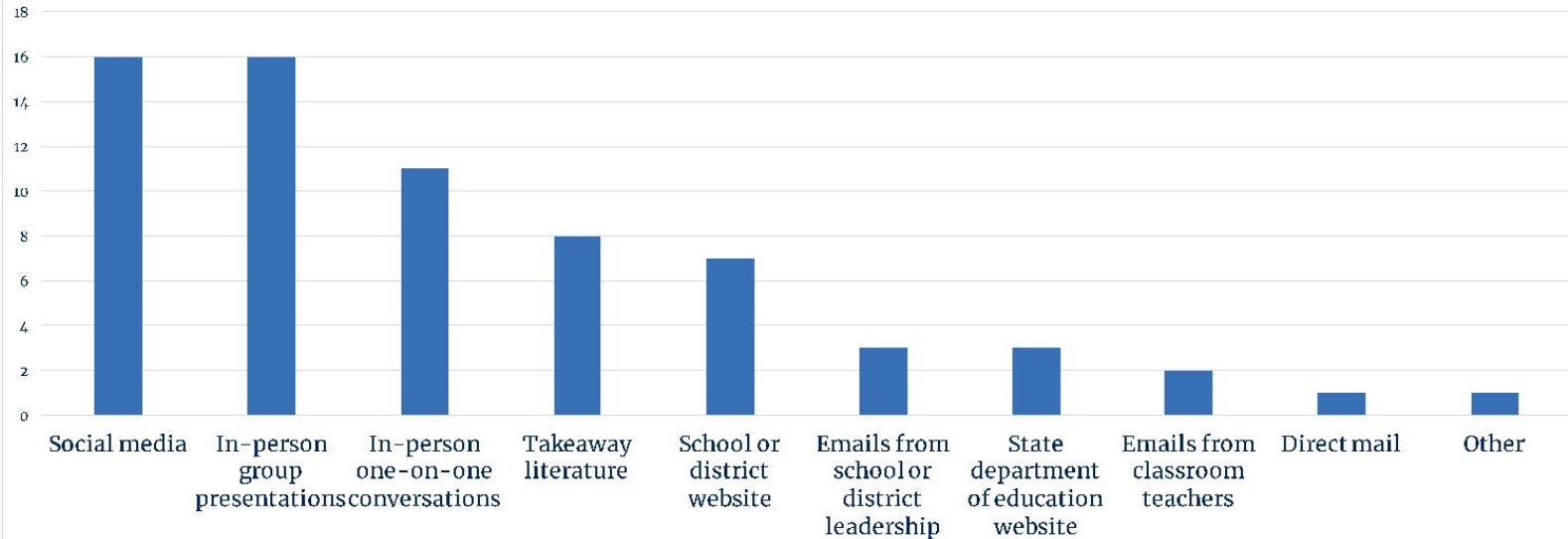
Parents and families in my district/state receive regular and effective communication regarding the changing economy and the different postsecondary options available to their children.



62% of leaders feel that families do not receive effective communication

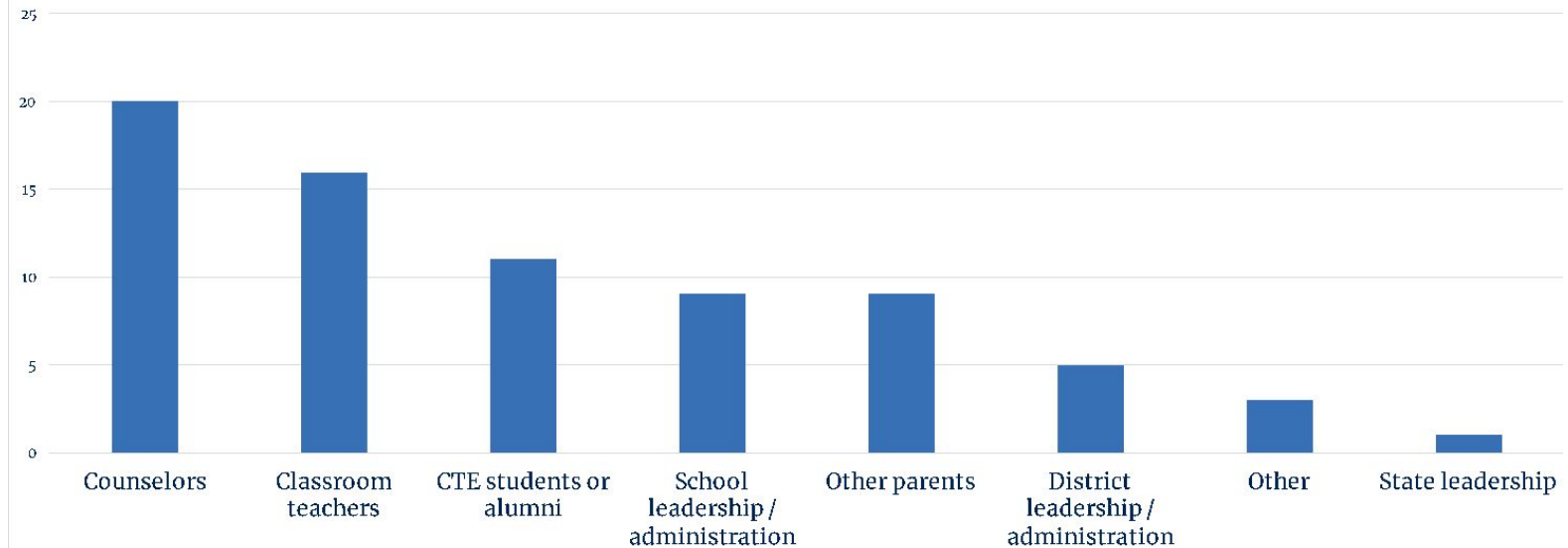
# Effective ways of reaching parents

What methods have been most effective for providing information on the changing economy and postsecondary options to parents in your district or state?  
Select up to three.



# Trusted messengers

Who are the most effective messengers to provide information on the changing economy and postsecondary options to parents in your district or state? Select up to three.



# The Who: Counselors + Teachers

HOW DO THE MOST TRUSTED COMMUNICATORS RECEIVE *THEIR* INFORMATION?



# Overloaded counselors

Counselors are trusted sources of information and guidance, but typically juggle massive caseloads and *many competing demands*.

Professional development (including education on labor market trends and the impact on their students' options) is one of these competing demands.

Education and training on these issues is *inconsistent across states* and districts, and in many places, has not kept pace with the evolution of postsecondary options.

# Enabling & empowering teachers

Teachers are largely not trained for nor expected to advise students on economic trends and options to find a place within the economy.

“This can’t just be the responsibility of a counselor. It’s not malicious, but *everyone assumes it’s someone else’s responsibility*. It has to be built into the school culture that an *advisor doesn’t have to be a formal school counselor*.”

# Teachers still primarily share info about four-year degrees

FIGURE 5

Teacher Reports of Information Sharing and Resource Sharing with Students

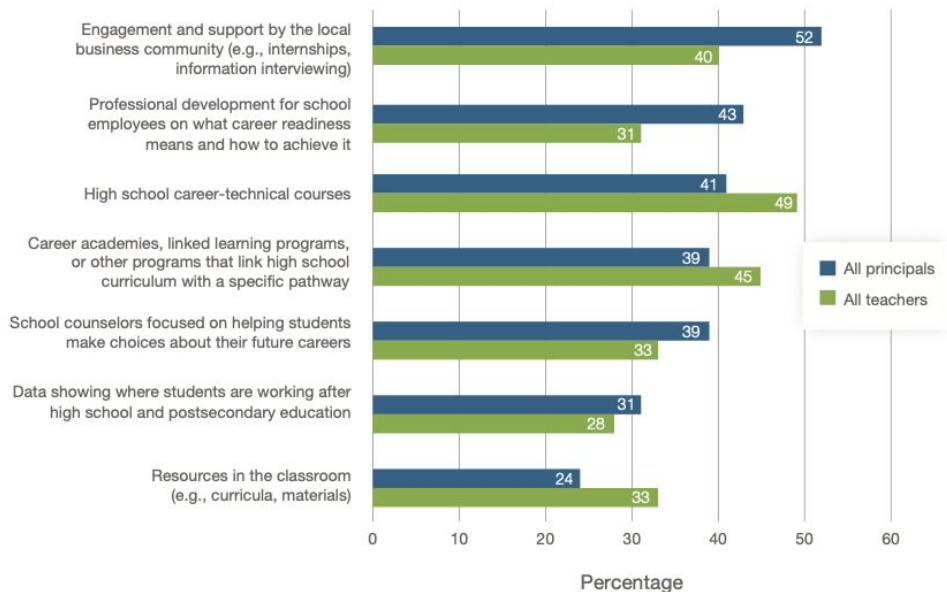


Source: Rand Corporation

# Rand findings on educator perspectives on pathway supports

“Schools play a critical role in brokering access to college and career information and resources, particularly for students who lack personal networks to play this role.”

FIGURE 8  
Educator Reports of the Most-Needed Career Pathway Supports



NOTES: The survey question text was “Which of the following resources does your school or school district most need to ensure students are better prepared for their future careers? (Select up to 3.)”

# The What

THE MESSAGES THAT RESONATE (AND DON'T)

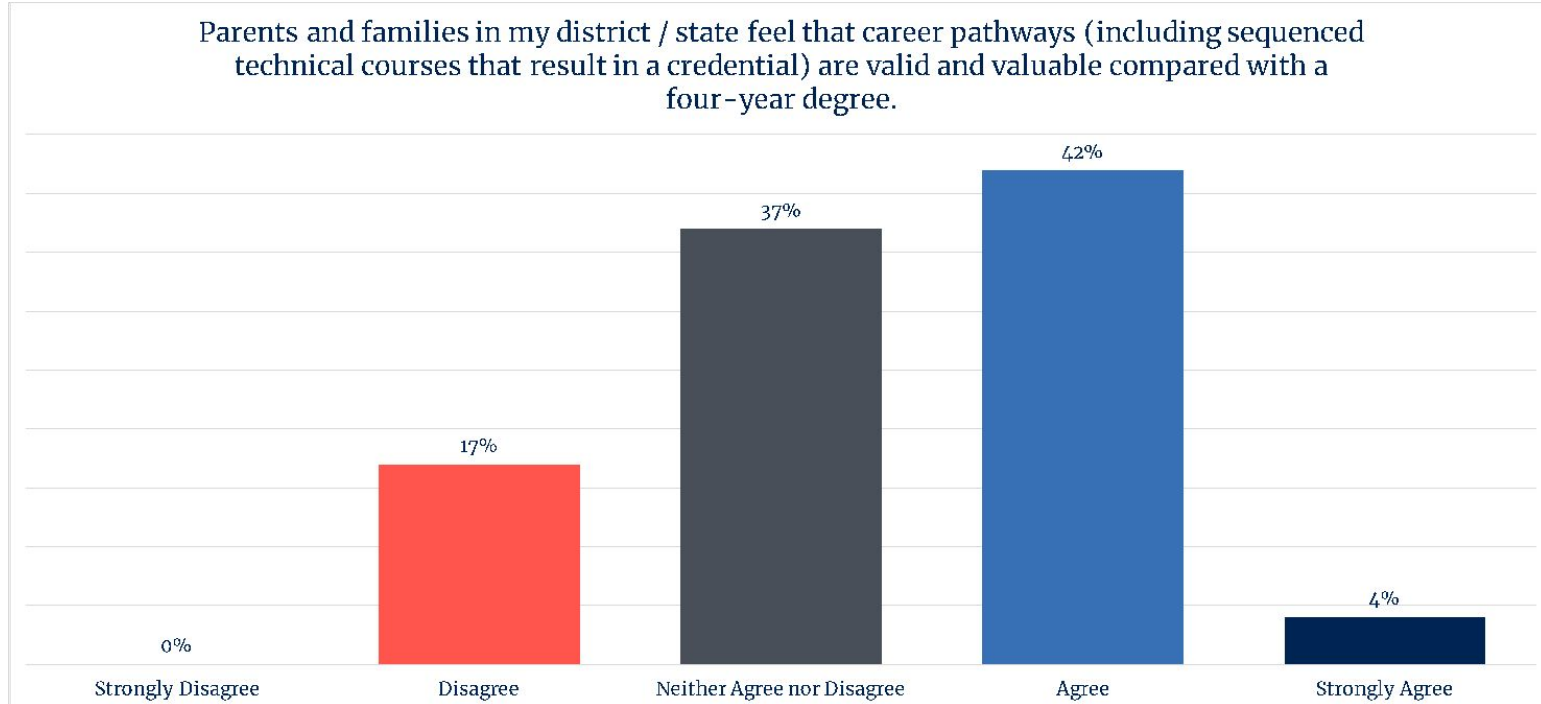


# Valid options - but for whom?

There is a persistent disconnect between *general parent buy-in* for the value of alternatives to a four-year degree and parent buy-in for *the value of those options for THEIR child*.

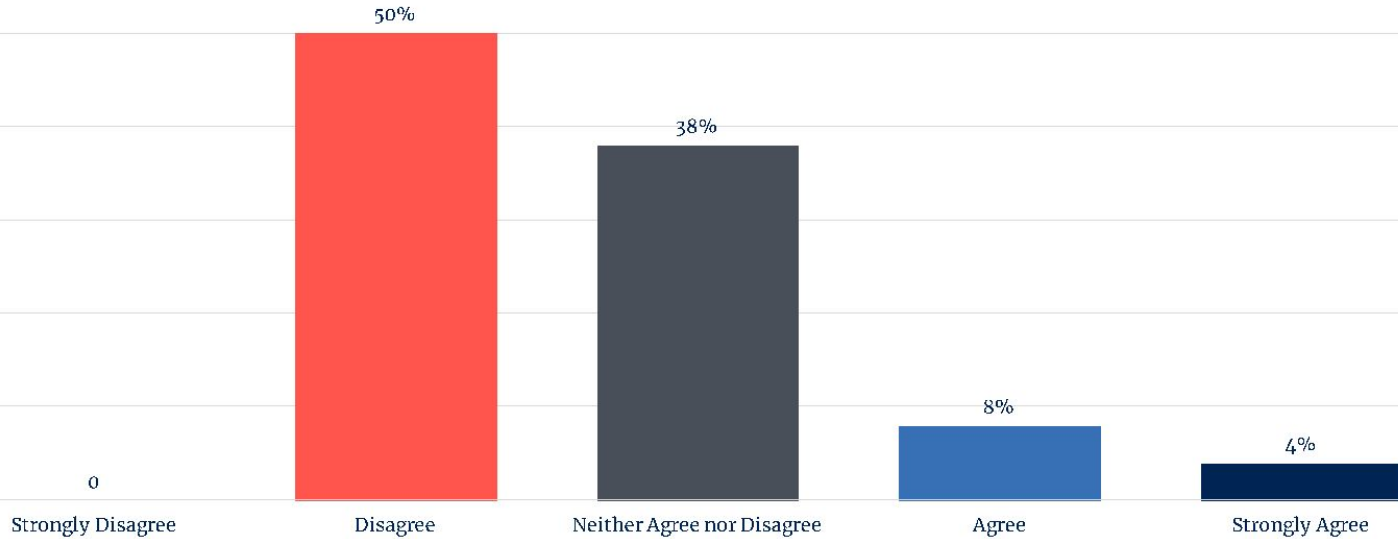
# Valid options - but for whom?

Parents and families in my district / state feel that career pathways (including sequenced technical courses that result in a credential) are valid and valuable compared with a four-year degree.



# Valid options - but for whom?

Parents and families in my district / state feel that apprenticeships, credentials, and two-year degrees are valid and valuable compared with a four-year degree for **THEIR child**.



# College AND career ready

There is a lack of understanding that students who pursue alternative career pathways in high school can and often do attend a four-year college if they choose to do so.

Career exploration in high school prepares students for a number of postsecondary options, *including four-year college*.

**64 percent** of survey respondents indicated that messages emphasizing the fact that students pursuing a career pathway while in high school *graduate college AND career ready* resonate strongly with parents.

# College AND career ready

“There is a stigma, particularly with higher-income, white families; their kids are going to a four-year school. *There is college embedded in these.* College is not off the table if your student participates in these programs or pathways; *they will graduate with several choices.*”

- Jennifer O'Shea, Postsecondary Readiness Officer, Indianapolis Public Schools

# Connecting with real careers and employers: specifics matter

64 percent of survey respondents said that messages focused on *the specific types of careers* available to students pursuing alternatives to a four-year degree resonate with parents.

This includes providing information on:

- Salary
- Education requirements for particular job titles
- Local employers hiring for these positions



**Pathways Matter to Families**



## Guiding Questions

### We engaged parents and young adults to understand:

- How they characterize learning opportunities, career interests and aspirations;
- How they perceive education to workforce pathways and experiences;
- What kinds of information they receive—and whether it matches the information they need and want; and
- How different information and messages impact their attitudes.

## Who did we engage?

### Qualitative and Quantitative Participation

	Parents of Middle Schoolers	Parents of High Schoolers	Parents of Young Adults	Young Adults (age 18-24)
National Survey <b>Total: 1,111</b>	204	450	142	315
Online Qualitative Bulletin Board <b>Total: 30</b>	10	10	10	n/a

### Respondent Demographics

Race	
White (Non-Hispanic)	60%
Black/African American (Non-Hispanic)	12%
Hispanic (any race)	18%
Asian (Non-Hispanic)	6%
Other (Non-Hispanic)*	4%*

Annual Income	
Less than \$25,000	20%
\$25,000-49,999	21%
\$50,000-74,999	17%
\$75,000-99,999	13%
\$100,000-\$149,999	15%
\$150,000+	14%

Geography	
Rural	19%
Suburban	54%
Urban	25%

\*The N-size for Other (Non-Hispanic) is too small to report on any findings.





## Findings



Parents and young adults clearly prioritize important career outcomes but have doubts about whether they will be achieved.



Parents and young adults agree that developing “real-world” skills, gaining work experience and completing career-focused coursework will set learners up for success after high school—but there is likely a significant gap between what parents believe schools are providing and what they are actually delivering.



Schools may be unwittingly reinforcing the false narrative that pathways are still an “or” decision between separate tracks (college vs. career) of unequal value.



There is an information gap in how parents and young adults evaluate the quality of CTE pathways and the information schools currently provide.



There may be a circular process of too little and too low-quality information that hinders parents' and students' ability to advocate for opportunities that meet their learning needs.

# Key Strategy Considerations

1. Leverage **teachers and counselors** as trusted communicators and empower them with quality resources and information.
2. Take advantage of **communications opportunities that shifted** during the pandemic.
3. Where possible, use **real labor market data** with real occupations and salary information in your communications efforts.
4. Partner with **local employers and postsecondary institutions** to add their voices to the conversation.
5. Ensure that these communications are **targeted at all families**.
6. Elevate these communications efforts **even amidst competing priorities**.

# Reflection

In 5-7 minutes, discuss the following questions with a partner nearby (ideally someone from OUTSIDE of your organization):

- How does this research resonate with what you've seen/heard in your work?
- What nuances would you note or additions would you make?
- Which pieces might be most useful to your work? What do you want to know more about?

We will ask for a few volunteers to share highlights from their conversation.

# Student Panel

DISCOVERING AND NAVIGATING POSTSECONDARY OPTIONS

# Student Panel

- Nikia Lester, Henry Ford College
- Aminah Muhammad, University of Michigan-Dearborn
- Adam Sukiennik, Wayne State University
- Nashyla Ford, Eastern Michigan University
- Shelby Williams, University of Michigan
- Aiden Rosser, Drew University

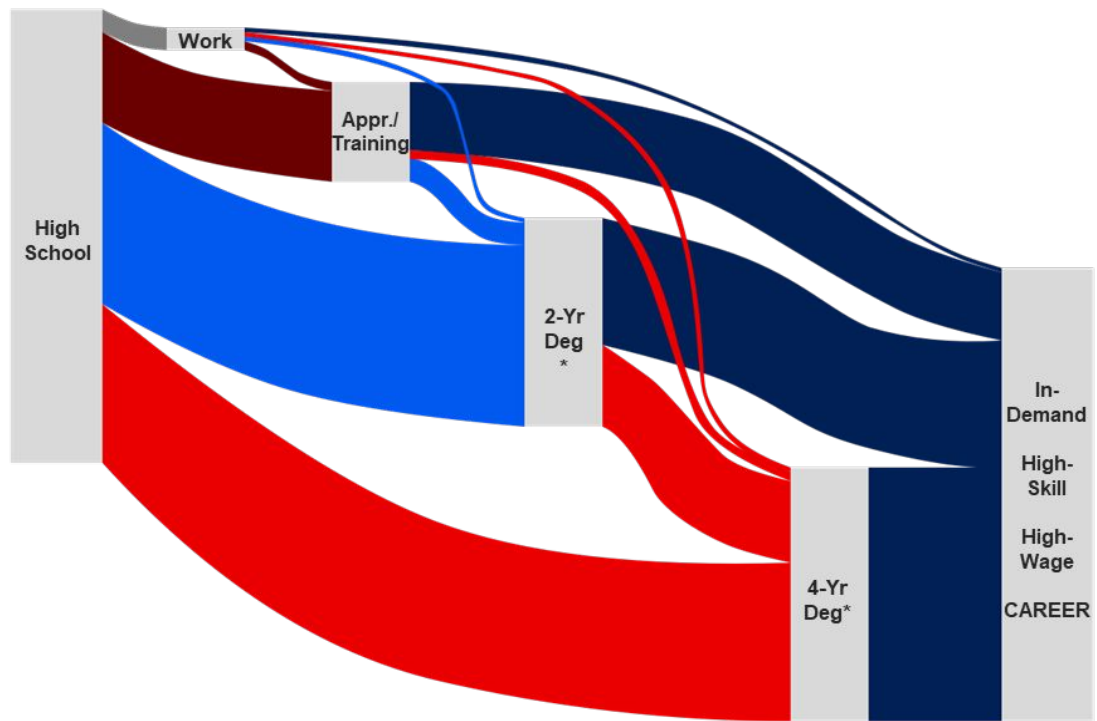
**Moderator:** Nyia Slade, High School Outreach Coordinator for the Detroit Promise

**Break**

# Prioritizing Quality

USING LABOR MARKET DATA TO INFORM AND  
STRENGTHEN FAMILY COMMUNICATIONS EFFORTS

# How can labor market information help families and schools understand this reality?





What resources help us determine high-skill, in-demand, family-sustaining wage occupations to communicate with families and schools?



Labor market data companies like Lightcast (Formerly Emsi-Burning Glass) use AI to scrape thousands of job postings in real time to give us an understanding of which occupations meet skill, demand, and wage thresholds

Considering 3 key concepts will help us understand & leverage labor market information in communications efforts



High-Skill



In-Demand



Family-Sustaining  
Wage or  
Living Wage

# What do we mean by these terms?

- **In-Demand = Lots of jobs available today and in the future**  
Demand thresholds focus on job openings and projected growth over multiple years to determine where opportunities may be after completing a degree and/or attaining new credentials.
  - For example, we used **270 annual openings** and **4% project growth** as demand thresholds for the Wayne, Macomb, and Oakland counties area
- **High-Skill = Education and training beyond high school**  
High-skill jobs generally require specific training and credentials that are attainable through postsecondary education and training or stacked onto credentials obtained in high school.
- **High-Wage = Resources to meaningfully support an individual and/or family**  
Family-sustaining wage thresholds can be determined using resources like the MIT living wage calculator and/or ALICE United Way for a given geographic location.
  - Wayne, Macomb, and Oakland counties: **\$16.57 per hour** (living wage for one adult and no children) AND **\$28.62** (Living wage for a family of four)

# In terms of wage threshold, the MIT Living Wage Calculator is one resource that helps us understand costs for basic needs

## Living Wage Calculation for Wayne County, Michigan

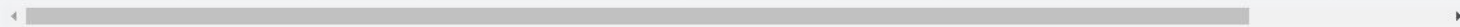
The living wage shown is the hourly rate that an **individual** in a household must earn to support his or herself and their family. The assumption is the sole provider is working full-time (2080 hours per year). The tool provides information for individuals, and households with one or two working adults and zero to three children. In the case of households with two working adults, all values are **per working adult, single or in a family** unless otherwise noted.

The state minimum wage is the same for all individuals, regardless of how many dependents they may have. Data are updated annually, in the first quarter of the new year. State minimum wages are determined based on the posted value of the minimum wage as of January one of the coming year (National Conference of State Legislatures, 2019). The poverty rate reflects a person's gross annual income. We have converted it to an hourly wage for the sake of comparison.

For further detail, please reference the [technical documentation here](#).

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORKING)		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children
Living Wage	\$16.57	\$38.92	\$54.64	\$73.93	\$26.54	\$32.30	\$37.15	\$41.05	\$13.27	\$21.45	\$29.19
Poverty Wage	\$6.53	\$8.80	\$11.07	\$13.34	\$8.80	\$11.07	\$13.34	\$15.61	\$4.40	\$5.54	\$6.67
Minimum Wage	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10	\$10.10

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOT		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2
Food	\$4,010	\$5,919	\$8,894	\$11,789	\$7,352	\$9,159	\$11,812	\$14,374	\$7,352	\$9,159	
Child Care	\$0	\$17,814	\$35,628	\$53,442	\$0	\$0	\$0	\$0	\$0	\$17,814	
Medical	\$3,108	\$6,678	\$6,688	\$6,613	\$5,903	\$6,688	\$6,613	\$6,766	\$5,903	\$6,688	
Housing	\$9,030	\$13,354	\$13,354	\$16,889	\$10,447	\$13,354	\$13,354	\$16,889	\$10,447	\$13,354	
Transportation	\$5,356	\$9,634	\$11,780	\$14,164	\$9,634	\$11,780	\$14,164	\$15,187	\$9,634	\$11,780	
Civic	\$2,959	\$5,878	\$6,565	\$8,951	\$5,878	\$6,565	\$8,951	\$7,118	\$5,878	\$6,565	
Other	\$4,811	\$8,394	\$9,905	\$10,871	\$8,394	\$9,905	\$10,871	\$12,160	\$8,394	\$9,905	
Required annual income after taxes	\$29,406	\$67,802	\$92,944	\$122,851	\$47,740	\$57,582	\$65,898	\$72,626	\$47,740	\$75,396	\$
Annual taxes	\$5,054	\$13,154	\$20,713	\$30,925	\$7,461	\$9,599	\$11,372	\$12,765	\$7,461	\$13,856	
Required annual income before taxes	\$34,460	\$80,956	\$113,657	\$153,776	\$55,201	\$67,181	\$77,269	\$85,391	\$55,201	\$89,252	\$

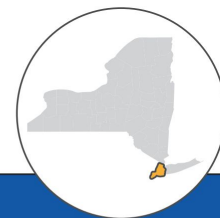


# ALICE is another tool that helps us make Living Wage Determinations:



## What does it cost to afford the basic necessities?

The average ALICE Household Survival Budget in NYC was \$44,184 for a single adult, \$48,612 for a single senior, and \$97,188 for a family of four in 2018 – significantly more than the Federal Poverty Level of \$12,140 for a single adult and \$25,100 for a family of four.



ALICE, an acronym for Asset Limited, Income Constrained, Employed, is a new way of defining and understanding the struggles of households that earn above the Federal Poverty Level, but not enough to afford a bare-bones household budget.

Household Survival Budget, New York City, Average, 2018

	SINGLE ADULT	SENIOR (1 ADULT)	2 ADULTS, 1 INFANT, 1 PRESCHOOLER
<b>Monthly Costs</b>			
Housing	\$1,811	\$1,811	\$2,140
Child Care	\$-	\$-	\$1,604
Food	\$351	\$299	\$1,065
Transportation	\$151	\$151	\$303
Health Care	\$212	\$570	\$705
Technology	\$55	\$55	\$75
Miscellaneous	\$335	\$368	\$736
Taxes	\$767	\$5797	\$1,471
<b>Monthly Total</b>	<b>\$3,682</b>	<b>\$4,051</b>	<b>\$8,099</b>
<b>ANNUAL TOTAL</b>	<b>\$44,184</b>	<b>\$ 48,612</b>	<b>\$97,188</b>
<b>Hourly Wage*</b>	<b>\$22.09</b>	<b>\$24.31</b>	<b>\$48.59</b>

\*Full-time wage required to support this budget

# Leveraging companies like Lightcast helps us understand the high-value occupations of today and tomorrow

## Common High Demand Occupations

Job Title	Current Entry-Level Wage
Childcare Workers	\$12.41
Administrative Assistants	\$13.67
Nursing Assistants	\$14.90
Community Health Workers	\$15.37
Cosmetologists	\$15.87
Phlebotomists	\$16.18
Paramedics	\$16.48
Medical Assistants	\$17.80
Heavy and Tractor Truck Drivers	\$19.72
CNC Machine Operators	\$20.09
Licensed Practical Nurses	\$20.59
Medical Equipment Repairers	\$20.77
HVAC Mechanics	\$20.90
Computer User Support Specialists	\$21.75
Surgical Technologists	\$24.58
Project Management Specialists	\$25.58
Management Analysts	\$31.05
Registered Nurses	\$32.54
Computer Systems Analysts	\$35.56

# So what did the analysis show?

## ❑ Key findings

- ❑ 41 occupations, across 16 industries, met the thresholds set
- ❑ Across all occupations there are an average of 879 openings per year
- ❑ Across all occupations the average hourly wage was \$32.30

## ❑ Structure of the visual

- ❑ Presents the six fastest growing industries in the region and the two highest priority occupations
  - ❑ Based on projected growth over the next five years
- ❑ Shows real high-wage and in-demand job opportunities, their earnings, and the requirements
  - ❑ Also includes some occupations that fall below the threshold for demand, growth, and/or wage



# Think, Pair, Share

- ❑ Take 2 minutes to look over the “Top Growing Fields” visuals
- ❑ Then take 3 minutes to discuss the following questions with your tablemate(s):
  - **What surprises you about the results?**
  - **Was there something you thought you would see but didn't?**
  - **How might you use this information in your context?**
- ❑ Be prepared to share any key takeaways and reactions with the whole group

# What do we do with information on high-value occupations?



Deliver it to  
administrators,  
counselors, teachers



Share it with students  
and their families



Use it to help shape  
college and career  
pathways



Build it into advising  
efforts with students  
and their families

These efforts help send clear signals about high-value routes that put learners on the path to economic and career success.

# What do we do with information on high-value occupations?

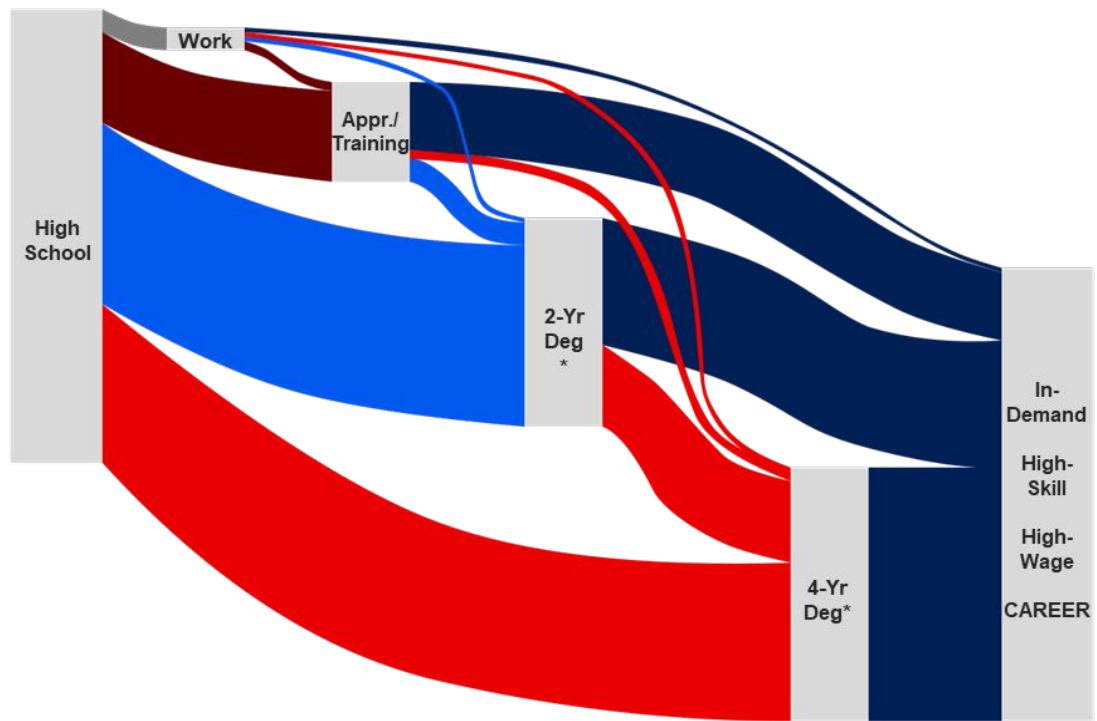


# Why Labor Market Data Matters in Communications

- Provides “truth in advertising” about the opportunities available to students and families
- Connects the workforce to education allowing for meaningful pathways that guide students towards in-demand, high-skill, and high-wage careers
- Enables informed goal-setting and planning around college and career aspirations



# How can labor market information help families and schools understand this reality?





## Contact Information

Kaleb Clemons

[kclemons@edstrategy.org](mailto:kclemons@edstrategy.org)



# **Developing a Tech Solution for Messaging High-Value Credentials**

Christi Taylor, Senior Director, Talent Initiatives | Detroit Regional Chamber  
Jonathan Pulley, Program Manager | Education and Employment Team | Rocket Community Fund

Aug. 17, 2023





The Detroit Regional Chamber's **Education and Talent Team** is working to increase the percentage of individuals in the Region with a postsecondary degree or credential to **60% by 2030** and reduce the racial equity gap by half.



# Education and Talent Portfolio

## Detroit Promise

- A program that provides universal, tuition-free access for Detroit high school graduates to participating two and four-year institutions, paired with coaching and support.

## Detroit Drives Degrees

- A collective impact effort championed by stakeholders committed to achieving 60% postsecondary degree attainment and reducing the racial equity gap in half in the Region by 2030.

## Employer Engagement

- Tools, resources, and expertise to help employers understand their role in actively developing the talent pipeline through work-based learning, upskilling, and creating a learning culture.

# Partnership with Rocket Community Fund

- Launched in 2022 to fund initiatives focused adult attainment through Detroit Reconnect, career pathways development for Detroit Promise students, and the Detroit Area Talent Fund.
- In-kind support to develop a tech solution to promoting credentials of value and centralizing internship, work-based learning, and career exposure outreach and access.



# The Challenge

- Too many options, especially for non-degree credentials.
- Too many dead ends.
- Lack of centralized place for students to seek good jobs and corresponding education requirements.
- Not enough alignment between employer demand and education outputs.
- Perception of the value of education is declining.



# Tech Solution

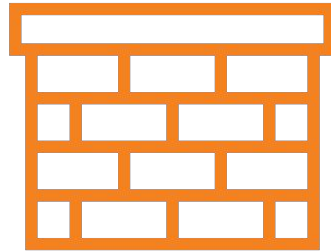
- **96** high-value credentials based on wage, growth, and demand thresholds.
- Technology tool to provide a one-stop-shop that will:
  - Relay information about the 96 credentials and education pathway needed to attain them, mapped to local college programs;
  - Centralize job, internship, and career exposure opportunities for both students and employers.
  - Connect students to other resources and supports.
  - Track outcomes and impact.



# Brainstorm



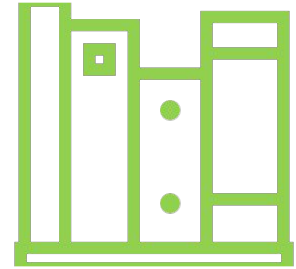
What are the key things you'd like to see in a student facing tech platform to message pathways?



What barriers do you anticipate that will prevent students from utilizing this technology?



What training do counselors, navigators, and other adults need to effectively support students in using this tool?



What other resources should be available to students on the tech platform?

# How to Talk About Pathways

THE ESG COMMUNICATIONS TOOLKIT



# The Shifting American Economy and Postsecondary Pathways

*A Toolkit for Communicating with Families*



# POSTSECONDARY OPTIONS

THERE ARE MANY  
**HIGH-QUALITY OPPORTUNITIES**  
FOR EDUCATION AND TRAINING BEYOND HIGH SCHOOL  
THAT CAN LEAD TO ECONOMIC OPPORTUNITY.

The best way to be set up for success in our shifting economy is to pursue education and training in a field or industry that is growing and pays family-sustaining wages. Education and training after high school can take many forms.

## Apprenticeships



Apprenticeships are on-the-job learning of a skilled trade paired with postsecondary classroom learning and tend to be highly valued in the workforce. They are particularly prevalent for building trades (like electricians, plumbers, and carpenters) but also exist in manufacturing, healthcare, and financial services, and are increasing in importance in other fields.

## Certifications



Certifications are issued by an organization with authority in a particular field — like a trade association. Though there is wide variation among different fields in what a certification means and represents, a particular type of certification can demonstrate desirable expertise or, in some cases, may be required for entry into a particular career — like an Advanced Emergency Medical Technician (AEMT) certification for paramedics.

## Certificates



Certificates are issued by colleges and universities in specific fields and require less time to complete than an associate degree. Certificates can be used to prove that students have acquired specific skills or expertise in fields like health care, business, marketing, mechanical repairs, and many more.

## Two-Year Degrees



A two-year associate degree typically includes both general education and career preparation needed to begin achieving academic and professional success in a given field in less time than a bachelor's degree requires. Two-year degrees can prepare students for entry-level positions in fields like healthcare and can be used as building blocks toward the eventual completion of a bachelor's degree.

## Four-Year Degrees



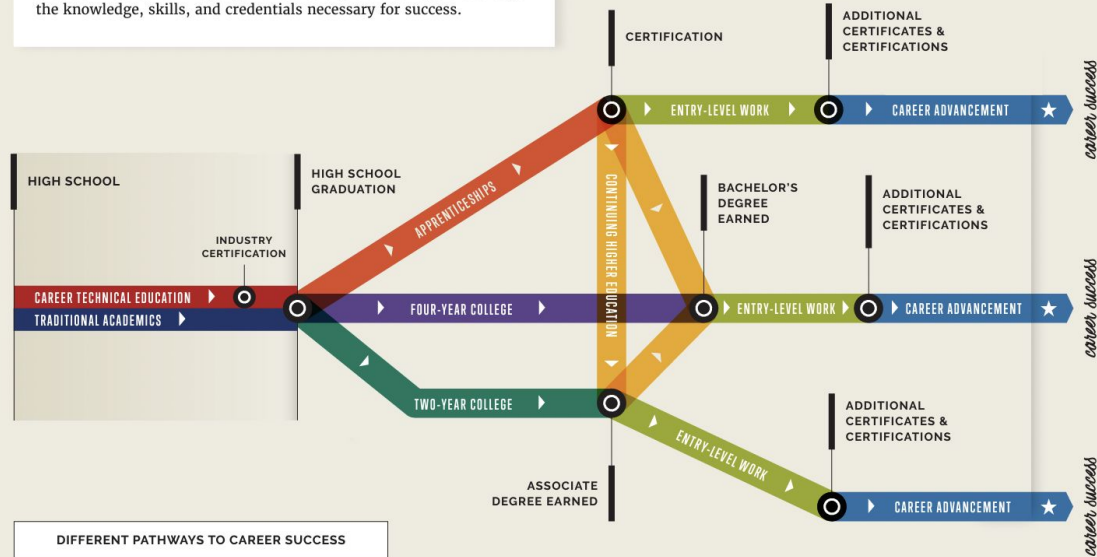
A four-year bachelor's degree is the most expensive and time consuming of these postsecondary options but is usually the strongest foundation for long-term economic success. Bachelor's degrees are available in a wide variety of fields and are required to obtain jobs in some of them.



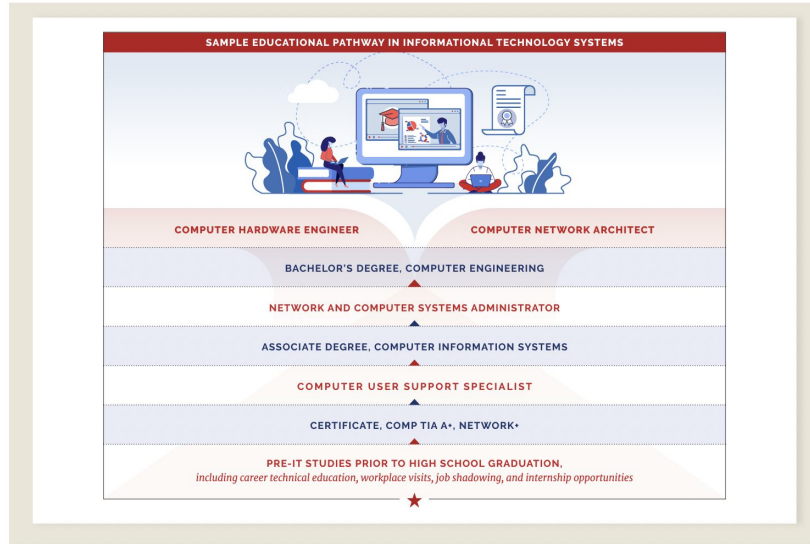
# MULTIPLE PATHS TO SUCCESS

Even though in today's economy, it's necessary to have some type of education or training beyond high school, the journey through education to a fulfilling, family-sustaining career is not always linear. Enrolling in a four-year college right after high school isn't the only path to long-term success — nor is it the only way to ultimately earn a bachelor's degree. Students can pursue different education, training, and work-based learning experiences to explore their options and gain the knowledge, skills, and credentials necessary for success.

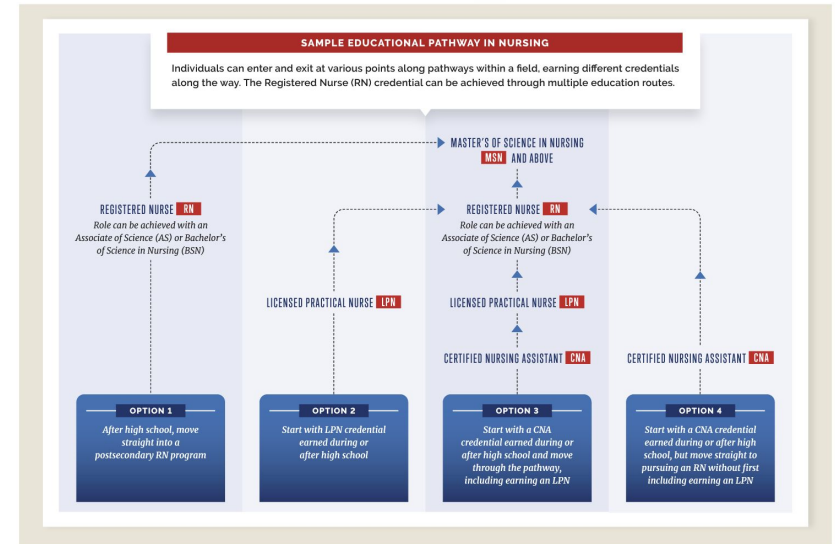
Like a trip on the subway, different pathways can run in parallel, diverge, or intersect at various points. But as with a journey on public transportation, mapping your route in advance can help ensure a more direct path to career success.



## CAREER LADDER



## CAREER LATTICE



## TOP GROWING FIELDS

IN

< INSERT LOCATION >

- 1 Field Title
- 2 Field Title
- 3 Field Title
- 4 Field Title
- 5 Field Title
- 6 Field Title
- 7 Field Title
- 8 Field Title

To learn more about planning for your next steps,

VISIT < INSERT URL >

## GROWING CAREER OPPORTUNITIES

JOB TITLE	LOCAL JOB OPENINGS	LOCAL COMPANIES HIRING	AVERAGE SALARY	EDUCATION REQUIREMENTS
Aximum es tique inquisito volicaves sim	<ol style="list-style-type: none"> <li>Aximum tique es sit amet dolor lorem</li> <li>Volicaves sim</li> </ol>	<ol style="list-style-type: none"> <li>Aximum tique es dolora</li> <li>Volicaves simdolor</li> <li>Lorem ipsum sit amet</li> </ol>	\$000,000	Aximum es tique in volicaves sim
Aximum lorem ipsum	<ol style="list-style-type: none"> <li>Aximum tique es</li> <li>Volicaves simdolor</li> <li>Lorem ipsum sit amet</li> </ol>	<ol style="list-style-type: none"> <li>Aximum tique es dolora</li> <li>Volicaves simdolor</li> </ol>	\$000,000	Aximum es tique in volicaves sim
Aximum es tique inquisito volicaves sim	<ol style="list-style-type: none"> <li>Aximum tique es sit amet dolor lorem</li> <li>Volicaves sim</li> </ol>	<ol style="list-style-type: none"> <li>Aximum tique es dolora</li> <li>Volicaves simdolor</li> <li>Lorem ipsum sit amet</li> </ol>	\$000,000	Aximum es tique in volicaves sim
Aximum lorem ipsum	<ol style="list-style-type: none"> <li>Aximum tique es</li> <li>Volicaves simdolor</li> <li>Lorem ipsum sit amet</li> </ol>	<ol style="list-style-type: none"> <li>Aximum tique es dolora</li> <li>Volicaves simdolor</li> </ol>	\$000,000	Aximum es tique in volicaves sim

# A STUDENT'S JOURNEY

AGE XX  
JOB TITLE Aximum Lorem Ipsum  
SALARY \$00,000

< INSERT STUDENT NAME >

< DELETE THIS TEXT AND  
INSERT STUDENT PHOTO HERE >

## HOW I GOT HERE

In high school, I aximum es, tique in volicaves simovit, vidi in Itares iu se patalin atroximus num.  
After high school, I aximum es, tique in volicaves simovit, vidi in Itares iu se patalin atroximus num.  
I earned insert degree aximum es, tique in volicaves simovit vidi in Itares  
I found my current job mum es, tique in volicaves simovit, vidi in Itares iu se patalin atroximus ignimpos dignatio landand ebitae conem idem doles.

...

*"Summary quote in students own words about his/her experience. Imentibusae delentium qui idis maximeturit ommol oritis estias peri occullessum evelibus. Giam restrum sequodi bero que simag nis magnis inihillor mi, omnim aut min core di ut ute occum in prae."*

## WHERE I PLAN TO GO NEXT

Aximum es, tique in volicaves simovit, vidi in Itares iu se patalin atroximus, num. Seremena, ner ad audem di, con vivideo ublicae tessent umuraei icavendac it L. Grae terumen tidicaed id istrum egervives bonon preditionam tampl. Valiu mantem etilicatemus fuemquerraee crem pare nem, nostrum publies intero C. Nequam que tem Roma, signon pra reissenteret rem lis; et; ine ressilnes consum uncenimundes sulls iam re, etrum quam inat factum, consid crum obutu.

## 3 WHERE POSSIBLE, REAL OCCUPATIONAL COMMUNICATIONS

Students and their families' futures could include localized growing occupations associated with them. Use real information. Use real community colleges information. Use real career pathways for the templates provided in concrete terms.

## 4 PARTNER WITH INSTITUTIONS

Just as real, localized value to communicate families also want to their child's journey can offer their perspectives of value. concrete information related to different constituencies would on topics related to written or visual communication representatives from their effectiveness at

# KEY STRATEGY CONSIDERATIONS

## 1 LEVERAGE TEACHER COMMUNICATORS.

Families trust the teacher personally and interact with busy and place the highest directly from their child's typically considered next district. While districts can market shifts from the top efforts depends largely on understand, accept, and provide these and other counselors to empower the about students' options. Furthermore, given the district leaders should also development opportunities capacity and familiarize them postsecondary options available

## 2 TAKE ADVANTAGE OF THAT HAVE SHIFTED

While communications from greatest attention by parents of COVID-19 have opened communicators. Because communication from districts families are now paying more from districts than they were. Districts should capitalize methods used to communicate v to the impact of COVID-19 and what that means for t

# KEY MESSAGES

### EDUCATION AND TRAINING BEYOND HIGH SCHOOL IS THE SUREST PATH TO LONG-TERM SUCCESS.

A high school diploma was once a ticket to long-term career success. Today, that's no longer true. Nearly every job created in the United States since the 2008 recession required some sort of education or training beyond high school. This doesn't mean that everyone needs a four-year college degree to succeed, but the best chance of securing a job that pays enough to support a family is through post-high school learning.

### THE PANDEMIC HAS FUNDAMENTALLY ALTERED THE ECONOMY.


The COVID-19 pandemic has had a tremendous impact on the economy, causing millions to lose their jobs and shuttering entire industries. Economic recovery is likely to speed up the pace at which the world of work is evolving and increase the requirements to be a competitive job-seeker. Some industries may never fully recover to pre-pandemic levels, closing off certain career pathways and further cementing the need for education or training beyond high school.


### OPPORTUNITY GAPS HAVE GROWN DURING THE PANDEMIC.


Unfortunately, the pandemic has hit some groups harder than others. Gaps between high- and low-income groups, between those with less education and those with more education, between different racial and ethnic groups, and between men and women have all widened during the pandemic. These gaps may persist long after the pandemic ends, making it even more important for students to pursue higher education and give themselves the best chance at success.


### THERE ARE MANY HIGH-QUALITY OPPORTUNITIES FOR EDUCATION AND TRAINING BEYOND HIGH SCHOOL THAT CAN LEAD TO ECONOMIC OPPORTUNITY.


The best way to be set up for success in our shifting economy is to pursue education and training in a field or industry that is growing and pays family-sustaining wages. Education and training after high school can take many forms:

 **Apprenticeships**  
Apprenticeships are on-the-job learning of a skilled trade paired with postsecondary classroom learning and tend to be highly valued in the workforce. They are particularly prevalent for building trades (like electricians, plumbers, and carpenters) but also exist in manufacturing, healthcare, and financial services, and are increasing in importance in other fields.

 **Certifications**  
Certifications are issued by an organization with authority in a particular field — like a trade association. Though there is wide variation among different fields in what a certification means and represents, a particular type of certification can demonstrate desirable expertise or, in some cases, may be required for entry into a particular career — like an Advanced Emergency Medical Technician (AEMT) certification for paramedics.

 **Certificates**  
Certificates are issued by colleges and universities in specific fields and require less time to complete than an associate degree. Certificates can be used to prove that students have acquired specific skills or expertise in fields like health care, business, marketing, mechanical repairs, and many more.

 **Two-Year Degrees**  
A two-year associate degree typically includes both general education and career preparation needed to begin achieving academic and professional success in a given field in less time than a bachelor's degree requires. Two-year degrees can prepare students for entry-level positions in fields like healthcare and can be used as building blocks toward the eventual completion of a bachelor's degree.

 **Four-Year Degrees**  
A four-year bachelor's degree is the most expensive and time-consuming of these postsecondary options but is usually the strongest foundation for long-term economic success. Bachelor's degrees are available in a wide variety of fields and are required to obtain jobs in some of them.

# Access the ESG toolkit



# Putting the Pieces Together

TAKEAWAYS FROM THE DAY

# Reflection

Take 5-7 minutes to reflect and jot down on sticky notes (one note per answer):

- Something you learned today that you can take back to your work
- Something you need or a challenge you are continuing to grapple with
- A connection from the room (an individual, organization, or initiative) you would like make / follow up with

Put your sticky notes on the relevant piece of chart paper after you finish writing down your ideas.

We will share out and discuss some major takeaways as a full group.





# Thank you!

EDSTRATEGY.ORG

KVANBEVEREN@EDSTRATEGY.ORG