

Virtual Externship for Educators Program Recap

Prepared by Robin Breault, Ph.D. – August 2020

The summer 2020 Virtual Externship program provided remote externship experiences for twenty-two (22) educators from ten (10) educational organizations across Arizona, connecting them with fifteen (15) different employers. The Virtual Externship piloted a fully remote externship experience to accommodate the physical distancing necessitated by the Covid-19 pandemic. The externship gave educators first-hand exposure to career opportunities for students through remote interactions such as virtual tours, panel conversations, and Q and A sessions with employers. The 20-hour externship included daily experiences with industry partners, stipend-supported work time to develop an Externship Project, and networking opportunities with industry partners and fellow educators.

The Virtual Externship engaged a greater number of employers than previous years and strengthened the support network for industry-educator collaboration. The project's successful expansion was due to the collaborative efforts of project partners: CFA, ElevateEdAZ (an initiative of the Greater Phoenix Chamber Foundation), and the Yuma ABEC Middle School Career Exploration Project (ABEC). Additionally, the Virtual Externship model, developed to address the restrictions of life amidst a pandemic, revealed new insights and opportunities for future work-based learning experiences.

Project Design and Planning

The Virtual Externship was structured to encourage authentic learning and relationship development among educators and industry partners and asked educators to apply human-centered design methodologies in the development of their Externship Projects.

The externship began with a two-hour Kick Off for educators. The kick-off event included orientation and preparation activities as well as time to connect with other participants in the program. During the program, educators dedicated four hours a day to the externship, totaling 20 externship hours. Each morning, educators spent approximately two hours in virtual experiences with participating employers. The remaining hours of the externship were dedicated to Externship Project design. On average the participating educators attended eight hours of virtual experiences, each with a different companies.

This wide range of employer experiences gave educators a breadth and depth of knowledge that allowed them to identify unique and diverse opportunities for their students as well as see trends among employers' expectations and workforce needs. The externship wrapped up with an hour-long virtual convening of educators and employers. At this wrap-up event, participants were able to reconnect, share their experiences, and identify their next steps for bringing externship learning back to their schools and classrooms in the fall semester.

The brief but meaningful interactions of the daily employer sessions, as well as the number and diversity of virtual experiences created an accessible, unique, and impactful experience for both educators and employers. While the Virtual Externships created powerful opportunities for connections and learning, detailed planning and facilitation were foundational to the project’s success. There were four key stages of Virtual Externship development from recruitment to facilitation.

Phase 1: Industry Recruitment

The first step in delivering the Virtual Externship was recruiting businesses willing to host virtual experiences for educators. Industry partner outreach and recruitment was conducted by all externship partners, with ElevateEdAZ taking the lead on the effort. ElevateEdAZ leveraged connections with the Greater Phoenix Chamber and ran employer planning sessions, as well as one-on-one meetings to support employers in the development of their virtual experiences.

Fundamental to success during this critical phase was the clarity of messaging and materials developed by ElevateEdAZ, the excellent “customer service” and support the ElevateEdAZ team provided, and the strength of networks and relationships each partner organization leveraged.

See Appendix A for industry outreach and support materials as well as a full list of participating organizations from across the state.

Phase 2: Educator Recruitment

Outreach to educators was the second phase of the externship development. All partners participated in outreach and recruitment of educators from middle grades through college. Attention was put on recruiting educators from a wide range of schools and grade levels. Virtual Externship participants ranged from middle grades CTE teachers to college business education faculty. In order to support externship work that was not included in educators district contract hours, the Virtual Externship provided a stipend and professional development support.

The key to the successful recruitment of educators was partner organizations’ strong networks and relationships with districts, as well as the externship stipend. The timing of the Virtual Externship (in late July) was not ideal for educators; however, the Covid-19 pandemic made an earlier launch date unrealistic for summer 2020. Past externships had run in early June when many educators have more availability.

See Appendix B for educator outreach materials as well as a full list of participating schools from across the state.

Phase 3: Logistics

Coordinating the logistics of any externship requires time and patience. Educators must be matched with employers and schedules arranged. The Virtual Externship added an extra layer of complexity as each experience required a separate virtual meeting room and educators were scheduled to attend multiple employer experiences in a day. The primary logistical factors that contributed to the program success were: educator cohorts; concurrent session offerings; and a well-designed schedule.

Educator Cohorts - In order to facilitate connections among educators and to coordinate session attendance, participating educators were organized into four Cohorts. Each Cohort represented a range of educator experience and grade levels. The intentional mix of educational backgrounds provided a richer experience for both educators and employers. Each Cohort attended live, virtual, employer experiences together.

Concurrent Sessions - Industry partners were asked to provide two, one-hour virtual experiences. This provided a total of 36 employer experiences that allowed for concurrent sessions and fewer participants in each session. The smaller sessions provided a more opportunities for educators and industry to make personal connection and to ask questions.

Scheduling - The externship team created a schedule of experiences that met employers' scheduling needs. Cohorts were assigned to specific sessions and were ensured a variety of different companies and experiences over the course of the externship. The first day of the externship offered one employer experience to each cohort with two or three experiences each remaining day of the externship. The final day of the externship did not include any employer experiences. Each employer experience was hosted on a video conferencing platform, such as Zoom or MS Teams. Most sessions were recorded, and all were moderated by an externship partner from CFA or ElevateEdAZ. See Appendix C for a complete externship schedule.

Phase 4: Facilitation

Participating educators in cross-disciplinary, mixed grade-level, Cohorts spent approximately eight hours in virtual employer experiences. These experiences were designed and delivered by participating industry partners from across the state. The sessions included presentations, panel sessions, informational interviews, Q and A session, project demos, or virtual tours.

Session moderators were responsible for opening the session, moderating questions in the chat feature, providing needed technical support, and keeping time. Sessions were recorded, and materials and resources were shared by employers. All materials and session recordings were shared with all participating educators.

A two-hour Externship Kick-off meeting introduced educators to the externship schedule and engaged them in initial ideation and discussion about the applied outcomes of their externship through the development of their Externship Project. Between virtual sessions educators worked on their Externship Project, following the human-centered design processes.

Educators were provided with design guides. The design guides walked educators through the design process, from driving questions to initial prototypes. The initial prototype (Project Snapshot) outlined the activities and resources they would use to share their externship learnings with students and other educators. At the externship Wrap-up meeting, Cohorts of educators had the opportunity to share their Project Snapshots with each other. Project Snapshots were collected and shared with all participating educators.

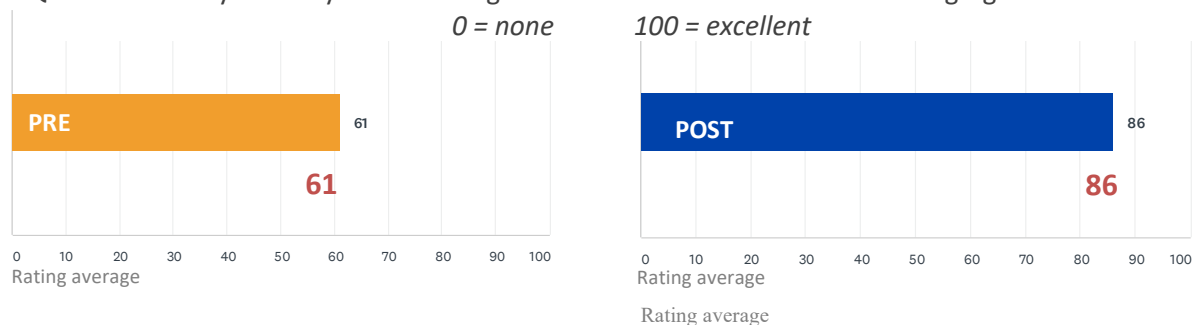
See Appendix D for Externship Project support materials and Example Project Snapshots.

Results

Educators who participated in the Virtual Externship strengthened their own knowledge and developed network connections that will enhance learning and career opportunities for their students. Each educator will bring new knowledge back to the classroom through Externship Projects that range from helping students develop career exploration portfolios in middle school, to creating a virtual network of classroom partners from different industries, to peer-to-peer career opportunity videos.

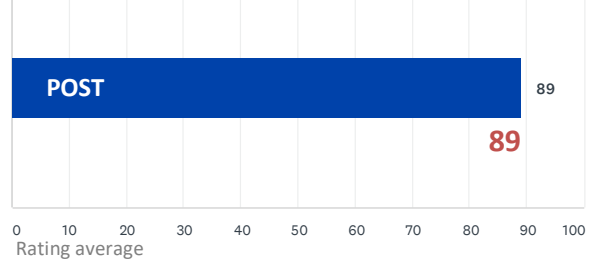
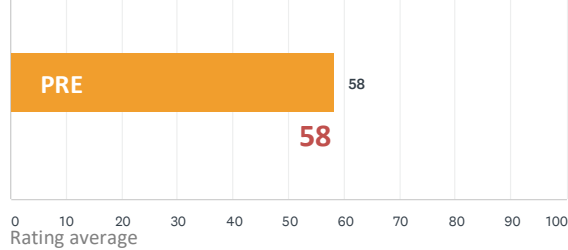
Professional Development - The greatest impact of the externship experience will be realized when teachers bring these projects back to their students during in fall semester; however, during the externship, educators developed a greater awareness of the career pathways available to their students. As a cohort, the educators reported that their knowledge and confidence of pathways opportunities increased. The educators' increased awareness of salient skill requirements and career opportunities was measured through pre and post surveys, where educators were asked to rate their level of knowledge and their confidence in the accuracy of that knowledge. The following set of charts reflect the change in educators' perceptions of their knowledge and confidence around career development and workforce needs.

Q1: How would you rate your knowledge of the skills needed to succeed in high-growth industries?



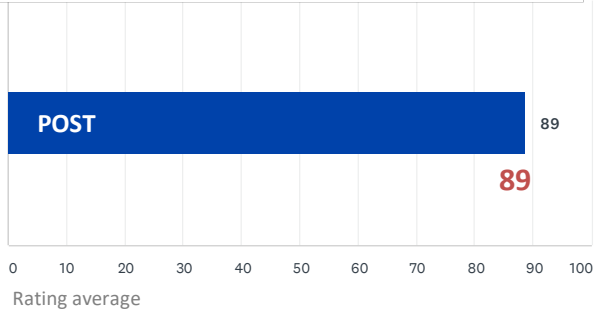
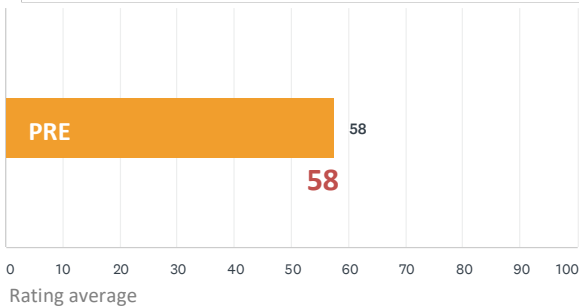
Q2: How confident are you that your knowledge of the skills needed to succeed in high-growth industries is accurate and up to date?

0 = none 100 = excellent



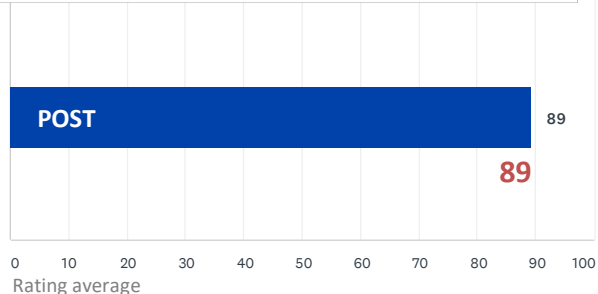
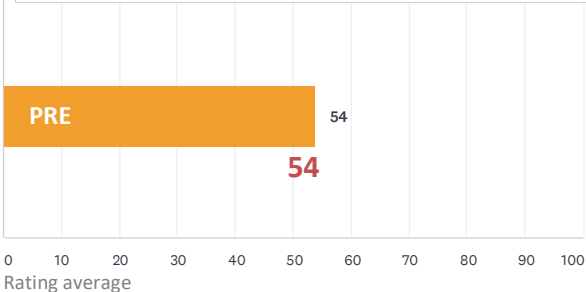
Q3: How would you rate your knowledge of industry hiring needs, expectations, and processes?

0 = none 100 = excellent



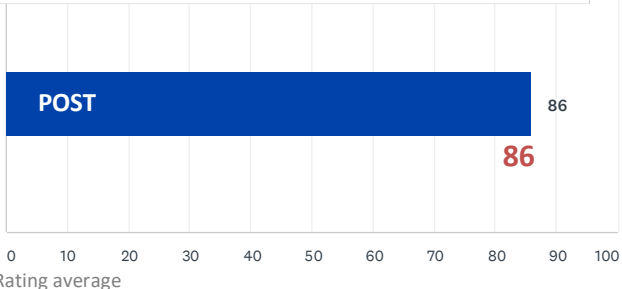
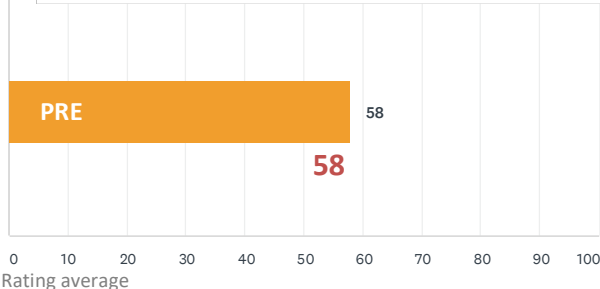
Q4: How confident are you that your knowledge of industry hiring needs, expectations, and processes is accurate and up to date?

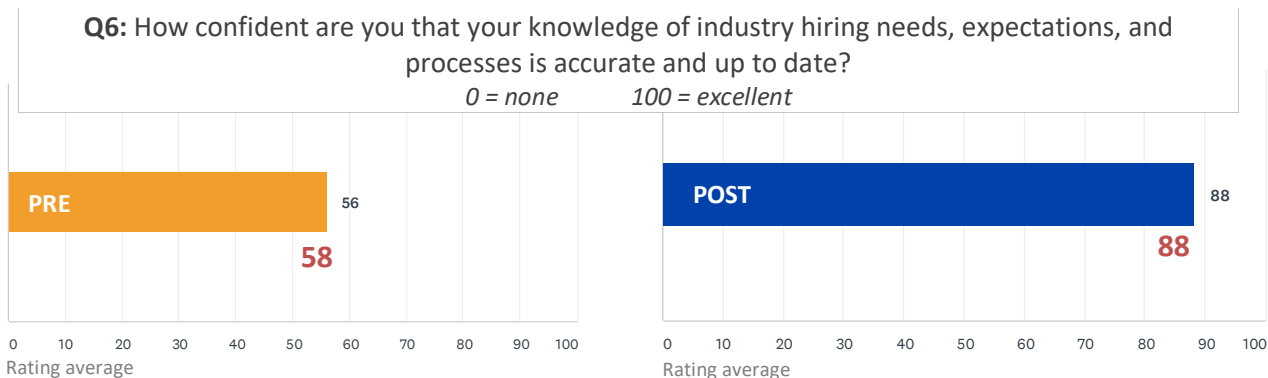
0 = none 100 = excellent



Q5: How would you rate your knowledge of career pathways in high growth industries?

0 = none 100 = excellent





The Virtual Externship successfully increased educator knowledge of industry/workforce development needs and their confidence in that knowledge. The educators’ acquisition of new knowledge and confidence will make it more likely that students in the educators’ classrooms will receive accurate and relevant information about career opportunities. Educator comments indicate that they expect to bring these new learnings back to their students and continue building industry connections.

It was eye-opening to learn about the various types of industries and employability skills that are needed. I will take this knowledge back to the classroom and incorporate career-building and employability skills into my lesson-planning as well as in our business club activities. I will share the employer resources and contact information with students, student club members, and colleagues for follow up.

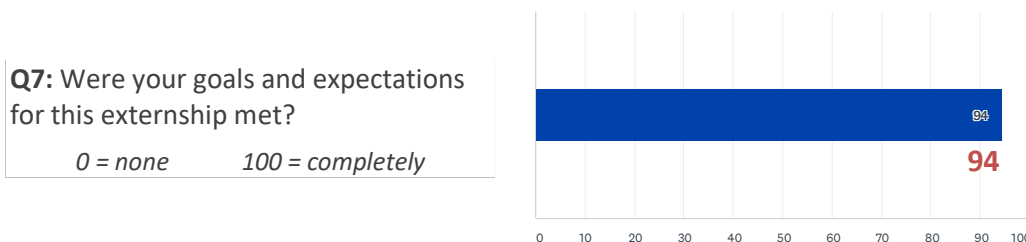
I learned about the many avenues and ladders that are available for students to discover about the working world. I plan to do more research, just like my students, and we learn about them together.

This externship helped bridge the gap between employers and educators build a network and generate connections of students and

Positive Experiences - Additionally, educators and industry partners all indicated that they had positive externship experiences. The average rating for industry sessions was 4.4 out of 5 stars.

Average Virtual Session Rating = ★★★★★

Industry partners and educators who responded to the feedback survey indicated that the externship met or exceeded their expectations. This was reflected in the overall satisfaction rate for this externship for educators and positive feedback from participating employers.



See Appendix E for detailed educator and industry feedback.

Insights and Opportunities – The challenge of delivering a fully virtual externship experience revealed valuable insights for future externship experiences and opportunities to provide high-impact, resource-light, work-based learning experiences for educators and students.

- *Externship Experiences* – While there is no substitute for in-person programming, the Virtual Externship provided two key insights:
 1. Remote externships can facilitate network connections that are difficult and costly to provide in-person. Industry and educator participants were from three geographically separate communities across the state. The externship broadened participants' networks and helped them make valuable connections that wouldn't have been likely with in-person programming.
 2. Short, engaging programming is valuable for career pathways awareness among educators. The virtual aspect of the externship experiences necessitated shorter-length industry experiences and a greater number of employers to provide those experiences. Educator feedback and Externship Projects evidence that the shorter programming and breadth of experiences was valuable to expanding educators' breadth of knowledge.

- *Work-based Learning* – The Virtual Externship revealed opportunities for work-based learning that were not present with previous in-person externship experiences:
 1. Virtual experiences can be recorded and materials digitally archived. Nearly all externship sessions were recorded, and the link to the recording was provided to all the educators who participated. Additionally, most industry partners provided the digital resources they shared in their session to educators. Educators will be able to leverage these materials and recordings to provide first-hand information to students. The bank of resources created can be used to supplement work-based learning in the classroom with students.
 2. Shorter engagements are an easier commitment for employers. The four to six hour time investment was appreciated by employers and appeared to encourage more industry participation. This is a learning that can be applied to other work-based learning programming for students and educators.

In summary, the Virtual Externships were successfully facilitated and provided rich learning opportunities as well as new network connections for educators and industry participants. The Virtual Externship program pilot delivered a promising model for educators to acquire the knowledge and connections they need to help their students explore career opportunities and plan for vibrant futures.

Appendix A – Industry Outreach and Support Materials

1. Recruitment Flyer
2. Experience Design Guide for Industry
3. Industry Partner List



ELEVATE ED AZ
CENTER FOR THE FUTURE OF ARIZONA

Provide Virtual Experiences for Educators!

Make a difference this summer by offering short, virtual experiences for teachers and counselors! The Educator Summer Externship is a structured week-long program containing a cohort of educators from across Arizona who will rotate through various industry experiences provided by multiple businesses.

Join us in giving classroom teachers and counselors industry exposure that enhances career pathway networks and improves training and development programs. This model maximizes connections between your industry and educators while providing both parties the opportunity to customize industry-specific solutions that improve student outcomes and meet workforce needs.

This summer, companies are needed to host short, virtual opportunities for teacher development, including, but not limited to:

- **Focused Interviews:** Allow teachers to interview staff on employability and technical skills needed for career success
- **Panels:** Hold a panel on any topic (employability skills, diversity and inclusion, interview prep, etc.)
- **Job Shadows:** Employees can do a screen share of what they are working on and allow teachers to view and partake in a project
- **Meeting Observations and Debriefing:** Allow teachers to listen in on a department meeting and debrief on what they heard afterward

The externship will be held Monday, July 20 through Friday, July 24. Companies only need to commit to hosting one short experience to participate (1 hour minimum)!

- ✓ Virtual experience
- ✓ 1-2 hour commitment
- ✓ Reach 100s of students through 1 teacher
- ✓ Host your experience anytime from Monday, July 20 - Friday, July 24

For more information on this opportunity, please contact Kimberly Vegliante, Education Partnership Manager, at kvegliante@phoenixchamber.com.

ElevateEdAZ is a program of the Greater Phoenix Chamber Foundation



Summer Virtual Externship Experience Guide

Steps to selecting which virtual teacher externship experience you will provide:

1. **Content:** select the focus of your experience
2. **Method:** select the method of virtual delivery
3. **Date and Time:** select the date and time of your offered experience

Content:

Career Awareness and Exploration:

- Career path knowledge- education, certifications, degrees
- Research and resources to prepare or explore career
- Career and application understanding
- Specific technical skill sets needed for industry

Employability Skills:

- Collaboration and teamwork
- Self-awareness and advocacy
- Critical thinking/problem solving
- Communication
- Goal setting and risk taking
- Professional culture and expectations
- Creativity

Method:

- **Focused Interviews:** *educators interview staff on employability and technical skills needed for career success*
- **Panels:** *invite multiple people from your company to sit on a panel to discuss any topic (employability skills, diversity and inclusion, interview prep, etc.)*
- **Job Shadows:**
 - **Desk job:** *employers can simply do a screen share of what they are working on and allow educators to view and partake in the project at hand*
 - **Manual labor:** *if the job requires physical movement, employers have two options:*
 - *live stream the trade in action for teachers to watch and ask questions in real-time*
 - *pre-record employees in action and send to teachers to watch; set up a time with teachers to debrief what they saw and answer questions*
- **Meeting Observations and Debriefing:** *educators listen in on a department meeting and debrief on what they heard afterwards*
- **Pre-existing training:** *take teachers through an existing training your company uses to onboard employees or provide continuing education*

Date and Time:

We have three date options available to host an experience. All employers will be given a two-hour window between 8:00am-12:00pm to host. You do not have to use the full two hours; however, each experience should be at minimum one hour.

- **Tuesday, July 21:** 8:00am-10:00am or 10:00am-12:00pm
- **Wednesday, July 22:** 8:00am-10:00am or 10:00am-12:00pm
- **Thursday, July 23:** 8:00am-10:00am or 10:00am-12:00pm

List of Participating Industry Partners

<i>Industry Partner</i>	<i>Location</i>	<i>Experience Description</i>
University of Phoenix	Greater Phoenix	A panel of professionals from the University of Phoenix will speak on career path knowledge such as education, certifications, and degrees.
DP Electric	Greater Phoenix	A panel of professionals from DP Electric will speak on the role of marketing in their industry.
State Farm	Greater Phoenix	A panel of professionals from the Claims, Enterprise Technology, and Customer Care departments at State Farm will speak on the professional culture, expectations, and skills in their industry.
University of Arizona – Yuma	Yuma	University of Arizona – Yuma will share information related to career path knowledge, career exploration, and employability and technical skills.
Wells Fargo	Greater Phoenix	An Affluent Segment Leader for Wells Fargo will share his personal career progression within the organization, as well as different roles and segments within the banking industry.
Vanguard	Greater Phoenix	A panel of professionals from Vanguard will speak on topics related to career exploration, technical and employability skills, and career ownership.
Charles Schwab	Greater Phoenix	A panel of professionals from Charles Schwab will speak on career ownership and employability skills in the workplace.
HonorHealth	Greater Phoenix	A panel of professionals from Honor Health will speak on career exploration, professional culture and expectations, and other employability skills.
Bechtel	Greater Phoenix	In this focused interview, a Computer Incident Response Team member will describe how cybersecurity helps protect the future.
1 st Bank Yuma	Yuma	This training will focus on how FICO/credit scores affect life and career.
Zovio	Greater Phoenix	Team members from the Fullstack Academy in New York will speak on both cybersecurity and web development from the perspective of three developers and their career paths.
APS	Greater Phoenix	Professionals from APS will speak on Lean Sigma Concepts, Path to Plant Engineer, Environmental and APS Clean Energy Commitment. Engage in a virtual field trip to an APS location, followed by a short presentation on the organization from employees.
Banner Health	Tucson	A panel of health plan professionals from Banner Health will speak on career path knowledge, career ownership, and employability skills in the healthcare industry.
SRP	Greater Phoenix	This panel discussion will focus on energy sector technology related jobs now and in the future, and the education/skills students need to focus on in preparation for these jobs.
Alliance of Arizona Nonprofits	State-wide	This panel discussion will feature CEOs from three organizations discussing their career paths within the non-profit industry.



Appendix B – Educator Outreach and Support Materials

1. Recruitment Flyer
2. Educator Partner List



8:00 am -12:00 noon
Monday, July 20 – Friday, July 25, 2020

**VIRTUAL TOURS, PANEL CONVERSATIONS, VIRTUAL JOB SHADOWS,
IN-DEPTH Q AND A SESSIONS WITH INDUSTRY**

-  **MINIMAL TIME**
commitment
-  **EXTERNSHIP**
support
-  **NETWORK**
connections
-  **CAREER PATHWAY**
development
-  **REMOTE**
access

Program Overview

Remote externships give educators a first-hand look inside high-growth industries through experience such as virtual tours, panel conversations, virtual job shadow, and one-on-one Q and A sessions. This 15-20 hour externship includes remote daily sessions with fellow educators and industry partners, as well as stipend-supported time to develop an externship project that brings externship learnings back to students.

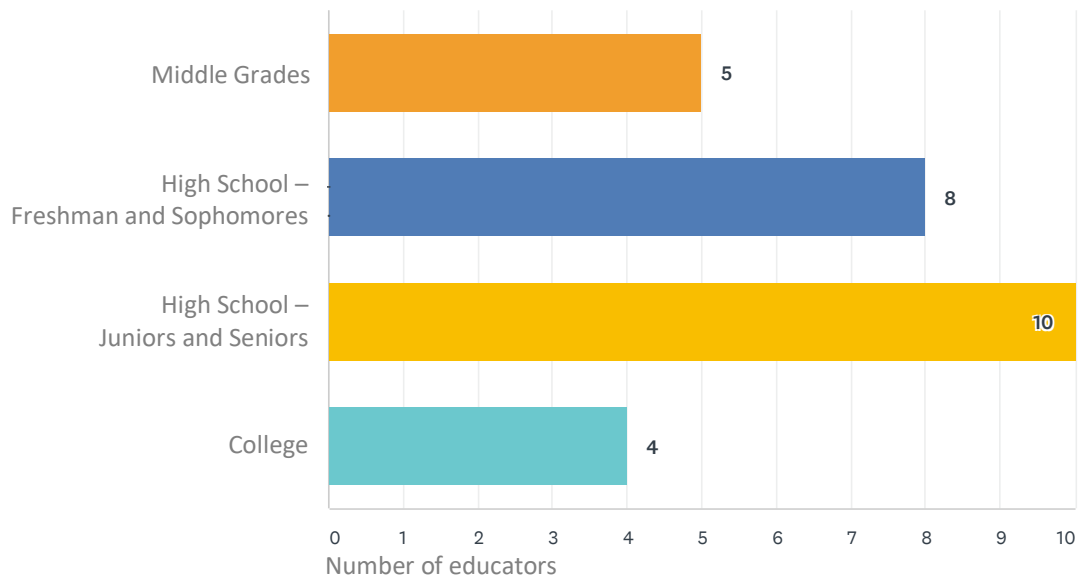


Externships provide a fresh perspective that lets teachers tie curriculum to real-world applications... Through this experience teachers and industry can partner to create tomorrow's workforce.

Berkley Graduate School of Education (2010)

Participating Schools
Amphitheater Public Schools – Tucson Area
Mesa Public Schools – Phoenix Area
Sunnyside Unified School District – Tucson Area
Dysart Unified School District – Phoenix Area
Phoenix Union High School District – Phoenix Area
Crane Elementary School District – Yuma
AAEC Early College High Schools – Phoenix Area
Peoria Unified School District – Phoenix Area
Pima Community College – Tucson Area
Yuma School District 1 – Yuma

Educators teach in classrooms from middle grades through college.



Appendix C – Externship Schedule

Summer Educator Externship Experience Agenda

Monday, July 20

8:00am – 9:55am	<p>Externship Kick-Off, ElevateEdAZ and CFA</p> <p>Educators will have the opportunity to meet fellow externship participants and staff and review the week's agenda and expectations. Employers are not required to attend this meeting.</p> <p>Click here to access the Zoom meeting.</p>
10:00am-10:55am	<p>University of Phoenix, Doris Savron</p> <p>A panel of professionals from the University of Phoenix will speak on career path knowledge such as education, certifications, and degrees.</p> <p>Click here to access the Zoom meeting.</p> <p><i>*Recorded Session</i> Staff Member: Cindy Erwin, Center for the Future of Arizona (CFA)</p> <p>DP Electric, Devon Burke</p> <p>A panel of professionals from DP Electric will speak on the role of marketing in their industry.</p> <p>Click here to access the Zoom meeting.</p> <p><i>*Recorded Session</i> Staff Member: Kaycie Quinonez, ElevateEdAZ</p>
11:00am-11:55am	<p>University of Phoenix, Doris Savron</p> <p>A panel of professionals from the University of Phoenix will speak on technical and employability skills in the workplace.</p> <p>Click here to access the Zoom meeting.</p> <p><i>*Recorded Session</i> Staff Member: Kimberly Vegliante, ElevateEdAZ</p> <p>State Farm, Sandy Carlock</p> <p>A panel of professionals from the Claims, Enterprise Technology, and Customer Care departments at State Farm will speak on the professional culture, expectations, and skills in their industry.</p> <p>Click here to access the Zoom meeting.</p> <p>Staff Member: Robin Breault, LeadLocal</p>

Tuesday, July 21

8:00am-8:55am

University of Arizona – Yuma, Tanya Hodges

Through a focused interview and meeting observation, University of Arizona – Yuma will share information related to career path knowledge, career exploration, and employability and technical skills.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Aaron Ball, Center for the Future of Arizona (CFA)

Wells Fargo, Jeff Burch

An Affluent Segment Leader for Wells Fargo will share his personal career progression within the organization, as well as different roles and segments within the banking industry.

[Click here to access the Zoom meeting.](#)

Staff Member: Cindy Erwin, Center for the Future of Arizona (CFA)

9:00am-9:55am

Vanguard, Renee Brown

A panel of professionals from Vanguard will speak on topics related to career exploration, technical and employability skills, and career ownership.

[Click here to access the Microsoft Teams meeting.](#)

**Recorded Session*

Staff Member: Brittany Holmes, Greater Phoenix Chamber Foundation

University of Arizona – Yuma, Tanya Hodges

Through a focused interview and meeting observation, University of Arizona – Yuma will share information related to career path knowledge, career exploration, and employability and technical skills.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Robin Breault, LeadLocal



10:00am-10:55am

Charles Schwab, Robert Wiggins

A panel of professionals from Charles Schwab will speak on career ownership and employability skills in the workplace.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Kimberly Vegliante, ElevateEdAZ

HonorHealth, Leah Hill

A panel of professionals from Honor Health will speak on career exploration, professional culture and expectations, and other employability skills.

[Click here to access the WebEx meeting.](#)

Meeting Number: 133 897 77099

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**Recorded Session*

Staff Member: Katherine Perez, Greater Phoenix Chamber Foundation

11:00am-11:55am

Charles Schwab, Robert Wiggins

A panel of professionals from Charles Schwab will speak on career ownership and employability skills in the workplace.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Aaron Bell, Center for the Future of Arizona (CFA)

Bechtel, Jason Azzarella

In this focused interview, a Computer Incident Response Team member will describe how cybersecurity helps protect the future.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Ngan Pham, Greater Phoenix Chamber Foundation

State Farm, Sandy Carlock

A panel of professionals from the Claims, Enterprise Technology, and Customer Care departments at State Farm will speak on the professional culture, expectations, and skills in their industry.

[Click here to access the Zoom meeting.](#)

Staff Member: Kaycie Quinonez, ElevateEdAZ

Wednesday, July 22

8:00am-8:55am

Vanguard, Renee Brown

A panel of professionals from Vanguard will speak on topics related to career exploration, technical and employability skills, and career ownership.

[Click here to access the Microsoft Teams meeting.](#)

**Recorded Session*

Staff Member: Brittany Holmes, Greater Phoenix Chamber Foundation

1st Bank Yuma, Jeff Byrd

This training will focus on how FICO/credit scores affect life and career.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Cindy Erwin, Center for the Future of Arizona (CFA)

9:00am-9:55am

1st Bank Yuma, Jeff Byrd

This training will focus on how FICO/credit scores affect life and career.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Aaron Ball, Center for the Future of Arizona (CFA)

Zovio, Veer Dedhia, David Patlut, Ben Rodriguez

Team members Veer Dedhia, David Patlut, and Ben Rodriguez from the Fullstack Academy in New York will speak on both cybersecurity and web development from the perspective of three developers and their career paths.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Kimberly Vegliante, ElevateEdAZ

10:00am-10:55am

APS, Clay Goodman

Professionals from APS will speak on Lean Sigma Concepts, Path to Plant Engineer, Environmental and APS Clean Energy Commitment.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Kaycie Quinonez, ElevateEdAZ

HonorHealth, Leah Hill

A panel of professionals from Honor Health will speak on career exploration, professional culture and expectations, and employability skills.

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Meeting Number: 133 897 77099

Password: 5HHskyfGG24

**Recorded Session*

Staff Member: Katherine Perez, Greater Phoenix Chamber Foundation

11:00am-11:55am

APS, Monte Anderson

Engage in a virtual field trip to an APS location, followed by a short presentation on the organization from employees.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Ngan Pham, Greater Phoenix Chamber Foundation

Wells Fargo, Jeff Burch

An Affluent Segment Leader for Wells Fargo will share his personal career progression within the organization, as well as different roles and segments within the banking industry.

[Click here to access the Zoom meeting.](#)

Staff Member: Robin Breault, LeadLocal

**Thursday, July 23**

8:00am-8:55am

Banner Health, Katherine Lemke

A panel of health plan professionals from Banner Health will speak on career path knowledge, career ownership, and employability skills in the healthcare industry.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Katherine Perez, Greater Phoenix Chamber Foundation

9:00am-9:55am

Banner Health, Katherine Lemke

A panel of health plan professionals from Banner Health will speak on career path knowledge, career ownership, and employability skills in the healthcare industry.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Aaron Ball, Center for the Future of Arizona (CFA)

SRP, Josh Schwartz

This panel discussion will focus on energy sector technology related jobs now and in the future, and the education/skills students need to focus on in preparation for these jobs.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Ngan Pham, Greater Phoenix Chamber Foundation

10:00am-10:55am

Alliance of Arizona Nonprofits, Kristen Merrifield

This panel discussion will feature Torrie Taj, CEO of Child Crisis Arizona and Kate Jensen, President and CEO of Ronald McDonald House Charities of Southern Arizona discussing their career paths within the non-profit industry.

[Click here to access the Zoom meeting.](#)

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**Recorded Session*

Staff Member: Kaycie Quinonez, ElevateEdAZ

DP Electric, Edgardo Valenzuela

During this focused interview, a VDC Manager from DP Electric will share specific technical skills needed in their industry.

[Click here to access the Zoom meeting.](#)

Staff Member: Robin Breault, LeadLocal

11:00am-11:55am

Alliance of Arizona Nonprofits, Kristen Merrifield

This panel discussion will feature Myriah Mhoon, CEO of New Life Center and Mesha Davis, CEO of the Arizona Foundation for Women discussing their career paths within the non-profit industry.

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Cindy Erwin, Center for the Future of Arizona (CFA)

Bechtel, Jason Azzarella

In this workshop, learn specific technical skills related to cybersecurity and how you can use them to “spot the evil.”

[Click here to access the Zoom meeting.](#)

**Recorded Session*

Staff Member: Ngan Pham, Greater Phoenix Chamber Foundation

Friday, July 24

8:00am-9:30am

Externship Wrap-Up, ElevateEdAZ and CFA

Educators will have the opportunity to share what they learned throughout the week, and how they plan on taking it back to their classrooms.

[Click here to access this Zoom meeting.](#)

Employers are invited to attend this session, if interested.

Appendix D – Externship Project Materials

1. Example Externship Projects
2. Externship Support Materials

Example Externship Projects	
<i>Title</i>	<i>Description</i>
Plan Your Future	Students begin to imagine and explore the many different types of careers and opportunities available in each career path. This project will help students create activities to enhance career awareness and encourage exploration of a career path. It will begin to highlight appropriate interests, skills, knowledge, education, certifications, and degrees required to be successful within their desired career selection.
Meet Yourself	Students envision the life they want, research jobs, required education, housing costs, car costs, lifestyle options. Does everything add up? How should they navigate the path of life to approach their vision? Is it realistic? What is important good life and good job aren't the same thing.
Career Awareness and Employability Insight	Students will conduct background research on a job focusing their efforts and refining their skills over all the employability skills taught during the semester. This project will take place as a summative final during the Fall semester.
Financial Literacy	This project would be threaded throughout the year starting with PF curriculum Self as well as Security. Sessions would start with information from Schwabmoneywise.com with live feedback sessions offered through Schwab and Vanguard. Students will be given the opportunity to attend sessions on career pathways they may be interested in. Utilizing what they learn about Financial Literacy and careers, they will build a Google Site Portfolio.
Growth Mindset	Students need to have a big picture approach to how their high school life aligns with their future. Too often students do not see how to grow and what they need short term vs long term. Students will create a timeline of what the student will be doing 40 days, 4 months, 4 years and 40 years from now and what they need to achieve the goals at those points in their lives. They will also create a letter to the future college student selves.
How Soon?	Based on their interests, students are to research any business, company, hospital etc. and inquire about the inner workings of the place they chose. How many careers does that place employ? Are there internship opportunities they provide? It's about discovering how the student can start making decisions in the earlier stages of their education to contribute to that intended career path. The idea is for them to discover the many layers of the workforce they inevitably will join.
Engineers solve Real World Problems	Students are able to get OUT of the classroom, see and experience a behind the scenes look to the Engineering field by a tour of the Palo Verde Power Plant. They are able to ask questions and need to complete a Design Brief Worksheet, solving a "Real World" Problem posed by an engineer. They will need to solve the problem within teams of 2 and submit back to the Engineer.

EXTERNSHIP PROJECT DESIGN GUIDE

Many young people have a limited understanding of the breadth of industries and fields they could enter. So, when it comes time to choose a career path, their options and imaginations are limited. Students need exposure to many different types of careers and opportunities so that they can explore their options and make the choice that is right to support their futures. This project design template focuses on creating school-based activities for career awareness and exploration.

FOUNDATIONAL CAREER KNOWLEDGE

- Career path knowledge - education, certifications, degrees
- Research and resources to prepare or explore career
- Career and application understanding
- Specific technical skill sets needed for industry

STEP 1 – DRIVING QUESTION

Your driving question is the challenge or problem for which you hope to design a solution. Create a draft of your driving question...you can always change it later.

How might we...

Example: How might we introduce students to diverse career opportunities and promote “non-traditional” career pathways?

STEP 2 – OBSERVE + DIGEST

Get your bearings. Spend time asking questions, taking notes, reflecting, learning.

STEP 3 – EMPATHY → UNDERSTANDING

Every successful approach or solution is desirable, viable, and feasible.

1. DESIRABLE – meets the primary stakeholders/users wants and needs
2. VIABLE – capability of working technically, logistically, or culturally
3. FEASIBLE – possible to implement easily or conveniently

Design starts with desirability, because if no one participates it’s not going to solve the problem. A sure way into designing a desirable solution is to look at the problem from your user or stakeholders’ perspective—in other words, have some empathy.

- STEP 3 CONTINUED –

Consider the problem you are trying to solve *from your students’ perspective*. What do they want and need? As you engage in “perspective taking” be conscious of the assumptions and biases you bring to the table. Try to see the situation through their eyes.

<p>WHAT DO STUDENTS WANT? <i>Example: feel respected, have fun, be social</i></p>	<p>WHAT DO STUDENTS NEED? <i>Example: to see themselves reflected in opportunities, to have safe places to ask Q</i></p>
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STEP 4 – DEFINE THE PROBLEM

Problem definition is about understanding the user’s desires within the context where you will implement your solution. In other words, what are the underlying variables and what constraints (feasibility and viability) must you content with.

<p>WHAT ARE THE UNDERLYING VARIABLES CAUSING THE PROBLEM? <i>Example: no role models in diverse industries, limited understanding of needed skills, no access</i></p>
<p>WHAT ARE THE CONTEXTUAL CONSTRAINTS? <i>Example: class length, remote learning, district pacing calendars, cultural differences</i></p>

STEP 5 – IDEATE

Ideation is brainstorming. There are many tried and true methods for brainstorming, but research says the more ideas, the more diversity of perspectives incorporated, the better the potential solutions you identify. Use one or both of the ideation activities below to help you get your ideas on paper.

MIND MAP

Materials

- Blank paper
- Observation notes
- Pen or markers

Directions

- Write your Driving Question in the center of the paper
- Jot down different solution ideas and begin to connect them
- Don't worry – Flow with it!
- Choose an idea or mash up of ideas to use



TIPS:

1. Use your observation notes. What do you know from industry sessions?
2. Include resources from partnerships?

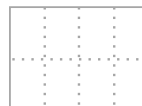
CRAZY 8s

Materials

- Blank paper
- Pen or pencil
- Observation notes

Directions

- Take a blank piece of 8.5x11 paper
- Fold the paper in 1/2 three times



- Unfold it...you should have 8 panels
- Set a timer for 5 minutes
- Choose an idea or mash up of ideas to use

Work individually to create **8 different sketch solutions** for your Driving Question.

You have **5 minutes** to generate 8 ideas— that's 40 sec. per idea! GO Crazy—you have 2 sides of paper!

TIPS:

1. Stick to *low fidelity* sketches.



2. Steal ideas from other places.
3. Don't stop. Keep the momentum up. Google gurus say 10 sec. think, 30 sec. draw.

HAVE FUN WITH IT!



STEP 6 – PROTOTYPE

Prototypes are drafts. They don't have to be perfect; they just have to be done. Choose your favorite brainstorming idea (or mash up) and do a little planning before you create.

<p>WHAT DOES IT DO? (<i>function or purpose</i>) <i>Example: introduce students to professions that use social studies, introduce key career skills, provide connect with industry</i></p>	<p>HOW DOES IT DO IT? (<i>form or format</i>) <i>Example: career assessment, collaborative career exploration project, industry interviews, student deliverable = selfie video – “My future as a _____.”</i></p>
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Now you are ready to prototype. You can use the Project Snapshot document or create any other type of prototype that works for you. Some examples might be a lesson plan, an outline, or a concept map.

STEP 7 – TEST + SUBMIT

The last step in the design process is to test your solution in an easy, low resource way. Since you can't test your idea with students while classes are out, get some feedback from some colleagues.

1. Share your prototype with other members of your externship cohort.
2. Make adaptations and revisions based on the feedback you receive.
3. Submit your completed “Project Snapshot”
 - OPTION 1 – Submit the information through this [Google Form](https://forms.gle/6wLaZV6nu3TiyMZs9) <https://forms.gle/6wLaZV6nu3TiyMZs9>
 - OPTION 2 – Complete the SnapShot as a Word doc or PDF and email it to robin@leadlocal.global.

THANK YOU!



Appendix E – Feedback from Educators and Industry Partners

1. Educator Open-ended Feedback
2. Industry Partner Program Evaluation
3. Industry Partner Open-ended Feedback

Educator Open-ended Feedback

I validated my thoughts as to what employers are looking for in fresh candidates, and also learned quite a bit about entry level positions that I never would of thought about otherwise.

I learned about the many avenues and ladders that are available for students to discover about the working world. I plan to do more research, just like my students, and we learn about them together.

It was eye-opening to learn about the various types of industries and employability skills that are needed. I will take this knowledge back to the classroom and incorporate career-building and employability skills into my lesson-planning as well as in our business club activities. I will share the employer resources and contact information with students, student club members, and colleagues for follow up.

I learned that a lot of companies want to connect with students. I learned that there are positions out there for internships.

I learned that employability skills are as important or even more important than technical knowledge. Technical knowledge can be taught on the job, but soft skills are needed to do the job well.

The biggest thing that I learned in the externship was that the company is out there today have a lot more to offer our students than I think I've ever been offered in the past. And going forward this information is not going to be you know a secret they're going to find out I'm going to teach them how to find out what companies offer up front

Elevate EdAZ provided an externship that sparked many ideas to facilitate connections between Phoenix Valley businesses and our school district. This information will be an invaluable tool for my next 5 years. I hope I can do this again in the future to update my knowledge!

discovered some valuable resources and made some solid potential connections

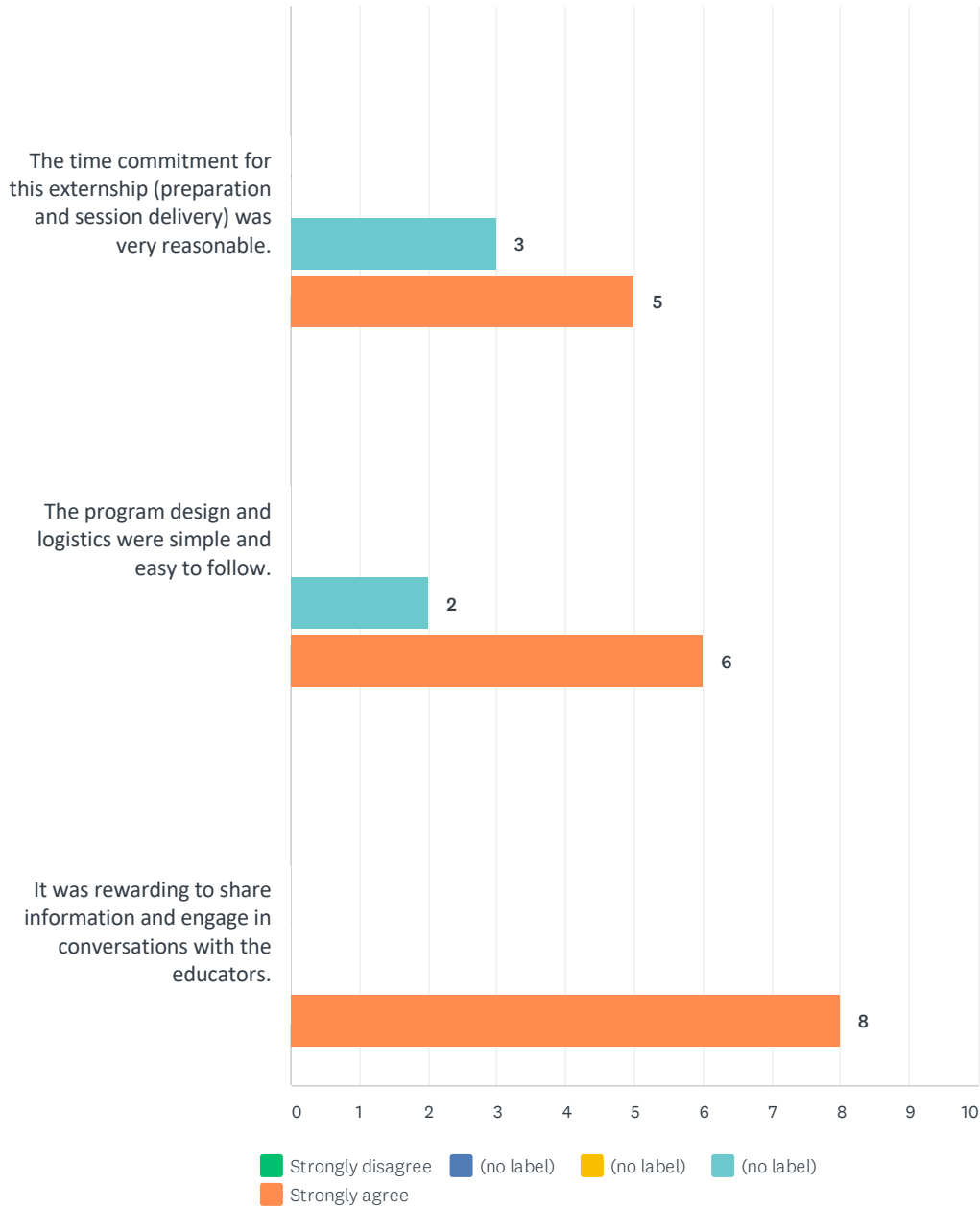
This externship helped bridge the gap between employers and educators build a network and generate connections of students and employers.

This is not new to me, but the idea behind a student's "digital footprint" was really validated. I think it could be really powerful for my students to hear this from the industry they are interested in. I am amazed at all of the different entry points for many of these industries that I had no idea about. I also appreciate that most of the companies offer some sort of tuition support for their employees so they can continue their own growth.

I learned way too much! I am going to implement weekly learning goals in the first week of school.

The information provided by the Industry Professionals was overwhelming & I am excited to integrate the material into my curriculum!

Industry Partner Program Feedback



Industry Partner Open-ended Feedback

It is a wonderful opportunity to highlight your sector and your organization! Our teachers do so much for our communities and our children and young adults, this is a way to provide them with additional resources that they can take back to their classrooms.

There are so many options for allowing this experience to work for you. This is a great way to ensure success while providing an educator a brief synopsis of your industry. It also encourages ways they can help shape your future work force.

Experiential learning is the best type of learning...for both teachers and students. I would strongly encourage my colleagues in both industry and higher education to participate in work-based learning externship.

It was rewarding to be able to provide teachers information they can take back and use in their classrooms. The questions were excellent and helped connect the workforce to the classroom

Well worth your time, especially if you believe educating future generations.
