
Fall 2020 Virtual Externship Program Recap

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

The Fall 2020 Virtual Externship connected sixty-five educators, from over ten districts across Arizona, with twenty-two different businesses. The Fall 2020 Externship was a fully remote experience offered to educators throughout the state and will directly impact approximately 10,000 students from middle grades to college. The program asked educators to commit twenty hours over two weeks. Educators' externship time was logged outside of school hours and included daily experiences with industry partners; stipend-supported, project-development time; and peer collaboration.

The Fall 2020 Virtual Externship was an expansion of the virtual externship model piloted in July 2020. The success of the fall externship is the result of a focused, accessible externship model and dedicated project partners: The Center for the Future of Arizona, ElevateEDAZ/The Greater Phoenix Chamber Foundation, and ABEC (Arizona Business and Education Coalition).

Program Design

The Fall 2020 Virtual Externship spanned two weeks and took place after school, between 3:30 and 5:00 p.m. The program began with a sixty-minute, virtual orientation for educators. Educators then attended one virtual experience each day of the externship and participated in a Cohort Collaboration session at the end of the first week. The remaining hours of the externship were dedicated to Externship Project design. The externship closed with an hour-long virtual convening of educators and employers. At the wrap-up event, participants were able to reconnect, share their experiences, and identify their next steps to bring opportunities back to the young people they serve. (See **Appendix A** for Fall Externship Schedule and **Appendix B** for a list of participating organizations and districts.)

Underlying the success of the program are three key design factors: 1) the program has a crystal-clear focus; 2) it leverages networks; and 3) it has a low barrier to participate.

Crystal Clear Focus

The Virtual Externship Program has one priority: give teachers the information and connections they need to engage students in career awareness and exploration of high-demand industries. Young people and educators are often unaware of the breadth of career opportunities in high-demand, high-growth industries within the state. To address this knowledge gap, employer sessions as well as the educators' Externship Project focus on highlighting career pathways and/or employability skills.

- *Employer Sessions* – Participating employers are asked to attend a 50-min orientation. At the orientation, employers are provided with examples of successful virtual sessions. Sessions can take any approach, from virtual tour to

panel presentation to personal career path story, as long as the session 1) addresses employability skills and/or career pathways and 2) highlights the opportunities that the organization and/or industry offers young people.

- *Externship Projects* – As a key deliverable for the externship, educators are asked to develop an Externship Project. The Externship Project is a way for educators to bring their externship experience back to their schools and classrooms. Externship Projects can take the shape of an activity, a lesson-plan, or any other experience that helps young people explore career pathways and necessary employability skills.

See **Appendix C** for Employer Session and Externship Project support materials.

Network-based Approach

Arizona is committed to building systems of college and career pathways that strengthen the talent pipeline. Recognizing the importance of diverse networks and collective action in systems growth and sustainability, the externship experience prioritizes collaborative relationships at all levels—from planning and implementation to the design of participant interactions.

- *Planning and Implementation* – The Virtual Externship was able to triple participation from July to October because of the program’s partnerships. Not only did each partner take on meaningful roles in logistics and planning, but each also brought to bear unique network connections and diversified funding sources. The collective efforts increased the system-wide impact and created a road map for future program collaborations across the state.
- *Participant Interactions* – The July 2020 virtual externships revealed that the virtual experiences facilitated network connections more successfully than previous in-person experiences. Building on this learning, the design of the Fall 2020 Externships prioritized collaboration and relationship building among participants, and educators were assigned to cohorts. Each cohort had a designated facilitator and approximately fifteen educators. Cohorts attended all virtual sessions together and had three formal sharing and collaboration times beyond the employer sessions.

The small cohorts helped participants build relationships with new colleagues, collaborate with other educators from their school, and engage more comfortably in interactive sessions with employers. To further support network connections, employers were encouraged to attend the wrap-up where they were able to participate in breakout sessions with educators.

Low Barrier to Participate

Robust talent pipelines require engaged stakeholder participation from education and industry, which in turn requires an investment of time and resources from individuals and organizations. Recognizing and respecting both individual and organizational investments, the Fall 2020 Virtual Externship lowered the commitment necessary to participate for both educators and organizations.

- *Education* – In order to make the externship accessible, the program provided a stipend and required minimal time commitment. The program was limited to one hour of virtual sessions each day for two weeks. The 60-minute synchronous sessions, the program length, and the stipend for externship work created enough demand that all open slots were filled, and a waiting list was started.
- *Industry* – To support industry participation, the externship required minimal time and resource commitment and ElevateEDAZ provided individualized support for virtual session planning and development. Industry participants were asked to attend an orientation meeting; deliver one, sixty-minute virtual session; and, if possible, attend the externship wrap up meeting. The number of participating organizations increased from the summer program and a waiting list was started for the next externship.

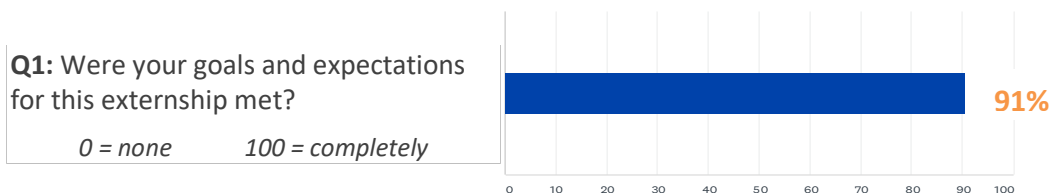
Results

The Fall 2020 Virtual Externship was a success. Educators found employer sessions valuable; they felt supported; their goals and expectations were met; they gained knowledge and network connections; and they were inspired to share their learnings with their students. Externship Projects, ranging from virtual career fairs and career exploration days to video portfolios, will help over 10,000 young people explore career opportunities in high-demand industries in Arizona.

Positive Outcomes - Participants indicated that they had positive externship experiences. The average rating for industry sessions was 4.2 out of 5 stars.

Average Virtual Session Rating =

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.



Participant feedback indicates that educators gained valuable insight and information that was directly applicable for their students. The following participant comments are exemplary of the different trends in the educators' feedback.

Participants felt supported.

The experience was supported. I was extremely impressed. I was able to ask questions and hear about ways to involve my students.

Everything supported my outcomes and my expectations about the externship. All presentations were great, and each one brought something new I can use with my program.

The employer's presentation, and real-life experiences in their career pathways exceeded my expectations. I now know that there is great support out there for students, other than teachers. All of these resources allow me to bring back supportive material to the classroom.

Educators were inspired to share resources with students

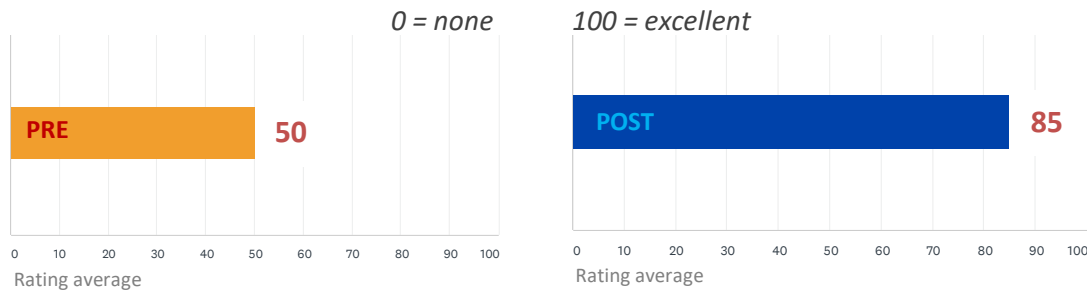
Hearing about so many different careers paths was great to relay back to my students. Learning what skills are needed and looked for during an interview is so helpful for me to know!

Revelations of so many pathways to professions and realizing the need to seek these origins and display them for young students!!!

I really enjoyed learning about the opportunities for our students that are not strictly focused on college. I also greatly appreciated learning about ways in which I can help strengthen my students' interview skills.

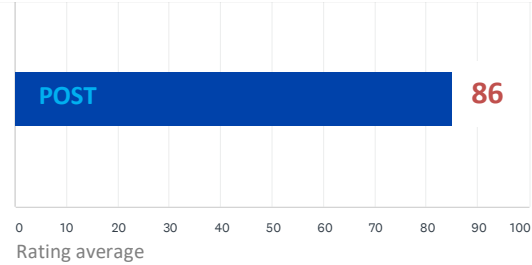
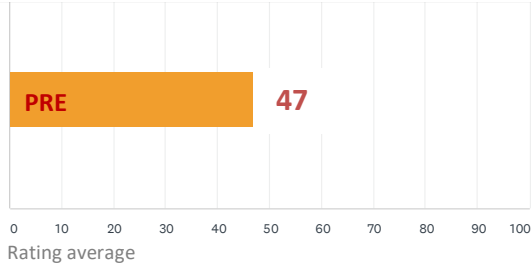
Increased Awareness - Educators gained increased knowledge of career pathways and reported increased confidence that they were informed and up to date. Through pre and post surveys, educators were asked to rate their knowledge and their confidence in the accuracy of that knowledge. The following data reflects the educators' awareness of career opportunities and workforce needs in Arizona before and after participating in the externship.

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



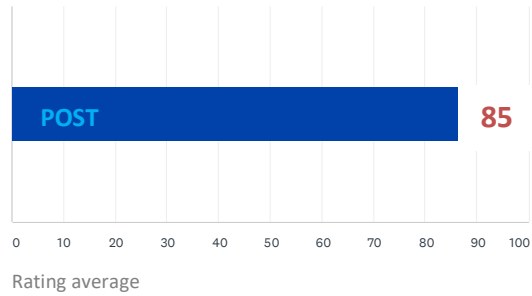
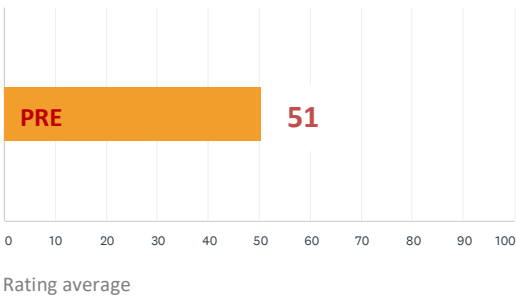
Q2: How confident are you that your knowledge of the skills needed to succeed in high-growth industries is accurate and up to date?

0 = none 100 = excellent



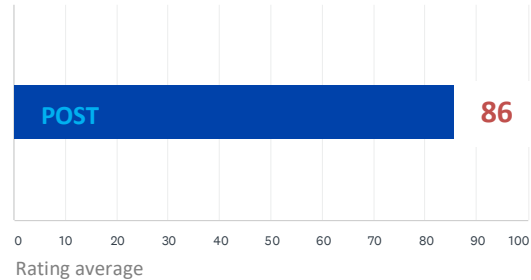
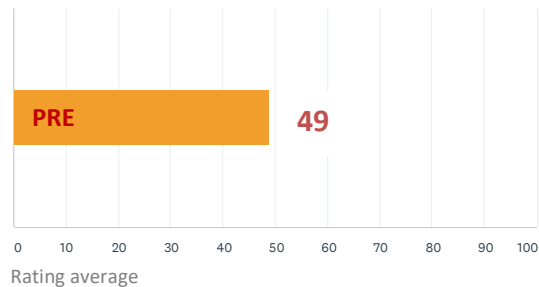
Q3: How would you rate your knowledge of industry hiring needs, expectations, and processes?

0 = none 100 = excellent



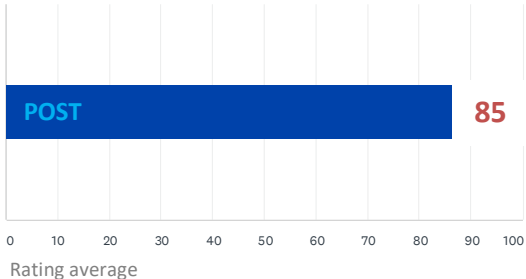
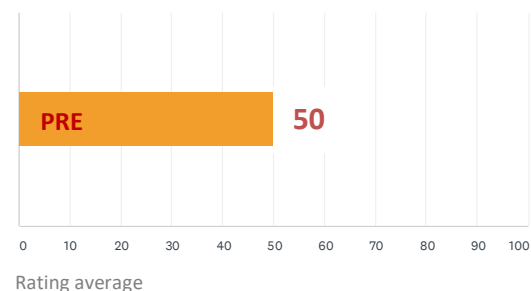
Q4: How confident are you that your knowledge of industry hiring needs, expectations, and processes is accurate and up to date?

0 = none 100 = excellent



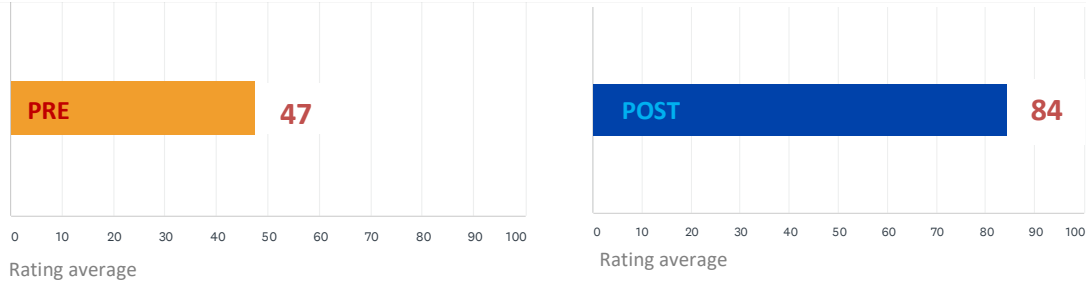
Q5: How would you rate your knowledge of career pathways in high-growth industries?

0 = none 100 = excellent



Q6: How confident are you that your knowledge of career pathways in high-growth industries is accurate and up to date?

0 = none 100 = excellent



Significant Impact – Educators gained knowledge and valuable understanding of career pathways in high-demand fields in Arizona, but more importantly they will bring these learnings back to the classrooms and schools. As part of the registration process, participants shared how many students they directly impact each year. Through classroom instruction, workshops, counseling and presentations, the educators who participated in the program directly reach 10,012 students from the middle grades through college.

Insights and Opportunities

The virtual externship program provided valuable insights for improving the next iteration of the externship experience and presented opportunities for additional high-impact, low-resource learning experiences for educators.

Improved Externship Experience – Educator feedback was overwhelmingly positive; nevertheless, through feedback and conversations, the program partners noted three improvements that would enhance participant learning: cohort “tracks” or focus areas; refined application processes; presentation templates for employers.

1. **Cohort Tracks** – The cohort model has successfully supported educator collaboration and networking. To further leverage the cohort structure and improve the program relevance and learning for participants, future externships may apply an externship focus or cohort track. Focused tracks or externship experiences would more directly address participants’ personal learning goals by providing educators with the option to choose an option geared towards their needs. Tracks may focus on learning about a broad range of career opportunities or choose a more industry-specific experience. For example, a middle school counselor might be more interested in gaining knowledge about a range of industries, where as a college or high school CTE teacher may select an industry-focused experience.

2. *Refined Application Process* – As demand to participate in the externship has grown, it has become more apparent that a refined application process is needed for both educator and industry participants. By designing an application process that captures the interests and goals of participants ahead of time will allow program partners to facilitate more relevant connections among educators and industries.

Through a simple application questionnaire, organizations would be able to prioritize their participation goals, such as sharing apprenticeship opportunities for college students, summer exploration camps for middle-schoolers, or highlighting career skills for high school teachers. Similarly, educators would be able to identify their learning goals, select a focus, and pose preliminary questions that can be shared with employers to customize virtual sessions.
3. *Employer Session Templates* – The virtual externship program’s accessible design has created a demand to participate from organizations across the state. To continue to expand the accessibility and benefit for businesses, a set of standard presentation/session templates will be provided for participation organizations. These templates will provide businesses with additional support in designing and developing their virtual sessions to address educators. The templates will help employers focus content and apply tried-and-true techniques from previous externships sessions.

Opportunities for Next-level Programming – The Fall 2020 Virtual Externship revealed two unique opportunities for continued talent pipeline development through educator/industry connections: tiered and topic-specific, virtual learning sessions with employers; and facilitated network connections among educators and employers.

1. *Tiered and Topic-specific Virtual Learning* – During the Fall 2020 Virtual Externship, several employer sessions provided inspiration for new educator experiences to support career pathways development. The sessions that provided inspiration were topic-specific in nature. For example, one employer session did a deep dive into resumes and behavioral interviews. Another shared pathways to cybersecurity careers. These topic-specific sessions align in nature with two partner initiatives.

The first is the series of virtual, work-based learning events that CFA offered in spring 2020, the “CFA Pathways Rapid, Listen, Learn and Chat.” This series presented 30-minute sessions on topics of interest in career pathways education. Building on the success of this virtual series, there is an opportunity to offer topic-specific sessions (employer or partner facilitated) to increase awareness of careers and employability skills.

The second is the Career Connected Pathways EIR Grant CFA received in 2019 to support the preparation of students for careers in STEM fields, including Computer Science and Cybersecurity. This grant focuses on exposing school communities to industry-focused opportunities and developing networks to support specific career pathways. Offering industry-specific sessions for educators that align with this grant focus presents significant opportunity for pathway development within the state.

2. *Facilitated Network Connections* – To grow a healthy talent pipeline, the community needs strong education/industry connections. The externship program is one successful entry point for network building; however, over the course of several iterations of the externship program, it has become clear that there needs to be a streamlined, community-based method for reinforcing and supporting network collaborations between education and industry. Currently, the ElevateEDAZ team is pursuing tools to support these network connections among educators and industry.

In summary, the Fall 2020 Virtual Externships were successful, providing rich learning opportunities as well as industry network connections for participants. As participating educators return to their schools and classrooms (virtual and in-person) to share their knowledge with their students through their Externship Projects, thousands of young people will have exposure to new opportunities for their future.

Appendix A – Fall 2020 Virtual Externship Schedule

<i>Date</i>	<i>Time</i>	<i>Cohort</i>	<i>Company</i>	<i>Focus</i>
10/19	4:00-5:00pm	ALL	Kick-Off / Orientation	
10/20	3:30-4:30pm	A	Zovio	Education Technology
		B	Dircks Moving and Logistics	Supply Chain
	4:00-5:00pm	C	The Hartford	Cybersecurity
		D	CommonSpirit Health	Cybersecurity
10/21	3:30-4:30pm	A	Pilkington Construction Co	Skilled Crafts
		B	Alliance of Arizona Nonprofits	Nonprofit
	4:00-5:00pm	C	IBM Tucson	IT
		D		
10/22	3:30-4:30pm	A	APS Yuma	Energy
		B	Banner Health	Healthcare
	4:00-5:00pm	C	University of Arizona Yuma	Higher Education
		D		
10/23	3:30-4:30pm	A	Collaboration Time	
		B	Collaboration Time	
	4:00-5:00pm	C	Collaboration Time	
		D	Collaboration Time	
10/26	3:30-4:30pm	A	Benjamin Franklin Plumbing	Skilled Crafts
		B	Google	IT
	4:00-5:00pm	C	Mayo Clinic	Healthcare
		D	HonorHealth	Healthcare
10/27	3:30-4:30pm	A	Simpleview	Software Dev
		B	1st Bank Yuma	Financial Services
	4:00-5:00pm	C	APS	Energy
		D	SRP	Skilled Crafts (Energy)
10/28	3:30-4:30pm	A	PulteGroup	Skilled Crafts
		B	Carlisle Companies	Manufacturing
	4:00-5:00pm	C	DP Electric	Marketing + Skilled Crafts
		D	Bechtel	Cybersecurity
10/29	4:00-5:00pm	ALL	Wrap-Up	

Appendix B –Participating Organizations

- List of Participating Companies
- List of Districts and Schools

List of Participating Companies

<i>Company</i>	<i>Experience Description</i>
Zovio	Pre-existing training on resources to prepare for or explore careers
APS	Panel on career path opportunities and technical and employability skills
The Hartford	Panel and virtual tour on career path opportunities, resources to prepare for or explore careers, and technical and employability skills needed in industry
Google	Panel on resources to prepare for or explore careers
Alliance of Arizona Nonprofits	Panel presentation
CommonSpirit Health	Focused interview on technical and employability skills needed in your industry
1st Bank Yuma	Credit/FICO scores and why they are crucial for life/employment success
Bechtel	Focused interview on technical and employability skills needed in your industry and resources to prepare for or explore careers
Mayo Clinic	Panel and virtual tour exploring pathways into healthcare
DP Electric	Panel on career path opportunities, resources to prepare for or explore careers, and technical and employability skills needed in industry
Dircks Moving & Logistics	Panel on career path opportunities, resources to prepare for or explore careers, and technical and employability skills needed in industry
Benjamin Franklin Plumbing	Virtual conversations about opportunities in industry and the income levels available; Brewer Craftsman Academy and how the program has been a success with the youth graduating or recently out of school
PulteGroup	Focused interview to expose educators to the industry, discuss overall homebuilding needs, and help them understand various departments
SRP	Panel on career path opportunities, and technical and employability skills needed in industry
APS Yuma	Interview skills for behavioral based interviewing
University of Arizona Yuma	Panel on career path opportunities and technical and employability skills needed in industry
Banner Health	Focused interviews on career path opportunities, resources to prepare for or explore careers, technical and employability skills needed in your industry
Pilkington Construction Co.	Job shadows focused on career path opportunities and technical and employability skills
Simpleview	Focused interview on career path opportunities, resources to prepare for or explore careers, and technical and employability skills needed in industry
HonorHealth	Panel highlighting career path opportunities, resources to prepare for or explore careers, and technical and employability skills needed in your industry
Carlisle Companies	Career path opportunities
IBM- Tucson	Technical and employability skills needed in your industry and career path- Introduction/Bio/Open Q&A Session

List of Participating Districts

<i>District</i>	<i>Organization</i>	<i>Subjects Taught/Focus</i>	<i>Students Impacted</i>
Crane Elementary	Centennial Middle School Crane Middle School	Graphic Design Business CTE Science	440
Maricopa Community Colleges	Phoenix College Gateway Early College HS	CIS Career Exploration History, Government	1019
Mesa Public	Mesa High School District CTE	Marketing CTE Outreach Internships	200
Nogales Unified	Nogales High School	College and Career Coaching	520
Phoenix Union High School	Phoenix Coding Academy Academies at South Mountain Bioscience High School	Special Education Bio Tech, Statistics Pharmacy Support Services Cultural, Social, Ethnic Exploration Biology, Physical Science Science Guidance Counseling Algebra, Geometry Network Security Software Development Reading	2015
Pima Community College	District-wide Downtown Campus	Building and Constructions Tech Technology, Reading Employability Skills Aviation Advising Workforce Development	1365
Santa Cruz County Unified	Rio Rico High School	College and Career Coaching	315
Sunnyside Unified	Gallego Intermediate Apollo Middle School Challenger Middle School Star Academies High School Desert View High School	Social Emotional Learning Digital Media Arts Culinary Arts Exploration of Tech, Robotics Social Science Academic and Career Counseling	2596
Yuma Elementary	Ron Watson Middle School	STEM	50
Yuma Union High School	Vista High School San Luis High School Gila Ridge High School Kofa High School	Mental and Social Health Services Sports Medicine Business Management Construction Technologies Film and TV Production Early Childhood Education Digital Photography Law and Public Safety Anatomy and Physiology	1492

Appendix C – Support Materials for Industry and Educators

- Industry Support Materials
- Educator Support Materials

Fall Virtual Teacher Externship – Industry Info and Support

ElevateEdAZ, Arizona Business and Education Coalition (ABEC), and Center for the Future of Arizona (CFA) have partnered to put on a virtual teacher development program (externship). During the weeks of October 19th and October 26th, a group of educators will rotate through virtual interactions with multiple businesses, then come together to create lessons on how to apply their newly acquired industry acumen to the classroom. We are asking employers to dedicate 1 hour to connect with a cohort of educators and showcase their industry. If you'd like to participate, please follow the steps below.

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

1. **Content:** Select the focus of your experience (*see examples below*)
2. **Method:** Select the method of virtual delivery (*see examples below*)
3. **Date and Time:** Select the date and time of your offered experience(s); *all employers are asked to provide one 60-minute experience*
4. **Google Form:** Fill out the [Survey Monkey](#) to the best of your ability using this document as a reference; *it should take about 5-10 minutes*
5. **Onboarding Meeting:** Attend a quick meeting on either September 28th or 29th to understand the full scope of the externship experience; *this is optional for employers who participated in this past summer's virtual externship*

Content:

- Career path opportunities at your company
- Resources to prepare for or explore careers
- Technical and employability skills needed in your industry

Method:

- **Focused Interviews:** Allow educators to interview staff on skills needed for career success
- **Panels:** Hold a panel on any topic (employability skills, diversity and inclusion, interview prep, etc.)
- **Job Shadows:** Allow educators to virtually shadow you and a current project, providing them insight on skills needed to perform daily tasks
- **Meeting Observations and Debriefing:** Invite educators to listen in on a department meeting and afterward, debrief on what they heard
- **Virtual Tours:** Give educators a glimpse into your workspace
- **Pre-existing trainings:** Take educators through an existing training your company uses to onboard and train new employees

Date and Time:

We are asking each employer to present one 60-minute experience of their choosing. We have six date options available to host experiences:

- **Tuesday, October 20**
 - 3:30pm-4:30pm
 - 4:00pm-5:00pm
- **Wednesday, October 21**
 - 3:30pm-4:30pm
 - 4:00pm-5:00pm
- **Thursday, October 22**
 - 3:30pm-4:30pm
 - 4:00pm-5:00pm
- **Monday, October 26**
 - 3:30pm-4:30pm
 - 4:00pm-5:00pm
- **Tuesday, October 27**
 - 3:30pm-4:30pm
 - 4:00pm-5:00pm
- **Wednesday, October 28**
 - 3:30pm-4:30pm
 - 4:00pm-5:00pm

Google Form:

Please fill out this [Survey Monkey](#) that collects information on your preferred **content**, **method**, and **date/time**. Your answers will serve as a guide for ElevateEdAZ staff to determine the best way to assist you and firm up details. This is a very fluid process, so you can change your form answers as you progress in planning.

Onboarding Meeting:

We have two times set aside for employers to meet with ElevateEdAZ, ABEC, and CFA staff to answer any questions and help narrow down externship experiences. Please indicate which meeting you would like to attend in the [Survey Monkey](#) and a calendar invite will be deployed to you. Options include:

- Monday, September 28 from 3:00pm-4:00pm
- Tuesday, September 29 from 8:00am-9:00am

Questions? Contact Kimberly Hanes, *Senior Education Partnership Manager* at khanes@phoenixchamber.com or (602) 495-2199.

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?

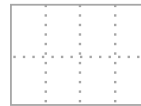
CRAZY 8s

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 D – Feedback from Educators and Industry Partners

1. Industry Partner Open-ended Feedback
2. Educator Feedback – How learnings will be applied with students

Industry Partner Open-ended Feedback

RESPONSES

The teacher engagement was over and above what I expected. Additionally, the overall organization was excellent.

enjoyed the questions from the teachers

I came expecting more questioning from educator participants. The questions from the moderators were helpful -- and I'm glad they were present -- but in the future, I think that knowing what questions moderators were prepared to ask (in case the educators largely remained quiet) would be helpful to know beforehand so that we can incorporate them into the presentation or be better prepared to answer them. I was happy to participate on behalf of our organization and to represent Tucson. I am glad that the Tucson Metro Chamber reached out on behalf of Greater Phoenix. I'm glad to know of this program. I was impressed and look forward to further work with the ElevateEdAZ coordinators.

All in all, my expectations were exceeded. I had great help from the staff and I had a positive experience on the call.

Educator Open-ended Feedback – How do you plan to apply your externship learnings in the classroom?

RESPONSES

The importance of soft skills. I thought this had decreased in need but I was wrong.

The road to a great career is an individual journey. Use available resources to help you discover your career.

My exposure to the industrial interview procedures and expectations was priceless. I will share the interviewing process, internships, and getting a head start on their career with support.

Providing students with experience and industry expectations necessary for sustainable job placement

Thank you for sharing this externship with us, it gave me an opportunity to learning about different career fields that my students can explore.

Over the course of these two weeks I think I may have tripled my knowledge on how I can help prepare my students for life after high school. Listening to many professionals across so many different careers and locations was a real eye opener and gave me more than a few ah-ha moments. Preparing our students for not only college but trade schools and non-traditional jobs, hearing from so many experts in their respective fields made this externship extremely valuable. Being able to collaborate with teachers from all levels across the state provided us a chance to learn from our peers and give us many tools that we can spread to the students in our community. This was an amazing experience and I would recommend this to ALL teachers.

This externship opened my eyes to some career sectors that I was unaware of and it will help me assist my students with the skills and tools necessary for career readiness

It was wonderful being a part of the Educator Externship. I now feel that I have made community connections with employers within the area that can help support my students with their transition goals related to becoming successful in their workplace. I also fee that I have a better understanding of some of the criteria needed for certain positions and the interview questions and responses jobs and employers may look for. I am now more equipped to support my students and their success.

I learned that their are many well paying career options and paths that do not require a graduate degree that students can seek once they complete high school. I also learned that soft skills are still sought needed in many of these careers. Many employers are will to train and upscale their employees.

I learned about the workforce trends, expectations and future employment opportunities. I am now able to provide up to date workforce information to my classes with more confidence than before the externship.

I learned about the different industries and jobs within each.

I really liked the APS presentation and I would apply to the students to prepare them for a job opportunity. I aslo would apply the Pulte Homes they have many opportunities for employment that can benefit the students.

There are more people out there that want to help students be successful in life, all they need is to be put on the right path. I will try to invite more of these people into my class not only to talk to them but to show them was out there for them.

I learned so much about different careers other than the traditional ones that I was exposed to when I was younger. It was such an awesome experience to gain information about career paths from the professionals that have worked in these fields, and how they obtained their positions from the path they have chose. I plan to work with two other teachers at my school to plan for Career Fridays. I plan on using the resources that I have been given to feature a some of the careers, and companies that were shared with us during this Externship.

Before this Externship, I wasn't even sure what Agri-Science was! I think that's the best part of this Externship: getting information that wasn't on my radar. Now, it's on my radar and I have a contact person to be in touch with in the future.

This externship gave me motivation to create new virtual experiences for my students. I want to find ways to connect students to careers, open up pathways they never knew existed.

I learned so much about careers, job search and employment skills and made connections

Educator Feedback Continued

Notorious professions of the 50's 60's 70's and 80's have been subdivided into new professions, most of which are not immediately within our antiquated purview. This must change if we want to see the corresponding change we wish to facilitate about the prudent diversity of destinies that lie before our current students.

As a Gear UP Success Coach for Santa Cruz County, my focus is to provide college and career readiness to my cohort. I believe that I have received great information during this externship that I can take back to my program.

The presentations I listened to during this externship was absolutely fascinating. Hearing the careers that are possible for my students either straight out of high school or with some basic foundational skills is so encouraging. I loved hearing the backgrounds of the presenters as well, to understand how far they have come and where they started.

The externship enriched my knowledge as an educator.

I learned about APS opportunities, as well as the career path Mayo offers.

It was fantastic getting to meet industry professionals with whom I can connect my students. I'm excited to set up a virtual job fair using some of the connections I've made through this externship.

The experience was well rounded with opportunities to explore for students that may or may not be suited for college. It was diverse with culture, ethnicity, gender, and skill! All presenters seemed satisfied and passionate about what they do which helps me give glimmers of hope to sped students

Networking with the different employers. It is great see employers willing to come to the classrooms to speak with students about their experiences and knowledge.

I am so grateful for being a part of this externship program. As a Job Prep Skills teacher, I am able to share with my students all the information specifically the behavior job interviewing skills which oftentimes are overlooked. I also like the trade industry presentations. I am definitely using all these information in class. I am planning on having my students do a career exploration through a career research project. I will use the resources provided by the presenters.

I learned that there is a diverse job market for high tech skills

I learned about behavioral interviews and the crucial parts of deadlines.

The Elevate EDAAZ offers its participants an insight to an array of careers. The presenters share up to date skills that are necessary for young people to acquire, the benefits offered by their employment site, the training and education that is recommended for such a position, and encourages the audience to promote entry level positions for young people communicating an interest within the given sector. Our youth have an abundance of options at their finger tips. Elevate EDAAZ offers educators the tools to begin guiding our students to the possible professional opportunities ahead.

I learned about different sectors, with different requirements and different needs for skill sets. I was happy that other things haven't changed, such as punctuality, collegiality, professionalism, and building personal and professional skills were still requirements. I plan on incorporating what I have learned into appropriate daily lessons with my social studies students to have them build their problem-solving skills, as well as leadership skills.

I learned about some of the changes in job applications, how non-profits are a huge area, how there are many and diverse manufacturing and medical field positions open for students (which surprised me!) I will encourage students to develop communication skills in HS and consider starting in the workforce perhaps instead of going directly into college.

This externship fantastic! I learned ways in which I can help my students strengthen their interview skills and better prepare them for their future goals and careers. Thank you for this wonderful opportunity!

The Educator Externship provided me with a good insight into current hiring trends and opportunities that I can pass along to my senior students who are looking for employment and