

The Co-Advising Framework

Arizona Career Connected Pathways (CCP) Project

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At a Glance

The Co-Advising Framework is a resource for facilitating collaboration between secondary and postsecondary educators, advisors, and staff as they create computer science and cybersecurity (CS/Cy) pathways, with the goal of supporting seamless transitions from high school to college to career. The framework outlines activities that will increase enrollment of high-need students in these pathways and support them in achieving their college and career goals. The activities are organized by five responsibilities of co-advisors: (1) developing individual advising plans that span secondary and postsecondary education; (2) offering postsecondary exploration and navigation opportunities; (3) supporting career exploration through labor market awareness; (4) embedding rigorous academics throughout; and (5) developing work-based learning preparation and opportunities. The framework includes suggestions for collaboration under each activity. When secondary and postsecondary partners collaborate and co-advise students, the boundaries between high school and college become less distant (through opportunities like dual enrollment) and high-need students are able to more easily access, enroll in, and complete pathways and earn postsecondary credentials.

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Framework Purpose

The Arizona Career Connected Pathways (CCP) project will increase enrollment, persistence, and educational attainment of high-need students¹ in computer science and cybersecurity (CS/Cy) pathways. Within this context, the purpose of the Co-Advising Framework is to facilitate collaboration between secondary and postsecondary educators as they create and provide pathway advising and learning opportunities for students grades 9 through 14, or from high school through a postsecondary credential, with the ability to pursue further education. Educators in this case include not only academic and career advisors but also key individuals such as classroom instructors, CTE directors, dual enrollment coordinators, and college admissions staff. **The products of collaboration will be the processes, structures, and activities that support (1) the intended CS/Cy pathways that span secondary and postsecondary education and (2) the high-need students enrolled in those pathways.**

Dual enrollment will factor prominently in the CCP project, something to be considered as educators implement the co-advising framework. Intentionally tending to dual enrollment is aligned to the proposed goals and metrics of the project: (1) increased enrollment, especially by high-need students, in CS/Cy pathways; (2) increased number of dual enrollment credits earned, especially by high-need students, in CS/Cy; and (3) improved educational attainment rates. Dual enrollment is also a very clear example of secondary/postsecondary connectivity, an example that can be leveraged and from which inspiration can be drawn as co-advisors do the work of creating CS/Cy pathways that seamlessly span grades 9 through 14.

Responsibilities of Co-Advising

Co-advisors are responsible for ensuring that students participate in activities that prepare them for college and career and help them to make informed decisions about both. With regard to career pathways, these responsibilities include:

1. Developing **individual advising plans** that span secondary and postsecondary education
2. Offering **postsecondary exploration and navigation** opportunities
3. Supporting **career exploration through labor market awareness**
4. Embedding **rigorous academics** throughout

¹ For the purposes of this project, “high-need students” include, but are not limited to, children from low-income families, English learners, and foster care youth

5. Developing **work-based learning preparation and opportunities**

The Co-Advising Framework is organized into sections related to each of the responsibilities above. Each section is further organized into: an explanation of the responsibility; the activities students will participate in and their intended outcome(s);² the grades the activities apply to and what they look like at each grade level;³ and suggested opportunities for collaboration between educators to develop and implement the activities. **The last of these—opportunities for collaboration—is what should be of greatest focus. By exploring these opportunities across secondary and postsecondary levels of advising and with the appropriate educators (teachers, administrators, and support staff), and by documenting what works and what does not, advisors will co-create the processes and structures necessary to build the envisioned pathways and enroll students in them.** It should be noted that the activities in this framework are appropriate for co-advising on all pathways, though this particular project is focused on computer science and cybersecurity.

In general, collaboration across secondary and postsecondary education to develop college and career pathways involves the following:

- Establishing the industries of focus for the pathways, backward mapped from regional labor market demand, which, in this case, are computer science and cybersecurity
- Determining what already exists in terms of sequences of courses and the credentials (certificates, certifications, and degrees) that can be earned *within* each of level of education (secondary and postsecondary) and then developing a crosswalk, which includes 12 or more dual enrollment credits, for an articulated and aligned sequence of courses and credentials *across* the two levels
- Determining the opportunities for working with local industry and workforce partners to inform course creation, participation in a continuum of work-based learning experiences, and providing authentic, hands-on learning opportunities in the workplace
- Enlisting specialists (ESL teachers, special education teachers, school psychologists, technology advisors, deans of financial aid, outreach directors, etc.) to inform the

² A separate Student Activities Framework summarizes the activities found in the Co-Advising Framework. Students can use the Student Activities Framework to understand and determine those activities they should participate in, by grade, to prepare for and succeed in both college and career. When used together, the two frameworks highlight the roles, responsibilities, expectations, and experiences of both educators and students in articulated and effective pathways that span grades 9 through 14.

³ In 9th grade, the activities are more about college and career exploration and exposure, and as the student gains more knowledge and experience the activities become more about career preparation and experience. By the time a student completes a postsecondary credential, they will be prepared to move into a high-wage, high-demand industry.

supports and accommodations high-need students will require when enrolled in pathways

- Anticipating barriers to access to pathways for high-need students when endeavoring to increase enrollment. These barriers might be related to English fluency, English and math literacy, transportation, food insecurity, housing instability, and access to technology and connectivity (internet).

Throughout, attention should also be paid to what *is not* included in this framework and must be created or modified to address students' needs. It should be noted that this process will take time to develop, implement, document, reflect upon, and refine. The Co-Advising Framework is intended to help guide the overall process.

Individual Advising Plan

Individual advising plan activities are a range of college and career preparation activities that co-advisors initiate and support and that students participate in as they think about their unique strengths, interests, and future goals. These activities are important because they expose students to the variety of college and career options available, options they might not otherwise be aware of. The activities outlined below will allow students to make informed, strategic decisions about their personal college and career plans.

When secondary and postsecondary partners align around individual advising, the transition from high school to college becomes more seamless. By collaborating on the individual advising plan activities, secondary and postsecondary partners are better able to identify agreed-upon milestones in the advising process, support and assess students' progress toward their goals, and pinpoint any gaps in advising supports for students.

Develop College and Career Plan

- **Activity description:** Starting in grade 9, students will meet with their advisors and develop a six-year college and career plan based on their college and career goals and aspirations. They will review and revise this plan annually.
- **Intended outcome:** Students will have the opportunity to connect short-term academic goals with long-term education and career goals. In the earlier grades especially, students will be exposed to the wide variety of opportunities that exist after high school, including 2- and 4-year degree programs, short-term credentials, and earn-and-learn opportunities such as apprenticeships.
- **Grades for activity and scaffolding by grade:**

- Grades 9 and 10 – This activity should involve providing a broad overview of what options exist after high school, including 2- and 4-year degree programs and certificates. Students will be exposed to college and entry-level career options.
- Grades 11 and 12 – This activity should provide more specific information about degree options and associated careers. Students will select college and career options that make the most sense based on regional needs, their skills, and interests.
- Grades 13 and 14 – This activity should provide information about the regional labor market and in-demand skills for a student’s given pathway and credential. Students and their advisors should discuss options after graduation such as a job, an apprenticeship, or transferring to a 4-year degree program.
- ***Opportunities for collaboration:***
 - Design pathway resources for students, such as a crosswalk of courses for a given program of study/pathway from grade 9 through an associate’s degree and industry information associated with the programs of study
 - Develop a six-year advising plan to support student success in transitioning from high school to college
 - Create a shared database that allows higher education partners to identify prospective students at secondary institutions

Select Strategic Sequence of Courses

- ***Activity:*** After reviewing their options with their counselor, students will select coursework that aligns with their college and career goals and that offers 12 or more dual enrollment credits.
- ***Intended outcome:*** Students will make strategic decisions about coursework that will best prepare them for their college and career aspirations, with special consideration for CTE and dual enrollment courses. By selecting coursework in tandem with developing a college and career plan, students will be able to connect short-term plans with long term goals.
- ***Grades activity takes place:*** 9, 10, 11, 12, 13
- ***Opportunities for collaboration:***
 - Align curricula for secondary advanced CTE courses and postsecondary technical courses
 - Develop MOUs for dual enrollment courses
 - Develop crosswalks that outline coursework, providing students with an educational roadmap
 - Develop a plan that decreases the need for developmental or remediation coursework

- **Other considerations/items of note:** Students should aim to commit to a specific pathway after a period of general exploration in their first year or two of high school.

Initiate Individualized Career Exploration

- **Activity:** Students will participate in activities, such as a career interest survey, to support thinking about their personal career interests and academic/professional strengths.
- **Grade activity takes place:** 9
- **Intended outcome:** Students will be informed about a variety of careers based on their skills and interests. It is important that the survey itself is not the end of the activity—there should be conversations about education requirements, median salary, and job growth for a variety of career fields.
- **Opportunities for collaboration:**
 - Share and modify existing career exploration activities such as surveys and career-focused curricula
 - Develop resources to share with students, such as industry overviews, that link career interests to potential degree options
 - Collaborate with employers to offer activities such as guest speaker events and “lunch and learns”
- **Other considerations/items of note:** Be aware of equity when considering a student’s career interests. For example, is there a lack of young women, low-income, and/or students of color showing interest in STEM?

Meet with Advisor to Discuss Post-Graduation Options

- **Activity:** Students who are nearing the end of high school or their postsecondary credential will apply for educational and professional opportunities aligned with their career goals and inform their advisor of their plans/application progress.
- **Intended outcome:** Students will have an opportunity to meet with their advisors to inform them of their intended goals. Advisors, in turn, will offer support in addressing any challenges to or meeting those goals, such as informing students of further opportunities for knowledge and skill development or providing financial aid resources.
- **Grades activity takes place:** 12, 14
- **Opportunities for collaboration:**
 - Develop summer or bridge programs for high school graduates who need additional academic support, possibly avoiding the need for developmental education at the postsecondary level
 - Address any challenges secondary students may have in applying to a postsecondary institution

- Create a transition plan for students that assists in progressing from secondary to postsecondary education
- **Other considerations/items of note:** If a 12th-grade student is considering going directly into the workforce, it is important to discuss living wages⁴ and the challenge of advancing a career without additional education.

Postsecondary Exploration and Navigation

When students connect their high school learning to postsecondary aspirations, they strengthen their perceived link between secondary and postsecondary, which can lead to real educational gains and attainment. For low-income and first-generation students and students of color, postsecondary exploration and admissions preparation activities are crucial in developing a college-going identity. These activities also help students navigate admissions processes and procedures that are complex and even intimidating, especially when enrollment, persistence, and completion of postsecondary education has not been a family reality and, consequently, not been modeled.

The activities below focus not only on the specific experiences students should participate in but also the co-advising activities for postsecondary exploration and admissions preparation as a whole. This requires intentional coordination in terms of: aligning secondary and postsecondary curricula; ensuring transferability of credits; identifying what credentials can be earned, in what grade they can be earned, and how they stack; and developing acceleration and bridge programs that span grades 9 through 14.

Participate in Postsecondary Exploration Opportunities

- **Activity:** Students will attend an event co-hosted by the secondary and postsecondary partners that exposes them to a variety of postsecondary options, including types of degrees and programs of study. They will also learn about opportunities to earn college credit while still in high school (dual enrollment).
- **Intended outcome:** Students will learn about a variety of postsecondary options, including certificate programs, 2- and 4- year degrees, and the wide selection of programs of study.
- **Grades activity takes place:** 9, 10
- **Opportunities for collaboration:**

⁴ JFF considers a living wage to be one that sustains one adult and one child as determined by MIT's *Living Wage Calculator*, available at: <https://livingwage.mit.edu/>

- Explore, determine, and provide opportunities for students to earn dual enrollment in both core academic and pathway-specific courses
- Co-develop materials that explain how students can begin preparing for college in grades 9 and 10
- Align high school curricula to postsecondary programs
- **Other considerations/items of note:** It is important to provide information about dual enrollment at these co-hosted events; dual enrollment can save time and money for students pursuing postsecondary credentials, which could be the difference between a student deciding to go to college or not.

Participate in Postsecondary Admission Preparation Opportunities

- **Activity:** Students will participate in postsecondary preparation opportunities such as going on college campus tours/virtual tours, practicing admissions interviews, drafting personal statements, and researching potential programs of study/majors.
- **Intended outcome:** Students will create and follow a strategic plan to apply for and matriculate into a postsecondary program that aligns with their academic and professional goals.
- **Grades activity takes place:** 11, 12
- **Opportunities for collaboration:**
 - Increase opportunities for students to earn dual enrollment in both core academic and pathway-specific courses
 - Co-develop materials for students as they plan for college in grades 11 and 12
 - Align high school curricula to postsecondary programs
 - Create systematized student plans for seamless transitions from secondary to postsecondary

Participate in College Affordability Opportunities

- **Activity:** Students will attend a college affordability event, such as a general financial aid overview, a FAFSA completion event, a scholarship/grant information session, or a session about how dual enrollment can result in financial savings for college.
- **Intended outcome:** Students will become more familiar with financial aid and will also learn how to address barriers to college affordability through opportunities like dual enrollment, scholarships, and grants. The opportunities offered will be developmentally appropriate by grade level.
- **Grades activity takes place:** 9, 10, 11, 12
- **Opportunities for collaboration:**
 - Co-create content for a college affordability event

- Explore affordability/cost-covering options for dual enrollment courses to increase access for all students
- Develop resources that break down the actual costs of going to college
- Collaborate to support low-income and first-generation students in completing paperwork and accessing funds, such as Pell grants
- Develop resources for financial support for undocumented students

Map Out Course Transferability Plan

- **Activity:** Students will discuss their coursework plan with their advisor and determine which courses will transfer for credit. For secondary students, the conversation will focus on transferring from high school to college. For postsecondary students, the conversation will focus on transferring from a 2-year to 4-year institution.
- **Intended outcome:** By strategically selecting and taking courses, students are able to save time and money when they enter a postsecondary program. Advisors will provide essential information about transfer credit.
- **Grades activity takes place:** 11, 12, 13, 14
- **Opportunities for collaboration:**
 - Develop internal and student-facing resources pertaining to dual enrollment and course transfer information
 - Develop or revise MOUs between education partners to ensure the course transfer process is as seamless as possible

Career Exploration Through Labor Market Awareness

Labor market information includes data on occupations within an industry and things such as the median wages paid, the education levels expected, and the skills required for those occupations. If high school and college are designed, at least in part, to prepare students for careers with labor market value, then an awareness of labor market information should be a key part of that preparation. Incorporating this information into co-advising leads to providing students with opportunities and experiences that allow them to acquire knowledge and skills with labor market value. Supporting students' labor market awareness allows them to advocate for participating in opportunities and having experiences that meet their career interests and needs.

Career exploration activities provide students with a variety of experiences that intentionally expose them to the world of work, helping them to refine their college and career goals and decisions. Often, these activities require co-advisors to first collect resources and create processes that students can use to research and explore types of work and careers of interest in

an academic setting. These activities then require co-advisors to connect students to employers and actual work, increasing labor market awareness in authentic ways.

Participate in Labor Market Exploration Opportunities

- **Activity:** Students will begin to learn about the world of work and professional skills by taking part in activities such as research projects, attending events that share information about the labor market, and discussing labor market data with educators and partner stakeholders.
- **Intended outcome:** Students will begin to connect their academic experience with potential career paths. Students will be exposed to a variety of industries that are high-demand and pay a living wage in their region and use this information to think strategically about the pathway they will pursue.
- **Grades activity takes place:** 9, 10
- **Opportunities for collaboration:**
 - Develop resources, such as industry overviews, that are useful for secondary and postsecondary students alike
 - Collaborate with workforce partners to access labor market data regarding industry growth, wages, and other key information
 - Co-design events for students and their families that introduce the role of labor market information in college and career planning
- **Other considerations/items of note:** Traditional labor market information is publicly available through agencies such as the US Bureau of Labor and Statistics. Real-time labor market information is available, with a paid subscription, through companies like Emsi and Burning Glass. Labor market information can be challenging to interpret, but local workforce boards often offer user-friendly resources and reports about in-demand industries and skills for the region.

Participate in Labor Market Preparation Opportunities

- **Activity:** Students will develop a deeper understanding of their industry of interest and occupations within that industry by reviewing job descriptions, researching information about median wages and education required for occupations, meeting with career counseling services, networking with employers at career fairs, etc.
- **Intended outcome:** Students will be well positioned to enter the labor market in a high-demand, living-wage industry upon completing their credential.
- **Grades activity takes place:** 11, 12, 13, 14
- **Opportunities for collaboration:**
 - Create a shared database of job postings
 - Co-host events, such as job fairs, with employers

- Develop resources that provide key labor market data such as industry growth, wages, required education, and desired skills

Develop an Understanding of Career Ladders and Opportunities for Advancement

- **Activity:** Students will gain an understanding of the entry-, mid-, and senior-level professional jobs in their pathways of interest by discussing with their advisors opportunities for continuing their education, meeting with career services to learn about the potential on- and off-ramps to advance in a career, and researching career ladders.
- **Intended outcome:** Students will be familiar with the possibilities that immediately exist upon completing a credential. Students will be able to envision and articulate a long-term plan for advancing in their careers.
- **Grades activity takes place:** 11, 12, 13, 14
- **Opportunities for collaboration:**
 - Develop resources that explain career ladders, highlighting (1) how a professional can progress from one position or occupation to another as they gain experience and earn credentials and (2) the median earnings for each position or occupation on the career ladder
 - Provide professional development for advisors to become more familiar with labor market information
 - Collaborate with employers and workforce boards to collect information about advancement opportunities
- **Other considerations/items of note:** Not all jobs have opportunities for advancement. JFF describes three types of jobs in a report titled, [“When is a Job Just a Job – and When Can It Launch a Career?”](#)
 - **Lifetime jobs** are careers unto themselves. They pay well and offer long-term stability, but workers rarely advance to higher-level positions. A dental hygienist is an example of such a job.
 - **Springboard jobs** lead to careers. Workers often advance to different roles with more responsibility and greater pay within the same career area. An example of a springboard job is a human resource assistant.
 - **Static jobs** do not typically lead to careers. They offer low pay compared to other middle-skill roles and suffer from high turnover. A medical assistant is an example of a static job.

Rigorous Academics

“Rigorous academics” include those courses that challenge students, pushing them to learn, grow, and be prepared for further academic (and career) options. Rigorous academics include

dual enrollment programs as well as Advanced Placement® (AP) and International Baccalaureate® (IB) programs. They also include courses that are credit-bearing, apply to a credential, and are non-remedial. These features are especially important for high-need students. Often, the need to learn English, learning differences, and housing instability can lead to high-need students being behind grade-level, resulting in the need to take remedial courses/developmental education (often non-credit-bearing) and a delay in earning of credentials. These consequences differentially impact high-need students, affecting motivation and cost to attend school (due to the extra time needed to be remediated) while delaying their entry into the workforce.

Students who participate in rigorous academic programs are more prepared for a range of postsecondary and career options. One defining characteristic of rigorous academics is that they integrate core-academic learning and career-focused learning. The co-advising activities below—including implementing MOUs for dual enrollment, aligning secondary and postsecondary curricula, developing crosswalks that clearly identify the classes to be taken and the credentials that can be earned in pathways, and ensuring that coursework is available to all students—will lead to the effective integration of core-academic and career-focused learning.

Enroll in Dual Enrollment Courses

- **Activity:** Students will earn 12 or more credits through dual enrollment before completing high school.
- **Intended outcome:** Students will participate in rigorous courses that count for credit in both high school and college, which will save them time and money in attaining a postsecondary degree.
- **Grades activity takes place:** 10, 11, 12
- **Opportunities for collaboration:**
 - Develop MOUs between secondary and postsecondary to ensure transferability of courses
 - Develop crosswalks of coursework from grades 9 through 14 that lead to credentials and include 12 or more dual enrollment credits
 - Create resources that detail the benefits of dual enrollment to students and their families
 - Discuss the pros/cons of offering dual enrollment on the high school campus or the college campus
- **Other considerations/items of note:** Dual enrollment courses should be selected in a strategic manner that allows students to save the most time and money when earning a postsecondary degree. Students should avoid “random acts of dual enrollment” and should instead intentionally take courses that count toward a degree of interest and lead

to more advanced courses (for example, taking “introduction to computer science” followed by “cloud services and infrastructure”).

Enroll in CTE Courses

- **Activity:** Students will enroll in CTE courses that are aligned to their career goals and aspirations. Students will strategically select their courses, taking more advanced courses as they progress through high school.
- **Intended outcome:** In introductory CTE courses, students will be exposed to career fields and in-demand skills for those industries. As students advance in their CTE coursework, they will gain a deeper understanding of their field of interest, develop in-demand skills, and learn about opportunities for advancement.
- **Grades activity takes place:** 9, 10, 11, 12
- **Opportunities for collaboration:**
 - Align curricula and ensure a seamless transition from secondary to postsecondary
 - Partner with employers and workforce development to ensure that curricula align with labor market needs
 - Create resources that demonstrate how CTE courses prepare students well for given postsecondary programs and highlight what career opportunities these programs lead to

Earn an Industry-Based Certification

- **Activity:** Students will participate in the necessary coursework, training, and/or licensure exams to earn certifications with local labor market value.
- **Intended outcome:** Students will earn labor-market recognized and valued credentials, giving them an advantage when competing for jobs against those without such credentials.
- **Grades activity takes place:** 11, 12, 13, 14
- **Opportunities for collaboration:**
 - Collaborate with employer and workforce development partners to determine which certifications are in demand, by industry
 - Determine where there are opportunities for stackable credentials along pathways
 - Discuss and problem-solve around barriers to success in certification obtainment rates (such as cost of exam or gaps in course curriculum)
- **Other considerations/items of not:** Often, certification exams have a cost associated with them. To ensure students have equitable access to these certifications,

determine if there is a way for the education system to cover or subsidize the cost for students.

Pursue Credential with Labor Market Value

- **Activity:** Students will enter a program of study/degree program which will culminate in earning a credential that has value in the regional labor market and that allows them to develop and grow the academic, technical, and employability skills they need to succeed in their industry/occupation of interest.
- **Intended outcome:** Students will earn knowledge, skills, and credentials that are valued in the labor market, allowing them to obtain a living-wage job.
- **Grades activity takes place:** 13, 14
- **Opportunities for collaboration:**
 - Collaborate with employer and workforce development partners to determine which credentials they value and, in addition, what skills and competencies they expect entry- to mid-level employees to have
 - Create resources that identify the credential programs that pathways lead to and, in turn, what occupations those credential programs prepare students for
 - Regularly revisit pathways to determine if curricula are up to date, aligned with labor market needs, and lead to credentials with labor market value

Work-Based Learning (WBL) Preparation and Opportunities

Work-based learning (WBL) looks beyond the classroom to expand academic and technical learning and accelerate advancement along career pathways. WBL allows a student to participate in meaningful job tasks in an authentic environment, leading to the development of the knowledge and skills that support entry or advancement in a particular career field. WBL opportunities allow students to gain real-world experience and valuable technical and employability skills while also learning about career options. All too often, students get the impression that if they go to college, everything “will work out fine,” but the reality is that students need both academic *and* professional experience to gain access to the labor market.

The activities below will allow secondary and postsecondary co-advisors to create developmentally appropriate opportunities for students, preparing them for the world of work. These opportunities are career-focused and lie on a continuum of career exploration, career exposure, career engagement, and career experience. The opportunities on this continuum mix classroom learning with workplace development of knowledge and skills, requiring co-advisors to engage instructors and employers alike when creating authentic WBL experiences.

Participate in Career Exploration and Exposure Opportunities

- **Activity:** Students will participate in career exploration and exposure events such as listening to an employer guest speaker or panel, touring a jobsite, attending career fairs, and job shadowing.
- **Intended outcome:** Students will be exposed to a variety of industries that might be of interest and occupations they might aspire to, and will also learn more about what industries are available in their region. Career exploration is a student’s first level of preparation for work-based learning experiences.
- **Grades activity takes place:** 9, 10
- **Opportunity for collaboration:**
 - Coordinate outreach to local employers to ensure they are not overburdened with requests to provide work-based learning opportunities
 - Create a [work-based learning continuum](#) that describes career exploration, exposure, engagement, and experience
 - Develop resources for students that outline key career information such as industry overviews and examples of occupations within those industries, with data about median wages, expected education, and anticipated job growth

Develop a Résumé

- **Activity:** Starting in grade 10, students will begin to develop a résumé that includes professional, volunteer, and academic experiences, as well as skills and honors. Students will revisit and update their résumé annually, with special consideration for tailoring it to their field of interest. In addition to developing a résumé, students will explore their digital footprint and social media presence and discuss how employers may use this information in hiring decisions.
- **Intended outcome:** Students will gain experience in developing and revising a résumé, which will help them communicate their skillset. They will also have a strong draft résumé that is ready to use for professional and academic opportunities. Students will consider how their online presence can impact professional opportunities.
- **Grades activity takes place:** 10, 11, 12, 13, 14
- **Opportunity for collaboration:**
 - Create a resource that documents résumé and LinkedIn best practices, including templates
 - Create a shared database of example résumés and LinkedIn profiles
 - Develop resources to support students in résumé development and that provide guidance around creating a professional digital footprint
- **Other considerations/items of note:**

- When considering résumé content, students in the earlier grades are likely to have less professional experience but can focus on volunteer work, skills, and relevant coursework for their field of interest
- For English learners, it is important to emphasize the value of being multilingual and how that can be an important professional asset

Research and Apply for WBL Opportunities

- **Activity:** Students will search for and apply to multiple internship and apprenticeship opportunities that align to their career goals.
- **Intended outcome:** Students will become familiar with job posting sites and sources and the requirements for applying to these opportunities, such as a résumé and cover letter, as well as potential supplemental materials such as essays or performance tasks. Ideally, students will be selected for WBL opportunities and develop their professional network, which they can leverage for continued opportunities.
- **Grades activity takes place:** 11, 12
- **Opportunities for collaboration:**
 - Create shared folders of internship/apprenticeship opportunities
 - Conduct outreach to local employers to solicit participation in WBL experiences and activities, from hosting workplace tours to offering seats in the workplace for hands-on experiences
 - Develop resources that support students as they progress from the application process to interviewing to onboarding
- **Other considerations/items of note:** For students who are not selected for WBL opportunities, consider offering other opportunities like coding bootcamps or accelerated programs where they are able to learn key skills for computer science and cybersecurity.

Prepare for Job Interviews

- **Activity:** Students will prepare for job interviews by researching commonly asked questions, preparing responses, and participating in mock interviews.
- **Intended outcome:** Students will become familiar with the interview process and etiquette, as well as commonly asked questions, appropriate attire, materials to prepare, and potential questions to ask the interviewer.
- **Grade activity takes place:** 11, 12, 13, 14
- **Opportunities for collaboration:**
 - Develop resources such as commonly asked interview questions
 - Partner to have postsecondary students conduct mock interviews with secondary students

- Create a checklist of things to do to prepare for a job interview, such as researching the organization and anticipating interview questions

Participate in a Career Engagement and Experience Activities

- **Activity:** Students will participate in opportunities such as internships, cooperative learning, apprenticeships, and on-the-job training.
- **Intended outcome:** Students will increase their knowledge of an industry, develop employability skills, and build entry-level technical skills and knowledge through engagement activities. In time, they will also gain experience as paid workers and further develop specific skills for an industry or occupation of interest.
- **Grades activity takes place:** 11, 12, 13, 14
- **Opportunities for collaboration:**
 - Coordinate outreach to local employers to ensure they are not overburdened with requests to provide work-based learning opportunities
 - Determine what WBL experiences meet seat-time requirements and/or lead to certificates/certifications
 - Further develop a [work-based learning continuum](#) that describes career exploration, exposure, engagement, and experience
 - Develop resources/plans that address employers' concerns about liability/insurance
- **Other considerations/items of note:** While the career engagement and career experience stages are most commonly what comes to mind when people think about work-based learning, it is important that students participate in career exploration and career exposure activities so that they develop the foundational skills and abilities necessary to be prepared for the later stages of work-based learning.

Conclusion

The co-advising activities outlined in this framework are designed to increase postsecondary enrollment and career readiness through evidence-based approaches such as dual enrollment. Activities are grouped under the following co-advising responsibilities to provide a holistic approach to postsecondary enrollment, persistence, and attainment:

- **Individual advising plans** recognize that each student needs personalized support to develop their unique strengths and realize their interests as well as plan for their specific college and career goals

- **Postsecondary exploration and navigation** exposes students to the wide array of college opportunities that exist after high school and helps to ensure that they not only enroll but persist in their postsecondary credential of choice
- **Career exploration through labor market information** grounds students' plans in the needs of the region, preparing them for in-demand jobs that pay at least a living wage
- **Rigorous academics** challenge students to develop their academic and technical skills, and prepare them to succeed in college through opportunities like dual enrollment
- **Work-based learning preparation and opportunities** help solve for the paradox of needing to have experience to get a job and needing a job to gain experience

Educators using this framework may have different expectations and levels of understanding of co-advising; it is recommended that they leverage structures and strengths that already exist in their schools. A further recommendation is to prioritize the following during the first year of implementation:

1. Develop and increase dual enrollment opportunities for students, particularly in computer science and cybersecurity courses
2. Build and strengthen relationships with local employers and workforce partners. These partners are critical in ensuring academic programs are aligned with labor market needs. Work-based learning opportunities can be developed in collaboration with industry partners. Workforce development partners may be helpful in creating resources that center around labor market information.
3. Ensure alignment between secondary and postsecondary partners by reviewing curricula and developing crosswalks of coursework from grades 9 through 14

This work can be challenging, requiring new ways of thinking about and collaborating on advising. The hope is that the Co-Advising Framework will ease challenges, inspire thinking, and facilitate collaboration between advisors at the secondary and postsecondary levels. The ideal outcomes of this work are twofold: the creation of processes and structures for advising students in grades 9 through 14, resulting in an increase in enrollment of high-need students in career pathways that span those grades (CS/Cy, in this case); and students' persistence in and completion of those pathways, which will help them to secure jobs that are in-demand, pay at least a living wage, offer career advancement, and provide a lifetime of fulfillment.