

**Pillar 2, PreK–5:
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PreK–5

Partnerships for Career and Workforce Preparation



Evidence

- Co-design strategies: include all stakeholder voices—teachers, community partners, and students...**center students as design partners** in the development of real tech
- Leverage the **expertise of the community** through an advisory group composed of community partners and organized by community facilitators
- **Creating moments to bond as a family** for future possibilities (also engage teachers and professionals’ families)
- **Students can see themselves** in the story and career through role models
- Use **simple concepts** in place of the word “career”
- Create **convenient spaces** for implementation that avoids challenges such as those found in traditional
- Science center inviting families, multiple languages, partnering with local STEM professionals from local community

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Challenges

- **Time** – time to work, time to develop trust, sustain relationships
 - This is especially important in high turnover (teacher/admin) school districts & multi-year projects
 - Engagement (finding professionals that students are interested in)
- **Communicating** generally, clearly explaining activities, creating visually attractive, attention getting, and engaging resources
- **Changing teacher roles** – helping teachers be learners, and feel comfortable with new tech
- Young children from **multilingual populations** are not exposed to professional STEM careers, which makes it difficult to assess their career interests
- Making sure all the partners with disparate foci and processes **work together**...having full collaborative meetings (not siloed)
- Preparing science knowledge holders to talk to kids in **authentic and engaging ways**

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Research

- **Scaling & sustaining:** How do we scale nationally? Meet the right partners? Networks? ...How do we support partners after the project ends?
- Students:
 - What are career pathways for K-5? (on an ITEST time scale)
 - What skills are most important for future STEM careers?
- **Teachers/educator growth:**
 - How to transfer from teaching a curriculum (package mindset) to teacher-as-designer? How to realistically co-design with teachers? (time constraints)
 - How do we help teachers see that their feedback (genuine) will make a difference/helps create change?
- Emerging or future careers are either nebulous or don't exist. Instead of saying "what career do you want?" say "**what problem do you want to solve?**"