Pillar 2, PreK–5: Theodore Chao & Joan Walker
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
**PreK–5 Partnerships for Career and Workforce Preparation**

- **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**
PreK–5 Partnerships for Career and Workforce Preparation

- **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?”