



# What's new in career exploration?

**Dr. Danielle Tallent**

**1:00 P.M.**

# Dr. Danielle Tallent



Utilizing my PhD in Developmental Psychology, I specialize in making information relatable and developmentally appropriate to learners of diverse ages and backgrounds. I enjoy creating materials and resources that center around meaningful learning outcomes that are aligned with the personal goals of the learner.

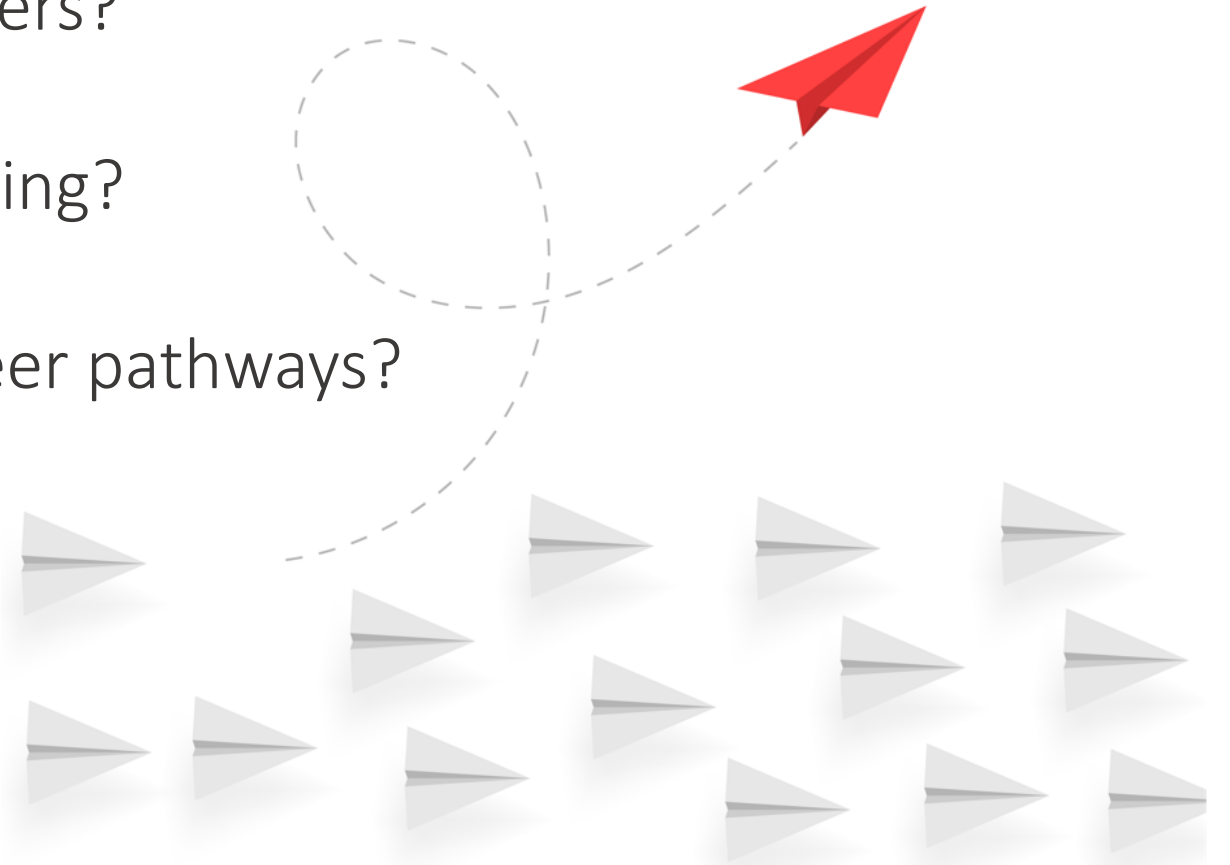
Starting my career as a college instructor, I gained expertise in the use of various instructional strategies that support student learning and growth. My experience in online learning environments contributed to a strong foundation in online teaching methodology and best practices in the use of a variety of digital learning tools.

In my current work with NS4ed, I have developed a passion and commitment to building quality career-connected learning materials and resources for educators and students. I rely on my teaching and research expertise to explore the effectiveness of our career connected-learning products. I also use various data management skills to lead the collection and integration of labor market data into our career products and services. Furthermore, I have the unique privilege of designing innovative career tools and a career exploration curriculum that supports informed career decisions among students.

I am committed to helping students find success in their learning through high-quality instruction that connects learning to meaningful outcomes. When students see their future in their learning, they can be their future.

# Overview

- Are students ready for today's careers?
- Why is employment failure happening?
- How can we support informed career pathways?
- A New Career Exploration Program
- Discussion



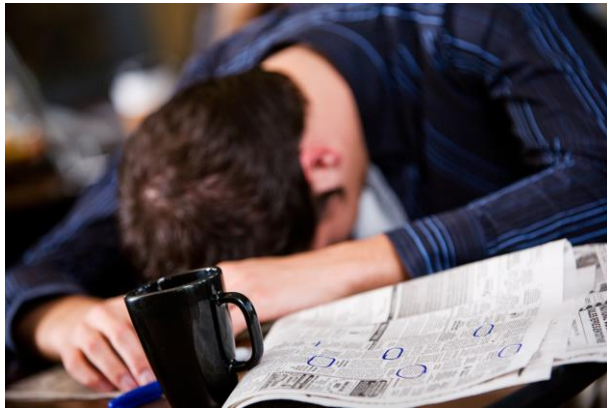
Are students ready for  
today's careers?





# Employment Failure

An increasing number of students are exiting secondary and postsecondary institutions and finding themselves...



Unemployed



Misemployed



Underemployed

# Employment Failure

## Unemployment

- The Bureau of Labor Statistics estimates there are millions unemployed, along with millions of vacancies.
  - [Unemployed](#) = 6.3 million
  - [Vacancies](#) = 10.6 million
- Among recent college graduates, roughly 30% are unemployed ([Pew Research Center](#), [BLS](#)).

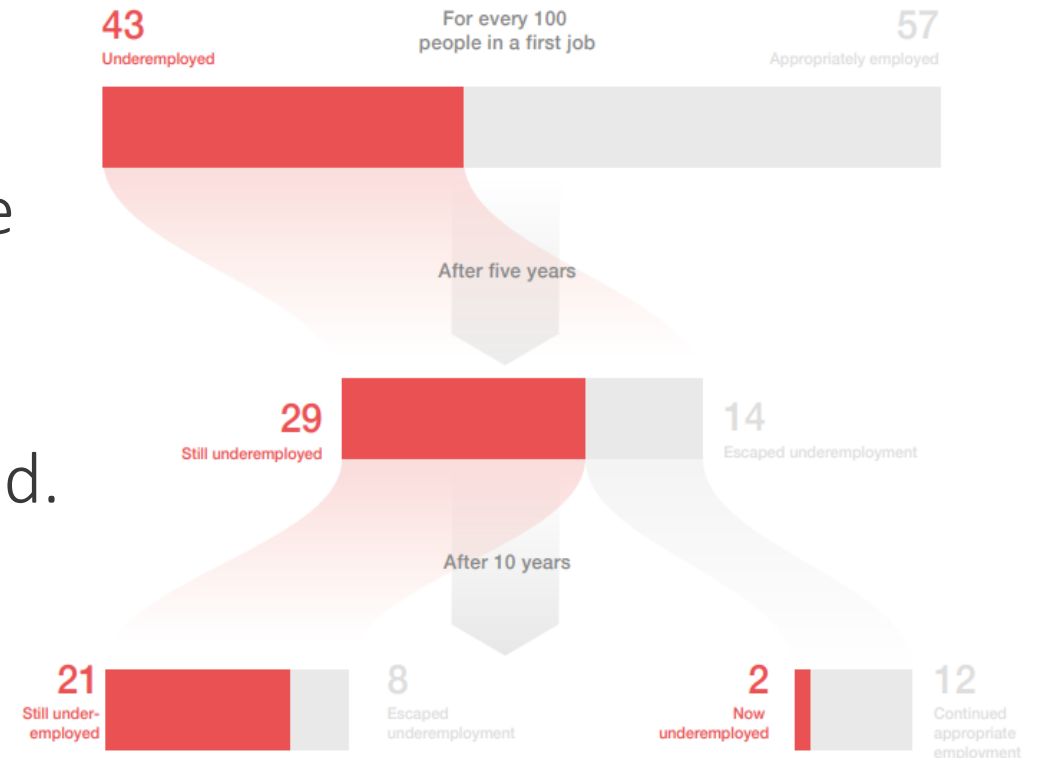


# Employment Failure

## Underemployment

- Approximately **43%** of college graduates are underemployed in their first year of work.
- After five years, **29%** are still underemployed.
- After ten years, **21%** are underemployed.

Underemployment at the start of a career can leave new graduates disadvantaged



[Source: The Permanent Detour – Underemployment’s Long-Term Effect on the Careers of College Graduates](#)

# Employment Failure

## Misemployment

- A record 4.5 million people quit their jobs in fall of 2021 ([BLS](#)).
- Surveys suggest that about 95% of Americans are considering leaving their jobs, with a third reporting burnout as the primary reason ([Monster](#)).
- Among unemployed adults, roughly 66% are considering changing their field occupation ([Pew Research Center](#)).
- Only about 36% of U.S. employees are engaged in their work ([Gallup](#)). Engaged employees are involved in and enthusiastic about their work and workplace.

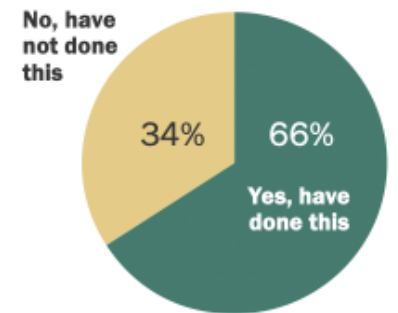
### Unemployed adults have mixed views about their future job prospects; most say they've thought seriously about changing their field or occupation

Among unemployed adults, % saying ...

*Their current outlook on finding a job in the near future is ...*



*That, since they have been unemployed, they seriously considered changing their occupation or field of work*



Note: Based on adults who are unemployed, furloughed or temporarily laid off and who are currently looking for work. Share of respondents who didn't offer an answer not shown. Source: Survey of U.S. adults conducted Jan. 19-24, 2021.

PEW RESEARCH CENTER



Why is employment failure happening?



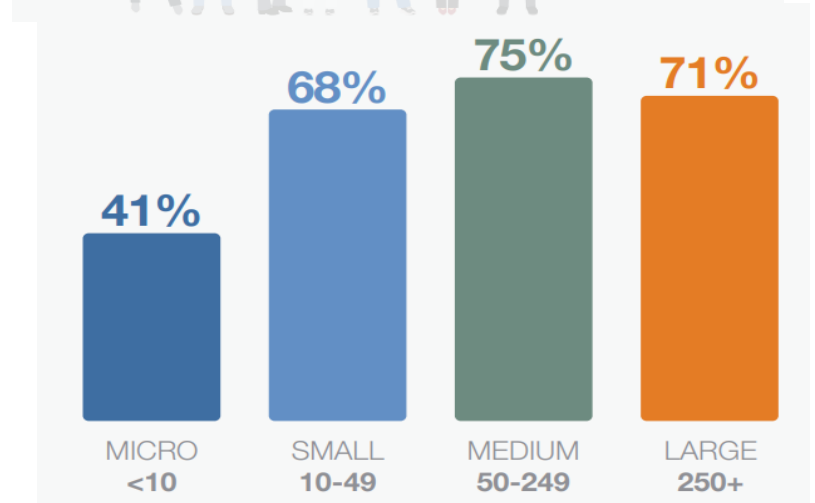
# Underprepared and Unaware

**Skills Gap** = Individuals are leaving educational institutions and entering the workforce with skills that do not align with today's jobs.

- Employer surveys suggest that about half of employers are experiencing significant issues in locating qualified applicants.
  - [National Federation of Independent Businesses \(NFIB\)](#) – *Small Business Economic Trends*
  - [ManpowerGroup](#) – *Talent Shortage*
  - [National Association of Manufacturers](#) – *Outlook Surveys*
  - [McKinsey & Company](#) – *Beyond Hiring: How Companies are Reskilling to Address Talent Gaps*

## Difficulty Filling Roles by Company Size

**Medium companies** (50-249 employees) have the most difficulty filling roles; followed by **large** (250+ employees), **small** (10-49 employees) and **micro** (less than 10 employees).



Source: [ManpowerGroup Talent Survey](#)

# Underprepared and Unaware

**Information Gap** = Individuals lack knowledge of their local labor market and the skills needed to promote employment success.

*“There is an information gap between employers, workers, and educational institutions. While employers presumably know which skills they value in an employee, workers themselves and educational institutions have less up-to-date knowledge, and their response lags behind the changing demand.”*

- Are students making informed career decisions?  
What *IS* an informed career decision?

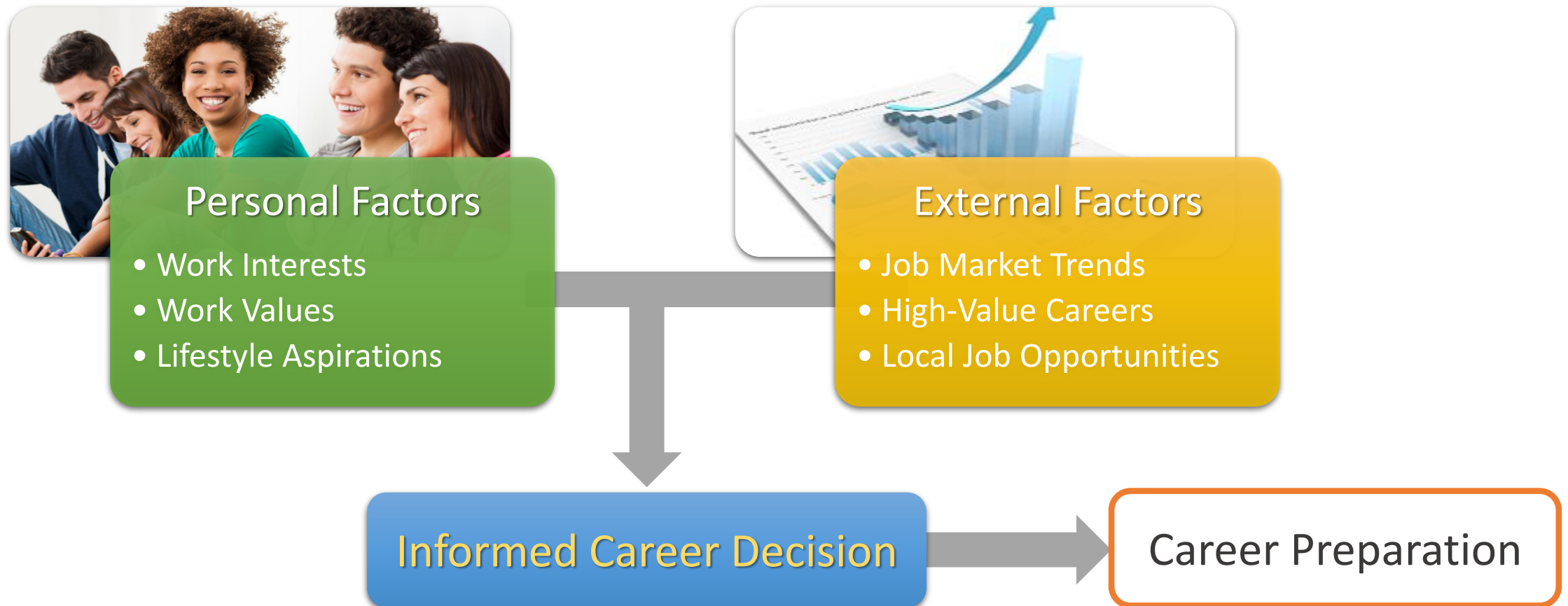
Addressing America's Reskilling  
Challenge

The Council of Economic Advisers



# Underprepared and Unaware

## Components of an Informed Career Pathway



How can we support  
informed career  
pathways?





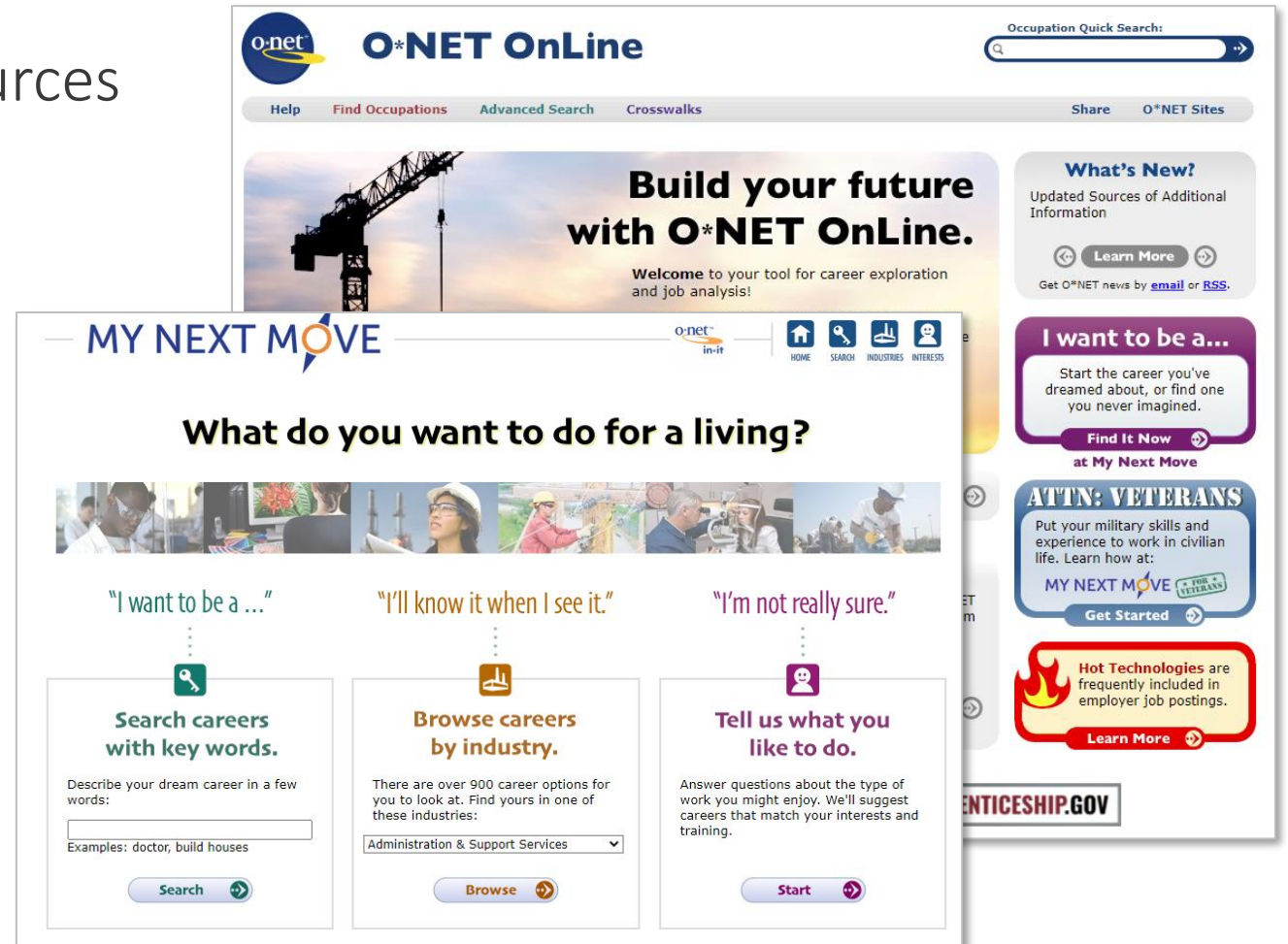
# Career Exploration Resources

- Common Career Exploration Resources

- [O\\*NET Online](#)
- [MyNextMove](#)
- [CareerOneStop](#)
- [Occupational Outlook Handbook](#)

- New Mexico Resources

- [NM Career Pathways](#)
- [NM Career Clusters Guide](#)
- [NM Career Solutions](#)



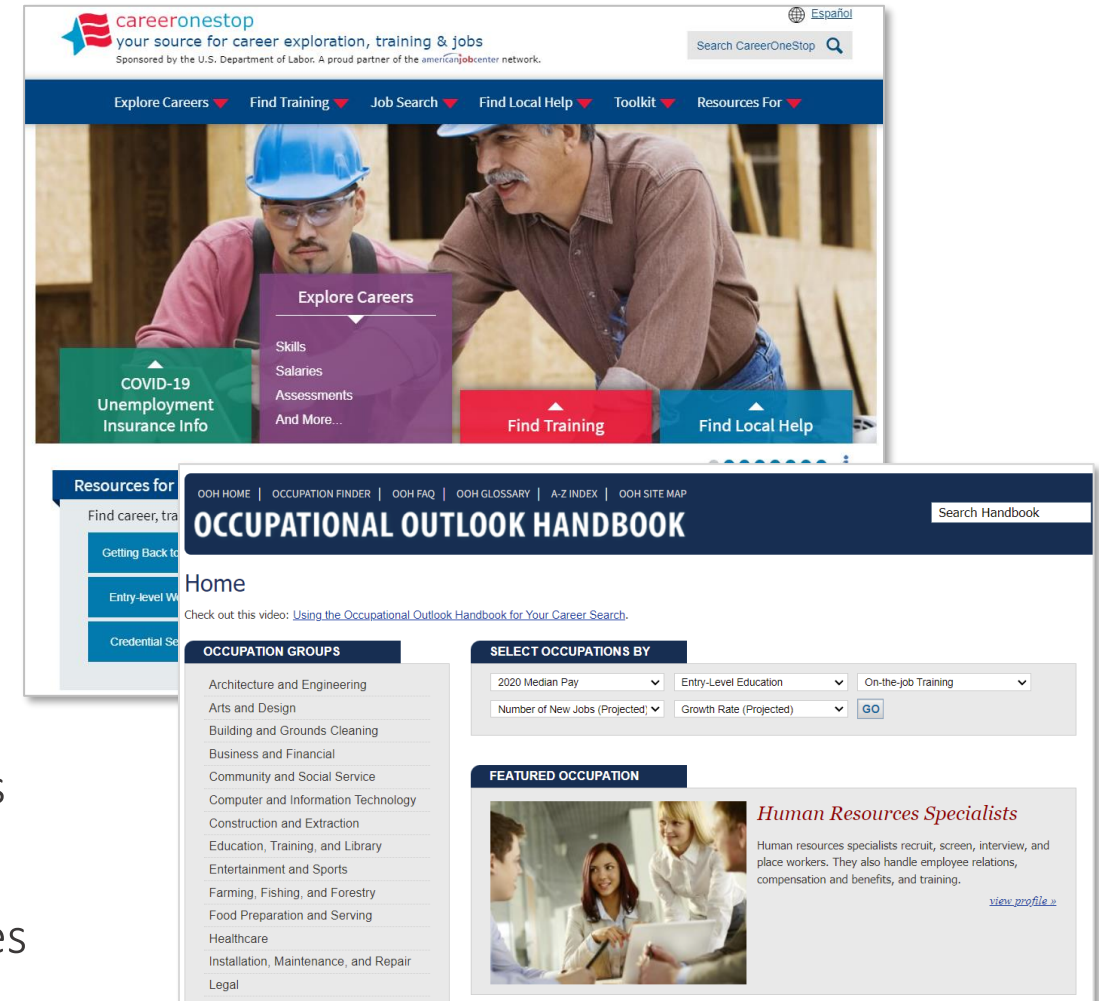
# Career Exploration Resources

- Pros

- Detailed career information
- Career assessments – interests, values, skills
- National and state labor market information

- Cons

- Minimal student guidance
- Overwhelming and often confusing
- Emphasis on exploring personal factors
- Information and tools are spread over multiple sites
- Limited focus on career pathway planning
- Few tangible or lasting outcomes for career activities



# A New Career Exploration Program



**Sign in with your school account**



Or continue with

Email address

dtallent@ns4ed.com

Password

.....

☐ Remember me

Sign in

Need an account?

Register here

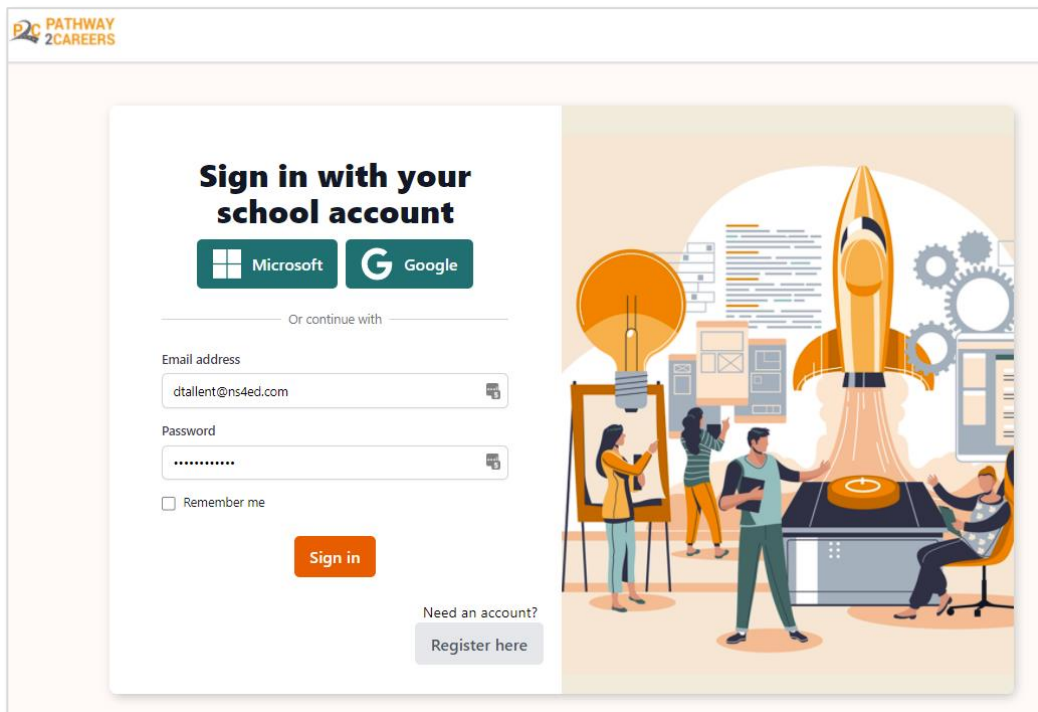


# Pathway2Careers Program



# Pathway2Careers Program

## Pathway2Careers Online Platform



The sign-in page features the Pathway2Careers logo in the top left. The main heading is "Sign in with your school account". Below this are two large buttons for "Microsoft" and "Google". A link "Or continue with" is positioned between the buttons. The "Email address" field contains "dtallent@ns4ed.com". The "Password" field is masked with dots. A "Remember me" checkbox is present. A "Sign in" button is at the bottom of the form. To the right of the form is a large illustration of a rocket launch with people working on it. At the bottom right, there is a link "Need an account? Register here".

**Sign in with your school account**

Microsoft Google

Or continue with

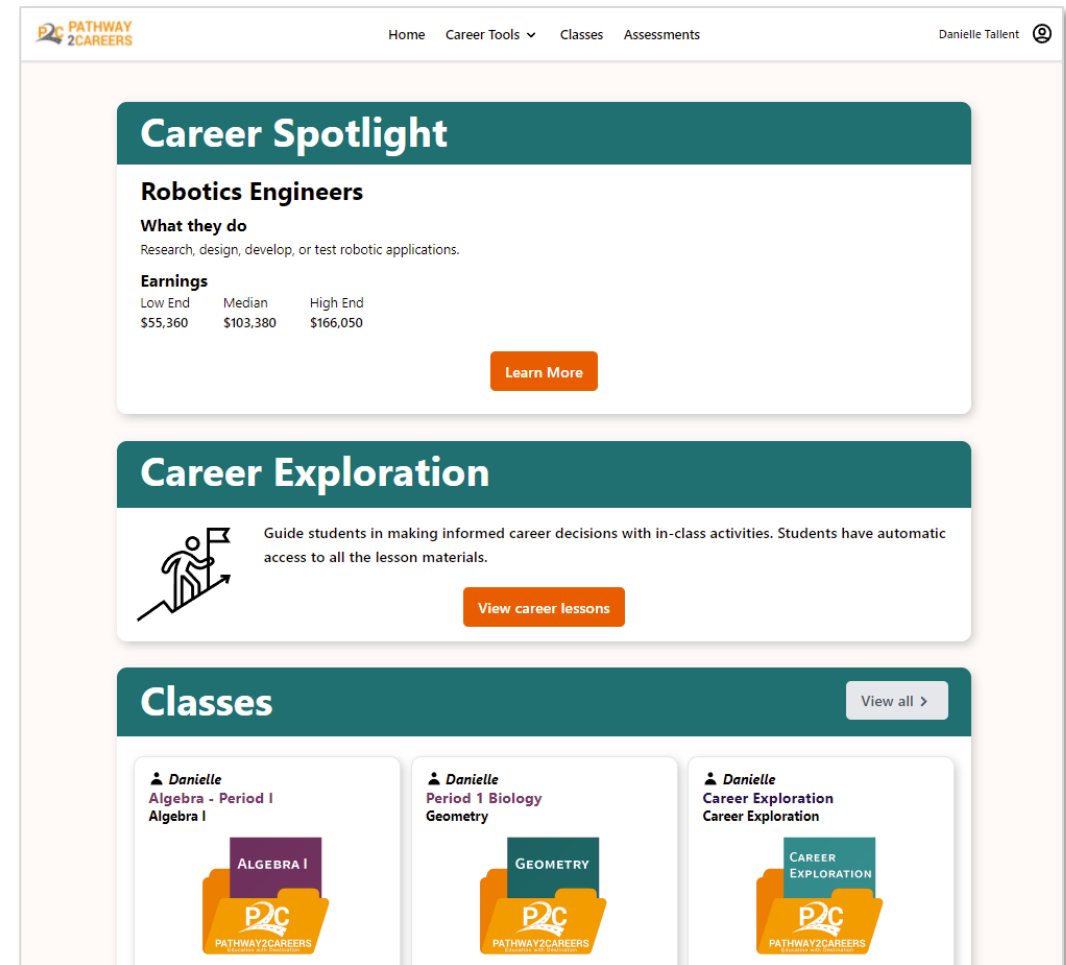
Email address  
dtallent@ns4ed.com

Password  
\*\*\*\*\*

☐ Remember me

**Sign in**

Need an account?  
[Register here](#)



The dashboard shows the user's profile "Danielle Tallent" in the top right. The main content area has three sections: "Career Spotlight", "Career Exploration", and "Classes".

**Career Spotlight**

**Robotics Engineers**

**What they do**  
Research, design, develop, or test robotic applications.

**Earnings**

Low End	Median	High End
\$55,360	\$103,380	\$166,050

[Learn More](#)

**Career Exploration**

Guide students in making informed career decisions with in-class activities. Students have automatic access to all the lesson materials.

[View career lessons](#)

**Classes** [View all >](#)

**Danielle**  
Algebra - Period I  
Algebra I

ALGEBRA I

**P2C**  
PATHWAY2CAREERS

**Danielle**  
Period 1 Biology  
Geometry

GEOMETRY

**P2C**  
PATHWAY2CAREERS

**Danielle**  
Career Exploration  
Career Exploration

CAREER EXPLORATION

**P2C**  
PATHWAY2CAREERS



# Pathway2Careers Program



**Fully Integrated  
Career-Focused Learning**

# P2C Career Exploration

## FIPSE

- Fund for the Improvement of Postsecondary Education
- U.S. Department of Education
- CFDA Number: 84.116C



71328

Federal Register / Vol. 85, No. 217 / Monday, November 9, 2020 / Notices

*Publisher:* The College Board, 250 Vesey Street, New York, New York 10281.

*Contact:* ACCUPLACER Program; Telephone: (800) 607-5223, Fax (212) 253-4061.

4. *Test:* ASSET: Basic Skills Test (Reading, Writing, and Numerical)—Forms B2, C2, D2, and E2.

*Effective Dates:* November 1, 2002 through October 31, 2015.

*Passing Scores:* Reading (35), Writing (35), and Numerical (33).

*Publisher:* ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

*Contact:* Joanna Higgins-Freese; Telephone: (319)-337-1618.

5. *Test:* COMPASS Subtests—Prealgebra/Numerical Skills.

*Passing Scores:* Prealgebra/Numerical (25), Reading (62), and Writing (32).

*Effective Dates:* November 1, 2002 through October 31, 2015.

*Publisher:* ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

*Contact:* Joanna Higgins-Freese; Telephone: (319) 337-1618.

6. *Test:* COMPASS ESL.

*Passing Scores:* Grammar/Usage (64), Reading (70), and Listening (70).

*Effective Dates:* May 19, 2006 through October 31, 2015.

*Publisher:* ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

*Contact:* Joanna Higgins-Freese; Telephone: (319) 337-1618.

*Accessible Format:* Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or compact disc) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**.

*Electronic Access to This Document:* The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the

*Program Authority:* 20 U.S.C. 1091(d).

**Robert L. King,**

*Assistant Secretary for the Office of Postsecondary Education.*

[FR Doc. 2020-24795 Filed 11-6-20; 8:45 am]

**BILLING CODE 4000-01-P**

### DEPARTMENT OF EDUCATION

#### Applications for New Awards; Fund for the Improvement of Postsecondary Education—Career and Educational Pathways Exploration System Program

**AGENCY:** Office of Postsecondary Education, Department of Education.  
**ACTION:** Notice.

**SUMMARY:** The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2020 for the Fund for the Improvement of Postsecondary Education (FIPSE) Career and Educational Pathways Exploration System (Career Pathways) Program, Assistance Listing Number 84.116C. This notice relates to the approved information collection under OMB control number 1894-0006.

**DATES:** Applications Available: November 9, 2020. Deadline for Transmittal of Applications: December 9, 2020.

**ADDRESSES:** For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 (84 FR 3768), and available at [www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf](http://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf).

#### FOR FURTHER INFORMATION CONTACT:

Sharon Easterling, U.S. Department of Education, 400 Maryland Avenue SW, Room 278-14, Washington, DC 20202-4260. Telephone: (202) 453-7425. Email: [Sharon.Easterling@ed.gov](mailto:Sharon.Easterling@ed.gov), or [Common.Garden@ed.gov](mailto:Common.Garden@ed.gov).

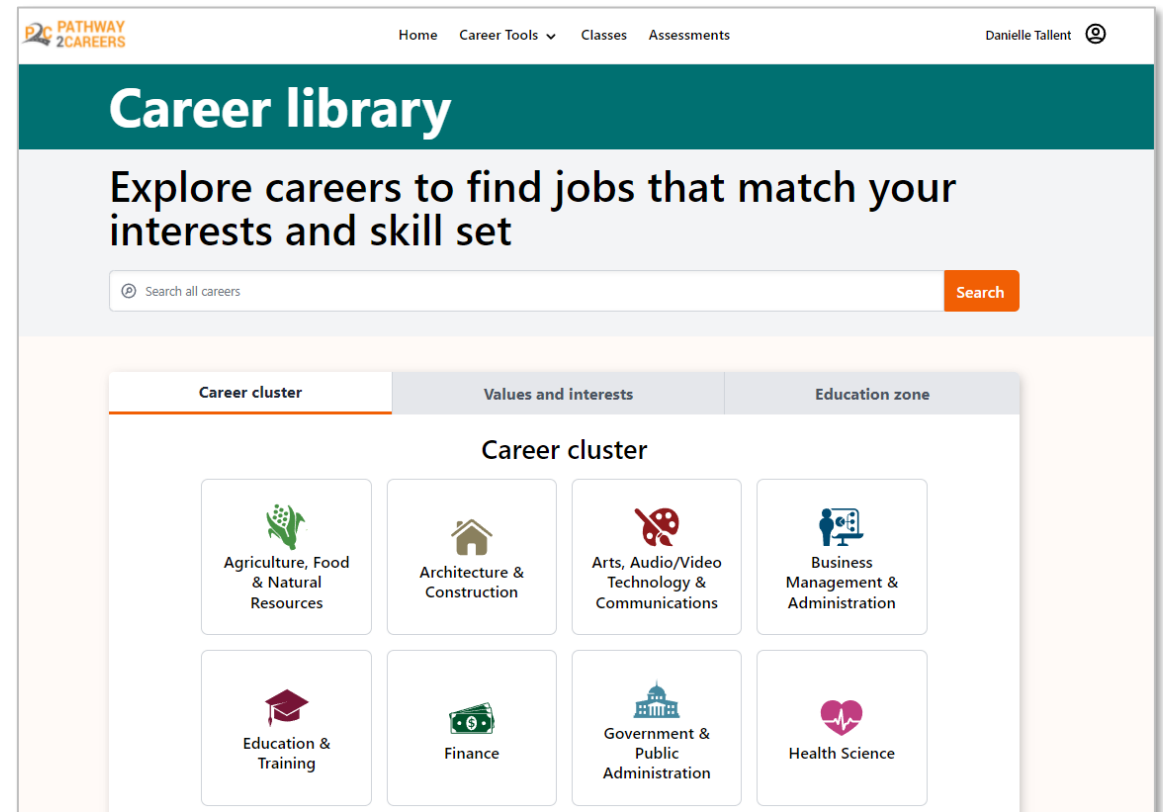
based or technology-enabled career exploration systems that enable high school students to identify and explore career opportunities that align with their interests, ambitions, and aptitudes; learn from individuals who work in those fields about the nature of their work and opportunities available in their fields; and identify education and training options—including non-college programs such as work-based learning opportunities, military training, apprenticeships, and employer-sponsored training—that enable entry into or advancement in those careers. Career and education pathways exploration systems must include, for featured occupations, information about employment outlook and likely entry and mid-career earnings in featured fields, and they must enable students to use built-in financial analysis tools to explore the economic impact of their career, education, and training choices.

*Background:* In FY 2020, Congress appropriated \$24.5 million to FIPSE, including \$10 million designated to the Career Pathways Program, to support the development of Career and Education Pathways Exploration Systems that will increase student awareness of the many career opportunities available to them and knowledge among students, educators, parents, and counselors about the many education and training pathways that provide entry to and advancement in those careers. These grants are intended to support the creation of scalable career exploration and guidance systems that help students identify their career interests; explore potential occupations that align with those interests; interact with individuals who work in particular jobs of interest to them, or with artificial intelligence or other interactive technologies in the fields of interest; consider the various education and training options (including non-college options, such as work-based learning, apprenticeships, employer-sponsored training, and military service) that

# P2C Career Exploration

- What is unique?

- Comprehensive career exploration curriculum for grades 6-12
- Integration into core subject areas
- Use of labor market data and high-value careers
- Innovative career tools
- Ability to track and record outcomes of career activities
- Emphasis on synthesis and developing a cohesive career model that incorporates personal and external factors



# P2C Career Exploration

## COMPREHENSIVE Career Exploration

### Personal Discovery

- Exploring **personal characteristics** (i.e., interests, values, and abilities) and how they relate to choosing “best-fit” careers.

### Career Evaluation

- Using **labor market data and ROI analyses** to determine regional occupations with the greatest opportunity.

### Career Awareness

- Exposure to a wide **variety of career opportunities**, with emphasis on high-value careers.
- Guest speakers and visits to employer sites are encouraged.

### Career Preparation

- Understanding the **education and training** needed to access careers.
- Emphasis will be on career pathways and developing work-related skills, including soft skills.

### STEM

- Introductions to high-value **STEM careers** and the application of math and science within these careers.

### Financial Literacy

- Understanding basic **financial literacy principles** and their application to career readiness

# P2C Career Exploration

## INTEGRATED Career Exploration

### Lessons Span Seven Grades

Grades 6-12

10 Lessons Per Grade

70 Total Activities

### Multiple Subject Integration

English Language Arts

Mathematics

Science

Social Studies

### Dual Learning Objectives

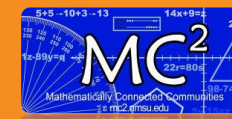
Career Exploration Objectives

Subject-Specific Objectives



# P2C Career Exploration

Developed in Partnership with  
Mathematically Connected Communities (MC<sup>2</sup>) at NMSU



## CAREER EXPLORATION: That's Very Interesting...

LEVEL: 1

ESTIMATED TIME: 60 minutes

### CAREER EXPLORATION AREAS

#### Personal Discovery: Interests

Describe personal work interests within Holland's model of vocational interests (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional).

### CORE SUBJECTS

#### English Language Arts

CCRAL.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### MATERIALS/SUPPLIES

Material A Slides with Interests (RIASEC) Words  
Material B Plain copy paper  
Material C Anchor Paper  
Material D Access to Pathway2Careers platform  
Material E (optional) Holland Interest Themes  
Material F (optional) [https://www.onetcenter.org/dl\\_files/JP\\_Manual.pdf](https://www.onetcenter.org/dl_files/JP_Manual.pdf) (p. 7 & 8) for more information on Holland's Model

### OVERVIEW OF THE LESSON

In this lesson, students will develop knowledge of personal interests and the ways in which these interests change over time. Students will explore ways in which interests can be utilized to develop a

Copyright © 2022 NS4ed™ Pathway2Careers™ | All rights reserved

language based on interests terms used in career exploration research through self-definition and discussion.

### SUMMARY OF ACTIVITIES

1. Students will launch with a reflection of their interests as an invitation and introduction to the topic.
2. In the exploration, students will create class posters that define the following words: realistic, artistic, social, investigative, enterprising, and conventional using words, pictures, and symbols in both digital and student-generated content. (Use synonyms for each category as a form of support)
3. Students will compare this understanding to the labels as defined in the research and resources and look for connections and the overlap of their definitions, the formal definitions, and identify where they see themselves in the interaction. While students draw connections and establish ties to Interests (RIASEC) categories, educators will advise students to rank categories as they pertain to them rather than choose some and dismiss others.

### LAUNCH

Estimated Time: 15 minutes

#### EXAMPLE OF GUIDING LANGUAGE

Let's think back. What did you like when you were 2, 5, 10 years old?

1. Ask students to share their personal interests at multiple ages.
2. After students have shared, ask them to consider:
  - a) What has changed (about their interests)?
  - b) What has stayed the same (about their interests)?

The objective of this discussion is that we all have interests that drive our everyday lives and goals. Our interests are fluid and dynamic and can build and change as we grow and have new experiences.

### EXPLORE

Estimated Time: 30 minutes

#### EXAMPLE OF GUIDING LANGUAGE

Our personal interests inform and shape us. Identifying and naming our personal interests helps us to make informed decisions about where we might like to work or where we may not like to work based on these interests and how our interests influence our futures.

Copyright © 2022 NS4ed™ Pathway2Careers™ | All rights reserved

- v. Students write a "Think and Wonder" for each poster they visit; the think is for a particular piece of information or fact that they find interesting. The wonder is for questions they have, or wonderings they have because of something written in the poster.
- vi. Small groups rotate, spending about 2-4 minutes at each poster.

After the small groups have rotated back to their own poster, they take a few minutes to read through the feedback left on their poster. You may close the gallery walk by asking students to add to their poster, discuss connections they made between their work and other groups' work, or capture their learning in a journal.

6. Each group will be responsible for adding input to each of the charts. Track this by the assigned color for each group. Encourage creativity, words, symbols, and connections. Students may also choose to code the posters with the following suggestions:
  - a) A Check Mark to indicate "We agree"
  - b) An Exclamation Mark to indicate "We didn't know that but now we are thinking the same thing"
  - c) A Question Mark to indicate "We have questions about this we would like to ask"
7. After a given time to add information, give students an opportunity to roam freely and read the posters to look for trends and relationships as well as to self-identify with at least one and up to 3 of the terms on the chart.

### SUMMARIZE

Estimated Time: 10 minutes

8. Students should self-identify with at least one and up to 3 of the terms on the charts and name their letters in the order they see their own interests. Offer students the following sentence stem to support their summary:
  - I am mostly (choice of RIASEC), which means\_\_\_\_\_.

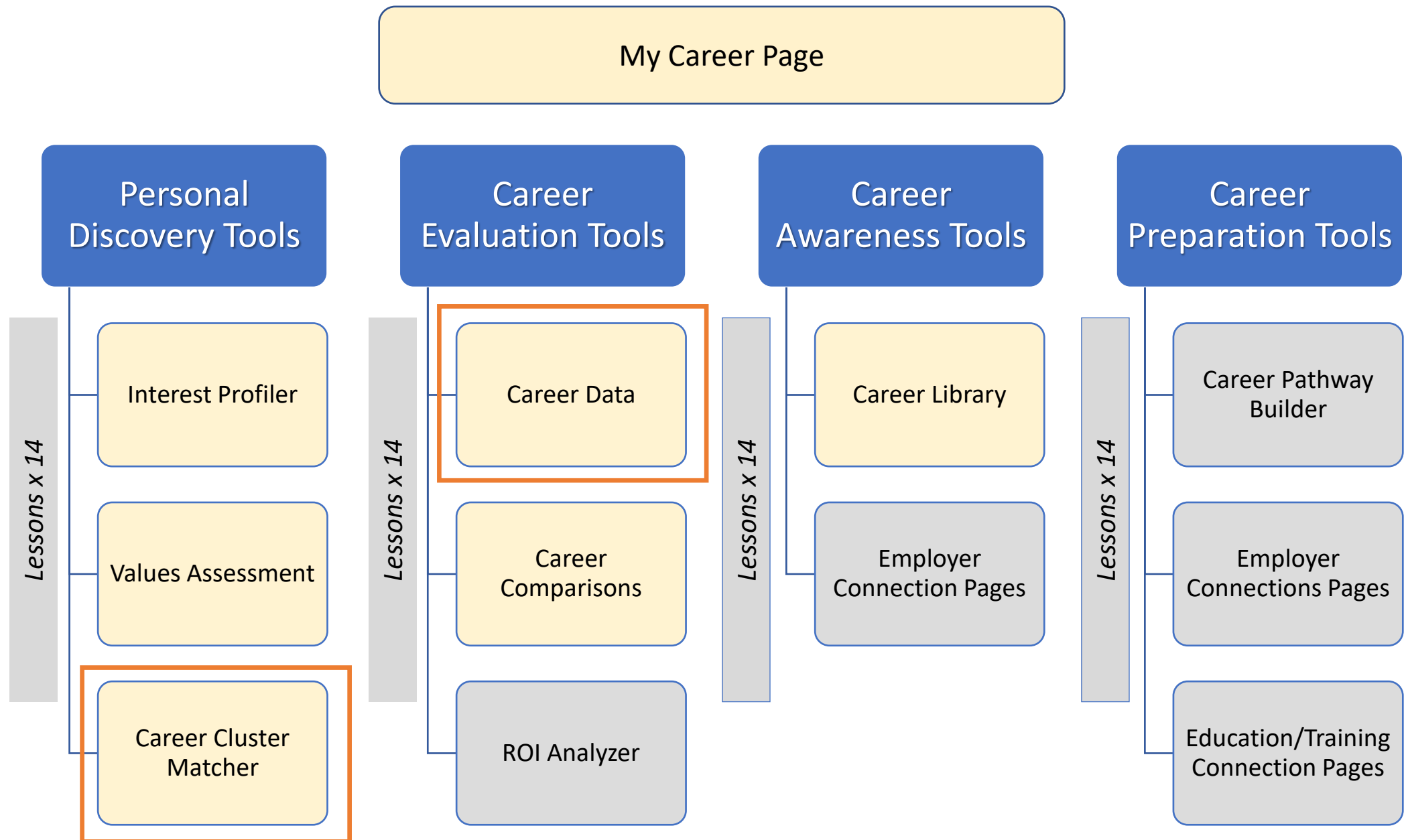
For example, a student may say, "I am mostly artistic and social, which means I like to be creative and hands on, and I like to be with people more than being alone."

9. Encourage students to share more with the following prompts:
  - What about you makes you (RIASEC)?
  - How would you rank the categories (RIASEC) as they apply to you?
  - What kind of jobs do you think you would like to do based on your RIASEC interests?

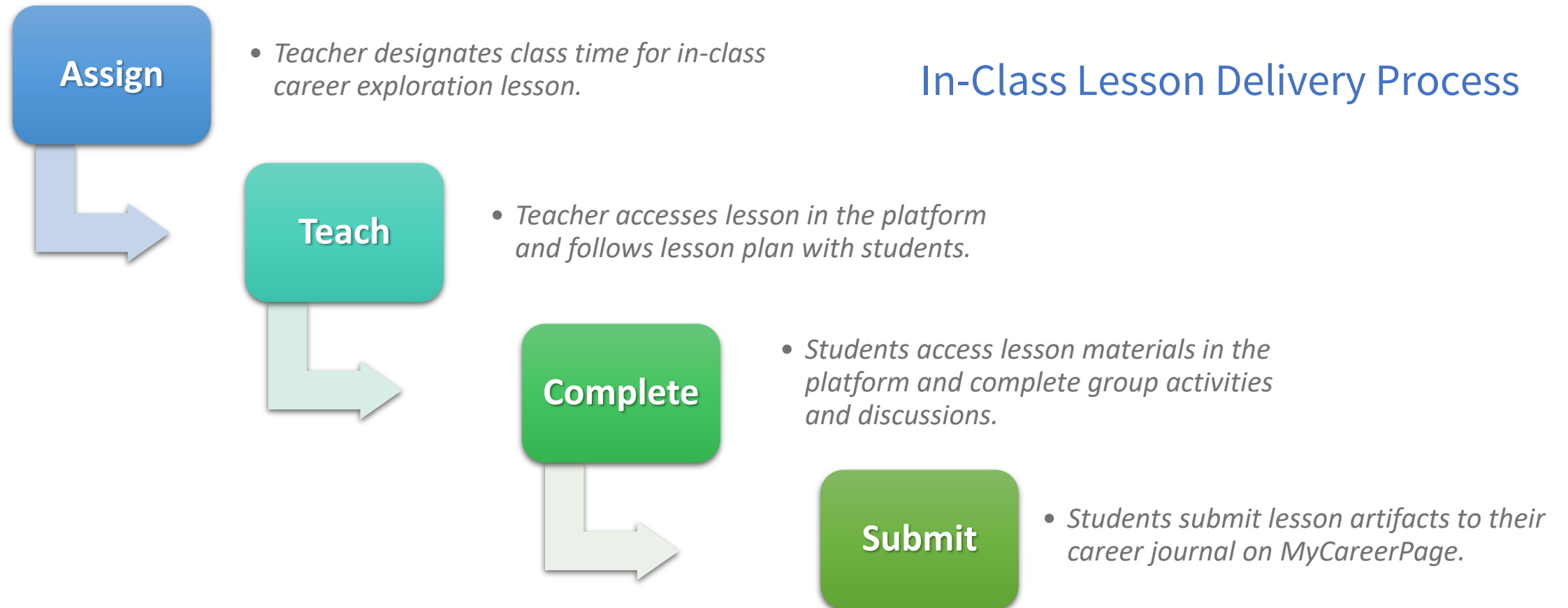
#### SUGGESTION

Through this lesson, students had opportunities to explore their interests. To encourage students to integrate the information learned, make connections, and to keep their learning relevant, invite them to plan how they will share this information with others by asking them to do a quick reflection about whom they plan to talk with about today's learning and exploration (this could be a parent, caregiver, relative, friend, mentor, or teacher).

Copyright © 2022 NS4ed™ Pathway2Careers™ | All rights reserved

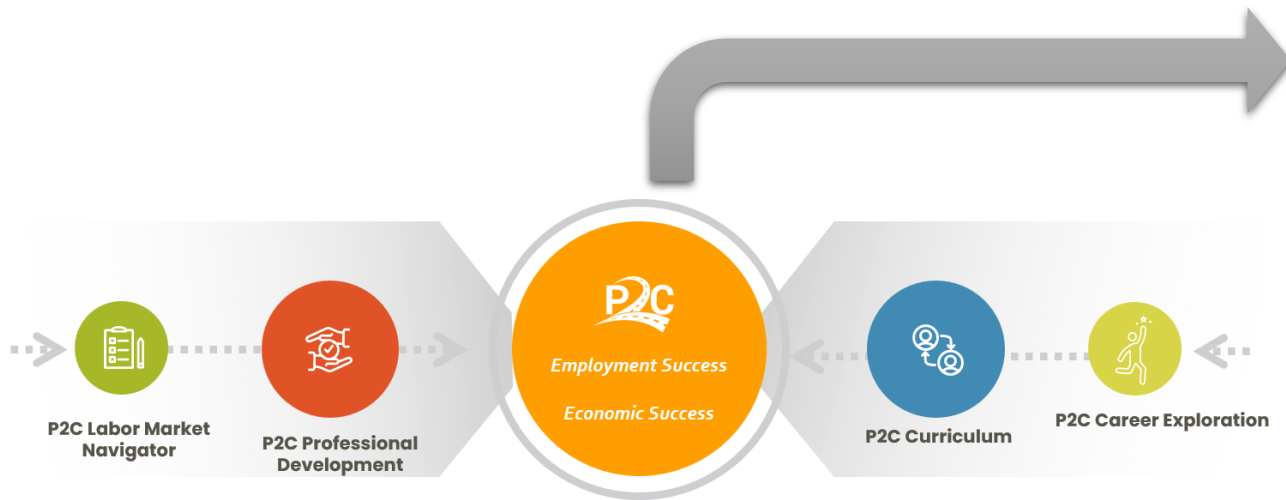


# P2C Career Exploration



# P2C Career Exploration

Let's head into the Pathway2Careers platform.



**PATHWAY 2 CAREERS**

### Sign in with your school account

[Microsoft](#) [Google](#)

Or continue with

Email address  
dtallent@ns4ed.com

Password  
.....

☐ Remember me

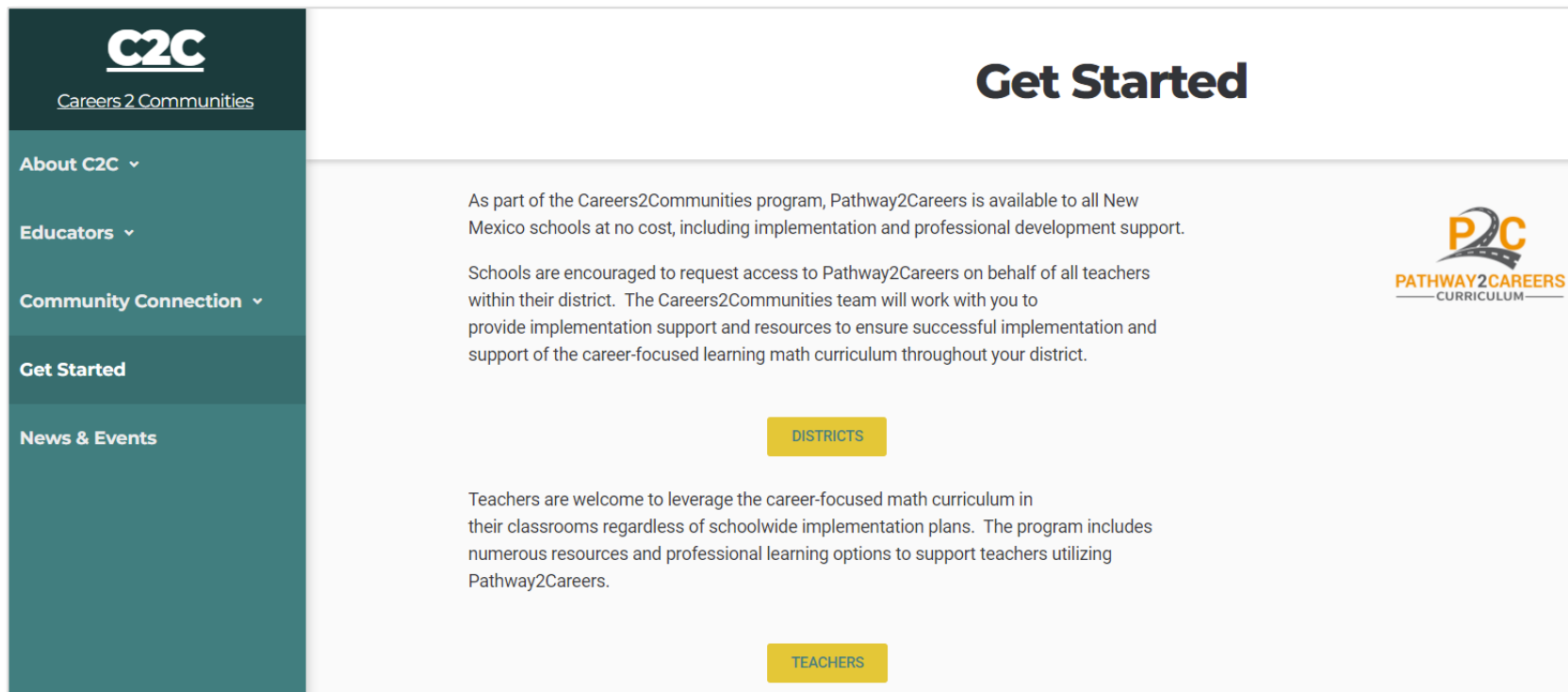
[Sign in](#)

Need an account?  
[Register here](#)

# Getting Started

Access to the Pathway2Careers platform is **free** for all districts and teachers in New Mexico. To access the platform, sign up at the NM Careers2Communities site.

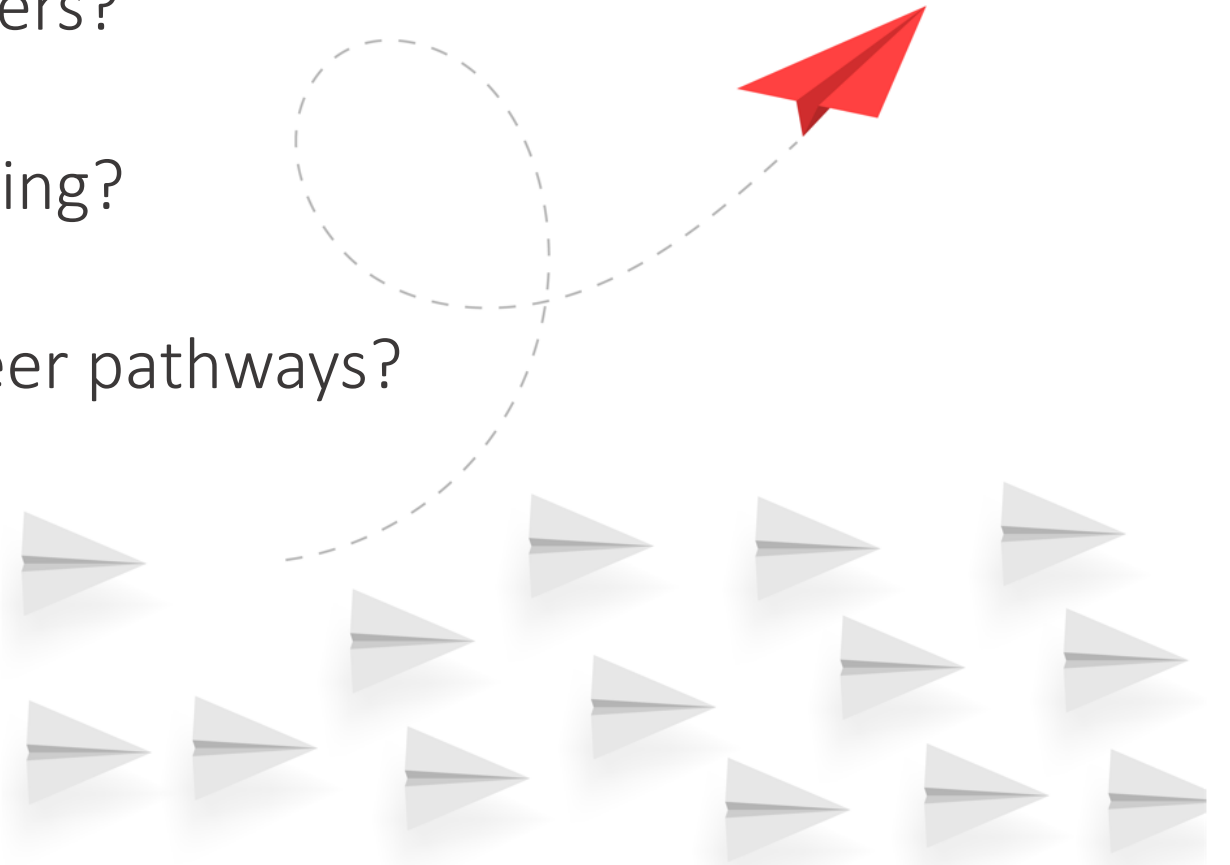
[careers2communities.com/get-started](https://careers2communities.com/get-started)





# Overview

- Are students ready for today's careers?
- Why is employment failure happening?
- How can we support informed career pathways?
- A New Career Exploration Program
- Discussion



# Thank You!

Feel free to contact me.



Engage

Connect

Imagine

and build **re**silieny in your community

2022 NM School Counselors' Community Virtual Conference



[ns4ed.com/pathway2careers](https://ns4ed.com/pathway2careers)



[dtallent@ns4ed.com](mailto:dtallent@ns4ed.com)