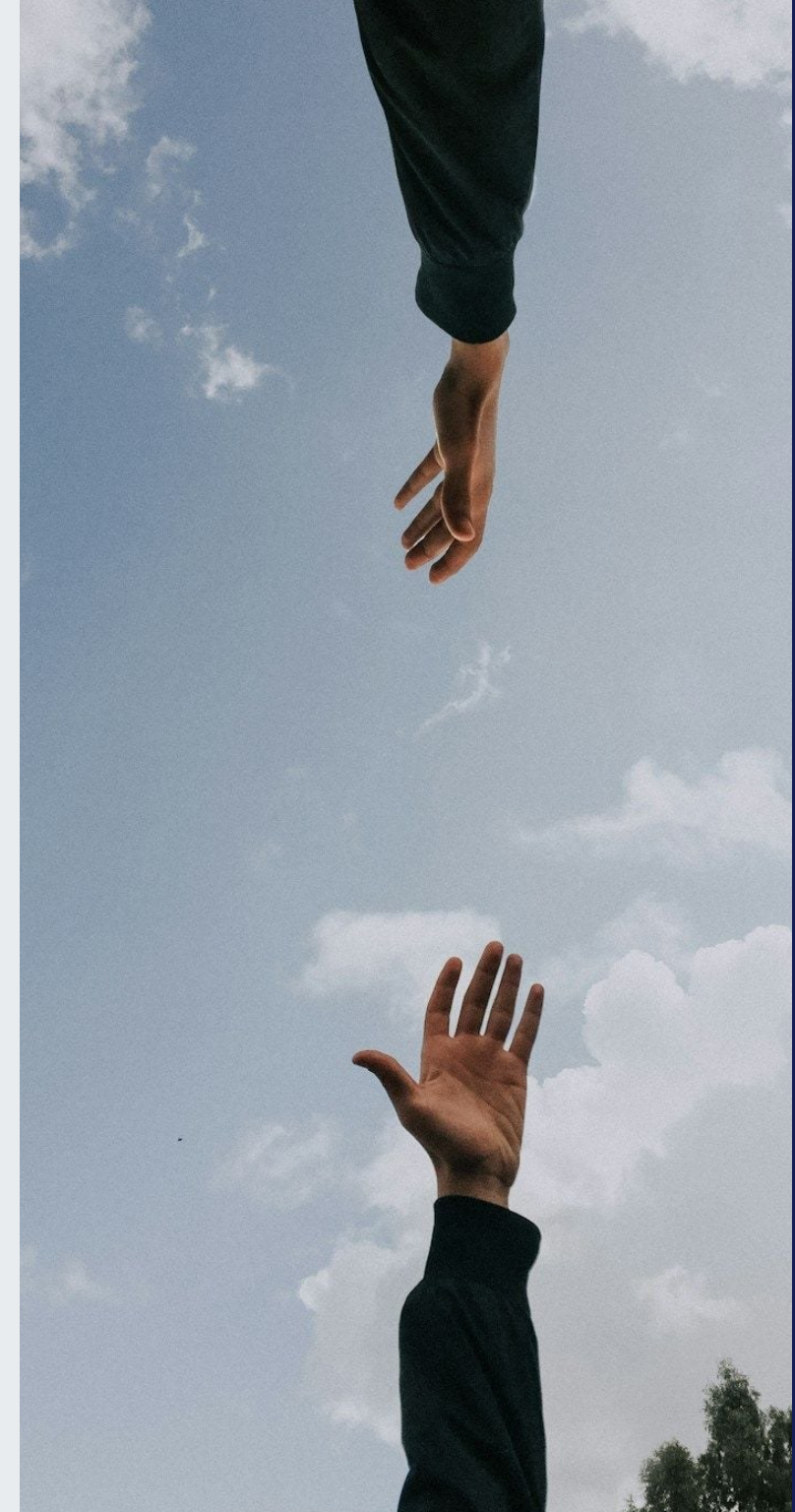


IF CAREER NAVIGATION LIVES IN ONE DEPARTMENT...

IT'S ALREADY BROKEN!

A conversation about the system students need:
REALITY → IDEAL → GAP → REDESIGN





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By every measure, the student succeeded.

- ✓ Good GPA
- ✓ Credits completed
- ✓ CTE Pathway complete
- ✓ Graduation requirements met
- ✓ College application submitted
- ✓ Financial aid completed
- ✓ **Diploma earned**

Q: “So... what do you want to do?”

A: “I don’t know.”

Did the system fail this student?



WE'VE BUILT A GRADUATION SYSTEM. STUDENTS NEED A NAVIGATION SYSTEM.

Students meet graduation requirements but still lack a clear pathway to careers.

The system certifies completion, not navigation.



The work is necessary. The frame is too small.

Counselors Carry Necessary work:

Scheduling > Transcripts > Applications > Graduation Planning

Inside a very limiting structure

High caseloads > Reactive demands > one-at-a-time delivery
> Departmental Isolation

The Result

Career Navigation becomes episodic rather than continuous
Expectation = robust career nav. to emerge in left over bandwidth



The **wrong** question:

~~How do we get counselors to do career counseling better?~~

The **better** question:

How do we build a system that helps every student navigate a career?



The research changed the question.

Where does career counseling fall short of
what research says students need?

Not an audit of counselors

An audit of the space between "need" and "experience".
- A Gap Analysis



Four components. **None** belongs to one office.



01 ACTIONABLE INFORMATION

Timely labor-market data and clear next steps



02 PERSONALIZED GUIDANCE

Ongoing, tailored advising



03 WORK-BASED LEARNING

Employer-connected experiences



04 CREDENTIALS WITH VALUE

Credentials aligned to career pathways

*Which can the
counseling
department
deliver alone?*

THE IDEAL IS A **CONTINUUM**. THE REALITY IS A **CHECKPOINT**.

THE IDEAL (what students need)

- Developmentally sequenced exposure
- Advising that evolves over time
- Real workforce connections
- Labor-market information
- Learning embedded in pathways
- Employers as active partners
- Goals mapped to clear 'next-steps'

THE REALITY (what students receive)

- A few meetings in high school
- Scheduling & Graduation checks
- An occasional career day
- College & application information
- Career conversations elsewhere
- Limited employer interaction
- Course Sequences w/o destination

THE IDEAL

'a continuum'



"THE GAP"



**COMPARING WHAT
THE SYSTEM
PROVIDES WITH
WHAT STUDENTS
NEED**

(not what counselors do -vs-
should do)



THE REALITY

'a checkpoint'



**WE DON'T HAVE A
COUNSELOR PROBLEM**

**WE HAVE A
DESIGN PROBLEM**

Counselors are essential nodes; the problem is the design assumption that they can deliver the whole system.



The Narrative **Shapes** What Students **Believe**

What story are students being told about success?

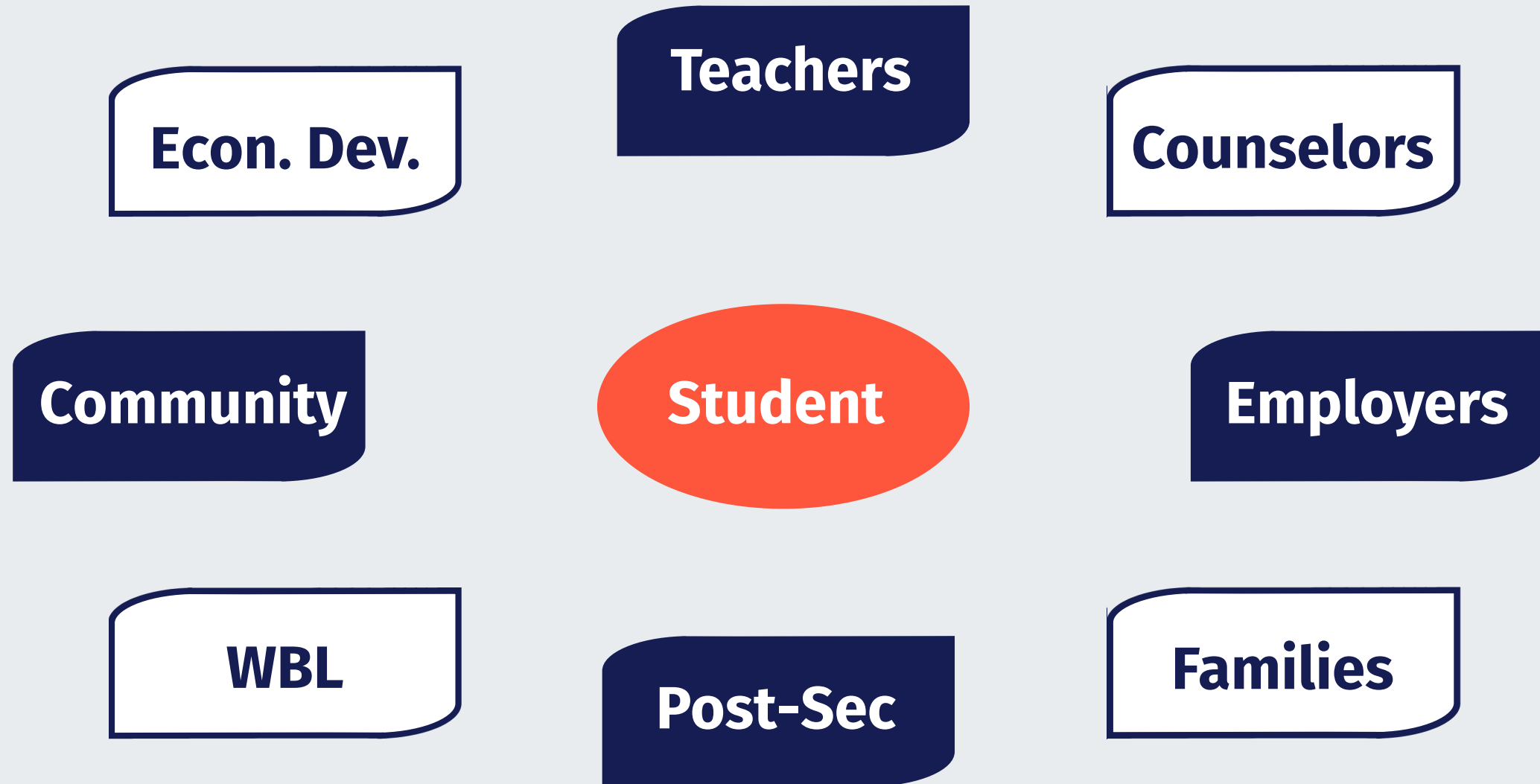
Is college a tool -- or the destination?

Which pathways are celebrated?

Which pathways require explanation?

A student can receive accurate info, but still be poorly served if the undergirding story is based on 'prestige' -vs- 'fit'

Ecosystem Design: The **Outcome** Will Match The **Ownership**



Industry Alignment:

Industry Helps Define The Destination

Skills

Credentials

Opportunities

Demand

Expectations

Where do aptitude, interest, opportunity & regional need intersect?

What Do We Actually Celebrate

\$20,000

University Scholarship

\$35,000

Paid Apprenticeship

Do These Receive Equal Celebration?



Language: Our Metaphors Are Showing

Career Counseling

- A professional service
- Appt.-based
- Located in the counseling dept.
- Essential part of the solution

Career Navigation

- Ongoing student process
- Happens across different settings & over time
- Requires information, experiences, & relationships
- Supported by an entire ecosystem

Not replacing career counseling, placing inside a larger career nav. ecosystem

Every Classroom Can Become A Navigation Touchpoint

ELA > Industry writing: business plan, emails, job postings, invoices, estimates, resumes/cover letter, social media post, press release, work order, policy brief, safety plan, incident report, etc.

MATH > wages, taxes, measurement, financial analysis, business plans, cost/benefit analysis, CAC, balance sheets, etc.

Science > healthcare, manufacturing, environmental careers

Social Studies > Economic Development, Labor Markets, Industry Studies

Not turning every teacher into a counselor, making career connection part of instruction

Employers as Guests **-vs-** Employers as Co-designers

Sponsors > Guest Speakers > Career Day Booths



Co-designers > Mentors > WBL Employers > Validators >
Pipeline Destinations > Talent Consumers

Career Navigation Lives In The Community

Career Navigation is...

Talent Infrastructure

**Schools
Develop
Talent**

**Employers
Need
Talent**

**Communities
Retain
Talent**

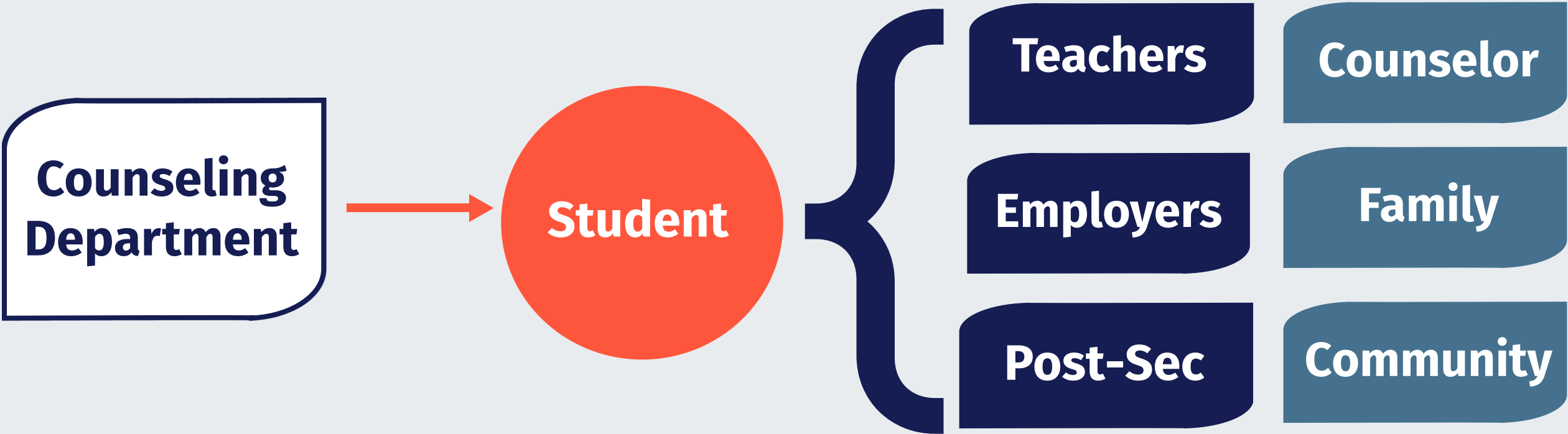
**Students
See
Opportunity**

**Student Support And Regional Economic Development Are The
Same System Viewed From Two Directions**

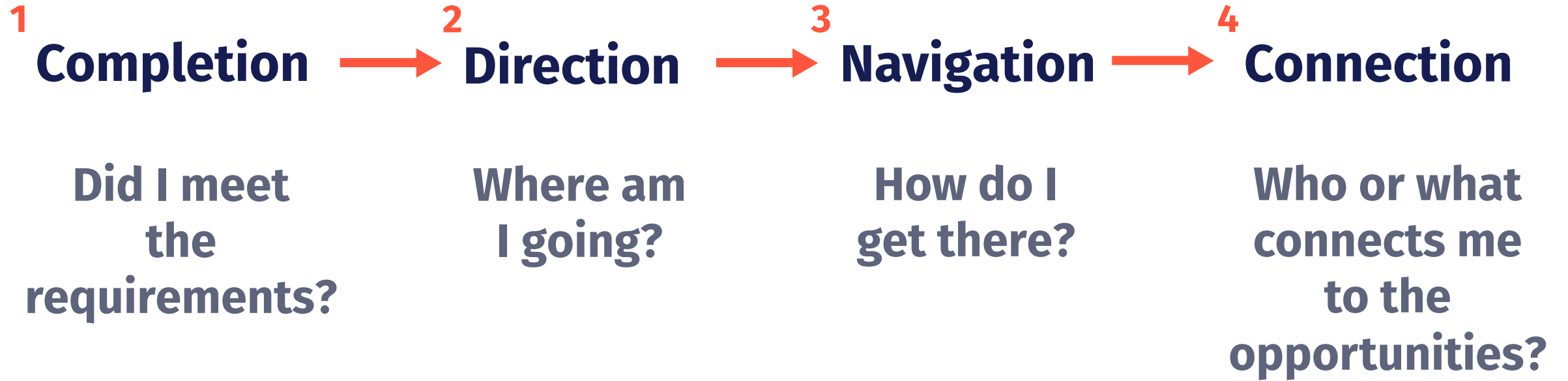


Redesign around the student...not the department

FROM DEPARTMENT TO ECOSYSTEM



Completion is only the first question



A navigation system helps move all four questions forward.

Beyond the Content:



4 Pillars of WIN CCA



IF CAREER NAVIGATION LIVES IN ONE DEPARTMENT..

IT'S ALREADY BROKEN

NOT BECAUSE THE DEPARTMENT FAILED

**BECAUSE WE GAVE ONE DEPARTMENT A JOB THAT
REQUIRES AN ENTIRE ECOSYSTEM**

**Counselors matter, but the outcome is too significant and too
networked to live with them alone!**

WHERE DOES CAREER NAVIGATION

LIVE IN YOUR SYSTEM?

WHO OWNS IT?

WHERE DOES IT HAPPEN?

WHO IS MISSING?

BUILD THE SYSTEM STUDENTS CAN ACTUALLY NAVIGATE





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