



Launch Initiative

Project Schedule & Budget

July 1 - December 31, 2013

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THE LAUNCH INITIATIVE: EXECUTIVE SUMMARY

PROGRAM AT A GLANCE

Workaday Media produces videos and activities for high school students that introduce STEM careers and encourage the pursuit of higher education. The project utilizes new pedagogical and technological methods that deliver enhanced outcomes at reduced cost. This proposed \$85,000 program will deploy our pilot Mechanical Engineering Unit in 100 classrooms and enable preproduction of a second career cluster for biology classes.



WORKADAY MEDIA'S MISSION

To improve the quality, earning-power and happiness of the American workforce by encouraging students to pursue careers in STEM-fields and industries of national importance.



IMPACT & METHODS

Workaday Media uses web-based videos and activities to bring the stories and experience of inspirational working people into high school classes across the United States. Students see real jobs and workplaces, learn about educational pathways and understand how academic concepts are applied to real-world challenges.



Teachers use our content to integrate career exposure into standard subject classes like physics or algebra, delivering the proven benefits of Career and Technical Education (CTE) to a national audience at a fraction of the cost of traditional programs. Our work is guided by principles of equity, quality, and efficiency, with specific emphasis on improving outcomes for low-performing and disadvantaged students.

We work hard to create inclusive, cross-cultural content that disrupts stereotypes, inspires imaginative thinking and encourages employment in critical sectors of the economy.

"Integrating career education into curriculum is vital to the success of our students and our communities. Workaday Media's videos and materials are some of the few I've used that actually excite my students. They're relevant, captivating and informative. Most importantly, they help prepare my students to join our highly-competitive, technology-driven economy."

- Lee Ann Knodel, Award Winning Teacher, Santa Barbara High School

AREAS OF INNOVATION

Workaday Media is a technology-driven organization with the potential to serve millions of students and transform the state of career education in America. This high potential impact is derived from innovations in three operational areas:

- **Character-driven content** inspires and influences students.
- **Social-media based distribution platform** ensures high growth potential.
- **Alternative non-profit funding model** transfers costs from cash-strapped educators to philanthropic and private sector organizations.

The screenshot shows the homepage of the Workaday Media website. At the top, there's a navigation bar with links for 'About', 'Content', 'Participate', 'Blog', and 'Connect'. Below the navigation is a logo for 'workaday media' with a blue cloud icon. A main banner features the text 'Career Education Reimagined' and a video thumbnail showing two people in a classroom setting. Below the banner, there's a section titled 'How it Works' with three numbered points: 1. Short videos expose young people to awesome jobs, 2. Classroom materials connect schoolwork to exciting careers, and 3. Website enables communication and exploration. At the bottom of the page, a call-to-action says 'Visit www.workaday.org to watch videos and sample classroom activities.'

HISTORY AND PROGRESS

Workaday Media was founded in 2011 as a project of Social and Environmental Entrepreneurs (SEE). We spent our first year developing organizational capacity and demonstrating 'proof of concept' in California classrooms. Educator feedback and anonymous student surveys prove that our methodology is effective, inspiring and scalable.

INTRODUCING THE 'LAUNCH INITIATIVE'

The Workaday Media Launch Initiative is a six-month, \$85,000 program to expand our content catalog and educational reach. All activities support three goals:

1. Complete and deploy our Mechanical Engineering Career Unit.
2. Test new content in 100 classrooms across California.
3. Pre-produce comprehensive Biology Unit featuring healthcare, biotechnology and environmental science careers.

The Launch Initiative is the first in a series of development phases. Each phase is intended to increase our educational impact while reducing the cost-per-student served by an order of magnitude. We are assembling a coalition of influential early donors that are committed to guiding our organization through the development process. At full scale, with an annual budget of approximately \$1,000,000, we would be able to produce twelve new career units per year and serve 10,000+ classrooms at a cost of \$2.86 per student.

WORKADAY'S FOUNDER & PROJECT DIRECTOR

Cassidy Clawson is a social entrepreneur and creative professional with a passion for issues concerning work in American culture. He started working for his family's business at a young age and ultimately earned ten years experience in management, entrepreneurship, marketing and product development in the technology industry.

Cassidy Clawson has a BA in Environmental Economics (Honors) from the University of California Santa Cruz.



INTRODUCING WORKADAY MEDIA

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

Workaday Media posed this question to hundreds of high school students. We were surprised to find that almost every student responded with one of several common career choices. Again and again, we heard police officer, fire fighter, fashion designer, athlete, lawyer, doctor, veterinarian and CEO.

We were unable to identify a single individual that aspired to work in the ‘innovation sector’ – the economic space that encompasses the fields of science, technology, engineering and mathematics. There is near unanimous consensus among modern economists that the strength of the innovation sector will determine America’s success in the 21st Century (Moretti, 2012).

STEM-jobs are not glamorized on television. They do not have high visibility in the community. But they are the great jobs of tomorrow, and we owe it to our nation’s young people to celebrate these careers with the same passion and reverence as we do the fashion designers on reality television shows.

The stakes have never been higher. Young people are struggling to enter the workforce. Most college graduates now work in a field outside their major of study (Godofsky, 2011). Those with only a high school diploma face decreased earnings and a loss of upward mobility.

The individuals that succeed in this challenging economic environment are those that pursue targeted education based on their intended career field (Carnevale, 2012). So the question *what do you want to be when you grow up* has never been more important. Yet many students make choices about education and work with little or no exposure to the plethora of interesting jobs that are at their fingertips.



Gina Willink pilots the NASA Ames flight simulator in her video on engineering.

Workaday Media is changing that. We leverage modern technology and media tools to bring the inspirational stories and real-life experience of working people into classrooms across the United States. Our videos and activities enable teachers to integrate career exposure and future planning into standard subject classes, providing several of the most important benefits of Career Planning and Career and Technical Education (CTE) to a wider audience at greatly reduced costs.

Our model represents a paradigm-shift in the field of career information and education. No longer is career planning and education limited to the career center or specialized classes. Exposure is no longer restricted to the occupations of guest speakers, the focus of a school’s career academy or a selection of stale career information workbooks. Workaday Media produces



Santa Barbara High School, a Workaday Media test site.

comprehensive and stimulating career resources that can be integrated into standard high school curriculum.

We are confident that our offering will enhance classroom engagement, increase educational achievement and motivate students to pursue careers in STEM-fields and industries of national importance. These achievements will in turn lead to improved outcomes for individuals and the labor force as a whole, including more efficient allocation of higher education resources, a reduction in the ‘skills gap’, and increased national competitiveness.

No competing career information program offers such enormous potential impact at such a low cost. By leveraging web-based content delivery and low-cost media production technologies, Workaday Media can serve a national community of educators for just a few dollars per student.

A FOCUS ON EXPOSURE, INSPIRATION AND FUTURE PLANNING

- **Exposure:** Workaday Media delivers compelling and realistic portrayals of work to classrooms across the United States so students can see what it's really like to work in a given field. Students demonstrate enhanced understanding of a career after watching one of our segments.
- **Inspiration:** Our content increases classroom engagement by linking academic learning to real-world applications. All of our videos, activities and interactive features (like video chats with working people) reinforce the concept that anybody can accomplish anything with hard work and education. Students report increased interest in pursuing a career after one of our classroom visits.
- **Future planning:** Our career units feature entertaining informational segments that answer most questions students have about a career, including expected income, industry focus and how to get started. We present viable educational pathways and offer action points that high school students can act on immediately.

A BRIEF HISTORY OF CAREER & TECHNICAL EDUCATION

During most of the 20th century, career and technical education (CTE) was offered at specialized vocational schools or as a separate curriculum in standard high schools. The rational was simple: students that were not headed to college would benefit from job training in secondary school.

New legislation in the 1980s encouraged high schools to integrate CTE programs into standard curriculum and widened the career focus to include more advanced fields. The Dos Pueblos Engineering Academy in Santa Barbara is an example of this effort. It offers courses in computer-aided design and robotics to encourage students to pursue careers in mechanics and engineering. The program features articulation agreements with nearby colleges, integration with local businesses and financing from the Department of Education.

Academic research has proven that CTE programs can reduce dropout rates, increase academic performance, increase post-graduation employment rates and increase achievement in higher education (Clark, 2007). Sixty percent of comprehensive high schools now offer one or more CTE programs in a specific occupational concentration.

Workaday Media empowers general education teachers to deliver many of the proven benefits of CTE to students that lack access to these specialized programs.

CURRENT PROGRESS

HISTORY OF WORKADAY MEDIA

Workaday Media was founded in May 2011 by Cassidy Clawson as a project of Social and Environmental Entrepreneurs, a non-profit incubator and fiscal sponsor based in Calabasas, California.

MILESTONES ACHIEVED:

- 1. Assembled Advisory Panel.**
We recruited four advisors to offer professional development and strategic advice. The advisory panel includes Marisa Michaels, Ed.D. (Communication Specialist, USF), David Blocker (Producer of *Into the Wild* and *Hannah Montana: The Movie*), Nathan Ziv (Director of Product Management, Adconion) and Chrissy Anderson-Zavala (Former Co-Director of non-profit Streetside Stories, Ph.D. Candidate).
- 2. Developed organizational capability and brand.**
Workaday Media secured fiscal sponsorship with Social and Environmental Entrepreneurs and founded a sister company, Bowl Cut Productions LLC, to manage all video production activities.
- 3. Filmed pilot classroom unit on the career of mechanical engineering.**
We assembled a professional volunteer production team and filmed documentary segments with mechanical engineers at Santa Cruz Bicycles, Plantronics and NASA Ames Research Center. We also filmed informational segments with model Teji Kapadia and educational segments with engineering students at Cabrillo College.
- 4. Tested Santa Cruz Bicycles segment and activity in classrooms.**
We visited eleven Santa Cruz and Santa Barbara classes to test our content and collect feedback on our methods. The students completed anonymous surveys and shared their ideas with our classroom ambassadors. Teacher and student feedback was uniformly positive.
- 5. Developed media distribution website and outreach collateral.**
In October 2012, Workaday Media launched a comprehensive new website. The platform enables teachers to screen web-based content in classrooms, download activities and administer surveys. Outreach efforts are supported by an active blog, Facebook community, Twitter following, email marketing campaign and a full suite of print collateral.
- 6. Cultivated community and educator support through outreach and publicity.**
We know that strong local support from educators, policymakers and influential community members is critical to our success. We have engaged in an aggressive and ongoing campaign that includes targeted outreach, press cultivation, networking and community involvement.

In just eighteen months, with no formal sponsorship or support, Cassidy Clawson and a team of volunteers transformed Workaday Media from a ‘good idea’ into an impactful organization poised for growth and success.

PRELIMINARY CLASSROOM TESTING

Workaday Media classroom ambassadors tested our first career unit in eleven classrooms from June through November 2012. Our objective was to determine the efficacy of our concept and gauge educator demand for our materials.



Workaday's Thea Colton talks careers with students at Santa Barbara High School.

DESCRIPTION OF SITE VISITS

A classroom ambassador begins each lesson with an interactive lecture about the nature of work in our culture. Students are encouraged to consider their career aspirations not

in terms of prestige or status, but personal fulfillment and job satisfaction. We then introduce the career of mechanical engineering and screen the *Nick @ Santa Cruz Bicycles* segment. Students see how engineers work together to develop and test new products, in this case a downhill racing bike.

After the video, students participate in one of several individual or group activities to facilitate assessment of the career and its personal ‘fit’. The prompts are designed to enhance literacy and critical thinking skills related to real-world scenarios as mandated by the Common Core State Standards. Some classes also include virtual Question & Answer sessions with engineers from Santa Cruz



Students at Soquel High School ask questions of Nick Anderson, engineer at Santa Cruz Bicycles.

Bicycles. Students ask questions like *how did you decide to become an engineer, what's your favorite part of your job and what should I do now if I want to get into the bicycle industry?*

ABOUT FISCAL SPONSORSHIP

Fiscal Sponsorship refers to the practice of established non-profit organizations offering legal and tax-exempt status to groups engaged in philanthropic endeavors. This model enables social entrepreneurs to focus on growing their operation and serving their constituents rather than developing non-profit infrastructure. The sponsor often provides payroll services, employee benefits, fundraising assistance and back-office support. Workaday Media is proud to be fiscally sponsored by Social and Environmental Entrepreneurs (501c3), one of California's premiere fiscal sponsors since 1994.

CLASSROOM IMPACT

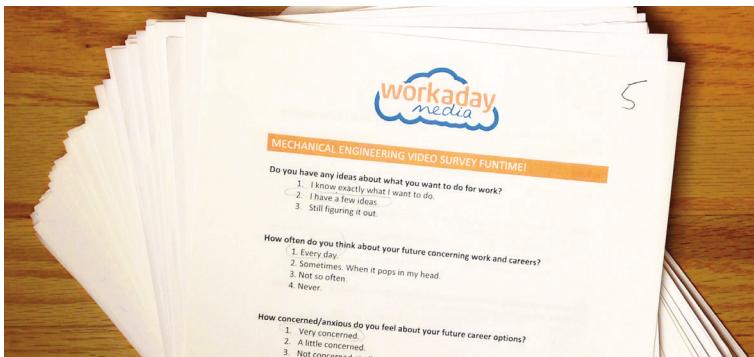
Educator feedback and anonymous student surveys demonstrate that our methodology and content is effective, inspiring and scalable.

Students reported a forty-five percent increase in their understanding of the career of mechanical engineering. More than half of students said they were ‘more interested’ in the career after seeing the video. Ninety percent of students said they ‘would like to see more Workaday Media videos about different jobs in their classes.

Our qualitative assessment is equally positive. Throughout the visits, students shared thoughtful opinions and epiphanies about the career. Many students found that the video debunked stereotypes about engineers. One student wrote, “*I love bikes. But I never thought about a career engineering them. I didn’t know that was an option. The Workaday video showed how engineers use this cool software to design and test new frames. I could definitely see myself doing that every day.*”

Teachers and administrators are also impressed. Principal Ken Lawrence-Emmanuel of Soquel High School wrote “*I have confidence in Workaday Media’s ability to reach young people and affect positive change in scholastic and occupational outcomes. Their integrative approach is congruent with our career education philosophy and I’m optimistic that their materials will help our students make informed choices about their futures.*”

The most common feedback we hear from both students and educators is the request to hurry up and “make more videos!”



Workaday Media anonymously surveyed more than 250 students. The qualitative and quantitative results were overwhelmingly positive.

COMMON CORE STANDARDS CREATE OPPURTUNITIES FOR WORKADAY MEDIA

The Common Core State Standards (CCSS) Initiative is a national education reform effort led by a coalition of state-level educators and endorsed by the President and Department of Education. The goal of the initiative is to improve college and career readiness and increase educational equality. Forty-seven states have adopted the standards. Full deployment and assessment is expected by the 2014/15 school year.

No Child Left Behind was panned for encouraging information recall at the expense of literacy and critical thinking skills. The Common Core State Standards avoid this pitfall by defining only the skills and abilities that students are expected to learn, not the specific content areas or topics. Teachers, curriculum developers and states are given flexibility in how they plan to meet these new educational goals.

We see deployment of the CCSS as a once-in-a-generation education reform that presents substantial opportunities to educational content providers like Workaday Media. Teachers will soon need media and content to heighten ‘real-world learning’, and we are committed to providing it, alongside complimentary activities and lesson plans for both Mathematics and English & Language Arts standards.

CASE STUDY: MARIA RUBEN, PHYSICS TEACHER

Ms. Ruben, a hypothetical teacher, illustrates how Workaday Media improves classroom engagement and student success.

Ms. Ruben loves physics. Unfortunately, many of her students find the subject to be abstract and unapproachable. She tries to fight these perceptions by including “real world” examples in her lessons, but she has little work experience outside of classrooms. She invites science professionals into her class to discuss their work, but these opportunities are few and far between.



At a colleague’s suggestion, **Ms. Ruben registers for a free educator account at www.workaday.org.** She is pleased to find seven physics-based career units, all with accompanying activities that relate to her curriculum. She will start teaching Conservation of Energy next week so she selects the career of ‘Geologist’.

On Monday, the students watch a fifteen minute mini-documentary about two young geologists: a young man who helped design foundations for skyscrapers and a young woman who used Geographical Information Systems to create more efficient package routing systems for UPS. The students are surprised to

see that modern geologists do a lot more than study rocks.

After watching the video, several students express serious interest in the field. Just as importantly, **all of the students demonstrate a clear understanding of how and why a Geologist would apply principals of physics to their work.**

Next Ms. Ruben plays the informational segments. An entertaining young woman explains how much money geologists make, where they go to school, what industries they work in and more. She answers just about any question a young person might have about the field.

The last two minutes of the video introduce the classroom activity. The young geologist reappears to explain that his architecture firm recently constructed a museum on a steep hill. It was his job to determine which excavation equipment would be necessary based on the volume and density of earth that had to be moved. Using the formulas they learned the previous week, the students work in groups to solve a real problem faced by a real Geologist.

The class was a success. Students were exposed to a great career AND applied new skills in a fun and meaningful way.

Ms. Ruben continues to use Workaday Media content in her classroom. In addition to screening career segments twice a month, her students periodically video chat with Workaday Media’s active working mentors, tweet questions to the stars of the videos and participate in classroom contests. She even made her own activity and uploaded it to the Workaday community, where it’s been used by dozens of other teachers across the country. **And at the end of each year, a handful of students tell Ms. Ruben that they found their calling in her class.**

SCALING UP

WORKADAY MEDIA AT SCALE

By 2016, we believe that Workaday Media will be a ‘household’ name among teachers and administrators across the country. We will be described as ‘the YouTube of career videos’ and used by a wide variety of educators and young people in various use cases.

Workaday Media must grow to minimum functional size of six to ten full time employees with an annual budget of \$700,000 to \$1,000,000. At this scale, Workaday Media could produce at least twelve career units per year, create complimentary teaching materials, develop and maintain an online distribution network, and finance outreach and marketing efforts.



WEB-BASED MODEL LEVERAGES ECONOMIES OF SCALE

Like all media creation and distribution organizations, Workaday Media is subject to the phenomenon of *economy of scale*, whereby the cost-per-student of our services falls as the size of our audience increases. Workaday Media will become a sustainable organization when the cost-per-student reaches a level that is acceptable to our donors.

The potential upside is enormous. If Workaday Media serves 10,000 classrooms (less than one class per school district across the United States), we would deliver comprehensive career exposure to hundreds

of thousands of students for less than \$2.80 per seat, paid for by foundations and philanthropists. By comparison, our closest competitor, Road Trip Nation, charges upwards of \$30 per student to the school and is subsidized by grants and donations.

Workaday Media derives this cost advantage from its web-based model. As more and more schools deploy high-speed Internet and multimedia technology in classrooms, delivery of educational content will inevitably switch to web-based platforms like the one we propose. We intend to be the first specialized providers in this space.

MANAGING GROWTH

Growing an organization like Workaday Media poses unique challenges in the non-profit sector. In particular, Workaday Media must overcome this progression of interrelated constraints:

- Our cost-per-student impact will remain high until we serve tens of thousands of students.
- Before serving this number of students, we must produce a catalog of content with high educational value.
- This content will require significant donor investment.
- Some donors are hesitant to invest in start-up non-profits that utilize new and disruptive technologies.

These constraints are quite similar to those faced by any number of venture-funded startups in the private sector. Investors weigh the potential upside against risk of failure and invest capital accordingly. As a non-profit we are unable to provide equity or other financial incentives to early investors, so the risk/reward equation is skewed even if our potential impact is unusually high.

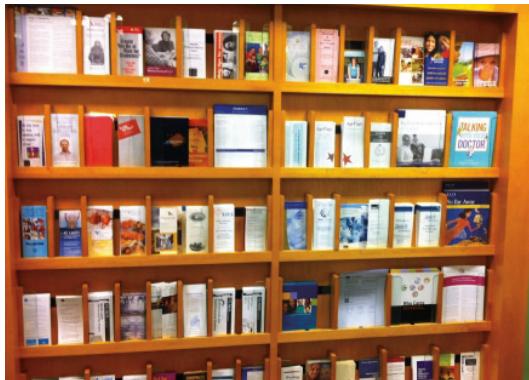
As a consequence, Workaday Media will continue to pursue a phased growth plan that balances gains in organizational capacity with gains in student impact. Every phase has the same three principal goals:

- Generate new and better content
- Reduce cost-per-student impact by an order of magnitude
- Secure funding for the subsequent phase

This approach is analogous to the round-based funding strategies used by many technology startups. The startup process is divided into discreet phases with clear milestones and goals. Donors can invest with confidence as the organization slowly increases its impact, operational capacity and donor base.

We anticipate three or more ‘rounds’ of start-up funding before Workaday Media achieves its full operational scale and funding is no longer contingent on continued improvements in efficiency and reach. The first of such formal rounds is the Launch Initiative, the subject of this document.

COMPETITIVE ANALYSIS



Pamphlets and workbooks fail to inspire and engage students.

Career education is a broad educational category that includes products, services, classes and processes that facilitate informed and considered career decisions and/or training in a specific occupational space.

Career information is the knowledge and intelligence that guides students in the analytical and emotional process of understanding, evaluating and making decisions about career paths (Gillie, 2005). Career information is the foundation upon which all additional career education and guidance is based. As such, curriculum developers and

The Proven Benefit of Career Information

“Informed and considered career decisions lead to higher incomes, fewer bouts and shorter durations of unemployment, better matches of person and work resulting in less turnover, better health for the employee and the employee’s family, and fewer instances of work-related stress, depression, and violence, which lead to savings in training, social welfare, criminal justice, and health care costs.”

America’s Career Resource Network Association, Department of Education

third-party interest groups have developed a wide range of career information products, including pamphlets, workbooks, career assessment-tests, DVDs and web-based offerings.

While Workaday Media's offerings transcend the boundaries of standard career information tools, they are indeed the closest analogous product and are the basis of our competitive analysis. We examined all major career information products offered by US-based media providers. We have included here our assessment of those products that utilize video or web-based interactive features.

Every career information product that we evaluated suffers from one or more critical shortcoming that renders the product inadequate for teachers and/or unappealing to students. The few products that approached a moderate threshold of quality were expensive, had narrow cultural appeal and exhibited poor market penetration.

COMPETITIVE ANALYSIS MATRIX

Competitor	Business Model	Educational Impact	Academic Integration	Watchability	Cost
Career Zone	Non-Profit	Moderate	None	Low	Free Online
Career Pathways	For-Profit	Low	Poor	Low	\$2400 per class
Who Do U Want 2 B?	Non-Profit	Low	None	Low	Free Online
The Futures Channel	For-Profit	High	Strong	Moderate	\$145 per class
Human Relations Media	For-Profit	Low	Poor	Low	\$849.95 per class
Road Trip Nation	Non-Profit	Moderate	Moderate	High	\$35 per student
The Real Game	Non-Profit	High	Strong	N/A	\$475+ per school
Workaday Media	Non-Profit	High	Strong	Very High	Free

In addition to evaluating competitive offerings, we interviewed dozens of teachers and career counselors and were unable to identify a dominant player in the career information space. This is highly unusual. Most educational products, from pencils to textbooks, exhibit standard market dynamics whereby the majority of educators favor one of a handful of similar competing offerings. **There are no dominant methodologies or clear winners in the career information space. This supports our assertion that there is a shortage of quality career information materials and a clear opening for Workaday Media to enter and succeed in the market.**

Please see the appendix for a complete discussion of our competitive analysis..

THE LAUNCH INITIATIVE

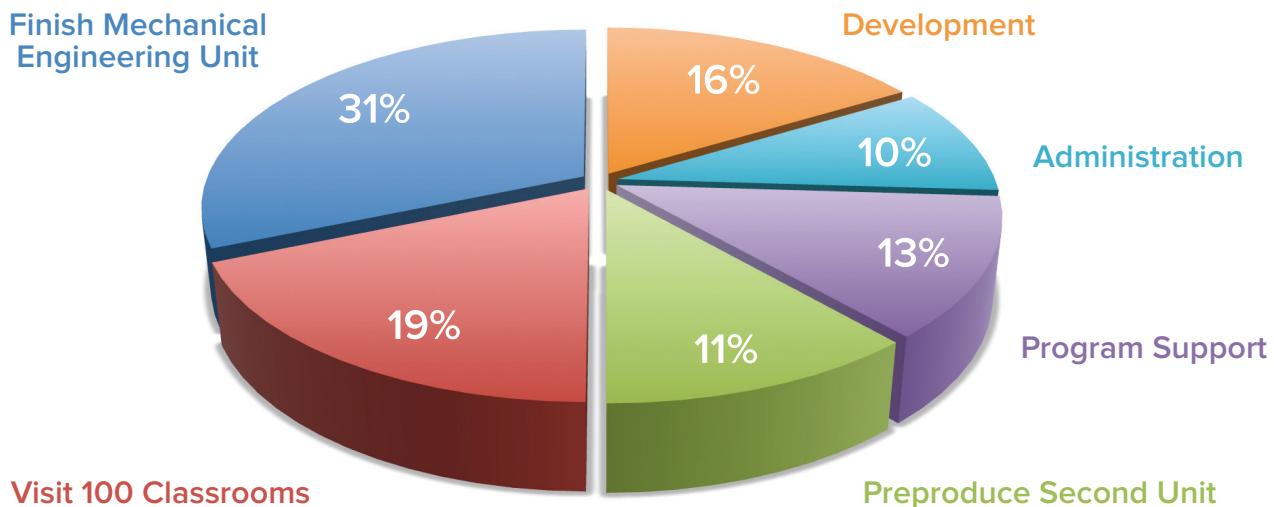
The Workaday Media Launch Initiative is a six-month program that will expand our educational catalog and classroom reach. The program is scheduled and budgeted for July 1 through December 31, 2013. All activities are supportive of three major organizational goals, which are outlined briefly below and again in more detail in the appendix.

MAJOR GOALS OF THE LAUNCH INITIATIVE

- 1. Finish first classroom unit.**
In the last year, Workaday Media filmed documentary segments with engineers and students from several Bay Area organizations, including Santa Cruz Bicycles, Plantronics, NASA Ames Research Center and Cabrillo College. We decided to finish and test one segment before investing additional post-production resources in an untested format. We have now collected enough feedback to proceed with postproduction on these remaining segments. We will also develop paper-based companion activities on the topics of suspension design, acoustic noise-cancellation and aerodynamics. Upon completion, Workaday Media will have approximately forty minutes of high-quality, cross-cultural content on the career of mechanical engineering and integration-activities suitable for physics, algebra and home room classes.
- 2. Test Mechanical Engineering Unit in 100 classrooms.**
Workaday Media classroom ambassadors will visit 100 physics, algebra, home-room and CTE classes in Santa Cruz, Santa Barbara and Los Angeles to present our new mechanical engineering unit. In addition to impacting approximately 3000 students, this outreach campaign will cultivate a community of supportive teachers and administrators. To ensure that this phase generates useful data, we will work with one or more graduate students from UCSC or UCSB to develop and implement a feedback-gathering program to measure and assess the effectiveness of our content, activities and presentations.
- 3. Pre-produce new career program for general education class.**
In order to reach our ultimate goal for cost-per-student impact, teachers will need to use Workaday Media videos and activities autonomously. Our next classroom unit will facilitate this transition. We will produce one comprehensive classroom unit for a single science class, i.e. ‘biology’, that features five or more related careers. The teacher can incorporate these individual career units into their curriculum in a structured manner. This will enhance the educational impact of our offering and will enable longitudinal analysis of our effectiveness. We will complete ‘pre-production’ activities for this content, including identifying and securing filming partners, so the program is immediately fundable at the conclusion of our Launch Initiative in December.

BUDGET SUMMARY

The Launch Initiative is a six-month program, scheduled to commence July 1 and complete December 31, 2013, with a cost of approximately \$85,000. A cost-breakdown follows:



Programmatic spending on contractor wages is the project's largest expense. Contractors are to be paid a competitive hourly wage based on a five-tier payscale (Director, Professional, Creative Professional, Educator and Contributor.) The Project Director has identified and secured all key personnel to ensure the project can commence immediately upon completion of fundraising. All contractors receive workers compensation insurance through our fiscal sponsor, Social and Environmental Entrepreneurs.

We are committed to keeping costs low during the startup phase by utilizing 'virtual office' techniques and services. Many contributors work from home. We host meetings in coworking spaces. We use cloud-based services for collaboration and communication. This approach maintains total professionalism at substantially reduced cost.

All video post-production activities will be outsourced to Bowl Cut Productions LLC, a full service video production company. Bowl Cut Productions was founded to provide comprehensive video production and post-production services to Workaday Media.

"As a high school teacher, I am always looking for new and interactive tools to expose my students to a wide variety of career choices. Workaday Media does just that. The staff is friendly, organized, and passionate about career education and that comes through in the quality of their materials and classroom visits."

- Bri Wiles, Teacher, Soquel High School

AREAS OF RISK

We completed all high-risk activities in the startup phase of the project, including location filming, development of a content delivery portal and classroom proof-of-concept testing.

The Launch Initiative includes only activities and milestones in which we have already demonstrated competence. We have extreme confidence that we can achieve all specified milestones in accordance with the proposed schedule and budget.

The greatest risk to our success concerns raising of funds. We will not move forward until we secure 50% of the program budget.

FUND RAISING STRATEGY

Workaday Media is building a diverse coalition of forward-thinking individuals, businesses and institutions to fund the Launch Initiative and future programs.

Fundraising goals:

- Foundation Grants: \$35,000
- Business Donations: \$10,000
- Individual Donations (< \$1000): \$7,500
- Philanthropist Donations (> \$1000): \$32,500

We have already met our goal for Individual Donations and will soon reach our goal for Business Donations. Whole Foods Market stores in the community of Santa Cruz have already donated ~\$5000. We are presently meeting with philanthropists in the Bay Area and Santa Barbara and are soliciting more than twenty-five carefully selected regional and national foundations.

MAKING A CONTRIBUTION

We ask that you or your organization consider a tax-deductible contribution to Workaday Media's Launch Initiative.

We are determined to become a premiere education non-profit that serves hundreds of thousands of students across the United States. Our innovative model has the potential to revolutionize career education in America. This is a pivotal time in our growth. Your contribution is more than a financial gift – it's an endorsement of our vision for improving career education in American high schools.

Workaday Media offers unique value to potential donors. Career education is a timely and politically neutral cause. Your organization can build recognition with a large and growing youth audience. And most significantly, our work transforms the lives of young people and improves the American economy.

We accept credit card donations up to \$4999 online at www.workaday.org. Checks can be mailed to our fiscal sponsor. Make checks payable to 'Social and Environmental Entrepreneurs' and include 'Workaday Media' in the memo line.

Social and Environmental Entrepreneurs (attn: Jennifer Hoffman)
22231 Mulholland Hwy, Ste 209
Calabasas, CA 91302

Thank you for your consideration.

APPENDIX ARTICLE: FOUNDER'S BIOGRAPHY

CASSIDY CLAWSON / PROJECT DIRECTOR

Cassidy Clawson is a social entrepreneur and creative professional with a passion for issues concerning work in American culture.

Cassidy started working at thirteen years old when he created a website for his father's engineering consultancy. The Internet was in its infancy and the family business, BC Tech, was little more than a drafting table in the garage. Ten years later, BC Tech had emerged as one of California's premiere medical device companies with 70+ employees and dozens of successful products. Cassidy remained intimately involved in the management of the business, ultimately assuming responsibility for marketing and new product introductions.

Cassidy witnessed the celebrated American business cycle from the front row – from inception, through growth, to maturity, and finally, decline. BC Tech declared bankruptcy in 2010 after the collapse of the R&D sector during the recession.

Coming of age in a high tech business has inspired a deep appreciation for the important jobs that fuel America's economy and respect for the men and women who are called to



do them. Cassidy was fortunate to discover his talents and passions by working alongside inspiring people. He founded Workaday Media in 2011 to bring that experience to classrooms across the United States.

Cassidy Clawson has a BA in Environmental Economics from the University of California Santa Cruz. He was awarded honors for his outstanding thesis work on municipal utilities and renewable energy. In his spare time, Cassidy enjoys building contraptions in the garage and playing with his dog Jasper.

APPENDIX ARTICLE: ADVISORY PANEL

DAVID BLOCKER / PRODUCTION ADVISOR



David Blocker is the successful Hollywood Producer behind such hits as *Hannah Montana: The Movie*, *Into the Wild*, *The Moderns* and many more. He is a member of the Academy of Arts and Sciences as well as the Directors Guild of America. Mr. Blocker generously advises Workaday Media on matters of production and content.

NATHAN ZIV / TECHNOLOGY ADVISOR



Nathan Ziv is an expert in web technology and content delivery. By day he plies his trade as Director of Product Management at Adconion, a wildly successful VC-funded advertising network. By night he guides Workaday Media in their quest to build the ‘YouTube of career education.’

CHRISSY ANDERSON-ZAVALA / EDUCATION ADVISOR



Chrissy is an accomplished poet, educator and non-profit executive with a Masters in Policy, Organization and Leadership Studies from Stanford University. She recently left her position as Co-Director of the successful San Francisco based education non-profit Streetside Stories to pursue a PhD in Social and Cultural Contexts of Education from the University of California Santa Cruz.

Chrissy consults on matters of non-profit policy and operation as well as educational methods.

MARISA MICHAELS / COMMUNICATION ADVISOR



Communication specialist Marisa Michaels holds three degrees in Communication Studies including an Ed.D. from the University of San Francisco. Marisa's strong theoretical background informs her approach to organizational and individual efficacy consulting. Marisa helps the Workaday hosts give their best performances and coaches the team on persuasive outreach and fundraising.

APPENDIX ARTICLE: MISSION & VALUES

MISSION

To improve the quality, earning-power and happiness of the American workforce by encouraging students to pursue careers in STEM-fields and industries of national importance.

We accomplish this mission by bringing the day-to-day experience of working Americans to high school classrooms across the United States.



Workaday Media inspires students to pursue education and great careers.

Videos and activities expose students to the realities of various occupations and inform them of the pathways into the field. Each unit is a celebration of work and an invitation for students to imagine their future and take control of it.

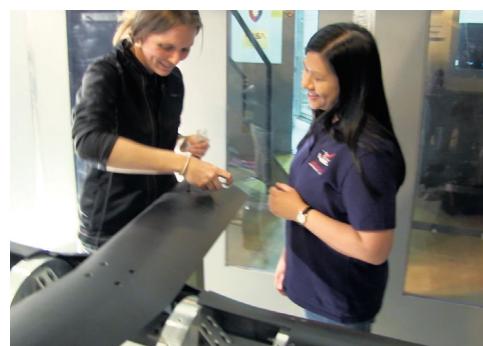
VALUES

Our work is guided by principles of equity, quality, and efficiency, with specific emphasis on improving outcomes for low-performing and disadvantaged students.

We work hard to create inclusive, cross-cultural content that disrupts stereotypes, inspires imaginative thinking and encourages employment in critical sectors of the economy.

GOALS

- Increase the probability that an individual will find meaningful work – the foundation of a happy life.
- Challenge individuals to consider careers they may have ruled out due to stigma or misconception.
- Help students to understand the connection between their schoolwork and exciting careers.
- Increase high school graduation rates.
- Reduce the social costs associated with under-education and over-education.
- Encourage productive careers in critical sectors of the economy.
- Pioneer a non-profit model for producing and distributing educational materials at no cost to students and educators.



Workaday Media breaks down stereotypes and empowers young people.

APPENDIX ARTICLE: DETAILED BUDGET

REVENUE (Jan 1 - June 31, 2013)

Revenue (amounts in US \$ Dollars)	Jan 1 - Dec 31
Foundation Grants	\$35,000
Business Donations	\$10,000
Individual Donations (<\$1000)	\$7,500
Philanthropic Donations (>\$1000)	\$32,500
Total	\$85,000

CONTRACTOR RATE TABLE

Contractor Name	Abb.	Rate (/hr)
Director (Director-level manager or contributor)	D	\$40
Professional (Specialized professional such as grant manager)	P	\$35
Creative Professional (Graphic designer, video editor, etc)	CP	\$35
Contributor (Trained contributor providing assistance or services)	C	\$15
Educator (Teacher, curriculum designer, etc)	E	\$28

Note: Project Management hours are based on a percentage of total contributor hours.

PROGRAMATIC EXPENSES (July 1 - Dec 31, 2013)

Description	Hours	Contr.	Cost
Goal: Finalize First Classroom Unit			
Post Production Management (20%)	122	D	\$4,896
4X Informational Segments Post Production	180	CP	\$6,300
NASA Ames Segment Post Production	140	CP	\$4,900
Plantronics Segment Post Production	140	CP	\$4,900
Cabrillo College Segment	100	CP	\$3,500
3X Physics Activities	40	E	\$1,120
2X Humanities Activities	12	E	\$336
Subtotal	734		\$25,952
Goal: Visit 100 Classrooms			
Classroom Testing Management (20%)	108	D	\$4,336
Develop Student/Teacher Feedback Program	40	E	\$1,120
Develop/Print Support Collateral	32	CP	\$1,120
Identify/Schedule 100 Classroom Visits	120	C	\$1,800
Develop Classroom Ambassador Training Program	40	E	\$1,120
Train Classroom Ambassadors	20	E	\$700
Visit 100 Classrooms	250	C	\$3,750
Report & Analyze Classroom Data	40	P	\$1,400
Subtotal	650		\$15,346

PROGRAMATIC EXPENSES (Continued)			
Description	Hours	Contr.	Cost
Goal: Preproduce Second Classroom Unit			
Proproduciton Management (20%)	44	D	\$1,776
Determine Academic Focus / Career Cluster	16	P	\$560
Determine Specific Careers	16	P	\$560
Identify Participating Organizations	80	P	\$2,800
Screen & Cast Film Subjects	40	P	\$1,400
Develop Preliminary Narratives	20	P	\$700
Develop Preliminary Activity Concepts	10	E	\$280
Develop Production Roadmap	40	P	\$1,400
Subtotal	266		\$9,476
Program Support Expenses			
Program .067% State Workers Comp Fee			\$3,402
Classroom Technology (Projectors, Laptops, etc)			\$3,000
Assorted Printing & Mailing			\$2,000
Travel, Entertainment, Food & Lodging			\$2,000
Subtotal			\$10,402
Total Program Expenses	1651		\$61,176
OPERATIONAL EXPENSES (July 1 - Dec 31, 2013)			
Description	Hours	Contr.	Cost
Administrative Expenses			
SEE Fiscal Sponsorship Fee (6.5%)			\$5,695
Misc. Office Supplies			\$500
Phone / Internet / Cloud Services			\$1,200
General Liability Insurance			\$600
Subtotal			\$7,995
Development Expenses			
Development Project Management (30%)	90	D	\$3,600
Prospecting	120	C	\$1,800
Donor & Ally Relationship Management	60	P	\$2,100
Grant Writing & Submission	120	P	\$4,200
Misc. Events & Fundraising Activities			\$1,000
Development .067% State Workers Compensation Fee			\$784
Subtotal	390		\$13,484
Total Operational Expenses	390		\$21,479
Launch Initiative Total Expenses			\$82,655
Estimated Income Minus Expenses			\$2,345

APPENDIX ARTICLE: DETAILED DESCRIPTION OF LAUNCH INITIATIVE ACTIVITIES

FINALIZE FIRST CLASSROOM UNIT

Goal: Complete comprehensive Mechanical Engineering Career Unit for physics, algebra and homeroom classes. We have produced a wide variety of content on one career to facilitate comparative testing of the content to improve our methods on future segments.

Activity: Post-production for Gina @ NASA Ames Research Center segment. Gina is building a next-generation airship that takes off like a helicopter and flies like a plane. We tag along with Gina as she assembles a scale-model of the new aircraft, tests the model in a wind tunnel and visits NASA's flight simulator to see how her work contributes to the project. Gina shares her inspirational personal story and discusses women in science, balancing career with family and being the first in her family to attend college.

Workaday has completed all location photography and approximately 25% of post-production activities. The balance of work is estimated at 140 man-hours and is to be outsourced to Bowl Cut Productions. We are highly confident that this segment will meet our goals for education and entertainment value.



Activity: Post-production for Jacob @ Plantronics segment. Plantronics is launching a new wireless Bluetooth headset for active users like bicyclists, hikers and runners. But testers complain of excessive "wind noise" when using the device outside. Jacob must find a solution. He works with various engineers to design a new microphone assembly, create a prototype and test it in an acoustic lab. This segment emphasizes the fun and positive lifestyle Jacob has built around his career and closes with an exciting surf-session at a famous Santa Cruz surf spot.



Workaday has completed all location photography and approximately 10% of post-production activities. The balance of work is estimated at 140 man-hours and is to be outsourced to Bowl Cut Productions. This segment was difficult to film and presents some special challenges. We are moderately confident that this segment will meet our goals for education and entertainment value.

Activity: Post-production for Teji's Informational Segments. Teji answers common questions and gives advice to young people interested in the career of mechanical engineering. Teji presents this information in a studio environment alongside fun animations, videos and infographics. The content is divided into four short (approx. 2 min.) segments, described briefly below:

- **Mechanical Engineering Overview:** Teji talks about demand for engineers in the coming decades, industry hotspots and personality traits associated with happy engineers.

- **From School to Work:** Teji lays out several viable educational paths and gives tips for finding an accredited mechanical engineering program.
- **Dollars and Sense:** Teji discusses compensation and career mobility.
- **Tools of the Trade:** Teji introduces students to 3D modeling software and encourages interested students to get started today with the student-edition of Creo Elements or Trimble's free SketchUp.

Workaday has completed all studio photography and approximately 15% of post-production activities. The balance of work is estimated at 180 man-hours and is to be outsourced to Bowl Cut Productions. Approximately 70% of this work can be leveraged for future informational segments. We are highly confident these segments will meet our goals for education and entertainment value.



The average starting salary

FOR A GRADUATE OF
MECHANICAL ENGINEERING IS

\$60,739 per year

college as they compete in a design contest. The students work together to design and build a metal etching apparatus for use by the art department at the college. The segment emphasizes student lifestyle, teamwork and future planning.

Workaday has completed all location photography and 0% of post-production activities. The balance of work is estimated at 100 man-hours and is to be outsourced to Bowl Cut Productions. We had limited support from the community college and are not confident this segment will meet our goals for education and entertainment value. We may decide to abort this segment.

Goal: Create activities for physics, algebra and homeroom classes.

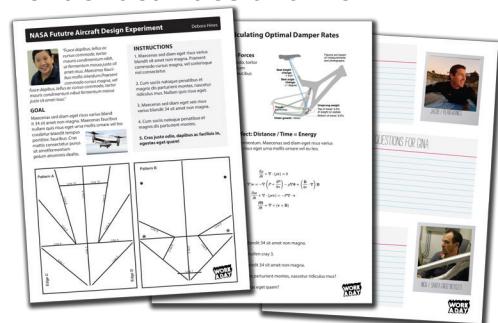
Activity: Identify and hire teachers to assist with development of activities and work-sets. We will recruit through our network of interested teachers and through craigslist or other recruitment tools.

Activity: Develop one or more classroom activities for each subject class, with several accompanying problem sets appropriate for various skill levels. Descriptions of classroom activities follow:

Santa Cruz Bicycles: Strength Through Elasticity
Academic Subject: Conceptual Physics, Algebra based Physics, AP Physics

Santa Cruz Bicycles' new downhill racing bike can survive rugged downhill terrain and massive drops to packed dirt. Yet the frame weighs just 7.1 pounds. Engineers like Nick must carefully consider the properties of materials to create extremely strong and lightweight structures.

This inquiry-based lesson will introduce basic materials science concepts to explain how forces cause objects to break. Then we will explore how bicycle frames behave



like springs by absorbing impacts through deflection. The lesson will close with a stress analysis scenario that prompts students to use Hooke's Law to calculate deflection under various loads and the breaking point of a frame. This exercise will build upon lessons in Mechanics, Newton's Laws, and Work, Energy and Power, and reinforces concepts used on the Physics SAT II and Physics AP exam.

NASA Aircraft Design Challenge

Academic Subject: Conceptual Physics, Algebra (statistics)

At NASA Ames, hundreds of engineers, scientists and technicians work together to design and test new aircraft. This lesson will unite the classroom in an effort to find the absolute best paper airplane design while teaching principles of vectors and velocity, lift and thrust, the scientific method and team-based collaboration techniques used by real organizations. This exercise should follow lessons in Mechanics and reinforces conceptual and mathematical concepts outlined in the California Common Core Standards.

Plantronics: Noise Cancellation Technology Explained

Academic Subject: Conceptual Physics

Many modern Bluetooth headsets use noise cancellation technology to improve the quality of calls. Engineers like Jacob make this possible by incorporating a second microphone into the device. Software in the headset compares the signals from each microphone in order to remove unwanted sounds.

This inquiry-based lesson will expand on basic wave theory to explain the phenomenon of wave cancellation. Students are tasked with graphically subtracting a realistic noise-waveform from a signal-plus-noise waveform in order to produce a clean signal. They can compare their drawing with a real audio clip to confirm their results.

The complete mechanical engineering unit, including video segments and activities, will be released through www.workaday.org using our existing content distribution platform. We anticipate completion by October 1, 2013.

GOAL: DEVELOP AND TEST NEW MECHANICAL ENGINEERING UNIT IN 100 CLASSROOMS.

Activity: Identify and recruit one or more graduate students to assist with development and implementation of a student and teacher feedback program.

We are pursuing relationships with faculty and graduate students at UC Berkeley and UC Santa Cruz with expertise in measuring and analyzing the impact of classroom interventions. This program may include improved surveying, classroom observation and interviews with students and teachers. The data will be analyzed upon completion of this phase to inform our effort's moving forward.

Activity: Identify and visit 100 classrooms in Santa Cruz, Santa Barbara & Los Angeles.

Workaday Media classroom ambassadors will visit classrooms to present our mechanical engineering segments, facilitate video-chat sessions with the stars of our videos, support teachers in deployment of companion activities and issue data collection tools like surveys and teacher interviews.

This outreach campaign will be concentrated in the communities of Oakland, San Francisco, San Jose, Santa Cruz and Santa Barbara because we have support from donors and educators in those regions. We will define quotas for the socio-economic and demographic makeup of our classroom sample so we can understand the impact of our content on various cultural segments.

We employ basic business-to-business sales and marketing techniques to persuade teachers and administrators to invite us into classrooms. We make phone calls, send emails, mail brochures and take meetings. Since our classroom visits are free and impactful, we have little problem finding receptive classrooms. We will be selective to ensure that our efforts are concentrated in a manner that builds a coherent community of supporters, including subject-class teacher, CTE-teachers, career counselors, principals and superintendents.

Our outreach efforts in Santa Barbara demonstrate the effectiveness of this strategy. We started by visiting Teacher Lee Ann-Knodel's award-winning Virtual Enterprise class at Santa Barbara High School. She referred us to Vice-Principal Elise Simmons, who arranged for us to meet with a team of teachers and administrators, which led to a partnership with Lauren Wintermeyer of the Santa Barbara Career Choices program. Workaday Media will soon visit dozens of Career Choices classes across Santa Barbara and will work with administrators to integrate our content into the program's curriculum. We hope to repeat this type of successful outreach in schools and districts across California.

GOAL: PRE-PRODUCE SECOND CLASSROOM UNIT.

Our first classroom unit features a single career and can be integrated into a variety of subject classes. Our second classroom unit will be designed for a single standard subject class and will include five or more careers, each with companion activities, so that motivated teachers can incorporate career exposure into their curriculum in a structured manner. This will enhance the educational impact of our offering and enable longitudinal analysis of our effectiveness. We will complete "pre-production" activities for this content, including identifying and securing filming partners, so the program is immediately fundable at the conclusion of our Launch Initiative in January, 2014.

Activity: Assess optimal academic-focus and career cluster.

We must choose a standard high school subject class and related career cluster as the foundation for our second classroom unit. We are considering physics, algebra, chemistry and biology.

The chosen career-cluster must include jobs with high growth potential and varied educational requirements (from associates to graduate degrees). This decision will be informed by Department of Labor statistics, private-sector forecasts and recommendations from advocacy groups like the President's Job Council. Additionally, we will interview teachers to understand which subjects offer the best opportunities for complimentary curriculum, which classrooms tend to have appropriate media technology and which teachers are most receptive to our mission and content.

Our preliminary research suggests biology-related careers and biology classrooms may be the best fit for our second classroom unit. Biology is a uniting theme in many excit-

ing STEM careers for people with diverse interests and educational aspirations. Biology teachers tend to integrate more alternative media into their curriculum and administer more complex activities than most teachers. We will continue to investigate this finding and proceed accordingly.



Activity: Identify specific careers and related academic concepts.

We must identify five to seven specific careers within the chosen career cluster for inclusion in the classroom unit. Careers will be chosen based on their individual merit and contribution to the cluster. We will choose careers with diverse work environments, skill-bases and educational requirements to ensure we present appealing options to students with diverse personalities, skills, ambitions and cultural values.

Each career will be linked to one or more appropriate educational concepts. For instance, if we showcase the career of nursing, we may develop companion activities related to mitochondria or red-blood cells. We would like to begin planning for academic integration before we begin production.

We are presently considering the careers of biomedical engineer, registered nurse, biochemist, environmental engineer, speech pathologist, veterinary technician and food scientist.

Activity: Identify organizations and individuals for filming.

Once we have identified the careers to be featured, we will begin the casting process. It is critical that we showcase dynamic, passionate individuals. This involves thoughtful outreach and screening of potential film subjects.

We have found that businesses are highly motivated to partner with us because we provide valuable brand exposure to a large audience. We will work with HR or marketing departments to recruit appropriate film subjects from within partner organizations. We had little trouble securing partnerships for our pilot mechanical engineering unit so we are confident our casting opportunities will only improve as we move forward.

APPENDIX ARTICLE: COMPETITIVE ANALYSIS

Workaday Media has carefully analyzed the competing career information products from non-profit and for-profit content providers. We excluded paper-based offerings such as textbooks, workbooks and pamphlet-sets and focused our analysis instead on media-based career information products.

The state of current career information is poor. Many products can be categorically dismissed as ‘unusable’ based on their low production values, antiquated content or lack of depth. We expect that many of these products actually disinterest students in the world of work. The few providers with redeemable qualities, like Road Trip Nation, are expensive, niche-offerings that are unfit for wider deployment.

CAREER ZONE

Business Model	Educational Impact	Academic Integration	Watchability	Cost
Non-Profit	Moderate	None	Low	Free Online

The Career Zone is a comprehensive career information system that provides self-assessment based on the Holland Codes for self-exploration and organizes careers according to specific educational pathways. Career profiles include concise information on education and skills required, wages, outlook for employment, similar occupations, industries, and links to real job openings, colleges and training. The database provides useful info and links to real job openings, colleges and training. The videos, however, are dull, uninspiring and fail to portray the realities of work.

CAREER PATHWAYS

Business Model	Educational Impact	Academic Integration	Watchability	Cost
For-Profit	Low	Poor	Low	\$2400 per class

Career Pathways purports to provide “job readiness” through interactive DVDs that explore career pathways. Each career pathway video describes the nature of the work, working conditions, employment, training, job outlook, and earnings. The videos and accompanying materials are dated, uninspiring and unfit for academic integration.

ROAD TRIP NATION

Business Model	Educational Impact	Academic Integration	Watchability	Cost
Non-Profit	Moderate	Strong	High	\$35 per student

Road Trip Nation videos empower students to find a career that aligns with their values and passions. They feature interviews with inspiring professionals and supplement videos with introspective activities for students. These materials, however, do not prepare students for the realities of work and are culturally biased toward white, affluent communities.

WHO DO U WANT 2B?

Business Model	Educational Impact	Academic Integration	Watchability	Cost
Non-Profit	Low	None	Low	Free Online

Who Do U Want 2B is a career information portal commissioned by the State of California that features videos, career profiles and educational pathways. The videos feature alumni of community colleges sharing accounts of their success. The website includes resources like wage reports, links to colleges and financial aid information. The website and video production values are appropriate for a high school audience but the content is simple, lacks depth and is inappropriate for academic integration.

THE FUTURES CHANNEL

Business Model	Educational Impact	Academic Integration	Watchability	Cost
For-Profit	High	Strong	Moderate	\$145 per class

The Futures Channel produces and distributes multimedia content that connects mathematics, science, technology and engineering to the real world of careers and achievement. Content features professionals from STEM-fields. Videos offer broad, conceptual descriptions of what jobs are like with no day-to-day context or storytelling techniques. The high cost is prohibitive.

HUMAN RELATIONS MEDIA

Business Model	Educational Impact	Academic Integration	Watchability	Cost
For-Profit	Low	Poor	Low	\$849.95 per class

Human Relation Media produces a wide range of educational videos. Their career education unit includes informational videos about connecting school skills to work skills, business ethics, and creating a career path. Videos inform students about concrete skills like resume building. Unfortunately, the segments “tell” students about careers and future planning instead of “showing” them. The presentation is disorganized and features poorly acted and inaccurate workplace scenarios.

THE REAL GAME CALIFORNIA

Business Model	Educational Impact	Academic Integration	Watchability	Cost
Non-Profit	High	Strong	N/A	\$475+ per school

The Real Game prepares students for careers using interactive, experiential games featuring real-world work problems and solutions. Students work individually or in groups to role-play scenarios involving career and financial planning. While it can be exciting and empowering for students to model responsible adult behavior, the web-based game model lacks realistic portrayals of work and prevents meaningful classroom integration.

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