

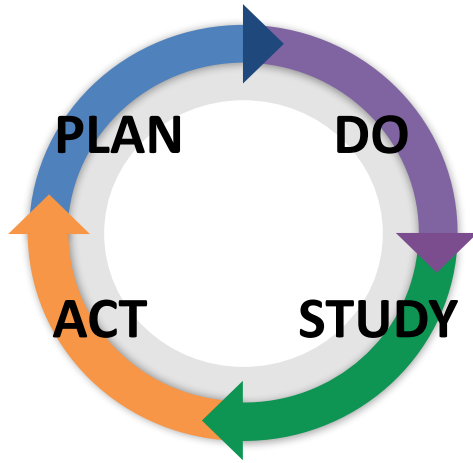
Disruptive Idea: Student to Staff Bridge Program

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Problem Statement

PGCPS continues to face vacancies in critical support roles such as paraprofessionals, Itinerant Special Education Assistants, and Dedicated Aides, directly impacting special education students' access to curriculum, behavioral support, and IEP services. At the same time, many CTE participants and graduating seniors are unaware of career opportunities that allow them to serve in their own school communities. To address this need, a sustainable "Student-to-Staff" pipeline will recruit at least 20 graduating seniors into full-time positions while providing career awareness, recruiter guidance, application support, and career-readiness development to help build a skilled, community-rooted workforce and reduce staffing shortages in roles supporting students with disabilities.



PLAN

The hypothesis behind the Student-to-Staff Pipeline was that increasing awareness, outreach, and hands-on support for graduating seniors would create a sustainable talent pipeline for hard-to-fill support positions, particularly those supporting students with disabilities. The plan included classroom visits to CTE and TAM/ECE programs, informational sessions, recruiter meetings, application support, and partnerships with counselors, principals, and staffing offices. The initiative aimed to recruit at least 20 graduating seniors into full-time positions while building long-term interest in district careers.

ACT

Based on the findings, the program adjusted by focusing efforts on a smaller number of schools, increasing collaboration with counselors and Career Coaches, and strengthening communication with principals and staffing offices. Additional supports such as mock interviews, resume workshops, and virtual information sessions were added to better prepare students for employment. The disruptive idea will continue to be tested and refined because early engagement and interest demonstrate strong potential for creating a sustainable workforce pipeline. We hope to adapt and expand the program rather than abandon it, with future improvements focused on streamlining onboarding, securing dedicated vacancies, and strengthening school-based partnerships.

Key Results

At this stage, the program has increased awareness of employment opportunities among graduating seniors and generated initial interest in the Student-to-Staff Pipeline. While applicant goals have not yet been met, the program will continue through July, when students will have fewer competing priorities after graduation, and applicants will be invited to a hiring event to connect directly with principals.

Lessons Learned

A key success was visiting schools and engaging directly with students, which was invigorating as a recruiter and built strong interest in opportunities. However, while the goal was to move students from awareness to hiring, there was a gap between interest and sustained participation. This highlights the need to strengthen relationships with school leaders to better support outreach and build a sustainable pipeline.

DO

As the idea was tested, students showed strong interest in immediate employment opportunities, especially after classroom visits, lunch-and-learns, flyers, and recruiter outreach. However, while many students expressed interest through sign-ups and Google Forms, attendance at information sessions and follow-up events was lower than expected. This showed a need for stronger follow-up, flexible meeting options, and increased school-based support. Additional challenges included identifying vacancies for graduating seniors and coordinating with principals and staffing offices. In response, the team increased counselor outreach, involved Career Coaches, focused on targeted schools and virtual cohorts, and added application support resources such as "How to Apply" guides and virtual round-up sessions.

STUDY

Data collected included classroom visits, student interest form submissions, recruiter meetings, and applicants entering the hiring pipeline, with a goal of 20 applicants. Qualitative feedback was gathered through student responses, counselor input, and conversations with principals and staffing offices. The team analyzed participation trends by comparing student interest to attendance at follow-up sessions and completed application steps.

The data showed strong student interest when opportunities were shared directly through classroom visits and recruiter engagement. However, attendance at follow-up sessions decreased, showing a need for more personalized support and consistent communication. The results mostly aligned with expectations, as outreach efforts increased interest, but also revealed barriers related to attendance, onboarding timelines, and vacancy availability.

As a result of these efforts, **75 students completed the interest form**, indicating a desire to explore post-graduation employment opportunities with PGCPS.

Below is the data from the Virtual Information Session:

Date	Number of Candidates Registered	Number of Candidates Attended
March 18, 2026	15	2
May 21, 2026	3	TBD

