all means all

means

school·to·work checklist

RECOGNIZING
THE INCLUSION
OF ALL
LEARNERS
IN SCHOOL·
TO-WORK
OPPORTUNITIES

How well is your School-to-Work partnership meeting the needs of *ALL learners*? All learners, according to the School-to-Work Opportunities Act of 1994, include the following:

- Disadvantaged learners

- Learners with diverse racial, ethnic, or cultural backgrounds

- Learners with disabilities

- Learners with limited English proficiency

Work-Based Criteria

Our work-based, school-to-work opportunities...

individualize career development by:

- Ensuring that learners know about themselves and can share information, including helpful accommodations and support needs, with employers.

- Including a jointly developed, individualized plan (learner, family, school, employer) with measurable learner outcomes for each work-based learning opportunity.

- Providing work-based learning opportunities based on individual learner interests and career goals.

- Including follow-up, follow-along evaluations involving employers, learners, and others.

- Integrating and linking work-based learning activities with past, present and future learning (e.g. academic, vocational, career guidance).

include business/industry-based training by:

- Offering a variety of career awareness and career exploration opportunities at community work places.

- Providing learners with information about and experiences in all aspects of an industry, including career paths/clusters, business structures, and industry specific occupations.

- Ensuring workplace compliance with federally mandated protections

- Academically talented learners

Your community can use this checklist as a guideline for accountability and evaluation in implementing school-to-work opportunities that truly serve ALL learners.

School-Based Criteria

Our school-based, school-to-work opportunities...

build self-confident learners by:

- Encouraging learners, through training, to set goals and career plans for themselves and to understand their learning styles, interests, abilities, and disabilities as well as encouraging them to share this with others.
- Building capacity in learners to mentor other learners and helping them to learn self-advocacy skills.

individualize instruction and support by:

- Providing flexibility and adaptability, and emphasizing access based on interest – not on prerequisites or categorical labels.
- Offering a variety of learning situations (e.g. size, teaching and learning styles, locations, individualized, working as a team, interpersonal skills).
- Supporting individual learners (K-12) in exploring a variety of careers and training.
- Ensuring that instructional strategies are adaptable to the needs of a variety of learners.

develop relevant school-to-work curricula by:

- Involving a variety of employers, learners, families, communities, and workers in the design and evaluation of curricula.
- Guaranteeing that each course is relevant to preparation for adult life. Every teacher can explain the relevance of the material to learners.
- Coordinating curricula across all subject areas within a school-to-work system.
- Integrating school-to-work processes with graduation standards and industry standards.
- Providing instruction by traditional and non-traditional sources for all partners.
- Using state-of-the-art technology.
- Demonstrating continual improvement.

lead to employment and/or career-related post-secondary education by:

- Providing opportunities for paid employment or post-secondary education/other training related to career choice upon graduation.
- Including adequate supports for success during school and after graduation (e.g. community/school supports, child care, home living, cultural sensitivity). Identifying support for learners within the workplace and expectations of the support role.

Connecting Activities

Our connecting school-to-work opportunities...

develop collaborative partnerships by:

- Including commitment and buy-in of key stakeholders.
- Including learners at every level of planning and implementation — individual, local, and state — through the entire cycle of school-to-work activities.
- Providing opportunities for educator, business, employer, and labor exchanges.
- Supporting and guiding all partners in their involvement in school-to-work opportunities.

build connections between school, work, and the community by:

- Providing opportunities often, starting in elementary school, for learners to have an integrated experience between schools and careers.
- Increasing coordination between secondary and post-secondary settings.
- Increasing coordination between traditional and non-traditional educational organizations and community services.
- Removing bureaucratic barriers to participation in school-to-work activities.

support learners in meeting individual career goals by:

- Offering learners and families the support and guidance they need to benefit from all school-to-work opportunities and options.
- Providing opportunities for learners to learn about, be involved in, and be informed by student leadership organizations.
- Ensuring that learners and their families possess the information required to be equal partners and can take responsibility in making informed choices about their work-based and post-secondary options.
- Promoting greater understanding of the relationship of individual capabilities to the workplace.

all means all school to work project