

Presentation to Parents

The purpose of this packet is to elicit support for School-to-Work from parents in your area. You'll be asking them to help in any way they can and to share information about this important initiative with their family, friends, co-workers, school personnel, and others with whom they interact.

Projected Time Frame: Approximately one hour

To shorten the length of the presentation, feel free to present those sections of most importance to your particular audience. You may also choose to lengthen the time allotted for presentation to allow for more interaction and questions from attendees.

Included in this Packet

- Suggested script
- Overhead transparencies
- Handout masters
- Presentation tips
- School-to-Work resources
- Sample evaluation

Materials Needed

- Overhead projector
- Copies of handouts
- Presenter's table/lectern
- Pencils and pads

Presenting STW to Parents:

Presentation Tips

- * Be sure to thoroughly review the handouts and overhead transparencies in this packet prior to your presentation. You may also want to look at other resources listed on the page entitled *School-to-Work Resources* (see Handouts), which can be used as an optional handout.
- * Remember that each parents' group is different, so select handouts and overhead transparencies based on time, interest, and group composition. You may decide to add another handout that lists partnership members.
- * Consider delaying the distribution of handouts until the end of your presentation so that your audience is not reading during your presentation. Referring to the fact that you will be passing out materials, as indicated in the script, will prevent furious note-taking by the audience.
- * The key to getting the message to parents, as with any target audience, is to speak the parents' language. Since personal testimony is so effective, it may be helpful to ask a parent to serve as a co-presenter.
 - A co-presenter should be fully supportive of STW and have some experience working with large groups. Spend some time with the co-presenter discussing your presentation strategy, and perhaps even practicing the presentation.
- * Whether presenting by yourself or as part of a team, remember to put yourself in the parents' shoes before addressing these questions:
 - ▶ What motivates me?
 - ▶ What am I inspired by?
 - ▶ What grabs my attention?
 - ▶ What's in it for me?
- * Take the time to introduce yourself and your co-presenter (if applicable). If your audience is not too large, ask the attendees to introduce themselves and to state what they hope to learn. This will provide a general sense of the group's expectations and make everyone more comfortable during the group activity. Don't forget to give a time limit for each introduction!
- * When describing *What School-to-Work Is*, make your description come alive by giving a range of concrete, age/grade-targeted examples for each of the three parts of the system: school-based learning, work-based learning, and connecting activities. Local examples from the community/school district will be meaningful to parents, but examples from other parts of the country as depicted on video (such as *Jobs: The Class of 2000*) are appropriate as well.
- * Reach out to parents through parent-teacher networks. Also, follow-up on your presentation by using media and local forums to repeat the STW message. If you choose to hold community meetings, be sure to schedule them at times convenient to your targeted audience.



Presentation to Parents

- ✓ Script
- Overheads
- Handouts

Suggested Script for Presenters

Introduction

I want to talk to you today about something that is undoubtedly a primary concern of yours — your children's future. Specifically, I want to talk about how our entire community can work together to help our kids become successful and independent.

[Display OVERHEAD 1]

This quotation expresses the opportunity we have, as parents and educators, to help our kids prepare for college and careers. The entire community — parents, schools, and businesses — can open the door to our children's future. We can also provide our children with the skills and experiences necessary to succeed in that future.

I'm here to tell you about an exciting new initiative that can help all of our children. You may have already heard of this movement as School-to-Work or School-to-Career.

What School-to-Work Is

In 1994, Congress passed the School-to-Work Opportunities Act to help students make the transition from school to successful careers and citizenship. School-to-Work experiences increases the students' competence and confidence. They also provide connections to many after-graduation options: four-year college, two-year college, technical training, or entry-level work along a career path.

School-to-Work has several guiding principles:

[Display OVERHEAD 2]

- ▶ School-to-Work is for **all students**.^{*1}
- ▶ School-to-Work means **achieving high standards** in school and work.
- ▶ School-to-Work is **real job experience**.
- ▶ School-to-Work is for **preparing kindergartners through young adults** (up to age 24) **for careers**.
- ▶ School-to-Work encourages the **development of career plans**.
- ▶ School and work should be linked through **strong school and business commitments**.
- ▶ **Employers, parents, schools, and community members** all are **designers and partners** preparing youth for self-sufficiency, independence, and financial stability.

We know that our kids learn best by doing and by connecting what they learn in school to experience as workers. To help them get this kind of experience, School-to-Work promotes three types of activities:

[Display OVERHEAD 3]

School-based learning activities

- Career counseling (begin no later than 7th grade)
- Selection of a career major
- Program of study (based on high standards)
- Integration of academics and vocational education
- Evaluation
- Secondary/Postsecondary articulation

Work-based learning activities

- Job training
- Work experience
- Workplace mentoring
- Instruction in workplace competencies
- Instruction in all aspects of an industry/business

Connecting activities

- Matching students with employers
- Establishing liaisons between education and work
- Technical assistance to schools, students, and employers
- Assistance to integrate school-based and work-based learning
- Encourage participation of employers
- Job placement, continuing education, or further training assistance
- Collection and analysis of post-program outcomes of participants
- Linkages with youth development activities and industry

* Bolded words in the text of this script appear on the coordinating overhead.

¹ The term "all students" means both male and female students from a broad range of backgrounds and circumstances including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.

What Does School-to-Work Mean for You and Your Kids?

Now that you know what School-to-Work is, what does it mean for you and your kids?

School-to-Work:

[Display OVERHEAD 4]

[Refer to HANDOUT A]

√ ***Saves time and money.***

Time is as important an investment in your children's education as money. The time investment should begin early. If your children make uninformed career choices, they waste their time and your money on irrelevant education or training.

√ ***Promotes career decision-making.***

The variety of School-to-Work activities your children experience starting in the early grades focuses attention on the importance of career choices. They can make informed decisions about next steps in their career planning. Parents and secondary students can begin career planning by setting specific adult outcomes and incrementally working toward those career choices through a variety of School-to-Work experiences. For students with disabilities, this process of setting long-term adult outcomes is part of transition planning that is done annually during the development of the Individualized Education Program (IEP) with the Committee on Special Education (CSE).

√ ***Gets them out of the nest.***

A good career choice and appropriate education and training means your children can be self-sufficient, financially stable, and successful.

√ ***Provides hands-on experience.***

Hands-on experience enhances what your children learn from books and homework assignments. Remember how you found it easier to learn from hands-on activities?

√ ***Improves children's lives.***

STW means that your children can approach their future with confidence, support, and direction. They'll be challenged in school, getting the academic and workplace skills for success. Also, gaining the support of a network of caring adults in their community means a better chance that their hopes and career dreams can come true.

√ ***Achieves higher standards.***

Your kids' schoolwork will be rigorous and have high academic and skill standards that challenge them. They will see why it is important to succeed in school. The work ethic they see will transfer to their schoolwork.

- √ ***Teaches about a wide range of careers at an early age.***
Beginning early, your kids will become aware of careers and have opportunities to explore and test potential career choices. They will be able to develop a career plan and make more informed choices about college, training, and work.

- √ ***Fosters skills needed for college or employment training and for making good choices.***
Your kids will learn about life outside the classroom while they are still in school. They will receive training at job sites that make workplace experiences and skills an important part of their education. Further, they will be able to test their career interests and goals before making a major investment in a college or training program that may not be suited for them. You won't be wasting your money and they won't be wasting their time. As part of the transition planning process for secondary students with disabilities, the team can work with the student and the CSE to help decide on long-term adult outcomes that focus on living, learning, and working when the student transitions to adulthood.

School-to-Work: The Facts

You may have heard myths about School-to-Work. Here are the facts that dispel some of these myths:

[Display OVERHEAD 5]

[Refer to HANDOUT B]

- ▶ School-to-Work is for ***all youth*** with ***many paths to success***, not a vocational or occupational track for non-college bound students.

- ▶ School-to-Work makes ***education relevant*** and helps all youth achieve ***higher academic standards***.

- ▶ Work-based learning provides your kids with ***interesting work experiences***. Labor laws protect them from unfair working practices.

- ▶ The ***entire community*** — not just schools, but schools, businesses, and parents — is ***involved*** and committed.

- ▶ School-to-Work changes how schools operate, how your kids prepare for careers, how you are involved, and, how businesses recruit and train workers. It's ***not just another new program***. It's real, rigorous, and relevant.

- ▶ STW recognizes that there are successful **models of school and work** already. These will be part of STW, not sacrificed because they are "old." Secondary students with disabilities have had transition planning and services incorporated in their IEPs since 1990 under the Individuals with Disabilities Education Act (IDEA). The purpose of transition programs and services is to prepare students for adult life, including employment, the same as STW. Since the two programs are very similar, many successful transition models, such as community based learning programs and the use of workplace mentors for students, can be modified for use with all students.
- ▶ STW has the **best interests in your children's successes and futures**.

Why Should You Support School-to-Work?

Children will face a lot more competition for jobs in the years ahead.

Between 1950 and 1980, good jobs could be found whether you graduated from high school or not.

[Display OVERHEAD 6]

[Refer to HANDOUT C]

In the next ten years, your children will need **strong academic skills, problem-solving skills, computer skills**, and the ability to **work well with other people**.

[Display OVERHEAD 7]

For example, your children will need to handle shifting demands and assignments at work, maintain records or locate information via the computer, and work cooperatively with others.

The workplace is changing.

The path for an executive or an assembly line worker used to be working for the same company for an entire career, then retiring. Now, children will not even know what kind of job they'll be doing in 20 years because most of the jobs do not yet exist.

[Display OVERHEAD 8]

[Refer to HANDOUT C]

- ▶ The modern world is on the verge of another huge leap in creativity and productivity, but the traditional job is not going to be part of tomorrow's economic reality. There still is and will always be enormous amounts of work to do, but it is not going to be contained in the familiar envelopes we call jobs. In fact, many organizations are today well along the path toward being **de-jobbed**.

Source: "The End of the Job," William Bridges. *Fortune*, 9/19/97

- ▶ **Small companies came into their own** in New York last year. Businesses with fewer than 100 employees added more than 175,000 jobs in the state between 1993 and 1996. Small businesses now account for more than half of all private sector employment in New York State.

Source: *Crain's New York Business Market Facts 1997*, 7/7/97

- ▶ 13 million Americans are running full-time **businesses from their homes**. 12 million are running part-time businesses from their homes. Another 6 million telecommute. These people work for corporations from home an average of 1½ days per week.

Source: *Money Magazine*, 3/96

- ▶ More than 18 million households (19% of the nation's total) have an **entrepreneur** whose company is up and running.

Source: *Wall Street Journal*, 12/16/96

- ▶ Think about some examples of **products that have disappeared**: LP's and eight-tracks, beta videotapes, etc.

- ▶ Our children probably will not hold the same job for a career. Estimates are American students today will **change careers** an average of seven to ten times before they retire.

- ▶ Work will be planned by **self-directed workers — in teams**.

The gap between the "haves" and "have-nots" is growing.

- ▶ "Haves" are people who have special skills or knowledge and therefore are paid more money.
- ▶ "Have nots" do not have special skills or adequate knowledge and are paid less money in expendable income every year. Real wages have declined for many workers.

[Display OVERHEAD 9]

- ▶ Your children are competing with the whole world (an international market) for jobs.
- ▶ There are challenges with some amazing opportunities:
 - high-tech job opportunities in health, manufacturing, finance, and information services — good jobs with good salaries.
 - educational opportunities. Learning is becoming a lifelong process — not just a formal school setting. Your children can even go to school on the Internet.
 - unique opportunities to work with an increasingly diverse country: learning to respect and to work well with others.

What is required is a strong foundation of skills and knowledge so new ones can be acquired easily.

What's the Role for Parents in School-to-Work?

For this activity, I'd like you to:

1. Break into small groups by grade, school, or randomly.
2. Within your group, appoint a facilitator.

A fun way to pick the facilitator is to determine whose birthday is closest to today. The person sitting to the right of the facilitator can be the recorder. You should also select a reporter.

3. As a group, take about 20 minutes to list the things you can do as parents to support your kids and your schools in carrying out STW, such as:

[Display OVERHEAD 10]

[Refer to HANDOUT D]

- ▶ Letting your children's teachers and school administrators know you're interested in STW.
- ▶ Finding out if your child's district currently participates in STW activities and how he or she can take advantage of them.
- ▶ Brainstorming how your own workplace can be used to further STW.

- ▶ Spreading the word and getting other parents involved.
 - ▶ Contacting community leaders to find out how other STW efforts might work in your community. These may include activities involving your kids — like sports teams, boy and girl scouts, music lessons — all of which have potential for STW activities.
 - ▶ Emphasizing that learning is a lifelong process.
 - ▶ Participating in transition or career planning with your child and the school staff.
4. When you're done, each group will report back to the large group with your examples of what can be done to support your kids and your schools.

Now, I'd like to spend a few minutes addressing some of the questions you may have about School-to-Work. [If audience does not ask any questions, presenter can address two or three questions from the handout.] I'll be giving you a handout [HANDOUT E] with more questions and answers for you to take home.

Conclusion

I hope this presentation has been helpful for you. Unlike when we were going to school and preparing for our careers, your children will be preparing for jobs which don't even exist yet. School is going to prepare them for this exciting future. Being involved in School-to-Work is a way for you and your children to ensure a future in which they can achieve their dreams. Remember, School-to-Work provides:

[Display OVERHEAD 11]

- ✓ **Challenging learning opportunities for all.**
- ✓ **Skills for college or a good job right away.**
- ✓ **Education to make career dreams come true.**

Do you have any feedback or suggestions about whether to convene another meeting? If so, for what purpose? [If there is consensus on another meeting and its purpose, ask for a volunteer to help with the scheduling and other logistics.]

We talked about a number of ways in which you can be involved in School-to-Work. Among the materials I will be distributing is a form entitled "Yes, I Want to Be a Partner in School-to-Work!" Fill out the form and give it to the contact person mentioned on the form. [Remind participants to also complete evaluation form.]



Presentation to Parents

Script
✓ Overheads
Handouts

“There is
always one
moment
in childhood
when the **door**
opens and lets the
future in.”

– *Graham Greene*

Guiding Principles

- * *All* students
- * Achieving high standards
- * Real job experience
- * Preparing kindergartners through young adults for careers
- * Development of career plans
- * Strong school and business commitments
- * Employers, parents, schools, and community members as designers and partners

School-to-Work

School-based
Learning Activities

Work-based
Learning Activities

Connecting
Activities

What's Does It Mean for You and Your Kids?

- √ Saves time and money.
- √ Promotes career decision-making.
- √ Gets them out of the nest.
- √ Provides hands-on experience.
- √ Improves children's lives.
- √ Achieves higher standards.
- √ Teaches about a wide range of careers at an early age.
- √ Fosters skills needed for college or employment training and for making good choices.

F

Many paths to success for *all* youth

A

Relevant education with higher academic standards

Interesting work experiences

C

Involvement of the entire community

Not just another “new program”

T

Using existing models of school and work

S

Best interests in your child's success and future

More than 43 million jobs have been eliminated in the United States since 1979. Openings for traditional positions that were available to your parents and grandparents are decreasing. This trend will continue to shape the job market into the next millennium.

"On the Battlefield of Business, Millions of Jobs Lost,"
Louis Uchitelle and N.R. Kleinfield. *The New York Times*, 3/3/96

*The economy is changing much faster than the schools have improved. Many people — including roughly half of recent graduates — have **an education that is no longer in demand.***

The New Basic Skills, Murname & Levy: Free Press, 1996

The Millennial Generation must have:

- * Strong Academic Skills
- * Problem-solving Skills
- * Information-Management Skills
- * Teamwork Skills

The Changing Workplace

- ▶ “De-jobbing” of the modern world
- ▶ Small companies coming into their own
- ▶ Business from home
- ▶ Entrepreneurship
- ▶ Disappearing products
- ▶ Multiple careers over a lifetime
- ▶ Teams of self-directed workers

Declining Real Wages

1979	Earnings of 30-year-old male without training beyond high school	\$27,700
1983	Earnings of 30-year-old male without training beyond high school	\$23,000
1993	Earnings of 30-year-old male without training beyond high school	\$20,000

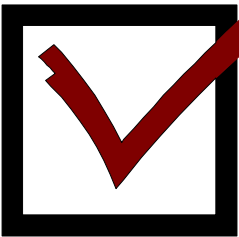
Source: *Teaching the New Basic Skills* by Richard T. Murnane & Frank Levy. (Free Press, 1996)

What's the Role for Parents?

- * Talk to your children's teachers and their school administrators.
- * Learn about existing School-to-Work programs.
- * Consider your workplace as a place to expose children to the work world.
- * Spread the word among other parents.
- * Petition community leaders.
- * Let your children know that learning is a lifelong process.
- * Participate in transition or career planning with your child and school staff.



Challenging learning opportunities for all



Skills for college or a good job right away



Education to make career dreams come true



Presentation to Parents

- Script
- Overheads
- ✓ Handouts

School-to-Work Resources

- * **America's Choice: High Skills or Low Wages?**, National Center on Education and the Economy, Rochester, NY, 1990.
- * **What Work Requires of Schools, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1991.
- * **Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1992.
- * **New York State Learning Standards**, New York State Department of Education, Albany, NY, 1996. <http://www.nysed.gov>
- * **Internet Resources on School-to-Work**, New York State Career Options Institute, 6 British American Boulevard, Suite G, Latham, NY, 12110-1402.
- * **National Library of Education Bibliography on School-to-Work**, United States Department of Education, Washington, D.C.
- * **National School-to-Work Learning Center**, United States Department of Education, Washington, D.C. <http://www.stw.ed.gov/>
- * **School-to-Work Materials and Resources Bibliography**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. <http://www.albany.edu/twoyear/stw.html>
- * **School-to-Work Speakers Bureau**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. <http://www.albany.edu/twoyear/stw.html>
- * **Toward a Challenging Future: A Practitioner's Guide for Student Career Exploration in New York State**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. <http://www.albany.edu/twoyear/stw.html>
- * **Transition Services: A Planning and Implementation Guide**, Vocational and Educational Services for Individuals with Disabilities (VESID), New York State Education Department, Albany, NY, 1994. <http://www.nysed.gov>
- * **Work-based Learning Manual: A Resource Guide for Change**, Hudson River Center for Program Development, Inc., Glenmont, NY, 1996. <http://www.hudrivctr.org>

School-to-Work: What's In It for You and Your Kids?

- √ ***Saves time and money.***
Time is as important an investment in your children's education as money. The time investment should begin early. If your children make uninformed career choices, they waste their time and your money on irrelevant education or training.
- √ ***Promotes career decision-making.***
The variety of School-to-Work activities your children experience starting in the early grades focuses attention on the importance of career choices. They can make informed decisions about next steps in their career planning. Parents and secondary students can begin career planning by setting specific adult outcomes and incrementally working toward those career choices through a variety of School-to-Work experiences. For students with disabilities, this process of setting long-term adult outcomes is part of transition planning that is done annually during the development of the Individualized Education Program (IEP) with the Committee on Special Education (CSE).
- √ ***Gets them out of the nest.***
A good career choice and appropriate education and training means your children can be self-sufficient, financially stable, and successful.
- √ ***Provides hands-on experience.***
Hands-on experience enhances what your children learn from books and homework assignments. Remember how you found it easier to learn from hands-on activities?
- √ ***Improves children's lives.***
STW means that your children can approach their future with confidence, support, and direction. They'll be challenged in school, getting the academic and workplace skills for success. Also, gaining the support of a network of caring adults in their community means a better chance that their hopes and career dreams can come true.
- √ ***Achieves higher standards.***
Your kids' schoolwork will be rigorous and have high academic and skill standards that challenge them. They will see why it is important to succeed in school. The work ethic they see will transfer to their schoolwork.

√ ***Teaches about a wide range of careers at an early age.***

Beginning early, your kids will become aware of careers and have opportunities to explore and test potential career choices. They will be able to develop a career plan and make more informed choices about college, training, and work.

√ ***Fosters skills needed for college or employment training and for making good choices.***

Your kids will learn about life outside the classroom while they are still in school. They will receive training at job sites that make workplace experiences and skills an important part of their education. Further, they will be able to test their career interests and goals before making a major investment in a college or training program that may not be suited for them. You won't be wasting your money and they won't be wasting their time. As part of the transition planning process for secondary students with disabilities, the team can work with the student and the CSE to help decide on long-term adult outcomes that focus on living, learning, and working when the student transitions to adulthood.

School-to-Work: The Facts

You may have heard myths about School-to-Work. Here are the facts that dispel some of these myths:

FACT

School-to-Work is for *all* youth with many paths to success, not a vocational or occupational track for non-college bound students.

FACT

School-to-Work makes education relevant and helps all youth achieve higher academic standards.

FACT

Work-based learning provides your kids with interesting work experiences. Labor laws protect them from unfair working practices.

FACT

The entire community — not just schools, but schools, businesses, and parents — is involved and committed.

FACT

School-to-Work changes how schools operate, how your kids prepare for careers, how you are involved, and, how businesses recruit and train workers. It's not just another new program. It's real, rigorous, and relevant.

FACT

STW recognizes that there are successful models of school and work already. These will be part of STW, not sacrificed because they are "old." Secondary students with disabilities have had transition planning and services incorporated in their IEPs since 1990 under the Individuals with Disabilities Education Act (IDEA). The purpose of transition programs and services is to prepare students for adult life, including employment, the same as STW. Since the two programs are very similar, many successful transition models, such as community-based learning programs and the use of workplace mentors for students, can be modified for use with all students.

FACT

STW has the best interests in your children's successes and futures.

Compelling Statistics for Supporting School-to-Work

More than 43 million jobs have been eliminated in the United States since 1979. Openings for traditional positions that were available to your parents and grandparents are decreasing. This trend will continue to shape the job market into the next millennium.

"On the Battlefield of Business, Millions of Jobs Lost,"
Louis Uchitelle and N.R. Kleinfield. *The New York Times*, 3/3/96

The economy is changing much faster than the schools have improved. Many people — including roughly half of recent graduates — have an education that is no longer in demand.

The New Basic Skills, Murname & Levy: Free Press, 1996

The modern world is on the verge of another huge leap in creativity and productivity, but the traditional job is not going to be part of tomorrow's economic reality. There still is and will always be enormous amounts of work to do, but it is not going to be contained in the familiar envelopes we call jobs. In fact, many organizations are today well along the path toward being de-jobbed.

"The End of the Job," William Bridges. *Fortune*, 9/19/97

Small companies came into their own in New York last year. Businesses with fewer than 100 employees added more than 175,000 jobs in the state between 1993 and 1996. Small businesses now account for more than half of all private sector employment in New York State.

Crain's New York Business Market Facts 1997, 7/7/97

13 million Americans are running full-time businesses from their homes. 12 million are running part-time businesses from their homes. Another 6 million telecommute. These people work for corporations from home an average of 1½ days per week.

Money Magazine, 3/96

More than 18 million households (19% of the nation's total) have an entrepreneur whose company is up and running.

Wall Street Journal, 12/16/96

School-to-Work: What's the Parent's Role?

- * Talk to your children's teachers and their school administrators.
- * Learn about existing School-to-Work programs.
- * Consider your workplace as a place to expose children to the work world.
- * Spread the word among other parents.
- * Petition community leaders.
- * Let your children know that learning is a lifelong process.
- * Participate in transition or career planning with your child and school staff.
- * Other ideas: _____

School-to-Work: FAQs & Answers



Is School-to-Work a vocational program? If not, how does it differ from vocational/occupational education?

STW is not a vocational program at all, but a system connecting high academic and work-based skills to prepare your children for further education, careers, and citizenship. STW results in multiple options for students: two- and four-year college, technical training, and/or skilled entry-level work on a career path of lifelong learning.



Why would a college-bound student be interested in STW?

The STW initiative offers your kids the same benefit whether they are college or non-college bound: real-life work experience, rigorous academic schoolwork, and the opportunity to develop a career plan connecting future education and training to career choices. It prepares students to choose studies for career preparation.



What is the State's real commitment to STW?

The State's commitment to STW is shown through the work of the STW Advisory Council, the development of the New York State learning standards, and the provision of Statewide resources for insuring successful STW efforts.



How is STW reflected in Regents' exams?

Regents' exams are continually improved/upgraded to include the achievement of the NYS learning standards through authentic problem solving, performance-based assessment, exhibits, etc.



Who knows about STW in my district?

Principals, teachers, the local STW partnerships, and counselors know about STW activities available in your district.



As a taxpayer, I want to know the cost of STW to the district.

Since School-to-Work is a system, not a new program, it builds on pieces already existing in communities. To support start-up efforts to connect and expand system elements, federal monies have been made available. When those funds expire, State and local communities may use existing education funds, and work with local businesses to continue STW activities.



How will STW be reflected in new school report cards?

Proposals are currently being considered to include at least two STW items in the new school report cards: numbers of students graduating with a career plan and number of students completing a work experience.



Isn't it more important for teachers to teach the 3 R's and the academics and leave the world of work to business people?

School-to-Work connects academics and the world of work. The whole community — education, business, and other community stakeholders — needs to work together to teach the 3 R's, academics, and world of work. For only when school and work are mutually reinforcing do students see the relevance of learning and become motivated to achieve higher academic standards and succeed in the workplace.

How can students with disabilities participate in STW?



The School-to-Work Opportunity Act states that all students must be prepared to make a successful transition from school to work and careers. The Individuals with Disabilities Education Act (IDEA) mandates school districts to provide all students with disabilities ages 14 plus with transition programs and services to prepare them to live, learn, and work in the community as adults. Therefore, from age 14 on, the student's Individualized Education Program (IEP) should incorporate long-term adult outcomes to focus objectives for instruction and experiences that prepare the student for adult life. Since the purpose of the two laws is similar and STW is for all students, it makes sense for school districts to include students with disabilities in the STW activities. STW staff should work with special education staff to ensure that students with disabilities are provided with appropriate accommodations that enable them to participate in STW activities with their nondisabled peers.

Are children who are no longer in school allowed to participate in STW?



Yes. Since all youth must be prepared for work and careers under the School-to-Work Opportunity Act, children out of school are eligible to participate. Parent or child should contact their local school district to become involved in STW. The school should help the individual find additional training, postsecondary programs, or employment.

Yes, I Want to Be a Partner in School-to-Work!

Name: _____

Address: _____

Phone: _____ Fax: _____ E-mail: _____

Here is how I can contribute:

Please return to: _____

(Contact Person)

Presenting School-to-Work to Parents

Sample Evaluation

Part I: Please complete the following survey by circling the appropriate number below.

KEY: 1. I completely agree. 2. I somewhat agree. 3. I completely disagree.

Upon completion of the workshop, I:

- | | | | |
|---|---|---|---|
| 1. Understand the School-to-Work concept. | 1 | 2 | 3 |
| 2. Feel comfortable sharing the School-to-Work message. | 1 | 2 | 3 |
| 3. Know what is expected of me in terms of my role in School-to-Work. | 1 | 2 | 3 |

Comments:

Part II: Please check the appropriate space.

Atmosphere

Training materials

Time allowed for questions

Very				Completely	
satisfied	→	→	→	→	dissatisfied
5	4	3	2	1	
—	—	—	—	—	
—	—	—	—	—	
—	—	—	—	—	

Comments:

Part III: Please complete the following:

The best thing about this workshop was:

This workshop could be improved by:

I'd like to tell the facilitators that: