

Five Work/Learn Decisions Worksheet

Description:

The Five Work/Learn Decisions Worksheet provides a table describing the central decisions students will need to make as they create their plans for postsecondary education and work, and consider the personal, financial, and social resources they will need to be successful. The table prompts you to review the Work/Learn Decisions, and analyze how your school currently prepares students for making these decisions.

Purpose:

This tool helps continue to familiarize you with MyWays' 5-5-5 realities, specifically the key work/learn decisions young people will need to make as they navigate the wayfinding decade. By completing the table and answering the guiding questions, you will see how your school's current learning experiences set students up to manage these choices, which can spark discussion and meaning-making. Like all MyWays tools, the Five Work/Learn Decisions Worksheet is flexible and adaptable to many purposes. We highly recommend customizing the tool to fit your needs.

Instructions for Use:

Working individually, analyze how your school's learning experiences are equipping students to successfully make these central decisions by answering the guiding questions in the blank spaces in the table. (Work on hard copy, or load the template into a Google doc for collaborative editing.) Then as a team, compare your worksheets and discuss using these guiding questions:

- Where is your model strongest?
- What decisions are you not considering at all through your learning experiences?

Activating Next Steps:

Based on that analysis, create an action plan using this simple framework:

- **Act:** What needs to be done in terms of providing learning experiences for these work/learn decisions?
- **Potential support:** Who can help? Who are our potential partners?
- **Resources needed:** What resources do we need to be able to do this? Where will they come from?
- **Potential obstacles and ideas for overcoming:** What potential obstacles might we face and what can we do to overcome them?

Five Work/Learn Decisions Worksheet

Work/Learn Decisions	Work/Learn Decisions Mapped to Our Students' Current Opportunities
<p>Plotting a path to entry and advantage</p> <p><i>What paths will our students take to enter the work/learn landscape and pursue their longer-term goals? How explicitly are we working with them to construct a plausible, deliberate plan, and to take action during their high school years to increase the likelihood of success?</i></p> <p><i>How can we help students prepare to refine that path over time to hone their competitive advantage?</i></p>	
<p>Calibrating the work/learn mix</p> <p><i>How deeply do we understand, ourselves as an organization, the choices facing our graduating students in deciding on their blend of working and learning after graduation?</i></p>	

Given each of our students' interests, academic record, and financial means, what are their working and learning options? Are we largely leaving them to analyze, consider, and decide on these options themselves, or are we providing direct, personalized assistance?

What is the optimal work/learn mix initially for each student, and over time, and how can we enable them to make adjustments as necessary or advisable?

Vetting postsecondary providers

How are we helping students understand which postsecondary education and training providers offer the highest quality experiences, a high return on their investments (financial and otherwise), and promising springboards to new opportunities?

<p>Figuring finances and risk</p> <p><i>How are we helping students understand their choices around financing education and training, avoiding crippling debt, and mitigating risk?</i></p> <p><i>Do we make use of our school or district's recent graduates in providing compelling stories from the front lines of post-graduation life and career-education decision-making?</i></p>	

Cultivating social capital

How are we proactively helping students cultivate social capital during these formative years, especially if they lack family connections that can open doors?

How are we explicitly creating experiences for students to break out of the traditional high school box and begin building relationships and social capital to help advance their progress into the work/learn landscape?

How, through our model and community connections, can students leverage their learning and working experiences in the years following high school to build additional relationships and join adult networks?

How are students getting the opportunities to become more practiced and skilled at calling on social capital to guide them in their work/learn decisions now and in the future?