Employability Skills

Mindsets and Social Awareness
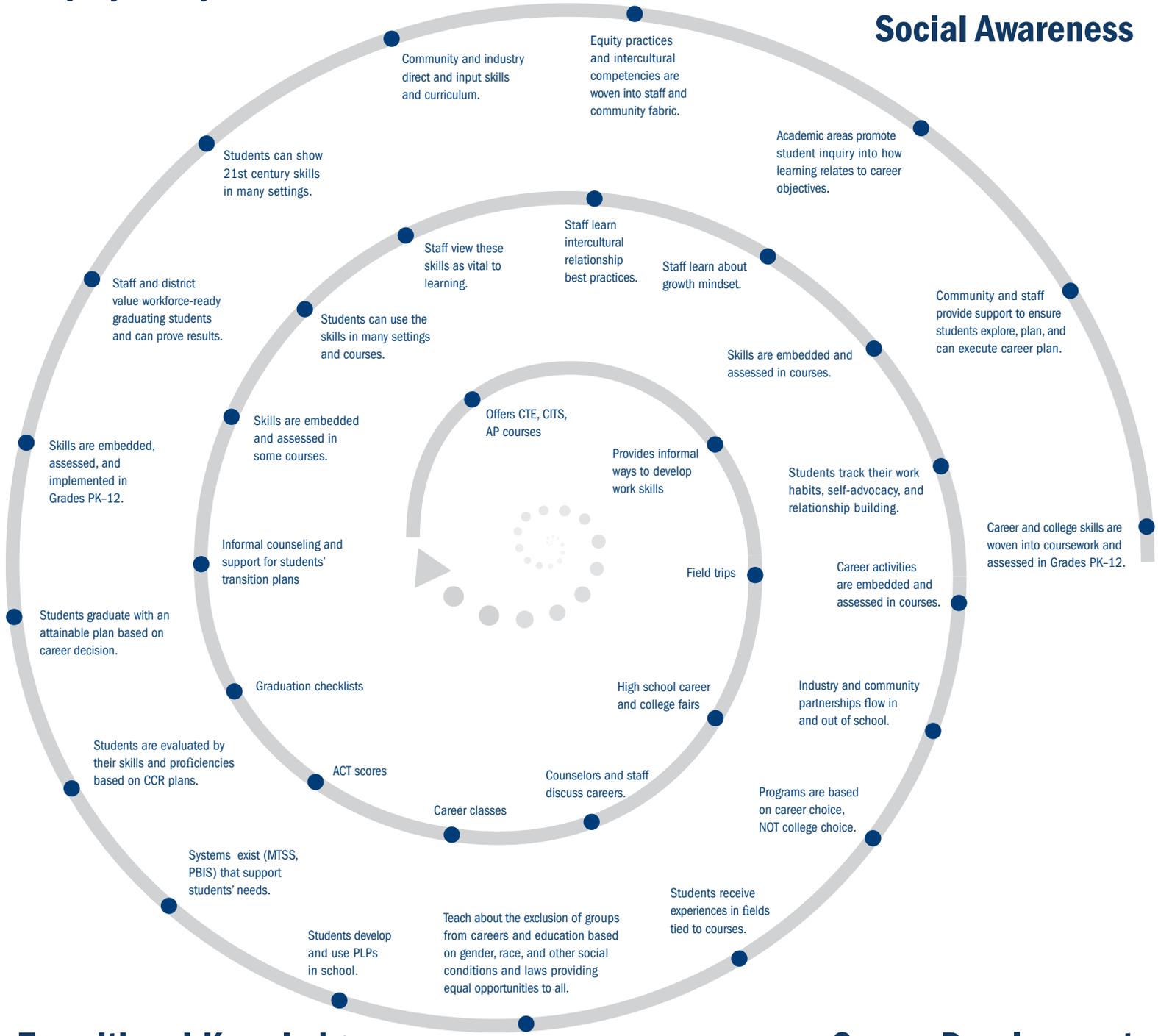
Transitional Knowledge

Career Development

Community and industry direct and input skills and curriculum.

Equity practices and intercultural competencies are woven into staff and community fabric.

Academic areas promote student inquiry into how learning relates to career objectives.

Students can show 21st century skills in many settings.

Staff view these skills as vital to learning.

Staff learn intercultural relationship best practices.

Staff learn about growth mindset.

Community and staff provide support to ensure students explore, plan, and can execute career plan.

Staff and district value workforce-ready graduating students and can prove results.

Students can use the skills in many settings and courses.

Skills are embedded and assessed in courses.

Skills are embedded, assessed, and implemented in Grades PK–12.

Skills are embedded and assessed in some courses.

Offers CTE, CITS, AP courses

Provides informal ways to develop work skills

Students track their work habits, self-advocacy, and relationship building.

Career and college skills are woven into coursework and assessed in Grades PK–12.

Informal counseling and support for students' transition plans

Field trips

Career activities are embedded and assessed in courses.

Students graduate with an attainable plan based on career decision.

Graduation checklists

High school career and college fairs

Industry and community partnerships flow in and out of school.

Students are evaluated by their skills and proficiencies based on CCR plans.

ACT scores

Counselors and staff discuss careers.

Career classes

Programs are based on career choice, NOT college choice.

Systems exist (MTSS, PBIS) that support students' needs.

Students develop and use PLPs in school.

Teach about the exclusion of groups from careers and education based on gender, race, and other social conditions and laws providing equal opportunities to all.

Students receive experiences in fields tied to courses.