CAREER AND COLLEGE DEVELOPMENT

LESSON 9-3 ▲ BECOMING WORK READY

**LEARNING GOALS/OUTCOME**

* Definition of “work ready”
* Basic understanding of Washington state’s Learning Standards.
* Connection between the Learning Standards, becoming work ready and apprenticeships, internships, certification programs, military programs, and college admittance programs.

**MATERIALS NEEDED**

* **Student Handouts**
* Becoming A Work Ready Student Worksheet
* **Computer with internet access and projection capabilities to display:**
* OSPI Learning Standards webpage **(**<http://www.k12.wa.us/CurriculumInstruct/default.aspx>)
* **School/District Information** on academic expectations

**CLASSROOM ACTIVITIES**

1. **Share with students that this workshop focuses on the following continuum:**

**K-12 Academic and Postsecondary Success Workplace Success**

**Leadership Success**

Ask students to think about activities or life situations that have entrance requirements and are then judged for excellence. Record student responses and be prepared to use the list as a closing evaluation for the workshop.

1. **Share with students the definition of a “work readiness***:*

*A “work ready” individual possesses the foundational skills needed to be minimally qualified for a specific occupation as determined though a job analysis or occupational profile.*(SOURCE: ACT Work Readiness Standards and Benchmarks).

Further share with students that the work readiness skills fall into two categories:

* Foundational knowledge skills: such as reading for information, applied mathematics, locating information, problem solving, and critical thinking
* Personal skills:such as personal characteristics and behavioral skills that allow them to have positive work interactions such as adaptability, integrity, cooperation, and workplace discipline.

1. **Reorder student list.** Take a few minutes and reorder the list students created under knowledge skills or personal skills. Discuss the differences between the types of skills and how students might acquire each.
2. **Review Washington’s Learning Standards website.** Relate the Learning Standards to the present level of standards in use in the classroom, school or district documents or application. Conclude the opening making sure that students are aware that “ the levels of readiness in reading and mathematics needed to succeed in college-level courses without remediation are comparable to those needed to learn mob-specific skills in workforce training programs… high school students need comparable levels of reading and mathematics, regardless of their post-high school plans.”
3. **Break into groups.** Divide the class into exploration groups, each with the task of finding out the entrance requirements for:

* Apprenticeships/internships
* Military
* Technical Colleges
* Community Colleges
* Four-year universities

Exploration groups need to be prepared to share the initial entrance requirements and any testing required to place students in specific levels of classes or programs. *(Alternately: this component could be effectively completed by inviting guest speakers individually or in a carousel setting to share the requirements with students.)*

Helpful websites to direct students toward:

* **Apprenticeship Programs and Standards Listed by County** <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/Standards/ByCounty/default.asp>
* **Military.Com ASVB – what does the ASVB Mean**

<http://www.military.com/join-armed-forces/asvab>

* **Admission Standards for Washington Colleges**

<http://www.wsac.wa.gov/college-admissions>

* **Community Colleges and Technical Colleges: Admissions/Application**

Sample – Bellingham Technical College <http://www.btc.ctc.edu/General/Forms/AdmissionsApplication.pdf>

* **Four-year University Programs**

Sample: University of Washington: <http://admit.washington.edu/Admissons>

1. **Ask groups to share what they learned.** Allow groups to share out what they have learned. Return to the list that students generated in the introduction. Expand the list with additional information about activities or life situations that have entrance requirements.
2. **Discuss how students can become work ready and apply Learning Standards academic skills in multiple career and technical education opportunities.**
3. **Give students time to create a personalized list of Learning Standards academic requirements (using the *Becoming a Work Ready Student Worksheet*) they believe they will need to complete at a high level to be able to be admitted to possible postsecondary programs.** Also have them make a list of present personal skills that are strengths and personal skills they would like to strengthen. Provide students with copies of Student Academic Handbooks or district materials that describe the academic requirements for graduation and Standard expectations.

**STUDENT PRODUCTS**

* **Completed *Becoming A Work Ready Student Worksheet***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

Helping students to see connections is challenging and facilitators may want to break this workshop into smaller sections in order to allow for adequate processing time and questions.

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LESSON 9-3 STUDENT HANDOUT

BECOMING A WORK READY STUDENT WORKSHEET

***What Learning Standards do I need to focus on in the next three-four years to be ready for postsecondary programs that will prepare me for my career interests? (Be specific based on school district academic requirements.)***

***What personal skills/behaviors are strengths that will fit the definition of being “work ready?”***

***What personal skills/behaviors might I need to strengthen if I am really going to be successful within an occupational area and a profitable career?***