

BUILDING COLLEGE CAREER READINESS

&
training to go



Welcome participants.

Preparation: Set up the room in rounds or squares. You will need an Internet connection for all participants and at least one Internet-enabled device for each small group (3-4 participants) in this training. If you do not have these available, print copies of the following documents:

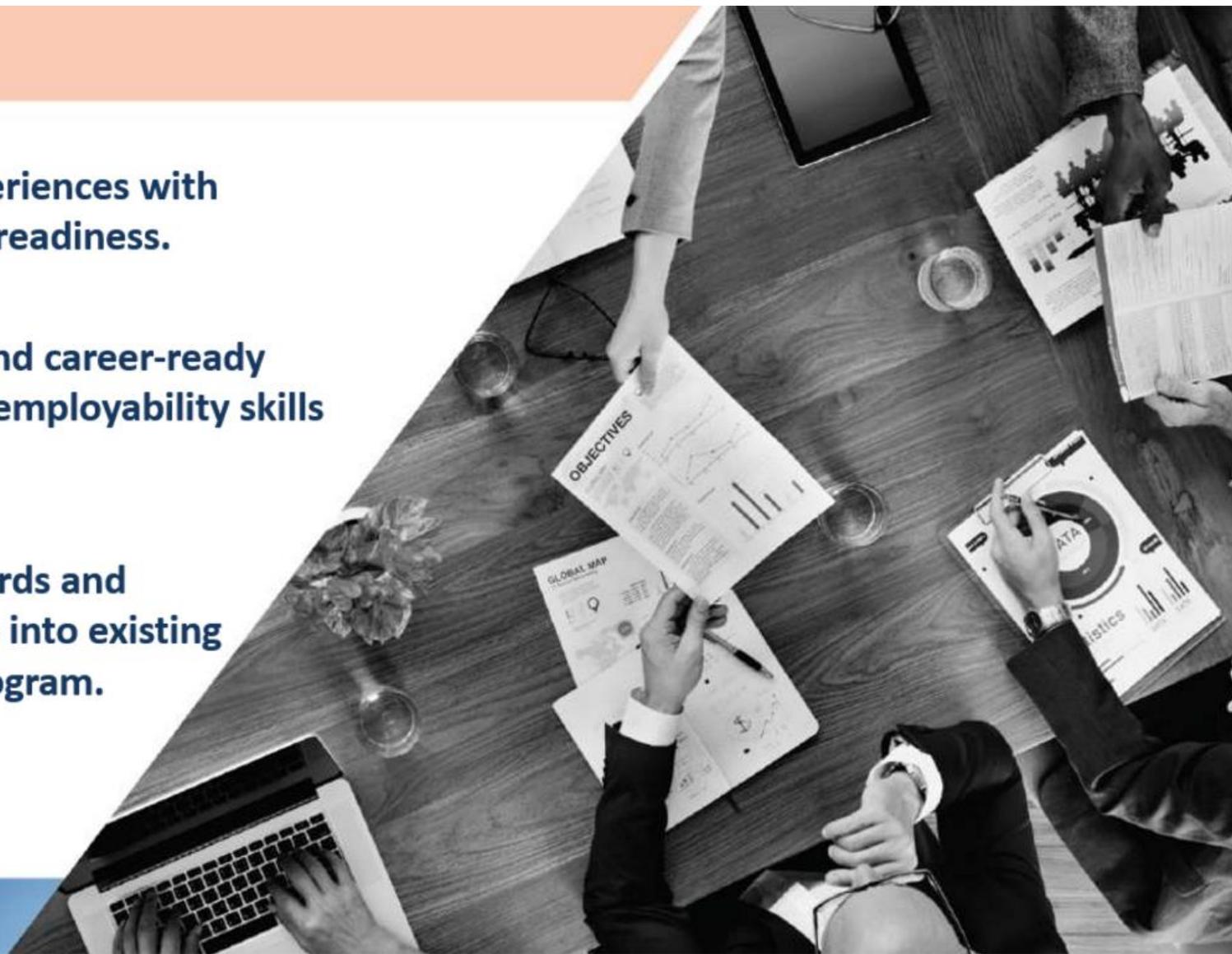
- Excerpts from your state's academic standards for the grades your program serves. You should be able to find these on your department of education's website. Consider selecting examples from a subject area your program prioritizes (e.g., if STEM is your program focus, pull a few standards from each subject area within STEM). Many states have revised their learning standards to meet benchmarks established by the Common Core State Standards. If your state has done this, go to <http://www.corestandards.org/standards-in-your-state/> for a direct link to your state's standards.
- *Lesson Planning Checklist* (http://cte.ed.gov/employabilityskills/index.php/developingskills/create_checklist?print=true).



OBJECTIVE



- **Reflect on our experiences with college and career readiness.**
- **Examine college- and career-ready standards and the employability skills framework.**
- **Incorporate standards and employability skills into existing activities in our program.**



Time: 1 minute

Explain: We all want our students to graduate high school prepared to succeed in the real world.

Today's session will focus on building clearer connections between our program activities and the academic knowledge and work skills students will need to be successful. To facilitate this process, we will spend some time discussing how to incorporate the college- and career-ready standards for our state and the employability skills framework into what we do.

THINK
PAIR
SHARE





- **Think of a career you were interested in when you were in school (whether or not you actually ended up in that field).**
- **How did your K-12 school experiences prepare you to pursue this career? What opportunities (academic and otherwise) were available to you?**
- **Looking back, what additional supports might have been helpful?**

Time: 5 minutes

Explain: Think, Pair, Share is an activity you can do with students of all ages. We are going to model it now — it's very simple. First, take a minute or two to note down some thoughts related to the questions on the slide. When you are finished, turn to the person next to you and discuss your responses. After that we will come together as a large group and you will have an opportunity to share.

Have a few pairs share what they discussed.

Our program can support college and career readiness in fun and engaging ways. By taking our hands-on learning approach and aligning it with college- and career-ready standards and employability skill-building, we can ensure our students are better prepared for life after high school.

COLLEGE & CAREER-READY STANDARDS





- **Academic benchmarks for students K-12**
- **What students must know and be able to do to succeed in the real world**
- **How can we incorporate these standards into our activities?**

Time: 10 minutes

Explain: College- and career-ready standards define what all students must know and be able to do by the end of each grade level so they can succeed after high school graduation. These standards were created by state and professional education organizations to help K-12 students meet learning expectations for higher education and careers. Let's spend some time examining the college- and career-ready standards for our state and discussing how to adapt our activities to address these learning goals.

Activity: Break participants into small groups (3-4) based on the grade level of students they serve (e.g. K-2, 3-5, 6-8, 9-12). If participants are using Internet-enabled devices, show them where they can find the college- and career-ready standards for your state. If not, hand out copies of the standards separated by grade level.

Have each group to identify a hands-on learning activity they already do with students. What is the "big idea" that the standard wants students to grasp? What adaptations can staff make to the activity to connect the activity to this learning goal?

Debrief: ask each group to share how they adapted their activity to connect with a college- and career-ready standard.

EMPLOYABILITY SKILLS

SOLUTION

DEVELOP

TEAMWORK

STRATEGY

TOP

IDEA

MARKETING

SOCIAL NETWORK

SEARCH

INNOVATION

CONSULTING

GROWTH

TECHNOLOGY

INTERNET

ENGINE

BUSINESS

LEADERSHIP



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- **What are employers looking for?**
 - **Employability skills framework**
 - **Infusing the skills into program activities**

Time: 10 minutes

Ask: What kinds of “soft” skills do you think employers are looking for — skills that might set apart certain candidates from others, regardless of their qualifications or training?

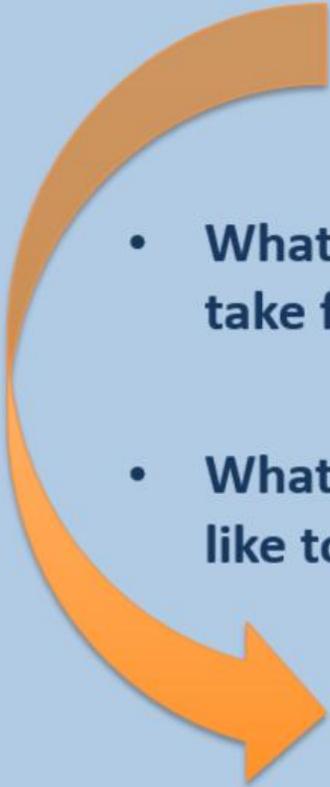
Explain: These skills are encompassed in the Employability Skills Framework.

Discuss: In the same small groups, have participants explore the Employability Skills Framework (<http://cte.ed.gov/employabilityskills>). You may wish to assign each group an area of the Framework (e.g., Applied Knowledge, Workplace Skills, Effective Relationships) and report out what that area focuses on. Draw participants’ attention to the *Lesson Planning Checklist* under “Developing Employability Skills.” If using handouts, distribute a copy of *Lesson Planning Checklist* to each group.

Have each group use the checklist to assess how well their adapted activity builds employability skills. Then ask them to adapt their activity again so it meets an employability skill in the area that needs the most support.

Wrapping Up



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- **What next steps should we take from this training?**
 - **What is one thing you would like to learn more about?**

Time: 4 minutes

Discuss: Have the group identify a few next steps to implement the learning from this training into the program.

Closing reflection: Each participant will share one new thing they would like to learn more about based on today's training.