



# Ready

Life • Career • College

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*School Board Workshop • April 22, 2019*

# Desired Workshop Outcomes

- Target 1) Build a common understanding of what it means for students to be  
*“prepared for responsible citizenship and a future of adaptability and success in life and their chosen endeavors”*
- Target 2) Agree upon metrics that provide a measurable profile of what it means for a graduate to be ready for Life, Career & College
- Target 3) Build a basic understanding of the 16 CTE Career Clusters & Pathways and how they can provide an organizational framework to help prepare students for life, career, and college

# Our Vision for Woodland Public Schools

*Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors*

# What Woodland Public School Parents Say...

Annual Perception Survey of Parents since 2016-2017

Contractor: School Perceptions

- Programs and Services
- Communication
- Engagement
- Learning
- School Environment
- Overall Satisfaction



# Programs and Services

*“How Important is this Item to the Success of Our Students?”*

*“How are we Doing?”*

- Advanced Placement/Honors classes
- Art
- Athletics
- Business, Marketing & Entrepreneurship
- Computer and technology skill
- Critical thinking & problem solving
- Family & Consumer Science
- Foreign language
- Health education
- Library media services
- Math
- Music
- Personal Finance
- Physical Education
- Preparing students for college and career
- Preparing students for life after high school
- Programming for struggling students/at-risk of not graduating
- Programming for children with disabilities
- Programming for English Language Learners
- Programming for gifted & talented students
- Reading/Literature/Vocabulary
- School Counseling
- Science
- Social Studies
- Writing

# Weighted Averages:

## What is Important?

Very Important (4)

Important (3)

Somewhat Important (2)

Not important (1)

Don't Know (0)

## How are we Doing?

Great (4)

Good (3)

Fair (2)

Poor (1)

Don't Know (0)

# What Do Parents Identify as Important?

## Academic Skills (The 3Rs & Science)

- Math (Weighted Avg. 3.65)
- Reading, Literature, Vocabulary (Weighted Avg. 3.69)
- Science (Weighted Avg. 3.49)
- Writing/Grammar (Weighted Avg. 3.70)



# What Do Parents Identify as Important?

## Preparing Students for Life Beyond HS

- Preparing Students for College and Career (Weighted Avg. 3.62)
- Preparing Students for Life after High School (Weighted Avg. 3.71)

## Life and Soft Skills

- Personal Finance (Weighted Avg. 3.45)
- Critical Thinking and Problem Solving (Weighted Avg. 3.72)
- Computer and Technology Skills (Weighted Avg. 3.61)
- Physical Education (Weighted Avg. 3.38)
- Social Studies (Weighted Avg. 3.36)





# How Well Do Parents Believe we are Doing?

## Academic Skills (The 3Rs & Science)

- Math (Weighted Avg. 2.89)
- Reading, Literature, Vocabulary (Weighted Avg. 2.87)
- Science (Weighted Avg. 2.93)
- Writing/Grammar (Weighted Avg. 2.82)



# How Well Do Parents Believe we are Doing?

## Preparing Students for Life Beyond HS

- Preparing Students for College and Career (Weighted Avg. 2.52)
- Preparing Students for Life after High School (Weighted Avg. 2.36)

## Life and Soft Skills

- Personal Finance (Weighted Avg. 2.30)
- Critical Thinking and Problem Solving (Weighted Avg. 2.71)
- Computer and Technology Skills (Weighted Avg. 2.90)
- Physical Education (Weighted Avg. 2.90)
- Social Studies (Weighted Avg. 2.84)



# What is the Gap?

## Academic Skills (The 3Rs & Science)

- Math (Weighted Avg. -0.76)
- Reading, Literature, Vocabulary (Weighted Avg. -0.83)
- Science (Weighted Avg. -0.56)
- Writing/Grammar (Weighted Avg. -0.88)



# What is the Gap?

## Preparing Students for Life Beyond HS

- Preparing Students for College and Career (Weighted Avg. -1.09)
- Preparing Students for Life after High School (Weighted Avg. -1.36)

## Life and Soft Skills

- Personal Finance (Weighted Avg. -1.16)
- Critical Thinking and Problem Solving (Weighted Avg. -1.01)
- Computer and Technology Skills (Weighted Avg. -0.71)
- Physical Education (Weighted Avg. -0.48)
- Social Studies (Weighted Avg. -0.52)



What will be children's future?

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# Preparing Students for a Changing Economy

Brookings: [Automation & Artificial Intelligence: How machines are affecting people and places](#) *January 2019*

*“Automation and AI will affect tasks in virtually all occupational groups in the future but the effects will be of varied intensity—and drastic for some.”*

*“The impacts of automation and AI in the coming decades will vary especially across occupations, places, and demographic groups.”*

# Preparing Students for a Changing Economy

*“Routine, predictable physical and cognitive tasks will be the most vulnerable to automation in the coming years”*

*“The impacts of automation...will be visible especially among lower-wage, lower-education roles”*

*“Routine-intensive jobs were largely replaced by lower paying service jobs”*

“If you can write an algorithm  
for a task, the job is gone.”

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**-Bill Daggett**

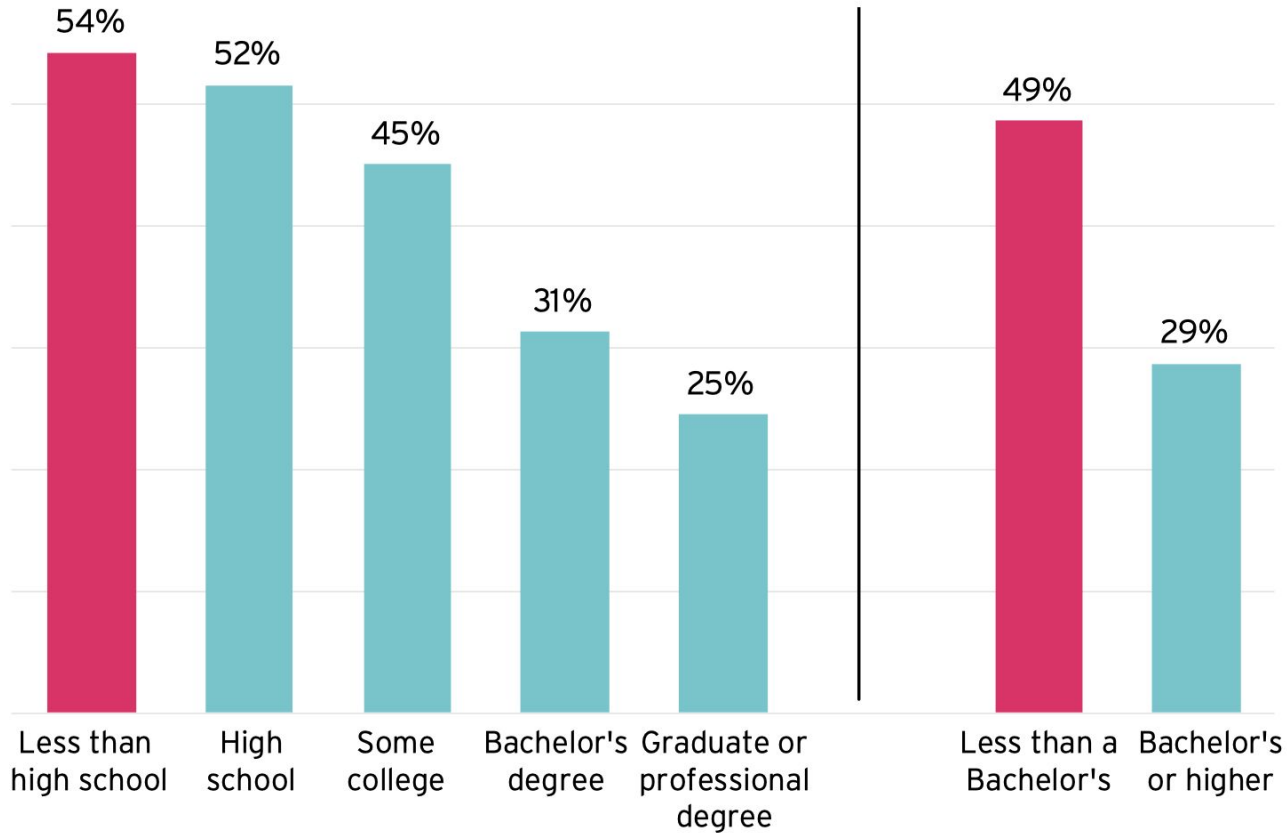




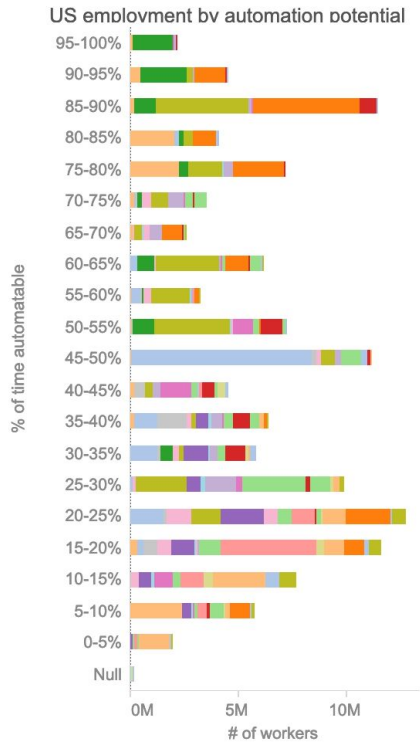
**VICE** News | HBO

## Non-college workers will see greater job change from automation

Average automation potential by worker educational attainment, 2016



Source: Brookings Analysis of 2016 American Community Survey 1-Year microdata



### US employment by automation potential and hourly wage

Bubble size represents number of workers. Click for activity detail.

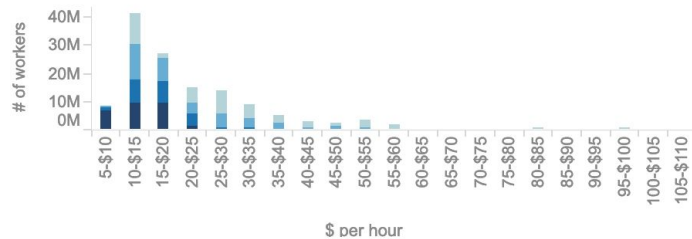


Occupation  Sort

- | Employees | Occupation family               |
|-----------|---------------------------------|
| 20,960K   | Office and Administrative Su..  |
| 13,950K   | Sales and Related               |
| 11,848K   | Food Preparation and Servi..    |
| 8,852K    | Transportation and Material ..  |
| 8,393K    | Production                      |
| 7,731K    | Healthcare Practitioners and..  |
| 7,447K    | Education, Training, and Lib..  |
| 6,652K    | Business and Financial Op..     |
| 6,541K    | Management                      |
| 5,116K    | Installation, Maintenance, a..  |
| 5,046K    | Construction and Extraction     |
| 4,255K    | Building and Grounds Clean..    |
| 3,914K    | Healthcare Support              |
| 3,893K    | Personal Care and Service       |
| 3,686K    | Computer and Mathematical       |
| 3,190K    | Protective Service              |
| 2,349K    | Architecture and Engineering    |
| 1,709K    | Community and Social Servi..    |
| 1,562K    | Arts, Design, Entertainment,..  |
| 1,116K    | Life, Physical, and Social Sc.. |
| 994K      | Legal                           |
| 419K      | Farming, Fishing, and Fores..   |

Source: McKinsey Global Institute: [Harnessing Automation for a Future that Works](#) January 2017

### US employment by hourly wage



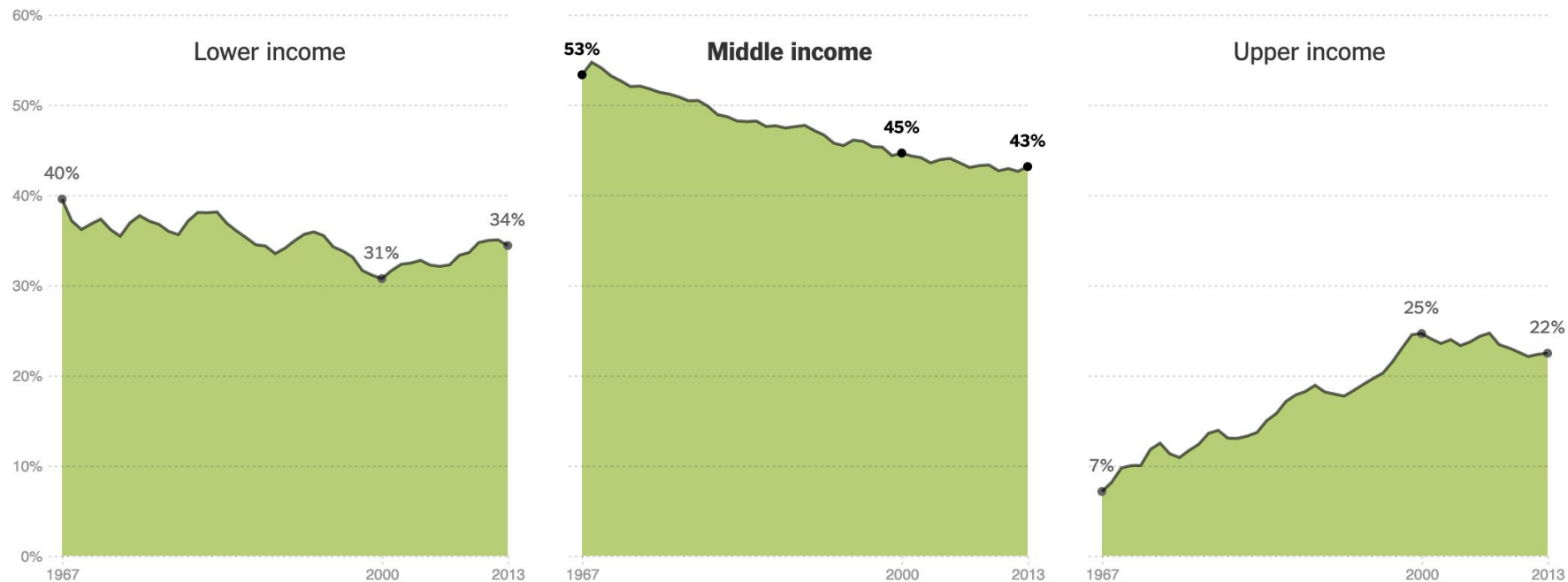
- Automation potential
- 0-25%
  - 25-50%
  - 50-75%
  - 75-100%

# Education beyond HS matters more than it used to.

“ Education matters more than it used to. In the 1970s, high school graduates who did not have a four-year college degree were well represented among the middle and upper class. They no longer are, as high-paying, blue-collar jobs have become rarer. College graduates have not suffered as much, though they are also less likely to be high income than they were in 2000.”

Source: NY Times, [“The Shrinking Middle Class”](#) Jan 26, 2015

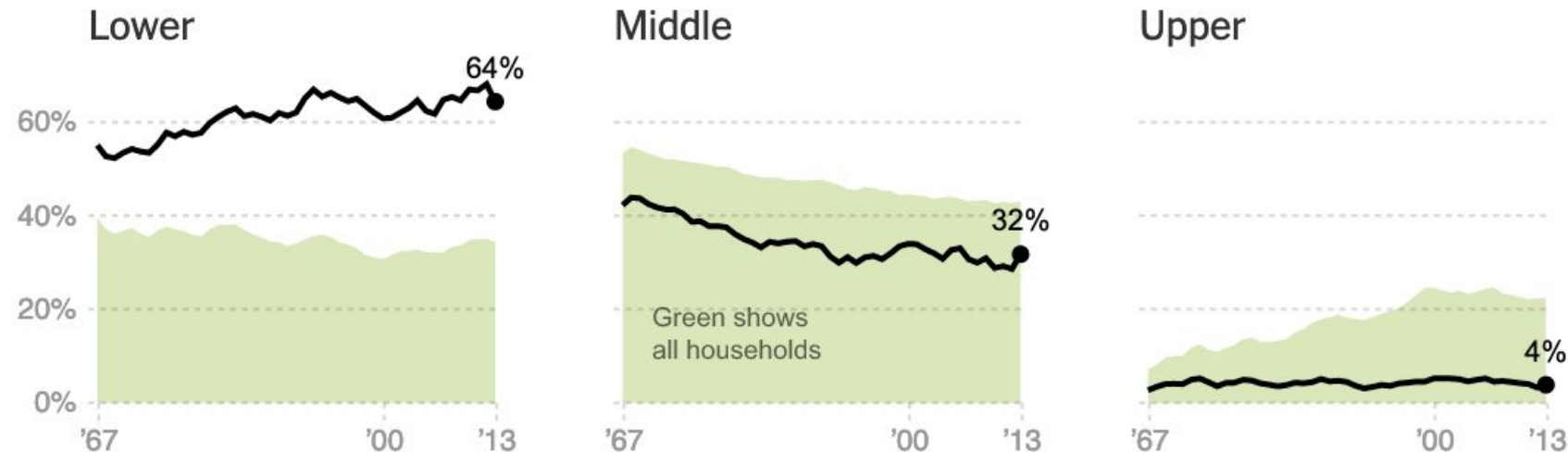
# The Shrinking Middle Class



Source: NY Times, [“The Shrinking Middle Class”](#) Jan 26, 2015

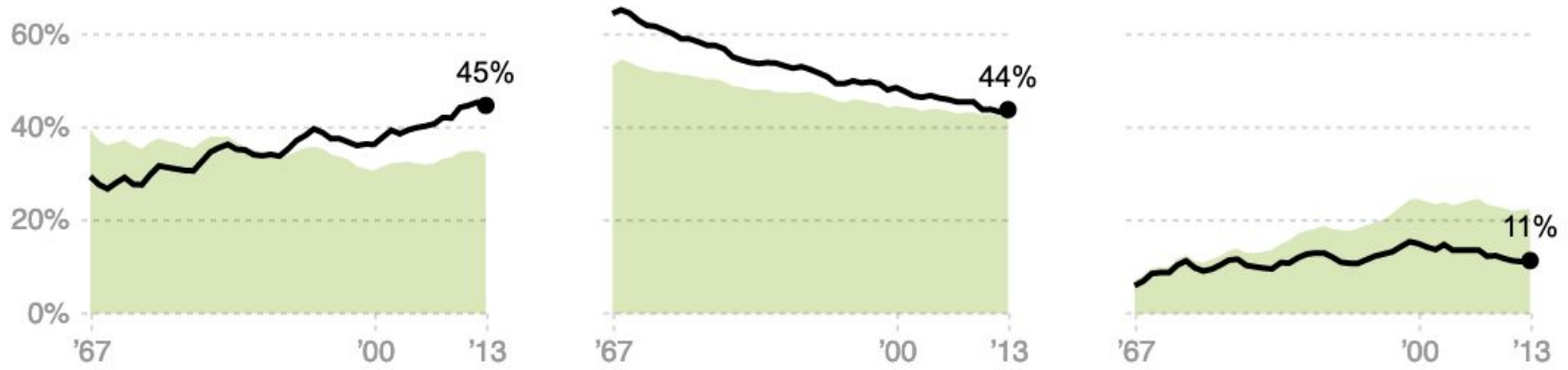
# Impact of Education on Economic Class

● LESS THAN HIGH SCHOOL



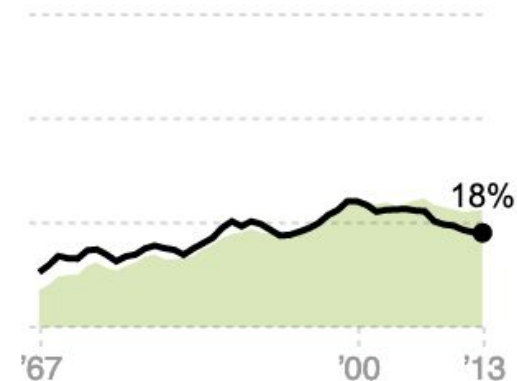
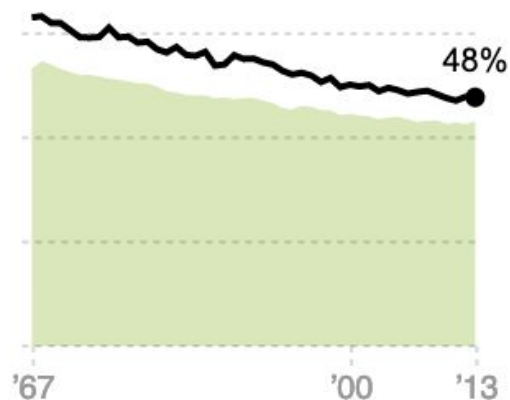
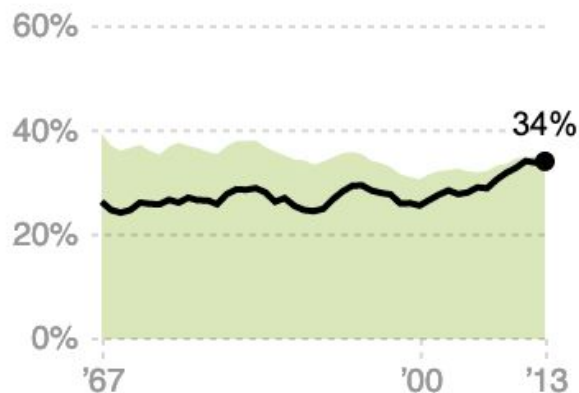
# Impact of Education on Economic Class

—● HIGH SCHOOL



# Impact of Education on Economic Class

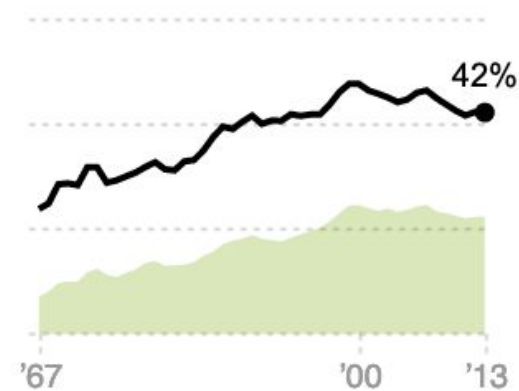
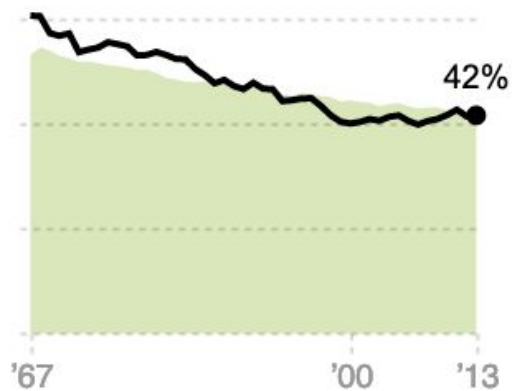
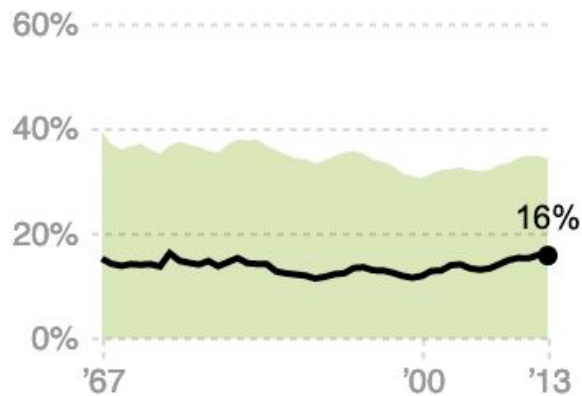
● SOME COLLEGE





# Impact of Education on Economic Class

● COLLEGE



What do graduates need to know and be able to do?

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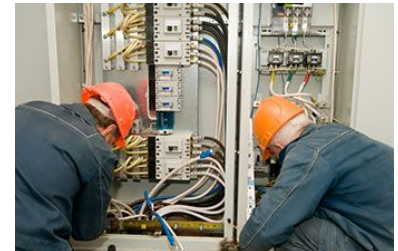
# NSBA: Commission to Close the Skills Gap

1. Dependability and reliability
2. Adaptability/trainability
3. Critical thinking
4. Decision-making
5. Customer focus
6. Teamwork



# Willard Daggett: Top 10 Skills

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Active Listening
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



## “Redefining Ready!”

National campaign launched by AASA — the School Superintendents Association, to introduce a new multi-metric, research-based approach to determining what it means to be college ready, career ready, and life ready





# College Ready

Students are **College Ready** if they meet either the academic indicators **OR** standardized testing benchmarks

## Academic Indicators

GPA 2.8 out of 4.0 and **one** or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

## Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

## Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II



# Career Ready

Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two** or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities



# Life Ready

Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.

Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

Our nation's schools provide social and emotional support and experiences to equip students with life skills to succeed in the present and in the future.

While little research exists in the LIFE READY realm, AASA and the [Redefining Ready!](#) campaign are currently studying how to best measure these life ready skills.



“Good artists copy, great artists steal”

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—Steve Jobs

"If you take something and make it your own ... it's your design and that is the dividing line between copying and stealing"

# Life Ready

- Earn a high school diploma,
- Complete 25 hours of community service, AND
- Demonstrate knowledge of:
  - American Government (Passage of “American Government “ (Civics) with a “B” or Better)
  - Financial Literacy (ID HIGH METRIC)
  - Digital citizenship and technology literacy (ID HIGH METRIC)
  - Healthy living



# Career Ready

Identified a career pathway AND meet two or more of the indicators below:

- 90% Attendance
- Two or more organized Extracurricular and/or Co-Curricular activities
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Students entering the military or trade apprenticeships meet minimum scores on entry tests (ASVAB or Trade Test)



# Life & Career Ready... Additional Factors

Though not clearly and easily measured, the following skills and dispositions are identified as key to success in career and life.



## **Skills: Life Ready Skills (NSBA)**

- Dependability and Reliability
- Adaptability & Trainability
- Critical Thinking
- Decision Making
- Customer Focus
- Teamwork

## **Dispositions/Personal Skills**

- Self-awareness
- Self-management
- Growth-Mindset
- Grit
- Relationship Skill

# College Ready



**Option One:** Earn a Grade Point Average of 2.8 out of 4.0 and one or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- Algebra II *Advanced Algebra* (A, B or C)

**Option Two:** Earn a Grade Point Average of 2.8 out of 4.0 and Meet Standardized Testing Benchmarks below (minimum score)

- SAT Exam: Math (530) Reading and Writing (480)
- ACT Exam: English (18) Reading (22) Science (23) Math (22)
- College Readiness Placement Assessment (i.e. Accuplacer)

# 4-Year College Ready

Earn a Grade Point Average of 3.2 out of 4.0 or higher and all of the following Academic and Testing Benchmarks below:

- Earn One Credit in Quantitative Mathematics in Senior Year, Algebra II or above. (A or B)
- Earn One Credit in AP or College level Science in Senior Year. (A or B)
- 2 credits of World Language or American Sign Language
- 2 credits of visual, fine or performing arts -or- 1 Arts and 1 Academic elective credit
- SAT Score 1100 (combined) or ACT Score 23 (Composite)



# College Ready... Additional Factors

The following factors are supported in research as correlating to success in college:

- Earning As, Bs, Cs;
- FAFSA Completion;
- Enrollment in career pathway course sequence;
- College Academic Advising;
- Participation in College Bound Bridge Programs;
- Senior year math class;
- Completion of a math class after Algebra II.



