

## **World's Best Workforce**

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning support. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school. (N/A)
  - All third-graders can read at grade level.(N/A)
  - All racial and economic achievement gaps between students are closed.
  - All students are ready for career and college.
  - All students graduate from high school.
1. Gallup Clifton Strengths
    - Strengths Assessed and Taught to all REACH Students
    - Lion Leader training by certified strengths coach: Theresa Moberg
    - Individual sessions offered to all students
  2. College Fair (Spring) - Organizer: Alexandria Community Christian School
    - Spring 2025
  3. Career Fair - Alexandria
    - Dates: Fall 2024 Broadway Ballroom
    - Winter 2025 Alex Tech Career Fair
    - Offered to All Juniors & Seniors
  4. Sneak a Peak - ATCC
    - All 10th grade- Fall 2024
  5. MState in Wadena Campus Program Invite
    - Offered to all Juniors & Seniors
  6. ASVAB Career Exploration
    - Offered to all seniors
  7. U of M- Morris = Opportunities
    - The Morris Challenge Youth Institute in conjunction with the World Food Prize
    - Sustainability Tour (variety of grades based on interest)
  8. REACH= Career Prep Focus
    - Senior REACH students choose
    - Guest Speakers from a variety of businesses and career paths
  9. REACH= College Prep Focus
    - Senior REACH students choose

### College Exploration Day

- 9th= TBD
- 10th =Sneak A Peak (Kim/Katie)

- 11th= ATCC/ M State/ U of M- Morris
- 12th= Individualized

10. Enrichment Opportunities

- Individualized Plans for Learning Extensions via Edgenuity
- The Morris Challenge

11. Credit Recovery

- Edgenuity (credit recovery on-line programming)
  - During the school year (independently)
  - Summer school (w/ staff support)
  - Offer super senior assistance on Friday afternoons

12. On-Time Graduation Plans

- Meet with Academic Advisor
- Personalized plans communicated with student and home

13. Work Experience Education

- Special Education students learn and practice work skills by performing tasks on campus with support staff. Includes creating a resume, job application and time carding work hours.

Senior REACH Checklist:

| Work Bound:   | College Bound:<br>(all on the left AND the following)   |
|---|---|
| <input type="checkbox"/> Resume<br><input type="checkbox"/> Writing a professional email<br><input type="checkbox"/> Sending a letter in the mail<br><input type="checkbox"/> Job shadow/connect with professional<br><input type="checkbox"/> Make a professional phone call<br><input type="checkbox"/> Strengths <ul style="list-style-type: none"> <li><input type="checkbox"/> Top 5 Report (how each strength connects with other strengths)</li> <li><input type="checkbox"/> What they are doing and could do more of (Apply Strengths to Succeed–bottom of Top 5 report)</li> <li><input type="checkbox"/> How strengths apply in the workplace</li> <li><input type="checkbox"/> Unleash all 34 strengths to senior REACH students</li> <li><input type="checkbox"/> How to “manage” bottom 5 strengths</li> </ul> <input type="checkbox"/> Grade checks<br><input type="checkbox"/> Goals for after graduation <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow up with achieving those goals</li> </ul> <input type="checkbox"/> Self Care–how do you cope when things get rough<br><input type="checkbox"/> Look for housing | <input type="checkbox"/> StarID<br><input type="checkbox"/> Apply for college<br><input type="checkbox"/> Scholarships <ul style="list-style-type: none"> <li><input type="checkbox"/> FAFSA</li> <li><input type="checkbox"/> MN Dream Act (for undocumented students)</li> <li><input type="checkbox"/> NorthStar Promise</li> </ul> <input type="checkbox"/> Housing<br><input type="checkbox"/> Conversation/s about studying/homework–who to reach out to if grades start to slide<br><input type="checkbox"/> Conversation/s about academic achievement necessary to keep scholarships/NorthStarPromise |

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|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Budget</a></li> <li><input type="checkbox"/> Receiving constructive criticism/perspective taking...understanding how the situation may look/feel to others</li> <li><input type="checkbox"/> How to bring up an issue to your boss/supervisor</li> <li><input type="checkbox"/> Teach lessons/have conversations about the following essential skills: Perseverance, Agility, Networking, Team Work, Leadership, Goal Setting</li> <li><input type="checkbox"/> Walk alongside students with credit recovery–accountability and celebrations!</li> </ul> |  |
|--|--|

**College Visits:**

- MState: Wadena
- University of Minnesota, Morris
- Alexandria Technical and Community College
- Saint Cloud State University
- North Dakota State College of Science: Wahpeton

**Business Connections:**

- Kohl's
- Kindred People
- Goodwill
- La Ferme
- Westmor Industries
- Superior Industries
- Power Sports
- Agard

\*Additional businesses personalized per student interest

**Skills taught:**

Career - Taught skills related to interviewing, choosing the right job, resume building/writing and understanding benefits packages.

College - Worked to create a StarID Account for each student, helped 3 with the application process for school, facilitated the information of available scholarships, processed and delivered transcripts to prospective students and taught about the manners of professional communication in the application process with school administration.

**Approach:**

With these students; Students met regularly in individual meetings to determine their plans for post graduation. Questions would be posed in a non-deterministic manner, saying “What could you see yourself doing?”, “What do you feel would be most beneficial for you to pursue next year?” or “What factors are affecting your decisions of what will come next?”. These questions were used to determine a student's interest, as well as disinterest in attending a college or 4-year university. Once that information was gathered, those students who expressed interest in attending school were assisted in gathering all the necessary information for the application process. Applications were often completed side-by-side with the classroom instructor. These students then met weekly with the instructor, to discuss what assistance is needed next, along with awaiting responses. Questions or areas of interest would also determine what programs would be focused on when the class would tour a college or university. If possible, a personalized meeting with a faculty member may result from a student's expressed interest. Students who determined they would like to work the following year were encouraged to find the best job to meet their needs, especially to those who were planning to live on their own. If at any time a student refused the need for assistance, this was respected, while their ability to receive assistance when needed was always available.

The following students have been enrolled in either PSEO or OCHS for 2023-2024 school year. The following lists my involvement in academic advising that is beyond the registration process for both opportunities.

**PSEO Advising:**

**OCHS:**

- Meet with students and communicate home regarding OCHS process, registration and academic advising
- Monitor OCHS grades and progress monitor.
- Conversations and guidance regarding future career/work plans post graduation and academic advising to support those goals.