

Hartford Work-Based Learning Readiness Standards

To focus work-based learning efforts on achieving the shared goal of student post-secondary success, WBLN participants agree on the importance of meeting objective, practical, attainable readiness standards, validated by age/grade/developmentally appropriate assessment/evaluation. Building on their respective experiences implementing WBL programs and services and a foundation of 21st Century Career Competencies developed by CWP, WBLN endorses the following set of 12 Student Readiness Standards.

WBLN Student Competencies/Readiness Standards	
1. Academic	Student scores at or above grade-level in: (a) Math; (b) English Language Arts; (c) Science; and (d) Social Studies, as documented by national and local benchmarks in each subject area.
2. Technology/Digital Literacy	Student can use available technology effectively to conduct research, resolve issues and achieve goals, and keeps abreast of emerging technology in a safe and healthy manner (e.g., refrain from texting while driving, cyber bullying, etc.) Student demonstrates (a) essential keyboarding skills, (b) proficiency in Microsoft Office, (c) ability to use the internet to conduct basic research, and (d) responsible use of social media, including (but not limited to) Facebook, Twitter, LinkedIn, Instagram, Pinterest, Job Boards, etc.
3. Interpersonal (Collaboration and Teamwork)	Student cultivates positive, collaborative relationships, understands and values the viewpoints and insights of others, works well on a team, handles conflict with civility, and seeks feedback/insight for self-improvement and growth. Student: is (a) friendly, (b) self-controlled/manages emotions, (c) patient, (d) courteous/respectful, and (e) empathetic; (f) works effectively in a team environment with/without supervision; (g) cooperates/participates as a group member; (h) accepts responsible supervisor feedback; (i) and values diverse perspectives.
4. Communication	Student can express thoughts, feelings and ideas clearly and respectfully and is an active listener, aware of her/his audience. Student (a) can clearly express feelings and thoughts through writing (email, cover letters, essays, poems, etc.), speaking, and the arts. Student can (b) listen and participate in a conversation while making eye contact, (c) build on the ideas of others, and (d) be aware of/sensitive to voice inflection, mood, and non-verbal cues.
5. Critical Thinking/ Problem Solving	Student can (a) utilize appropriate strategies to overcome work-related problems; (b) read and synthesize manuals relevant to the work environment; (c) interpret information; (d) ask questions; (e) think creatively; (f) be resourceful; (g) take ownership of solving a work-related problem.
6. General Professional	Student (a) has “can do” attitude and is a “self-starter”; (b) is hard-working and self-motivated; (c) is punctual – with good attendance and reliability; (d) maintains an appropriately clean/neat appearance (following a dress code if/as necessary), and (e) uses a smart phone appropriately.

**7. Time/Self-
Management**

Student can (a) plan and prioritize tasks; (b) work simultaneously on multiple assignments; (c) use available time available efficiently; and, (d) deliver work on time/meet deadlines (and realize in advance if/when more time is required and adjust accordingly.)

**8. Adaptability/
Continuous Learning**

Student is open to new ideas and can (a) embrace work-related change through ongoing exploration of opportunities, gaining experience and building skills to clarify and achieve goals. Student (b) can accept and learn from constructive criticism and is open to personal and professional growth, willing to invest in her-/him-self and her/his network connections, and step outside her/his personal comfort zone.

**9. Customer
Service**

When dealing with customers, student (a) provides accurate and timely information, (b) delivers services efficiently, (c) deals with conflict diplomatically, and (d) and engages customers effectively.

**10. Employment
Management
(Job Seeking)**

Student has an active awareness of career fields/options and is (a) able to prepare a targeted cover letter and create/update a resume, (b) identify and notify references to collect letters of reference, (c) complete a job application including identification of working papers as required, (d) answer mock interview questions, (e) network as necessary, and (f) demonstrate educational alignment with work-based experiences.

**11. Financial
Literacy**

Student can make informed/effective decisions about her/his financial resources, understanding how to make, manage and invest money. Student understands the flow of money, cost of borrowing, fees and penalties, budgeting, taxes (including personal property, income, sales, and filing requirements), scholarships/grants/financial aid/FAFSA/College preparatory documents), banking and saving. Student can (a) write a check and monitor money flow; (b) understands the concept of credit, (c) interest, and (d) budgeting; and is able to (e) calculate basic monetary transactions, and (f) taxes on goods and services.

**12. Integrity/Ethical
Decision-Making**

Student displays honesty, personal integrity, a high level of personal conduct, and can (a) collect and evaluate information; (b) develop sound alternatives; (c) foresee potential consequences and risks. Student can (d) assess the implications of a course of action consistent with good citizenship.