Republic of the Philippines
Department of Education
Region III
Schools Division of Angeles City

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NOV 29 2019
By
DepED Angeles City
Division of City Schools

Office of the Schools Division Superintendent

November 29, 2019

DIVISION MEMORANDUM
No. 492 s.,2019

IMPLEMENTATION OF THE WORK READINESS ENHANCEMENT PROGRAM

To: Heads of Public Senior High Schools

1.   This is to inform that the Department of Education – Region III through Curriculum and Learning Management Division (CLMD), will be implementing a Work Readiness Enhancement Program as an innovative learning delivery for work immersion in Senior High School.

2.   The implementing Senior High School is requested to implement the **Work Readiness Enhancement Program.**

3.   The objectives of the program are the following:
   a. Enhance the outcome of the work immersion through intervention program:
   b. Provide an objective mechanism to assess the performance of learners in work immersion.
   c. Develop sustainable partnership with industries In work immersion through feedback mechanisms to improve the outcomes of work immersion; and
   d. Prepare our learners to be work ready based on the needs of the industry.

4.   In line with this, the implementing Senior High School is requested to conduct an assessment to our SHS Grade 12 TVL learners using the attached Work Readiness Assessment Scale (WRAS) to measure the learners readiness for work based on their performance in work immersion using four parameters namely: Attitude towards Work; Technical Skills. The result will be submitted on Monday, December 2, 2019.

5.   Attached is the User's Manual of the Work Readiness Assessment Scale for your guidance.

6.   Immediate dissemination of this Memorandum is desired.

LYN V. LANSANGAN EdD
Chief Education Supervisor
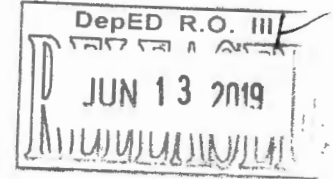School Governance and Operations Division
Officer-In-Charge

Republic of the Philippines

Department of Education

REGION III-CENTRAL LUZON

June 10, 2019

REGIONAL MEMORANDUM
No. **98**, s. 2019

To: **ALL SCHOOLS DIVISION SUPERINTENDENTS**
DIVISION SENIOR HIGH SCHOOL FOCAL PERSONS
SCHOOL HEADS OF PUBLIC SENIOR HIGH SCHOOLS

IMPLEMENTATION OF THE WORK READINESS ENHANCEMENT PROGRAM

1. The Department of Education – Region III through the Curriculum and Learning Management Division (CLMD) will be implementing a Work Readiness Enhancement Program as an innovative learning delivery for work immersion in Senior High School.

2. Work immersion as part of the curriculum in the Senior High School aims to provide opportunities to students become familiar with the place of work, apply their skills and competencies in a real work situation through work simulation and acquire work ethics and values needed to become work ready.

3. The proper implementation of work immersion through an enhancement program in the learning delivery in the TVL track will help our SHS learners acquire the necessary skills and attitudes to be work ready.

4. The objectives of the program are the following:
   a. Enhance the outcome of the work immersion through intervention programs;
   b. Provide an objective mechanism to assess the performance of learners in work immersion;

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c. Develop sustainable partnership with industries in work immersion through feedback mechanisms to improve the outcomes of work immersion; and

d. Prepare our learners to be work ready based on the needs of the industry.

5. As part of the program, the Work Readiness Assessment Scale (WRAS) will be used to measure the learners' readiness for work based on their performance in work immersion using four parameters namely: Attitude towards Work; Technical Skills;

6. The use of the WRAS will help identify the different traits and attitudes that would give the SHS learners opportunities in meeting the demands of the industry and workplace.

7. The program will be implemented for the TVL track with Home Economics as the specialization for SY 2019-2020. After this school year, the program will be evaluated for expansion in the different specializations of the TVL track.

8. Attached is the User's Manual of the Work Readiness Assessment Scale for your guidance.

9. For more information, all concerned may contact the Chief of the Curriculum and Learning Management Division (CLMD) through the Education Program Supervisor II in-charge of the Senior High School, Department of Education- Region III at telephone no. (045)598-8580 loc. 108 or through email address region3@deped.gov.ph.

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10.   Immediate dissemination of this Memorandum is desired.

NICOLAS T. CAPULONG, Ph. D., CESO V
Director III
Officer-in-Charge
Office of the Regional Director

Clmd3

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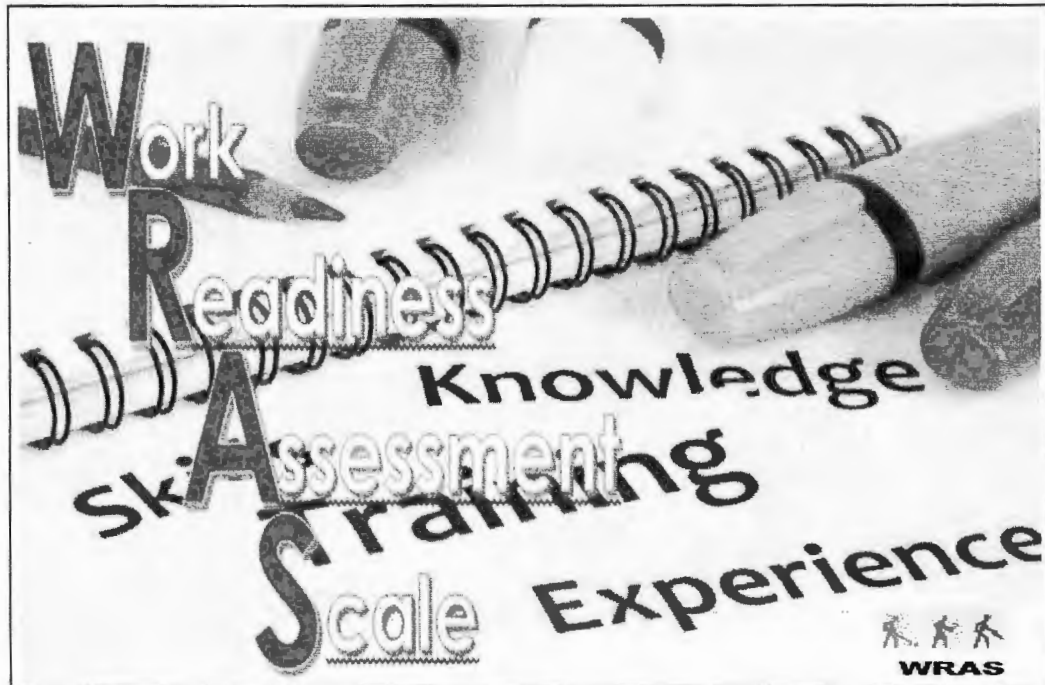**Telephone Number:** (045) 598-8580 to 89; **Email Address:** region3@deped.gov.ph

Certificate No. AJA 17-0077

USER'S MANUAL
Version 1

WENDELL C. CABRERA, Ed.D

USER'S MANUAL
Version 1

Wendell C. Cabrera, Ed.D.

June 2019

WORK READINESS ASSESSMENT SCALE

Introduction

Assessment is crucial in the selection and recruitment of graduates in the workplace. Its aim to predict and forecast capability and potential of the applicant towards the performance of the job. However, there is a discrepancy between employer expectations and graduate performance. Therefore, work readiness in graduate recruitment and selection is relevant. To date, there is little evidence in the research of a specific measure of work readiness for graduates.

In the Philippines, the construct of work readiness is very new especially in the context of education. In the past, college graduates' preparedness for work is measured base on the degree or course they took in the postsecondary education. According to Nicholson and Arnold (1991), there is an adverse effect of wrong decisions in the selection of employees.

A standard measurement is necessary to come up with an objective evaluation of the preparedness of graduates in the Philippines to meet the requirements of the employers. The SHS program is the realization of Section 2, paragraph (a) of the RA 10533 that the state shall "broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment." Hence, the objective of Senior High School is to develop productive and responsible students to be life-long learners and ready for work.

The development of an assessment tool that would measure the readiness of the individual worker helps to recognize and address the expectations and demands of the new work realities. Also, readiness assessments contribute significantly to career-planning and decision-making process. Hence, there are more-informed choices provided for work opportunities (Sampson, Peterson, Reardon, & Lenz, 2000). It is in this regard that the *Work Readiness Assessment Scale (WRAS)* aims to achieve.

Purpose and Administration

The *WRAS* is designed to help assess the Senior High School (SHS) graduating students' level of work readiness. Through the assessment tool, SHS can

identify the different traits and attitudes that would give them opportunities to meet the demands of the industry and workplace.

Characteristics of the WRAS

The *WRAS* is a rating scale to assess the learners' readiness for work based on their performance in work immersion based on the four parameters of work readiness, namely, Attitude towards Work, Technical Skills, Social Skills and Organizational Awareness. There are 15 statements (items) for each parameters.

Respondents are asked to read each item carefully and using a Four (4) point Likert-type interval scale gives an evaluation of the level of readiness for work. Response choices are the following:

1 - Needs Improvement
2 - Developing
3 - Proficient
4 - Exemplary

The operational definition of the four parameters are the following:

Attitude towards Work. Good view of self; good characteristics; positive outlook in life; willingness to work beyond' good motivation; punctuality; focus; respect and love for work; willingness to learn; can work as a team; maturity.

Technical Skills. Hands-on experience; competency; proper application of skills; flexibility; can deal with changing situations; problem-solving skills; extensive exposure to the kind of work; initiative.

Social Skills. Oral communication; how to deal with customers; can respond to communication with confidence; being patient in dealing with customers; collaboration; can express confidently one's self

Organizational Awareness. Knowing the standards, rules, duties and responsibilities; immersion in the environment of the organization; knowing the policies in the work place; exposure to the work environment.

Administration and Scoring

Work Immersion is part of the curriculum in the SHS that aims to provide opportunities to students to be familiar with the place of work, apply their

3

skills and competencies in a real work situation through work simulation and acquire work ethics and values necessary for work readiness. Hence, work immersion is necessary to prepare the learners in the field of work to meet the requirements of the industry. Feedback gathered from industry partners and work immersion teachers reveal that our learners lack the necessary values and attitudes for work. The proper implementation of work immersion can greatly help our SHS learners when they choose to be employed. It is in this regard that the WRAS is used as learning delivery program for work immersion with the following objectives:

1. Enhance the outcome of the work immersion through an intervention program;

2. Provide an objective mechanism to assess the performance of learners in work immersion;

3. Develop sustainable partnership with industries in work immersion through feedback mechanisms to improve the outcomes of work immersion; and

4. Prepare our learners to be work ready based on the needs of the industry.

The WRAS is a rating scale to assess the learners' readiness for work based on their performance in work immersion. The program will be implemented in five phases in all SHS with Technical-Vocational track under the Home Economics specialization.

Phase I - Mid-Work Immersion Assessment

The objective of this phase is to identify the gaps of the learner in the performance of the work immersion. This will be done at the middle of the duration of the work immersion.

Work Immersion students will use the WRAS to assess their performance in the middle of the duration of their work immersion to be used as baseline data for work readiness of the learner. With WRAS as a self-rating tool, the learners must be able to present Means of Verification (MOVs) for validation of the work immersion supervisor and teacher through a portfolio. The following can be the MOVs for each parameter of work readiness.

4

Table 1: Example MOVs per parameter

Parameter	Sample MOVs
A. Attitude towards Work	a. Daily Time Record b. Evaluation of supervisors c. Accomplished Customer feedback forms d. Accomplishment report on task performed
B. Technical Skills	a. Evaluation of supervisors and work immersion teacher b. Accomplishment report on task performed c. Accomplished Customer feedback forms d. Sample application letter and resume
C. Social Skills	a. Evaluation of supervisors b. Accomplished Customer feedback forms c. Feedback of other employees d. Result of interview
D. Organizational Awareness	a. Evaluation of supervisors and co-workers b. Reports of work-related incidents that were addressed c. Accomplished Customer feedback forms

The following are the steps in accomplishing the *WRAS*:

Step 1:

The *Work Readiness Assessment Scale (WRAS)* takes about 15 minutes to administer and score. During the orientation process, the administrator can explain that, as a self-report, respondents determine the level of work readiness in each item statement, and that the usefulness of the results is dependent upon their honest and forthright responses. The *WRAS* can be administered individually or in groups by following the directions on the assessment form itself using a four point Likert type scale. After completing responses to all 60 items, scores for each parameter are totalled. Higher

scores reflect higher level for a given area of work readiness, while lower scores reflect lower level of work readiness.

Step 2:

Respondents rate their level of work readiness for each item using a 4-point Likert scale. After respondents have completed all 60 items, ask them to record the score from each of the 60 items in the scoring grid. Respondents record scores by working down each column, recording their response next to the number that corresponds to each of the item numbers. Once respondents have finished recording their scores, they should add each row across from left to right and enter the total for each row in the Total column. These totals represent the total scores for each of the four parameters. Respondents can now compare the total scores for each of the four work readiness areas with each other.

Step 3:

After totalling their scores, respondents transfer those totals to the profile provided (see *Appendix A*). Completing the profile of work readiness traits might help those respondents who prefer a more visual representation of their scores, allowing them to better compare their levels of readiness for work in each parameter.

Table 2: Profile of Responses

Level of Work Readiness	Total Score Range	Attitude towards Work	Technical Skills	Social Skills	Organizational Awareness
Exemplary	46-60				
Proficient	31-45				
Developing	16-30				
Needs Improvement	1-15				

Phase II - Coaching and Mentoring

To objectives of this phase are the following:

1 Give technical assistance to SHS learners
2 Improve the level of work performance

Step 1:

The work immersion teacher/supervisor will sit down with the learner and interpret the results of the WRAS using the profile. Below is an example of

how to interpret the results. The profile below is used to demonstrate the interpretation of one respondent's scores. The respondent in the example has transferred each of his four total scores from the Total column of the scoring grid to the profile using the Total Score Range column as a guide.

Table 3: Sample Profile of Responses

Level of Work Readiness	Total Score Range	Attitude towards Work	Technical Skills	Social Skills	Organizational Awareness
Exemplary	46-60		58		
Proficient	31-45	44		40	
Developing	16-30				
Needs Improvement	1-15				15

In the above profile of a learner, it shows that only one parameter falls under the range of Needs Improvement, which is organizational awareness. This means that the learner has to be given assistance in this aspect. However, he scores high under technical skills which means that the learner is capable to skillfully perform his task. Both the aspects of attitude towards work and social skills fall under the proficient range and this shows that the learner has good attitude towards work and is able to work well with his co-workers.

Step 2:

In addition to assessing overall areas of work readiness, learners must also look into specific items, especially those items that fall under *needs improvement* (a circled 1 response). What aspects of readiness did these items cover? Was it about getting to work, asking for help, or accepting criticism? Was it about feeling old enough, having enough self-confidence, or being concerned about fitting in? What areas do respondents need to address to make them more job-ready? After respondents have reviewed items marked as *needs improvement*, they can look at the *developing* responses. Once they have specific areas Identified, they can address those concerns themselves or seek guidance from their work immersion teacher or supervisor.

Step 3:

Finally, respondents should be encouraged to develop an action plan. Ask respondents to use Appendix B in developing the plan.

Using the results of the WRAS, the work immersion teacher/supervisor will give technical assistance to the learner on the gaps identified by assisting the learner in crafting a development plan to address the gaps using the format below:

Table 4: Format of the Action Plan

Areas to Address (items 1 & 2)	MY PLAN OF ACTION	Time Frame	Remarks (to be accomplished by Work Immersion Teacher/Supervisor)

What areas do they need to address to be more job-ready? Ask them to write down those readiness statements that were identified in the item analysis, i.e., those responses circled with a 1 or 2. In the **My Plan of Action** column, they can record how they will address those concerns. They might be able to address some concerns themselves, for example, finding a reliable way to work, developing a going-to-work routine, getting enough rest, using an alarm clock, choosing a more-healthy life style, or seeking more training. They might also benefit from the help of a career development professional to look at other strategies that could include joining job readiness groups, job clubs, workshops or training, or additional counseling. Indicate also the time frame when these plan of actions be undertaken.

Phase IV: Monitoring and Evaluation

The work immersion teacher together with the industry supervisor shall monitor the implementation of the Plan of Action of the learner to ensure that the actions to be taken will be accomplished by the learner and improved his level of work readiness.

Phase V: Final Work Immersion Assessment

Industry supervisor will rate the learner using the WRAS. If needed, he/she will request for MOVs to justify the rating. The rating will be part of the portfolio of the learner as an evidence for work immersion. This will be done at the last day of the work immersion.

Theoretical and Conceptual Foundations of WRAS

The core source of recruitment of employees and the component of human resource strategy is the hiring of graduates. In many organizations, the vital consideration in the hiring process is looking at the skills and characteristics that are predictive of job success among the applicants. Traditionally, academic achievement played a vital role in selecting employees and becomes an indicator of intellectual capability and a motivation to pursue and achieve higher goals. But with the recent developments in the world market and advances in technology, academic achievement is not enough to determine the work readiness of graduates. There is a growing demand for workers to possess a diverse range of common attributes and skills to consider them work ready.

The WRAS was developed through a qualitative study to generate a representative pool of items for quantitative measurement to assess the employability skills of our Senior High School graduates.

Furthermore, the development of WRAS was based on the Social cognitive career theory (SCCT), derived primarily from Bandura's (1986) general social cognitive theory, which is based on a triadic reciprocal model of causality. This model holds that personal attributes such as internal cognitive and affective states, external environmental factors, and overt behavior each operate as interactive sets of variables that mutually influence one another. SCCT highlights three intricately linked variables by which individuals regulate their career behavior; self-efficacy beliefs, outcome expectations, and personal goals (Lent & Brown, 1996). Self-efficacy beliefs refer to peoples' judgments of their capabilities to organize and execute courses of action required to attain designated types of performance. Outcome expectations refer to beliefs about consequences or the outcome of performing particular behaviors. Personal goals play a central role in career choice and decision-making because they define an intention to engage in certain activities or produce particular outcomes (Bandura, 1986). Of all three SCCT components, self-efficacy is viewed as key to a career performance. This is representative of the level of attainment individuals achieve in their work tasks (e.g., measures of success or proficiency) and the degree to which they persist despite obstacles (Lent & Brown, 1996). Due to the central role self-efficacy plays in career and work performance, self-efficacy theory as it relates to job-readiness provided the theoretical framework for the development of the assessment tool. This conceptual basis has helped self-efficacy theory emerge as a significant foundation for work motivation and employment performance research (Eden & Aviarm, 1993; Gist, Schwoerer, & Rosen, 1989; Stumpf, Brief, & Hartman, 1987; van Ryn & Vinokur, 1992).

Validity and Reliability of the WRAS

The developed WRAS consisted of 15-item structure per dimension was validated in a sample of 311 senior high school students who have undergone work immersion in the home economics strand of the Technical-Vocational track of the Senior High School Program. Rasch Modelling particularly the Rasch Scale model was used to test the validity and reliability of the assessment tool.

The WRAS passed the reliability tests based on the Rasch Modelling using the steps in the software, Winsteps that makes it a productive measure for the level of work readiness. The results yielded the following characteristics of the final form of the WRAS: unidimensionality of the tool which means that 60 items belong to the four dimensions and these items contribute in measuring the work readiness of the test takers; a well-functioning response options to indicate the levels of work readiness with an outfit mean measure of lower than 2.0; difficulty of items increases as the response options increases; outfit and infit statistics of the 60 items and the four dimensions are within the .50 – 1.50 range indicative of a productive measurement (Linacre:2006); well-structured items in terms of difficulty and that they are within the ability of the persons who will take this assessment; and that each of the items can highly discriminate well between test takers with high and low level of work readiness.

Test of Correlation

The validated WRAS was administered to 50 Senior High School graduates of Sapang Bato National High School, Schools Division of Angeles City. The aim is to correlate the results of the WRAS with their grades or evaluation given for work immersion. Work immersion is one of the requirements for graduating in Senior High School especially for those taking the Technical-Vocational Track. The objectives of work immersion as stipulated in DepEd Order No. 30, s. 2017 are the following: 1. Appreciate the importance and application of the principles and theories learned at school; 2. Enhance the technical knowledge and skills; 3. Enrich skills in communication and human relations; and 4. Develop good work habits, attitudes and appreciation and respect for work. Simply stated the overall aim of work immersion is to help prepare the students for work. Hence, the test of correlation would see the relationship of the results of the administered WRAS and the evaluation of the students in work immersion.

The results of the test of correlation showed that there is a positive moderate degree of relationship between the two variables of work immersion grades and the WRAS results. Furthermore, there is a relationship of 1% level of

significance. Accordingly, 41% of work immersion grades is determined by WRAS while 59% is due to other factors or by chance. This implies that there is a relationship between work immersion and readiness for work as confirmed in a study conducted by Robert R. Brenner (2000) that showed involvement in work-based learning such as work immersion or work simulation, students generally found their work-based experiences to not only be rich in opportunities to practice, but were providers of increased skills in problem-solving, critical thinking, and teamwork skills.

Table 5. The Framework of the Work Readiness Enhancement Program

Phase	Objectives	Activities	Responsible Persons	Target Date	Outputs/ Outcomes
Phase I: Industry Convergence	1. Issue a Regional Memorandum for policy guidelines	A. Meeting with the Division SHS Focal persons B. Orientation with School Heads and Industry Partners	• Regional SHS Focal person • Division SHS Focal Person • Division SHS Focal Persons • School Heads • Industry Partners	May 15, 2019	• User's Manual of the Work Readiness Assessment Scale (WRAS) • Regional Memorandum
Phase II: Mid-Work Immersion Assessment	2. Identify gaps in the performance of work immersion	C. Self-rating of SHS learners for work immersion	• Work Immersion Teacher • SHS Learner • Industry Supervisor	within the work immersion schedule	• Baseline assessment of SHS learners • Means of Verification
Phase III: Coaching and Mentoring	3. Give technical assistance to SHS learners 4. Improve the level of work performance	D. Coaching and mentoring of SHS learners E. Conduct of intervention programs such as fora and	• Work Immersion Teacher • Industry Supervisor • School Head	within the work immersion schedule	• Intervention program for SHS learners

		symposium, career coaching, etc.			
Phase IV: Final Work Immersion Assessment	4. Improve work-related skills, values and attitudes needed in the industry	F. Final assessment of SHS learners for work immersion	• Industry Supervisor • Work Immersion Teacher • SHS Learner	Last day of work immersion	• Improved final evaluation of SHS learners • Equipped SHS learners of work readiness skills and values
Phase V; Monitoring and Evaluation	5. Improve the learning delivery of work immersion	G. Exit conference with industry partners for feed backing	• Industry Supervisor • Work Immersion Teacher • School Head • Division SHS Focal Person	at the end of every semester	• Work Immersion Development Plan

Work Readiness Assessment Scale *(version 1)*

Name of Participant:	School:
Gender:	Age:

Introduction:

This tool is designed to help you assess your level of work readiness. Information from this self-assessment can be used as part of a plan of work to improve your preparation for work.

DIRECTIONS:

Please honestly evaluate yourself using the following parameters in the table below by choosing the applicable rating for each item using the following:

1 – Needs Improvement; 2 – Developing; 3 – Proficient; and 4 – Exemplary.

Read each item carefully before answering. Evaluate yourself how prepared you are in the following situations.

Blacken the appropriate circle that corresponds to your rating.

PARAMETERS	RATING				
	1	**2**	**3**	**4**	**Score per item**
A. Personal Attitude					
1. Arrives on time for work.	◯	◯	◯	◯	
2. Works well with superiors and co-workers	◯	◯	◯	◯	
3. Views self positively	◯	◯	◯	◯	
4. Understands own strengths and weaknesses	◯	◯	◯	◯	
5. Performs task with high motivation	◯	◯	◯	◯	
6. Accepts criticisms and suggestions	◯	◯	◯	◯	
7. Works in different tasks when asked	◯	◯	◯	◯	
8. Works beyond schedule when needed	◯	◯	◯	◯	
9. Focuses on the work assigned	◯	◯	◯	◯	
10. Gives service-oriented performance	◯	◯	◯	◯	
11. Shows self confidence	◯	◯	◯	◯	
12. Dresses appropriately based on the work	◯	◯	◯	◯	
13. Deals with customers with respect	◯	◯	◯	◯	
14. Likes to learn new things	◯	◯	◯	◯	
15. Adapts and flexible to new situations	◯	◯	◯	◯	
Total					
B. Technical Skills					
1. Possesses hands-on experience on the work	◯	◯	◯	◯	
2. Exposes one's self to different kinds of job	◯	◯	◯	◯	

3. Solves and addresses routine problems in the work place	◯	◯	◯	◯	
4. Follows occupational safety and health procedures	◯	◯	◯	◯	
5. Applies skills in different situations	◯	◯	◯	◯	
6. Exhibits basic skills in the specialization like table setting, cooking, washing the dishes, identifying appropriate utensils to use, tour guiding, massage therapy, dressmaking, etc.	◯	◯	◯	◯	
7. Uses appropriate equipment, utensils, dress code and tools for the specific task.	◯	◯	◯	◯	
8. Uses knowledge and information to solve workplace problems	◯	◯	◯	◯	
9. Applies knowledge in the workplace	◯	◯	◯	◯	
10. Acquires technical skills in the work immersion	◯	◯	◯	◯	
11. Understands easily abstract ideas.	◯	◯	◯	◯	
12. Writes an application letter and resume properly	◯	◯	◯	◯	
13. Understands the kind of work easily	◯	◯	◯	◯	
14. Starts a work when ask to do with ease	◯	◯	◯	◯	
15. Copes with multiple tasks	◯	◯	◯	◯	
Total					
C. Social Skills					
1. Expresses ideas and answers questions during interview with confidence	◯	◯	◯	◯	
2. Deals with customers patiently	◯	◯	◯	◯	
3. Adapts to the culture of the customers	◯	◯	◯	◯	
4. Listens and responds to customers with respect	◯	◯	◯	◯	
5. Relates positively with co-workers	◯	◯	◯	◯	
6. Manages new social situations in the work place	◯	◯	◯	◯	
7. Learns from older employees	◯	◯	◯	◯	
8. Takes responsibility for decisions and actions	◯	◯	◯	◯	
9. Respects authorities	◯	◯	◯	◯	
10. Welcomes new opportunities	◯	◯	◯	◯	
11. Shares ideas to others	◯	◯	◯	◯	
12. Works in groups	◯	◯	◯	◯	
13. Approaches people openly	◯	◯	◯	◯	
14. Communicates ideas without being aggressive	◯	◯	◯	◯	
15. Applies service-oriented approach	◯	◯	◯	◯	
Total					
D. Organizational Awareness					
1. Knows and understands the policies, standards and procedures in the work place	◯	◯	◯	◯	
2. Understands the different processes in the service industry	◯	◯	◯	◯	
3. Integrates beliefs and values of the service industry into the personal culture	◯	◯	◯	◯	

4. Accepts feedbacks from the authorities	○	○	○	○	
5. Follows SOPs of the company	○	○	○	○	
6. Integrates personal objectives with organizational goals	○	○	○	○	
7. Maintains professional growth and development	○	○	○	○	
8. Exposes one's self to the goals of the company or industry	○	○	○	○	
9. Knows and follows the dress code	○	○	○	○	
10. Aims for Quality service in working	○	○	○	○	
11. Experiences exposure to different industries	○	○	○	○	
12. Understands work expectations and duties	○	○	○	○	
13. Complies with set standards and policies	○	○	○	○	
14. Demonstrates understanding of workplace culture	○	○	○	○	
15. Helps in the improvement of the company.	○	○	○	○	
Total					

Appendix A. WRAS Profile

Level of Work Readiness	Total Score Range	Attitude towards Work	Technical Skills	Social Skills	Organizational Awareness
Exemplary	46-60				
Proficient	31-45				
Developing	16-30				
Needs Improvement	1-15				

Appendix B. Plan of Action

Areas to Address (items 1 & 2)	MY PLAN OF ACTION	Time Frame	Remarks (to be accomplished by Work Immersion Teacher/Supervisor)

PROJECT PROPOSAL
Work Readiness Enhancement Program
An Innovative Learning Delivery Program for Work Immersion in Senior High School

I. SHORT BACKGROUND AND RATIONALE

The Senior High School (SHS) program is one of the major reforms implemented in Philippine education. There are four exits in this program which it hopes to achieve namely: college readiness, entrepreneurship, middle-level skills development and work readiness. And with the first batch of graduates in senior high school in 2018, it is now a question of how far the program has achieved its purpose in relation to the four exits. The Philippine Chamber of Commerce and Industry stated that our graduates are not yet work ready. However, schools have capacitated the learners with the necessary skills and competencies for them to pursue the four exits. Initial data reveals that there are at least 30% of our SHS graduates in the Technical-Vocational track are now employed in different industries and businesses and majority entered college. Despite these figures, there is a need to sustain the good practices and improve the delivery of the curriculum.

Work Immersion is part of the curriculum in the SHS that aims to provide opportunities to students to be familiar with the place of work, apply their skills and competencies in a real work situation through work simulation and acquire work ethics and values necessary for work readiness. Hence, work immersion is necessary to prepare the learners in the field of work to meet the requirements of the industry. Feedback gathered from industry partners and work immersion teachers reveal that our learners lack the necessary values and attitudes for work. The proper implementation of work immersion can greatly help our SHS learners when they choose to be employed. It is in this regard that a learning delivery program for work immersion is being proposed for implementation

II. OBJECTIVE/S

1. Enhance the outcome of the work immersion through an intervention program;
2. Provide an objective mechanism to assess the performance of learners in work immersion;
3. Develop sustainable partnership with industries in work immersion through feedback mechanisms to improve the outcomes of work immersion; and
4. Prepare our learners to be work ready based on the needs of the industry.

III. PROJECT PROPONENT

Wendell C. Cabrera
EPS II, CLMD

PROJECT PROPOSAL
Work Readiness Enhancement Program
An Innovative Learning Delivery Program for Work Immersion in Senior High School

IV. PROJECT DESCRIPTION

The proposed program aims to enhance the implementation of work immersion to prepare our learners to be work ready through the use of an assessment tool, the Work Readiness Assessment Scale (WRAS). The WRAS is a self-rating scale to assess the learners' readiness for work based on their performance in work immersion. The program will be implemented in four phases in all SHS with Technical-Vocational track with specialization in Home Economics.

Phase I - Policy Formulation

This phase aims to forge understanding and agreement on the standards of assessment of learners for work immersion using the WRAS. The mechanics of WRAS will be explained to the schools and industry partners. A regional memorandum for policy guidelines will be issued to this effect.

Phase II - Mid-Work Immersion Assessment

Work Immersion students will use the WRAS to assess their performance in the middle of the duration of their work immersion. Since the WRAS is a self-rating tool, the learners must be able to present Means of Verification (MOVs) for validation of the work immersion supervisor and teacher.

Phase III - Coaching and Mentoring

Using the results of the WRAS, the work immersion teacher/supervisor will give technical assistance to the learner on the gaps identified by assisting the learner in crafting and development plan to address the gaps.

Phase IV - Final Work Immersion Assessment

Industry supervisor will validate the rating of the learner in the WRAS. If needed, he/she will request for MOVs to justify the rating. The rating will be part of the portfolio of the learner as an evidence for work immersion.

Phase V;

Monitoring and Evaluation

The objective is to improve the learning delivery of work immersion through Exit conferences with industry partners for feedbacking.

V. PLANNED ACTIONS AND ACTIVITIES

Phase	Objectives	Activities	Responsible Persons	Target Date	Outputs/ Outcomes
Phase I: Policy Formulation	1. Issue a Regional Memorandum for policy guidelines	A. Meeting with the Division SHS Focal persons	• Regional SHS Focal person • Division SHS Focal Person	May 15, 2019	• User's Manual of the Work Readiness Assessment Scale (WRAS) • Regional Memorandum
		B. Orientation with School Heads and	• Division SHS Focal Persons		

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		Industry Partners	• School Heads • Industry Partners		
Phase II: Mid-Work Immersion Assessment	2. Identify gaps in the performance of work immersion	C. Self-rating of SHS learners for iwork immersion	• Work Immersion Teacher • SHS Learner • Industry Supervisor	within the work immersion schedule	• Baseline assessment of SHS learners • Means of Verification
Phase III: Coaching and Mentoring	3. Give technical assistance to SHS learners 4. Improve the level of work performance	D. Coaching and mentoring of SHS learners E. Conduct of intervention programs such as fora and symposium, career coaching, etc.	• Work Immersion Teacher • Industry Supervisor • School Head	within the work immersion schedule	• Intervention program for SHS learners
Phase IV: Final Work Immersion Assessment	4. Improve work-related skills, values and attitudes needed in the industry	F. Final assessment of SHS learners for work immersion	• Industry Supervisor • Work Immersion Teacher • SHS Learner	Last day of work immersion	• Improved final evaluation of SHS learners • Equipped SHS learners of work readiness skills and values
Phase V; Monitoring and Evaluation	5. Improve the learning delivery of work immersion	G. Exit conference with industry partners for feedbacking	• Industry Supervisor • Work Immersion Teacher • School Head • Division SHS Focal Person	at the end of every semester	• Work Immersion Development Plan

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VI. FUNDING REQUIREMENTS

Items	Quantity	Amount
Planning Meeting with SHS Focal Persons May 15, 2019	21 pax at 500 pesos for 1 day	P 10,500.00
	Total Amount:	P 10,500.00

VII. SOURCE OF FUNDS

OSEC-3-18-10087	8/17/2018

VIII. SIGNATORIES

Prepared by:

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EPS II, CLMD

Checked and Reviewed:

Dr. Elizabeth M. Perfecto
Chief-CLMD

Approved:

NICOLAS T. CAPULONG, Ph.D., CESO VI
Schools Division Superintendent
Officer-in-Charge
Office of the Regional Director

Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

	DepEdROIII-AR-001 (Created/Revised 03/11/19)	
	Version No. 1	Rev. No 01

ACTIVITY REPORT

I. TITLE	Meeting of Division Senior High School Focal Person on the Work Readiness Enhancement Program as an Innovative Learning Delivery for Work Immersion in Senior High School
II. DATE	May 15, 2019
III. NARRATIVE	Work Immersion is part of the curriculum in the SHS that aims to provide opportunities to students to be familiar with the place of work, apply their skills and competencies in a real work situation through work simulation and acquire work ethics and values necessary for work readiness. Hence, work immersion is necessary to prepare the learners in the field of work to meet the requirements of the industry. Feedback gathered from industry partners and work immersion teachers reveal that our learners lack the necessary values and attitudes for work. The proper implementation of work immersion can greatly help our SHS learners when they choose to be employed. It is in this regard that a learning delivery program for work immersion is being proposed for implementation

The objectives of the program are the following:

1. Enhance the outcome of the work immersion through an intervention program;
2. Provide an objective mechanism to assess the performance of learners in work immersion;
3. Develop sustainable partnership with industries in work immersion through feedback mechanisms to improve the outcomes of work immersion; and
4. Prepare our learners to be work ready based on the needs of the industry.

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be able to present Means of Verification (MOVs) for validation of the work immersion supervisor and teacher.

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Other issues and concerns were also raised during the meeting:

1. LAC Plans on the different SHS trainings conducted;
2. Reports to be submitted;
3. Monitoring of the Private SHS;
4. Feedback on the National Training on Work Immersion.

The following are the agreements made:

1. Division SHS Focal Persons will give their comments and suggestions as basis in crafting the user's manual;
2. Schedule a meeting/convergence with SHS implementers and industry partners;

SUBMITTED BY:

Wendell C. Cabrera, Ed.D.
EPS II-CLMD

NOTED BY:

Elizabeth M. Perfecto, Ed.D.
Chief, CLMD