



## College and Career Readiness Definition for Oregon

**College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees.**

### Key Indicators

#### **I. Learning strategies, thinking skills, and academic knowledge**

*A College and Career Ready Oregonian....*

- Reasons, researches, analyzes logically in order to investigate topics, and to evaluate, integrate, and present ideas and information
- Exhibits the following attributes: reflection, curiosity, openness, resourcefulness, internal motivation, persistence, resilience, and flexibility
- Evaluates and/or applies prior knowledge of content and situations, including cultural understanding, to support comprehension
- Tracks and reflects on progress toward educational and vocational goals
- Employs effective speaking and active listening strategies for a range of purposes, audiences, and contexts
- Distinguishes between opinions, interpretations, and facts;
- Uses technology to access and evaluate the reliability, credibility, and utility of information and is able to produce and/or present information
- Locates, analyzes and critiques perceptions, information, ideas, arguments, and/or themes in a variety of text
- Produces clear, effective, and accurate writing grounded in textual evidence for a range of purposes, genres, and audiences
- Constructs clear and precise arguments to support their reasoning and to critique the reasoning of others

- Explains and applies mathematical concepts, carrying out mathematical procedures with precision and fluency in a variety of settings
- Solves a range of complex problems in pure and applied mathematics
- Makes productive use of knowledge and problem solving strategies
- Analyzes complex, real-world scenarios

## **II. Transition skills and workplace behaviors**

### *A College and Career Ready Oregonian....*

- Has positive values such as: caring, equity, integrity, honesty, responsibility, and restraint
- Practices personal, time, and budget management through planning and decision-making
- Has a sense of support and empowerment
- Is able to self-advocate
- Engages in civic and community activities
- Works productively in new cultural settings
- Relates and responds to individuals from various cultures
- Works productively in teams
- Understands postsecondary education options, expectations, costs, and processes
- Understands and evaluates career options and pathways
- Understands workplace requirements and business cultures
- Has appropriate interviewing skills
- Is timely and reliable
- Has appropriate workplace behaviors and occupation-specific skills
- Is able to accept and use feedback
- Has both personal and academic integrity and is an ethical decision maker

### **Further Resources**

Key elements of Oregon's Definition for College and Career Readiness are already embedded in:

- Oregon Content Standards (<http://www.ode.state.or.us/search/results/?id=53>)
- Oregon Essential Skills and Diploma Requirements (<http://www.ode.state.or.us/search/page/?id=1670>)
- Oregon Adult Basic Skills Learning Standards (<http://oregonabslearningstandards.org/>)



## **College and Career Readiness Definition for Oregon**

### **Why develop a comprehensive definition? (“Are college and career readiness really the same?”)**

Although it may initially seem counterintuitive to include both career readiness and college readiness in the same framework, this approach helps to break down the “silos” in which education and workforce sectors often operate. In addition, significant research has shown that although the knowledge, skills, and applications of learning required for success in particular fields and programs of study vary, the overarching skills and strategies required for students of all ages entering colleges and careers are consistent.

### **How did Oregon approach the development of a definition?**

Initial work on the draft CCR definition evolved from community college staff and faculty involved with a Core To College grant. Their research and draft document was then shared with a College and Career Readiness Cross Sector Planning Group formed by Oregon Education Investment Board staff. Leads from the Oregon Department of Education, Community College Workforce Development, Oregon University System, Early Learning Division, Youth Development Division, Oregon Student Access Commission, Higher Education Coordinating Commission, and the Oregon Workforce Advisor to the Governor engaged in reviewing work of other states and related research. An online state survey gathered input from over 280 individuals then analyzed for the Cross Sector Planning Team and resulting in revisions in the proposed definition. The definition was then approved by the Best Practices and Student Transitions Subcommittee and then by the Oregon Education Investment Board.

### **What other sources influenced the development of the draft definition?**

The proposed definition draws heavily on definitions adopted by other states and a variety of resources including the Oregon State Standards, Oregon Adult Basic Skills Standards, the National High School Center, the American Diploma Project, the Educational Policy Improvement Center, Achieve, the National Career Readiness Partnership, the American Youth Policy Forum, and the CCSSO Innovation Lab Network.

## **What working principles were important to consider in developing the definition?**

The common definition of college and career readiness was developed to:

- Reflect Oregon secondary completion requirements which prepare students for postsecondary pursuits
- Reflect postsecondary expectations for students of all ages, backgrounds, cultures, and identities
- Articulate a foundation for readiness which is common across postsecondary programs and career paths
- Ensure equitable opportunities for every student
- Guide the policies and actions of agencies and stakeholders

## **What are some of the ways in which a CCR definition can have an impact on P-20 education?**

- Strategic planning at local, regional, and state levels to address achievement gaps and increase college readiness
- Communications planning
- Student, family, and community awareness and engagement
- Cross-sector vertical and horizontal educational alignment
- High school reform and 12<sup>th</sup> grade redesign
- Grades 11-14 model
- Postsecondary placement and developmental education reform
- Assessment
- Data collection and analysis

## **Beyond communicating what College and Career Readiness is to students, parents and educators, how will schools need to use a common statewide definition?**

- Align secondary level coursework to reflect indicators in the CCR definition
- Develop and use formative assessments that provide feedback to students on their level of College and Career Readiness
- Offer students more exposure to various postsecondary opportunities and readiness supports<sup>1</sup>

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<sup>1</sup> Summarized from Conley, D. T., McGaughy, C. L. (2012, April). College and Career Readiness: Same or Different? Educational Leadership, 69(7), 28-34  
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