A Proposed Oregon College and Career Readiness Definition

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.

What working principles will be important to consider in reviewing the definition?

The common definition of college and career readiness should:

- 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 12th grade redesign
- Grades 11-14 model
- Postsecondary placement and developmental education reform
- Assessment
- Data collection and analysis

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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. <u>Learning strategies, thinking skills, and academic knowledge</u>

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- Reasons, researches, and analyzes logically in order to investigate topics, and to evaluate, integrate, and present ideas and information
- Exhibits the following attributes: reflection, curiosity, openness, 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
- Uses technology to access and evaluate the reliability, credibility, and utility of information and is able to produce and/or present information
- Distinguishes between opinions, interpretations, and facts;
- 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

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- 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

Timeline for Development of the Proposed Definition

December 2011	Oregon receives Core To College grant
September 2012-February 2013	Institutions' "Readiness Teams " developed draft College and Career Readiness definitions
March 2013	A statewide convening was held to examine and begin synthesizing the draft definitions
April – September 2013	Draft definition vetted through various stakeholder groups
October 2013	Draft definition was presented to the College and Career Readiness Cross Sector group for feedback
October – December 2013	On-line survey developed and distributed through state agency channels for feedback
December 2013	Feedback analyzed, presented to the CCR Cross Sector group for final edits
January 2014	Final draft definition developed
January 2014	Final draft definition presented to OIEB Best Practices and Student Transitions Subcommittee
February 2014	Final draft definition presented to OEIB for adoption
March – May 2014	Definition presented to the State Board of Education, the State Board of Higher Education, the Oregon Workforce Investment Board, the Early Learning Council, and the Higher Education Coordinating Commission for adoption