

Definition of College, Career, and Community Readiness in Hawai'i

Students, who are prepared for meaningful engagement in college, career, and community, have successfully:

- ❖ Achieved proficiency in *essential content knowledge*;
- ❖ Mastered *key learning skills* and *cognitive strategies*;
- ❖ Acquired practical knowledge enabling *successful transitions* from high school to college and career; and
- ❖ Built a strong foundation of identity through an ongoing process of *wayfinding* to engage in local, national, and global contexts.

By “students,” we mean youth enrolled in Hawai'i's public education system recognizing that college, career and community readiness is a lifelong process that begins with early childhood learning.

By “college,” we mean two- and four-year post-secondary institutions, trade schools, and technical schools.

By “career,” we mean a pathway of employment that provides a family-sustaining wage.

By “community,” we mean the set of interdependent relationships among physical, social and/or cultural groups linked by a shared responsibility for one another, the natural world, and local and global well-being.

Student Readiness Outcomes

To effectively achieve college, career and community readiness, there are key conditions for success that students should have, including: 1) supportive, meaningful and impactful relationships – whether at school, home, work, community, etc. 2) high expectations for a rigorous course of study, and 3) a sense of responsibility for their own educational success that is shared by families, schools, and other community members

The following outcomes begin to define the knowledge, skills and/or behaviors that students who are college, career, and community ready have acquired:

Essential Content Knowledge

Students have the knowledge and skills associated with college and career readiness including those outlined in the Common Core State Standards and standards for other core subject areas such as social studies, sciences, Hawaiian and world languages, and the arts.

Students have the content knowledge and skills to be eligible to enroll in credit-bearing, postsecondary courses, workforce training and/or apprenticeship programs without the need for remediation, and complete them successfully.

Learning Skills and Cognitive Strategies

Students can utilize specific learning methods such as goal-setting, persistence and self-awareness, as well as time management and organization, study skills, technology skills, and collaborative learning.

Students can formulate problems, conduct research, interpret and present findings, all with precision and accuracy.

Students can construct meaning for themselves as an active part of the learning process, and begin to understand the world through many sources of knowledge.

Transitional Skills

Students have set goals for career, school, and life and are knowledgeable about a variety of pathways and requirements to achieve these goals.

Students are able to navigate through postsecondary program selection and admissions, possess the knowledge and skills to enter into and thrive in a family-sustaining career pathway, and utilize strategies to resolve problems and improve academic performance.

Wayfinding

Students are able to identify their kuleana and work hard to fulfill these responsibilities to their families, 'āina, community, and future and past generations.

Students know what makes their communities unique and become more involved through opportunities such as volunteer service, ecological stewardship, and civic engagement.

Students understand and can comfortably interface with diverse perspectives, cultures, and worldviews to flourish in and sustain local and global communities.

Reference Documents:

- *Hawaii Board of Education/Department of Education Strategic Plan*
- *University of Hawaii Values*
- *National Career/Workforce Readiness Standards*
- *K-12/ Common Core State Standards*
- *General Learner Outcomes (HIDOE)*

- *Essential Learning Outcomes (AAC&U)*