connect **ED**

The National Center for College & Career
Make Potential Exponential

College and Career Readiness Classroom Framework

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Updated

College and Career Readiness Classroom Quality Criteria Domains

CC1. Career Development

CC1.1   Awareness

CC1.2   Exploration

CC1.3   Preparation

CC1.4   Participation

CC 2. College Access

CC2.1   Awareness

CC2.2   Exploration

CC2.3   Preparation

CC2.4   Participation

CC3. Community Engagement

CC3.1   Awareness

CC3.2   Exploration

CC3.3   Preparation

CC3.4   Participation

College and Career Readiness Classroom Framework

What is the College and Career Readiness Classroom Framework?

The Framework outlines the major areas of development needed for life success. It articulates the practices that pathway teams can undertake on a regular basis to build student capacity in these areas. The College and Career Readiness Classroom Framework connects the practices outlined in the Pathway Community of Practice Continuum and the Behaviors of Learning and Teaching Continuum, providing a vehicle for outlining and assessing college, career, and community preparedness.

Who should use this resource?

The Framework can be used by pathway teams and individual classroom teachers along with coaches and support providers. It can also be shared with industry and community partners to help increase their understanding of the purpose, goals, and recommendations associated with this work.

How will we use the College and Career Readiness Classroom Framework?

The Framework can be used by pathway teams and individual classroom teachers to supplement and enrich their college and career readiness supports. The Framework can also help pathway teams and teachers assess the quality of their work and develop action plans geared toward continuous improvement. Teams can use the Framework to clarify expectations, select the data needed to review impact and refine practices, and draft meeting agendas focused on supporting implementation. Implementing the college and career readiness components will help pathways move closer to increasing overall college, career, and community readiness for students. The Framework is aligned with ConnectED's virtual curriculum planning and development toolkit: Exploring College, Career, and Community Options (ECCCO). In conjunction with the ECCCO toolkit, the Framework helps teachers determine the level of College, Career and Community depth, breadth, and rigor they are providing students and helps guide their curricular approach and contribution to each of the component areas. For additional support, ConnectED provides professional development to help communities and districts implement the practices outlined in this document.

Find this document, the ECCCO Curriculum Toolkit, and other key resources at www.connectednational.org

System-Wide Support

Linked Learning is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.

ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform and network, ConnectED Studios, at www.ConnectedStudios.org

This framework is a CLASSROOM resource.

Systems Approach

COMMUNITY
DISTRICT
SCHOOL
PATHWAY
CLASSROOM

College & Career Ready Student

The role of the classroom is to shift the student's daily and hourly experience of learning and teaching through the introduction of a broader focus of topics, which includes industry, and a broader definition of teacher, which includes community partners. The addition of community partners extends instruction to include engagement methodologies that rely on performance assessment and project-based learning. All of the pathway planning around college and career readiness across the system is designed to positively impact and support what happens at the classroom and student level. The classroom then is the main stage and focal point of the pathways.

Overview

Linked Learning is:	Students can be seen:
Career Development	▪ Demonstrating critical thinking and problem-solving to address industry-specific challenges or research questions. ▪ Learning the life skills, habits of work, professional knowledge, and behaviors needed for workplace success. ▪ Building effective, collaborative, working relationships with diverse teams and contributing appropriately.
College Access	▪ Demonstrating knowledge of the postsecondary education, certification, and degrees required for entry and advancement in the occupational field of choice. ▪ Preparing for the rigor culture of college and mastering study skills best practices. ▪ Working with counselors on steps needed to complete college applications and secure college enrollment.
Community Engagement	▪ Engaging in appropriate online platform codes of conduct, ethics, and citizenship. ▪ Engaging in appropriate financial practices involving budgeting, banking, and credit. ▪ Engaging in civic practices including conducting research, developing strategies, and taking action.

College and Career Readiness: What Do We Mean

Introduction

There is a developing nationwide consensus that all students should graduate from high school "ready for college and career," and yet, as a field, we lack agreement on the meaning of that phrase. ConnectEd has developed an operational definition of College and Career Readiness to support states, districts, and schools in specifying what students should know and be able to do by the time they graduate from high school.

With the assistance of partner organizations we examined research spanning twenty years and explored a wide variety of views informing the debate. We looked for patterns and synthesized our findings into a tool that will inform the work of teachers, principals, and district and state leaders.

The College and Career Readiness Classroom Framework aims to establish a comprehensive definition of readiness that can guide the alignment and shape of assessment, accountability, and instruction, and to catalyze dialogue about the solutions required at multiple levels – and across multiple sectors – to ensure student success.

We approach this as an equity strategy; by being clear about what all students should know and be able to do to succeed after high school, we empower students, families, educators, communities, and policymakers to make more informed decisions and engage effectively in aligning practice, structures, systems, and resources to ensure success and close the equity gap. In addition to academic, technical, and 21st century skills and knowledge, our Framework specifies the college, career, and community engagement strategies all students must possess to transition successfully to future education, work, and society.

Implications for Practice

Ensuring that all students are college and career ready requires aligning practice and policies across all levels of learning support, from the classroom to the community. We believe, and emerging evidence supports, that an integrated, engaging, and systemic approach to learning and teaching holds the most promise for transforming education practice and policy to achieve college and career readiness for students. college and career readiness requires shifts in instruction, assessment, student support, organizational practices, teacher preparation, and systemic reforms that include state and federal policy changes.

In pathways, 250–500 students engage in a thematic, integrated college preparatory academic and rigorous technical program of study through interdisciplinary project-based and work-based learning. Students in integrated pathways attend, advance, achieve, and graduate at higher rates than their peers, and are more successful in college and in the workplace (Linked Learning Alliance, 2019).

College and Career Readiness Standards Alignment

Knowledge

●▲ Core subject area content

21st Century Knowledge:

- ▲ Global
- ▲ Civic
- ▲ Environmental
- ▲ Financial
- ▲ Health
- ▲ Media literacy

▲ Career-related and technical knowledge: knowledge about a broad industry sector and associated technical content and college majors

Skills

●▲ Academic skills in core disciplines

21st Century Knowledge:

- ■ Metacognition and knowing how to learn
- ■ Constructing explanations and designing solutions
- ■ Engaging in argument from evidence
- ▲ Creativity and innovation
- ●▲ Critical thinking and problem solving
- ▲ Systems thinking
- ●▲ Communication
    - ●▲ Listening
    - ●▲ Speaking
    - ●▲ Writing, nonverbal communication
- ▲ Collaboration and working with diversity
- ●▲ Information management and digital media applications

▲ Technical skills in at least one career area of interest

Productive Dispositions and Behaviors

Productive self-concept:

- ▲ Self-knowledge
- ▲ Self-esteem
- ▲ Self-efficacy

Self-management:

- ▲ Goal setting
- ▲ Time management
- ▲ Study skills
- ●▲ Precision and accuracy
- ●▲ Persistence initiative/ self-direction
- ▲ Resourcefulness
- ▲ Task completion

Effective organizational and social behavior:

- ▲ Leadership
- ▲ Flexibility/adaptability
- ▲ Responsibility
- ▲ Ethics

Engagement Strategies

- ▲ Engaging in and navigating the world of higher education
- ▲ Engaging in and navigating the world of work
- ▲ Engaging in and navigating civic life

KEY

- ● **Common Core State Standards (CCSS) only**
- ▲ **Common Career Technical Core (CCTC) only**
- ■ **Next Generation Science Standards**

Career Development

College Access

Community Engagement

The three overarching and intersecting components in the Framework – College, Career, and Community – help marry the knowledge, skills, productive dispositions, and behavioral standards and capacities with classroom engagement strategies.

Having a clear definition, understanding, and purpose for each helps align graduate profile outcomes with the program of study and ultimately develop lesson plans with college and career readiness front and center. Preparing students to succeed in life increasingly means that building their capacity to navigate sometimes unfamiliar terrain and achieve in these three areas is a necessity.

College

Some form of postsecondary training is required for advancement and achievement in life. People who have additional certifications, credentials, or degrees beyond a high school diploma will have greater earnings and advancement opportunities than those who do not. Although many employers are committed to on-the-job training, applicants with proof of relevant skills and knowledge stand a better chance of entering their careers of choice. For many low-income and potential first-generation college goers, understanding how to even gain access to college eludes them. Schools that can help students gain access by providing dual enrollment or early college

opportunities as well as offering college advising and counseling will open doors for many. But college success requires more than just enrollment, and schools will need to prepare students to succeed once accepted. Building study skills, developing time management practices, setting goals, and tracking progress will go a long way toward helping all students enter and exit postsecondary education successfully. When high school pathways align their programs with college pathways, students have an easier transition and are able to begin collecting stackable credentials, which can readily lead to job opportunities.

Career

You cannot become what you cannot imagine. The first step in changing career potential is becoming aware of career opportunities. Positioning students for career success includes introducing them to the range of professional possibilities available in their pathway industry and the requirements needed to attain them, as well as the differences in salaries and benefits in the career pipeline. By giving students this broad range of information, they are better positioned to make informed decisions. Students should be able to identify their individual strengths, interests, and motivations and let these factors guide them in their selection of industry pathway, plan of study, and career selection. Teaching students work habits and professionalism expectations helps students not only maintain the positions they achieve but also excel in them. Pathways are uniquely positioned to provide students with mentors, networking experiences, and work-based learning activities that can give them the preparation needed to successfully transition into professional work settings.

Community

Engaged and informed citizens can enrich not only their own lives but the entire community. Helping students understand what it means to be a socially responsible citizen online and in the neighborhood has multiple benefits. Students need to know their rights and the resources and services available to them to appropriately navigate society. Students who are aware of their responsibilities as community members can choose to contribute in ways that are meaningful to them and that positively influence others. Understanding the demographics, history, and successes of a community will increase personal and communal pride and engagement. Understanding societal pitfalls can inform decision making and increase

students' ability to seek assistance, overcome barriers, and achieve their goals. Schools are able to position students to gain access to places and spaces that might have otherwise been closed to them. Schools can connect students to networks that can increase their social capital in life-changing ways. Introducing students to online and local forums and decision-making bodies will also help them understand the process for change, advocacy, and accountability, which will in turn help them exercise their rights for the good of all.

Reflect on Your Practice

- How have individuals on the pathway team helped students engage in authentic, hands-on, learning experiences in the past?
- How have individuals on the pathway team worked with industry, college, or community partners?
- What was required for the authentic learning experience to be successful?
- What was required for the industry, college, or community partnership to be successful?
- How can the team work together to increase the team's understanding and support of this work?

Foundational Steps

- Determining how the work of college and career readiness will be integrated into the program of study for all students in the pathway.
- Deciding which teachers will take responsibility for this work and in what ways. Collaboratively moving through the foundational steps in each area with them.
- Providing teachers leading this work with industry externships, site visits to schools engaging in similar work, and opportunities to connect with local colleges and community leaders. Agreeing upon specific outcomes for each focus area and developing a way to track student progress on these outcomes.
- Identifying curricular support for each focus area from one of the many available open source resources such as Exploring College, Career, and Community Options (ECCCO) and YPP Network's Digital Civics Toolkit.

Career Development

Students reflect on their values and interests as they consider a career field. Students are encouraged to participate in one or more career exploration visits prior to transitioning to career preparation. The career preparation experiences include building skill in and applying knowledge of industry best practices; all designed to increase student engagement and give students multiple opportunities to practice and perform. The career development strand culminates with an internship and is designed to maximize the growth and learning from real world experiences.

The industry focus and career development are not intended to force career choices in high school. The industry theme provides instructional focus and coherence. Career development within the industry theme builds students' capacities to pursue opportunities in other fields and industries after high school. Career development then broadens, rather than narrows, opportunities.

Reflect on Your Practice

- How have I experienced mentoring, internship, and skill development in my own practice? How have these experiences enriched my development?
- How have I stayed abreast of current practices in the industry theme?
- What kind of information can be gathered to help increase our collective knowledge about the industry theme?
- What kind of partnerships do I have with industry theme professionals? How can a partnership benefit the program and my instruction?
- How can I help my students see how their skill sets and interests are a great fit for a number of industry positions at various entry points and salary levels? How can I create a safe space for students to stretch and try out new possibilities?

Foundational Steps

- Agreeing on the key industry skills, experiences, and high value certifications students should achieve.
- Agreeing on how achievement of skills, experiences, and certifications will be tracked.
- Inviting advisory board and industry partners to assist the work at each stage of the continuum including providing externships.

Career Development

CC1.1 AWARENESS

Learning **ABOUT** work. Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

Sample Student Learning Outcome:

Student can articulate the types of post-secondary education and training required in the career field and its importance to success in that field.

Experience defined by:

- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations

Experiences might include:

- Workplace tour
- Guest speaker
- Career fair
- Visit parents at work

CC1.2 EXPLORATION

Learning **ABOUT** work. Explore career options for the purpose of motivating students and to inform their decision making in high school and post-secondary education.

Sample Student Learning Outcome:

Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.

Experience defined by:

- One-time interaction with partner(s) for a single student or small group
- Personalized to connect to emerging student interests
- Student takes an active role in selecting and shaping the experience
- Depth in particular career fields
- Builds skills necessary for in-depth work-based learning

Experiences might include:

- Informational interview
- Job shadow
- Virtual exchange with a partner

CC1.3 PREPARATION

Learning **THROUGH** work. Apply learning through practical experience that develops knowledge and skills necessary for success in careers.

Sample Student Learning Outcome:

Student builds effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort.

Experience differentiated by:

- Direct interaction with partners over time
- Application of skills transferable to a variety of careers
- Activities have consequences and value beyond success in the classroom
- Learning for student and benefit to partner are equally valued

Experiences might include:

- Integrated project with multiple interactions with professionals
- Student-run enterprise with partner involvement
- Virtual enterprise or extended online partner interactions
- Projects with partners through industry student organizations
- Service learning with partners
- Compensated internship connected to curriculum

CC1.4 PARTICIPATION

Learning **FOR** work. Train for employment and post-secondary education in a specific range of occupations.

Sample Student Learning Outcome:

Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.

Experience differentiated by:

- Interaction with partners over extended period of time
- Benefit to the partner is primary and learning for student is secondary
- Develop mastery of occupation specific skills
- Complete certifications or other requirements of a specific range of occupations

Experiences might include:

- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

CC1. Career Development

1 Emerging	**2 Developing**	**3 Advancing**	**4 Transforming**
CC1.1 Awareness			
Students can be seen: ■ Completing skill and/or interest assessments. ■ Describing the general practices of the industry and instruments or materials used. ■ Building awareness of the variety of careers available in the industry. ■ Articulating the history of the industry and its benefit to society.	Students can be seen: ■ Building awareness of the variety of careers available in the industry and the skills needed to succeed in them. ■ Identifying local employers in the career field. ■ Describing the historical contributions and advancements made to the industry by people from a cross-section of race, gender, class, ethnicity, and/or physical ability.	Students can be seen: ■ Articulating the type of post-secondary education and training required in the career field and its importance to success in that field. ■ Participating with a group of students interacting with industry partner(s) in activities such as workplace tours, guest speaker presentations, or career fairs designed to broaden awareness. ■ Explaining the work of one or more notable figures in the field and the contributions their work made to society.	Students can be seen: ■ Identifying local employers in the industry sector and the types of positions they offer and qualifications they are looking for. ■ Setting 4–6 year professional goals.
CC1.2 Exploration			
Students can be seen: ■ Articulating the new knowledge and skills required in the field and determining their related learning needs. ■ Articulating workplace habits and expectations in the industry. ■ Articulating health and safety risks in the workplace and the role of employers and employees in communicating about risks, reducing risks, and creating safe work environments.	Students can be seen: ■ Taking initiative to actively seek out new knowledge and skills or draft a learning plan based on their identified learning needs. ■ Describing how to interact professionally with industry partners. ■ Utilizing standard work habits and professional perspectives, terminology, and skills to undertake assignments.	Students can be seen: ■ Exploring career and post-secondary options to increase their motivation and inform their decision making. ■ Describing how their individual skills, strengths, and interests relate to the career field. ■ Taking an active role in selecting and shaping personalized industry exploration experiences aligned with their interests such as informational interviews or job shadowing. ■ Utilizing industry-specific habits of mind, perspectives, values, and work practices to undertake assignments.	Students can be seen: ■ Describing a typical day at work in the career field and the skills, strengths, and interests necessary to do the job well. ■ Describing the distinctions in salary, benefits, duties, and working conditions between various positions in the industry sector. ■ Articulating how to navigate an organization through awareness of human resource handbooks and company policies. ■ Describing the distinctions in perspective, habits, and work practices between the pathway industry and other fields.

1 Emerging	2 Developing	3 Advancing	4 Transforming
CC1.3 Preparation			
Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Demonstrating group understanding of when to appropriately utilize standard industry tools and software. ■ Describing various trade groups, networks, unions, clubs, or groups associated with the industry. ■ Engaging in indirect interactions with industry partner(s) such as integrated projects. ■ Demonstrating skills and knowledge needed to find and successfully apply for a position in the career field.	■ Demonstrating group and collaborative proficiency in using standard industry tools and software. ■ Articulating which trade group, network, union, club, or group associated with the industry they have an affinity with or are interested in and how a connection would be mutually beneficial. ■ Engaging in a direct, singular interaction with an industry partner, such as integrated projects. ■ Drafting resumes.	■ Applying learning through practical experiences that further develop the knowledge and skills necessary for success in industry careers. ■ Engaging in direct, multiple interactions with industry partners over time, such as integrated projects. ■ Participating in mock interviews and describing the value of their developed skills beyond the classroom setting.	■ Demonstrating critical thinking and problem-solving to address industry-specific challenges or research questions. ■ Demonstrating originality and inventiveness in work to address future industry trends, clients, or needs through designing relevant innovations. ■ Regularly engaging in standards-based self-assessment and drafting goals and action plans to increase their level of development in selected areas.
CC1.4 Participation			
Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Demonstrating individual understanding of when to appropriately utilize standard industry tools and software. ■ Learning the life skills, habits of work, professional knowledge, and behaviors needed for workplace success in a work-based learning or on-the-job training setting. ■ Prioritizing tasks, persisting in bringing projects and tasks to completion, while managing time effectively. ■ Stating preferred career areas of interest. ■ Articulating the role a professional network plays in personal and professional success.	■ Demonstrating individual proficiency in using standard industry tools and software. ■ Reflecting on their professional knowledge, life skills, habits of work and the consequences of their actions and decisions during work-based learning opportunities. ■ Working independently, looking for the means to solve problems, seeking out new knowledge and skills. ■ Training for employment in a specific range of occupations.	■ Developing mastery and demonstrating individual knowledge and skills specific to employment in a range of occupations in a career field. ■ Interacting with partners over an extended period of time in a manner where the benefit to the partner is primary and the learning for student is secondary. ■ Completing certifications or other requirements of a specific range of occupations. ■ Engaging in internships, apprenticeships, and clinical experiences at the level of quality and rigor required for credential or entry to occupation.	■ Regularly engaging in assessment that includes industry partner feedback and drafting goals and action plans to increase their level of development in selected areas. ■ Building, utilizing, and maintaining a professional network of relationships. ■ Developing a professional identity and explaining how their values, skills, strengths, and interests are well-suited for and beneficial to the industry.

College Access

Students explore their own interests and consider the relevant postsecondary options. Students are challenged to begin building their college success network and graduation plan. Students learn how to prepare in the critical areas of applying for financial aid, applying for college acceptance, and navigating a successful transition out of high school and into a postsecondary program. The full range of postsecondary program options includes everything from 4- and 2-year college to employment or military training that results in high-value certifications.

Reflect on Your Practice

- How did I learn about college? How did I navigate the admissions, acceptance, and enrollment processes?
- How have I helped students learn about post-secondary options and successfully apply to them?
- What kinds of study skills and habits helped me complete assignments on-time in college and graduate with increased knowledge?
- What kind of study skills and habits do my students seem to excel at and/or struggle with the most?
- What growth mindset strategies can I use to help my students see that it is possible for them to acquire the study skills needed to achieve in a post-secondary setting?
- How can I use common rubrics and a transparent grading formula to empower and motivate my students to set grade goals and manage their progress toward achieving them?
- How can I use revision opportunities along with timely and guided feedback to help students increase their grades and the quality of their work?

Foundational Steps

- Identifying local colleges that have industry themed pathways aligned with the program of study.
- Meeting with counselors on campus to introduce them to pathway goals, garner support, and enlist help to build connections and agreements with one or more local colleges.
- Working towards vertical curricular alignment and articulation or dual enrollment with a local college.
- Selecting an agreed upon set of study skills and habits that the pathway team will collectively reinforce and assess.
- Stating publicly that all students will be supported to gain acceptance at a post-secondary institution that grants high-value certifications or degrees.

College Access

CC2.1 AWARENESS

Learning **ABOUT** college. Build awareness of the variety of post-secondary institutions available and the types of degrees and certifications possible.

Sample student learning outcome:

Student can articulate high school graduation and college acceptance requirements.

Experiences defined by:

- One-time interaction with counselors for a large group of students
- Message is repeatedly and clearly conveyed that students are expected to pursue postsecondary education or training
- Students are regularly exposed to a variety of postsecondary options

Experiences might include:

- College tours
- College fair
- College representative guest speakers
- Teachers share their university experience and degree
- Former students/pathway graduates share their university experiences and advice via video or in-person

CC2.2 EXPLORATION

Learning **ABOUT** College. Explore college options for the purpose of motivating students and to inform their goal-setting.

Sample student learning outcome:

Student can give at least 2 examples of how the student's individual skills & strengths relate to postsecondary options.

Experiences defined by:

- One-time interaction with counselors for a single student or small group
- Development of study skills and habits necessary for postsecondary success
- Student takes an active role in selecting and learning more about the postsecondary options best suited for their interests and career goals

Experiences might include:

- Visit a desired college program
- Meet with college counselor
- Panel presentation from college admissions counselors
- Interview an industry professional and find out what types of postsecondary experiences or credentials they recommend

CC2.3 PREPARATION

Learning **THROUGH** college. Apply learning through practical experience that deepens knowledge and skills necessary for success in postsecondary education.

Sample student learning outcome:

Student builds effective study skills and habits; is able to select and use the right tools to prepare for varying assignments.

Experiences defined by:

- Direct interaction with counselors over time
- Early college credit opportunities
- Activities have consequences and value beyond success in high school.
- Application of study skills and habits transferable to a variety of academic and life situations

Experiences might include:

- Projects aligned with postsecondary standards
- Integrated project presentations to postsecondary partners
- College entrance exam preparation with feedback from examiners/instructors
- Dual enrollment in an aligned postsecondary institution

CC2.4 PARTICIPATION

Learning to **ENGAGE**. Complete all of the transition steps needed to enter into a specific postsecondary program.

Sample student learning outcome:

Student demonstrates knowledge and skills specific to postsecondary across a range of institutions.

Experiences defined by:

- Interaction with counselors or postsecondary partners over an extended period of time
- Completed college acceptance requirements
- Masterful and beneficial use of study skills and habits

Experiences might include:

- Dual enrollment in an aligned postsecondary institution
- Ongoing work with counselor to complete financial aid application, college application, enrollment, and registration process

CC2. College Access

1 Emerging	2 Developing	3 Advancing	4 Transforming
CC2.1 Awareness			
Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Completing study skills and habits assessments. ■ Building awareness of types of post-secondary institutions , their resulting credential options, and the challenges around and alternatives to "for-profit" colleges. ■ Building awareness about the history of college and other postsecondary institutions and their benefit to individuals and society.	■ Building awareness of the types of study skills and research habits required to be successful in a postsecondary institution. ■ Identifying local postsecondary institutions. ■ Building awareness about the historical academic contributions and advancements to public thought and function made by people from a cross-section of race, gender, class, ethnicity, and/or physical ability.	■ Demonstrating knowledge of post-secondary certification and degrees required for entry and advancement in the occupational field of choice. ■ Participating with a group of students interacting with postsecondary partners in activities such as college tours, guest speaker presentations, or college fairs designed to broaden awareness. ■ Explaining the work of one or more notable scholars and the contributions their efforts made to society.	■ Identifying local postsecondary programs related to the industry sector of choice and the learning outcomes and career opportunities available through participating in them. ■ Setting 6–8 year educational goals.
CC2.2 Exploration			
Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Articulating required study skills and research best practices and determining learning needs. ■ Demonstrating knowledge of high school graduation and college enrollment requirements. ■ Articulating student success risks and supports such as attendance, dropout prevention, behavior challenges, tutoring or study group needs.	■ Taking initiative to actively seek out information on their academic status and draft a high school graduation plan based on their support needs and remaining course and grade point average requirements. ■ Describing how to conduct themselves and interact with partners at the postsecondary level. ■ Utilizing study skills and work habits to complete assignments.	■ Exploring postsecondary options to increase motivation and inform decision-making. ■ Describing how their individual skills, strengths, interests relate to postsecondary education. ■ Taking an active role in selecting and shaping personalized postsecondary exploration experiences such as informational interviews, meeting with college counselors, attending presentations to deepen understanding. ■ Utilizing postsecondary habits of mind to undertake assignments.	■ Describing a typical day in college and the skills, strengths, interests necessary to do well. ■ Articulating how to navigate an educational institution through awareness of support services – counseling, handbooks, school policies, tutoring, libraries, campus maps. ■ Describing the distinctions between various types of postsecondary options and the type of positions they qualify graduates for. ■ Demonstrating critical thinking and intellectual contribution by offering an alternative way of thinking about and addressing a social, philosophical, or environmental challenge.

1 Emerging	2 Developing	3 Advancing	4 Transforming
CC2.3 Preparation			
Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Demonstrating group understanding of which study skills best practices should be utilized when. ■ Describing various networks, fraternities/sororities, clubs, or groups associated with college. ■ Engaging in indirect interactions with post-secondary partners such as receiving guidance or feedback on research assignments or integrated projects. ■ Demonstrating skills and knowledge needed to select a college and successfully apply for acceptance.	■ Demonstrating group and collaborative proficiency in using study skills best practices. ■ Articulating which network, fraternity/sorority, club or group associated with college they have an affinity with or are interested in and how a connection would be mutually beneficial. ■ Engaging in a direct singular interaction with a post-secondary partner or postsecondary standards such as gaining guidance or feedback on research assignments or integrated projects. ■ Reviewing college application components and working with counselors to draft a college admission plan.	■ Applying study skills in practical experiences that further develop readiness for success in college. ■ Engaging in multiple interactions with postsecondary partners or standards overtime such as gaining guidance or feedback on research assignments or integrated projects. ■ Describing what they have to gain from postsecondary education personally and professionally and the value of their developed study skills beyond the classroom setting. ■ Preparing for and taking college entrance exams such as PSAT or SAT.	■ Articulating "Imposter Syndrome", "Solo Status Effect", and "Stereotype Threat" and the related impact on performance and relational support needed to combat them. ■ Demonstrating resourcefulness, initiative, and agency by building a college success network of helpful advisors and resources. ■ Demonstrating persistence, self-direction, and responsibility by meeting deadlines and monitoring progress on postsecondary enrollment preparation steps. ■ Regularly engaging in self-assessment and drafting goals and action plans to increase their level of development in selected areas.
CC2.4 Participation			
Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Demonstrating individual understanding of when to appropriately utilize study skills best practices. ■ Engaging in dual/concurrent enrollment or obtaining credit through early college opportunities at a post-secondary institution aligned with the pathway. ■ Gaining financial aid literacy.	■ Demonstrating individual proficiency in using study skills best practices. ■ Practicing the life skills, study habits, knowledge, and behaviors needed for college success in a dual/concurrent enrollment environment setting. ■ Completing FAFSA and other financial aid applications.	■ Preparing for the rigorous culture of college by individually mastering study skills best practices. ■ Reflecting on their knowledge, life skills, study habits and the consequences of their actions and decisions related to dual/concurrent enrollment opportunities. ■ Completing all the transition steps needed to enter into a specific post-secondary program.	■ Regularly engaging in assessment that includes postsecondary partners or standards and drafting goals and action plans to increase their level of development in selected areas. ■ Working with college advisors outlining a college completion and support plan to stay motivated and earn a high-value certificate, college degree, or transfer to a four year university and graduate in 6 years. ■ Developing an academic identity and explaining how their culture, values, skills, strengths, and interests are well-suited for and beneficial to academia.

Community Engagement

Students develop in the areas of digital, financial, and civic literacy. Students learn how to be ethical digital citizens in their online communities and explore the impacts of cyberbullying. Building their financial literacy, students explore lessons on budgeting, basic banking, and credit. The strand encourages students to become engaged citizens able to navigate society and social advocates in their geographic communities – finding issues to examine, conducting research, and taking action.

Reflect on Your Practice

- How do I use technology? What are its limitations and benefits? How has it helped or hampered?
- How have I helped students take advantage of community services either on or off campus?
- What kind of classroom culture can I cultivate to help my students experience the mutual benefits of community engagement?

Foundational Steps

- Identifying on-campus student support services as well as student engagement activities such as clubs, teams, and groups.
- Determining if there are potential service-learning partnership opportunities in the community.
- Selecting an agreed upon set of community participation skills and habits that the pathway team will collectively reinforce and assess.

Community Engagement

CC3.1 AWARENESS

Learning **ABOUT** community. Build awareness of the different types of community and the role of financial, digital, and civic literacy in broadening student options.

Sample Student Learning Outcome:

Student can articulate types of financial, digital, and civic engagement and their importance to success in life.

Experiences defined by:

- One-time interaction with community members for a group of students
- Designed primarily by adults to broaden student awareness of community engagement possibilities

Experiences might include:

- Study tour visits of virtual platforms
- Local landmark visits to build awareness of historical occurrences
- Local Financial District tour
- Tour local public space or community service sites such as a health care center, a community resource center, library, musuem, state park
- Guest speaker
- Volunteer Fair
- Schoolboard or community planning meeting
- Government, public relations, or finance office tours

CC3.2 EXPLORATION

Learning **ABOUT** community. Explore community engagement options for the purpose of motivating students and to inform their decision -making in high school and in life.

Sample Student Learning Outcome:

Student can give 3-4 examples of how the student's individual skills and interests relate to the financial, digital, or civic aspects of community.

Experiences defined by:

- One-time interaction with community members for a single student or small group
- Student takes an active role in selecting and shaping the experience
- Building skills necessary for community involvement

Experiences might include:

- Panel Presentation or meeting with community leaders and politicians
- Survey local community members
- Informational interview
- Virtual exchange with a partner

CC3.3 PREPARATION

Learning **THROUGH** community. Apply learning through practical experience that develops knowledge and skills necessary for success in financial, digital and civic community engagement.

Sample Student Learning Outcome:

Student is able to conduct themselves in way that upholds standard digital engagement policies while contributing appropriately.

Experiences defined by:

- Direct interaction with partners over time
- Application of community engagement skills
- Activities have consequences and value beyond success in the classroom

Experiences might include:

- Integrated project with multiple interactions with community members
- Projects requiring extended online platform engagement
- Projects with community service group partners

CC3.4 PARTICIPATION

Learning **FOR** community. Practice financial, digital, and civic engagement in a way that develops understanding, increases opportunities, and betters the community.

Sample Student Learning Outcome:

Student demonstrates knowledge and skills specific to community engagement in the financial arena.

Experiences defined by:

- Interaction with community partners over extended period of time
- Masterful and beneficial use of community engagement skills
- Authentic experiences that build social capital, community membership, and sense of belonging

Experiences might include:

- Join and interact with an online platform community
- Engage in on-campus extracurricular group activities such as sports teams, school clubs, student groups
- Engage in community service learning or volunteer hours with partners

CC3. Community Engagement

1 Emerging	2 Developing	3 Advancing	4 Transforming
CC3.1 Awareness			
Students can be seen: ■ Completing financial, digital and civic community knowledge, interest, and skill assessments. ■ Being introduced to digital, financial, and civic literacy community engagement concepts, terms, and definitions using an agreed upon curriculum and toolkit (Visher, 2013) (YPP Network, 2018). ■ Building awareness of the types of financial, digital, and civic organizations, resources, and services. ■ Building awareness of the benefit of finance, digital, and civic literacy to society.	Students can be seen: ■ Building awareness of the types of financial, digital, and civic community engagement and the skills needed to fully participate. ■ Identifying local and virtual finance, digital, and community-based organizations. ■ Building awareness of the financial, digital, and civic contributions and advancements made by people from a cross-section of race, gender, class, ethnicity, and/or physical ability.	Students can be seen: ■ Articulating the types of community engagement skills needed and their importance to success in life. ■ Participating with a group of students interacting with community partners in activities such as company or office tours, guest speaker presentations, volunteer fairs, or virtual platform study tours designed to broaden awareness. ■ Explaining the work of one or more notable financial, digital, or civic figures and the contributions their work made to society.	Students can be seen: ■ Setting 4–6 year financial, civic, and/or digital citizenship goals. ■ Identifying local and virtual financial, digital, and community-based organizations and the requirements, skills, tools, or resources needed to utilize their services.
CC3.2 Exploration			
Students can be seen: ■ Articulating knowledge and skills required for financial, digital, and civic engagement and determining learning needs. ■ Articulating the social contract: virtual and local agreements and expectations that citizens and governing entities abide by to ensure a fair and just society. ■ Articulating community engagement risks such as credit damage, cyberbullying, civil rights violations and how to reduce risks, get support, and help build safer environments.	Students can be seen: ■ Taking initiative to actively seek out new knowledge and skills or draft a learning plan based on their identified learning needs. ■ Describing how to responsibly engage with the community: financially, digitally, civically, and make the most of opportunities in these arenas. ■ Utilizing standard citizenship skills and collaboration work habits in classroom interactions.	Students can be seen: ■ Exploring community engagement options to increase their motivation and inform decision making. ■ Describing how their individual skills, strengths, and interests relate to financial, digital, and civic community engagement. ■ Taking an active role in selecting and shaping personalized community exploration experiences such as informational interviews, panel presentations, attending school board or community planning meetings to deepen understanding. ■ Utilizing financial, digital and civic specific work habits and skills to undertake classroom assignments.	Students can be seen: ■ Describing a typical day and how financial, digital, and civic community engagement skills are needed throughout it. ■ Articulating how to navigate society through awareness of virtual and local support services and resources such as legal and financial resource centers, process for flagging digital platform violations. ■ Providing examples and describing the differences in perspectives, skills, habits of mind, and productive community involvement in places where the social agreements and contracts are upheld and where they are not.

1 Emerging	**2** Developing	**3** Advancing	**4** Transforming

CC3.3 Preparation

Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Demonstrating group understanding of when and how to appropriately use financial, digital, and civic engagement concepts, tools, and techniques. ■ Describing various types of financial, digital, and civic networks, clubs or social groups. ■ Engaging in indirect interactions with digital, financial, and civic partners such as service learning, social enterprise, or integrated projects.	■ Demonstrating group and collaborative proficiency in using financial, digital, and civic community engagement concepts, tools, and techniques. ■ Articulating which types of financial, digital, or civic networks, clubs, or social groups they have an affinity with or interest in and how a connection would be mutually beneficial. ■ Engaging in a direct singular interaction with a financial, digital, or civic partner such as service learning, social enterprise, or integrated projects.	■ Applying learning through practical experiences that further develop knowledge and skills necessary for community engagement success. ■ Building effective, collaborative working relationships with diverse teams and contributing appropriately on community engagement projects. ■ Engaging in direct, multiple interactions with community partners overtime such as service learning, social enterprise, or integrated projects.	■ Demonstrating originality and inventiveness to address future community trends or needs through designing relevant financial, digital, or civic innovations. ■ Demonstrating critical thinking and problem-solving to identify the community resources needed to address their own specific challenges, research questions, or areas of interest. ■ Regularly engaging in standards-based self-assessment and drafting goals and action plans to increase their level of development in selected areas.

CC3.4 Participation

Students can be seen:	Students can be seen:	Students can be seen:	Students can be seen:
■ Demonstrating individual understanding of when and how to appropriately use financial, digital, and civic engagement concepts, tools, and techniques. ■ Practicing the skills, habits of work, knowledge and behaviors needed for community engagement success in a community service learning or extracurricular setting.	■ Demonstrating individual proficiency in using financial, digital, and civic community engagement concepts, tools, and techniques. ■ Reflecting on their knowledge, skills, habits of work, behaviors and the consequences of their actions and decisions during community service learning or extracurricular opportunities. ■ Navigating virtual or local financial, digital, or civic services to secure advice and guidance needed to achieve goals.	■ Developing mastery and demonstrating individual financial, digital, and civic community engagement knowledge and skills. ■ Interacting with partners over an extended period of time in a manner that is beneficial to the partner and where there is social capital, sense of belonging through valued contribution, and confidence building opportunity for the student. ■ Starting the action steps needed to transition into the community in ways aligned with their financial, digital, and community goals.	■ Regularly engaging in assessment informed by community partner feedback and drafting goals and action plans to increase their level of development in selected areas. ■ Building, utilizing, and maintaining a list of financial, digital, and civic resources. ■ Developing a community citizen identity, listing the communities they belong to, explaining the benefits of belonging, and how their values, skills, strengths, and interests are well-suited for and beneficial to these communities.

Glossary

Academic Identity	Students' ability to see themselves and their communities as being members of, benefactors of, and significant contributors to academia and intellectual society (Nasir, 2012).
Career Awareness	Students build awareness of the variety of careers available and begin identifying areas of interest.
Career Exploration	Students explore a pipeline of career options within an industry theme allowing them to see a variety of educational requirements, salary benefits, and day-at-work activities in the field to inform decision-making.
Career Preparation	Students apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college- and career-readiness knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills).
Career Training	Students train for employment in a specific field and range of occupations collecting hours or pre-requisites for industry certification or entry.
College Awareness	Students build awareness of the variety of postsecondary programs available and begin identifying which are required to achieve their goals.
College Exploration	Students explore a range of postsecondary options allowing them to see the variety of entrance and exit requirements, costs, time commitments, advantages and benefits of each to inform their decision-making.
College Preparation	Students work with college counselors and advisors to undertake the sequence of activities necessary to qualify for enrollment in postsecondary programs and gain entrance in a timely manner (PSAT/SAT testing, academic skills, financial aid applications, transcript requests, and college application completion).
College Participation	Students submit applications and enroll in programs they were accepted in and/or participate in dual or articulated post-secondary programs through their high school pathway.
Community Awareness	Students build awareness of the multiple types of communities in existence and their benefits and begin identifying which can help them become the kind of community member they aspire to be.
Community Exploration	Students explore a range of community engagement options allowing them to see the multiple ways they can participate to inform their decision making.
Community Identity	Students' ability to see themselves and their affinity groups as being members of, benefactors of, significant contributors to, and shapers of the local, state, national, and global community at various civic, financial, social justice, and discourse levels.
Community Preparation	Students apply learning through practical experience and interaction with various communities, community members or community-based organizations in order to extend and deepen classroom work and support the development of community knowledge and skills (codes of conduct, networking opportunities, and participation skills).

Community Participation	Students engage in community service, community campaign, and/or networking activities to build authentic social capital in areas of interest, meet mentors or provide mentorship and reflect on personal and societal benefits.
Industry Certifications	Qualifying criteria and resulting badges, licenses, diplomas or documents showing that someone has achieved the level of knowledge and skill required to work at an identified level in an industry. The types of certifications available vary by industry and state but can provide focused ways to gain early access to a multitude of professional opportunities.
Pathway Team	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as the pathway events and other activities
Performance Assessment	A form of assessment that requires students to perform a task rather than select an answer from a ready-made list. This activity requires students to construct a response, create a product, provide a service, or perform a demonstration. The more it reflects a situation or process used by adults in the world beyond the classroom, the more authentic it is.
Performance Task	A multi-step instructional activity design to explicitly measure student performance, typically measured by a rubric.
Portfolio	A systematic and organized collection of a student's work that exhibits direct evidence of a student's efforts, achievements, and progress toward learning outcomes over a period of time. The collection should involve the student in selecting its contents and should include information about the performance criteria, the rubric of criteria for judging merit, and evidence of student self-reflection or evaluation.
Postsecondary Alignment	Aligning a high school pathway's learning outcomes, curriculum, benchmarks, and indicators of progress with that of a similar pathway at the 2-4 year college level. This work can also be supported by offering courses that are either (1) **Dual** enrollment: simultaneous enrollment in a college course offered off-campus. (2) **Articulated** enrollment: enrollment in a high school course on campus, taught by a high school teacher, that has credits which have been approved at the high school and college levels. There is a formal articulation agreement in place between the high school and the college. These course offerings can increase the college-going and college graduation rate for students.
Professional Identity	Students' ability to see themselves and their community as being members of, benefactors of, and significant contributors to a diverse range of professions at every socio and economic level.
Rubric	Clearly defines for the student, teacher, and others a range of performance and/or product quality for specific criteria linked to student learning outcomes. Rubrics have performance criteria, levels, and descriptors: ■ **Performance Levels:** Levels define the scale for scoring performance and/or product quality. ■ **Performance Criteria/Scoring Domain:** Criteria define the attributes of the performance and/or product being assessed on the rubric. ■ **Performance Descriptors:** Descriptors specifically define the attributes of the performance or product for each criterion at each level of quality.

Rubrics (Common)	Rubrics that are used by pathway teams, entire pathways, or entire districts are learning outcome-aligned and are used over time to measure a student's progress from a beginning/novice level toward an advanced/expert level in a skill area such as communication, collaboration, or creativity/innovation.
Social Capital	The networks of relationships among people who live and work in a particular society, enabling that society to function effectively but can also be used to exclude those that do not have an invitation to participate or access to learn the rules of participation at all of the necessary levels for societal success. Everyone has a level of social capital and it's important to acknowledge the strength and benefit of students' friends, family, and community networks while introducing them to the commerce, educational, and professional networks that may extend beyond their current connections.
Student Internship	Students engage in work-based learning applying the industry skills they have acquired at an actual workplace setting in a manner which benefits both the company and the student.
Work-based Learning	An instructional strategy that allows students to interact with industry professionals, other than their teacher and provides hands-on, real-world, practical application of their learning experiences. Designed correctly, work-based learning can help students achieve the pathway student learning outcomes and industry certifications.

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