

WEST VIRGINIA COLLEGE AND CAREER READINESS

College and Career Readiness means that students exit high school prepared for success in a wide range of high-quality postsecondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to employment. Today's workplace requires that all workers be lifelong learners in order to advance in their careers. Therefore, it is necessary that there be a common set of knowledge and skills that all individuals acquire to successfully transition into postsecondary education or the workplace. As individuals select specific career paths, they will have to focus on the amount and type of additional knowledge and skills they should acquire to be successful in their chosen field. A student's goals, desires, and interests influence the precise knowledge and skill profile necessary to be ready for success in their chosen postsecondary endeavors and the level of postsecondary education needed to accomplish a student's individual career aspirations. All students should exit high school with a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway and a plan to attain their goals.

COLLEGE READINESS

College readiness involves being prepared to enroll in and successfully complete entry-level, credit-bearing, academic collegiate programs at two- and four-year postsecondary schools without remedial work or assistance, as well as being equipped with the knowledge, skills, and dispositions to make that transition successfully. This entails having mastered rigorous content knowledge, demonstrated ability to apply knowledge through higher-order skills and the ability to navigate the pathways and systems that will gain access to positive postsecondary opportunities.

KNOWLEDGE AND SKILLS

A college-ready person is proficient in the core academic subjects, as well as in specialized topics in their selected areas of interests. This foundational knowledge base includes competence in a broad range of academic subjects grounded in rigorous internationally benchmarked standards. Prerequisite skills and capabilities include, but are not limited to, proficiency in reading a range and type of material, with an emphasis on informational texts; fluent writing in several modes, most notably expository, descriptive and argumentative; quantitative literacy through algebra and including geometry, combined with the ability to understand and interpret data; an understanding of the scientific method and some insight into the organization of knowledge in the sciences; an awareness of how social systems operate and how they are studied; basic proficiency in a second language and awareness that languages reflect cultures; and experiences in and appreciation of creative and expressive arts. While not every person needs exactly the same proficiency in each of these areas, as student's interests influence the precise knowledge and skill profile necessary for postsecondary studies.

CAREER READINESS

Career readiness involves three major areas: (a) core academic skills and the ability to apply those skills in concrete situations encountered in the workplace and routine daily activities; (b) *employability skills* — such as critical thinking and responsibility — that are essential in any career; and (c) *technical, job-specific skills* related to a particular career. These skills allow students to enter true career pathways that offer gainful employment and opportunities for advancement.

KNOWLEDGE AND SKILLS

A career-ready graduate is proficient in both core academic subjects and technical topics. This foundational knowledge base includes competence in a broad range of rigorous, internationally benchmarked standards. It also includes technical proficiency aligned to the individual's chosen field and the ability to apply both academic and technical learning in the context of a career. The essential knowledge and skills for initial career readiness are defined in the following categories: (a) *academic foundations* (minimally, the state's graduation requirements); (b) *technical skills*; (c) *communications; problem solving and critical thinking*; (d) *information technology applications*; (e) *systems*; (f) *safety*; (g) *health and environmental*; (h) *leadership and teamwork*; (i) *ethics and legal responsibilities*; and (j) *employability and career development*. Not every person needs exactly the same proficiency in each of these areas, as students' individual interests will influence the precise knowledge and skills necessary for their career studies.

DISPOSITIONS

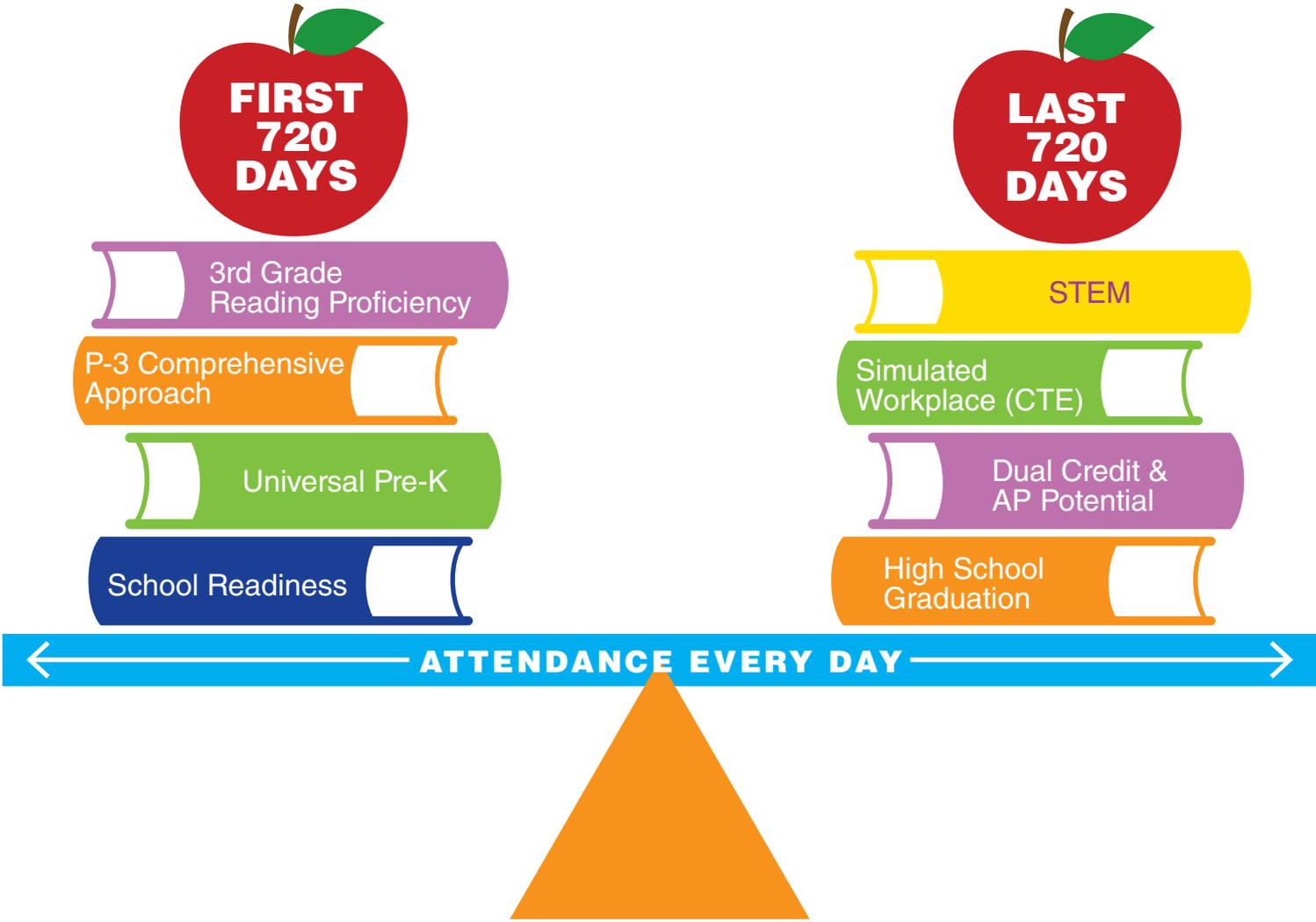
While there may be specific dispositions necessary for individual careers, the basic dispositions for postsecondary success are essentially the same for both college and career readiness. Supported by research as strongly predictive of academic and lifelong success, these dispositions can be defined broadly as:

- » Self-efficacy
- » Initiative and Entrepreneurialism
- » Integrity
- » Intellectual Curiosity and Imagination
- » Adaptability
- » Time and Goal Management
- » Leadership
- » Ethical Decision Making and Social Responsibility
- » Resilience
- » Agility and Adaptability
- » Collaboration
- » Working Independently and in Teams
- » Clear and Effective Communication (Oral & Written)
- » Problem Solving
- » Critical Thinking
- » Self-Awareness
- » Self-Control
- » Applied Knowledge
- » Social and Personal Responsibility
- » Accessing and Analyzing Information
- » Creativity

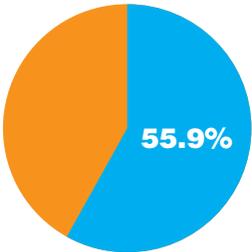


Steven L. Paine, Ed.D.
State Superintendent of Schools

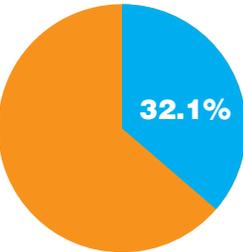
A BALANCED APPROACH TO COLLEGE AND CAREER READINESS IN WEST VIRGINIA



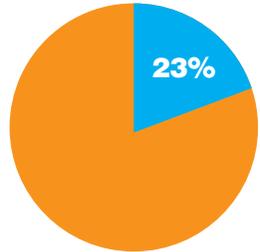
WV graduates going onto postsecondary education*



WV graduates who take remediation courses in postsecondary education



WV students who do not return to postsecondary education the second year**



*Includes both in-state and out-of-state, two-year/four-year institutions

**Includes only four-year institutions for 2012/2013 first-time freshmen

Source: West Virginia Department of Education and West Virginia Higher Education Policy Commission