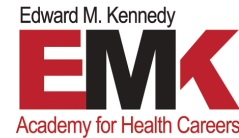
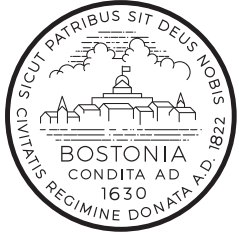


Boston's College, Career & Life Readiness Definition

2017

The Boston Opportunity Agenda convened a group of stakeholders from Boston's education ecosystem.



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Sonia Caus Gleason
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Chris Shannon
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Shannah Varon
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The group engaged in a design process

Because the idea of readiness immediately engages with the future, we used a design approach to shape this work.

The design process was valuable here because it is:

- **Human centered** – design puts the needs and values of people at the center of the process
- **Generative** – design is an expansive and creative process that can accommodate multiple perspectives and ideas at once
- **Iterative** – the design practice believes that nothing is perfect out of the gate, and it values prototyping, failing fast, and tinkering
- **Optimistic** – design is an innately positive activity, rooted in the belief that we have the power to improve experiences for people



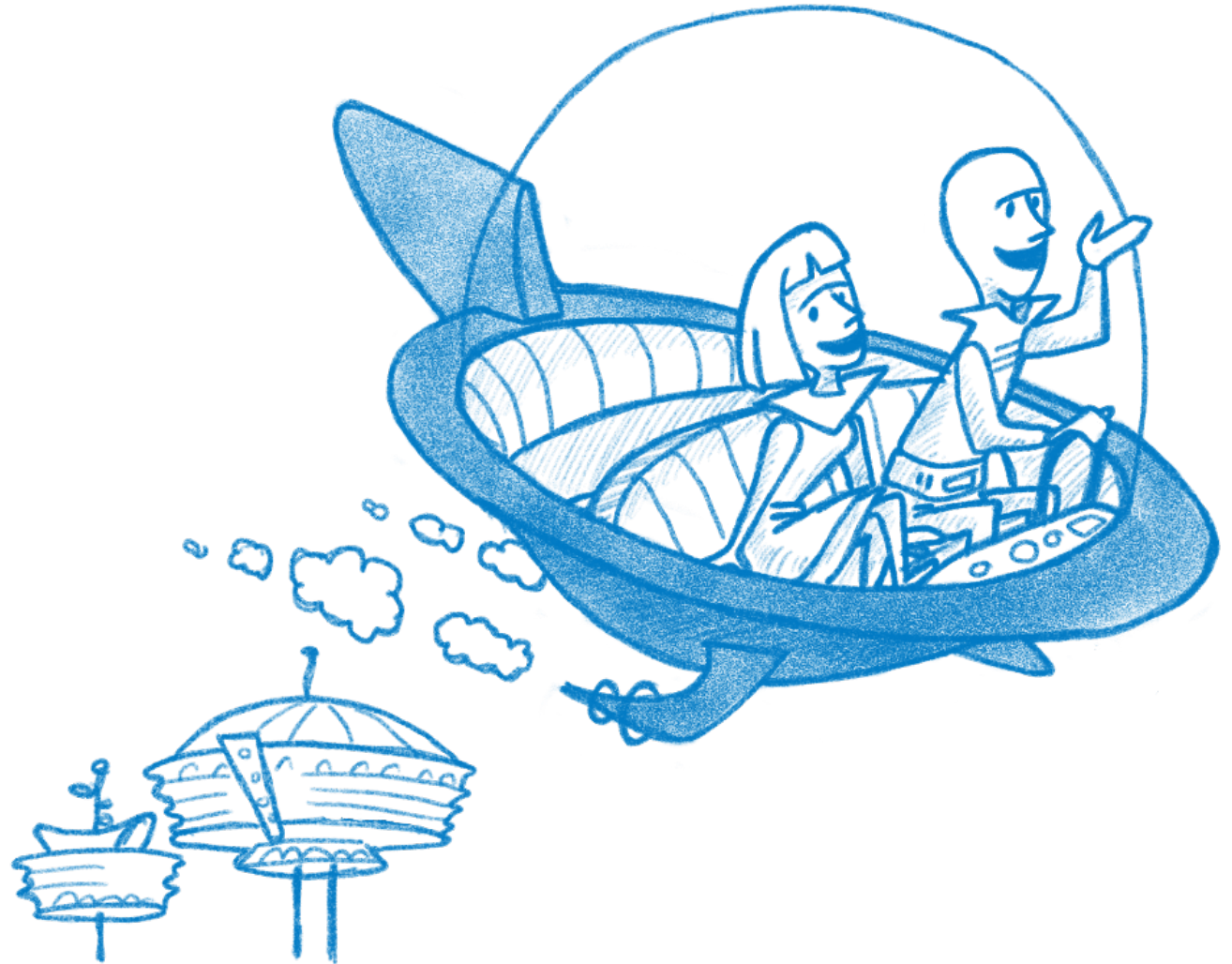
Ready for what?

Understanding the future context

In order to define readiness, we must first get clear on **what** we are getting our kids ready for.

In sketching out expectations for the future based on insight into the industry, education, and civic landscapes, the group recognized that the future, particularly today, is characterized by its dynamism and that any singular vision narrows how we expect our graduates will live.

So instead, the group coalesced around a set of forces that are shaping trajectories for career, college and life. These forces inform the skills and beliefs we believe students will need to succeed in this fast-shifting environment.

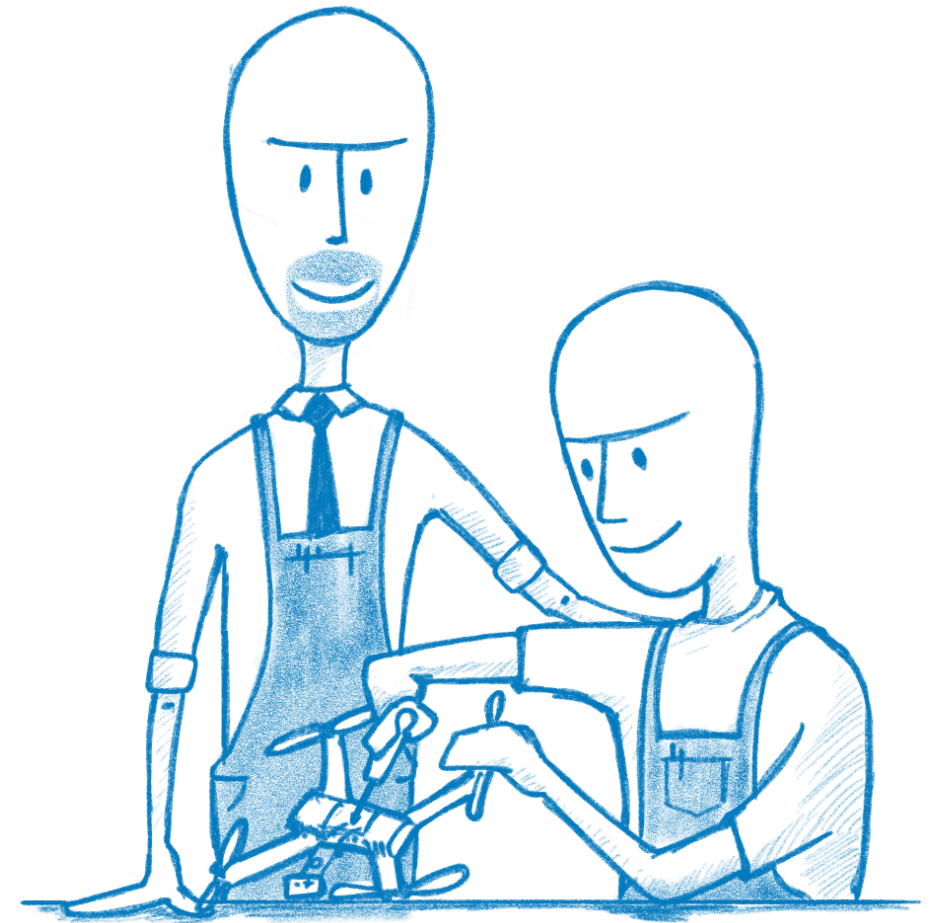


Testing in practice

Pressure testing the prototype definition against real-world scenarios

In order to evaluate and refine this prototype definition, the group put it to work in real-world scenarios. Imagining detailed moments in the lives of Boston graduates, the group was able to assess how skills, knowledge and attitudes enabled a range of stories to unfold.

By examining the definition not as an abstract set of words on paper, but as tangible moments and experiences the group honed it further.



Testing against research

Pressure testing the definition against academic research

It was also critical that the definition was supported by the most current academic research. In collaboration with A.I.R., the definition was compared with the research and mapped to academically accepted frameworks.



AMERICAN INSTITUTES FOR RESEARCH®

Boston's college, career & life readiness definition

Life is made of journeys big and small. We know that the world we are preparing our children for is fast-changing and that the paths they will travel are still emerging.

To succeed, they'll need the power to find goals worth seeking, to figure out how to reach them — and to adapt as the world changes around them. And so we build in our students the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

Set a Vision

Boston's graduates are keenly curious and deeply hopeful. They know that the way things are isn't the only way they could be, and they know they have the power—and the responsibility—to make things better, for themselves and for others.

- **Able to set goals**
- **Confident**
- **Curious**
- **Hopeful**
- **Sense of agency**

Choose a Course

Boston's graduates build plans that account for the realities of their situation. They know their own strengths and weaknesses and can assess those of others; they can get the job done. They can read the context that surrounds them, choose a wise course through it, and stick with their plan when things get hard.

- **Assess and reflect**
- **Read the landscape**
- **Plan and persist**
- **Practice self-regulation**
- **Take initiative**

Change Course

Boston's graduates can assess what's really going on around them and adapt their plans as needed when their situation changes. Grounded in their self and community, they are able to keep trying when things get hard, and work their way through the problems they encounter—both the clear-cut and the ambiguous—with imagination and rigor.

- **Able to navigate situations, analyze, and adapt**
- **Comfortable in ambiguity**
- **Comfortable with change**
- **Give and take feedback**
- **Resilient**

Build Competence

Boston's graduates have the academic knowledge it takes to do high-quality intellectual work, the technical skills required to practice their craft, and the practical competencies they need to take care of themselves as they make their way through the day-to-day. They know how to learn what they don't already know; they're confident in their power to grow and make change around them.

- **Ability to learn**
- **Ability to self-assess**
- **Academic foundation**
- **Financial, media, technology literacy**
- **Technical skills**

Work with Others

Boston's graduates bring out the best in others, and do some of their best work through collaboration. They listen to what others say, hear what they mean, and tune in to what they feel. They build on other people's ideas and communicate their own, by argument and by story.

- **Ability to find and ask for help**
- **Collaboration skills**
- **Communication skills**
- **Empathy**
- **Service and responsibility to others**

Boston's college, career & life readiness: measures

Below are our research-based year one measures. Underneath each measure is the part of the definition upon which those measures touch. This list will evolve as the research base expands and as BPS, Charter, and Catholic schools develop and implement individualized student plans to increase readiness.

Implement an individual student plan

Set a Vision
Choose a Course
Change Course
Build Competence
Work with Others

Enrollment in “anywhere, anytime” learning – badging, internships, credits, workplace learning

Set a Vision
Choose a Course
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Enrollment in rigorous course work IB, AP, dual enrollment, CVTE, Mass Core Completion

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Individual GPA at/over 2.7 on a 4.0 cumulative scale

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Individual attendance at/over 94% annually for grades 9-12

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These metrics are the initial set of measures. We will use them in year one to set a baseline. We will set a citywide goal by the start of SY 2018. Additional measures will be added as we learn more.





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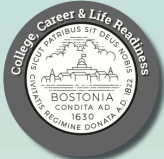
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