OREGON CONTENT STANDARDS

Oregon's High School Higher Education and Career Path Skills Content Standards (HS.HECPS)

Adopted by the Oregon State Board of Education on June 13, 2024

OREGON DEPARTMENT OF EDUCATION

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Oregon's High School Higher Education and Career Path Skills Domains, Standards and Key Concepts

Oregon's High School Higher Education and Career Path Skills standards include four domains: 1) Seeking Assistance and Self-Advocacy, 2) Career Exploration and Preparation, 3) Postsecondary Readiness, and 4) Workforce Readiness. Each of these domains includes three to four standards which encompass the knowledge and skills that students should know and be able to do to be prepared for postsecondary opportunities based on their own goals and aspirations for their future.

The standards also include Key Concepts that are relevant to each domain and standard. These are found in the Appendix.

Domains

- HS.HECPS.A: Seeking Assistance and Self-Advocacy
- HS.HECPS.B: Career Exploration and Preparation
- HS.HECPS.C: Postsecondary Readiness
- HS.HECPS.D: Workforce Readiness

High School Higher Education and Career Path Skills Standards

HS.HECPS.A: Seeking Assistance and Self-Advocacy

HS.HECPS.A.1 Explore how personal strengths, aptitudes, interests and values connect with future career paths.

HS.HECPS.A.2 Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.

HS.HECPS.A.3 Understand the rights and responsibilities that come with being a student and member of communities and organizations.

HS.HECPS.A.4 Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

HS.HECPS.B: Career Exploration and Preparation

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HS.HECPS.B.2 Understand the diverse range of career pathways available, including, but not limited to, apprenticeships, military service, higher education, trades and non-degree programs.

HS.HECPS.B.3 Explore local opportunities and benefits for participating in career-connected and community-based experiential learning related to future goals.

HS.HECPS.C: Postsecondary Readiness

HS.HECPS.C.1 Explore postsecondary educational and career pathways, and identify necessary training, education, skills, and prerequisites aligned with aspirations.

HS.HECPS.C.2 Research admission processes for postsecondary pathways and practice applying to apprenticeships, military service, higher education, trades, and non-degree programs.

HS.HECPS.C.3 Investigate strategies for making well-informed financial decisions about postsecondary pathways, including how to navigate financial aid options (i.e., FAFSA, ORSAA), application processes, and a variety of credible funding sources and scholarships.

HS.HECPS.D: Workforce Readiness

HS.HECPS.D.1 Prepare to apply for an entry-level job related to future career goals.

HS.HECPS.D.2 Prepare a resume and cover letter and determine what to include in a professional portfolio.

HS.HECPS.D.3 Demonstrate interview skills in virtual and in-person settings.

HS.HECPS.D.4 Navigate and negotiate offers of employment including human resource paperwork.

Appendix A: Seeking Assistance and Self-Advocacy (HS.HECPS.A) Key Concepts

Standard: HS.HECPS.A.1

Standards Statement

Explore how personal strengths, aptitudes, interests and values connect with future career paths.

Key Concepts

- Students can identify their personal strengths, aptitudes, interests and values, which could include, but are not limited to:
    - Exploring personal strengths
    - Assessing aptitudes and interests
    - Evaluating one's values and beliefs
- Students can identify connections between their personal strengths, aptitudes, interests, values and future career paths, which could include, but are not limited to:
    - Researching careers that align to individual interests, strengths, and aptitudes
    - Exploring a range of jobs, industries, and roles
    - Identifying internships, networking, and volunteering opportunities
    - Considering financial goals (e.g., own or rent, type of car, etc.)
    - Realizing that strengths, aptitudes, interests, and future career paths can change over time

Standard: HS.HECPS.A.2

Standards Statement

Identify school and community resources for mental, physical and financial well-being, including an understanding of how to seek assistance.

Key Concepts

- Students can identify school and local community resources for mental, physical and financial well-being, which could include, but are not limited to:
    - Identify local community resources for mental, physical and financial well-being
    - Evaluate community resources for safety, pertinence and cultural relevance.
    - Identify a network of trusted adults (inside and outside the school) that could include, but is not limited to specialized school personnel, family/caregivers, friends and community members.
- Students can practice how to ask for assistance, which could include, but are not limited to:
    - Recognize the importance of seeking assistance
    - Identify when help or support is needed
    - Communicate needs clearly in written and verbal formats
    - Practice asking for help in personal and professional contexts (e.g., mental health support, drug and addiction counseling, LGBTQ2SIA+ resources)
    - Practice assertiveness and persistence when seeking support, accommodations and resources
    - Advocate for the well-being of others, acting as a mentor or ally

Standard: HS.HECPS.A.3

Standards Statement

Understand the rights and responsibilities that come with being a student and member of communities and organizations.

Key Concepts

- Students can identify their rights and responsibilities as a student and member of communities and organizations through research and reflection, which could include, but is not limited to:
    - Online resources
    - Library research
    - Workshops and seminars
    - Simulated scenarios
    - Peer discussions
    - Role-playing exercises
    - Internships and job shadowing
    - Labor laws
    - Legal clinics or workshops
    - Research projects
    - Peer advocacy groups

Standard: HS.HECPS.A.4

Standards Statement

Practice self-advocacy by communicating needs clearly in writing and speaking, expressing concerns, and seeking out support when necessary.

Key Concepts

- Students can practice self-advocacy through clear communication, in both writing and speaking, which could include, but is not limited to:

  - Identifying individual or collective needs
  - Developing clear and concise communication skills
  - Practicing various modes, methods, or styles of communicating needs
  - Participating in role-playing scenarios
  - Seeking feedback
  - Goal setting

- Students can practice self-advocacy through expressing concerns, which could include, but is not limited to:

  - Identifying specific concerns
  - Choosing the time and place
  - Identifying power dynamics that are/may be present
  - Using of "I" statements
  - Practicing active listening
  - Proposing solutions
  - Seeking support
  - Monitoring, reflecting and learning from a situation

- Students can practice self-advocacy through seeking out support when necessary, which could include, but is not limited to:

  - Recognize the need for support
  - Identify trusted adults
  - Articulate needs clearly
  - Utilize school resources
  - Reach out proactively
  - Explore peer support networks
  - Advocate for accommodations
  - Seek outside resources
  - Follow through

Appendix B: Career Exploration and Preparation (HS.HECPS.B) Key Concepts

Standard: HS.HECPS.B.1

Standards Statement
Practice employability skills necessary to effectively self-manage and collaborate with others in a workplace setting.

Key Concepts
- Students can practice employability skills, which could include, but are not limited to:
    - Adaptability/Flexibility: Open to change and ability to adjust
        - Adhering to workplace practices*
        - Demonstrating creativity and innovative thinking*
    - Analysis/Solution Mindset: Problem Solver
        - Employing critical thinking to solve problems*
    - Collaboration: Team Player
        - Demonstrating teamwork and conflict resolution*
    - Communication: Good Communicator
        - Communicating clearly and effectively*
    - Digital Literacy: Good with Technology
        - Demonstrating fluency in workplace technologies*
    - Empathy: Sensitive to Others' Feelings
        - Practicing cultural competence*
    - Entrepreneurial Mindset: Go-Getter
        - Planning, organizing and managing work*
        - Demonstrating creativity and innovative thinking*
    - Resilience: Plans for Success & Handles Failure
        - Exhibiting personal responsibility and accountability*
    - Self-Awareness: Self-Understanding
        - Making informed career decisions*
        - Exhibiting personal responsibility and accountability*
    - Social Diversity/Awareness: Sensitivity to Differences
        - Practicing cultural competence*

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* Denotes Career and Technical Education (CTE) Employability Knowledge and Skill Statements

Standard: HS.HECPS.B.2

Standards Statement

Understand the diverse range of career pathways available, including, but not limited to, apprenticeships, military service, higher education, trades and non-degree programs.

Key Concepts

- Students can understand the diverse range of career pathways, which could include, but not limited to:
    - Apprenticeships
    - Military service
    - Higher education
    - Certificate and licensure programs
    - Trades
    - On-the-job training or advancement opportunities

Standard: HS.HECPS.B.3

Standards Statement

Explore local opportunities and benefits for participating in career-connected and community-based experiential learning related to future goals.

Key Concepts

- Students can identify local partners and opportunities for career connected learning, which could include, but not limited to:
    - Informational interviews
    - Internships
    - Job shadowing
    - Industry-specific projects
    - Career fairs and networking events
    - Mentorship programs
    - Industry certifications and badging programs
    - Entrepreneurship programs
- Students can identify local opportunities for community-based experiential learning, which could include, but not limited to:
    - Service learning organizations
    - Community service projects
    - Field studies
    - Collaborative research projects
    - Community-based participatory research
    - Civic engagement activities
    - Internships with local businesses

- Community-based art or performance projects
- Language and cultural immersion programs
- Workshops and training sessions

Appendix C: Postsecondary Readiness (HS.HECPS.C) Key Concepts

Standard: HS.HECPS.C.1

Standards Statement
Explore postsecondary educational and career pathways, and identify necessary training, education, skills, and prerequisites aligned with aspirations.

Key Concepts
- Students can explore components of postsecondary educational and career pathways, which could include, but not limited to:
    - Prerequisites, course sequences, and skills for:
        - 2 year
        - 4 year
        - Technical college
        - Trade school
        - Apprenticeships
        - Entrepreneurship
        - Military service
    - Annual transcript review/corrections and who to contact if questions or errors exist
    - Volunteer or community service as a prerequisite for scholarships
    - Career counseling or school counseling sessions
    - Workshops or seminars on college admissions, financial aid, and career planning
    - Industry-specific events such as job fairs or panels featuring professionals from various fields
    - College campus visits or virtual tours
    - Job shadowing experiences or informational interviews with professionals
    - Explore a variety of career cluster areas
    - Research projects or presentations on different career paths and educational options
    - Skill-building activities such as coding workshops, public speaking courses, or entrepreneurship competitions
    - Online resources such as career assessment tools, industry-specific forums, or webinars

- Experiential learning opportunities like field trips to workplaces or service-learning projects
- Students should be able to identify training, education, and competencies that align to their aspirations, which could include, but not limited to:
  - Online courses or distance learning programs
  - Mentorship programs or shadowing experiences
  - Participation in industry-specific clubs or organizations
  - Volunteer work or community service projects
  - Job shadowing or informational interviews with professionals in their field of interest
  - Dual enrollment programs with local colleges or universities
  - Portfolio development or project-based learning experiences
  - Networking events or conferences related to their field of interest
  - Self-directed learning through books, podcasts, or online resources
  - Opportunities to participate in school or community athletics and clubs

Standard: HS.HECPS.C.2

Standards Statement

Research admission processes for postsecondary pathways and practice applying to apprenticeships, military service, higher education, trades, and non-degree programs.

Key Concepts

- Students can research and navigate the admission process to postsecondary institutions and practice applying, which could include, but not limited to:
  - Understand the admission timeline and application process for postsecondary pathway of choice
  - Learn which programs to apply for and how to problem solve when barriers arise
  - Navigate career information systems (e.g., Oregon CIS, Naviance or others)
  - Research and understand the application requirements for different postsecondary institutions
  - Attend postsecondary fairs, activities, or information sessions to learn about various programs, acceptance and admission criteria
  - Seek guidance from school counselors or college advisors to identify suitable programs aligned with their interests and career goals
  - Utilize online resources such as college websites or admission portals to explore program options and application deadlines
  - Research standardized tests like the SAT, ACT, or ASVAB, understand their role in the admission process, and determine if a test is needed for admission
  - Request letters of recommendation from teachers or mentors who can attest to their academic abilities and personal qualities
  - Develop strong application materials, including essays, resumes, and portfolios, to showcase their achievements and aspirations

- Explore the various pathways to postsecondary education, such as community college, transfer programs or apprenticeships, based on individual preferences and career objectives
- Practice applying to postsecondary institutions of choice, using a Common Application or other application form

- Students can gain familiarity with the application and admission processes for non-degree programs, which could include, but not limited to:

    - Understand the terminology used in the application process
    - Adhere to timelines, and compiling necessary documentation
    - Identify suitable programs, troubleshoot potential barriers
    - Seek assistance from appropriate sources for support and guidance
    - Network with professionals or alumni in their desired field to gain insights into program offerings, career pathways, and industry trends
    - Participate in mock interviews or resume-building workshops
    - Explore alternative pathways to non-four-year degree programs

Standard: HS.HECPS.C.3

Standards Statement

Investigate strategies for making well-informed financial decisions about postsecondary pathways, including how to navigate financial aid options (e.g., FAFSA, ORSAA), application processes, and a variety of credible funding sources and scholarships.

Key Concepts

- Students can make informed financial decisions related to postsecondary education, which could include, but not limited to:

    - Understand how to navigate the application process for financial aid (including FAFSA and ORSAA)
    - How to locate and apply for scholarships and grants
    - Know financial aid and scholarships terminology, timelines, sources, and types
    - Understand eligibility requirements (e.g., financial, community engagement, academic performance, extra curriculars)
    - Know what is employee sponsored education/training
    - Know how to apply for internships
    - Learn about reputable vs scam scholarships and how to spot them
    - Know who to go to for help both within the school and outside

- Students can identify credible scholarships, which could include, but not limited to:

    - Researching scholarships offered by colleges and universities
    - Exploring scholarships offered by professional associations or organizations related to their field of interest
    - Checking scholarship databases and search engines (e.g., Fastweb, Scholarships.com, College Board's Scholarship Search)
    - Inquiring about scholarship opportunities through community organizations, religious institutions, or employers
    - Investigating scholarships offered by foundations or charitable organizations in their local area
    - Consulting with school counselors or college advisors for recommendations on reputable scholarship opportunities

- Checking with state or federal government agencies for scholarship programs available to eligible students
- Exploring scholarship opportunities specific to their demographic background (e.g., ethnicity, gender, military affiliation, etc.)
- Researching scholarships offered by non-profit organizations or foundations dedicated to supporting education initiatives
- Networking with peers, alumni, or mentors who may be aware of scholarship opportunities or have received scholarships themselves

Appendix D: Workforce Readiness(HS.HECPS.D) Key Concepts

Standard: HS.HECPS.D.1

Standards Statement
Prepare to apply for an entry-level job related to future career goals.

Key Concepts
- Students can prepare to apply for an entry-level job in relation to future academic and career goals, which could include, but not limited to:
    - Identifying career goals
    - Identifying credible sources for finding open positions
    - Navigating technology and job search platforms to find relevant opportunities
    - Examining cultural differences in communication and workplace behaviors
    - Comparing and contrasting different workplace communication expectations
    - Developing professional communication skills and email, phone, and text etiquette
    - Understanding how to read a job description and identify and respond to relevant application vocabulary and language
    - Building a list of references and understanding the difference between personal and professional references
    - Learning to navigate an online application portal and complete a job application online and on paper

Standard: HS.HECPS.D.2

Standards Statement
Prepare a resume and cover letter and determine what to include in a professional portfolio.

Key Concepts

- Students can prepare a resume and cover letter, which could include, but not limited to:

    - Distinguishing between various types of resumes
    - Determining relevant experiences to include on a resume
    - Tailoring resumes and cover letters to specific job descriptions
    - Quantifying achievements and utilizing action verbs
    - Identifying relevant personal strengths, skills, and experiences
    - Seeking feedback
    - Proofreading and editing

- Students can determine what to include in a professional employment portfolio, which could include, but not limited to:

    - Identifying when to use a cover letter
    - Translating personal skills to match a job description
    - Understanding when to use a photograph of yourself
    - Determining the potential impact of your digital footprint
    - Selecting high-quality work samples
    - Including certifications and awards
    - Showcasing multimedia content (e.g., image, video, etc.)
    - Preparing digital employment portfolios (e.g., LinkedIn)
    - Demonstrating growth and development
    - Researching the potential employer and addressing their needs and values
    - Organizing and presenting materials professionally
    - Seeking feedback

Standard: HS.HECPS.D.3

Standards Statement

Practice interview skills in virtual and in-person settings.

Key Concepts

- Students can practice interview skills for both virtual and in person interviews, which could include, but not limited to:

    - Recognizing the impact of non-verbal communication and cultural differences
    - Developing appropriate answers to a variety of interview questions
    - Practicing approaches for different types of interview situations (e.g., single interviewer, multiple interviewers, self-guided, round-robin, group, remote, etc.)
    - Engaging in simulation activities that prepare students for real-world experiences
    - Practicing active listening and engagement
    - Dressing appropriately for an interview depending on the specific role
    - Asking appropriate questions at the end of the interview

- Students can develop post-interview skills for variety of types of interviews, which could include, but not limited to:
    - Asking for next steps and contact Information
    - Reflecting on interview performance
    - Writing down important details covered in the interview
    - Sending a thank you email or note
    - Asking for feedback
    - Staying positive and avoiding overthinking
    - Keeping the job search active

Standard: HS.HECPS.D.4

Standards Statement

Understand the hiring process and human resource procedures by analyzing common employment situations.

Key Concepts

- Students can compare terms of employment and determine if it is a favorable offer, which could include, but not limited to:
    - Preparing to complete job acceptance
    - Filling out a W-4
    - Identifying appropriate forms of identification for the I-9
    - Identifying parts of an employee handbook and important employment policies
    - Practicing negotiating terms of employment and recognize when negotiation is appropriate
    - Employment benefits
- Students can understand common human resource procedures and recognize common employment situations, which could include, but not limited to:
    - Requesting time off
    - Ethical use of paid time off
    - Difference between union and non-union employment
    - How to address conflict with colleagues and an employer
    - Recognizing and reporting sexual harassment and workplace bullying
    - Navigating bias and discrimination
    - Knowing your rights as an employee