

BLUEPRINT FOR COLLEGE READINESS

A 50-STATE POLICY ANALYSIS



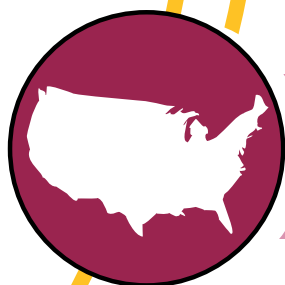
HIGH SCHOOL POLICIES TO INCREASE COLLEGE READINESS



HIGHER EDUCATION POLICIES TO INCREASE COLLEGE COMPLETION







BRIDGE POLICIES TO ENSURE ALIGNMENT BETWEEN HIGH SCHOOL AND HIGHER EDUCATION



50-STATE ANALYSIS



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FOREWORD

The Education Commission of the States launched the Blueprint for College Readiness initiative to provide guidance and support to the growing number of states working to improve student success and transition from high school into postsecondary. Designed by state leaders for state leaders, the Blueprint features a menu of 10 critical policies promoting college readiness and success. The following 50-state analysis explores the extent to which states are pursuing these policies. The accompanying resources, technical assistance and online database are designed to respond to the unique needs of states.

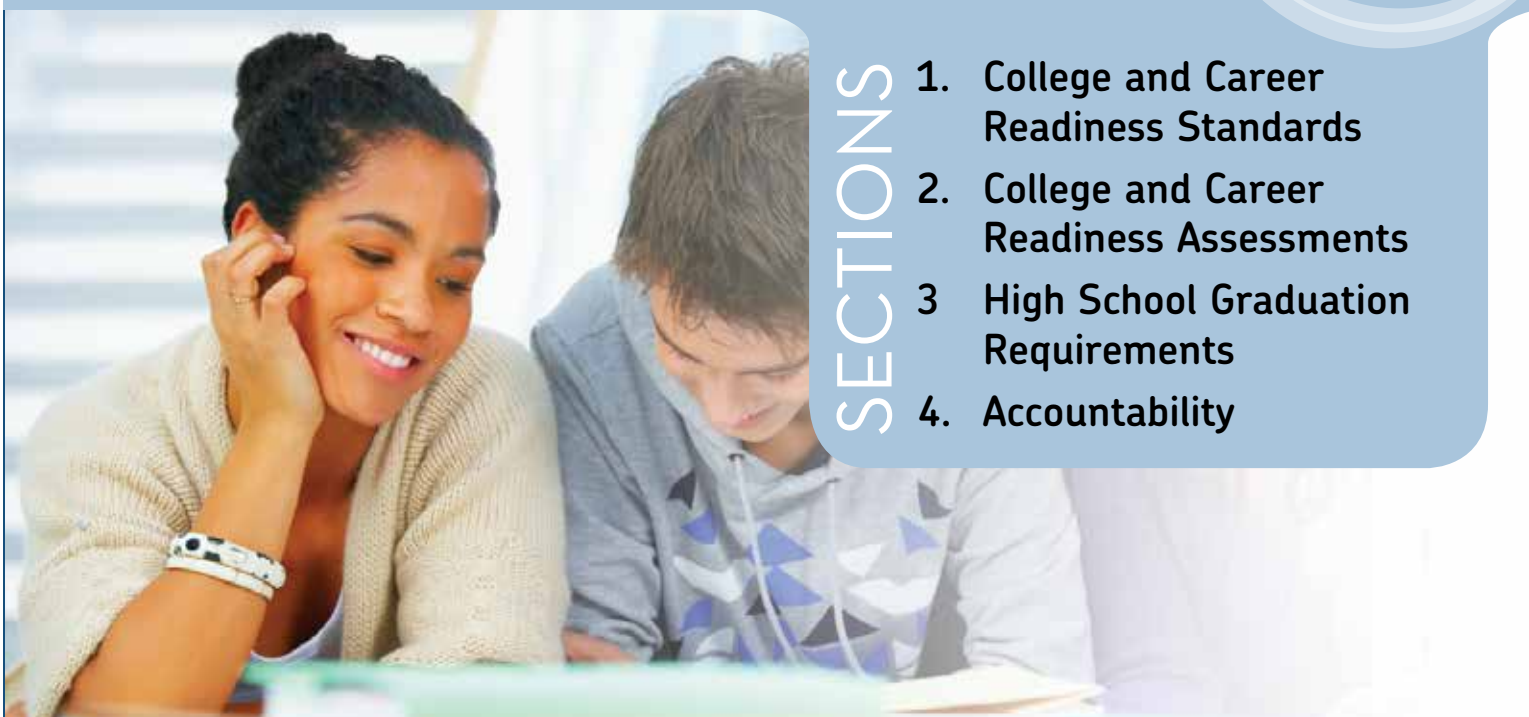
The Blueprint is designed to serve as a framework to help K-12 and higher education leaders conceptualize the multitude of education reform efforts underway in their states. It's based on the premise that K-12 and postsecondary collaboration is essential to building an aligned education pipeline and improving student outcomes.

The framework unites two driving forces in state and federal policymaking: 1) to improve the college and career readiness of graduating high school students and 2) to decrease remedial education and improve the rate of students who earn a degree or credential.

The following analysis includes four high school policies, four postsecondary policies and two “bridge” policies that impact both stakeholders. Collectively, the 10 policies described in the Blueprint enable states to bring together college and career readiness, transition and degree attainment goals.

The second section of the report contains individual state profiles as a way for leaders to quickly discern where strengths and opportunities exist and where they can get more information and resources should they decide to take action. Finally, a 50-state searchable data portal will provide an array of content-rich, easy-to-understand features. See all the results of all 10 Blueprint policies: www.ecs.org/html/educationIssues/blueprint/blueprint-intro.asp.





SECTIONS

1. College and Career Readiness Standards
2. College and Career Readiness Assessments
3. High School Graduation Requirements
4. Accountability

High school policies are at the heart of helping students succeed and transition to a postsecondary education. Focused on student success, this section highlights four policy approaches to improve students' college and career readiness before they graduate from high school. Those four key policies include: standards, assessments, high school graduation and accountability.

Taken together, these policy areas represent some of the most promising reforms taking place in high schools across the country. Which states are leading the way, and how does this work integrate with the larger overall goal to increase college readiness and success? What approaches and questions are emerging that will frame the choices and strategies states consider in the future?

Along with an overview of policy goals, this section provides key policy actions for consideration, as well as challenges and opportunities that may arise in the implementation process.

Questions researched for the 50 states

1. *Has the state adopted standards based on the Common Core State Standards or other similarly rigorous academic content standards?*
2. *Does state policy require districts to offer Advanced Placement, dual enrollment, International Baccalaureate or other opportunities for advanced coursework?*

High college remediation rates, coupled with business leaders' concerns about the poor skills of young people entering the workforce, suggest many K-12 students are not exposed to the English language arts and math content they need. In response, 48 states and the District of Columbia have adopted either the Common Core State Standards or similarly rigorous academic content standards.

In another effort to improve students' readiness for college and career, policymakers in 25 states require school districts to provide opportunities for advanced courses such as Advanced Placement (AP), dual enrollment or International Baccalaureate (IB). However, uneven access to these opportunities creates disparities for students who want to boost their skills or start early on a postsecondary credential or degree. In addition, states are increasingly using grade 10 and 11 assessments for dual purposes — to identify students capable of succeeding in advanced coursework, and to identify students in need of additional supports to progress to college and career readiness before high school graduation.

“... 48 states and the District of Columbia have adopted either the Common Core State Standards or similarly rigorous academic content standards.”

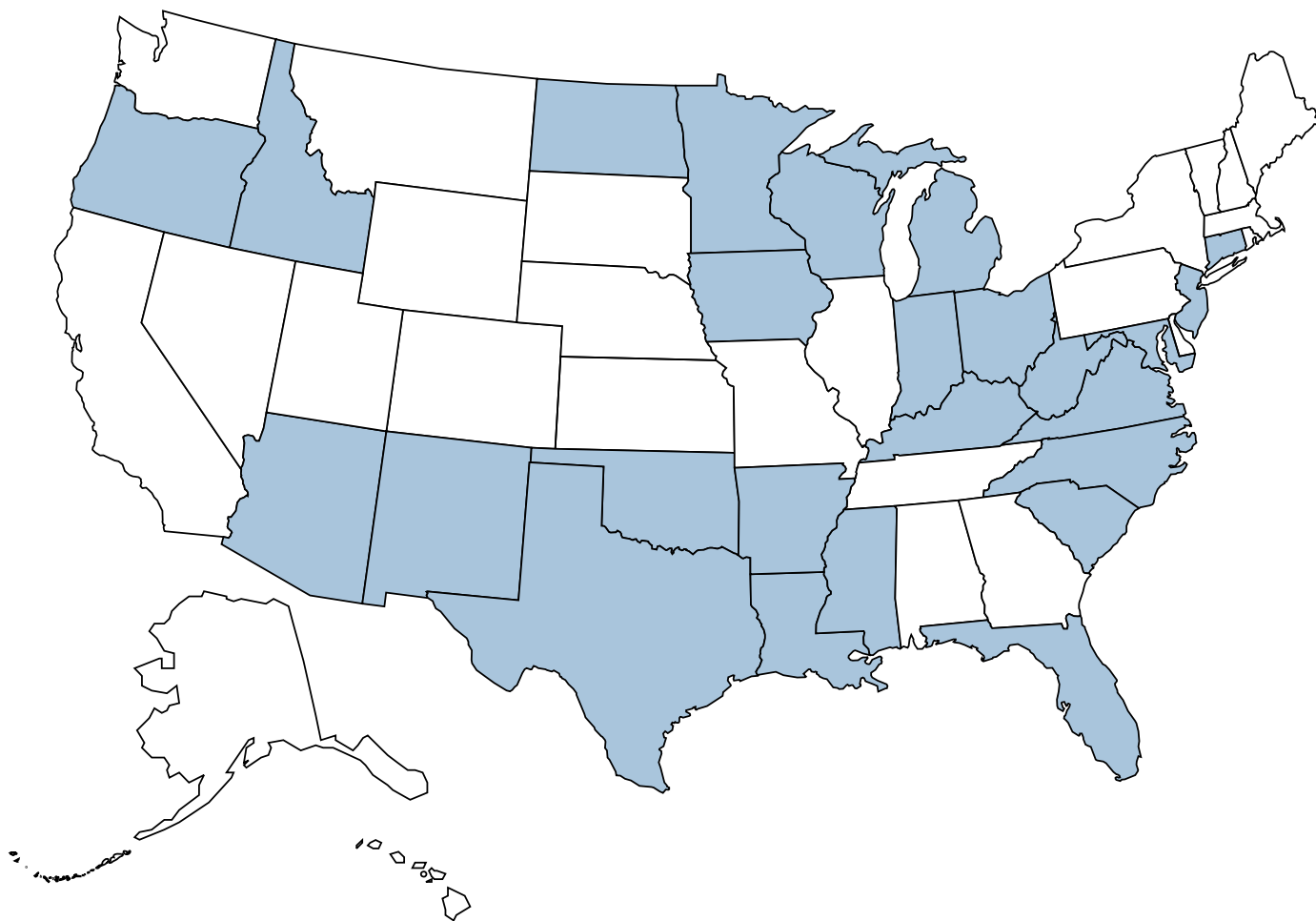
POLICY GOALS

While states began adopting K-12 content standards in the 1980s, it is only recently that momentum has built for adopting college and career readiness standards. Some of the goals that adoption of these standards are intended to achieve, include:

- ✦ Ensuring that exposure to college and career readiness content is not an accident of student location or demographics.
- ✦ Helping students achieve college and career readiness before high school graduation.
- ✦ Improving student performance on state, national and international assessments.
- ✦ Ensuring that mobile students — including students with family in the military — can progress through the K-12 curriculum without repeating or skipping key content.

States also are increasingly requiring all districts to offer AP, IB, dual enrollment or other rigorous coursework to ensure advanced opportunities are available to students statewide. In recent revisions to dual enrollment policies, some states have outlined the benefits of such programs and defined them as strategies to increase college-going and college-completion rates, particularly among students traditionally underrepresented in higher education.

25 states require AP, IB and/or dual enrollment



STATE ANALYSIS

Of the 48 states and D.C. initially adopting more rigorous content standards in English language arts and mathematics, 43 states are currently implementing the Common Core State Standards. Some states have developed their own name for the standards — for example, the **Missouri Learning Standards** or the **Standard Course of Study** in North Carolina. Three states — Alaska, Texas and Virginia — have adopted their own college and career readiness standards.

Twenty-five states require all districts to offer Advanced Placement (AP), International Baccalaureate (IB), dual enrollment or other similarly rigorous coursework. However, policies vary considerably in their focus.

- ✦ 7 states requiring districts to offer AP, IB, dual enrollment, or another accelerated opportunity: Florida, Idaho, Kentucky, Ohio, Oregon, Texas and Virginia.
- ✦ 3 states requiring districts to offer AP or IB: Arkansas, Louisiana, North Carolina.
- ✦ 3 states requiring districts to offer AP or dual enrollment: Indiana, New Jersey and North Dakota.
- ✦ 5 states requiring districts to offer AP: Connecticut, Iowa, Maryland, Mississippi, South Carolina
- ✦ 6 states requiring districts to offer dual enrollment: Arizona, Michigan, Minnesota, New Mexico, Oklahoma and Wisconsin.
- ✦ West Virginia requires districts to offer AP or IB, and to offer career and technical education (CTE) dual enrollment (WV EDGE program).

KEY POLICY ACTIONS

Step one is the adoption of college and career readiness standards. Once adopted, states should consider the following steps:

- ✦ Identify and adopt aligned curricula, assessments and instructional supports.
- ✦ Communicate the difference between the “old” and “new” standards — and the value of higher standards — to stakeholders.
- ✦ Ensure teacher preparation and professional development programs equip educators with the content knowledge and pedagogy they need to deliver high-quality instruction aligned with the standards.
- ✦ Ensure administrator preparation and professional development expose candidates and seasoned leaders to the standards, and help leaders learn how to effectively support teachers in teaching the standards.
- ✦ Integrate the standards as appropriate in career/technical coursework.
- ✦ Consider revisiting graduation requirements, particularly in math, to ensure all students have adequate exposure to college and career readiness standards.

Some considerations states should weigh in requiring advanced courses to be offered:

- ✦ **Consider scope.** Policies to enhance access to advanced coursework often require all districts — rather than all high schools — to offer advanced courses. Requiring all districts to offer advanced courses may be easier to achieve and may meet the letter of the law, but may result in these courses not being available in buildings serving large proportions of capable but traditionally underserved students.
- ✦ **Consider return on investment.** Are all postsecondary institutions required to award credit for AP, IB or dual enrollment? Are credits transferable statewide?
- ✦ **Consider how students are identified or recruited** for these courses to ensure that students who could succeed are not shut out.

States should consider surveying K-12 teachers and principals on the professional development they need in order for college and career readiness standards to be fully implemented. States should also ensure the more rigorous standards are integrated as appropriate into career/technical education courses, including those being taken for dual high school and college credit.

As for advanced coursework, policymakers could gain valuable information by requiring all public high schools to annually report student participation and success rates (as measured by AP and IB exam pass rates and dual enrollment/early college course completion rates). Disaggregating the data by student demographics and state geography would help policymakers identify disparities in participation and success.



CHALLENGES AND OPPORTUNITIES

Adopting college and career readiness standards is arguably the easy part. It's in implementation that the real challenges arise. Below are just a few examples of the challenges in implementing college and career readiness standards. Each challenge is countered with correlated opportunities:

The Challenge: Teachers feel inadequately prepared to teach the new standards

Opportunities for how to address the challenge

- ✦ Create and support teacher communities of practice — online and in person — to enhance teacher access to aligned instructional resources and tests, including materials to support English language learners and students with disabilities.
- ✦ Encourage collaboration among teacher preparation programs to deliver adequate and high-quality preparation and professional development.
- ✦ Encourage teachers to use online tools such as **Achieve's EQUiP** (Educators Evaluating the Quality of Instructional Products) to gauge the alignment of specific lessons and units to the new standards.

The Challenge: Lack of public understanding of/support for new standards

Opportunities for how to address the challenge

- ✦ Help familiarize parents with content of new standards — and support classroom instruction at home — via approaches such as Arkansas' **Refrigerator Curriculum**.
- ✦ Address perceptions of unwanted influence on state actions and values by using executive orders or legislative/state board authority for state standards to rename standards.
- ✦ Encourage state and local chambers of commerce to articulate the need for rigorous K-12 standards to meet current and projected workforce needs.
- ✦ Provide factual documentation on taxpayer costs of postsecondary remediation and workforce training for young adults who are not college and career ready.

The Challenge: Lack of strategy in expanding access to advanced learning opportunities

Opportunities for how to address the challenge

- ✦ Ensure that in addition to mandating offering of courses, the state has developed a comprehensive strategy to ensure course quality and student access.
- ✦ For AP and IB, provide financial support for course materials and program fees.
- ✦ For dual enrollment, provide annual (and accurate) student outcomes data — including high school completion and college-going and postsecondary remediation rates — to allow for program evaluation and retooling of state policies as needed.

EXAMPLES OF STATE POLICIES

Approaches to consider

The examples below highlight approaches states may consider in adopting standards based on the Common Core State Standards (or similarly rigorous content standards) and requiring districts to offer AP, IB or dual enrollment coursework.

KENTUCKY

Building public awareness in standards implementation



Kentucky has emerged as a national leader for its comprehensive approach to implementing the Common Core State Standards. The groundwork was laid by **2009 S.B. 1**, which called for the Kentucky Department of Education to collaborate with the Council on Postsecondary Education to put in place “a comprehensive process for revising the academic content standards” in core subjects, aligned with postsecondary course and assessment standards for the gateway areas of reading and math.

To build public awareness of and support for the standards, the commonwealth soon began communications efforts to explain the changes underway, and that higher standards initially might result in lower assessment results. In 2012, Commissioner of Education Terry Holliday and Kentucky Chamber of Commerce President Dave Adkisson conducted a tour of local chambers of commerce around the commonwealth, clarifying the connection between college and career readiness efforts and workforce needs.¹

S.B. 1 and the standards adoption efforts have led to a **Unified Strategy for College and Career Readiness**, which outlines four goals. For each goal, the strategy describes actions, outcomes, completion dates, persons responsible and impact measures.

ARKANSAS

Preparing for AP course expansion and incentivizing exam success



In the early 2000s, Arkansas led the nation in becoming the first state to require all high schools to offer four Advanced Placement courses — at least one each in English language arts, math, science and social studies by the 2008-09 school year. The requirement was phased in over a four-year period starting in 2005-06. Any high school offering the International Baccalaureate program is exempt from this requirement.

Arkansas also supports AP through teacher training subsidies, equipment grants and school awards for exam scores. A 2009 National Governors Association **analysis**² notes that as a result of these supports, “AP participation is now evenly spread across the state. Moreover, Arkansas is on its way to becoming one of the nation’s leaders in AP enrollment and achievement.” More recent College Board data likewise indicate that between 2003 and 2013, Arkansas experienced the greatest growth nationally in the percentage of students taking AP exams. Over the same 10-year period, Arkansas was fourth nationally in increasing African American students’ AP exam participation, third nationally in increasing Hispanic students’ AP exam participation and sixth nationally in increasing the number of students earning a “3” or higher.

ENDNOTES

- 1 Kentucky Department of Education, *Unbridled Learning – Communications and Collaboration*, December 2012, <http://education.ky.gov/comm/ul/documents/unbridled%20learning.pdf>.
- 2 David Wakelyn, *Raising Rigor, Getting Results, Lessons Learned from AP Expansion* (Washington D.C.: National Governors Association Center for Best Practices, 2009), <http://www.nga.org/files/live/sites/NGA/files/pdf/0908APREPORT.PDF>.

Questions researched for the 50 states

1. *Has the state adopted a system of college and career readiness assessments?*
2. *If yes, which college and career readiness assessment(s) has the state adopted?*

To determine whether high school students are college and career ready (CCR) — and to be eligible for an Elementary and Secondary Education Act (ESEA) waiver from the U.S. Department of Education — states are adopting and implementing CCR assessments. For purposes of this section, CCR assessments are defined as exams administered to high school students statewide and that are aligned to CCR standards.

ECS identified 46 states and the District of Columbia that, as of Sept. 22, 2014, will administer one or more CCR assessments to students in grades 9-12 in 2014-15. CCR assessments vary across states, but include:

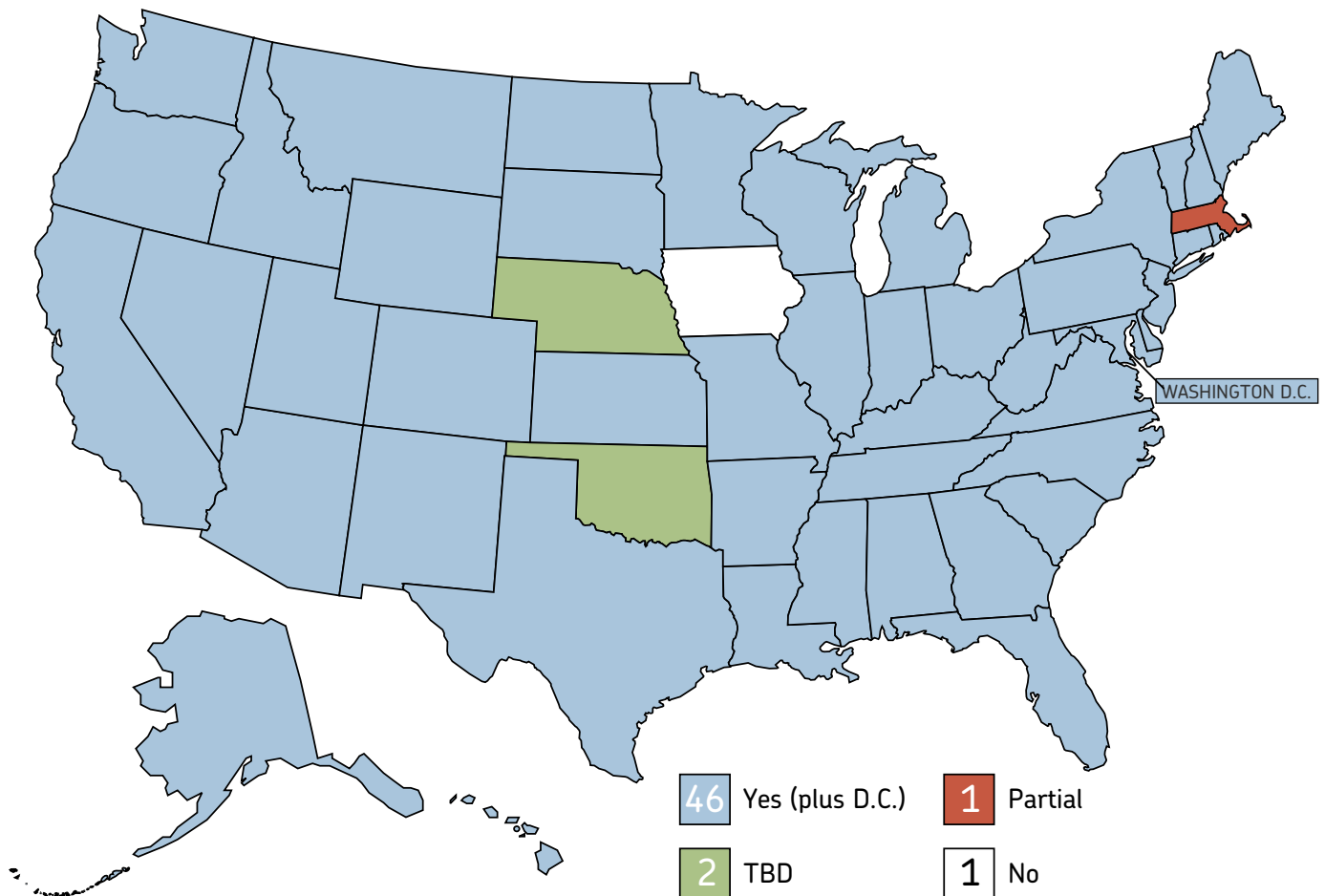
- ✦ Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC), ACT or SAT for all 11th graders.
- ✦ College-ready end-of-course assessments.
- ✦ State-developed or contracted college-ready assessments, and others.
- ✦ The Blueprint database identifies states that will administer the various CCR assessments to high school students in 2014-15.

POLICY GOALS

In recent years, high school-level assessments in nearly every state have shifted from testing high school-level standards and skills generally to assessing knowledge and skills policymakers and practitioners deem necessary for students to succeed in entry-level postsecondary mathematics and English coursework and the workforce. This transition to elevate expectations for students has been driven by several factors:

- ✦ Adoption of the Common Core State Standards or other CCR standards. The goal of state standards is to put students on a trajectory toward achieving college and career readiness upon high school graduation. Therefore assessments must change to measure students progress on that trajectory.
- ✦ States wishing to receive an NCLB waiver from ESEA mandates must adopt CCR standards and assessments aligned to those standards.
- ✦ High postsecondary remediation rates nationally.
- ✦ Outcry from business and industry leaders that high school graduates lack the knowledge and skills they need to successfully enter the workforce.
- ✦ The need to provide clear and consistent messaging to students, parents, teachers, administrators, policymakers and the general public on the college and career readiness of high school students.

Which states have adopted a system of college and career ready assessments?



STATE ANALYSIS

As of Sept. 22, 2014, 46 states and the District of Columbia will administer CCR assessments to high school students in 2014-15. (Note: several states plan to administer PARCC or SBAC in grades 3-8 but not at the high school level.) Of these 46 states administering CCR assessments in any grades 9-12 in 2014-15, almost half of the states plan to administer two or more types of CCR assessments during this grade span.

Of the CCR readiness assessments developed by the assessment consortia, in 2014-15, 14 states will administer SBAC at the high school level while eight states and the District of Columbia will administer PARCC to high school students. A ninth state, Massachusetts, is asking districts to administer either the PARCC or MCAS (Massachusetts Comprehensive Assessment System) in 2014-15. The commonwealth will determine whether to adopt PARCC statewide for 2015-16 after the 2014-15 "test run."

Eleven states will administer home-grown or off-the-shelf CCR end-of-course assessments in any grades 9-12. These states include New York, which is modifying the Regents exams to integrate CCR metrics, and Alabama and Kentucky, which will administer the ACT QualityCore end-of-course assessments. Nine states have contracted for the administration of off-the-shelf assessments, or state-developed assessments that are not end-of-course assessments, but that are designed to gauge students' college and career readiness.

Twelve states will require all 11th graders to take the ACT. Three additional states — Illinois, North Carolina and North Dakota — require juniors to take either the ACT or WorkKeys. Delaware is the only state that requires all 11th graders to take the SAT, while three additional states — Alaska, Idaho and Tennessee — require students to choose between ACT or SAT. In Alaska, students may elect to take WorkKeys instead of ACT or SAT, and in Idaho, students may take the Compass instead of ACT or SAT.

Nine states require all students at specified grade levels to take the ACT Explore and ACT Plan — usually in grades 8 and 10, respectively. Delaware is the only state to require all 10th graders to take the PSAT. Four states — Alabama, Michigan, South Carolina and Wisconsin — require all students to take WorkKeys.

KEY POLICY ACTIONS

In determining which CCR assessment to administer, policymakers must weigh multiple considerations:

- ✦ Identify benchmarks on CCR assessments that will trigger targeted, appropriate interventions in English language arts and math.
- ✦ Alternatively, set benchmarks on CCR assessments to identify students likely to succeed in Advanced Placement, International Baccalaureate, dual enrollment and other advanced opportunities. Also ensure information about these opportunities is communicated to all students, including but not limited to those achieving CCR benchmarks.
- ✦ Consider opportunities for students to demonstrate college and career readiness through more than one state-administered assessment. For example, if a student misses the mark on ACT, allow the student to substitute a score indicating college readiness on a state-developed end-of-course assessment.
- ✦ When providing students and parents with the results of CCR assessments, ensure clear information is also provided on whether scores are used in admissions to public institutions of higher education in the state, and how student results align with benchmarks for placing into entry-level, credit-bearing English and math courses at institutions across the state, or a sampling of institutions if placement measures are set entirely at the local level.



CHALLENGES AND OPPORTUNITIES

When implementing a CCR assessment, policymakers may consider a number of challenges and opportunities. Each challenge is matched with opportunities for further study.

The Challenge: Mismatch between high school assessments and postsecondary admissions and placement measures

Opportunities for how to address the challenge

- ✦ Encourage K-12 and higher education leaders to collaborate with two- and four-year institution leaders to identify cut scores on CCR assessments that allow students priority consideration for admission to institutions and that automatically place students into credit-bearing coursework in the discipline upon college entry.

The Challenge: Negative public perceptions of CCR standards and assessments

Opportunities for how to address the challenge

- ✦ Provide ongoing public communications on the annual cost of delivering remedial coursework at public higher education institutions in the state — and on participating students' lower likelihood of finishing a degree.
- ✦ Develop and widely publicize tools to help parents of high school students understand the knowledge and skills they will be expected to demonstrate on assessments.

The Challenge: Perception of overemphasis of assessing 'college readiness' and inadequate emphasis on assessing 'career readiness'

Opportunities for how to address the challenge

- ✦ Offer WorkKeys at no cost to all students, or to all CTE concentrator students.
- ✦ As appropriate, allow passing scores on industry certification or licensure exams to substitute for assessments required for high school graduation.
- ✦ Incorporate metrics on percentages of students earning CTE industry certifications into high school and district accountability metrics and public report cards.
- ✦ Encourage business and industry representatives to weigh in on any assessments that indicate career readiness and ensure assessments meet workforce expectations.

EXAMPLES OF STATE POLICIES

Approaches to consider

OREGON

Multiple measures for students to demonstrate college and career readiness



In addition to completing course requirements, Oregon students must demonstrate **Essential Skills** to show proficiency. As part of the essential skills, students must either develop a work portfolio to demonstrate mastery of reading, writing and math skills, or achieve minimum scores on either the SBAC or another assessment chosen from ACT, Plan, WorkKeys, Compass, Asset, SAT, PSAT, AP/IB or Accuplacer.

Oregon's approach provides avenues for students in academic as well as career/technical education pathways to demonstrate their college and career readiness. Integrating the SBAC as well as other assessments used for college admissions and placement raises student and parent awareness of college placement measures — which many studies suggest parents and students are unaware of. The Other Assessment option likewise sends students a message about the importance of performing well on these college and career readiness assessments, and allows students multiple avenues to demonstrate their college and career readiness.

VIRGINIA

A comprehensive package of standards, assessments and supports



In February 2011, the leaders of the Virginia Department of Education, Virginia Community College System and State Council of Higher Education for Virginia signed a resolution recognizing their **College and Career Ready Mathematics and English Performance Expectations** as establishing the levels students must attain to be prepared for entrance into credit-bearing college courses or technical training after high school.¹

Once these expectations had been set for all students, Virginia began developing capstone course content for college-intending students. This was intended for students who had attained minimum proficiency in English language arts on the end-of-course English reading and writing assessments, or had completed the required mathematics courses based on the Standards of Learning including Algebra, Functions, and Data Analysis or Algebra II, but were not college ready.²

Rather than define a set curriculum in mathematics, the commonwealth took the approach of giving schools and teachers flexibility to address the needs of their students. The goal was to ensure mathematics capstone courses provide relevance to students by providing a problem-based and project-based approach.³

Similarly to mathematics, the English capstone course provides problem-based units and is very much local-control: there is no statewide reading list, nor any test of particular elements of literature. Capstone content can be integrated into a senior-year English course or be taken as a standalone senior year elective.⁴

ENDNOTES

- 1 College and Career Readiness Initiative, Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations, February 2011, http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf.
- 2 Virginia Department of Education, English Capstone Course and Mathematics Capstone Course, n.d., http://www.doe.virginia.gov/instruction/english/capstone_course/index.shtml.
- 3 Interview with Tracy Robertson and Michael Bolling, Virginia Department of Education, January 9, 2013.
- 4 Ibid.

SECTION 3 | HIGH SCHOOL GRADUATION REQUIREMENTS

Question researched for the 50 states

1. *Are statewide high school graduation course requirements aligned with statewide or systemwide college admissions course requirements that exist in 28 states?*

Forty-seven states have established statewide minimum high school graduation requirements, all of which are or will be in effect by the 2014-15 school year. Three states do not have minimum requirements but may provide guidelines:

- ✦ Colorado has adopted new guidelines for fall 2020.
- ✦ Massachusetts has a recommended high school program of study called MassCore.
- ✦ Pennsylvania has neither graduation requirements nor a recommended program of study.

Of the 47 states with high school graduation requirements, 18 states have complete or partial alignment between those requirements and statewide higher education minimum admission requirements. This section discusses the alignment between high school and higher education policies and how coordinating these two policies may lead to higher postsecondary enrollment, persistence and completion rates.

The section also explores “competency-based” degree programs that focus more on what students learn, rather than where or how long the learning takes place. Instead of evaluating student progress on the amount of time spent in a classroom (using the credit hour, which is the default standard for measuring progress), students receive college credit based on their actual demonstration of skills learned.¹

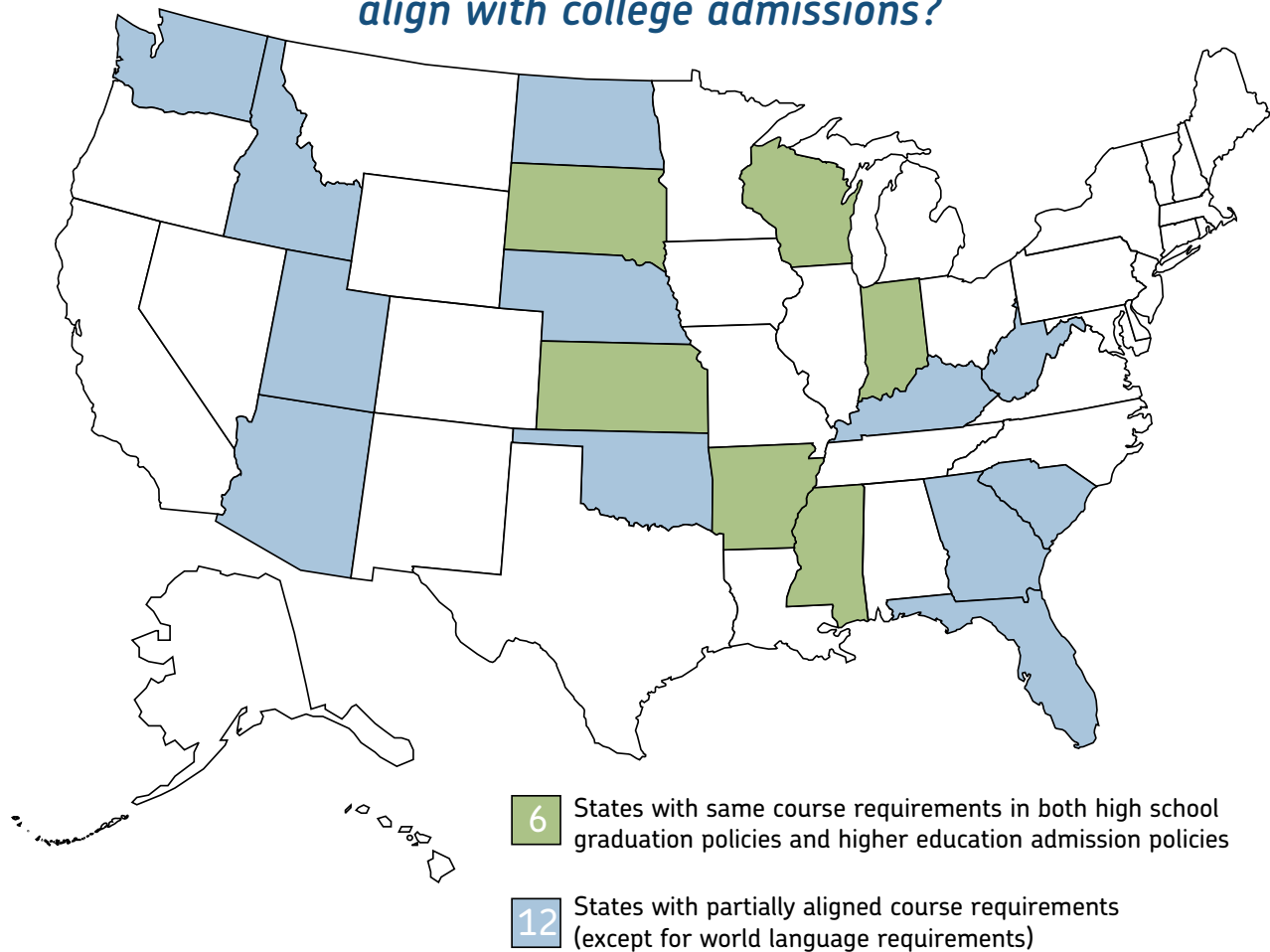
“Forty-seven states have established statewide minimum high school graduation requirements, all of which are or will be in effect by the 2014-15 school year.”

POLICY GOALS

As the need for postsecondary credentials in the workforce increases, state leaders are strengthening policies to improve the transition of students from high school to higher education. These policies typically encompass multiple goals, including:

- ✦ Aligning statewide minimum high school graduation requirements with statewide minimum higher education admission standards.
- ✦ Creating transparency between high schools and higher education institutions about college readiness standards.
- ✦ Increasing the number of high school graduates entering postsecondary institutions.
- ✦ Providing multiple options for meeting the minimum course requirements in both high school and higher education. Examples include the use of competency-based assessment results and the scores on Advanced Placement exams.
- ✦ Providing multiple options for determining a student’s level of college readiness in areas other than course requirements, such as GPA or class rank.

Do state course requirements for high school graduation align with college admissions?



STATE ANALYSIS

Of the 47 states with minimum high school graduation requirements, six states have completely aligned their statewide minimum higher education admissions policies. This means alignment in both subject and units required, such as successfully completing four credits or semesters of math to complete high school graduation requirements and to fulfill college admissions policies.

Twelve states have partially aligned their high school exit and postsecondary admission policies, meaning they are aligned in English, math, science and social studies. In all 12 instances, the lack of alignment is in world languages. Statewide higher education admission policies mandate the completion of language courses in these states, but high school graduation policies do not. Instead, world language courses are typically just one option high school students may choose to fulfill their graduation requirements outside the academic core.

Of the remaining states, seven do not have alignment between their high school graduation policies and higher education admission policies, and 22 states do not have minimum statewide admission policies for their four-year public institutions. Some graduation requirements are higher than admissions requirements, or vice versa, and some admission policies do not include specific course requirements.

Interestingly, three states' high school graduation requirements — except for world language requirements — aligned their higher education admissions policies in the number of courses required. In all three cases — Arizona, Utah and West Virginia — the requirements were higher in social studies at the high school level than at the college level.

Bringing together educators from high schools and higher education to focus on the skills and knowledge students need to know can work to raise awareness of the disconnect and to build consensus about how to address it. Eleventh- and 12th-grade transition courses can be built by faculty teams working together to consider the content of remedial courses and the extent to which they align with high school or college first-year course expectations. The intent is to create more consistent (statewide) policies, aligned courses and improved success to address the remedial needs of students.

KEY POLICY ACTIONS

With the increased attention to college and career readiness, high school graduation requirements should reflect postsecondary and workplace standards. To create seamless transitions between high school and college, state leaders should consider the following policy elements:

- ✦ Align statewide minimum high school graduation course requirements with statewide minimum higher education admission course requirements.
- ✦ Introduce early interventions for high school students not meeting graduation and college readiness standards by the 11th grade.
- ✦ Create alternate routes/diplomas for high school graduation.
- ✦ Incorporate multiple measures to determine a student's college and career readiness, including recognition of non-cognitive or "soft" skills through options such as student portfolios.
- ✦ Provide competency-based options to show proficiency in course requirements, both at the high school and postsecondary levels.

Competency-based pathways can provide opportunities for advancement through demonstrated mastery of a subject rather than course completion or "seat-time" requirements.² States should consider competency-based proficiency when creating or updating high school graduation requirements.

Many states provide some form of competency-based assessment or substitutions for high school graduation course requirements. Career and technical education courses are commonly used as substitute courses. Integrating these courses into high school curricula emphasizes career readiness as well as college readiness.

The concept of competency-based pathways highlights a trend among states to move away from seat time and to create options for students to earn credit outside of the classroom.³ Many of the high school graduation policies reviewed describe multiple measures for students to show college or career readiness and to qualify for a high school diploma.

To improve policy alignment, states should evaluate the extent to which their high school and higher education policies are preparing students for success. Encouraging collaboration between K-12 and college policymakers and practitioners will only increase the effectiveness of college readiness, access and completion policies. Exploring these topics will help ensure more students are prepared to pursue their college and career goals.



CHALLENGES AND OPPORTUNITIES

ECS has identified critical challenges and opportunities for states to consider when creating and adopting these policies:

The Challenge: Need for alternate options to show course content competency

Opportunities for how to address the challenge

- ✦ Increase availability of Advanced Placement, International Baccalaureate, career and technical education, and dual enrollment courses.
- ✦ Incorporate assessments into graduation requirements to demonstrate content knowledge and college readiness. Assessments can include end-of-course exams, standardized tests or competency-based exams.

The Challenge: Lack of collaboration between high schools and postsecondary institutions

Opportunities for how to address the challenge

- ✦ Create working partnerships between the governing bodies for K-12 and postsecondary.
- ✦ Establish common language and clear benchmarks in the state's high school graduation and higher education admission requirement policies.
- ✦ Evaluate standards at the high school and postsecondary levels to find ways to better align the policies, involving educators in the process.

The Challenge: Significant number of students need remediation courses

Opportunities for how to address the challenge

- ✦ Analyze differences and commonalities with policies regarding high school graduation requirements, statewide higher education admission requirements and college course placement policies.
- ✦ Deliver early intervention initiatives to address remedial needs at the high school level through a partnership between high school and higher education faculty.
- ✦ Align course rigor at the high school and postsecondary levels.

EXAMPLES OF STATE POLICIES

Approaches to consider

The following examples illustrate the variety of approaches states may take to adopt an aligned set of high school graduation and higher education admission policies. States are looking at new ways to measure student readiness — beyond course requirements or seat time — by utilizing a common set of metrics across high school and higher education.

WASHINGTON

Collaboration between high schools and postsecondary institutions



The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements (CADRs)**.

The CADRs provide high school students with a guideline of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. The CADRs provide an example of high school and higher education collaborating to create greater access to postsecondary education. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

SOUTH DAKOTA

Alternate options to show course competency



South Dakota's high school graduation requirements and statewide higher education admission policies provide a prime example of competency-based proficiency for course requirements. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students in lieu of course requirements.

Similarly, the **statewide higher education admission policy** provides alternate opportunities to meet the minimum course requirements beyond seat time. Within each subject area, students can receive credit by achieving a specific benchmark on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement tests.

ENDNOTES

- 1 Competency-Based Education (Chicago: Council for Adult and Experiential Learning), <http://www.cael.org/what-we-do/competency-based-education> (accessed Oct. 1, 2014)
- 2 Chris Sturgis and Susan Patrick, *When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning*, (Vienna, VA: MetisNet and International Association for K-12 Online Learning, November 2010), <http://net.educause.edu/ir/library/pdf/csd6174.pdf>.
- 3 National Conference of State Legislatures (NCSL), *Rethinking "Seat Time:" State Approaches to Earning Credit in Out-of-School Time*, (Denver, CO: NCSL, 2012), <http://www.ncsl.org/documents/educ/SeatTime.pdf>.

SECTION 4 | ACCOUNTABILITY

Questions researched for the 50 states

1. *Is college and career readiness one of the indicators used to determine school performance?*
2. *What proxies for college and career readiness are used in determining school performance?*

State policymakers increasingly are holding K-12 schools accountable, ensuring that graduates are prepared for college. All 50 states annually publish school report cards to provide a public snapshot of how well each school is educating its students. In 23 states, college and career readiness is one of the indicators measured to judge school performance.

Many states are working to define college and career readiness, although the indicators used for K-12 accountability vary. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Others measure participation in dual enrollment courses, Advanced Placement scores or the number of industry certifications earned.

“In 23 states, college and career readiness is one of the indicators measured to judge school performance.”

POLICY GOALS

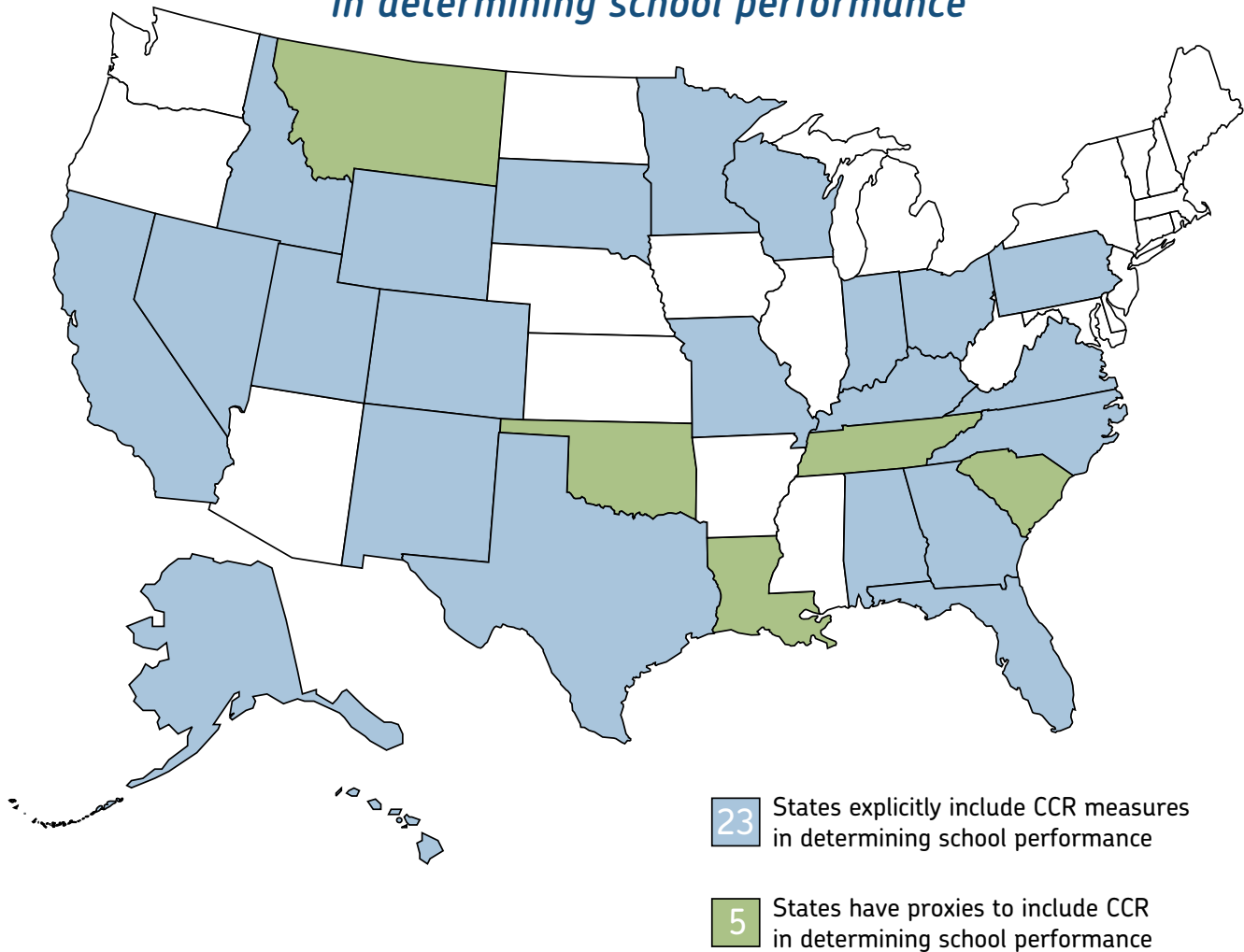
State K-12 school performance and accountability policies generally strive to improve all aspects of school performance, particularly focusing on:

- ✦ Increasing transparency about how well public schools are educating children.
- ✦ Balancing fairness for all schools and rigor for all students while increasing community expectations and increasing educator accountability.
- ✦ Creating improvement goals that encourage public support while focusing on areas in need of growth.
- ✦ Aligning accountability measures with state education goals, such as improving college and career readiness.

The focus on postsecondary success is driving states to analyze which measures best signal how well schools are preparing students for college and career. Policy goals related to this particular indicator include:

- ✦ Increasing the dialogue between K-12 and postsecondary education to foster collaboration and create a more aligned system serving students from preschool to the workforce.
- ✦ Reminding educators, parents, students and community members that each part of the school system is vital for student success.
- ✦ Providing communities with the information they need to insist upon change if they don't believe their children are being well served.

28 states include measures of college and career readiness in determining school performance



STATE ANALYSIS

ECS' review of K-12 accountability systems in the 50 states makes it clear that states are continuing to identify the best indicators of college and career readiness, including advanced coursework, assessment scores, dual enrollment, college-going rates and remedial rates. Twenty-three states explicitly include college and career readiness in their formulas to determine school and district performance and indicate the metrics used to evaluate it.

Five additional states — Louisiana, Montana, Oklahoma, South Carolina and Tennessee — while not explicitly requiring “college and career readiness” in their performance calculations, measure proxies that suggest readiness, such as college-going rates and ACT/SAT results, in school accountability systems. The following indicators of college and career readiness are commonly used by states as proxies for readiness:

- ✦ Dual enrollment participation and/or completion.
- ✦ Advanced Placement/International Baccalaureate participation and/or results.
- ✦ ACT/SAT participation and/or results.
- ✦ Postsecondary participation rate.
- ✦ Industry certifications earned.
- ✦ College remediation rate.

While college and career readiness is only measured by about half the states, there is greater consistency in state selection and use of other metrics. For instance, all 50 states and the District of Columbia use student achievement and graduation rates as indicators of performance. An expert panel convened by ECS selected five indicators they see as essential for any state's school accountability system:

1. Student achievement
2. Student academic growth
3. Achievement gap closure
4. Graduation rates
5. College and career readiness.

KEY POLICY ACTIONS

The increased focus on college readiness will likely have a big impact on state accountability policies in the coming years. In 2014-15, many states will implement new standards and assessments that are designed to improve the rate of college and career readiness of high school graduates. The public will want to know how students are progressing toward meeting the new benchmarks and statewide accountability systems can help.

Some considerations for policymakers as they seek to include college and career readiness in their accountability systems:

- ✦ Align college and career readiness indicators with other statewide initiatives, such as developmental or remedial education redesign. In this way, the policies reinforce one another and establish a common vision for student transitions and success.
- ✦ Realize there may be limitations for college and career readiness indicators, such as participation in advanced courses or dual-enrollment programs, particularly in geographically remote or lower-income school districts.
- ✦ Weigh the ability of a state's data system to accurately track students into postsecondary education and/or the workforce, if this is required by the college and career readiness indicator under consideration.

More than any other indicator, measuring the level of student readiness largely depends on the availability of longitudinal data across state agencies. Robust data-sharing systems can either hinder or help states capture and understand how prepared students are for life after high school. It's also important to review and revise the accountability measures and formulas over time to determine their effectiveness and their impact on various student populations.

Definitions, indicators and reporting mechanisms are merely part of the puzzle. Two-way communication with higher education and business leaders is essential to a well-functioning system. Their perspectives can inform policies designed to improve student readiness and, eventually, student success.



CHALLENGES AND OPPORTUNITIES

Holding schools accountable for how well they prepare students for college and careers is a complicated process and requires addressing many challenges and considerations.

The Challenge: College and career readiness is hard to measure

No single formula or definition guarantees freshman year success in college.

Opportunities for how to address the challenge

- ✦ Choose indicators carefully.
- ✦ Be realistic about the limits of your data system. For example, what is its ability to handle highly mobile students or to capture college remedial rates?
- ✦ Consider the potential unintended consequences of what's being measured, rewarded or punished.

The Challenge: Participation does not necessarily mean readiness

Some states collect information on dual enrollment and AP/IB participation as a measure of college readiness. However, participation does not necessarily mean readiness.

Opportunities for how to address the challenge

- ✦ Collect and measure the results of advanced coursework in addition to participation rates. For example, what percentage of AP students took the final course exam and scored high enough to earn college credit?
- ✦ Collect and measure dual enrollment completion.
- ✦ Collect and measure the percentage of students enrolling in postsecondary education and also the percentage successfully completing the first year of college (or whatever time span is deemed appropriate).
- ✦ Collect and measure the percentage of students enrolling in two- and four-year institutions that require remediation and whether that remediation is in math, reading or both.

The Challenge: Communicating with students, parents and communities

Communication is about letting parents, communities and educators know which college and career readiness indicators are being used and why. Allow stakeholders to weigh in.

Opportunities for how to address the challenge

- ✦ Establish a strategic communications and outreach plan.
- ✦ Increase the dialogue between all aspects of K-12 and postsecondary education.
- ✦ Be transparent in communicating data and elements of the accountability system.

EXAMPLES OF STATE POLICIES

Approaches to consider

Texas and Wisconsin are two examples of efforts states are making to ensure college and career readiness is a prominent aspect in school and district accountability systems. Both states seek to increase communication and transparency for students and teachers through these efforts.

TEXAS

Multiple metrics used to measure postsecondary readiness



Texas' 2014 **State Accountability Rating System** (recently revised) emphasizes that a high school diploma should provide students with the foundation necessary for success in college, the workforce, job training programs or the military. Texas' accountability system uses four metrics to measure postsecondary readiness:

- ✦ **State of Texas Assessments of Academic Readiness (STAAR) Final Level II:** Determined by the percentage of students with STAAR test results at or above the final Level II performance standard on two or more subject area tests.
- ✦ **Graduation Score:** Reflects the highest number of points possible from the combined performance across graduation rates for grades 9-12.
- ✦ **Graduation Plan:** Calculated as a rate based on a longitudinal cohort of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP).
- ✦ **Postsecondary Indicator:** Based on college-ready graduates meeting or exceeding the Texas Success Initiative (TSI) criteria in both reading/English language arts (ELA) and mathematics on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, SAT, or ACT test.

WISCONSIN

Using multiple sources of evidence



Wisconsin's **Act 20** (2013) mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.



SECTIONS

- 1 Statewide Admission Standards
- 2 Statewide Remedial And Placement Policies
- 3 Transfer
- 4 Accountability

Meeting the workforce needs of businesses requires that a greater number of Americans obtain a postsecondary degree or certification. To help achieve this goal, this section illuminates four policy approaches to increase the number of U.S. students who earn a postsecondary degree. Those four policies include: statewide admission standards, statewide remedial and placement policies, transfer and articulation, and accountability.

Some of the most innovative policy reforms happening in the United States are taking place in postsecondary education. The four policies outlined in this section are at the heart of transforming the postsecondary experience for students of all ages and walks of life.

Along with an overview of policy goals, this section provides a review of state progress on these strategies. Promising practices and challenges are discussed, followed by recommendations for policy actions and resources for each policy.

SECTION 1 | STATEWIDE ADMISSION POLICIES

Questions researched for the 50 states

1. Do statewide admission requirements exist for public four-year institutions?
2. Which elements are reflected in admission policies?

States are taking a closer look at college admission and placement policies because of increased pressure to improve the number of students earning a degree. By 2020, 65 percent of all jobs in the United States will require a postsecondary credential.¹ Given this statistic, ECS wanted to identify those states using statewide college admission policies and the common admission criteria being used. Statewide admissions policies, when clearly written and widely distributed, can help ensure students are prepared for college and thus more likely to persist and complete their degrees.

As of July 1, 2014, 28 states have adopted either statewide or systemwide admission policies for their four-year institutions. Systemwide refers to institutions with multiple campuses that function as a single system. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators as states shift to more comprehensive measures of college readiness.

**Note: Figures include adopted policies scheduled for implementation by 2016.*

“By 2020, 65 percent of all jobs in the United States will require a postsecondary credential.”

POLICY GOALS

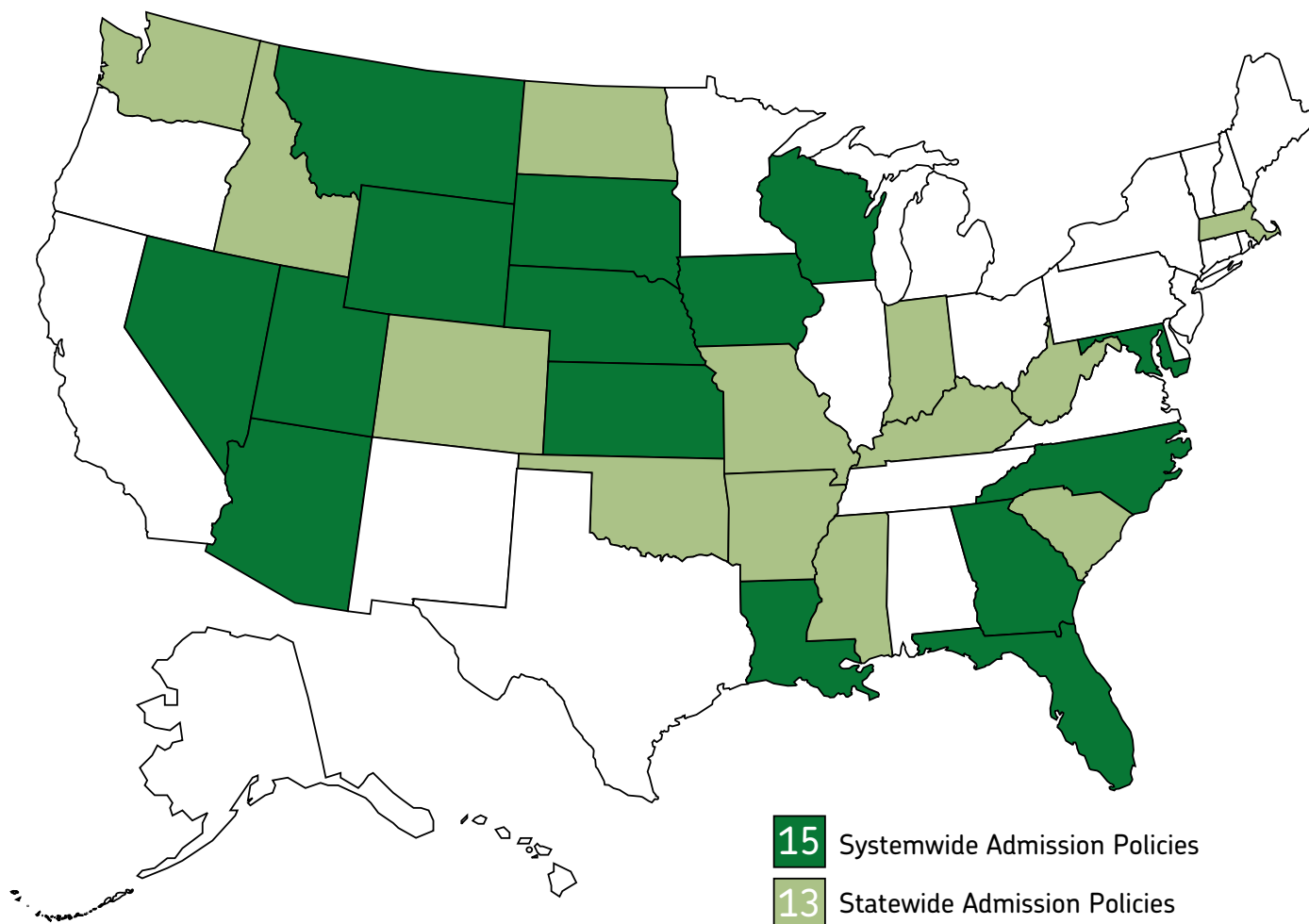
State lawmakers stepped up their role in setting college admissions policies following a series of reports in the 1980s — most notably, *A Nation at Risk* — finding high school students were under-prepared for higher education.

Since then, an increasing number of states have created minimum admission standards for public four-year institutions. These policies encompass multiple goals, including:

- ✦ Increasing the number of high school graduates entering postsecondary institutions.
- ✦ Creating transparency between high schools and higher education institutions about what indicators demonstrate college readiness.
- ✦ Increasing access to higher education for underrepresented populations.
- ✦ Using multiple measures to determine college readiness for admission and placement decisions so students have multiple ways to show they're prepared.

Ten states specifically outline the goals of their statewide admission policies. This helps explain why lawmakers believe a policy is important and what it is intended to achieve.

Which states have statewide or systemwide admission policies?



STATE ANALYSIS

Twenty-six of the 28 states with statewide or systemwide policies include specific high school coursework. However, most of the 28 states include other minimum requirements. This shows a move away from relying solely on high school course content and toward more comprehensive admission policies.

The five most common admission criteria in statewide policies are high school coursework, GPA, assessments, class rank and index score — the latter is typically created by combining some or all of the previous indicators into a single number. However, multiple states allow for alternative routes to meet minimum admission standards, such as the use of AP exam scores to substitute for a required course.

Assessments, including the ACT, SAT or an institutional-level test, are another common measure used by 24 states. This shows states are continuing to rely on standardized testing as an important indicator of college readiness.

Additionally, 20 states require a high school GPA in their admission requirements. Some states set specific minimums, which typically range between 2.0 and 3.0. Minimum GPA requirements help students gauge the level of academic rigor in their state's four-year public institutions and show how their academic progress matches postsecondary expectations.

KEY POLICY ACTIONS

As the idea of college readiness evolves, so must statewide admission policies. State leaders should identify what academic levels students need to reach to succeed in their public four-year institutions. Some considerations might include:

- ✦ Using multiple measures to evaluate college readiness, such as a student's ability to succeed in college-level courses.
- ✦ Encouraging collaboration on college admission standards by stakeholders at the high school and postsecondary levels, including teachers, faculty, administrators and policymakers.
- ✦ Exploring the extent to which there is alignment between high school graduation requirements and college admission requirements.
- ✦ Promoting transparency within policies for students, parents and administrators.
- ✦ Providing alternative opportunities for students who do not meet minimum admission standards.

A majority of statewide admission policies provide options for students who do not meet the minimum qualifications to enter four-year public institutions. These options increase access for students who are on the cusp of college readiness but may need additional help in one or more academic areas. Alternative options for college admission also help institutions provide pathways for historically underrepresented populations.

States should study the effectiveness of statewide admission policies, including which of the multiple measures are proven indicators of college readiness. With a more in-depth look, policymakers can improve admission practices and increase success for high school graduates.

Further study would include exploring more alternate options of showing college readiness. This might include a review of current measures and their effectiveness, incorporating competency-based assessments for coursework requirements and how institutions weigh each measure when considering admission.



CHALLENGES AND OPPORTUNITIES

The Challenge: High school and college course rigor

Opportunities for how to address the challenge

- ✦ Align high school graduation course requirements with college entrance course requirements (when applicable).
- ✦ School districts should meet and communicate frequently with four-year public institutions to discuss course alignment and college readiness standards.
- ✦ Add “course rigor” to current legislative or board policy language.

The Challenge: Clarity of college selectivity on admission

Opportunities for how to address the challenge

- ✦ Identify different selectivity levels among the four-year public institutions and disseminate this information to high schools.
- ✦ Publicly share the selectivity levels and indicate which four-year public institutions identify at each level.
- ✦ Evaluate all four-year public institutions annually to ensure correct selectivity-level placement to provide prospective students with up-to-date information for admission.

The Challenge: Lack of access due to limited or strict requirements

Opportunities for how to address the challenge

- ✦ Consider alternative admission criteria in addition to course requirements.
- ✦ Review the skills and competencies that institutions desire of their incoming students and how those will be measured.
- ✦ Use multiple measures of student performance, such as GPA, assessment results and class rank, to create a single indicator or “index score” for the decision-making process.

EXAMPLES OF STATE POLICIES

Approaches to consider

States are taking a closer look at admission and placement policies because of increased pressure to improve the number of students earning a degree. The following examples represent some of the innovations taking place in higher education admission practices intended to create clear pathways to and through college.

UTAH

Identify selectivity levels in admission policy



The **Utah System of Higher Education policy R461** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

The policy provides information about admission to different types of institutions and sets out expectations for students. Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

COLORADO

Consider alternative admission criteria/course rigor consideration



Colorado has adopted **admission standards**, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. Colorado's previous policy included high school coursework, GPA, assessment score and class rank as minimum requirements for admission to four-year public institutions.

The new admission guidelines replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.

ENDNOTE

- 1 Anthony P. Carnevale, Nicole Smith and Jeff Strohl, *Recovery: Job Growth and Education Requirements Through 2020* (Washington D.C.: Georgetown University, June 2013), <https://georgetown.app.box.com/s/tlI0zkxt0puz45hu21g6>.

Questions researched for the 50 states

1. Do statewide or systemwide policies for remedial education exist?
2. If yes, to which institutions do the remedial policies apply?
3. Does a statewide or systemwide common policy for placement into credit-bearing postsecondary courses exist?
4. If yes, to which institutions does the common placement policy apply?
5. Do states or systems that identify approved placement assessments also set minimal cut scores?

Increasingly, states are adopting policies to address the alarmingly high number of students who arrive on campuses unprepared for college-level coursework. Most of the recent attention and activity has focused on efforts to implement innovative instructional models. For example, several institutions are designing programs to accelerate a student's progress through remediation or allowing unprepared students to enroll in college-level courses with extra academic support.

The policies that determine whether recent high school graduates are placed into remedial or credit-bearing courses continue to impact students' transition to and success in college. Setting common policies on remedial education and course placement is one strategy states can use to communicate a consistent message about college readiness expectations.

An ECS analysis identified 39 states with statewide or postsecondary systemwide remedial education policies, which can range from general guidelines to specific requirements. In addition, 29 states have statewide or systemwide common policies for placement into remedial or credit-bearing courses. These states and systems also indicate approved placement assessments, but only a couple systems do not set minimum cut scores to direct students into different course levels. While not captured in the Blueprint database, more than a dozen states or systems allow institutions to use multiple measures (e.g., placement scores, high school curriculum or GPA) to determine the most appropriate course-level for incoming students.

POLICY GOALS

States and postsecondary systems that adopt a common remedial policy that includes fairly detailed guidance and establish common course-placement policies often strive to achieve the following objectives:

- ✦ Clearly communicating college readiness standards to students, K-12 schools, parents and the public.
- ✦ Encouraging high school students to improve their academic preparation before they enter college.
- ✦ Providing common and consistent expectations for college readiness across a state or postsecondary system to promote alignment between K-12 and higher education.
- ✦ Clarifying the role of various institutions to provide remedial courses and services.
- ✦ Ensuring that students with academic deficits receive the remediation they need to successfully progress to and through college-level math and English courses.

California and Georgia, the governing boards of different systems — typically two- and four-year — have adopted separate remedial policies. Through ECS’ analysis, it became apparent that community colleges in several states use common assessments and sometimes cut scores through agreements or faculty decisions, but not formal policies. These practices typically are driven by their governance structure or decision-making process. Examples include the District of Columbia, Delaware, Maine, Maryland, Rhode Island and Wyoming.

KEY POLICY ACTIONS

As states pursue efforts to improve college readiness rates and the success of students who are unprepared for postsecondary education, some considerations might include the following:

- ✦ Adopt and regularly review common statewide or postsecondary systemwide minimum standards for placing students into remedial or credit-bearing courses, but allow a necessary degree of institutional flexibility.
- ✦ Create a council or leverage an existing entity to use the state’s college and career readiness definition to determine the criteria and standards for gauging a student’s level of preparation for college-level coursework.
- ✦ Establish multiple avenues to clearly communicate the standards for college readiness to a broad audience within K-12 and higher education.
- ✦ Encourage or require postsecondary systems and institutions to use multiple measures for determining readiness for college-level work and course placement.

ECS identified at least 14 states or postsecondary systems that allow, encourage or require institutions to use multiple measures — typically placement assessments, high school GPA and coursework — to gauge whether students are prepared for credit-bearing classes. Emerging research and informal evaluations have found that while a single cut score on an assessment may be an efficient measure, it provides only limited information about a student’s level of college readiness. Recent studies, for example, suggest that a student’s high school GPA is one of the most accurate indicators of performance in credit-bearing courses.^{1,2}

Under newly developed policies, for example, community colleges in California and North Carolina, and institutions within the Connecticut State Colleges and Universities system, will be required to select from a list of multiple measures for course placement. In other states, such as Florida and Nevada, institutions may rely on measures in addition to assessments to determine whether students should enroll in credit-bearing courses.

An increasing number of institutions are adopting differentiated math pathways to align coursework with a student’s degree program and avoid unnecessary placement into remedial courses, which typically are based on algebraic skills. Students pursuing a degree in psychology are more likely to need statistics than algebra, which is more appropriate for an engineering major. In addition, several systems and campuses are placing the majority of students into credit-bearing courses as the default and then offering additional academic assistance to ensure their success.

In a far reaching move, the Florida legislature enacted **Senate Bill 1720** in 2013 to address course placement and remedial instruction reforms. The policy allows most students to enroll directly in credit-bearing courses, regardless of whether their placement test scores indicate that they need remediation. Institutions may include additional measures beyond test scores to determine enrollment options. Students who opt to enroll in remedial courses can select from a set of instructional strategies, including the co-requisite model.

CHALLENGES AND OPPORTUNITIES

State and postsecondary system leaders should be prepared to address a number of challenges and opportunities as they adopt and revise remedial and course placement policies. Each challenge is matched with opportunities for further study.

The Challenge: Lack of alignment between high school and higher education expectations

Opportunities for how to address the challenge

- ✦ Leverage an existing entity or create a P-20 work group to clarify college readiness expectations and ensure relevant high school and postsecondary policies are aligned.
- ✦ Use or establish a statewide college and career readiness definition as the basis for communicating expectations and determining the criteria for students' adequate preparation for college-level coursework.
- ✦ Develop or expand state and local strategies to identify and intervene with high school students, especially by the 12th grade, who are not on track to be college ready.
- ✦ Publicly report, on a regular basis, the extent of remedial needs by recent high school graduates.

The Challenge: Balance between consistency and flexibility in course-placement policies

Opportunities for how to address the challenge

- ✦ Adopt or review common assessments and minimum cut scores as the initial filter for determining students' preparation for college-level coursework.
- ✦ Consider the use of cut score ranges — versus a single score — to provide institutions with more flexibility for placing students into appropriate courses.
- ✦ Allow institutions to use secondary measures, such as diagnostic assessments and prior academic performance, to more accurately place students into courses.
- ✦ Provide institutions with the flexibility to direct most students into credit-bearing courses with additional academic support and align placement into math courses with a student's program of study.

The Challenge: Limited measures for determining students' readiness for college-level coursework

Opportunities for how to address the challenge

- ✦ Encourage or require institutions to use multiple measures to determine whether students are ready for college-level coursework or need remedial interventions. The measures might include standardized and diagnostic assessments, high school GPA and coursework, experiences outside the classroom and non-cognitive skill assessments.
- ✦ Engage high school and higher education representatives in selecting the multiple measures and ensure they are clearly communicated to students, advisors, teachers and faculty.
- ✦ Establish a method to evaluate the effectiveness of multiple measures to place students in the appropriate courses and improve their success in remedial and credit-bearing classes.

EXAMPLES OF STATE POLICIES

Approaches to consider

The state examples below provide insight into setting common policies that indicate minimum standards for placement into remedial or credit-bearing courses. Indiana and Ohio also allow the use of measures beyond a cut score on national placement assessments to determine a student's readiness for college-level coursework.

INDIANA

Set systemwide course-placement policies and use multiple measures

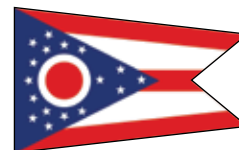


As a result of a 2010 **resolution** by the Indiana Commission on Higher Education, Ivy Tech Community College has become the primary provider of remedial education. Ivy Tech, which consists of 23 campuses, adopted a **policy** to use College Board's Accuplacer exam to evaluate the skills of first-time students and for course placement. The policy indicates that specified scores on other national assessments exempt students from the placement test and allows them to enroll in college-level courses. Campuses also can consider other **factors** to exempt students from the Accuplacer, including their high school GPA and the type of diploma they earn.

In addition, Ivy Tech has joined a growing movement to offer different **math pathways** for students based on their program of study. This approach is intended to prevent students from placement into — and potential failure in — remedial math courses based on their algebraic skills when other math competencies are better suited to their degree program.

OHIO

Set statewide course placement policies and use multiple measures



An Ohio **statute**, which was revised by the 2012-13 operating budget, required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. Previously, institutions selected their own placement assessments and set standards to determine readiness for credit-bearing courses.

A College Readiness Advisory Council **report** spelled out the academic standards for each subject required for college-level coursework. The report also establishes minimum cut-score thresholds on the ACT, SAT and Accuplacer exams to indicate that students are able to enroll in credit-bearing courses. If a student scores below the thresholds, institutions may use other measures to determine course placement, including high school GPA, writing assessment and review of previous college work. The Ohio statute also places a limit on state subsidies to most four-year institutions for providing remedial services.

ENDNOTES

- 1 Judith Scott-Clayton, *Do High-Stakes Placement Exams Predict College Success?* (CCRC Working Paper No. 41) (New York: Community College Research Center, Teachers College, Columbia University, 2012), <http://ccrc.tc.columbia.edu/Publication.asp?UID=1026>.
- 2 Clive R. Belfield and Peter M. Crosta, *Predicting Success in College: The Importance of Placement Tests and High School Transcripts* (CCRC Working Paper No. 42) (New York: Community College Research Center, Teachers College, Columbia University, 2012), <http://ccrc.tc.columbia.edu/Publication.asp?UID=1030>.

Additional resource: Mary Fulton, Matt Gianneschi, Cheryl Blanco, Paulo DeMaria, *Developmental Strategies for College Readiness and Success* (Denver, CO: Education Commission of the States, April 2014), <http://www.ecs.org/docs/DevEdStrategies.pdf>.

SECTION 3 | TRANSFER AND ARTICULATION POLICY

Questions researched for the 50 states

1. *Is there a statewide guarantee that an associate degree earned at a public in-state institution will transfer to any other public institution in that state?*
2. *Is there a statewide guarantee that general education or lower-division courses earned at a public in-state institution will transfer to any other public institution in that state for major credit?*
3. *Is there a statewide Common course numbering system?*
4. *Is there a statewide credit-by-assessment policy?*

One-third of all college students today transfer at least once prior to earning a degree.¹ On average, these students lose 13 credits when transferring institutions — that is time and money spent that students must make up in order to earn a degree.² The rise in mobility and its impact on college completion goals and students has increased pressure in many states to create or improve transfer and articulation policies.³

Increasingly, states are replacing institutional or systemwide policies with statewide policies to enhance uniformity and consistency across all institutions within a state's borders. As of Jan. 1, 2014, 36 states offered statewide transfer for associate degrees earned at in-state public institutions. In addition, 35 states guaranteed the transfer of general education or lower-division courses from one in-state public institution to another. While most states have transfer policies in place, implementation and enforcement are not very robust and reporting is inconsistent.

POLICY GOALS

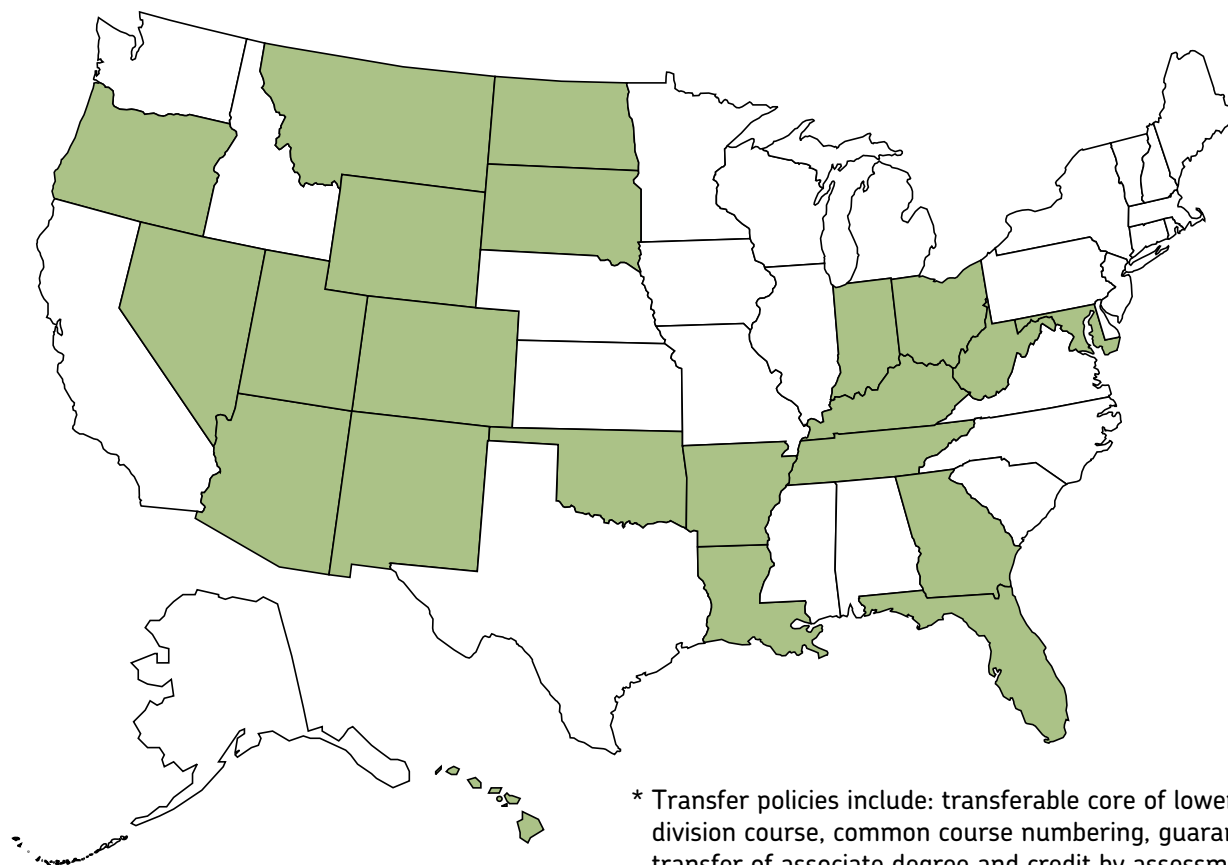
ECS' review of transfer and articulation policies in the 50 states found that state leaders recognize the challenges involved with transferring, and they are implementing policies with the following goals:

- ✦ Ensuring students do not have to repeat courses that add unnecessary expense and time onto their journey to credential or degree attainment.
- ✦ Easing the transition between institutions so the transfer process is more efficient and seamless.
- ✦ Increasing the transparency of course requirements at different in-state public institutions so students can make informed decisions about their futures.
- ✦ Offering multiple options for course completion so more students can earn credits, and ultimately a degree, in less time.
- ✦ Achieving statewide higher education credential attainment goals.

For many students, the ability to change campuses and keep earned credits impacts their likelihood of earning a degree. The vast majority of non-traditional and lower-income students begin their college careers in community colleges, institutions designed to facilitate transfer for most of their enrolled students.

For these students, transfer policy is particularly critical. Community college transfers who have all or almost all of their credits transferred are two-and-a-half times more likely to graduate compared to students who have less than half of their credits transfer.⁴

22 states have three out of four transfer policies*



* Transfer policies include: transferable core of lower-division course, common course numbering, guaranteed transfer of associate degree and credit by assessment.

STATE ANALYSIS

Approaches to transfer policy vary, often due to the differences in the governance structures of states' higher education systems. States with decentralized systems — Nebraska and New Hampshire, for example — tend to rely on non-legislative approaches to transfer, such as faculty decisions or a memorandum of understanding.

The Blueprint transfer database evaluates four components of statewide policies identified as best practices. While some states have policies in place, if they apply to only one higher education system — community colleges, for example — they do not count as statewide policies. Instead, such policies would be considered institutional or systemwide policies.

ECS found that states are replacing fragmented transfer policies set by individual institutions with common statewide policies to enhance consistency. For example, 36 states guarantee the transfer of an associate degree statewide. Thirty-five states guarantee the transfer of general education or lower-division courses statewide compared to nine states with systemwide policies.

States are adopting additional policies aimed at easing the transition from one institution to another. Fifteen states have statewide common-course numbering systems and 16 states have a statewide credit-by-assessment policy, meaning they award credit through tests or other academic evidence. Common assessments used by states with these policies include the Prior Learning Assessment (PLA) and the College Level Examination Program (CLEP) assessment.

KEY POLICY ACTIONS

As student transfers increase, state policymakers seeking to improve credential attainment goals should consider actions that smooth the burdens of transition, including:

- ✦ Guaranteeing an associate degree earned at a public in-state institution will transfer to any other public in-state institution.
- ✦ Requiring that general education or lower-division courses earned at a public in-state institution will transfer to any other public institution in the state.
- ✦ Implementing common course numbering, a uniform system for numbering courses used within and across public higher education institutions.
- ✦ Implementing a statewide credit-by-assessment policy that covers PLA, CLEP assessment, AP and other benchmarks in a uniform manner across the state. This approach will ensure a transfer students' credits awarded will "be accepted" at the receiving institute of higher education.
- ✦ Monitoring compliance and holding institutions accountable for implementation.
- ✦ Mandating public reporting of statewide transfer policies, including the publication of databases that list all courses that transfer.

The success of transfer policies is contingent on how well they are communicated and understood by the public. States are recognizing that if students don't understand the policies, or if the policies are not implemented or enforced effectively, the impact will be limited.

In addition, a number of states are using the process of "reverse transfer" to help students earn a credential for classes completed as they continue to work toward higher degrees. For example, many students spend two years at a community college before transferring to a four-year university. But they don't always apply for, and receive, their two-year associate degree since the four-year diploma is the ultimate goal.

Efforts are underway in a number of states to contact those students and let them know they are eligible for an associate degree. This helps states achieve their credential attainment goals while ensuring students are getting credit for the work they've done.



CHALLENGES AND OPPORTUNITIES

Effective transfer policy requires broad support to enable coordination across institutions and across systems. A collaborative process that promotes alignment provides an opportunity for states to improve transfer and make strides toward their completion goals.

The Challenge: Systemwide versus statewide

Policies that are not applied to all state higher education systems can create obstacles for students transferring from one system to another.

Opportunities for how to address the challenge

- ✦ Create a statewide transfer and articulation council or committee to support coordination across systems.
- ✦ Convene stakeholders on the state, institutional and faculty levels.

The Challenge: Implementation and enforcement

Unless transfer policies are well implemented and enforced, they lose their ability to support student transitions.

Opportunities for how to address the challenge

- ✦ Implement uniform data collection and reporting methods to ensure institutional compliance.
- ✦ Create incentives for institutions that support student transfer and communicate their policies clearly.

The Challenge: Communicating to students

If students don't understand the policies that allow a more seamless transfer, the impact of these initiatives will be limited.

Opportunities for how to address the challenge

- ✦ Expand advising to support student transitions and decisions.
- ✦ Ensure a statewide articulation guide is publicly available to help students know in advance which courses will transfer.

EXAMPLES OF STATE POLICIES

Approaches to consider

The following state examples illustrate the complexities transfer policies can take on. In both cases, state-level action has spurred local activity that works to create more seamless transfer for students.

LOUISIANA

Priority admissions and consistency



Louisiana's **S.B. 285/Act 356** (2009) was one of the first major pieces of transfer legislation in the country to require the four transfer policies in the ECS Blueprint database — a statewide policy for a transferable core of lower-division courses, a statewide policy for common course numbering, a statewide policy for guaranteed transfer of associate degree and a statewide policy for credit by assessment. The legislation is also singular in that it required institutions to be monitored for compliance and created an appeals process for students whose credits were not transferred. Additionally, S.B. 285 included:

- ✦ Priority admission for transfer students with an associate degree.
- ✦ A common college transcript to establish consistency across institutions.
- ✦ A centralized database of courses and course substitutions that meet the prerequisite requirements for each postsecondary certificate, industry-based certification and associate and baccalaureate degree program.

FLORIDA

Communication and transparency



Florida has long been considered a leader in transfer policy.⁵ In addition to the four necessary statewide transfer policies listed in the Blueprint database, recent legislation — **H.B. 7135** — further supports transfer and completion through focusing on students and ensuring institutional compliance:

- ✦ Requires that students entering an associate degree program must, within the first completed 30 credits, indicate a baccalaureate degree program of interest at a four-year institution. The institution must notify the student of the prerequisites for that program.
- ✦ Mandates that performance metrics for the community college system include transfer rates.
- ✦ Requires that the Board of Governors' accountability plan address performance metrics and be submitted as part of its legislative budget.

ENDNOTES

- 1 D. Shapiro et al., *Completing College: A National View of Student Attainment Rates-Fall 2007 Cohort* (Signature Report 6), (Washington D.C.: National Center for Educational Statistics, 2013) 12, <http://nscresearchcenter.org/signaturereport6/>.
- 2 Sean Anthony Simone, *Transferability of Postsecondary Credit Following Student Transfer or Co-enrollment Statistical Analysis Report* (Washington D.C.: National Center for Education Studies) 23, <http://nces.ed.gov/pubs2014/2014163.pdf>.
- 3 Ibid., 23.
- 4 David Monaghan and Paul Attewell, *The Community College Route to the Bachelor's Degree* (Washington D.C.: AERA, March 2014) 14, <http://www.aera.net/Newsroom/RecentAERAResearch/TheCommunityCollegeRouteToTheBachelorsDegree/tabid/15414/Default.aspx>.
- 5 Brenda Bautsch, *State Policies to Improve Student Transfer* (Denver, CO: National Conference of State Legislatures, January 2013) 2, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

SECTION 4 | ACCOUNTABILITY

Questions researched for the 50 states

1. *Has the state set a college-attainment goal?*
2. *Are college completion or attainment goals set in master plans?*
3. *Does the state have a performance-funding model for higher education?*
4. *If yes, what metrics are included?*

Projections by the Center on Education and the Workforce indicate that by 2020, 65 percent of all jobs will require a postsecondary credential and training beyond high school.¹ This places a greater emphasis on higher attainment rates and encourages states to make degree completion and attainment a top priority.

While more than 30 states have adopted higher education accountability policies, only 19 have comprehensive strategies in place based on ECS criteria. These 19 states have: 1) set college attainment goals, 2) included attainment or completion goals in their master plans and 3) have adopted a performance-based funding model. ECS' analysis focused on setting attainment goals, implementing performance-based funding models and setting completion or attainment goals in master plans. Notably, completion goals pertain to increasing degree completion at higher education institutions, while attainment goals pertain to increasing the number of adults in the state who hold a higher education credential.

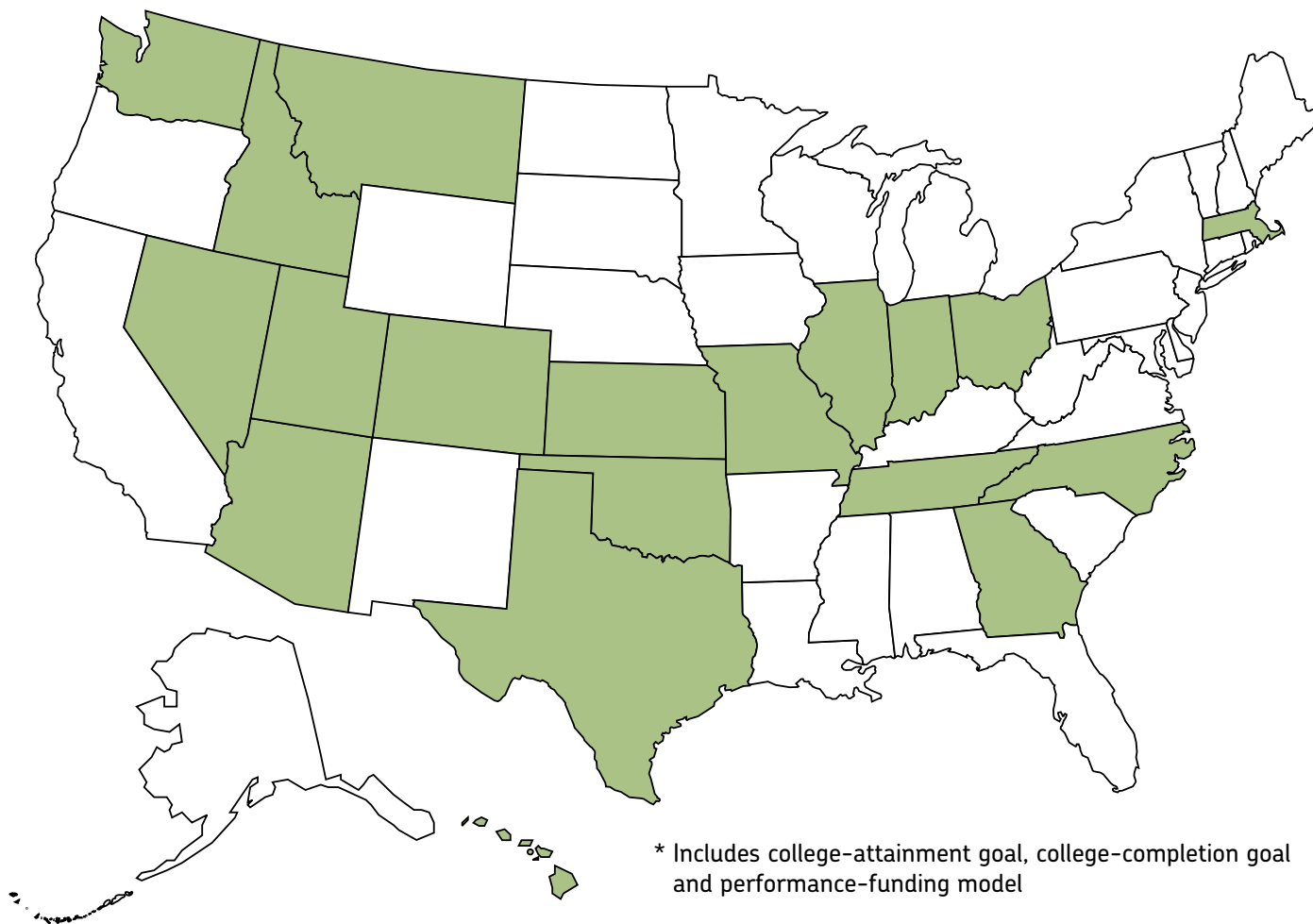
POLICY GOALS

As the demand for employees with a postsecondary credential grows, states are implementing accountability measures to incentivize institutions to graduate more students to help increase the overall number of adults with degrees. ECS' analysis identified the key policy goals most commonly articulated in these accountability policies, including:

- ✦ Increasing the number of adults in the state who have a postsecondary credential to support workforce needs.
- ✦ Holding institutions accountable for successful outcomes by tying a percentage of state funding to successful outcomes.
- ✦ Providing multiple measures for institutions to demonstrate student success.
- ✦ Incorporating attainment or completion goals in master or strategic plans for postsecondary institutions.
- ✦ Setting a specific attainment or completion number or rate to provide clear and measurable goals for the state.
- ✦ Collaborating with business leaders to directly link postsecondary students with the local workforce.

Setting attainment goals and creating performance-based funding models are two key state strategies to hold higher education institutions accountable for improving student outcomes and responding to workforce demands. Accountability measures can help foster partnerships between states, higher education institutions and the business community to produce productive citizens.

19 states have comprehensive higher education accountability policies*



STATE ANALYSIS

At least 26 states have established statewide attainment goals, whether through policy or as part of broad initiatives or strategic plans. Many of the goals specify overall attainment targets and/or annual growth rates for attainment or degrees awarded and typically are based on projections of jobs requiring a postsecondary credential. For example, Georgia set a 60 percent attainment rate to be reached by the year 2020. States also may indicate an annual increase in degrees awarded to boost the attainment rate.

Additionally, ECS reviewed higher education master or strategic plans and found that 36 states have embedded college completion and/or attainment goals in these reports. Formally and publicly stating these goals sends a strong message about the importance of increasing completion and attainment rates and can set in motion a series of actions to obtain these objectives.

ECS' analysis identified 32 states that have adopted performance-based funding systems that reward institutions for improving outcomes, not just enrolling students. While states incorporate several metrics into their performance-based systems, ECS focused on the most common measures, including remedial course completion, retention, persistence and graduation. Six states — Arkansas, Indiana, Massachusetts, Missouri, Tennessee and Washington — include three of these measures.

KEY POLICY ACTIONS

As higher education accountability initiatives continue to evolve and expand to increase student success and meet workforce demands, state and postsecondary system leaders should consider the following actions:

- ✦ Create a working group with state P-20 education and business leaders to set a clear, quantifiable postsecondary attainment goal to meet projected workforce needs.
- ✦ Clearly articulate the state's attainment goal, including a target date, in statute, the higher education master plan and/or other public documents.
- ✦ Periodically revisit and, if necessary, revise the state's attainment goal to reflect changes in the job market projections and to indicate the demand of various fields.
- ✦ Produce or revise the current statewide master/strategic plan for higher education that reflects state priorities related to degree completion, attainment rates and workforce demands, and holds institutions accountable for reaching the specified goals.
- ✦ Adopt, through a collaborative process, a performance-based funding system that includes multiple measures to improve student success, support state attainment goals and focus on the economic needs of the state.
- ✦ Ensure that performance-based funding models align with the missions of different types of institutions, reward success for serving underrepresented student populations, focus on student progress and completion, and represent a sufficient percentage of state funding to incentivize institutions to respond to the goals.²

As states move forward on accountability initiatives, policy and education leaders should ensure that completion and attainment goals are aligned and reachable but also sufficient to meet the needs of the state. A comprehensive and ambitious strategic or master plan that contains clear and attainable objectives can be instrumental in advancing state higher education priorities. For example, these plans can include goals and metrics related to student progression, time-to-degree, completion, affordability and workforce demands.

Policy and higher education leaders also may want to consider how strategic plans and performance-based funding models mutually support a state's postsecondary objectives. For states that have adopted performance-based funding systems, implementation and evaluation will be the next steps in the process. Involvement by a broad group of stakeholders, including institutional representatives, state policymakers and business leaders, is an essential component of a successful implementation process.³



CHALLENGES AND OPPORTUNITIES

When adopting higher education accountability measures, policymakers should be prepared to address a number of challenges and opportunities. Each challenge is matched with opportunities for further study.

The Challenge: Set clear attainment number or rate

Opportunities for how to address the challenge

- ✦ Compare current attainment rates with states or systems with similar student populations or other comparative measures.
- ✦ Calculate the rate at which the attainment rate would need to rise — overall and annually — to align with workforce projections.
- ✦ Create ongoing opportunities for business leaders and employers to collaborate with higher education institutions to provide clear pathways to the workforce.

The Challenge: Set clear statewide or systemwide strategic plan

Opportunities for how to address the challenge

- ✦ Depending on governance structures, the appropriate agency should create a long-term strategic plan for public institutions. Education and state leaders should review and revise the plan on a regular basis.
- ✦ Include degree completion and attainment goals in the plans for the state to strive toward.
- ✦ Include stakeholders in the creation and revision of the strategic plan. Stakeholders would include policymakers, higher education institution leaders, business leaders and higher education governing boards.

The Challenge: Base higher education funding on performance metrics

Opportunities for how to address the challenge

- ✦ Identify key metrics to measure performance of a higher education institution.
- ✦ Create a funding formula that applies to two-year and four-year institutions. Some metrics can be tailored to the missions of these institutions.
- ✦ Include multiple metrics for institutions to show high performance.
- ✦ Maintain open collaboration with stakeholders in determining the right amount of funding to devote to the policy.

EXAMPLES OF STATE POLICIES

Approaches to consider

The state examples below provide insight for setting attainment and completion goals and using multiple performance metrics in funding formulas. Both states have policies or initiatives that set attainment goals, have performance-funding models and house attainment or completion goals in their master plans.

ILLINOIS

Set clear attainment number or rate



In 2012, Gov. Pat Quinn declared his support for the **60 X 25** goal, which states that 60 percent of adults in Illinois will have a college degree, an associate degree or a career certificate by 2025. The 60 X 25 plan is an initiative from the Illinois Student Assistance Commission (ISAC). This plan stems from Lumina Foundation's **strategic plan**, which provides multiple strategies for reaching the goal of a 60 percent attainment rate across the United States.

The Public Agenda Task Force adopted **Illinois' Public Agenda for College and Career Success** in 2008. ISAC supported this agenda and focused on its "Big Goal" of 60 percent attainment. The goal emphasizes the 60 percent attainment rate for adults completing a "high-quality, formal postsecondary educational program." The public agenda highlights four goals: increase educational attainment, improve college affordability, strengthen workforce development and link research and innovation to economic growth.

TENNESSEE

Base higher education funding on performance metrics



Tennessee implemented **Public Act No. 3** in 2010, which established the 2010-15 cycle of outcomes-based funding and is known as the Complete College Tennessee Act of 2010. Although the new cycle was passed in 2010, a performance-based funding program has been in place in Tennessee since 1978.

The outcomes-based model uses separate outcome metrics for two- and four-year institutions. Metrics for four-year institutions include student progression, transfers, degrees and certificates per 100 FTE (full-time enrollment), degrees granted, research and services, and six-year graduation rate. The metrics for two-year campuses are very similar but also include workforce training contact hours.

Tennessee's quality standards include quality of student learning (weighted 75 percent) and engagement and quality of student access and success (weighted 25 percent). The first standard encompasses the following measures: general education assessment, major field assessment, accreditation and evaluation, satisfaction studies, job placement and assessment implementation. The second standard focuses on credentials earned by selected student, such as STEM, high need and adults.

ENDNOTES

- 1 Anthony P. Carnevale, Nicole Smith and Jeff Strohl, *Recovery: Job Growth and Education Requirements Through 2020* (Washington, DC: Georgetown University Center on Education and the Workforce, June 2013), <http://cew.georgetown.edu/recovery2020/>.
- 2 Dennis P. Jones, *Outcomes-Based Funding: The Wave of Implementation* (National Center for Higher Education Management Systems and Complete College America, October 2013), <http://completecollege.org/pdfs/Outcomes-Based-Funding-Report-Final.pdf>.
- 3 Ibid.



SECTIONS

1. Statewide College and Career Readiness Definition
2. Data Pipeline and Reporting

Understanding that the separation between the K-12 and postsecondary world creates barriers for students, the bridge section focuses on how to make the transition easier for all students. This section is dedicated to two policy areas that impact both K-12 and higher education, which include a college and career readiness definition, and a P-20 data system and reporting structure. This section reviews the policy goals and provisions of these policies and evaluates state progress on adopting and implementing these policies critical to college and career readiness.

The bridge policies are designed to help create a cohesive approach for states to take on the high school and higher education reforms described in the previous two sections. How can states use a definition to drive alignment efforts from high school to higher education? How can robust data systems answer questions about what's working to improve student success and transitions?

Questions researched for the 50 states

1. *Has the state adopted a statewide definition of college and career readiness?*
2. *Do statewide high school exit policies recognize the college and career readiness definition?*
3. *Do statewide higher education admission and placement policies recognize the college and career readiness definition?*

In nearly every state, policymakers are calling on high schools to increase the college and career readiness of their graduates. But what does it mean for a student to be college and career ready, and based on what indicators? To address these questions, a number of states have called for the development and adoption of a statewide college and career readiness (CCR) definition.

In its 50-state policy scan, ECS identified 32 statewide definitions of CCR. The most common elements found in the definitions include academic knowledge, skills and assessment scores. Some of the definitions were as short as one sentence, while others were pages long. The Blueprint database examines the range of CCR definitions and the extent to which states are using the definitions to drive high school and higher education policies.

“Thirty-two states plus D.C. had policies to support the adoption of a CCR definition as of Jan. 1, 2014.”

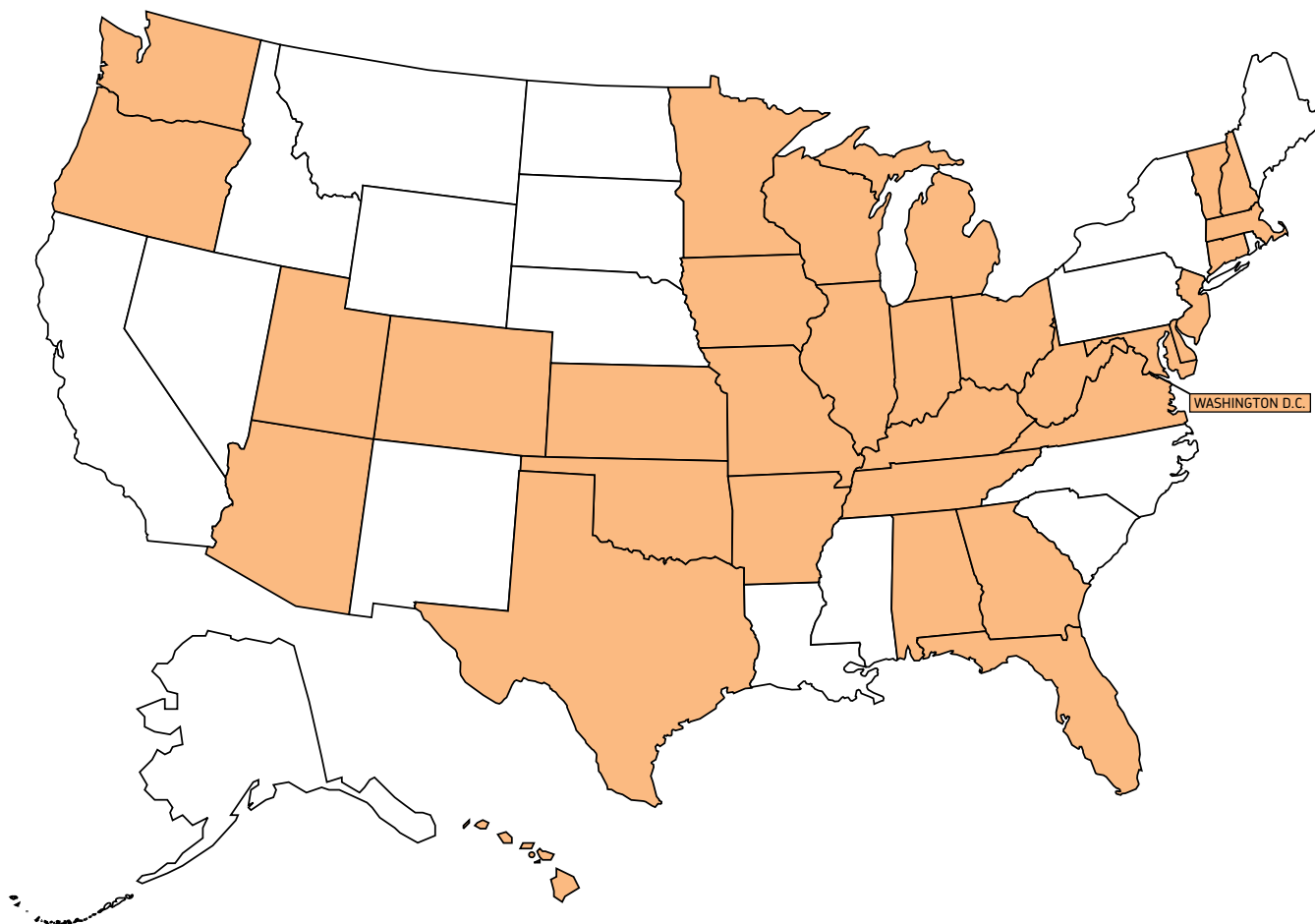
POLICY GOALS

A number of organizations, experts and states are focused on defining CCR. While each definition is unique, ECS’ analysis identified the key policy goals most commonly articulated in these policies, including:

- ✦ Reinforcing and aligning with the Common Core State Standards and other college and career standards.
- ✦ Increasing collaboration between K-12 and higher education institutions to create a strong shared understanding of the knowledge and skills students need to enter a college or career pathway.
- ✦ Addressing the remedial needs observed by both higher education and employers.
- ✦ Unifying and informing K-12 and higher education policies to create a seamless and transparent system of education.
- ✦ Communicating to students, parents, K-12 teachers and other stakeholders the competencies high school graduates should possess to be ready for college and career.
- ✦ Providing a benchmark to help secondary — and even elementary — teachers understand the knowledge and skills students will need to demonstrate CCR by high school graduation.

A statewide definition can serve as a critical touchstone for K-12, higher education and the workforce. Ultimately, the purpose of the definition is to address the gap between high school and the expectations of higher education or the needs of an employer.

32 states plus D.C. have a college and career readiness definition



STATE ANALYSIS

Thirty-two states and D.C. had policies to support the adoption of a CCR definition as of Jan. 1, 2014. Eleven states define CCR in their ESEA flexibility requests and 18 states, including Nebraska and Wyoming, have created a career readiness definition. According to the College and Career Readiness and Success Center at American Institutes for Research, in 14 states, students are required to demonstrate social and emotional aptitude, such as collaboration and communication.¹ Twelve of these 14 states also require critical thinking or problem-solving skills.

Most definitions include assessment scores for high school math and English language arts. Vermont and Missouri are among the states that include critical thinking skills in their CCR definitions. In addition to academic content and skills, states such as Hawaii and Oklahoma added “citizenship” to their list of college and career readiness attributes.

KEY POLICY ACTIONS

In defining CCR, state policymakers and leaders should take into account a number of postsecondary options. Based on the available research and state policy analysis, some of the considerations are as follows:

- ✦ Create a coordinating council or leverage an existing entity to be responsible for the development and adoption of a statewide definition.
- ✦ Ensure the business community, educators and the public are involved in every step of shaping the definition.
- ✦ Require school and district accountability systems to reflect the CCR definition.
- ✦ Require higher education admission and placement policies to reflect the CCR definition.
- ✦ Determine if “college readiness” and “career readiness” are defined and implemented in the same manner by both K-12 and higher education institutions.
- ✦ Determine if high school graduation requirements and higher education admission and placement policies are aligned to the definition.
- ✦ While the process of adopting a statewide definition is valuable, additional research is needed to understand how states are using the definition to drive important policies and strategies related to streamlining education systems, from preschool to postsecondary. To what degree are a state’s definitions actionable?

As statewide assessments are implemented to determine college and career readiness, states may move to more universal statewide definitions and common measures. However, the lack of uniformity across states may be indicative of future challenges. As admission and placement policies and other big changes are implemented, states may find the need to develop and adopt one unifying definition — or revise current policy.



CHALLENGES AND OPPORTUNITIES

When adopting a CCR definition, policymakers should be prepared to address a number of challenges and opportunities. Each challenge is matched with opportunities for further study.

The Challenge: Lack of capacity for K-12 and postsecondary collaboration

Opportunities for how to address the challenge

- ✦ Require and incentivize state boards of education and higher education to collaborate to develop and approve the definition.
- ✦ Provide resources and support to create partnerships and opportunities for high school teachers to work with postsecondary faculty.
- ✦ Engage business leaders and employers to reflect the career side of the definition.

The Challenge: Reliance on one assessment score to determine CCR

Opportunities for how to address the challenge

- ✦ Require definition to include multiple measures and pathways for a student to demonstrate readiness.
- ✦ Require a report and analysis of student-level data to evaluate the various indicators used to determine readiness and the student's postsecondary outcomes.

The Challenge: Unclear expectations for high school students

Opportunities for how to address the challenge

- ✦ Develop a college and career readiness definition to build support and widespread awareness of the expectations for students graduating from high school.
- ✦ Ensure the definition is reflected in other state education initiatives and goals.
- ✦ Review skills and competencies that institutions desire of their incoming students, and how those skills and competencies will be measured.
- ✦ Connect the business community with K-12 schools and postsecondary institutions to clearly identify the skills and knowledge necessary to enter various career positions and pathways to ensure the CCR definition reflects workforce expectations.

EXAMPLES OF STATE POLICIES

Approaches to consider

The examples below highlight approaches states may consider in adopting standards based on the Common Core State Standards (or similarly rigorous content standards) and requiring districts to offer AP, IB or dual enrollment coursework.

TENNESSEE

Aligning 12th-grade and entry-level college courses



Tennessee defines CCR as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.”² The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. They also use the definition to create common course profiles and supplementary curriculum materials for Common Core-aligned college algebra and expository writing courses.

MASSACHUSETTS

Collaborating on college and career readiness definition



Massachusetts adopted a CCR definition in February 2013 after a two-year process. Led by Mitchell Chester, commissioner of elementary and secondary education, and Richard Freeland, commissioner of higher education, the goal was part of a broader effort to improve college readiness and college-completion rates.

High school teachers and higher education faculty actively engaged in more than 25 regional hubs that were established by the departments of education and higher education. In all, more than 500 educators participated, including 25 campus presidents who submitted formal reports on the work and recommendations for the commonwealth’s CCR definition. Another team was charged with integrating the previously separate definitions of “college readiness” and “career readiness” into one unified Massachusetts definition.

The resulting shared definition is intended to provide better coordination between schools and colleges, with the goal of aligning curriculum and expectations for students.³ It has informed curricular decisions and high school assessment designs.

ENDNOTES

- 1 Anne Mishkind, *Definitions of College and Career Readiness: An Analysis by State*, (Washington D.C.: American Institutes for Research, 2014), http://www.ccrscenter.org/sites/default/files/CCRS%20Defintions%20Brief_REV_1.pdf.
- 2 Tennessee Department of Education, <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.
- 3 Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Higher Education, *Massachusetts Definition of Career and College Readiness* (Boston, MA: 2013), <http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>.

SECTION 2 | DATA PIPELINE AND REPORTING

Questions researched for the 50 states

1. Does state policy allow state agencies to share student-level data?
2. Is the state required to produce a high school feedback report?

In the not so distant past, states and local schools did not have the information they needed to ask and answer critical questions about students navigating from high school to college or into the workforce. Beginning in 2006, states began working on statewide longitudinal data systems to better understand both state and local education needs and results. Today, all 50 states are able to link student data between state agencies, helping to bridge this information gap.

A P-20 data system allows agencies with compatible technology to seamlessly share data. The statewide systems are able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

These data systems are unique to each state and referred to in a variety of ways, and include student data from preschool through postsecondary education and into the workforce. These systems give states the ability to use data on individual students, such as attendance patterns, discipline records and course grades, to ensure that all students are ready for success after graduation.¹

Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs. Here are two very tangible uses for data:

- ✦ **State level:** High school feedback reports leverage the collective results within the state.
- ✦ **Local level:** Early warning systems that use individual student data within the schools and districts.²

ECS research found 42 states that produce publicly available high school feedback reports — reports that provide information on how a class of high school graduates fare in postsecondary and the workforce.³ The following section describes how states use data and public reports to improve student outcomes and transitions across the P-20 continuum.

“A P-20 data system allows agencies with compatible technology to seamlessly share data.”

POLICY GOALS

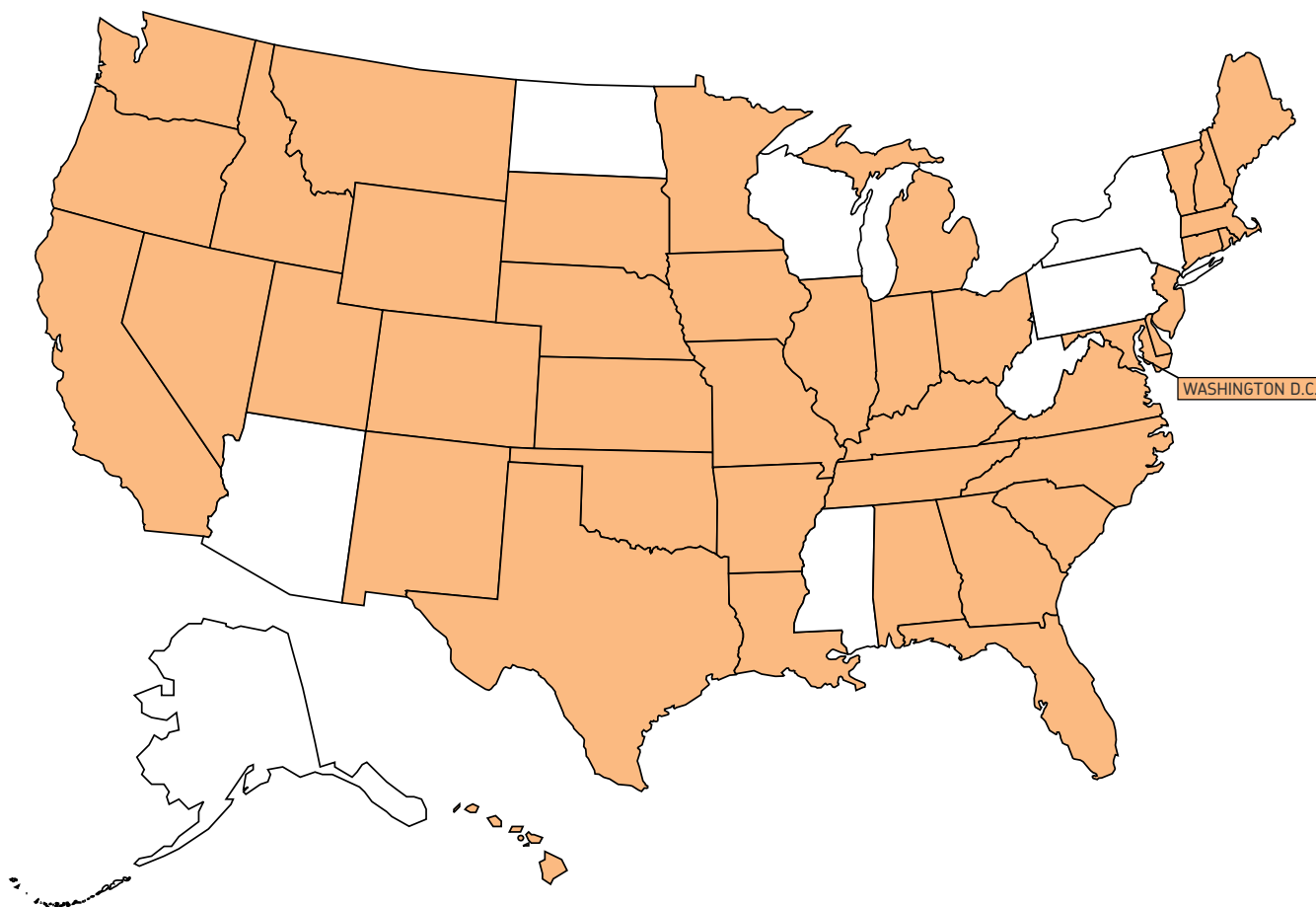
The ability of states to link student-level data is due to the convergence of federal, state and local policies and investments. P-20 data-sharing systems are designed to know if graduates have skills to succeed in postsecondary and/or workforce and to simplify local, state and federal reporting. States are using the systems to improve education and labor data connections. The policy goals most often expressed by state and local leaders focus on:

- ✦ Improving pathways and preparedness for high school and adult students.
- ✦ Providing meaningful data to help students with 11th- and 12th-grade transition policies.
- ✦ Increasing attainment of postsecondary credentials.
- ✦ Improving decision-making processes for education leaders and stakeholders. For example:
 - ◆ State leaders can use the information to improve funding and policy decisions.
 - ◆ School and district leaders can use the data to understand what's working to improve college readiness and student outcomes by comparing and understanding state-level data.
 - ◆ Institutions of higher education can use the information to measure college access and readiness issues.
 - ◆ Teachers and counselors can identify what is and what is not working with their high school students.

Communicating student-level information beyond test scores is essential to lay the foundation for building tools like **early warning systems**, informing pedagogy and interventions, and evaluating the effects of schools and programs. States produce early warning reports to help educators identify students who may be at risk of dropping out of school. In some states, early warning reports are also used to identify students who should take more rigorous courses or dual enrollment.⁴



42 states plus D.C. produce publicly available high school feedback reports



STATE ANALYSIS

According to the Data Quality Campaign (DQC), every state has established P-20 data systems. The state systems vary widely, in both quality and capabilities. California, for instance has a statewide system but the exchange of data is very limited. The research also identified 42 states and the District of Columbia that use this information to produce high school feedback reports that are publicly available. Some states, such as Pennsylvania, only disseminate the high school feedback report to local district leaders. Others, Wyoming and South Dakota for example, provide publicly available high school feedback reports but do not share the data with higher education or students and families.

The 42 publicly available high school feedback reports are not created equally, as evidenced by the Data Quality Campaign, whose research uncovered state feedback reports with a variety of information. Some had high-quality indicators, such as postsecondary enrollment. Others do not update the data annually, which leads to data quality and timeliness issues.⁵ **Hawaii** and **Colorado** have developed excellent high school feedback reports.

According to DQC,⁶ a high-quality high school feedback report contains aggregate-level information beyond test scores and includes postsecondary readiness and performance indicators. Some states are pursuing policies that link data between K-12 and other state agencies, such as health, labor and early childhood education. According to DQC, 19 states link K-12 data systems with workforce data systems.⁷ No states have implemented an aligned preschool through postsecondary and workforce data system.

KEY POLICY ACTIONS

Data systems can be useful in advancing statewide goals and creating coherence across K-12 and higher-ed indicators of college and/or career readiness. To create or improve a data system, policymakers can consider the following steps:

- ✦ Provide training and communication with students, parents, K-12 teachers and other stakeholders to improve data literacy and earn the trust of these groups.
- ✦ Ensure data and reports are both timely and actionable for policymakers and students.
- ✦ Ensure security and privacy of student-related information.
- ✦ Enable workforce data to be matched with education data to ultimately create longitudinal data systems with individual-level information, beginning with pre-kindergarten through post-secondary schooling all the way through entry and sustained participation in the workforce and employment services system.
- ✦ Improve the quality and breadth of the data in the workforce data systems.
- ✦ Provide an annual high school feedback report.

The data can also be used for local needs, such as establishing an early warning system.⁸

With a multi-agency P-20 data system, states could have the information they need to answer critical questions about students navigating from high school to college or into the workforce. Several trends to watch for involve partnering with workforce and labor leaders.

Early warning systems and 12th-grade interventions can be informed by these data and reports. In addition, as federal dollars dwindle, states are relying on little funding to support and sustain their P-20 longitudinal data systems.⁹

Though this research focuses on linkages within states, there are also efforts to improve state-to-state data sharing. One group trailblazing this effort is the WICHE Compact, where cross-state collaboration is underway.



CHALLENGES AND OPPORTUNITIES

With the benefits of high-quality data, a number of considerations and potential challenges exist for state leaders to anticipate.

The Challenge: Transparency and maintaining student privacy

Opportunities for how to address the challenge

- ✦ Establish a governing body and clear rules around who gets to see what data and why.
- ✦ Create a state repository for student data to flow through.
- ✦ Provide training and materials about the relevant state and national privacy laws (e.g., FERPA).

The Challenge: High-quality high school feedback reports

Opportunities for how to address the challenge

- ✦ Within 16 months of college enrollment, provide student demographics and include all students (i.e., public, private, virtual, etc.).
- ✦ Require a report and analysis of student-level data to evaluate student readiness and the postsecondary outcomes (e.g., SAT/ACT scores, enrollment, remediation rate, etc.).
- ✦ Update information annually for new cohort and previous years' data for multi-year analysis.

The Challenge: Disconnect with labor and workforce

Opportunities for how to address the challenge

- ✦ Highlight meaningful partnerships that are already in existence between state educational and workforce agencies.
- ✦ Convene business and education stakeholders to review the skills and competencies for students looking for in-demand professions.
- ✦ Use longitudinal data to provide useful information about program operations and analyze the performance of education and employment and training programs.

EXAMPLES OF STATE POLICIES

Approaches to consider

The following represent some of the most interesting ways states are using P-20 data sharing and leveraging data to empower and inform educators with regular feedback reports.

SOUTH CAROLINA

Multi-agency governance and privacy



Every state has a responsibility to protect student privacy by ensuring that data are secure and confidential. Because privacy, security and confidentiality are sensitive issues, protecting students while using data responsibly is of utmost importance. **South Carolina** has established a multi-agency structure to govern its data system and to ensure student privacy. In addition, they are implementing further data quality controls within the statewide student information system so that data are complete, correct and meaningful. For more information: <https://ed.sc.gov/agency/cio/external-technology/documents/SCDEDataGovernanceManual.pdf>.

OREGON

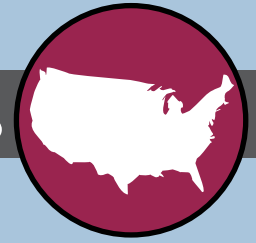
P-20 data and early-warning system



Direct Access to Achievement, also known as the Oregon DATA Project, offers a systemic approach to helping districts achieve deep implementation of data literacy, the Common Core State Standards and key elements of educator effectiveness. It was launched in 2007 with a \$4.7 million Statewide Longitudinal Data Systems (SLDS) grant and was supported through the end of the 2013-14 school year by another SLDS grant. The **Oregon DATA Project** provides the state's educators access to student data and comprehensive, job-embedded training on how to use those data to inform instruction. Education data use in Oregon has been shown to be a key element in increased student achievement.

ENDNOTES

- 1 Data Quality Campaign, *Cheat Sheet: College and Career Readiness* (Washington D.C.: Data Quality Campaign, 2014).
- 2 Data Quality Campaign, *Cheat Sheet: P-20/Workforce Data Governance* (Washington D.C.: Data Quality Campaign, 2014).
- 3 Data Quality Center, *Providing High School Feedback* (Washington D.C.: Data Quality Campaign, 2013).
- 4 Data Quality Campaign, *Data for Action: Supporting Early Warning Systems Using Data to Keep Students On Track to Success* (Washington D.C.: Data Quality Campaign, 2014).
- 5 Data Quality Center, *State Analysis by State Action* (Washington D.C.: Data Quality Campaign, 2014), <http://www.dataqualitycampaign.org/your-states-progress/10-state-actions?action=one>.
- 6 Data Quality Center, *Roadmap for High School Feedback Reports* (Washington D.C.: Data Quality Campaign, 2014).
- 7 Ibid.
- 8 Ibid., DQC, *Data for Action*.
- 9 Ibid., DQC, *Data for Action*.



Meeting the workforce needs of businesses requires that a greater number of Americans obtain a postsecondary degree or certification. To help achieve this goal, the Blueprint report and the following state profiles review important policy approaches designed to increase the number of U.S. students who earn a postsecondary degree or certification.

Designed for state leaders, the Blueprint features a menu of 10 critical policies that promote college readiness and success. The 50-state analysis explores the extent to which states are meeting these benchmarks. The accompanying resources, technical assistance and online database are designed to respond to the unique needs of states. ECS reviewed the following Blueprint policies:

HIGH SCHOOL POLICIES:

- ✦ College and Career Readiness Standards
- ✦ College and Career Readiness Assessments
- ✦ High School Graduation Requirements
- ✦ High School Accountability System

HIGHER EDUCATION POLICIES:

- ✦ Statewide Admission Requirements
- ✦ Statewide Remedial and Placement Policies
- ✦ Transfer and Articulation Policies
- ✦ Higher Education Accountability

BRIDGE POLICIES:

- ✦ Statewide College and Career Readiness Definition
- ✦ Data Pipeline and Reporting

The following state profiles summarize the results of the comprehensive policy review. The profiles do not represent the nuances and context for each policy area. In some cases ECS bundled multiple policies to provide a comprehensive look at the policy.

Please note, the two areas where ECS researched multiple questions are the higher education accountability and transfer policies. To receive a “yes” for the policy area, the states had to meet multiple policy expectations.

The higher education accountability policy review asked three questions. The state needed to meet all three policies within the policy area to receive a “yes.” Nineteen states met the high benchmark for comprehensive accountability policies. The three questions are:

1. Has the state set a statewide attainment goal?
2. Has the state embedded completion and/or attainment goals in their strategic plans?
3. Does the state have a performance-based funding model?



ALABAMA



Alabama has addressed six of the 10 anchor policies to improve college readiness in the state. It has implemented programs for three of the four high school benchmarks and is one of 24 states that has included indicators of college and career readiness in the school accountability report cards provided to parents.

The state has implemented policies to address one of the four college benchmarks. It is one of 18 states with systemwide remedial policies.

Alabama has met both bridge anchor policies. It has developed a statewide P-20 data pipeline that shares information among state agencies and feedback reports to its high schools on their graduates' postsecondary performance.

POLICY REVIEW	ALABAMA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; End-of-course; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Alabama is a model for its comprehensive system of college and career readiness assessments in grades 8 through 12. This system places Alabama as one of nine states in which all eighth graders take ACT Explore, one of nine states in which all 10th graders take ACT Plan and one of 12 states in which all 11th graders take the ACT. Alabama is just one of four states in which all students take the WorkKeys assessments during high school. By administering the ACT QualityCore end-of-course assessments, Alabama also is working to ensure high school students are tested on their mastery of college-ready English language arts and math expectations.

Alabama has adopted uniform remedial and course placement policies for its two-year system to address the needs of students who are unprepared for college-level classes. The policies identify common assessments and minimum cut scores that institutions can use to direct students into the appropriate courses. The policies also help communicate a clear message about college readiness and can encourage high school students to improve their academic credentials before arriving on campus.

CONSIDERATIONS

Alabama should consider developing statewide or systemwide requirements for admission to its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements. If Alabama decides to implement a statewide or systemwide admission policy that includes minimum course requirements, it could use this opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses and 12 others have aligned all courses except foreign language. Alignment is a good tool to increase transparency and the number of students attending college.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Competency-Based Education, The Council for Adult and Experiential Learning (CAEL), <http://www.cael.org/what-we-do/competency-based-education>.

Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. The new admission guidelines replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new guidelines, Colorado is incorporating alignment between high schools and postsecondary institutions.

Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements** (CADRs). The CADRs provide high school students with a blueprint of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.



ALASKA



Alaska has addressed four of the 10 Blueprint policies to improve college readiness in the state. The state has implemented three of the four high school anchor policies. It is one of the states that has included college and career readiness measures such as ACT/SAT scores and college attainment rates in its school accountability report cards it provides to the public.

Alaska has not addressed any of the four college benchmarks but has made progress on transfer policies. The state is one of 35 that has adopted a policy to transfer core lower-division courses and one of 36 that guarantees the transfer of an associate degree.

The state has put together a system to address one of the two bridge anchor policies. It has developed a P-20 data pipeline, an important tool for people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	ALASKA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; SAT; State developed/ contracted; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Alaska should be congratulated as one of the few states with both homegrown college and career readiness standards in both English language arts and math, and a system to assess how well students are progressing to meet those standards. In addition, Alaska is one of three states that requires students to take either the ACT or SAT or an alternative assessment (in the case of Alaska, WorkKeys) as an alternative to these college entrance exams. By incorporating robust academic core standards, the state can improve the college and career readiness of its students.

CONSIDERATIONS

Alaska should consider developing statewide admission requirements for its four-year colleges as part of its approach to increase college and career readiness. It is one of 22 states plus D.C. without uniform requirements. Nearly all of the states with standards require certain high school coursework as part of their admissions criteria. However, an increasing number include other indicators such as college assessments and GPA. It is a tool to address the problem of high school students unprepared for college work.

The state also should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students, and by colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmark to help secondary — and even elementary — teachers outline the knowledge and skills students will need to demonstrate college and career readiness before leaving high school.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tlI0zkxt0puz45hu21g6>.

Developing and Using a Definition of College and Career Readiness: from Colorado, Florida, Georgia, Kentucky, Massachusetts, Minnesota and Texas, Education First, http://www.education-first.com/files/College_and_Career_Readiness_Guide.pdf.

Utah – Differentiated admissions

Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities. The policy provides information about admission to different types of institutions and sets out expectations for students. Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement. Statewide, the Tennessee Board of Regents and University of Tennessee leverage the definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



ARIZONA



Arizona has addressed eight of the 10 Blueprint policies to improve college readiness in the state. The state has put in place systems to address three of the four high school benchmarks. It is one of 12 states that has aligned high school graduation course requirements with college admission course requirements in all core subjects except foreign language. Six other states have aligned for all core work.

It has addressed three of the four college anchor policies. The state has developed a comprehensive set of policies that ensure credit transfers across public colleges and universities. The policies include the transfer of lower-division core courses and guaranteed transfer of an associate degree.

In addition, Arizona has a system in place addressing both anchor policies. It is one of 32 states with a clear definition of what it means to be college and career ready and has established a P-20 data system.

POLICY REVIEW	ARIZONA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - dual enrollment offering mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State developed/contracted	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide High School Coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Arizona is one of only six states that requires districts to offer eligible high school students enrollment in community college courses and prohibits community colleges from turning students away because they are enrolling while in high school. As a result, Arizona is one of 25 states that requires all of its school districts to offer one or more advanced opportunities such as Advanced Placement (AP), dual enrollment or International Baccalaureate to allow students opportunities to earn college credit before high school graduation.

Arizona also is a good model for bringing accountability to its higher education system. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. In addition, the state has adopted a performance-based funding model that incorporates measures of student and institutional success.

CONSIDERATIONS

Arizona should consider adding indicators of college and career readiness to its system of determining school performance. Indicators commonly used by states include dual enrollment, AP or IB participation rates, ACT/SAT scores, college remediation rates, industry certifications earned and college enrollment rates.

The state also should look into developing statewide or systemwide uniform remedial education policies for students unprepared for college-level coursework. Twenty-nine states have statewide or systemwide policies for placement into remedial or college-level classes. These states identify one or more assessments that institutions can use to direct students into the appropriate courses.

RESOURCES AND STATE EXAMPLES

Developmental Strategies for College Readiness and Success, Education Commission of the States, <http://www.ecs.org/docs/DevEdStrategies.pdf>.

Kentucky – School performance rooted in college and career readiness

The commonwealth passed S.B. 1 in 2009, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Ohio – Consistent remedial and placement policies

Ohio law **H.B. 153 (FY 2012-13 Operating Budget); Section 3345.061 (F)** required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. Previously, institutions selected their own placement assessments and set standards to determine readiness for credit-bearing courses.

A College Readiness Advisory Council report spells out the academic standards for each subject required for college-level coursework. The report also establishes minimum cut-score thresholds on the ACT, SAT and Accuplacer exams to indicate that students are able to enroll in credit-bearing courses. If a student scores below the thresholds, institutions may use other measures to determine course placement, including high school GPA, writing assessment and a review of previous college work. Ohio also places a limit on state subsidies to most four-year institutions for providing remedial services.



ARKANSAS



Arkansas has addressed eight of the 10 Blueprint policies to improve college readiness in the state. Only eight other states can match that record and only six states exceed it.

Arkansas has in place three of the four anchor policies designed to increase high school graduates' preparation for college and was an early leader in requiring all high schools to offer Advanced Placement (AP) courses. In addition, it is one of only 18 states that has the same course requirements for both high school graduation and admission to college.

Arkansas has in place three of the four higher education policies with statewide policies for both admission to higher education institutions and remedial education. It also has implemented bridge policies to allow high schools and colleges to share student-level data and has adopted a college and career readiness definition.

POLICY REVIEW	ARKANSAS	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP or IB course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES Statewide	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Retention; Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

In the early 2000s, Arkansas led the nation in becoming one of the first states that required high schools to offer AP courses in English language arts, math, science and social studies. Today, Arkansas is one of 25 states that requires all districts to offer Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment coursework, and one of only four states that requires all districts to offer two or more of these advanced-course options.

Arkansas required teachers to receive AP course training and required districts to offer a pre-AP course to make sure students were prepared for the more rigorous classes. As a result, Arkansas was recognized in 2009 by the National Governors Association for having uniform access for students to AP courses across the state, addressing a problem faced by many states.

Arkansas also has adopted common statewide remedial and course placement policies. In doing so, the state is able to send a consistent message about college readiness expectations, prompt early interventions in high school and better assist students who arrive on campus unprepared.

CONSIDERATIONS

Arkansas should consider adding college and career readiness in its accountability system. Clearly establishing college and career readiness indicators for determining school performance and reporting on these measures in school report cards would strengthen this work. Arkansas also should consider setting specific education attainment goals as a strategy to connect postsecondary credentials and workforce needs. The attainment goals could be incorporated into the state's higher education master plan.

RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf.

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Illinois – Setting college attainment goals

In 2012, Gov. Pat Quinn declared his support for the **60 X 25** goal, which states that 60 percent of adults in Illinois will have a college degree, an associate degree or a career certificate by 2025. The 60 X 25 plan is an initiative from the Illinois Student Assistance Commission (ISAC). This plan stems from Lumina Foundation's strategic plan, which provides multiple strategies for reaching the goal of a 60 percent attainment rate across the United States. The Public Agenda Task Force adopted Illinois' Public Agenda for College and Career Success in 2008. ISAC supported this agenda and focused on its "Big Goal" of 60 percent attainment. The agenda highlights four goals: increase educational attainment, improve college affordability, strengthen workforce development and link research and innovation to economic growth.

Wisconsin – Inclusive standards process

The state approved **Act 20 2013** that requires the adoption of college and career readiness standards. It requires Wisconsin to inform the adoption by engaging the entire education community including elementary and secondary school teachers and higher education instructors and experts. The goal is to strengthen the connection between high schools and postsecondary schools, better defining what it means for students to be college and career ready.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



CALIFORNIA



California has addressed five of the 10 Blueprint policies to improve college readiness in the state. The state has in place three of four high school policies. It has a program to determine college and career readiness for its high school students as part of the core standards. It is one of 24 states that has included college readiness in its accountability system to determine school performance.

California is addressing one of the four college benchmarks and is one of the 18 states to have systemwide policies on remediation programs for high school students entering college that include assessments to determine what courses they need. California is one of five states to have separate remedial policies for two-year and four-year public institutions.

POLICY REVIEW	CALIFORNIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Partial Partial No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

California is a quality state example of putting in place core academic standards in combination with state assessments to determine how prepared high school graduates are for college admission. It has put in place core standards for more rigorous coursework and is part of the Smarter Balanced Assessment Consortium to test students on their mastery of the standards.

Such a combination increases the likelihood that the state's high school graduates are ready to enter college. It also is a tool to combat high remediation rates for incoming high school graduates and to address concerns in the business community that students don't have the skills or knowledge to successfully enter the workforce.

CONSIDERATIONS

California is one of 23 states that does not align high school graduation requirements with statewide or systemwide college admission course requirements. Such an alignment makes it easier for educators to intervene with 11th- and 12th-grade students who are not on track to meet the requirements. Improving alignment also will encourage high school and college educators to work together to increase students' success rates in college. While the A-G program benefits institutions and students, California's lack of a postsecondary coordinating board and its three separate systems — two four-year systems and one community college system — can pose challenges for common, statewide policies.

California should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students and by colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmarks to help secondary — and even elementary — teachers outline the knowledge and skills students will need to demonstrate college and career readiness by high school graduation.

RESOURCES AND STATE EXAMPLES

Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements (CADRs)**.

The CADRs provide high school students with a blueprint of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework (and) success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



COLORADO



Colorado has addressed nine of the 10 Blueprint policies to improve college readiness in the state. It has developed three of the four high school anchor policies and is one of 24 states that has clearly outlined college readiness guidelines as part of its school accountability reports.

Colorado also has programs to address all four college benchmarks. It is one of 21 states that has statewide standards for remedial education and testing to determine which courses are appropriate. Colorado is also one of 13 states with statewide admission requirements for four-year colleges.

Both bridge policies have been addressed. It is one of 42 states that provides feedback reports to high schools on how well their graduates have performed in college as part of P-20 data systems.

POLICY REVIEW	COLORADO	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC; ACT	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework; Class rank; Index	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	9 out of 10	

STRENGTHS

Colorado is a good example of a state that has developed college admission requirements statewide. Effective in fall 2020, admission standards will no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. Colorado's previous policy included high school coursework, GPA, assessment scores, index score and class rank as minimum requirements for admission to four-year public institutions.

The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.

The state also is a model in developing guarantees on transferring associate degrees from community colleges to four-year institutions and transferring lower-level course credits from one public college to another. This is important as about one-third of college students transfer at least once between colleges.

CONSIDERATIONS

Colorado should continue to ensure the forthcoming statewide minimum high school graduation guidelines are in step with the postsecondary and workforce readiness definition, as well as the forthcoming higher education admission policies. Though Colorado is one of three states without such requirements in place this year, the state has adopted new guidelines for the fall of 2020.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, Council for Adult and Experiential Learning (CAEL), <http://www.cael.org/what-we-do/competency-based-education>.

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning, <http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements (CADRs)**.

The CADRs provide high school students with a guideline of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies provide a prime example of competency-based proficiency for course requirements. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students in lieu of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Within each subject area, students can receive credit by achieving a specific benchmark on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement tests.



CONNECTICUT



Connecticut has addressed five of the 10 Blueprint policies to improve college readiness in the state. It has in place programs for two of the four high school anchor policies and has adopted testing for college and career readiness as part of the established core standards.

The state has addressed one of the four college anchor policies. It is one of 18 states with systemwide policies and is in the process of developing multiple measures for placing students into appropriate courses.

Both bridge policies have been addressed by the state. Connecticut has a P-20 data pipeline to share student-level data as the student moves from preschool through entry into the workforce to produce feedback reports to high schools on how well their graduates have done in college.

POLICY REVIEW	CONNECTICUT	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Partial Partial No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

Connecticut is part of the Smart Balanced Assessment Consortium (SBAC) and a leader in the implementation of its core standards, with an on-going commitment to provide recommendations to policymakers in order to support and improve that implementation.

Such a combination puts the state on track to make sure its high school graduates are ready to enter college. It also is a tool to combat high remediation rates for incoming high school graduates and to address concerns in the business community that students don't have the skills or knowledge to successfully enter the workforce.

The state also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs. To leverage this strength, Connecticut should ensure that state-level data include high school feedback reports.

CONSIDERATIONS

Connecticut should consider statutorily incorporating measures and barometers of college and career readiness into its formula for determining school performance. With the renewed interest in college attainment, the public will want to know whether schools are being held accountable for how students are progressing toward meeting the new benchmarks.

Connecticut should join the 28 states that have statewide or systemwide requirements for admission to four-year colleges. Such requirements can lead to an increase in the number of high school graduates attending college and increase access to higher education for underrepresented populations. The most common requirements are high school coursework, GPA, assessments, class rank and index score. Other states allow multiple ways to meet the requirements including Advanced Placement (AP) tests and ACT/SAT scores.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Utah – Differentiated admissions

The Utah System of Higher Education policy **R461-3** outlines college admission and access requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in that it separates public institutions into metropolitan/regional universities and teaching/research universities.

The policy provides information about admission to different types of institutions and sets expectations for students. Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.



DELAWARE



Delaware has addressed four of the 10 Blueprint policies to improve college readiness in the state. The state developed systems for two of the four high school anchor benchmarks and has put in place college and career readiness standards and an assessment system to support high school students' progress.

Delaware has not addressed the four college anchor policies, but is making progress on one of the policies. It is one of 18 states that has a systemwide remedial policy, which was adopted by the community colleges and targets students at risk of not completing their remedial courses. The community colleges also use common assessments and cut scores for course placement (through practice, not formal policy).

Delaware also has put into place programs for both bridge policies — a P-20 data pipeline that transfers student data to inform decisions at the state and district level and a statewide definition of college and career readiness.

POLICY REVIEW	DELAWARE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; SAT; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No No Partial	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Delaware has both college and career readiness standards and assessments to challenge high school students. The state is part of the Smarter Balanced Assessment Consortium testing system. One of the benefits of assessments is that they allow educators to develop interventions for students in English language arts and math to catch them up before they leave high school.

The state also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs.

CONSIDERATIONS

Delaware should consider developing statewide alignment of high school graduation requirements with college admission requirements. Six states have full alignment of the requirements, and 12 states have alignment in all core subjects except foreign language.

As jobs increasingly require postsecondary education, states are strengthening policies to improve the transition from high school graduation to college admission. Aligning high school graduation with college admission is an important tool because it potentially can increase the number of graduates going to college.

The alignment allows educators to intervene in the 11th and 12th grades if students are not on track to meet college admission requirements. It also can lead to increasing Advanced Placement (AP), dual enrollment and International Baccalaureate classes. Delaware is one of the states that does not require districts to offer one or more of these programs.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, Council for Adult and Experiential Learning (CAEL),
<http://www.cael.org/what-we-do/competency-based-education>.

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning,
<http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements (CADRs)**.

CADRs provide high school students with a guideline of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. The CADRs are an example of high school and higher education collaborating to create greater access to a college education. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies provide prime examples of competency-based proficiency for course requirements. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students in lieu of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Within each subject area, students can receive credit by achieving a specific benchmark on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.



DISTRICT OF COLUMBIA



The District of Columbia has addressed four of the six applicable Blueprint policies to improve college readiness in the district.

The district has met two of the four high school anchor policies. It has adopted rigorous, academic college and career readiness standards and is part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. It has districtwide high school graduation requirements but does not have uniform college admission requirements.

The district has implemented both of the bridge anchor policies with a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education.

POLICY REVIEW	DISTRICT OF COLUMBIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES, PARCC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	N/A	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	N/A	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	N/A	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	N/A	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 6	

STRENGTHS

The District of Columbia is to be commended for adopting regulations in 2012 that establish a districtwide dual enrollment program. The regulations have several strong features, including that a participating student may not be charged tuition. In practice, dual enrollment tuition in the district is primarily paid by the postsecondary institutions. In cases where the postsecondary institution does not cover tuition costs, tuition is paid for by the District of Columbia Dual Enrollment Fund, administered by the Office of the State Superintendent of Education. While students and their families in many other states are responsible for paying for textbooks, fees and other course costs, the District of Columbia Dual Enrollment Fund likewise covers these costs, and offers a Metro Card to cover unmet transportation costs.

The District of Columbia has a robust P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. These systems mean states have the ability to use data on individual students — such as attendance patterns, discipline records and course grades — to ensure that all students are ready for success after graduation.

CONSIDERATIONS

The district should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students, and by colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmark to help secondary and even elementary teachers outline the knowledge and skills students will need to demonstrate college and career readiness before leaving high school.

The district also should consider adding indicators of college and career readiness to its system of determining school performance. Indicators commonly used by states include dual enrollment, Advanced Placement or International Baccalaureate participation rates, ACT/SAT scores, college remediation rates, industry certifications earned and college enrollment rates.

RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf.

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



FLORIDA



Florida has addressed nine of the 10 Blueprint policies to improve college readiness in the state.

The state has implemented programs to address all four of the high school policies and has developed high school graduation requirements that align with college admission requirements for all subjects except foreign language. Florida is also one of 13 states that has uniform admission requirements that set minimum standards for its higher education systems. The state is considered a national leader in its transfer policies between community colleges and four-year universities.

It is one of 32 states that has a clear definition of college and career readiness that spells out the skills high school graduates need to enter college.

POLICY REVIEW	FLORIDA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment or AICE course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State developed/contracted	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes Yes, Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	9 out of 10	

STRENGTHS

Florida has long been considered a leader in transfer policy. It has in place the four fundamental Blueprint policies on transferring credits between two-year and four-year colleges. The state took further steps recently in passing H.B./S.B. 7135 in 2012 to ensure educational institutions comply with the policies and to help students make the transition.

Florida is one of 25 states that requires all districts to offer Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment coursework, and one of only four states that requires all districts to offer one or more of these advanced course options. It is also one of 24 states that has added barometers of college readiness to its system of measuring school performance and to its school accountability report cards.

CONSIDERATIONS

Florida is working on aligning course requirements for high school graduation and admission to institutions of higher education. The state has in place standards for math, science, English and social studies.

However, it is one of 12 states with partially aligned course requirements, except for foreign languages. Statewide higher education admission policies mandate the completion of language courses in Florida, but high school graduation policies do not. Instead, world language courses are typically just one option high school students may choose to fulfill their graduation requirements outside the academic core. Common standards will allow educators to pursue early intervention help for students not meeting standards or to develop alternative ways to show mastery in languages.

Florida should consider setting clear college attainment goals as a strategy to connect postsecondary credentials and workforce needs.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, Council for Adult and Experiential Learning (CAEL),
<http://www.cael.org/what-we-do/competency-based-education>.

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning,
<http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course-equivalency exam exceptions for students in place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Washington – Collaboration of high school and college systems

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



GEORGIA



Georgia has addressed all 10 Blueprint policies to improve college readiness in the state. The state has measures for the four high school policies. It is one of 12 states that has aligned its high school graduation requirements with college admission requirements in all core subjects except foreign language.

Georgia has addressed all four of the college anchor policies. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. The state has adopted a performance-based funding model that incorporates measures of student and institutional success. The state also has systems in place for both bridge anchors, including a P-20 data pipeline.

POLICY REVIEW	GEORGIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State-developed/contracted	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	10 out of 10	

STRENGTHS

Georgia is a model in developing uniform admission requirements to four-year colleges and is one of 15 states with a systemwide approach. The requirements include traditional high school coursework. However, it has moved away from relying solely on high school coursework and toward more comprehensive admission policies that include other indicators such as GPA and assessments. The state recognizes that scores on assessments such as ACT or SAT are important indicators of college readiness.

Georgia is one of 18 states that has adopted systemwide policies for remedial education. The governing boards for the separate two- and four-year systems have adopted policies for their campuses. The policies identify the assessments that institutions can use to direct students into the appropriate courses. The policies also specify minimum cut scores for placement into remedial or credit-bearing courses, or at least as the initial filter.

CONSIDERATIONS

Georgia may consider adopting policies to require high schools or districts to offer Advanced Placement (AP), International Baccalaureate or dual enrollment. AP participation rates for Georgia's graduating class of 2013 — and overall gains in participation from 2003–13 — were both strong at 39.6 percent and 1.83 percent, respectively. Georgia's success rate of 21.3 percent for AP test takers in the Class of 2013 was 15th nationally.

Six states have explicit policies requiring districts to allow eligible high school students to enroll in dual enrollment courses and prohibiting public postsecondary institutions from turning away eligible dual enrollment program applicants. A growing body of research suggests that, even when controlling for student background and academic measures, dually enrolled students outperform their peers in terms of high school graduation rates, as well as college enrollment and persistence. Ensuring that eligible students statewide can access dual enrollment coursework could potentially enhance college readiness and participation in Georgia, especially for traditionally underrepresented students.

RESOURCES

Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components, Education Commission of the States, <http://www.ecs.org/clearinghouse/01/10/91/11091.pdf>.

Dual enrollment: A strategy to improve college-going and college completion among rural students, Education Commission of the States, <http://www.ecs.org/clearinghouse/01/12/61/11261.pdf>.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



HAWAII



Hawaii has addressed eight of the 10 Blueprint policies to improve college readiness in the state. Its programs meet three of the four high school anchor policies. The state has core standards in place and uses the Smarter Balanced Assessment System for assessing progress of high school students in achieving college readiness. It also includes college readiness indicators in its accountability school report cards.

The state has adopted three of the four higher education anchor policies — remedial, transfer and accountability measures. Hawaii also has developed programs for both bridge policies.

POLICY REVIEW	HAWAII	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; ACT; End-of-course; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Hawaii is a leader in providing transparent accountability at both the high school and college levels. It measures and reports on indicators of college and career readiness in its school report cards for parents and the community. The state has a P-20 data pipeline in place that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

Hawaii also is one of 26 states that has set college attainment goals in statute and is one of 36 states that has included attainment or completion goals in their higher education master plan.

It also is one of 18 states that has systemwide standards in place for remedial education programs that test students to place them in the appropriate classes. Hawaii has strong statewide transfer policies and is one of only 15 states that has a Common course numbering system.

CONSIDERATIONS

Hawaii should consider developing statewide requirements for admission to four-year colleges. It is one of 22 states without uniform requirements across the state. Statewide admissions policies, when clearly written and distributed, can help ensure students are prepared for college.

Policy leaders also may consider aligning statewide admission course requirements with the high school graduation course requirements. This strategy would be an opportunity for the Hawaii P-20 partnerships to ensure both high school and higher education constituents are involved and informing the process.

Notably, states are moving toward providing alternative opportunities for students who do not meet minimum course requirements. Hawaii could benefit from exploring the use of multiple measures of student performance — such as GPA, assessment results and class rank — in the decision-making process.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tl10zkxt0puz45hu21g6>.

State Higher Education Executive Officers Association (SHEEO) and American College Testing Program (ACT), *Statewide College Admissions, Student Preparation and Remediation Policies and Programs*, <http://files.eric.ed.gov/fulltext/ED416804.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement (AP) tests.

Colorado – Aligning policies and courses

Effective in fall 2019, admission standards no longer include high school coursework in Colorado. The new policy emphasizes college readiness as measured by multiple indicators.

The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



IDAHO



Idaho has addressed eight of the 10 Blueprint policies to improve college readiness in the state.

The state has developed programs for all of the four high school anchor policies. It includes barometers of college and career readiness in determining school performance and in its school report cards. Idaho also has remained committed to its adoption of the Common Core State Standards and will administer the Smarter Balanced Assessment System (SBAC). Idaho also has put in place three of the four college anchor policies. It is one of 13 states with statewide requirements for admission to its public four-year colleges and is one of 39 states that has policies for college remedial education.

The state is meeting one of the two bridge benchmarks with a P-20 data pipeline and reporting system.

POLICY REVIEW	IDAHO	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment or Tech Prep course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; ACT; SAT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Idaho is a leader among states in putting in place high school requirements to offer more rigorous courses to its students.

The requirements can ensure that student exposure to college-level courses in high school is not an accident of location or demographics. The advanced-course programs also are an important tool to align high school and college coursework to ensure that students meet the core standards developed by the state.

Idaho's P-20 data system can be leveraged by state agencies and districts to make decisions about the policies and programs the state is working on.

CONSIDERATIONS

Idaho should consider creating a statewide definition of college and career readiness that is recognized both by high schools and colleges in graduation and admission practices. A statewide definition can reinforce and support the state's implementation of the Common Core State Standards and Smarter Balanced Assessment System.

Idaho may also consider strengthening its transfer policies by guaranteeing the transfer of associate degrees earned at public institutions.

RESOURCES AND STATE EXAMPLES

Tennessee's CCR Definition: <http://www.state.tn.us/the/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>

Massachusetts' CCR Definition: <http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework (and) success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program.

In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.



ILLINOIS



Illinois has addressed five of the 10 Blueprint policies to improve college readiness in the state and has made progress toward meeting a sixth. The state has addressed two of the four high school anchor policies. It has adopted the Common Core State Standards and participated in the development of the PARCC assessments.

The state has met one of the four college anchor policies by setting college attainment goals and adopting a performance-based funding system. The state has met both bridge anchor policies, including the adoption of a statewide college and career readiness definition and establishment of a P-20 data system that allows student-level data to be shared across state agencies.

POLICY REVIEW	ILLINOIS	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC; ACT; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial No Partial No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

Illinois is a leader in higher education accountability by setting clear goals on college attainment. In 2012, Gov. Pat Quinn declared his support for the 60 x 20 goal, which aims for 60 percent of adults in Illinois to have a college degree, an associate degree or a career certificate by 2020. The state also identifies four related goals: increase educational attainment, improve college affordability, strengthen workforce development and link research and innovation to economic growth.

Illinois high schools administer end-of-course PARCC English language arts and math assessments. It is one of three states that provides juniors an opportunity to take either the ACT or WorkKeys assessments. The state has a clear definition of college and career readiness to reinforce and support the state's implementation of these policies.

The state's P-20 data pipeline provides information about students as they move through their education and into the workforce. The data is useful to both the state and local audiences, particularly through the use of feedback reports with important information about graduates as they go to college (e.g., retention rates, remedial education needs and performance).

CONSIDERATIONS

Illinois' school report cards were recognized by ECS as exemplary in 2014. However, Illinois should consider statutorily establishing similar college and career readiness measures in its formula for calculating school performance. Currently, the state's robust set of college and career readiness metrics appear to be used only in school report cards — not in assessing school performance.

The state also should continue its work toward strengthening transfer policies between its public colleges. Participation in the Illinois Articulation Initiative is voluntary. Without policy in statute, the state cannot enforce compliance with transfer policy. For many students, the ability to change campuses and keep earned credits impacts their likelihood of earning a degree.

RESOURCES AND STATE EXAMPLES

The Community College Route to the Bachelor's Degree, The Graduate Center of the City University of New York, <http://epa.sagepub.com/content/early/2014/02/28/0162373714521865>.

State Policies to Improve Student Transfer, January 2013, <http://www.ncsl.org/documents/educ/student-transfer.pdf>

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy identifying a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.



INDIANA



Indiana has addressed all 10 Blueprint policies to improve college readiness in the state. It requires each high school to provide at least two dual credit and two Advanced Placement (AP) courses. The Postsecondary Enrollment Program prohibits colleges from turning away otherwise eligible dual enrollment students when the student is not required to be in attendance in the school district.

Indiana has addressed all four college anchor benchmarks. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. In addition, the state has adopted a performance-based funding model that incorporates measures of student and institutional success. Both bridge polices are addressed, including a P-20 data pipeline.

POLICY REVIEW	INDIANA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP and dual enrollment course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State developed/contracted	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	10 out of 10	

STRENGTHS

As a result of a 2010 resolution by the Indiana Commission on Higher Education, Ivy Tech Community College has become the primary provider of remedial education. Ivy Tech, which consists of 23 campuses, adopted a policy to use the College Board's Accuplacer exam to evaluate the skills of first-time students and for course placement. The policy states that specified scores on other national assessments exempt students from the placement test and allows them to enroll in college-level courses. In addition, Ivy Tech has joined a growing movement to offer different math pathways for students based on their program of study. This approach is intended to prevent students from placement into remedial math courses based on their algebraic skills when other math competencies are better suited to their degree program.

The state also has developed K-12 accountability reports that include indicators of college and career readiness, joining 23 other states in detailing specific metrics to measure them. As a result, the state is aligning the indicators with other statewide initiatives, such as developmental or remedial education redesign. In this way, the policies reinforce one another and establish a common vision for student transitions and success.

CONSIDERATIONS

While Indiana is addressing all 10 blueprint anchor benchmarks, the state could create a more comprehensive set of transfer policies by allowing institutions to award course credit through assessments. Indiana already has adopted transfer of lower-division core courses, a Common course numbering system and guaranteed transfer of an associate degree.

RESOURCES AND STATE EXAMPLES

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Louisiana – Comprehensive transfer policies

Louisiana's **S.B. 285/Act 356** (2009) was one of the first major pieces of transfer legislation in the country to require the four transfer policies in the ECS Blueprint database — a statewide policy for a transferable core of lower-division courses, a statewide policy for Common course numbering, a statewide policy for guaranteed transfer of associate degree and a statewide policy for credit by assessment. The legislation also required institutions to be monitored for compliance and created an appeals process for students whose credits were not transferred.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



IOWA



Iowa has addressed four of the 10 Blueprint policies to improve college readiness in the state.

Among high school anchor policies, it has put in place the Iowa Core standards and requires all districts statewide to offer Advanced Placement (AP) classes. The state has addressed one of the four college anchor policies. It is one of 15 states that has systemwide admission requirements for its four-year public colleges.

Iowa has in place programs for both bridge policies — a college and career readiness definition and a statewide P-20 data system.

POLICY REVIEW	IOWA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	NO	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; Class rank; Index	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No No No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes Yes, Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Iowa has adopted and is implementing the Iowa Core standards to address the college and career readiness needs of its high school graduates. Iowa has set college attainment goals and developed a performance-based funding system. These policies can help the state respond to workforce demands and hold institutions accountable for improving student success.

It has a clear definition of what it means for a student to be college and career ready. It also has developed a P-20 data pipeline that is able to provide student-level data from preschool to entry into the workforce that is uniform and shared by state agencies. Iowa is capable of sharing student-level data across state agencies and producing high school feedback reports.

Iowa's work is strengthened by the state's higher education admission policies. In addition, one accountability measure in place for higher education is a performance-based funding model with metrics including persistence and graduation rates.

CONSIDERATIONS

Iowa should look at establishing statewide remedial education policies. Nearly 30 states have statewide or postsecondary systemwide remedial and course placement policies.

The state also should work toward improving its higher education transfer policies. Three transfer policies to pursue include: creating a transferable core of lower-division courses, guaranteeing the transfer of associate degrees and creating a Common course numbering system. Since one-third of college students transfer at least once before graduation, according to national data, transfer policies are central to efforts to improve completion and attainment measures.

RESOURCES AND STATE EXAMPLES

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Developmental Strategies for College Readiness and Success, Education Commission of the States, <http://www.ecs.org/docs/DevEdStrategies.pdf>.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program.

In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.

Indiana – Robust statewide remedial education

As a result of a 2010 resolution by the Indiana Commission on Higher Education, Ivy Tech Community College has become the primary provider of remedial education. Ivy Tech, which consists of 23 campuses, adopted a policy to use College Board's Accuplacer exam to evaluate the skills of first-time students and for course placement. The policy indicates that specified scores on other national assessments exempt students from the placement test and allow them to enroll in college-level courses. Campuses also can consider other factors to exempt students from the Accuplacer, including high school GPA and the type of diploma earned.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



KANSAS



Kansas has addressed eight of the 10 Blueprint policies to improve college readiness in the state.

It has developed strategies to implement three of the four high school anchor policies. It is one of six states with complete alignment of course requirements for high school graduation and college admission.

The state has addressed three of the four college anchor policies and is making progress toward another. It is one of 15 states with systemwide, uniform requirements for admission to four-year colleges and has developed comprehensive accountability policies for higher education.

POLICY REVIEW	KANSAS	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State-developed/ contracted	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework; Class rank	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Kansas implemented performance-based funding through legislation in 2005. The Performance Agreement Model includes performance measures for different types of institutions based on their mission. Measures spanning across all institutions include retention, degrees awarded and graduation rates. Research and comprehensive universities also include performance on assessments and degrees or certificates awarded in STEM fields. Institutions are allowed to set three indicators specific to their college or university. These indicators support Foresight 2020, the 10-year strategic agenda set by the Kansas Board of Regents.

Kansas also is one of six states that has completely aligned high school graduation course requirements with college admission course requirements. This creates transparency between high schools and higher education institutions on college readiness standards and can increase the number of high school graduates attending college.

CONSIDERATIONS

Kansas should consider including barometers of college and career readiness in its school report cards and in determining school performance. Measures commonly used by states include dual enrollment, Advanced Placement or International Baccalaureate participation and scores, ACT/SAT results, postsecondary participation rates, industry certifications earned and college remediation rates. The public increasingly wants to know how students are progressing toward meeting benchmarks, and statewide accountability systems can help in creation of reporting mechanisms.

Kansas may consider further developing its statewide transfer policies by guaranteeing the transfer of lower-division courses and implementing a clear, uniform Common course numbering system so that students better understand which courses are equivalent across campuses.

RESOURCES AND STATE EXAMPLES

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** enacted in 2013 mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



KENTUCKY



Kentucky has addressed nine of the 10 Blueprint policies to improve college readiness in the commonwealth. For high school anchor policies, it has developed standards and programs in all four areas, and it is one of 25 states that requires high schools to offer Advanced Placement (AP) courses, International Baccalaureate (IB) programs or dual enrollment options. It is one of 32 states that has a clear definition of college and career readiness. Kentucky has put in place programs to address three of the four of the college Blueprint policies and both bridge policies. It is one of 13 states that has statewide criteria for admission to institutions of higher learning, such as GPA, ACT/SAT scores and class ranks. It also has clear guidelines for remedial education and course placement; one of 27 states with such statewide policies.

POLICY REVIEW	KENTUCKY	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment or dual credit course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; End-of-course; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Partial Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	9 out of 10	

STRENGTHS

Kentucky has emerged as a national leader for its comprehensive approach to implementing the Common Core State Standards. The groundwork was laid by S.B. 1, enacted in 2009, which called for the Kentucky Department of Education to collaborate with the Council on Postsecondary Education to revise content benchmarks in core subjects that are aligned with college standards in reading and math.

The efforts led to a Unified Strategy for College and Career Readiness that outlined four goals and described actions, outcomes, completion dates, individuals responsible and impact measures to meet them.

Senate Bill 1 also established **Unbridled Learning: College/Career-Ready for All**, which details, among other things, what students should learn, what will be tested and what should comprise the public school accountability system. It was developed with the end goal in mind — basing an accountability system on college and career readiness. That sends a strong message to students, schools and communities.

CONSIDERATIONS

Kentucky is one of 12 states that has partially aligned requirements for high school graduation and college admission. Statewide higher education admission policies mandate the completion of language courses in these states, but high school graduation policies do not. Instead, world language courses are typically just one option high school students may choose to fulfill their graduation requirements outside the academic core.

Common standards will allow educators to pursue early intervention help for students not meeting college standards or develop alternative ways to show mastery in languages.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, Council for Adult and Experiential Learning (CAEL),
<http://www.cael.org/what-we-do/competency-based-education>.

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning,
<http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course-equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving set scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Washington – Collaboration of high school and college systems

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



LOUISIANA



Louisiana has addressed six of the 10 Blueprint policies to improve college readiness in the state. It has policies in place for two of the four high school anchor policies. Louisiana is one of 25 states that requires all districts to offer Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment coursework, and one of only four states that requires all districts to offer one or more of these advanced-course options. It also has enacted Common Core-aligned academic standards.

The state has developed standards and policies for three of the four college-anchor policies. It is one of 21 states with statewide remedial education policies and has a uniform transfer policy between community colleges and four-year colleges. It is one of 15 states with a Common course numbering system between colleges. Louisiana has met one of the two bridge policies with a P-20 data pipeline.

POLICY REVIEW	LOUISIANA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP or IB course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; End-of-course; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a common-numbering system for courses and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.

Louisiana also has put in place assessments for Common Core Standards and is part of the Partnership for Assessment of Readiness for Colleges and Careers consortium (PARCC). Information from the assessments and other items are captured in Louisiana's statewide data-sharing system. This is a benefit to the state since the exchange of data allows student-level information to help both the high school and state individuals make decisions.

CONSIDERATIONS

Louisiana has developed standards and course requirements in key subjects for high school graduation. However, it should consider taking the next step to align them with college admission course requirements. Six states have completely aligned course requirements, and 12 others have aligned them in all core subjects except foreign language. Aligning the course requirements can increase the number of high school graduates entering college and improve the transition from high school to institutions of higher education.

Louisiana also should consider statutorily incorporating measures and barometers of college and career readiness into its formula for determining school performance. Louisiana does report on several college and career readiness measures on school report cards. A similar or even more robust set of measures would strengthen the focus on college and career readiness.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, Council for Adult and Experiential Learning (CAEL),
<http://www.cael.org/what-we-do/competency-based-education>.

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning,
<http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course-equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving set scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Washington – Collaboration of high school and college systems

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



MAINE



Maine has addressed three of the 10 Blueprint policies to improve college readiness in the state.

It has adopted two of the four anchor high school policies. The state has put in place rigorous standards to better prepare its students for college readiness and is part of the Smarter Balanced Assessment Consortium (SBAC) to test students on their progress in meeting the standards.

Maine also has met one of the two bridge anchor policies. The state has a P-20 data pipeline system in place that is able to provide student-level data from preschool through their entry into the workforce.

POLICY REVIEW	MAINE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No No No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	3 out of 10	

STRENGTHS

Maine is one of more than 30 states that has increased accountability for its higher education system by creating college attainment goals. State officials have adopted performance-based funding systems that reward institutions for improving outcomes, not just enrolling students. It also is one of 36 states that has embedded college completion and/or attainment goals in its master plan.

Such accountability is a tool to meet the demand for employees with postsecondary credentials by giving higher education institutions more incentive to graduate more students.

Maine's data pipeline systems allow states to have the ability to use the 12th grade to ensure that all students are ready for success after graduation. Robust data systems can help policymakers and state and local leaders analyze the performance and effectiveness of school districts' educational policies and programs. The data collection has been standardized so that it can be shared by different state agencies.

CONSIDERATIONS

Maine should look into including barometers of college and career readiness in determining school performance and in its school report cards. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Other measures include participation in dual enrollment courses, Advanced Placement (AP) scores, International Baccalaureate rates or the number of industry certifications earned.

The state also should consider adopting a statewide transferable core of lower-division courses to ease the transition between the community college and university systems; 35 states have such a policy. Maine may also consider implementing a statewide Common course numbering system. On average, about one-third of college students will transfer at least once before graduating, making implementation and enforcement of transfer policies critical to student success.

RESOURCES AND STATE EXAMPLES

State Policies to Improve Student Transfer, NCSL, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

Kentucky – School performance rooted in college and career readiness

S.B. 1, passed in the 2009 session of the Kentucky Legislature, included the **Unbridled Learning: College/Career-Ready for All** initiative. It details what students should learn, what will be tested, when tests are given, the composition of the public school accountability system and more. Most importantly, it begins with the end in mind. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.



MARYLAND



Maryland has addressed six of the 10 Blueprint policies to improve college readiness in the state.

The state has developed policies to meet two of the four high school anchor policies. It has rigorous academic standards in place and aligned assessments.

Maryland's programs address two of the four anchor college policies. For example, it is one of 35 states with a statewide transferable core of lower-division courses and one of 36 states with a guaranteed transfer of associate degree policy.

Maryland has put in place programs to address both bridge policies. It also has a P-20 data pipeline system in place that is able to provide individual-level data from preschool through entry into the workforce.

POLICY REVIEW	MARYLAND	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes – AP course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Maryland has been a leader in using community outreach and workgroups to help explain the goal and implementation of the Common Core State Standards. It resulted in good communication of the plan and its goals. It's one of five states that requires all districts to offer Advanced Placement (AP) coursework. Such programs are good tools to increase college readiness and admission. The requirement ensures that all students, regardless of location or demographics, have access to rigorous coursework.

The state also is one of 28 that has uniform admission policies to its public four-year colleges. They include specific high school coursework and other measurements such as GPA and assessment results. Such policies create transparency between high school and colleges on what constitutes college readiness and can boost enrollment among under-represented populations.

CONSIDERATIONS

Maryland should consider aligning its requirements for high school graduation with the requirements for college admission. It is one of eight states that has policies for both graduation and admission, but the policies are not aligned with each other. Six states have aligned all core subjects, while 12 states have aligned all core subjects except for foreign language.

Maryland also should look at developing statewide policies on the use of remedial education for incoming college students. Twenty-nine states have statewide or postsecondary systemwide remedial and course placement policies. Maryland's community colleges have a long-standing agreement to use common assessments and cut scores for course placement, but this practice is not set in formal policy.

RESOURCES AND STATE EXAMPLES

State Higher Education Executive Officers Association (SHEEO) and American College Testing Program (ACT), *Statewide College Admissions, Student Preparation and Remediation Policies and Programs*, <http://files.eric.ed.gov/fulltext/ED416804.pdf>.

Developmental Strategies for College Readiness and Success, Education Commission of the States, <http://www.ecs.org/docs/DevEdStrategies.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (*S.D. Admin. R. 24:43:11:09*) provides course equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Indiana – Robust statewide remedial education

As a result of a 2010 resolution by the Indiana Commission on Higher Education, Ivy Tech Community College has become the primary provider of remedial education. Ivy Tech, which consists of 23 campuses, adopted a policy to use College Board's Accuplacer exam to evaluate the skills of first-time students and for course placement. The policy indicates that specified scores on other national assessments exempt students from the placement test and allows them to enroll in college-level courses. Campuses also can consider other factors to exempt students from the Accuplacer, including high school GPA and the type of diploma earned.



MASSACHUSETTS



Massachusetts has addressed six of the 10 Blueprint policies to improve college readiness in the commonwealth. It has addressed one (plus a partial) of the four high school anchor policies and is one of three states without statewide high school graduation requirements. However, the commonwealth has implemented MassCore, a recommended program of study. MassCore not only includes a rigorous set of courses but encourages students to complete as many additional learning opportunities as possible, including dual enrollment courses and service-learning. The commonwealth has in place programs to address three of the four college anchor policies. It is one of 13 states with statewide college admission standards and one of 35 states with standards for transfer of credits and degrees between two-year and four-year colleges. It also developed a statewide program for remedial education for high school graduates entering college. It has addressed both of the bridge policies aimed at easing the transition from high school to college.

POLICY REVIEW	MASSACHUSETTS	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	PARTIAL , PARCC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide H.S. grad. requirements	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Massachusetts adopted a shared definition of college and career readiness in 2013. It was the culmination of a two-year process led by the commissioner of elementary and secondary education and the commissioner of higher education. It was part of the larger effort of improving the college readiness of graduating high school seniors and its students' college-completion rates. It has driven curricular decisions and high school assessment designs.

CONSIDERATIONS

Massachusetts should consider adding the college and career readiness measures in its school accountability reports; it is one of 27 states plus D.C. that does not include them in school report cards. Many states are working to define college and career readiness, although the indicators used for K-12 accountability vary. Some states consider college-enrollment rates among high school graduates, ACT/SAT results or college remediation rates as indicators of college and career readiness.

RESOURCES AND STATE EXAMPLES

Wisconsin – Stakeholder engagement

Wisconsin's Act 20, enacted in 2013, mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Kentucky – School performance rooted in college and career readiness

S.B. 1, passed in the 2009 session of the Kentucky Legislature, included the **Unbridled Learning: College/Career-Ready for All** initiative. The initiative details what students should learn, what will be tested, when tests are given, the composition of the public school accountability system and more. Most importantly, it begins with the end in mind. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



MICHIGAN



Michigan has addressed four of the 10 Blueprint policies to improve college readiness in the state. It has developed approaches for two of four high school anchor policies by adopting college and career readiness standards and assessments. It was an early adopter in requiring all 11th graders to take the ACT and is one of four states to require all students to take the WorkKeys career readiness assessment.

Michigan has not addressed any of the four college benchmarks. However, the state recently adopted a performance-based funding model that could be complemented by clear college attainment or completion goals.

In addition, Michigan has addressed both bridge anchor policies. It is one of 32 states with clear definitions of college and career readiness and has a P-20 data pipeline in place.

POLICY REVIEW	MICHIGAN	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - Dual enrollment course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No No No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Retention, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Michigan is a national leader as one of six states that requires all districts to allow eligible students to participate in dual enrollment coursework and that prohibits colleges from turning away otherwise eligible high school students.

The state also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs. It uses the data to provide high school feedback reports and as early warning systems that use individual student data from the schools and districts.

CONSIDERATIONS

Michigan should consider adding indicators for college and career readiness to its system for determining school performance. It is one of 27 states that lacks the performance measures, which are a way to make schools more accountable and thus increase college enrollment rates. Indicators used by states include measures such as participation in college prep courses (e.g., Advanced Placement and International Baccalaureate). The state also should look at creating statewide, uniform transfer policies.

Currently, transfer policies are governed by the Michigan Transfer Agreement. However, participation in the agreement is voluntary for institutions and therefore transfer policies do not hold the power of law. The state should consider moving toward mandatory transfer policies, which could include transfer of lower-division core courses and guaranteed transfer of an associate degree.

RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf.

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** (2013) mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Florida – Comprehensive transfer policies

Florida has long been considered a leader in transfer policy. In addition to the four necessary statewide transfer policies listed in the Blueprint database, recent legislation — **H.B. 7135** (2012) — further supports transfer and completion by focusing on students and ensuring institutional compliance. It requires that students entering an associate degree program must, within the first completed 30 credits, indicate a baccalaureate degree program of interest at a four-year institution. The institution must notify the student of the prerequisites for that program.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



MINNESOTA



Minnesota has addressed six of the 10 Blueprint policies to improve college readiness in the state. It has in place three of the four high school anchor policies. By statute, it has established measures of college and career readiness in how it determines school performance.

The state has addressed one of the four college anchor policies and partially addressed a second on transfer policies. Minnesota has a systemwide uniform policy on remedial education for testing and placement in the appropriate courses.

In addition, Minnesota has met both bridge anchor policies. It is one of 32 states with a definition of what constitutes college and career readiness.

POLICY REVIEW	MINNESOTA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - Dual enrollment course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES, ACT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial Partial Partial Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Minnesota is a leader in offering its students dual enrollment programs. In 1985, it became the first in the nation to adopt a statewide dual enrollment policy. Minnesota is one of only six states to require that districts allow eligible students participate in dual enrollment courses and to require colleges to accept otherwise eligible high school students into postsecondary courses.

The state also has a robust P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. The data is compatible across education systems and can be shared by state agencies. The data also is used as an early warning system to identify students who are falling behind on college and career readiness indicators. In addition, the state uses the data to provide feedback reports to high schools on their graduates' performance in college.

CONSIDERATIONS

Minnesota should consider adopting statewide, uniform admission requirements for its four-year colleges. Twenty-eight states either have statewide or systemwide requirements in place. Most include specific high school coursework. However, 25 of the 28 states include other minimum requirements. Assessments, including the ACT, SAT or an institutional-level test, are used by 24 states. Additionally, 20 states include a high school GPA in their admission requirements. Minnesota already has systemwide remedial policies that could be used as a framework for requirements.

The state also could consider expanding transfer policies to include the University of Minnesota system, through a more formal policy. Most of the current state policies are directed toward the Minnesota State Colleges and Universities (MnSCU) system. Both systems have a long-standing agreement, however, to accept transfer of the completed Minnesota Transfer Curriculum, which is comprised of general education courses. Each University of Minnesota campus determines how individual courses will be accepted if students do not complete the full Minnesota Transfer Curriculum.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators.

The new admission guidelines replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.

Louisiana – Comprehensive transfer policies

Louisiana's S.B. 285/Act 356 (2009) was one of the first major pieces of transfer legislation in the country to require the four transfer policies in the ECS Blueprint database — a statewide policy for a transferable core of lower-division courses, common course numbering, guaranteed transfer of associate degree and credit by assessment. The legislation also required institutions to be monitored for compliance and created an appeals process for students whose credits were not transferred.



MISSISSIPPI



Mississippi has addressed six of the 10 Blueprint policies to improve college readiness in the state.

It has developed a program for three of four high school anchor policies. As part of its core standards for rigorous coursework, it requires all districts to offer Advanced Placement (AP) courses. It also has an assessment system in place to test its students on the standards.

The state has implemented policies to address two of the four college benchmarks. It is one of 13 states that has statewide minimum requirements for admission to four-year colleges and one of 18 states with systemwide remedial policies.

Mississippi also has met one of the two bridge anchor policies. The state has a P-20 data pipeline system in place that is able to provide student-level data from preschool through their entry into the workforce.

POLICY REVIEW	MISSISSIPPI	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC; ACT	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework; Class rank	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Partial Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes No Yes, Retention	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Mississippi is one of six states that has completely aligned high school graduation minimum requirements with college admission requirements. As a result, both the subjects and units required — such as successfully completing four credits or semesters of math to complete high school graduation requirements — are aligned to meet college admissions policies. This helps students demonstrate college and career readiness before performance on assessments and high school graduation.

Mississippi is one of 18 states with remedial and course placement policies for its separate two- and four-year systems to address the needs of students who are unprepared for college-level classes. The policies clearly communicate college readiness standards to students, K-12 schools, parents and the public. It also encourages high school students to improve their academic credentials before applying for college.

CONSIDERATIONS

The state should consider adding barometers of college and career readiness to its K-12 school accountability system. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of readiness. Others measure dual enrollment credits earned, AP exam scores or the number of industry certifications earned.

The state also should look at developing a clear definition of what constitutes college and career readiness to help drive policies and programs to improve students' skills when they enter the workforce. Thirty-two states have adopted definitions. A definition can provide a backbone for the state to align its high school and college benchmarks. The most common elements include academic knowledge, skills and assessment scores. Some of the definitions were as short as one sentence, while others were pages long.

RESOURCES AND STATE EXAMPLES

Data Quality Center, *State Analysis by State Action* (Washington D.C.: Data Quality Campaign, 2014), <http://www.dataqualitycampaign.org/your-states-progress/10-state-actions?action=one>.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR Definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



MISSOURI



Missouri has addressed eight of the 10 Blueprint policies to improve college readiness in the state. The state has in place all the high school policies except the alignment of high school graduation requirements with college admission course requirements.

Its policies address three of the four higher education anchor benchmarks. It is one of 21 states with statewide remedial policies and one of 19 states with a comprehensive accountability strategy. For example, Missouri has set college attainment goals and adopted a performance-based funding model.

Missouri also has in place both bridge policies, including the creation of a P-20 data system and adoption of a statewide college and career readiness definition.

POLICY REVIEW	MISSOURI	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide Assessments; Class rank; Index	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Missouri has taken extra steps to add indicators of college and career readiness as measures of school performance and in school report cards. This practice should help to align the measures with state education goals, such as increasing college enrollment.

The state's P-20 data system allows state agencies to share student-level data. As a result, Missouri is providing policymakers, education leaders and communities with the information they need to answer the tough questions about what's working and what's not to improve student results over time.

Missouri also is one of 13 states that has statewide standards on minimum requirements for admission to four-year colleges. Standards include assessments, class rank and an index score.

CONSIDERATIONS

Missouri should consider taking the necessary steps to align the course requirements for high school graduation with college admission course requirements. It is one of eight states that has policies for both graduation and admission that do not mirror each other. This means alignment in both subject and units are required, such as successfully completing four credits or semesters of math to complete high school graduation requirements and fulfill college admissions policies.

In addition to considering course alignment, Missouri should consider incorporating competency-based options to show proficiency in course requirements at both the high school and college levels. Six states have completely aligned core subjects with statewide admissions course requirements and 12 others have aligned all subjects except for foreign language.

RESOURCES AND STATE EXAMPLES

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning, <http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for coursework. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement (AP) tests.

Washington – Collaboration of high school and college systems

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



MONTANA



Montana has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has put programs in place for two of the four high school anchor policies. Montana has adopted and is implementing the Common Core State Standards and is part of the Smarter Balanced Assessment Consortium (SBAC).

It has developed policies to address all four of the college anchor benchmarks. It is one of 15 states with systemwide uniform admission requirements for four-year colleges and one of 21 states with statewide policies on the use of and testing for remedial education for incoming college students.

Montana has implemented one of the two bridge policies — P-20 data sharing and reporting.

POLICY REVIEW	MONTANA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; ACT	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework; Class rank	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Montana has enacted comprehensive statewide transfer policies among its public colleges. It is one of 35 states with a statewide transferable core of lower-division courses and one of 36 states with a guaranteed transfer of associate degree policy. One-third of college students transfer at least once before graduation, according to national data. Therefore, transfer policies are a key tool to make sure students don't have to repeat courses that add expense and extend the time spent in college.

Montana also is one of 19 states with comprehensive higher education accountability systems that incorporate goals to increase college attainment rates and performance measures in the funding model. Montana also includes college completion goals in its strategic plan. These are important tools to hold higher education institutions accountable for improving student outcomes.

Further, Montana is one of 42 states that produces publicly available high school feedback reports that provide information on how a class of high school graduates are performing in college and the workforce.

CONSIDERATIONS

Montana should consider joining the 18 states that have aligned high school graduation requirements with college admission requirements. Six of the states have complete alignment and 12 have aligned in all core instruction except for foreign language. Montana is one of eight states that has requirements for both graduation and admission, but they do not match each other. Alignment can increase transparency between high schools and colleges over what constitutes college readiness and lead to an increase in high school graduates enrolling in college.

The state should also look into establishing indicators of college and career readiness for determining school performance and for school accountability report cards. It is one of 27 states where the information is not available in the reports to parents and the general public. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of readiness. Others measure participation in and completion of dual enrollment courses, Advanced Placement (AP) exam scores or the number of industry certifications earned.

RESOURCES AND STATE EXAMPLES

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning, <http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

Rethinking "Seat Time:" State Approaches to Earning Credit in Out-of-School Time, National Conference of State Legislatures (NCSL), <http://www.ncsl.org/documents/educ/SeatTime.pdf>.

South Dakota – Alternative course requirements

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students to take the place of course requirements. Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** enacted in 2013 mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.



NEBRASKA



Nebraska has addressed three of the 10 Blueprint policies to improve college readiness in the state.

The state has implemented one of the four high school anchor policies and partially addressed two other policies. It is one of 12 states that has aligned high school graduation course requirements with college admission course requirements in all core subjects except foreign language.

Nebraska has policies in place for one of the four college anchor benchmarks. It is one of 28 states with a statewide or systemwide admission policy and has addressed one of the two bridge anchor policies with its P-20 data pipeline. In addition, the state has partially adopted two of the transfer policies: transfer of lower-division core courses and guaranteed transfer of an associate degree.

POLICY REVIEW	NEBRASKA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	PARTIAL No	48 states + D.C. 25 states
2. ASSESSMENTS	TBD	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) Assessments; High school coursework; Class rank	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial No Partial No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	3 out of 10	

STRENGTHS

Nebraska is making good progress in adopting robust college and career readiness standards. It recently revised and adopted English language standards and is in the process of revising and readopting math standards.

The state also has a robust P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. The data collection is compatible among education systems and can be shared by state agencies. It can be used as an early warning system for students who fall behind. In addition, the data provides information for feedback reports to high schools on how its graduates have done in college and other postsecondary work.

CONSIDERATIONS

Nebraska should consider including indicators of college and career readiness to its set of metrics used to determine school performance. Twenty-three states have included the measurements in the reports provided to parents and the public. Common indicators used by the states include participation in college prep programs such as dual enrollment and Advanced Placement programs, ACT/SAT test scores, college remediation rates, industry certifications earned and college enrollment rates. It is a tool to make the community more aware what is needed to succeed in college.

The state also should look at developing a clear definition of what constitutes college and career readiness to help drive policies and programs to improve students' skills when they enter the workforce. Thirty-two states have adopted definitions. A definition can provide a backbone for the state to align its high school and college benchmarks. The most common elements include academic knowledge, skills and assessment scores. Some of the definitions were as short as one sentence, while others were pages long.

RESOURCES AND STATE EXAMPLES

The Core to College publication, *Developing and Using a Definition of College and Career Readiness*, provides links to college readiness definitions from Colorado, Florida, Georgia, Kentucky, Massachusetts, Minnesota and Texas: http://www.education-first.com/files/College_and_Career_Readiness_Guide.pdf.

Kentucky – School performance rooted in college and career readiness

The commonwealth passed S.B. 1 in 2009, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR Definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.



NEVADA



Nevada has addressed eight of the 10 Blueprint policies to improve college readiness in the state. It has programs to address three of the four high school benchmarks. It has put in place rigorous core standards and is administering the ACT Plus Writing in 11th grade starting in the 2014-15 school year.

Nevada has policies and programs to implement all four of the college benchmarks. It has a statewide uniform set of policies that govern the transfer of course credits and associate degrees between its public colleges, and it is one of 15 states with systemwide minimum admission requirements for its four-year colleges. Nevada has met one of the two bridge anchor policies with a data system, which is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	NEVADA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES, ACT	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Nevada has added barometers of college readiness to its system of measuring school performance and to its school accountability report cards. As a result, the state is holding its schools accountable for preparing students for college. By using measures such as Advanced Placement (AP) scores and ACT/SAT results, the state is aligning school accountability with overall state education goals.

Nevada also has put in statewide policies for remedial education. It is one of 21 states with uniform policies across its higher education institutions that identify one or more assessments that institutions can use to direct students into the appropriate courses. The policy also specifies minimum cut scores for placement into remedial or credit-bearing courses and allows institutions to use multiple measures to determine a student's level of college readiness. It is a key tool to address the high number of students who arrive on college campuses unprepared for coursework.

CONSIDERATIONS

Nevada should consider putting in place policies to address the two benchmarks the state has not met. State policymakers should look at aligning the requirements for high school graduation and college admission. Nevada is one of eight states with policies for both graduation and admission that are not the same. Six states have complete alignment and 12 others align all core subjects, except foreign language. In aligning the requirements, states have put in place policies to make sure high school requirements reflect college standards and workplace needs.

In addition, the state's AP, International Baccalaureate (IB) or dual enrollment opportunities could be expanded to ensure more students have access to advanced coursework in high school.

RESOURCES AND STATE EXAMPLES

Washington – Collaboration of high school and college systems

The state Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

Massachusetts – Definition built by statewide process and inclusive coalition

Massachusetts adopted a shared definition of college and career readiness in 2013. It was the culmination of a two-year process led by the commissioner of elementary and secondary education and the commissioner of higher education. It was part of a larger effort to improve the college readiness of graduating high school seniors and college-completion rates.

More than 500 educators from 25 regional hubs in the commonwealth took part in the process. Presidents of 25 campuses submitted formal reports and recommendations that eventually led to one unified Massachusetts definition. It has driven curricular decisions and high school assessment designs.



NEW HAMPSHIRE



New Hampshire has addressed four of the 10 Blueprint policies to improve college readiness in the state.

The state has addressed two of the four high school anchor policies. It has put in place core standards for more rigorous coursework and is part of the Smarter Balanced Assessment Consortium (SBAC) to test students on their mastery of the standards.

New Hampshire has not developed policies for any of the four college anchor benchmarks, possibly due to the decentralized nature of its higher education system. It has implemented programs for both bridge policies. The state has a clear college and career readiness definition, as well as a statewide data system.

POLICY REVIEW	NEW HAMPSHIRE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No No No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

New Hampshire has put in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs. To leverage this strength, New Hampshire should ensure that data can be used at the state-level — with high school feedback reports to leverage the collective results within the state — and at the local-level — to create early warning systems that use individual student data within the schools and districts. The data system also allows the state to identify high school students who are not college ready. That means educators have the ability to use the 11th and 12th grade to ensure that all students are ready for success after graduation.

New Hampshire is one of 42 states that uses data to provide feedback reports to its high schools on how well their graduates are performing in college. These reports delve into college readiness indicators as well as test scores.

CONSIDERATIONS

The New Hampshire legislature has explicitly established college and career readiness as the purpose of the accountability system. However, more clearly establishing college and career readiness indicators for determining school performance and more clearly reporting on these measures in school report cards would strengthen this work. Educators and leaders should consider strengthening the accountability system by developing college completion goals that are part of the education master plan.

The state also should consider setting college attainment goals as a strategy to connect postsecondary credentials and workforce needs. In addition, it could join the states that tie higher education institutions public funding to how well they address statewide goals and educate students.

The 32 states that have adopted performance-based funding systems that reward institutions for improving outcomes typically include metrics such as remedial course completion, retention and graduation.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Outcomes-Based Funding: The Wave of Implementation by National Center for Higher Education Management Systems and Complete College America, <http://completecollege.org/pdfs/Outcomes-Based-Funding-Report-Final.pdf>.

Illinois – Set college attainment goals

In 2012, Gov. Pat Quinn declared his support for the **60 X 25** goal, which states that 60 percent of adults in Illinois will have a college degree, an associate degree or a career certificate by 2025. The 60 X 25 plan is an initiative from the Illinois Student Assistance Commission. This plan stems from Lumina Foundation's strategic plan, which provides multiple strategies for reaching the goal of a 60 percent attainment rate across the United States.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** (2013) required the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.



NEW JERSEY



New Jersey has addressed five of the 10 Blueprint policies to improve college readiness in the state. It meets two of the four high school benchmarks by adopting and implementing rigorous college and career readiness standards and participating in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to assess its students' mastery of the standards.

The state has addressed one of the four college benchmarks and has made progress on transfer policies. New Jersey is one of 18 states with common systemwide remedial and course placement policies, which apply to the community colleges. New Jersey also has systems to address both bridge benchmarks. It has a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	NEW JERSEY	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, dual enrollment or CLEP offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

New Jersey is a leader in offering high school students access to advanced coursework. It is one of only three states to require that all school districts offer Advanced Placement (AP) or dual enrollment courses. It is one of 35 states that addresses the ability of students to transfer credits from one college to another and associate degrees to four-year colleges. On average, college students transfer at least once before they graduate. The uniform policy makes it less likely that students will have to spend more time and money to graduate because of lost credits.

New Jersey is one of 18 states with systemwide remedial and course placement policies. The community colleges use common assessments and minimum cut scores to determine the most appropriate courses for incoming students. The policy also encourages campuses to use multiple measures, such as high school coursework or GPA, to gauge students' readiness for college-level classes.

CONSIDERATIONS

New Jersey should consider increasing transparency in its K-12 schools by adding measures of college and career readiness to its system for determining school performance. Common metrics used by states include participation in dual enrollment or AP programs, ACT/SAT test results, college enrollment rates, remediation rates and industry certifications awarded. With added emphasis on preparing students for college, the public will want to know how students are progressing toward meeting the new benchmarks. Statewide accountability systems can help.

The state also should look at developing statewide, uniform requirements for admission into four-year public colleges. Twenty-eight states have adopted either statewide or systemwide admission policies. Many of the states go beyond the traditional high school coursework requirements to look at other indicators of college readiness such as GPA, class ranks, scores on assessments and an index score that combines the indicators.

RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf.

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** enacted in 2013 mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.



NEW MEXICO



New Mexico has addressed five of the 10 Blueprint policies to improve college readiness in the state. It has addressed three of the four high school anchor policies. The state has in place more rigorous academic Common Core standards and is administering end-of-course and the Partnership for the Assessment of Readiness of College and Careers (PARCC) assessments to determine how well students are mastering the standards.

The state has policies to address one of the four college anchor benchmarks. It has a comprehensive approach to facilitate student transfers from two- and four-year institutions and has adopted three of the transfer policies included in ECS' analysis. New Mexico has implemented one of the two bridge benchmarks. The state has developed a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	NEW MEXICO	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - dual enrollment offering mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC; End-of-course	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

New Mexico has a strong commitment to provide students with access to advanced coursework. Each district in the state must offer a program of courses for dual credit, in cooperation with an institution of higher education. In addition, at least one of the units students complete for high school graduation must be earned as an AP or honors course, dual credit course or distance learning course.

The state also has a strong K-12 accountability program that incorporates measures of college and career readiness into its calculations of school performance. As such, the state is providing increased transparency with the goal of improving the readiness of its students for postsecondary work.

CONSIDERATIONS

New Mexico should consider developing a uniform set of requirements for admission to four-year colleges. Twenty-eight states have either statewide or systemwide requirements. Many of the states go beyond the traditional high school course requirements. Twenty-four states use assessments, including the ACT, SAT or an institutional-level test. Additionally, 20 states include a high school GPA in their admission requirements, and some states set specific minimums, which typically range between 2.0 and 3.0.

New Mexico also should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students and colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmarks.

RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf.

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Utah – Differentiated admissions

Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

The policy provides information about admission to different types of institutions and sets out expectations for students. Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR Definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.



NEW YORK



New York has addressed four of the 10 Blueprint policies to improve college readiness in the state. It has made progress on two of the four transfer policies. The state has met three of the four high school anchor benchmarks. It has put in place rigorous Common Core standards and developed its own assessment system.

New York has developed policies to address none of the four college anchor benchmarks, but received partial credit for the remedial and placement policies. It is one of 18 states with systemwide remedial education. In addition, one of the higher education systems, the City University of New York (CUNY), also has common policies for course placement.

The state has addressed one of the bridge anchor policies and has a P-20 data pipeline in place.

POLICY REVIEW	NEW YORK	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	PARTIAL* Yes Partial	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial No Partial No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

*Partial indicates that both state postsecondary systems have separate but uniform remedial policies, and only one of the systems also has a common course placement policy.

STRENGTHS

New York is a good example of a state that put in place its own assessment system to track how well its students are mastering the Common Core standards. It is one of 11 states that will administer homegrown end-of-course assessments in grades 9 through 12 aligned to college and career readiness standards.

New York also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. The system allows for the ability to use data on individual students — including attendance patterns, discipline records and course grades — to ensure that all students are ready for success after graduation.

CONSIDERATIONS

New York should consider adding additional barometers of college and career readiness to its system of calculating school performance and to its school report cards. Regents exam scores are one measure currently used, but other states also consider college-going rates, ACT/SAT results or college remediation rates as readiness indicators. Others measure participation in dual enrollment courses, Advanced Placement (AP) scores or the number of industry certifications earned.

The state should also look at developing a statewide set of requirements for admission to four-year colleges, even though the two higher education systems often have separate policies. So far, 28 states have adopted either statewide or systemwide admission policies for their four-year institutions. Nearly all of the states require certain high school coursework as part of their admissions criteria, though an increasing number include other minimum indicators. The most common admission criteria in statewide policies are high school coursework, GPA, test assessments, class rank and an index score.

RESOURCES AND STATE EXAMPLES

Kentucky — School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating **Unbridled Learning: College/Career-Ready for All**. The program emphasizes accountability with a focus on the end goal: college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.



NORTH CAROLINA



North Carolina has addressed six of the 10 Blueprint policies to improve college readiness in the state. The state has implemented programs for three of the four high school policies with the adoption of rigorous Common Core standards and an assessment system. It has in place systems to address two of the four college anchor policies, including a robust higher education accountability system that sets goals for college attainment and ties public funding for higher education to performance and not just enrollment. The state also has in place systemwide uniform standards for both minimum admission requirements for four-year colleges and separate remedial education policies for the two- and four-year postsecondary systems. North Carolina also has developed a P-20 data pipeline with information that uses the data to provides the state leaders and high schools with feedback reports on how well their graduates are succeeding in college.

POLICY REVIEW	NORTH CAROLINA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP or IB course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES, ACT; End-of-course; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	PARTIAL* Yes Partial	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Partial Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Persistence	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

*Partial indicates that both state postsecondary systems have separate but uniform remedial policies, and only one of the systems also has a common course placement policy.

STRENGTHS

North Carolina is one of the leaders in incorporating measures of college and career readiness into its K-12 school accountability metrics. The indicators, ranging from ACT/SAT scores to college remediation rates, tend to increase the transparency of how well public schools are educating their children during a time of increased need for college attainment to succeed in the workforce. The state has put in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

Robust P-20 data systems can support both state and local leaders in analyzing the performance and effectiveness of a number of policies and programs. To leverage this strength, North Carolina should ensure that data can be used at the state and local level. The state is able to link student data between state agencies, helping to bridge the information gap and evaluate the effectiveness of its high school and college policies. The data system also allows the state to identify high school students who are not college ready through early warning systems. That means educators have the ability to use the 11th and 12th grade to ensure that all students are ready for success after graduation.

CONSIDERATIONS

North Carolina should consider developing policies and plans to address the three benchmarks the state does not meet. It is one of eight states that has policies for high school graduation and college admission, but they are not aligned. Six states have complete alignment in core subjects, while 12 others align in all subjects except foreign language. Coordinating these requirements may lead to higher postsecondary enrollment, persistence and completion rates. This means alignment in both subject and units is required, such as successfully completing four credits or semesters of math to complete high school graduation requirements and to fulfill college admission standards.

The state also should look at developing a clear definition of what it means for a student to be college and career ready. So far, 32 states have a definition either explicitly or by proxy. The most common elements found in the definitions include academic knowledge, skills and assessment scores. Some of the definitions were as short as one sentence, while others were pages long.

RESOURCES AND STATE EXAMPLES

South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy, S.D. Admin. R. 24:43:11:09, provides course-equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving set scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement. Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math.



NORTH DAKOTA



North Dakota has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has systems in place to address three of the four high school policies. It has developed rigorous Common Core standards and has put in place an assessment system for its students. It is one of three states that requires juniors to take either the WorkKeys or ACT assessments.

North Dakota has addressed three of four college policies. It is one of 35 states that has guaranteed transfer of general education courses within two- and four-year public institutions. It also has one of two bridge policies in place with a data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

POLICY REVIEW	NORTH DAKOTA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP or dual enrollment mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; ACT	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Partial Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes Yes, Persistence	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

North Dakota, as part of its Common Core standards to improve college readiness, is one of 25 states that requires all high schools to offer pre-college curriculum. As such it is one of three states requiring all school districts to offer Advanced Placement (AP) or dual enrollment options. This is a key tool to increase both college enrollment and graduation rates and also is a way to ensure that all areas of the state and all types of students have opportunities to take more rigorous classes.

North Dakota is one of 21 states that has a uniform statewide policy on remedial education. The policy includes a common assessment system for placing students into remedial or credit-bearing courses. This strategy can help communicate a consistent message about college readiness expectations.

CONSIDERATIONS

North Dakota should consider establishing measures of college and career readiness for determining school performance and for school report cards. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Others measure participation in dual enrollment courses, AP scores or the number of industry certifications earned. This increases the transparency of how well schools are educating their students.

The state also should look at joining the 32 states and the District of Columbia that have developed clear definitions of what it means for a student to be college and career ready. Developing the definition increases the collaboration between high school and college educators. The most common elements found in the definitions include academic knowledge, skills and assessment scores.

RESOURCES AND STATE EXAMPLES

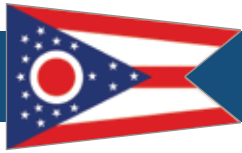
Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement. Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating the **Unbridled Learning: College/Career-Ready for All** program emphasizing accountability with an emphasis on the end goal, college completion. It details what students should learn, what will be tested, when tests are given and lays out the elements for public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



OHIO



Ohio has addressed eight of the 10 Blueprint policies to improve college readiness in the state.

It has in place systems to address three of the four high school benchmarks. It is one of the states that includes metrics of college and career readiness in calculations of school performance.

Ohio has met three of the four college benchmarks. It is one of 27 states with statewide, uniform policies and testing to determine which students need remedial instruction and placement in the appropriate classes. The state has policies and systems in place for both bridge policies. It has developed a P-20 data pipeline and a clear definition of what constitutes college and career readiness for its students.

POLICY REVIEW	OHIO	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment or early college course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

Ohio is a model for developing statewide policies on remedial coursework. An Ohio statute, revised in 2012, required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. A College Readiness Advisory Council report established minimum cut-score thresholds on specified exams to determine eligibility for credit-bearing classes and indicated that institutions can use multiple measures for course placement. The Ohio statute also places a limit on state subsidies to most four-year institutions for providing remedial services. The state also has established a strong higher education accountability system. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. In addition, the state has adopted a performance-based funding model that incorporates measures of student and institutional success.

CONSIDERATIONS

Ohio should consider developing statewide or systemwide requirements for admission into its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements. Effective in the 2014-15 academic year, state statute requires most public universities to admit Ohio residents into undergraduate programs if applicants have completed the state-set high school graduation requirements. But the statute allows exceptions for admissions to a few four-year institutions and to students under various circumstances.

If Ohio decides to implement a statewide or systemwide admission policy that includes minimum course requirements, it could use this opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses, and 12 others have aligned all courses except foreign language.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

State Higher Education Executive Officers Association (SHEEO) and American College Testing Program (ACT), *Statewide College Admissions, Student Preparation and Remediation Policies and Programs*, <http://files.eric.ed.gov/fulltext/ED416804.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students to take the place of course requirements. Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time.

Utah – Differentiated admissions

Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities. The policy provides information about admission to different types of institutions and sets out expectations for students.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



OKLAHOMA



Oklahoma has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has addressed only one of the high school anchor policies. It has aligned requirements for high school graduation with requirements for college admission in all core subjects except foreign language.

However, it has programs in place to address all four college anchor policies. It is one of 13 states with statewide uniform requirements for admission to four-year colleges and has uniform transfer policies among its colleges for course credits and associate degrees. Oklahoma also has a clear definition of what constitutes college and career readiness. It has developed a data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. As a result, it meets both bridge policies.

POLICY REVIEW	OKLAHOMA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	NO Yes - dual enrollment offering mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	TBD	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework; Class rank	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Partial Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Oklahoma is a good model for states with its approach to the availability of college prep classes for high school students. It is one of only six states that requires all school districts to offer eligible students dual enrollment classes and all postsecondary institutions to accept them. The state's approach addresses the problem of how uneven access to such rigorous classwork can cause disparities among students who want to boost their academic skills.

Oklahoma also is one of 19 states with robust approaches to higher education accountability, including clear goals for increasing college attainment — set in a strategic master plan — and policies tying funding for higher education to the colleges' performance on college ready measures such as retention and graduation rates. As a result, the state is placing greater emphasis on degree completion to meet the workforce demands for postsecondary credentials. It is estimated that 65 percent of jobs by 2020 will require education and training beyond high school.

CONSIDERATIONS

Oklahoma is in the process of revising its state standards and assessments after legislation passed in 2014 to exit the state from the Common Core. It also is one of three states without standards or assessments in place to address high remediation rates and business and community concerns about the poor skills of students entering the workforce.

The new standards can be followed by taking steps such as aligning high school graduation requirements and college admission standards, and increasing the requirements for high school graduation.

RESOURCES AND STATE EXAMPLES

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating the **Unbridled Learning: College/Career-Ready for All** program emphasizing accountability with an emphasis on the end goal: college completion. It details what students should learn, what will be tested, when tests are given and lays out the elements for public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Virginia – Balancing flexibility with transparency

In February 2011, education leaders in Virginia endorsed the commonwealth's **College and Career Ready Mathematics and English Performance Expectations** as establishing the levels students must attain to be prepared for college enrollment or technical training after high school. Once these expectations were set for all students, the commonwealth began developing capstone course content for college-intending students who had attained minimum proficiency in English language arts and math but were not ready for college. Rather than define a set curriculum in mathematics and English, Virginia took the approach of giving schools and teachers flexibility to address the needs of their students.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



OREGON



Oregon has addressed five of the 10 Blueprint policies to improve college readiness in the state. For policies on high school readiness, Oregon has systems in place for two of the four anchor benchmarks. The state has adopted rigorous Common Core standards and is part of the Smarter Balanced Assessment Consortium (SBAC).

The state has addressed one of four college anchor policies and is making progress on a second. With respect to higher education accountability, Oregon has set goals to increase college attainment and included them in a strategic plan. The Higher Education Coordinating Commission has been charged with providing recommendations for a performance-based funding system by the end of 2014. Oregon has systems and policies in place to address both bridge anchor policies and is one of 32 states with clear definitions of what constitutes college and career readiness.

POLICY REVIEW	OREGON	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment or Two-plus-Two course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

The state's Direct Access to Achievement, also known as the Oregon DATA Project, offers a systemic approach to help districts achieve implementation of data literacy, the Common Core and key elements of educator effectiveness. It was launched in 2007 with a \$4.7 million Statewide Longitudinal Data Systems grant and was supported through the end of the 2013-14 school year by another SLDS grant.

The Oregon DATA Project provides the state's educators access to student data and comprehensive, job-embedded training on how to use those data to inform instruction. The use of education data in Oregon has been shown to be a key element in increasing student achievement.

Oregon is one of 36 states with guaranteed transfer of associate degree. Their policy is unique as Oregon public institutions also accept associate transfer degrees from California and Washington. Oregon also offers a transferable core of lower division courses through The Oregon Transfer Module. This curriculum was developed in 2005 for students planning to transfer to any public two- or four-year institution in Oregon.

CONSIDERATIONS

Oregon may consider adopting a Common course numbering system for its core classes to help students understand which courses are equivalent across institutions. The state's transfer policies include the guaranteed transfer of associate degrees.

Oregon should consider statutorily incorporating measures and barometers of college and career readiness into its formula for determining school performance. Oregon does report on several college and career readiness measures on school report cards. A similar or even more robust set of measures would strengthen the focus on college and career readiness. With the renewed interest in college attainment, the public will want to know whether schools are being held accountable for how students are progressing toward meeting the new benchmarks.

RESOURCES AND STATE EXAMPLES

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating **Unbridled Learning: College/Career-Ready for All**. The program emphasizes accountability with a focus on the end goal: college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Wisconsin – High school accountability

The state enacted **Act 20** in 2013, requiring the adoption of college and career readiness standards by gathering information from the entire education community including elementary and secondary school teachers and higher education instructors and experts. The goal is to strengthen the connection between high schools and postsecondary schools, better defining what it means for students to be college and career ready.



PENNSYLVANIA



Pennsylvania has addressed four of the 10 Blueprint policies to improve college readiness in the commonwealth.

The commonwealth has met three of the four high school anchor policies. It has put in place the rigorous Pennsylvania Core Standards and Algebra I and Literature Keystone Exams aligned to those standards.

Pennsylvania has not fully implemented any of four the college benchmarks but has made progress on transfer policies. It has met one of the two bridge anchor policies by establishing a statewide P-20 data pipeline.

POLICY REVIEW	PENNSYLVANIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college; No statewide H.S. grad. requirements	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial No Partial No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Pennsylvania has strong K-12 accountability metrics that include a robust set of indicators for college and career readiness. The commonwealth has recognized that the increased focus on college readiness has an impact on accountability policies. The public will want to know how students are progressing toward meeting the new benchmarks and statewide accountability systems can help. Pennsylvania also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. The system means the commonwealth has the ability to use data on individual students — such as attendance patterns, discipline records and course grades — to ensure that all students are ready for success after graduation.

CONSIDERATIONS

Pennsylvania should consider restoring funding for dual enrollment programs. Its fiscal support for dual enrollment was discontinued in the 2012-13 budget and has not been reinstated. A growing body of research suggests that, even when controlling for student background and academic measures, dually enrolled students outperform their peers in terms of high school graduation rates, as well as college enrollment and persistence. Reinstating funding for dual enrollment programs could potentially enhance college readiness and participation in Pennsylvania, especially for traditionally underrepresented students. It also should look at broadening transfer policies to include all institutions that receive annual appropriations from the commonwealth. Thirty-six states offer statewide transfer for associate degrees earned at public institutions, and 35 states guarantee the transfer of general education courses. While Pennsylvania has made efforts to implement such transfer policies, its public institutions are not required to participate.

RESOURCES AND STATE EXAMPLES

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components, ECS dual enrollment report, <http://www.ecs.org/clearinghouse/01/10/91/11091.pdf>.

Florida – Comprehensive transfer policies

Florida has long been considered a leader in transfer policy. In addition to the four necessary statewide transfer policies listed in the Blueprint database, recent legislation — **H.B. 7135** (2012) — further supports transfer and completion by focusing on students and ensuring institutional compliance. It requires that students entering an associate degree program must, within the first completed 30 credits, indicate a baccalaureate degree program of interest at a four-year institution. The institution must notify the student of the prerequisites for that program.

Massachusetts – Definition built by statewide process and inclusive coalition

Massachusetts adopted a college and career readiness definition in February 2013 after a two-year process. The adoption of the definition was part of a broader effort to improve college readiness and college completion rates. High school teachers and higher education faculty actively engaged in more than 25 regional hubs that were established by the departments of education and higher education. In all, more than 500 educators participated, including 25 campus presidents who submitted formal reports on the work and recommendations for the state's CCR definition. Another team was charged with integrating the previously separate definitions of "college readiness" and "career readiness" into one unified Massachusetts definition. Massachusetts' definition can be found at: <http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>.



RHODE ISLAND



Rhode Island has addressed three of the 10 Blueprint policies to improve college readiness in the state.

It has developed programs for two of the four high school anchor policies with the adoption of college and career readiness standards and its participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to test students' mastery of these standards.

The state has not fully adopted any of the four college benchmarks but has made progress on transfer policies. Rhode Island has implemented one of the two bridge anchor policies with its P-20 data pipeline for students with high school feedback reports.

POLICY REVIEW	RHODE ISLAND	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Partial	48 states + D.C. 25 states
2. ASSESSMENTS	YES , PARCC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	3 out of 10	

STRENGTHS

Rhode Island has developed and is implementing college and career readiness standards for both English language arts/literacy and mathematics. The goal of these standards is to put students on a trajectory toward demonstrating college and career readiness upon high school graduation. To gauge students' progress in achieving standards, the state is one of nine states, plus the District of Columbia, administering PARCC at the high school level.

The state also has in place a P-20 data pipeline that is able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. The system is helping state and local leaders analyze the performance and effectiveness of a number of policies and programs. It acts as an early warning system for schools and districts if students fall behind and provides feedback reports to high schools on their graduates' performance in college.

CONSIDERATIONS

Rhode Island should consider adding measures of college and career readiness to its system for determining school performance. Twenty-three states include college and career readiness in their formulas to determine school and district performance. The measures vary by state, but common elements include participation in dual enrollment or Advanced Placement programs, ACT/SAT test results, college remediation rates and industry certifications earned.

The state should consider strengthening its existing transfer policies, which include guaranteed transfer of an associate degree and offer credit by assessment. It could do this by developing a statewide transferable core of lower-division courses, which 35 states have adopted, or implementing a statewide Common course numbering system to indicate course equivalencies across institutions.

RESOURCES AND STATE EXAMPLES

State Policies to Improve Student Transfer, NCSL, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Florida – Comprehensive transfer policies

Florida has long been considered a leader in transfer policy. In addition to the four necessary statewide transfer policies listed in the Blueprint database, recent legislation — **H.B. 7135** (2012) — further supports transfer and completion by focusing on students and ensuring institutional compliance.

The measures include informing students of the requirements to transition from an associate degree to a baccalaureate program, requiring community colleges to include transfer rates in their accountability reports and mandating that transfer performance metrics are included in legislative budget requests.



SOUTH CAROLINA



South Carolina has addressed five of the 10 Blueprint policies to improve college readiness in the state.

The state has programs to meet three of the four high school anchor policies. It has aligned high school graduation requirements with college admission requirements in all core subjects, except foreign language.

South Carolina has developed policies for one of the four college benchmarks. It has put in place uniform admission requirements for its four-year public colleges.

The state also has put in place one of the two bridge anchor policies, a P-20 data pipeline.

POLICY REVIEW	SOUTH CAROLINA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes – AP course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State-developed/ contracted; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide High school coursework	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No No Partial Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

South Carolina is a model state in setting up a P-20 data pipeline that protects student privacy. The state has established a cross-agency structure to govern its data system to ensure privacy is maintained. In addition, the state is implementing further data quality controls within the statewide student information system so that data are complete, correct and meaningful. The data pipeline is used by educators as an early warning system for students who fall behind and to generate feedback reports to high schools on their graduates' performance in college.

The state also is a leader in developing uniform requirements for admission to its public four-year colleges. It is one of 13 states with statewide standards in place; however the policy only includes high school coursework as a measure for admission.

CONSIDERATIONS

The state should consider including additional measures of college and career readiness in its system of determining school performance. Many states are working to define college and career readiness, although the indicators used for K-12 accountability vary. Some states consider college-going rates, ACT/SAT results or college remediation rates. Others measure dual enrollment course credits earned and Advanced Placement scores.

RESOURCES AND STATE EXAMPLES

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.



SOUTH DAKOTA



South Dakota has addressed eight of the 10 Blueprint policies to improve college readiness in the state. It has developed policies for all four high school anchor benchmarks. It is one of only six states with complete alignment of high school graduation course requirements with college admission course requirements, including foreign language.

The state has policies in place for three of the four college anchor benchmarks, including systemwide minimum college admission requirements, a statewide remedial education and course placement policy, and uniform transfer policies between public institutions of higher education.

South Dakota also has policies to address one of the two bridge policies by establishing a statewide P-20 data pipeline. This is an important tool for the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	SOUTH DAKOTA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework; Class rank	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

South Dakota was an early adopter of aligning high school graduation course requirements with college admission course requirements and a prime example of using competency-based proficiency for meeting course requirements. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course equivalency exam exceptions for students in lieu of course requirements.

South Dakota is one of 15 states that has systemwide admission requirements for four-year colleges. The admission policy provides that students can receive credit by achieving a specific benchmark on standardized assessments such as ACT or SAT or on end-of-course exams such as Advanced Placement tests.

CONSIDERATIONS

South Dakota should look at joining the 32 states that have a statewide college and career readiness definition. The most common elements found in the definitions include academic knowledge, skills and assessment scores.

South Dakota also should consider setting a statutory college attainment goal for the state strategy to spur completion rates and highlight connections between postsecondary credentials and workforce needs.

RESOURCES AND STATE EXAMPLES

Tennessee's CCR Definition, <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.

Massachusetts' CCR Definition, <http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>.

Tennessee – Driving curricular decisions

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework (and) success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the college and career readiness definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. They also use the definition to create common course profiles and supplementary curriculum materials for Common Core-aligned college algebra and expository writing courses.

Massachusetts – Inclusive process for CCR definition

Massachusetts adopted a shared definition of college and career readiness in 2013. It was the culmination of a two-year process led by the commissioner of elementary and secondary education and the commissioner of higher education. It was part of the larger effort of improving the college readiness of graduating high school seniors and college-completion rates. More than 500 educators from 25 regional hubs in the state took part in the process. Presidents of 25 campuses submitted formal reports and recommendations that eventually led to one unified Massachusetts definition.



TENNESSEE



Tennessee has addressed seven of the 10 Blueprint policies to improve college readiness in the state. It has developed programs for two of four high school anchor policies by putting rigorous Common Core standards in place. It is one of three states that will require students to take either the ACT or SAT as part of the assessment system.

The state has addressed three of four college policies through its programs. It is one of 18 states that has developed a systemwide, uniform policy on the use of remedial education and testing. Tennessee also has set college attainment goals, and its higher education funding system appropriates 100 percent of state funding based on institutional performance. In addition, the state has adopted both of the bridge anchor policies. Tennessee also uses the data to provide high schools with feedback reports on how well their graduates are succeeding in college.

POLICY REVIEW	TENNESSEE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; SAT; End-of-course; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Tennessee is a model state in developing a clear definition of what constitutes college and career readiness for its students. The state defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state puts this definition to use through cut scores for both the ACT and other assessments to help determine college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the readiness definition to align the K-12 Common Core standards to credit-bearing, entry-level courses in English and math. They also use the definition to create common course profiles and supplementary curriculum materials for Common Core-aligned college algebra and expository writing courses.

Tennessee is one of 19 states that has developed a comprehensive system by setting attainment goals in its master plan and adopting a performance-based funding model that incorporates measures of student and institutional success.

CONSIDERATIONS

Tennessee should consider joining the states that have statutorily set measures of college and career readiness for calculating school performance. While Tennessee does report on college readiness benchmarks, scholarship eligibility, ACT scores and graduation rates, additional measures to consider might include college-going rates, college remediation rates, dual enrollment course credits earned, Advanced Placement (AP) scores or the number of industry certifications earned.

The state also should look at developing statewide minimum requirements for admission to four-year colleges. Twenty-eight states have either statewide or higher education systemwide requirements. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, states also are adding other metrics such as GPA, assessments, class rank and an index score created by combining some or all of the indicators into a single number.

RESOURCES AND STATE EXAMPLES

Utah – Differentiated admissions

The Utah System of Higher Education policy [R461-3](#) outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah’s policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating the [Unbridled Learning: College/Career-Ready for All](#) program emphasizing accountability with an emphasis on the end goal, college completion. It details what students should learn, what will be tested, when tests are given and lays out the elements for public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



TEXAS



Texas has addressed seven of the 10 Blueprint policies to improve college readiness in the state. Its programs address three of the four high school policies, including using rigorous core standards, an assessment system to test students' mastery of the standards and an accountability system.

The state also has policies in place for two of the four college benchmarks. For example, Texas has set college attainment goals and incorporated them into the higher education strategic plan.

The state has met both bridge policies. It has developed a data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

POLICY REVIEW	TEXAS	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual credit or articulated course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Yes No No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Texas is one of the model states for using indicators of college and career readiness in determinations of school performance. As a result, the state has increased the transparency on how well its schools are educating students. This is also a tool for Texas to increase awareness of the importance of aligning the education system from preschool all the way through college graduation.

The state also is a leader in developing a uniform statewide system to determine which students need remedial classes and a uniform testing system for course placement. It is one of 21 states that has taken a statewide approach to remedial education. Setting common policies on remedial education and course placement is one strategy states can use to communicate a consistent message about college readiness expectations.

CONSIDERATIONS

Texas should consider developing statewide or systemwide requirements for admission to its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements.

If Texas decides to implement a statewide or systemwide admissions policy that includes minimum course requirements, it could use this as an opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses and 12 others have aligned all except foreign language. Alignment is a good tool to increase transparency and the number of students attending college.

RESOURCES AND STATE EXAMPLES

Utah – Differentiated admissions

The Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

Washington – Collaboration of high school and college systems

The state Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



UTAH



Utah has addressed nine of the 10 Blueprint policies to improve college readiness in the state. It has addressed all four high school anchor policies. The state has aligned high school graduation course requirements with college admission course requirements and has included measurements of college and career readiness in its school accountability report cards.

Utah has systems in place to meet three of the four college benchmarks. It has statewide admission requirements for its four-year colleges and has put in place uniform transfer policies for course credits and associate degrees. The state has established a clear definition of what constitutes college and career readiness to drive its programs and policies and has put in place a P-20 data pipeline to help educators assess students.

POLICY REVIEW	UTAH	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State-developed/ contracted	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework; Index	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	9 out of 10	

STRENGTHS

Utah is a national leader in several of the Blueprint policies and systems it has put in place. It is one of 19 states that has comprehensive higher education accountability systems. The state has set goals on increasing college attainment that are in the education master plan. In addition, it has developed a higher education financing model that ties funding to colleges on how well they progress toward meeting the goals.

The state also is a leader in developing uniform requirements for admission to its public four-year colleges. It is one of 15 states with systemwide standards in place. The admission elements included in this policy include GPA, scores on assessment tests, high school coursework and an index combining multiple measures. The policy provides information about admission to different types of institutions and sets out expectations for students.

CONSIDERATIONS

Utah should consider building upon its remedial education policy, the one benchmark it has not fully implemented. While the state has a general remedial policy, it does not have a common approach for placing students in remedial or credit-bearing courses. Further, a growing number of states and postsecondary systems are exploring the use of multiple measures such as placement scores, high school curriculum or GPA to determine a student's readiness for college-level classes.

RESOURCES AND STATE EXAMPLES

Developmental Strategies for College Readiness and Success, Education Commission of the States, <http://www.ecs.org/docs/DevEdStrategies.pdf>.

Ohio – Consistent Remedial and Placement Policies

An Ohio statute, revised by the 2012–13 operating budget, required the Board of Regents to establish uniform statewide standards in math, reading, science and writing that students must meet to be considered in remediation-free status. Previously, institutions selected their own placement assessments and set standards to determine readiness for credit-bearing courses.

A College Readiness Advisory Council report spelled out the academic standards for each subject required for college-level coursework. The report also established minimum cut-score thresholds on the ACT, SAT and Accuplacer exams to indicate that students are able to enroll in credit-bearing courses. If a student scores below the thresholds, institutions may use other measures to determine course placement, including high school GPA, writing assessment and review of previous college work.



VERMONT



Vermont has addressed four of the 10 Blueprint policies to improve college readiness in the state.

The state has met two of the four high school anchor policies by adopting the Common Core State Standards and participating in the Smarter Balanced Assessment Consortium (SBAC).

Although it has not yet put in place any of the four college benchmarks, the state has made progress on its transfer and higher education accountability policies.

The state also has implemented programs for both bridge policies, including a clear definition of what it means to be college and career ready and a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	VERMONT	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO No Partial Partial Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	4 out of 10	

STRENGTHS

Vermont is to be commended for strengthening its dual enrollment policies in 2013 as part of the Flexible Pathways Initiative. Vermont's dual enrollment policy has a number of strong features, including requiring public high schools and career technical centers to provide all eligible students with access to dual enrollment courses. State high schools, Vermont state colleges and the University of Vermont must work together to make dual enrollment opportunities available across the state. Additionally, tuition is covered in 2014 and 2015 for the first two dual enrollment courses a student takes.

CONSIDERATIONS

Vermont should consider using the indicators of college and career readiness that it currently includes in its school accountability report cards as part of the set of measures to determine school performance. Other common metrics used by states include Advanced Placement (AP) exam scores, ACT/SAT results and college remediation rates.

The state also should look into developing statewide, uniform policies on the transfer of course credits between colleges and associate degrees to four-year colleges that apply to all higher education systems in the state. Currently, there are separate transfer policies for the University of Vermont and the Vermont State College System, making it harder for students to transfer across systems. Thirty-five states have a statewide transferable core of lower-division courses and 36 states have a statewide policy for guaranteed transfer of an associate degree.

RESOURCES AND STATE EXAMPLES

State Policies to Improve Student Transfer, NCSL, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** (2013) mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Louisiana – Comprehensive transfer policies

Louisiana's **S.B. 285/Act 356** (2009) was one of the first major pieces of transfer legislation in the country to require the four transfer policies in the ECS Blueprint database — a statewide policy for a transferable core of lower-division courses, a statewide policy for common course numbering, a statewide policy for guaranteed transfer of associate degree and a statewide policy for credit by assessment. The legislation also required institutions to be monitored for compliance and created an appeals process for students whose credits were not transferred.



VIRGINIA



Virginia has addressed six of the 10 Blueprint policies to improve college readiness in the commonwealth.

It has programs in place for three of the four high school benchmarks. It is one of the states that has incorporated indicators of college and career readiness into its school accountability report cards provided to parents and the public.

The commonwealth has developed policies to address one of four college anchor benchmarks. It is one of 18 states that has adopted systemwide remedial policies. Virginia has also adopted both bridge policies with a P-20 data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

POLICY REVIEW	VIRGINIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP, IB, dual enrollment, or Cambridge course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Partial Yes Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Virginia is a model for developing rigorous standards with an aligned assessment system. In February 2011, high school and college institutions adopted the commonwealth's **College and Career Ready Mathematics and English Performance Expectations** that students need to attain to advance to credit-bearing college courses or technical training after high school.

Once these expectations had been set for all students, Virginia began developing capstone course content for students wanting to attend college. This was intended for students who had attained minimum proficiency in English language arts or had completed the required mathematics courses but were not college ready.

The commonwealth took the approach of giving schools and teachers the flexibility to address the needs of their math students. English capstone courses are problem-based units, and the curriculum is determined at the local level.

Virginia also is one of 18 states that has developed systemwide standards for remedial education to address the high number of students entering college who fall short of higher education standards. The policies apply to uniform testing to determine proper course placement for remedial students.

CONSIDERATIONS

Virginia should develop statewide or systemwide requirements for admission to its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all of the states require certain high school coursework as part of their admissions' criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements.

If Virginia decides to implement a statewide or systemwide admission policy that includes minimum course requirements, it could use this opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses and 12 others have aligned all except foreign language. Alignment is a good tool to increase transparency and the number of students attending college.

RESOURCES AND STATE EXAMPLES

Washington – Collaboration of high school and college systems

The state Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.

Utah – Differentiated admissions

The Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.



WASHINGTON



Washington has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has implemented systems to meet three of the four high school benchmarks. It has aligned high school graduation requirements and has adopted college and career readiness standards and the Smarter Balanced Assessment Consortium (SBAC).

It has policies to address two of four college benchmarks with statewide, uniform policies on admission to four-year colleges and an accountability system for higher education. Washington's community and technical college system has an overarching remedial education policy but does not use common assessments or cut scores for course placement. However, the system encourages campuses to use multiple measures for course placement. Washington has addressed both bridge policies with a clear definition of what constitutes college and career readiness.

POLICY REVIEW	WASHINGTON	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; State-developed/ contracted; End-of-course	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial Partial Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Washington is one of the models for developing a comprehensive higher education accountability system. Education leaders have developed goals to increase college attainment to address workforce needs. The goals are the basis for a strategic action plan for the state. In addition, it has implemented a financing model that ties funding for higher education to how well the institutions are progressing toward the goals.

Washington also is one of 18 states that has aligned high school graduation policies with college admission policies in all core subjects, except foreign language. The alignment creates transparency between high schools and higher education institutions about college readiness standards and is a tool to increase the number of high school graduates enrolling in postsecondary school.

CONSIDERATIONS

Washington should consider adding measures of college and career readiness to its system of calculating school performance. The indicators used for K-12 accountability vary by state. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Others measure dual enrollment course credits earned, Advanced Placement scores or the number of industry certifications earned.

The state also should look at strengthening its statewide transfer policies to more fully implement the transfer of core lower-division courses (as 35 states do) and the guaranteed transfer of an associate degree (36 states). Washington already has a Common course numbering system and allows course credit to be awarded through assessment.

RESOURCES AND STATE EXAMPLES

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Florida – Comprehensive transfer policies

Florida has long been considered a leader in transfer policy. In addition to the four necessary statewide transfer policies listed in the Blueprint database, recent legislation — **H.B. 7135** (2012) — further supports transfer and completion by focusing on students and ensuring institutional compliance. It requires that students entering an associate degree program must, within the first completed 30 credits, indicate a baccalaureate degree program of interest at a four-year institution. The institution must notify the student of the prerequisites for that program.



WEST VIRGINIA

West Virginia has addressed eight of the 10 Blueprint policies to improve college readiness in the state. It has developed programs for three of the four high school benchmarks. The state has aligned high school graduation requirements with college admission requirements in all core subjects except foreign languages.

West Virginia has addressed three of the four college anchor policies. The state has uniform, statewide policies for both the transfer of lower-division course credits and associate degrees and for testing and course placement for remedial education. The state also has developed a clear definition of college and career readiness and a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	WEST VIRGINIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP or IB and CTE dual enrollment course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes No Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	8 out of 10	

STRENGTHS

West Virginia has a clear commitment to ensuring high school students have access to advanced coursework. It is one of 25 states that requires districts to provide advanced coursework, such as Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment. In West Virginia's case, all school districts are required to provide a minimum of four AP classes — one each in English, mathematics, science and social sciences — or the IB program. In addition, consortia of community and technical colleges, secondary career/technical education and four-year postsecondary providers must offer West Virginia EDGE, which awards high school students college credit for competencies acquired by completing recognized career/technical courses.

The state also has developed uniform policies on requirements for admission to its four-year public colleges. It is one of 13 states that has taken a statewide approach to admission requirements. Statewide admissions policies, when clearly written and widely distributed, can help ensure that students are prepared for college and thus more likely to persist and complete their degrees. They also create transparency between high schools and higher education institutions about what indicators demonstrate college readiness.

CONSIDERATIONS

West Virginia should consider adding measures of college and career readiness to its system for determining school performance. The indicators used for K-12 accountability vary by state. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Others measure participation in dual enrollment courses, AP scores or the number of industry certifications earned. Twenty-three states have college and career readiness measures in their formulas for school accountability.

The state also should look at using its P-20 data pipeline to provide feedback reports to high schools on their graduates' college performance. West Virginia is one of eight states that does not produce the reports. According to the Data Quality Campaign, a high-quality high school feedback report should contain aggregate-level information beyond test scores and includes postsecondary readiness and performance indicators.

RESOURCES AND STATE EXAMPLES

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed S.B. 1, creating the **Unbridled Learning: College/Career-Ready for All** program. The program emphasizes accountability with a focus on the end goal — college completion. It details what students should learn, what will be tested, how subjects will be tested, when tests are given and lays out how the elements are incorporated into public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** enacted in 2013 mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE

WISCONSIN



1848

WISCONSIN



Wisconsin has addressed seven of the 10 Blueprint policies to improve college readiness in the state. It has addressed all four high school benchmarks and has adopted rigorous college and career readiness standards. It is watching students' progress toward college and career readiness across the high school grades, administering the ACT Aspire to all ninth and 10th graders, and the ACT Plus Writing to all 11th graders. Wisconsin also is one of four states that requires all high school students to take the WorkKeys assessment.

Wisconsin has fully implemented one of the four college benchmarks with the development of a systemwide admission policy. It has met both bridge anchor policies. Educators use the state-developed college and career definition for policy discussions and decisions. It also has a P-20 data pipeline to help educators make decisions on students.

POLICY REVIEW	WISCONSIN	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - dual enrollment offering mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES, ACT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes No Yes No	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes Yes, Remedial course completion	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES No	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Wisconsin is a model for using indicators of college and career readiness in its system for determining school performance. Wisconsin Act 20, enacted in 2013, requires the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

Wisconsin also is one of only six states that has aligned high school graduation policies with college admission policies in all core subjects. The alignment creates transparency between high schools and higher education institutions about college readiness standards and is a tool to increase the number of high school graduates enrolling in postsecondary school.

CONSIDERATIONS

Wisconsin should consider revamping its dual enrollment offerings to reduce the potential for confusion among students, parents and high school/postsecondary staff. The state has multiple dual enrollment options with differing but critical program elements, such as eligibility requirements, funding mechanisms, and reporting and evaluation requirements. A growing body of research suggests that, even when controlling for student background and academic measures, dually enrolled students outperform their peers in terms of high school graduation rates, as well as college enrollment and persistence. Consolidating these programs as some other states have done into a smaller number of programs — or ideally, a single program — would help eliminate the unintended barriers to participation that these multiple programs can create and could potentially enhance college-readiness and participation, especially for low-income and minority students.

The state also should look into developing statewide, uniform policies on the transfer of course credits between colleges and associate degrees to four-year colleges that apply to all higher education systems in the state. There currently are separate transfer policies, making it harder for students to transfer across systems. Thirty-five states have a statewide transferable core of lower-division courses, and 36 states have a statewide guaranteed transfer of associate degree policy.

RESOURCES AND STATE EXAMPLES

Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components, Education Commission of the States, <http://www.ecs.org/clearinghouse/01/10/91/11091.pdf>.

Dual enrollment: A strategy to improve college-going and college completion among rural students, Education Commission of the States, <http://www.ecs.org/clearinghouse/01/12/61/11261.pdf>.

State Policies to Improve Student Transfer, NCSL, <http://www.ncsl.org/documents/educ/student-transfer.pdf>.

Louisiana – Comprehensive transfer policies

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a Common course numbering system and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.



WYOMING



Wyoming has addressed six of the 10 Blueprint policies to improve college readiness in the state. It has systems in place for three of four high school benchmarks and has adopted rigorous college and career readiness standards for its students. Wyoming is watching students' progress toward college and career readiness across the high school grades, administering the ACT Explore in ninth grade, the ACT Plan in 10th grade, and the ACT Plus Writing in 11th grade. WorkKeys is an optional assessment for students in 11th and 12th grade, and COMPASS is an optional assessment for students in 12th grade.

It also has instituted policies for two of the four college anchors. The state has uniform systemwide requirements for admission to its four-year colleges and has statewide policies on the transfer of course credits. Wyoming has met one of two bridge benchmarks with a P-20 data pipeline.

POLICY REVIEW	WYOMING	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Systemwide (single system) GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	NO	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Wyoming has developed a comprehensive statewide transfer policy for course credits between community colleges and the state's university. Wyoming has adopted all four transfer policies included in ECS' analysis. Wyoming is one of 35 states with a statewide transferable core of lower-division courses, and one of 36 states with a guaranteed transfer of associate degree policy. Its Wyoming Course Identification System makes it one of only 15 states that has a statewide Common course numbering system.

Wyoming also has a P-20 data pipeline that includes early warning systems for students falling behind and for high school feedback reports on how their graduates have done in college. The statewide systems are able to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

CONSIDERATIONS

Wyoming should consider aligning its high school graduation course requirements with its public higher education admission course requirements. It is one of eight states with course requirements for both that are not aligned. Six states have aligned all core classes and 12 others have aligned all core classes except foreign language. Coordinating these two policies can lead to higher postsecondary enrollment, persistence and graduation rates.

Wyoming also should consider joining the 26 states that have set a college attainment goal as a strategy to better align postsecondary credentials with workforce demands. A clear attainment goal also would complement Wyoming's efforts to increase college completion rates.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, CAEL, <http://www.cael.org/what-we-do/competency-based-education>.

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements** (CADRs). The CADRs provide high school students with a blueprint of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

Illinois – Set college attainment goals

In 2012, Gov. Pat Quinn declared support for the **60 X 25** goal, which states that 60 percent of adults in Illinois will have a college degree, an associate degree or a career certificate by 2025. The 60 X 25 plan is an initiative from the Illinois Student Assistance Commission (ISAC). This plan stems from Lumina Foundation's strategic plan, which provides multiple strategies for reaching the goal of a 60 percent attainment rate across the United States.

The Public Agenda Task Force adopted Illinois' Public Agenda for College and Career Success in 2008. ISAC supported this agenda and focused on its Big Goal of 60 percent attainment. The agenda highlights four goals: increase educational attainment, improve college affordability, strengthen workforce development and link research and innovation to economic growth.

BLUEPRINT POLICIES AT A GLANCE

STATE	CCR Standards	CCR Assessments	K-12 Graduation Requirements Aligned	K-12 Accountability	Statewide Admission	Statewide Remedial & Placement	Transfer*	Higher Education Accountability*	Statewide CCR Definition	P-20 Data & Reports	
Alabama	★	★		★		★			★	★	6/10
Alaska	★	★		★						★	4/10
Arizona	★	★	★		★		★	★	★	★	8/10
Arkansas	★	★	★		★	★	★		★	★	8/10
California	★	★		★		★				★	5/10
Colorado	★	★		★	★	★	★	★	★	★	9/10
Connecticut	★	★				★			★	★	5/10
Delaware	★	★							★	★	4/10
District of Columbia	★	★			N/A	N/A	N/A	N/A	★	★	4/6
Florida	★	★	★	★	★	★	★		★	★	9/10
Georgia	★	★	★	★	★	★	★	★	★	★	10/10
Hawaii	★	★		★		★	★	★	★	★	8/10
Idaho	★	★	★	★	★	★		★		★	8/10
Illinois	★	★						★	★	★	5/10
Indiana	★	★	★	★	★	★	★	★	★	★	10/10
Iowa	★				★				★	★	4/10
Kansas	★	★	★		★		★	★	★	★	8/10
Kentucky	★	★	★	★	★	★	★		★	★	9/10
Louisiana	★	★			★	★	★			★	6/10
Maine	★	★								★	3/10
Maryland	★	★			★		★		★	★	6/10
Massachusetts	★	Partial			★	★		★	★	★	6/10
Michigan	★	★							★	★	4/10
Minnesota	★	★		★		★			★	★	6/10
Mississippi	★	★	★		★	★				★	6/10
Missouri	★	★		★	★	★		★	★	★	8/10

*Transfer column: The Transfer benchmark reviewed four policies and in order for the state to get a “yes” the state must have pursued at least three of the four Transfer policies. 19 states met this benchmark.

*Higher Ed. Accountability column: The Accountability policy review asked three questions and in order for the state to receive a “yes” the state needed to answer yes to all three of the question. 22 states met this benchmark.

BLUEPRINT POLICIES AT A GLANCE

STATE	CCR Standards	CCR Assessments	K-12 Graduation Requirements Aligned	K-12 Accountability	Statewide Admission	Statewide Remedial & Placement	Transfer*	Higher Education Accountability*	Statewide CCR Definition	P-20 Data & Reports	
Montana	★	★			★	★	★	★		★	7/10
Nebraska	Partial	TBD	★		★					★	3/10
Nevada	★	★		★	★	★	★	★		★	8/10
New Hampshire	★	★							★	★	4/10
New Jersey	★	★				★			★	★	5/10
New Mexico	★	★		★			★			★	5/10
New York	★	★		★		Partial				★	4/10
North Carolina	★	★		★	★	Partial		★		★	6/10
North Dakota	★	★	★		★	★	★			★	7/10
Ohio	★	★		★		★	★	★	★	★	8/10
Oklahoma		TBD	★		★	★	★	★	★	★	7/10
Oregon	★	★					★		★	★	5/10
Pennsylvania	★	★		★						★	4/10
Rhode Island	★	★								★	3/10
South Carolina	★	★	★		★					★	5/10
South Dakota	★	★	★	★	★	★	★			★	8/10
Tennessee	★	★				★	★	★	★	★	7/10
Texas	★	★		★		★		★	★	★	7/10
Utah	★	★	★	★	★		★	★	★	★	9/10
Vermont	★	★							★	★	4/10
Virginia	★	★		★		★			★	★	6/10
Washington	★	★	★		★			★	★	★	7/10
West Virginia	★	★	★		★	★	★		★	★	8/10
Wisconsin	★	★	★	★	★				★	★	7/10
Wyoming	★	★		★	★		★			★	6/10
TOTALS	48 + D.C.	46 + D.C.	18	24	28	27	23	19	32 + D.C.	50 + D.C.	



Education Commission
of the **S t a t e s**

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