

February 2013

# **College and Career Readiness and Success**

## Inventory of Policies, Programs, and Initiatives

## COLLEGE AND CAREER READINESS AND SUCCESS: INVENTORY OF POLICIES, PROGRAMS, AND INITIATIVES

This inventory is designed to assist state education agencies and other stakeholders to identify the policies, programs, and initiatives in their states that support students on their pathways to success in college and careers. In other words, it addresses the question: *What policies, programs, and initiatives **does your state have in place** to prepare all students for college and career readiness and success?*

The purposes of this inventory are to help users:

1. *Catalog* their state's policies, programs, and initiatives designed to support college and career readiness and success,
2. *Identify* areas of strength as well as gaps or redundancies in current and planned policies, programs, and initiatives, and
3. *Reflect* on state priorities and their alignment with policies, programs, and initiatives.

### College and Career Development Organizer

Much of the work in this tool is based on the National High School Center's [College and Career Development Organizer](#), which was designed to help synthesize and organize the broad array of college and career readiness and success efforts. We suggest that you review the Organizer prior to completing this inventory. It may be helpful to have a copy of the Organizer available as you prepare and reflect on the inventory.

### Key Considerations

Oftentimes the college and career readiness and success landscape in a state is wide, varied, and complex. When completing the inventory, consider policies, programs, and initiatives of various stakeholders that influence college and career readiness, including state departments of education, two- and four-year academic and technical institutions, business and industry, labor and workforce development agencies, health and human services, and community-based organizations.

Depending on your familiarity with the policies, programs, and initiatives in your state, it may be helpful to consult with other stakeholders to better understand these activities.

When completing the inventory, you should set some parameters for deciding which activities you include. For example, you may only want to focus on initiatives that are being implemented in the majority of districts in your state. To focus this inventory on state initiatives, we suggest excluding activities implemented in or by a specific district or community.

As you list the initiatives designed to address college and career readiness and success in your state, be sure to consider the following:

- National initiatives in which your state is currently participating (e.g., Common Core State Standards, the assessment consortia, American Diploma Project, Complete College America)
- Cross-agency collaborations and multi-stakeholder initiatives (e.g., PK-20 Councils)
- Initiatives that address college and career readiness and success by strengthening existing resources (e.g., alternative certification programs for instructors of career and technical education)

## Directions

1. In the first column, enter all of the *state-level policies, programs, and initiatives*, current and planned, which are designed to address, improve, and enhance the college and career prospects of students in your state. It is recommended that you start by listing the most comprehensive policies, programs, and initiatives with the largest impact, followed by more targeted state efforts (e.g., programs designed to support English language learners). The inventory template is provided on page 3; use as many copies as necessary.
  2. Place an “x” under every *category* that each policy, program, or initiative addresses.
- For further support with this ongoing process and related materials, visit the College & Career Readiness & Success Center at [CCRScenter.org](http://CCRScenter.org).

Policies, Programs, and Initiatives	Categories <sup>1</sup>											
	Core Content				Pathways Content				Lifelong Learning Skills			
	English/Language Arts Standards	Math Standards	Science Standards	Other Content Standards	English Language Proficiency Standards	College and Career Knowledge and Access	College and Career Goals	Pathway Content Standards	Social and Emotional Skills	Higher-Order Thinking Skills	Academic Success, Employability Skills	Civic, Consumer, Life Skills

<sup>1</sup> For more information on the category definitions, see the National High School Center's Goals and Expectations for College and Career Readiness: *What Should Students Know and Be Able to Do?* Found at: [http://www.betterhighschools.org/CCR/documents/NHSCCCRGoalsExpectationsBrief\\_2012.pdf](http://www.betterhighschools.org/CCR/documents/NHSCCCRGoalsExpectationsBrief_2012.pdf)

## REFLECTION

---

### Reviewing the Inventory

1. Do current policies, programs, and initiatives address each of the categories along the top of the tool?
  - a. For categories that are addressed by a single policy, program, or initiative, are those categories adequately addressed?
  - b. For the categories that are addressed by multiple policies, programs, and/or initiatives, are those categories adequately addressed? Are the activities within each category aligned? Is each necessary?
  - c. Are any categories not addressed by any policies, programs, or initiatives?
  - d. What actions might be necessary to address any inadequacies or redundancies? Are additional policies, programs, and/or initiatives necessary to address any of the categories?

### Defining Priorities

2. Which categories (along the top of the tool) are priorities for your state? Which have the most support (e.g., resources, investments, stakeholders)? How does the support for these categories differ among various stakeholders?
3. Which policies, programs, and initiatives (along the left side) are priorities for your state? Which have the most support (e.g., resources, investments, stakeholders)? How does the support for these policies, programs, and initiatives differ among various stakeholders?
4. Are your priority categories (from question 2) sufficiently addressed by your priority policies, programs, and initiatives (from question 3)? What, if any, are the examples where priority categories are not addressed by priority policies, programs, and initiatives and vice versa?

### Identifying Supports for Implementation

The following questions may be used to identify next steps. As such, answering these questions may require further conversations among stakeholders using the information gathered in this inventory.

5. Who are the stakeholders (e.g., state education agency and departments, higher education institutions, business community) who have been involved in supporting the priority policies, programs, and initiatives? Who are additional stakeholders that should be invited to provide further support?
6. What levels of expertise do staff already have—and in what areas—to support the implementation of these policies, programs, and initiatives? What expertise needs to be developed?
7. What are the funding streams for these policies, programs, and initiatives? How are they being used? What are the most significant funding inadequacies that need to be addressed? What, if any, are funding inefficiencies that can be streamlined?
8. Which of these policies, programs, and initiatives focus on special populations (e.g., students with disabilities, first-time first-in-family college goers, English language learners)? Do these policies, programs, and initiatives provide adequate support for the populations they are designed to address? What, if any, additional policies, programs, and initiatives are needed?

9. Are the existing stakeholders, additional resources, and/or other supports sufficient to implement policies, programs, and initiatives effectively? If yes, how might they be better leveraged? If no, what strategies might the state consider?
10. Are all of the stakeholders, additional resources, and/or other supports necessary to move your planned policies forward from planning to implementation already in place? If not, how do you plan to address this issue?
11. Taking into account the stage of implementation for each of the policies, programs, and initiatives, what does the state need to consider to implement, to scale up, and/or to sustain these activities?

# **COLLEGE & CAREER READINESS & SUCCESS Center**

at American Institutes for Research ■ [ccrcenter.org](http://ccrcenter.org)



**1000 Thomas Jefferson Street, NW  
Washington, DC 20007**

**Phone: 800-634-0503**

**Fax: 202-403-5875**

**TTY: 800-634-0752**