How Well Positioned Is Your State For Sustaining The College- and Career-Ready Agenda?

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American Diploma Project Network

About Taking Root

Over the past few years, a majority of states have made college and career readiness a top policy priority. In that time, states have made real progress enacting ambitious policies, such as raising standards and graduation requirements in high school. Yet for these reforms to have real impact they will need to be implemented thoughtfully and sustained over the long term. Getting the policy right is hard, but the harder part of education reform is sustaining that policy over time.

To that end, Achieve has put together a set of materials—*Taking Root: Strategies for Sustaining the College- and Career-Ready Agenda*—that seeks to help states develop and implement strategies to support the sustainability of the college- and career-ready agenda. The materials include case studies, a lessons learned paper, and a sustainability audit for states to use to evaluate their own likelihood of maintaining this agenda.

About the Sustainability Audit

Achieve's *Taking Root: Strategies for Sustaining the College- and Career-Ready Agenda* identified ten overarching strategies for states to consider as they work to ensure their college- and career-ready agenda will be sustained. This audit distills those ten strategies into seven indicators, which are all strongly associated with sustainable reform, and uses key questions in each of the seven areas. The possible answers indicate supporting or limiting conditions that exist in each area. Many of the examples are drawn from current activities across states or from the four case studies developed for *Taking Root*.

States are encouraged to use this audit to evaluate the strength of their political, social, and economic conditions within each of the seven indicators. The goal of the audit is to highlight states' strengths and weaknesses and help them prioritize the areas in which they may need to devote additional time and resources. Additionally, Achieve hopes it will initiate necessary conversations about policy and sustainability and be a catalyst for states developing plans.

About Achieve

Achieve, created by the nation's governors and business leaders, is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, careers and citizenship.

About the American Diploma Project (ADP) Network

In 2005, Achieve launched the ADP Network—a collaboration of states working together to improve their academic standards and provide all students with a high school education that meets the needs of today's workplaces and universities. The ADP Network members—responsible for educating nearly 85 percent of all our nation's public high school students—are committed to taking four college and career readiness action steps:

- ▶▶ Align high school standards with the demands of college and careers.
- ▶▶ Require all students to complete a college- and career-ready curriculum to earn a high school diploma.
- ▶▶ Build assessments into the statewide system that measure students' readiness for college and careers.
- ▶▶ Develop reporting and accountability systems that promote college and career readiness for all students.

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INDICATOR	KEY QUESTIONS	EXAMPLES OF NO/LIMITED GOVERNMENT SUPPORT	EXAMPLES OF SOME/STRONG GOVERNMENT SUPPORT
How broad is support within the government?	How strong is cross-sector leadership in your state (from sectors such as the governor's office, department of education, legislature, workforce board, higher education, etc.)? Is it bipartisan? To what extent has each sector made college and career readiness a top priority? Is there a *highly functional* P-20 council or cross-agency coordinating body that works on the college- and career-ready agenda (highly functional means it has some level of decision-making authority, is institutionalized officially and/or has survived beyond one governor)? Do leaders throughout your state publicly communicate the same messages about college and career readiness? Is there a public perception that this is a shared agenda?	• College and career readiness is a priority issue in the state only because the governor is committed to it. The extent to which future elected leaders will support the college and career readiness agenda is uncertain. • Key state leaders—such as the governor, chief state school officer, and legislative leaders—disagree publicly about whether college- and career-ready graduation requirements are appropriate for all high school students. • The state has aligned high school standards to college- and career-ready expectations, but there seems little commitment to take more substantial steps, such as adopting a new college- and career-ready anchor assessment, or to change the accountability system to value readiness.	• The governor, key legislative leaders, state board of education chair, the K-12 chief and/or higher education chancellor are all working together to pursue similar policy changes that advance college and career readiness. • When the governor and/or K-12 chief leave office, we're confident commitment to the college- and career-ready agenda will remain high among other state leaders and their successors. • Our state's education cabinet meets regularly to discuss developments in P-20 education and takes action to implement strategies for strengthening the pipeline. • The college- and career-ready agenda is not associated with any one political party in our state and has advocates with varying backgrounds.

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INDICATOR 1: HOW *BROAD* IS SUPPORT *WITHIN* THE GOVERNMENT (IS THERE CROSS-SECTOR AND BIPARTISAN SUPPORT)?

PLEASE EVALUATE THE BREADTH OF YOUR STATE'S SUPPORT WITHIN THE GOVERNMENT ON A SCALE OF 1-4

1. NO GOVERNMENT SUPPORT *(e.g., there is no top-level state leadership around the college- and career-ready agenda)*

2. LIMITED GOVERNMENT SUPPORT *(e.g., there is only one state leader who "owns" the agenda)*

3. SOME GOVERNMENT SUPPORT *(e.g., a number of top-level state leaders support the agenda, but it's not top priority for them)*

4. STRONG GOVERNMENT SUPPORT *(e.g., there is strong commitment across top leadership in the state to the agenda)*
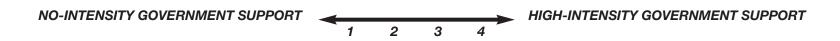
NO GOVERNMENT SUPPORT ⟵——————⟶ *STRONG GOVERNMENT SUPPORT*

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INDICATOR 2: HOW *INTENSE* IS SUPPORT *WITHIN* THE GOVERNMENT (IS THERE A DEEP COMMITMENT LEVEL)?

INDICATOR	KEY QUESTIONS	EXAMPLES OF NO/LOW-INTENSITY GOVERNMENT SUPPORT	EXAMPLES OF MEDIUM/HIGH-INTENSITY GOVERNMENT SUPPORT
How intense is support within the government?	Is there a well-defined, core group of senior staff committed to working on college- and career-ready policies? If yes, have these people been working consistently on the agenda over time? Do they represent a cross-section of government agencies/organizations? Has support for the college- and career-ready agenda penetrated to the district/school level? Do key district and school leaders feel ownership over the agenda in any way? Has support for the college- and career-ready agenda penetrated mid-level staff at state agencies (i.e., department of education, higher education commission)? Do these staff members feel ownership over the agenda in any way? How are the current leaders developing and/or recruiting the next generation of education reform leaders to sustain the college- and career-ready agenda? Does your state have a transition plan to address maintaining the college- and career-ready agenda in light of any upcoming/expected leadership turnover?	• Only staff from the state department of education is engaged in the implementation of the college- and career-ready policies. • Few local leaders—including principals and superintendents—could fully explain the goals and components of the state's college- and career-ready agenda, including how the reforms will affect their schools. • Very few mid-level staff at the department of education, and/or higher education commission, and/or state capitol are involved or invested in the college- and career-ready reforms. • We know our governor will be leaving office in 2010, so our primary focus is getting the major policies passed before he/she leaves office. We plan to focus on strengthening our coalition of support within and outside of the government after those policies are passed.	• State leaders have identified key senior staff members to collaborate on the college- and career-ready agenda. • Local superintendents have been among the most vocal supporters of the college- and career-ready agenda, a number of whom have been involved in discussions around the implementation of the policies. • The state has organized a variety of internal activities, including briefings and email updates, to ensure the agenda remains highly visible and a high priority for department of education, higher education commission, and/or key legislative staff. • State leaders within agencies have tapped a number of non-elected, mid-level, "up and coming" staff—who are more likely to remain engaged in the work over the long term—to facilitate the implementation of college- and career-ready policies. • We know our governor will be leaving office in 2010, so the governor and his/her staff are reaching out to K-12, higher education, legislative and external leaders to ensure that support for the agenda is broad-based and ongoing.

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INDICATOR 2: HOW *INTENSE* IS SUPPORT *WITHIN* THE GOVERNMENT (IS THERE A DEEP COMMITMENT LEVEL)?

PLEASE EVALUATE THE INTENSITY OF YOUR STATE'S SUPPORT WITHIN THE GOVERNMENT ON A SCALE OF 1-4

1. **NO-INTENSITY SUPPORT** *(e.g., support for the college- and career-ready agenda does not extend beyond the highest levels of leadership)*

2. **LOW-INTENSITY SUPPORT** *(e.g., there are a few strong supporters among mid-level agency staff, but the support is all concentrated in one agency)*

3. **MEDIUM-INTENSITY SUPPORT** *(e.g., there are a few strong supporters among the mid-level agency and legislative staff and at the local level who feel ownership over the agenda)*

4. **HIGH-INTENSITY SUPPORT** *(e.g., there is a deep level of commitment to the college- and career-ready agenda among mid-level staff across state agencies/legislature and at the local level among administrators/educators)*

NO-INTENSITY GOVERNMENT SUPPORT ⟷ HIGH-INTENSITY GOVERNMENT SUPPORT

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INDICATOR	KEY QUESTIONS	EXAMPLES OF NO/LIMITED EXTERNAL SUPPORT	EXAMPLES OF SOME/STRONG EXTERNAL SUPPORT
How strong is support outside the government?	Does your state have strong external champions who are highly committed to the agenda and highly effective at influencing policy and public opinion?	• Nobody outside of government agency leaders lobbies for or testifies in support of college and career readiness policy advances, whether it is action by the state board or bills debated by the legislature.	• Members of the business community, philanthropic community and/or representatives of community-based organizations are actively and visibly engaged in the college- and career-ready agenda.
	Does your state have an identified coalition that is a key champion for the college- and career-ready agenda? Is the coalition institutionalized and sustainable? Does it have a recognized leader(s) with some level of authority? Does it include local leaders/organizations?	• No nonprofit advocacy group, key foundation, or business coalition in the state has made college and career readiness its priority. • Educator groups continue to be silent on, or speak out in opposition to, the college- and career-ready agenda.	• Representatives from the state's teachers unions participated in the standards revision process. Those unions have since signed onto the college- and career-ready coalition. • An influential, statewide organization has made college and career readiness a top priority, as evidenced by policy positions (including lobbying and committee testimony at the legislature), commitment of staff time, and policy or research reports with recommendations for the state.
	How, if at all, do state leaders rely on/engage with external champions and coalitions to advance and/or sustain the college- and career-ready agenda in your state?	• While a number of key nonprofits and business groups were initially strong supporters before and throughout the passage of the college- and career-ready policies, they have moved onto other priorities and/or disbanded after adoption was secured. • There are no reliable "go-to" external champions to provide support for the college- and career-ready agenda. • There are a number of groups who voice support for the agenda, but they are not organized and do not always speak consistently or accurately about the college- and career-ready policies.	• An organization outside the government "owns" the college- and career-ready agenda, and treats the issue almost as a political campaign that needs an aggressive, ongoing strategy. • When progress on the state's college and career readiness agenda is threatened—for example, a bill that would unwind progress is introduced—there are external champions at the state and local level who quickly step up to offer a competing storyline, an op-ed article, or legislative testimony. • The business community is working with identified gubernatorial candidates to ensure they support the college- and career-ready agenda, as the governor will be leaving office in 2010.

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INDICATOR 3: HOW STRONG IS SUPPORT *OUTSIDE* THE GOVERNMENT?

PLEASE EVALUATE THE STRENGTH OF YOUR STATE'S SUPPORT OUTSIDE THE GOVERNMENT ON A SCALE OF 1-4

1. **NO EXTERNAL SUPPORT** (e.g., there are no external leaders/organizations actively and vocally supporting the college- and career-ready agenda in your state)

2. **LIMITED EXTERNAL SUPPORT** (e.g., there are a few external leaders/organizations who support the agenda, but it is not among their top priorities)

3. **SOME EXTERNAL SUPPORT** (e.g., there are a few business leaders/organizations who actively and vocally support the agenda)

4. **STRONG EXTERNAL SUPPORT** (e.g., there are a number of external leaders/organizations actively and vocally supporting the agenda in your state, including members from the business and education communities, who have been consistent advocates over time)
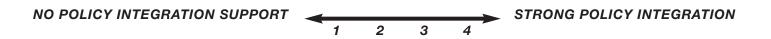
NO EXTERNAL SUPPORT ◄———————————► STRONG EXTERNAL SUPPORT

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INDICATOR 4: HOW *WELL INTEGRATED* IS COLLEGE AND CAREER READINESS WITH YOUR STATE'S POLICY PRIORITIES?

INDICATOR	KEY QUESTIONS	EXAMPLES OF NO/LIMITED POLICY INTEGRATION	EXAMPLES OF SOME/STRONG POLICY INTEGRATION
How well integrated is college and career readiness with your state's policy priorities?	How have college- and career-ready policies intentionally been "linked" with other K-12, higher education or workforce policies, initiatives or incentives? Are your state's education budget priorities consistent with the policy priorities? Has your state evaluated whether it has the high-quality teachers needed to teach college- and career-ready courses and if those teachers are equitably distributed? Has it evaluated its investment in relevant supports (e.g., classroom resources, professional development, dropout prevention, etc.)? When other state education reforms are introduced, are efforts taken to determine how they may align with/reinforce the college- and career-ready policies? Are similar efforts taken to leverage federal reforms and resources, including your state's Race to the Top application?	• State leaders are appropriately focused on teacher and principal effectiveness as a critical education issue, but discussions about preparation, induction, evaluation, etc. are divorced from college- and career-ready goals. • The K-12 and higher education systems each have set measurable goals for increasing graduation, college-going and college completion rates, but these goals are not aligned and are rarely integrated as a package. • In aligning state standards to the college- and career-ready expectations, the state hasn't set aside any additional resources or classroom tools to help schools ensure more students are meeting these higher standards. • College- and career-ready policies must compete for attention and resources with policies that should be mutually reinforcing, such as dropout prevention, teacher effectiveness and school turnaround programs. • State policymakers tend to view new education or workforce policies as separate from the college- and career-ready policies and make little effort to connect them. • The state joins/signs onto new local, state and/or national initiatives without considering how or even whether they fit with the college- and career-ready agenda. • The state views Race to the Top as a new and separate initiative, independent from the existing college- and career-ready agenda.	• Before any policies were adopted, the state conducted a review of existing policies to determine how the college- and career-ready reform would complement or conflict with the existing system. • The state adopted college- and career-ready policies as part of a larger education package and ensured adequate resources were devoted to implementation. • In addition to raising its graduation requirements, the state created positive incentives—such as linking state-funded scholarships or financial aid decisions—for students who meet or exceed the requirements. • The state has aligned its teacher recruitment, placement and professional development strategies with the new college- and career-ready standards and graduation requirements. • Students may be exempt from higher education placement exams and entry exams for apprenticeship programs if they earn a college- and career-ready score on their high school assessment. • The high school accountability formula reinforces the importance of students graduating college and career ready. • The college- and career-ready agenda is the central focus of the state's Race to the Top application.

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INDICATOR 4: HOW *WELL INTEGRATED* IS COLLEGE AND CAREER READINESS WITH YOUR STATE'S POLICY PRIORITIES?

PLEASE EVALUATE THE LEVEL OF POLICY INTEGRATION IN YOUR STATE ON A SCALE OF 1-4

1. **NO POLICY INTEGRATION** *(e.g., the state has adopted college- and career-ready policies in isolation from other K-12 and postsecondary policies)*

2. **LIMITED POLICY INTEGRATION** *(e.g., the state has made some progress on aligning K-12 policies, such as professional development, with college- and career-ready policies)*

3. **SOME POLICY INTEGRATION** *(e.g., the state has aligned various college- and career-ready policies across K-12 and higher education, including graduation/admission course and assessment requirements)*

4. **STRONG POLICY INTEGRATION** *(e.g., the state considers college and career readiness to be the umbrella under which other education and workforce policies are developed, including higher education, career and technical education and Race to the Top)*

NO POLICY INTEGRATION SUPPORT ←————————→ *STRONG POLICY INTEGRATION*

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INDICATOR 5: HOW *STRATEGICALLY* ARE THE COLLEGE- AND CAREER-READY POLICIES BEING *IMPLEMENTED*?

INDICATOR	KEY QUESTIONS	EXAMPLES OF NOT AT ALL/SOMEWHAT STRATEGIC IMPLEMENTATION	EXAMPLES OF STRATEGIC/VERY STRATEGIC IMPLEMENTATION
How strategically are the college- and career-ready policies being implemented?	Does your state have a strategy (formal or informal) for implementing the college- and career-ready policies? Who developed it? Who is responsible for implementing it? Does your state have an oversight mechanism—be it governmental, quasi-governmental, or independent—to monitor the implementation of the reform? Has your state identified interim benchmarks to ensure the policies are being implemented efficiently (e.g., reaching its intended targets)? Has your state taken steps to ensure the reforms have the time they need to be integrated into the system? Has your state identified what elements of your reform are fundamental and non-negotiable? Is your state positioned and responsive enough to make necessary adjustments to the more flexible elements during the implementation of your reforms?	• While the state set a four-year phase-in schedule for its new requirements, it has not planned any interim activities to help districts and schools prepare for the change. • The state has no mechanism in place to monitor the quality of implementation of the new college- and career-ready graduation requirements (such as curriculum audits or end-of-course exams). • The state created an implementation plan at the time the policies were passed, but that plan has never been updated and does not take into account subsequent changes in the state budget and new state and/or federal policies. • Policymakers are quick to make adjustments and changes to education policies before they have time to be integrated into the system and create change. • There is no organization or agency responsible for evaluating the effectiveness of the implementation of the college- and career-ready policies. Nor is there one that has the authority to make mid-course adjustments to the policies during implementation.	• The state has a plan that takes into consideration when and how the policies will be implemented and what structural and financial changes will need to occur to support the new policies. • A department within the state's education agency collects student-level data and monitors the implementation of the policies to ensure the reform is having its intended impact and avoiding unintended consequences. Based on the data, the state makes decisions about how to adjust policies and/or reallocate resources. • The state created an oversight committee tasked with publicly reporting schools' progress on college and career readiness indicators. This committee also makes recommendations to the legislature on possible improvements to the policies and their implementation. • The state requires end-of-course tests in the core required courses, collects student test data to identify particularly high-achieving schools, and channels resources to less successful schools.

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INDICATOR 5: HOW *STRATEGICALLY* ARE THE COLLEGE- AND CAREER-READY POLICIES BEING *IMPLEMENTED*?

PLEASE EVALUATE THE STRENGTH OF YOUR STATE'S COLLEGE- AND CAREER-READY IMPLEMENTATION STRATEGY ON A SCALE OF 1-4

1. **NOT AT ALL STRATEGIC** *(e.g., the state has no strategy laid out for how it will implement its college- and career-ready policies)*

2. **SOMEWHAT STRATEGIC** *(e.g., the state has an implementation strategy that includes monitoring and interim benchmarks to ensure the policies are having their intended impact)*

3. **STRATEGIC** *(e.g., the state has an implementation strategy that includes monitoring, interim benchmarks, and some support for schools and districts to help them prepare for the policy change)*

4. **VERY STRATEGIC** *(e.g., the state has a comprehensive and dynamic strategy for implementing the policies that includes an oversight body, interim benchmarks, a process for identifying and implementing mid-course adjustments, as necessary, and supports and activities for schools and districts to prepare for the policy change)*

NOT AT ALL STRATEGIC IMPLEMENTATION ⟷ *VERY STRATEGIC IMPLEMENTATION*

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INDICATOR 6: HOW STRATEGIC ARE YOUR STATE'S *COMMUNICATIONS* AND *OUTREACH* EFFORTS?

INDICATOR	KEY QUESTIONS	EXAMPLES OF NOT AT ALL/SOMEWHAT STRATEGIC COMMUNICATIONS	EXAMPLES OF STRATEGIC/VERY STRATEGIC COMMUNICATIONS
How strategic are your state's communications and outreach efforts?	Does your state have a communications and outreach plan? Who developed it? Who is responsible for implementing it? Are there efforts to build on-the-ground consensus for the college- and career-ready agenda with key education stakeholders and the public? Does the state publicly report student-level data on indicators of college and career readiness? Can you identify your state's 3-5 key messages around college and career readiness? Are they used consistently across sectors? Is there a process in place for keeping opinion leaders and other key stakeholders (i.e., district leaders) informed about progress on the college- and career-ready agenda?	• The state does not have a communications plan that endorses and advocates for the college- and career-ready agenda and therefore typically must react defensively rather than offensively to adverse news. • The state's college- and career-ready graduation requirements were proposed and adopted with little opportunity for input from the education community. • Polling results indicate high skepticism or misinformation about the state's college- and career-ready agenda. Most state residents don't support the idea that all students need to be prepared for some postsecondary education or training after high school. • While the state collects and publicly reports the cohort graduation rate, it includes no other college- and career-ready indicators on state or local report cards. • Major newspaper editorial boards are silent on or skeptical about the issue of college and career readiness. • The state does not have a mechanism—such as an internal listserv or weekly update—for coordinating communications and messages between state and local leaders.	• State leaders understand which audiences are critical to educate about college and career readiness—especially with limited communications dollars—and make sure this communication is happening. • State leaders proactively look for media opportunities to share information about the agenda. They take advantage of implementation milestones, public meetings, and related external events (e.g., the release of a relevant national report), rather than wait for reporters to call with questions. • The state's new college- and career-ready diploma is "branded" with a name, which is used by key constituents across the state. • The core communications team shares information and updates about the agenda—and their advocacy and communications efforts—between themselves and with their state and local supporters via a bi-weekly email. • The state includes college- and career-ready indicators on its school report cards and issues a series of annual statewide reports that include those indicators to keep the agenda high profile. • The state can count on editorial boards as allies of the college- and career-ready agenda and on members of the media to give the agenda fair and measured coverage. • The state provides tools and templates to school districts that help them explain the college and career readiness agenda to parents and educators.

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INDICATOR 6: HOW STRATEGIC ARE YOUR STATE'S *COMMUNICATIONS* AND *OUTREACH* EFFORTS?

PLEASE EVALUATE THE STRENGTH OF YOUR STATE'S COLLEGE- AND CAREER-READY COMMUNICATIONS AND OUTREACH STRATEGY ON A SCALE OF 1-4

1. **NOT AT ALL STRATEGIC** *(e.g., the state does not have a communications strategy around college and career readiness and it shows when leaders communicate about the agenda using different messages)*

2. **SOMEWHAT STRATEGIC** *(e.g., the state has laid out some communications strategies, but they are/were mostly tied to the adoption of the policies, not to their implementation and sustainability)*

3. **STRATEGIC** *(e.g., the state has a college- and career-ready communications plan that lays out its key audiences and key three messages, which is used across agencies and leaders in the state)*

4. **VERY STRATEGIC** *(e.g., the state has a research-based, college- and career-ready communications campaign that utilizes a mix of communications channels and coordinates how state leaders talk about the agenda. The success and influence of the campaign are being measured so the state may refine the messages and delivery as needed)*

NOT AT ALL STRATEGIC COMMUNICATIONS EFFORTS ← 1 2 3 4 → **VERY STRATEGIC COMMUNICATIONS EFFORTS**

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INDICATOR 7: HOW *FAVORABLE* IS YOUR STATE'S *CLIMATE* TO THE COLLEGE- AND CAREER-READY AGENDA?

INDICATOR	KEY QUESTIONS	EXAMPLES OF A VERY UNFAVORABLE/ UNFAVORABLE CLIMATE	EXAMPLES OF A FAVORABLE/ VERY FAVORABLE CLIMATE
How favorable is your state's climate to the college- and career-ready agenda?	Is there a culture of college and career readiness in your state? Who supports it? Who doesn't? Has your state experienced significant or persistent resistance to the college- and career-ready reforms? Has your state been committed to standards-based reforms in the past, prior to engaging in the college- and career-ready agenda? What is the balance of authority regarding the adoption and implementation of the college- and career-ready agenda between the state and local districts? What is the balance of authority between higher education institutions and the higher education commission? How strong is public confidence in your state's ability to carry out reforms generally? Does your state have a transition plan to address the maintenance and sustainability of the college- and career-ready agenda in light of possible leadership turnover?	• Many of our state citizens do not have a postsecondary degree and do not believe their children need one either. • Our state is consistently a high-performer on national tests and in graduation rates leaving many individuals happy with the status quo. • The state has consistently needed to defend the college- and career-ready policies to the legislature or other key stakeholders. • None of the college- and career-ready policies have been overturned by incoming leaders, but they are not willing to advocate on behalf of those policies. • We are a local control state with locally determined graduation requirements; the state has little authority over such matters. • Our state's public institutions of higher education are independent or decentralized and enact their own admissions and placement policies. • While citizens in our state are generally positive about their local legislators, the governor is not particularly popular and few citizens can name the state's K-12 and higher education commissioners.	• Given our state's continually low achievement on state and national tests, there has been an outcry from parents and educators that significant steps must be taken to improve our education system. • Given the economic downturn, and the loss of many low-skilled jobs, we have seen enrollment in two- and four-year colleges and workforce-training programs increase to an all-time high. Citizens are recognizing that some type of education beyond high school is critical to finding a good job. • Our state first passed standards-based reforms in the 1980s and has incrementally raised the bar on our academic standards and assessments over the past 25 years. • We are a local control state, and the state is requiring end-of-course exams to ensure equality of rigor in schools and classrooms across the state. Our state is also providing incentives to encourage more students to complete a college- and career-ready curriculum. • While our state's higher education institutions are decentralized, the higher education commission put a common articulation agreement in place across all of our two- and four-year campuses. • Our governor and state legislature have earned political capital by successfully moving complicated policies forward in the past, and they plan to use this capacity to move the college- and career-ready agenda.

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INDICATOR 7: HOW *FAVORABLE* IS YOUR STATE'S *CLIMATE* TO THE COLLEGE- AND CAREER-READY AGENDA?

PLEASE EVALUATE THE FAVORABILITY OF YOUR STATE'S CLIMATE TO THE COLLEGE- AND CAREER-READY AGENDA ON A SCALE OF 1-4

1. **VERY UNFAVORABLE** (e.g., the common consensus among the public and key stakeholders is that raising expectations in high school can only lead to a higher dropout rate, a consensus that is expressed by the media and by state and local leaders)

2. **UNFAVORABLE** (e.g., there remains a belief throughout our state that not all students need to be, or can ever be, "college-ready")

3. **FAVORABLE** (e.g., the public generally believes that all students should be prepared for college and careers, but remains skeptical that the system can go there)

4. **VERY FAVORABLE** (e.g., the public is very supportive of the college- and career-ready agenda, recognizing that some education/training beyond high school is critical to personal and national competitiveness)

VERY UNFAVORABLE CLIMATE ⟵――――⟶ **VERY FAVORABLE CLIMATE**

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Are there any other factors that affect the climate in your state and/or the likelihood of success of the college- and career-ready agenda?

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SUMMARY TABLE

Please use the following table to aggregate your scores from the seven indicators and to identify the priority level (high, medium, low) for each of the indicators, based on what needs to be strengthened and improved upon to ensure the sustainability of the college- and career-ready agenda in your state.

INDICATOR	LIMITED/UNFAVORABLE		STRONG/FAVORABLE		LEVEL OF PRIORITY (HIGH, MEDIUM, LOW)
BREADTH OF GOVERNMENT SUPPORT: How broad is support within the government (cross-sector, bipartisan)?	1	2	3	4	
INTENSITY OF GOVERNMENT SUPPORT: How intense is support within the government (level of commitment)?	1	2	3	4	
STRENGTH OF EXTERNAL SUPPORT: How strong is support from leaders/organizations outside the government?	1	2	3	4	
LEVEL OF POLICY INTEGRATION: How well integrated is college and career readiness with your state's policy priorities?	1	2	3	4	
STRENGTH OF IMPLEMENTATION: How strategically are the college- and career-ready policies being implemented?	1	2	3	4	
STRENGTH OF COMMUNICATIONS AND OUTREACH EFFORTS: How strategic are your communications and outreach efforts?	1	2	3	4	
FAVORABILTY OF CLIMATE: How favorable is your state's climate to the college- and career-ready agenda?	1	2	3	4	

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