State Policies to Advance Student-Centered Pathways

Ben Erwin, Tom Keily, Lauren Peisach

In recognition of the importance of education attainment to individual economic mobility and state workforce development needs, state leaders are advancing policies to support access to pathways into postsecondary education, training and the workforce. Although college and career readiness has long been a priority for policymakers, a growing emphasis on creating student-centered pathways ensures students engage in high-quality learning experiences that are aligned with their goals, interests and skills.

Student-centered pathways encompass practices designed to meet each student's individual needs. This means creating high school learning environments that are personalized, competency-based, student-driven and connected to real-world experiences. Student-centered pathways support the development of the skills and knowledge necessary for success in college, career and civic life.

To support student-centered pathways through policy, state leaders have pursued policy options or removed policy barriers in six key areas:

1| Developing a shared vision for education.

2| Updating graduation requirements and seat-time policies to allow diverse learning experiences.

3| Offering a wide variety of high-quality learning opportunities.

4| Aligning accountability metrics to incentivize student-centered learning opportunities.

5| Offering technical assistance and guidance to increase district capacity.

6| Targeting funding to increase student access.

States have emphasized creating student-centered pathways to ensure students engage in high-quality learning experiences that are aligned with their goals, interests and skills.

At least 46 states and the District of Columbia permit students to be awarded credit using alternatives to seat time in statute or regulation.

At least 39 states have established waiver processes or innovation school policies, and at least another 30 states have created grant or pilot programs for innovative instructional models.

Comprehensive approaches that address each of these elements present the strongest potential for states to improve student experiences and outcomes. This Policy Brief explores key levers within each of the elements identified above. It offers insight into relevant policy trends and components of student-centered policies, provides examples of state efforts to leverage policy to develop student-centered pathways and offers considerations for state leaders. The brief is informed by a 50-state scan of relevant state policies included below.

Shared Vision

Creating a student-centered vision focuses state efforts on supporting individuals on a path to education attainment. One way states can create this vision is through the development of a profile of a graduate, which identifies the knowledge, competencies and durable skills needed for student success in education and work.

Creating a shared vision for education through a profile of a graduate can help prioritize the knowledge and skills all students should demonstrate and master prior to graduation. At least **19 states** have developed a statewide profile of a graduate while another two — **Montana** and **New Mexico** — direct school districts to develop local profiles. This number is up from 13 states with completed profiles in 2022.

These profiles include academic proficiency and skills that community and postsecondary leaders have identified as critical for future success. Common cognitive competencies in profiles include critical thinking, problem solving, creativity and innovation. States often include flexibility, perseverance and self-direction as core personal competencies while empathy, effective communication and collaboration represent common interpersonal elements.

By setting priorities in a shared vision, state policymakers can compare existing policies and initiatives to their vision for student success to determine alignment and identify opportunities to update policy. For example, states may use a graduate profile to update graduation requirements, including course requirements and college and career readiness measures. States have also used graduate profiles to evaluate state and federal accountability systems and develop innovative assessments of student mastery. For students, states have sought to align student academic plans with graduate profiles. Each of these state efforts leverage their vision for education as a guiding document that centers the student experience in policy conversations.

State Examples

New Mexico

In 2024, the state Legislature enacted H.B. 171 to update high school graduation requirements, require district graduate profiles and support aligned student planning. The bill directs school districts to develop local graduate profiles — something already in place in districts throughout the state. It also updated individual planning requirements to ensure that student Next-Step Plans are aligned with the district's profile. Plans are updated annually and must outline specific coursework, including at least one dual enrollment course, career and technical education (CTE) course, or a work-based learning or pre-apprenticeship program.

The legislation also updates course requirements to create additional flexibility for students to meet subject area credit requirements through standards-aligned work-based learning or CTE options. Districts are also granted the authority to identify two additional required credits that are aligned with local priorities and the district's graduate profile.

Washington

Washington has taken a multifaceted approach to support student-centered learning options, including mastery-based learning and multiple pathways to graduation. Following the direction of the state Legislature, the state board of education convened a working group — the Mastery-Based Learning Collaborative — to identify barriers to mastery-based education and further mastery-based coursework and graduation pathways. The working group developed the state's graduate profile.

In a report on their efforts, the collaborative elevated student High School and Beyond Plan as a key lever to advance the development of the skills outlined in the profile. The plan helps students connect course requirements and their selected graduation pathway with their education and career goals. Plan development begins in middle school with career exploration and skills inventories, and it must include career and education goals, a four-year plan that addresses aligned coursework and training, and a resume or activity log that includes a variety of student learning experiences. To aid in student planning, the Washington Office of Public Instruction developed career guidance lesson plans for students in grades six through 12, offers professional development for counselors and maintains a career exploration platform.

Graduation Requirements and Seat Time

Graduation requirements and seat time or academic credit policies lay the foundation for the student experience in high school. They outline the required course sequences and the educational experiences within and outside of the classroom that each student can engage in to earn credit. States can design these policies to provide schools and districts with the flexibility to offer student-centered learning opportunities that can increase access to career-connected experiences and offer new assessments for student readiness.

Individual Graduation Plans

States can support students in crafting their own vision for education success through individual graduation plans that identify goals, coursework and learning opportunities that support graduation pathways and skill development. State policies requiring individual graduation plans allow students to direct their own learning and progress on a postsecondary or workforce pathway.

At least **25 states** require students to develop individual plans but plan components vary. States may require schools to support student planning beginning in middle school with periodic plan updates through high school. State policies may require plans to include career exploration activities, academic and career goals, course sequences and academic progress, career-connected learning experiences and student work samples. Individual plans can also offer a unique opportunity for students to demonstrate skill development through work portfolios or other reflections.

Seat time is cited as a barrier to learning opportunities, including competency-based education, CTE and work-based learning — among other experiential or mastery-based options. At least **46 states** and the **District of Columbia** permit students to be awarded credit using alternatives to seat time in statute or regulation. Flexibility in seat time or academic credit policies allows students to earn credit for learning in different settings or modalities that contribute to college and career preparation. States may carve out exceptions for specific activities like work-based learning or competency-based education. Statutes and regulations may also leave credit policies up to schools and districts. Finally, some states have developed comprehensive definitions of academic credit that clearly articulate the permitted learning modalities and demonstrations of mastery.

State policymakers can leverage graduation requirements to encourage student participation in learning opportunities that are aligned with postsecondary and workforce pathways. At least **26 states** require students to demonstrate college and career readiness to earn a high school diploma. These requirements include completing a course sequence aligned to a career cluster or pathway, achieving cut scores on college entrance exams, completing early postsecondary opportunities or engaging in career-connected experiences. State leaders have developed multiple diploma options or endorsements aligned to specific student pathways and broadened course requirements to permit CTE and work-based learning experiences for credit toward a diploma. States have also developed requirements designed to measure the development of durable skills and readiness through capstone or senior projects, student portfolios and experiential learning opportunities.

State Examples

Delaware

State regulation defines academic credit as a Carnegie unit or a locally approved option, which may include postsecondary coursework, voluntary community service, work-based learning, independent study, distance learning, tutoring programs taught by teachers certified in the subject area being taught and courses that allow students to earn credit based on the demonstration of mastery. Additionally, the state requires each student to complete three credits in a career pathway to earn a standard diploma. A pathway is defined as a series of pre-planned and sequential courses designed to develop knowledge and skills in a particular career or academic area.

Delaware's graduation and seat-time policies laid the groundwork to enable Delaware Career Pathways — an initiative led by a partnership of public and private stakeholders. The initiative supports student access to career pathway programs, early college, pre-apprenticeships, dual enrollment, industry certifications and work-based learning in specific industries and sectors.

Indiana

Indiana requires students to satisfy three primary requirements prior to graduation — minimum course requirements, employability skills and postsecondary competencies. Students can earn a standard diploma or a diploma with academic or technical honors depending on their high school pathway. Employability skills include mindsets, learning strategies, social and emotional skills and work ethic. The department of education has developed competencies and standards aligned with these skills to support implementation.

Students are permitted to demonstrate employability skills through project-based learning, service-learning and work-based learning. Students are permitted to demonstrate postsecondary ready competencies through achieving SAT/ACT benchmark scores, earning a qualified industry-recognized credential, completing a federally recognized apprenticeship, a CTE concentration or through completion of postsecondary coursework in addition to a locally created pathway.

Learning Opportunities

Policies that establish and support advanced courses, competency-based education, CTE, work-based learning, dual and concurrent enrollment, and thirteenth-year models impact student access and the quality of these opportunities. Research indicates that students engaged in these types of learning opportunities have better postsecondary and workforce outcomes than students who do not.

The primary focus of states has been on supporting innovative instructional models, expanding access to early postsecondary opportunities and engaging students in high-quality CTE and work-based learning. While policies governing these opportunities may not make clear connections between them, there are opportunities for states to align their efforts to maximize benefits for students. Policymakers have paired these efforts with aligned accountability metrics, graduation requirements and state investments to further incentivize student access.

Innovative Instructional Models

State leaders have prioritized local flexibility through support for innovative instructional models, such as personalized, competency-based learning, in an effort to redesign the high school experience. Through increased policy flexibilities, especially seat time flexibility, schools and districts are reevaluating instructional design to support individual learners. This could create opportunities for differentiated pacing, targeted interventions and a variety of opportunities to demonstrate mastery of standards and college and career readiness.

At least **39 states** have established waiver processes or innovation school policies and at least another **30 states** have created grant or pilot programs for innovative instructional models.

State Examples

Kentucky

To support school redesign and the adoption of innovative school models, Kentucky established districts of innovation in state policy. Under the policy, districts can apply for waivers from statute, regulation and local board policy to implement expanded learning opportunities and innovative models at specific schools. Regulation lists potential innovative options that provide multiple pathways to graduation including competency-based education, digital and blended learning, early college, and other approaches that redefine when and how learning occurs. The Kentucky Department of Education recently released an innovation guide to support schools and districts in adopting innovative instructional approaches and assessments. The guide builds on the work of existing initiatives, highlights promising practices and opportunities to leverage the state or a local graduate profile, and offers insight into flexibilities in state policy.

Early Postsecondary Opportunities

Early postsecondary opportunities include offerings that range from test-based courses like Advanced Placement (AP) and International Baccalaureate (IB) to dual and concurrent enrollment. These opportunities are designed to prepare students for postsecondary coursework and offer an opportunity to earn postsecondary credit. Studies show students who complete dual or concurrent enrollment programs are more likely to graduate high school, enroll and persist in postsecondary programs, and earn a postsecondary credential.

Forty-seven states and the **District of Columbia** have established a dual or concurrent enrollment program in statute or regulation and the National Center for Education Statistics reports that dual or concurrent enrollment is offered in over 80% of all public schools nationwide. Despite the prevalence of these early postsecondary opportunities across the country, policymakers are still working to increase access and course success for students. According to a survey from Advance CTE, 87% of state CTE leaders identified expanding access as a top priority while other state policymakers have made significant investments in dual enrollment options.

To encourage participation in dual or concurrent enrollment courses, policymakers have covered costs for students, directed districts to provide funding to cover student costs or offered scholarship programs for specific student groups. States have also established course access programs designed to provide virtual access to coursework for students attending schools that don't offer certain courses or early postsecondary options.

Although current dual enrollment programs provide significant benefits for students, policymakers can increase impact through the development of guided dual enrollment pathways. According to a report from the Community College Research Center, guided dual enrollment pathway initiatives should include outreach targeting students in underserved schools and communities, aligning dual enrollment options to degree pathways, supporting career exploration and student planning and offering academic supports.

Along these lines, states have prioritized high-quality academic advising, automatic enrollment in advanced coursework and supported transitions through thirteenth year programs. States can also facilitate easier transitions by creating transparent and universal transfer and articulation pathways, which ensure students are able to accumulate credits that contribute toward a postsecondary credential prior to full-time enrollment. Additionally, states have supported access to course sequences that meet degree requirements through early college programs and other models that contribute to earning an associate degree prior to high school graduation.

State Examples

Florida

Florida directed school superintendents and postsecondary institution presidents to create articulation agreements between every district and system. Florida also supports their students through advising. Florida's community colleges are required to advise dual enrollment students in choosing courses and developing a plan to complete a postsecondary credential and are supported by a statewide computer-assisted student advising system.

Rhode Island

Rhode Island's All Course Network is part of the PrepareRI initiative — a partnership between the Rhode Island Department of Education, the Governor's Workforce Board and the Office of the Postsecondary Commissioner — designed to develop personalized career pathways for students. The network is a catalogue of courses that allow students to earn postsecondary credit or complete instruction related to work-based learning experiences. The network was designed to allow students to pursue specific academic and career pathways regardless of their school's offerings. The pathways provided through the network also allow students to meet the state's readiness-based graduation requirements.

CTE and Work-Based Learning

High-quality CTE and work-based learning opportunities support credential attainment, employment, and economic mobility through professional and technical skill development and experiential learning. CTE concentrations in high school can increase graduation rates while helping students build employability skills to support workforce outcomes. When a CTE concentration is paired with opportunities for postsecondary credit or a quality work-based learning experience, students are more likely to attain postsecondary and workforce credentials, enter the workforce in their field and earn higher wages.

Given the benefits of CTE and work-based learning for students, states have sought to expand access and address barriers to these programs through a number of policy levers. Through state and federal funding, efforts have been made to align CTE programs with work-based learning and pathways to learning beyond high school. In addition to leveraging funds, states have aligned Perkins V accountability measures, provided seat time flexibilities and

developed [competency-based pathways](#) to high school graduation that include CTE and work-based learning.

States have also sought to align CTE and work-based learning with pathways to postsecondary education and the workforce. Some states have leveraged [career and academic advising](#) to not only inform students of opportunities but also guide them to opportunities beyond high school. States have also established programs, like [Pathways in Technology Early College High School](#) (P-TECH) and other embedded postsecondary learning models, as discussed in the previous section, to provide students with learning opportunities that provide them with both a high school diploma and an associate degree. Additionally, some states have established pre-apprenticeship pathways that allow students to develop the skills necessary to enter a registered apprenticeship and also connect classroom learning to paths to postsecondary learning and credential attainment.

State Examples

Colorado

The state has multiple programs that support students in accessing aligned CTE, work-based learning, and postsecondary opportunities that put students on a path to being postsecondary and workforce-ready. The state [established](#) [P-TECH](#), which allows students to complete six years of education and training to earn a high school diploma and associate degree starting in nineth grade. Through the program, students receive mentoring, job shadowing, internships, pre-apprenticeships and other services.

The state also offers the [Accelerating Students Through Concurrent Enrollment](#) program, which is a fifth-year high school program that allows students to participate in academic and CTE concurrent enrollment after grade 12 at no cost to them. Lastly, the state established the [Innovative Learning Opportunities Pilot Program](#) to provide students in grades nine through 12 with learning experiences, including work-based learning, outside of the classroom. Collectively, these programs provide Colorado students with opportunities to develop the knowledge, skills and abilities necessary to be postsecondary and workforce ready.

South Carolina

Through the South Carolina Technical College System, the state offers Youth Apprenticeships for high school students. The program allows current high school students to combine their high school curriculum with on-the-job training with local employers. The program connects high school CTE instruction with the on-the-job component of the youth apprenticeship. Upon completion, students can enter a registered apprenticeship through the Apprenticeship Carolina program. Given the two programs' connections to the state technical college system, there are opportunities for students to align their high school instruction with postsecondary learning while in the programs.

Accountability

Accountability policies including school accountability and accreditation systems, program approval and oversight criteria, impact each of the policy areas highlighted in the brief. They play an important role in ensuring students are accessing high quality opportunities contributing to college and career readiness and success by incentivizing particular learning opportunities or options for students to demonstrate college and career readiness. Aligning accountability measures to student-centered learning opportunities credits schools and districts for supporting student access and progress along postsecondary and workforce pathways.

Thirty-nine states and the **District of Columbia** include metrics measuring student progress toward graduation, college and career readiness, or postsecondary enrollment in their federal school accountability system. Additionally, of the **14 states** with separate state school accountability systems, **all 14** included a measure of college and career readiness. While less common than college and career readiness measures, **at least six states** have adopted accountability metrics measuring student progress toward high school graduation. On track metrics usually focus on credit accumulation for grade nine students and can serve as a guidepost for schools to ensure students complete the coursework necessary to engage in instructional opportunities aligned to a pathway.

College and career readiness metrics usually credit schools for students who complete early postsecondary opportunities or achieve cut scores on college entrance, military readiness or CTE exams. States have also incorporated work-based learning experiences, CTE concentration or course sequences, or industry-recognized or postsecondary credentials. While metrics are common across states, some states have established more targeted or specific measures,

like course sequences and postsecondary credentials. More targeted measures may incentivize schools to encourage student participation in instructional sequences along a pathway to postsecondary education and work. It is important to note that resource inequities and capacity constraints may limit a student's options and negatively impact a school's accountability rating.

Postsecondary enrollment metrics may also create an incentive for schools and districts to support student access to high-quality pathways into postsecondary education and training and the workforce. Although few states have adopted these measures, those that have typically track student enrollment in two- or four-year institutions, participation in approved workforce training or CTE programs, and military enlistment.

Finally, while state efforts to measure college and career readiness are central to school accountability systems, states may consider aligning school accountability metrics with other accountability or program quality metrics. Namely, states could use similar metrics in the Workforce Innovation and Opportunity Act and Perkins V plans. This creates similar incentives across education levels that allow for improved coordination and successful student transitions.

State Examples

Connecticut

Connecticut offers an example of a state using all three metrics connected to student pathways in the Next Generation Accountability System. In the accountability system, schools receive points based on the percentage of grade nine students earning a minimum number of credits in the school year; the percentage of students completing college and career readiness coursework, including early postsecondary opportunities, CTE and work-based learning, the percentage of students achieving benchmark scores on college and career readiness exams like the ACT and SAT; and the percentage of students enrolled in a two- or four-year postsecondary institution any time during the first year after high school graduation. These measures encourage schools to focus on student progress and various transition points that may impact their ability to progress along various academic and career pathways.

Pennsylvania

While most college and career readiness indicators are reserved for high school accountability, Pennsylvania takes a unique approach in prioritizing it across grade bands. Under the state's accountability system, schools are evaluated based on the percentage of students engaged in a continuum of career exploration and preparation activities. Specifically, elementary schools receive credit for the percentage of grade five students who participate in career exploration activities aligned to state standards. Middle schools are credited for the percentage of grade eight students who have created an individualized career plan and participated in career preparation activities aligned to state standards. And high schools earn points in the accountability system for grade 11 students who implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities.

State Level Guidance, Resources and Funding

While a student-centered state policy ecosystem contributes to the development of high-quality pathways, the impact of the policy is dependent on implementation. School districts may have capacity or resource constraints, including staffing shortages, funding inequities and geographic limitations that are a barrier to student access and program quality. These challenges are likely to be more pronounced in historically underserved communities. Additionally, information gaps specific to CTE and work-based learning can result in incomplete career and academic advising and planning for students.

States play an important role in supporting student-centered pathway development at the local level through technical assistance and professional development, statewide and regional networks, implementation guides and toolkits, grants and pilot programs. State agencies are well-positioned to lend their capacity or connect local leaders with subject matter experts through technical assistance and professional development initiatives focused on building instructional capacity or improving academic and career advising services. States may also convene networks of schools participating in various student-centered initiatives, which helps schools and districts troubleshoot challenges and share best practices.

States have developed implementation resources — like toolkits, curriculum materials or model competencies — that provide a template for schools and districts to launch and administer high-quality learning opportunities. Recently,

state leaders have developed guides highlighting policy flexibilities and use cases for school and district leaders who may be interested in implementing innovative learning models. These ensure schools and districts are informed on what is permitted under state statutes and regulations to potentially avoid concerns over compliance.

Finally, states can target funding to spur local innovation, encourage cross-sector partnerships and enable high-quality implementation. State grant or pilot programs may focus on specific school models or allow for additional local autonomy in selecting their innovation. States can also design programs to address different stages of development, including planning, implementation and scaling. These programs may help alleviate resource and capacity constraints and provide schools and districts with the flexibility needed to pursue innovative instructional opportunities. State leaders may design programs to provide additional accountability and oversight measures in exchange for funding and flexibility.

State Examples

Texas

Through the Tri-Agency Initiative, Texas has prioritized a collaborative approach to student pathway development in support of the state's attainment goal. The initiative developed a framework for work-based learning and established the Texas Regional Pathways Network, which uses grant funding to establish partnerships between K-12 schools and other key partners to increase student access to work-based learning opportunities. The network uses state data on credentials to identify high-demand and high-value fields to align opportunities to the workforce needs of the state or region.

The state has also prioritized high-quality college and career planning and advising for high school students through Texas OnCourse — a partnership between the higher education coordinating board, state education agency and the workforce commission. Established through H.B. 18 in 2015, Texas OnCourse is responsible for creating a system of high-quality student advising through the development of career planning resources for students, families, educators and counselors, and professional development resources for educators and counselors. Texas OnCourse recently launched Tomorrow Ready Texas, which is a planning resource for students and families that connects them with information on credential pathways, planning resources and important state program deadlines.

Utah

Utah has undergone significant policy shifts — including flexibilities in seat time and graduation requirements — and developed comprehensive resources to support implementation of personalized, competency-based learning. However, the state board and Legislature recognize that local strategic planning, capacity building and community engagement can prove difficult without additional resources. Utah's personalized, competency-based learning grant program provides funding at each stage of implementation — planning, implementation and expansion — and connects them with technical assistance providers such as the Mastery Transcript Consortium and The New Teacher Project.

Final Thoughts

While policymakers have focused on student college and career readiness, state education leaders are increasingly prioritizing the development of a student-centered policy ecosystem to support education attainment and entry into the workforce. States have focused on aligning six key components of a student-centered ecosystem as a means to develop high-quality student pathways.

As policymakers consider their options to advance student-centered opportunities and support school and district implementation, the following questions offer a potential starting point for conversation:

- Has the state developed a student-centered vision for education and is it aligned to existing policies and initiatives?

- Do seat-time policies and graduation requirements offer schools and districts flexibility to provide diverse learning opportunities?

- What measures does the state rely on to evaluate student college and career readiness?

- Are learning opportunities intentionally aligned with pathways to a postsecondary credential or workforce entry?

- Do schools and districts have the capacity and resources to develop and support students along high-quality pathways?

State leaders are vital in creating a student-centered policy ecosystem and supporting schools and districts in taking advantage of policy flexibilities and opportunities. Policymakers can advance student access and success through intentional policy alignment guided by state education and workforce priorities.

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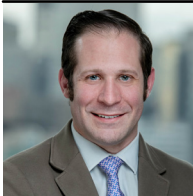
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Appendix A: 50-State Scan

The following 50-state scan provides high-level information on state policies to advance student-centered pathways.

	Does the state have a profile of a graduate or a portrait of a graduate?	Does the state require an academic and career plan for students?	Does the state have a CTE diploma or CTE diploma designation?	Does state policy allow students to earn credit toward graduation for work-based learning activities?	Does the state allow alternatives to seat-time for awarding course credits?	Does the state have a college and career readiness component included in graduation requirements?	Does the state's federal accountability system include metrics measuring student progress towards graduation, college and career readiness, or post-secondary enrollment?	Has the state established a grant or pilot program supporting student-centered learning opportunities in state policy? Financial support includes grants, pilot programs, start-up funding, etc.
Alabama	None identified.	None identified in state policy.	No.	None identified in state policy.	None identified in state policy.	Yes.	Yes.	None identified in state policy.
	Ala. Admin. Code 290-3-1-.02 Ala. Admin. Code 290-3-1-.02 https://www.alabamaachieves.org/accountability/							
Alaska	None identified.	None identified in state policy.	No.	None identified in state policy.	Yes.	None identified.	No.	None identified in state policy.
	Alaska Stat. Ann. § 14.03.073							
Arizona	None identified.	Yes.	No.	None identified in state policy.	Yes.	None identified.	No.	None identified in state policy.
	Ariz. Admin. Code R7-2-302.05 Ariz. Rev. Stat. Ann. § 15-901.08 Ariz. Admin. Code R7-2-302							
Arkansas	Yes.	Yes.	No.	Yes.	Yes.	None identified.	Yes.	Yes.
	https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life Ark. Code Ann. § 6-15-2911 Code Ark. R. 005.30.1-10 Ark. Code Ann. § 6-15-216 https://dese.ade.arkansas.gov/Offices/public-school-accountability Ark. Code Ann. § 6-16-1005 Ark. Code Ann. § 6-47-201 et seq.							
California	None identified.	None identified in state policy.	No.	None identified in state policy.	Yes.	None identified.	Yes.	Yes.
	Cal. Educ. Code § 51225.3 https://www.cde.ca.gov/ta/ac/ Cal. Educ. Code § 41585 Cal. Educ. Code § 53025							

	Does the state have a profile of a graduate or a portrait of a graduate?	Does the state require an academic and career plan for students?	Does the state have a CTE diploma or CTE diploma designation?	Does state policy allow students to earn credit toward graduation for work-based learning activities?	Does the state allow alternatives to seat-time for awarding course credits?	Does the state have a college and career readiness component included in graduation requirements?	Does the state's federal accountability system include metrics measuring student progress towards graduation, college and career readiness, or post-secondary enrollment?	Has the state established a grant or pilot program supporting student-centered learning opportunities in state policy? Financial support includes grants, pilot programs, start-up funding, etc.
Colorado	None identified.	Yes.	Yes.	None identified in state policy.	Yes.	Yes.	No.	Yes.
	Colo. Rev. Stat. Ann. § 22-2-136 Colo. Rev. Stat. Ann. § 22-7-1009 C.R.S. 22-7-1015 Colo. Rev. Stat. Ann. § 22-2-106 https://www.cde.state.co.us/postsecondary/grad-menu Colo. Rev. Stat. Ann. § 22-35.6-101 Colo. Rev. Stat. Ann. § 22-54-138 Colo. Rev. Stat. Ann. § 22-95.5-201 Colo. Rev. Stat. Ann. § 22-11-703							
Connecticut	None identified.	Yes.	No.	Yes.	Yes.	None identified.	Yes.	Yes.
	Conn. Gen. Stat. Ann. § 10-221a Conn. Gen. Stat. Ann. § 10-20c Conn. Gen. Stat. Ann. § 10-221a https://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf Conn. Gen. Stat. Ann. § 10a-80f Conn. Gen. Stat. Ann. § 10-19d							
Delaware	None identified.	Yes.	No.	Yes.	Yes.	Yes.	Yes.	None identified in state policy.
	Code Del. Regs. 507 Code Del. Regs. 505 Code Del. Regs. 505 Code Del. Regs. 505 https://education.delaware.gov/wp-content/uploads/2021/09/DSSF_Tech-Manual_9_7_21.pdf							
District of Columbia	None identified.	None identified in state policy.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	None identified in state policy.
	5-A DCMR § 2203 p D.C. Mun. Regs. tit. 5-A, § 2203 D.C. Mun. Regs. tit. 5-A, § 2203 https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/District%20of%20Columbia%20Assessment%20and%20Accountability%20Manual%202011.v2.pdf							

	Does the state have a profile of a graduate or a portrait of a graduate?	Does the state require an academic and career plan for students?	Does the state have a CTE diploma or CTE diploma designation?	Does state policy allow students to earn credit toward graduation for work-based learning activities?	Does the state allow alternatives to seat-time for awarding course credits?	Does the state have a college and career readiness component included in graduation requirements?	Does the state's federal accountability system include metrics measuring student progress towards graduation, college and career readiness, or post-secondary enrollment?	Has the state established a grant or pilot program supporting student-centered learning opportunities in state policy? Financial support includes grants, pilot programs, start-up funding, etc.
Florida	None identified.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
	Fla. Stat. Ann. § 1003.4285 Fla. Stat. Ann. § 1003.4282 Fla. Stat. Ann. § 1003.4282 Fla. Stat. Ann. § 1003.4282 Fla. Stat. Ann. § 1002.3105 https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview23.pdf Fla. Stat. Ann. § 1003.4996 Fla. Stat. Ann. § 1011.802 Fla. Stat. Ann. § 1002.334							
Georgia	None identified.	Yes.	Yes.	Yes.	Yes.	None identified.	Yes.	Yes.
	Ga. Code Ann. § 20-2-327 https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/career-seals.aspx Ga. Code Ann. § 20-2-161.2 Ga. Code Ann. § 20-2-159.4 Ga. Comp. R. & Regs. 160-5-1-.15 https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx Ga. Code Ann. § 20-2-14.1 Ga. Code Ann. § 20-2-328 Ga. Comp. R. & Regs. 160-4-3-.11 Ga. Comp. R. & Regs. 160-1-4-.304 Ga. Code Ann. § 20-2-161.2							
Hawai'i	Yes.	Yes.	Yes.	None identified in state policy.	Yes.	None identified.	No.	None identified in state policy.
	https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/LearnerOutcomes/Pages/home.aspx Hawaii Board of Education Policy 102-15 https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Requirements.aspx Hawaii Board of Education Policy 102-15							

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Idaho	None identified.	None identified in state policy.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	Idaho Admin. Code r. 08.02.03.007 Idaho Admin. Code r. 08.02.03.105 Idaho Admin. Code r. 08.02.03.105 https://www.sde.idaho.gov/assessment/accountability/ Idaho Code Ann. § 33-1632 Idaho Code Ann. § 33-2214 S.B. 1267(2016) S.B. 1059 (2019)							
Illinois	None identified.	None identified in state policy.	No.	Yes.	Yes.	None identified.	Yes.	Yes.
	105 Ill. Comp. Stat. Ann. 5/27-22.2 105 Ill. Comp. Stat. Ann. 5/27-22.05 105 Ill. Comp. Stat. Ann. 5/10-19.05 https://www.isbe.net/Pages/Support-Accountability.aspx 110 Ill. Comp. Stat. Ann. 148/25							
Indiana	Yes.	Yes.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	https://www.in.gov/doe/home/indiana-graduates-prepared-to-succeed-indiana-gps/ https://www.in.gov/doe/students/indiana-academic-standards/employability-skills/ Ind. Code Ann. § 20-30-4-2 511 Ind. Admin. Code 6-7.1-7 511 Ind. Admin. Code 6-7.1-1 Ind. Code Ann. § 20-32-4-1.5 https://www.in.gov/doe/it/accountability-dashboard/indiana-student-centered-accountability/ Ind. Code Ann. § 20-19-3-23.5							

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Iowa	None identified.	Yes.	No.	None identified in state policy.	Yes.	None identified.	Yes.	Yes.
	Iowa Code Ann. § 279.61 Iowa Code Ann. § 256.7 https://educate.iowa.gov/pk-12/accreditation-program-approval Iowa Code Ann. § 256.39 Iowa Admin. Code r. 281-46.13(423F) Iowa Code Ann. § 84A.16							
Kansas	Yes.	Yes.	No.	None identified in state policy.	Yes. Starting for the class of 2028.	Yes.	No.	None identified in state policy.

	https://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/2016%20Successful%20Kansas%20High%20School%20Graduate.pdf
	   https://www.ksde.org/portals/0/communications/vision/kc_vision_for_education_ks_pageview.pdf
	Kan. Admin. Regs. 91-31-32
	https://www.ksde.org/Home/Quick-Links/News-Room/Weekly-News/Standards-and-Instruction/ArtMID/6191/ArticleID/755/
	   State-Board-of-Education-approves-new-graduation-requirements
	https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/
	   Graduation-and-Dropouts							

Kentucky	Yes.	Yes.	No.	Yes.	Yes.	None identified.	Yes.	Yes.
	https://www.education.ky.gov/school/innov/Pages/Portrait-of-a-Learner.aspx 704 Ky. Admin. Regs. 3:305 705 Ky. Admin. Regs. 4:041 704 Ky. Admin. Regs. 3:305 https://www.education.ky.gov/AA/Acct/Pages/default.aspx Ky. Rev. Stat. Ann. § 157.072							

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Louisiana	None identified.	Yes.	Yes.	None identified in state policy.	None identified in state policy.	Yes.	Yes.	None identified in state policy.
	La. Stat. Ann. § 17:2925 28 La. Admin. Code Pt CXV, 2319 28 La. Admin. Code Pt CXV, 2317 28 La. Admin. Code Pt LXXIX, 2107 28 La. Admin. Code Pt CXV, 2318 28 La. Admin. Code Pt CXV, 2319 28 La. Admin. Code Pt CXV, 2321 https://www.louisianabelieves.com/resources/library/accountability							
Maine	Yes.	None identified in state policy.	No.	None identified in state policy.	Yes.	None identified.	No.	None identified in state policy.
	Code Me. R. § 05-071 Ch. 132 https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/THE%20GUIDING%20PRINCIPLES.pdf Me. Rev. Stat. tit. 20-A, § 4722							
Maryland	None identified.	Yes.	No.	Yes.	Yes.	None identified.	Yes.	Yes.
	Md. Code Regs. 13A.04.10.01 Md. Code Regs. 13A.03.02.04 Md. Code Regs. 13A.03.02.04 https://blueprint.marylandpublicschools.org/accountability-2/ Md. Code Ann., Educ. § 7-1803 (West)							
Massachusetts	None identified.	Yes.	Yes.	None identified in state policy.	None identified in state policy.	None identified.	Yes.	None identified in state policy.
	https://www.doe.mass.edu/ccte/ccr/mycap/ 603 Mass. Code Regs. 4.14 https://www.doe.mass.edu/accountability/							
Michigan	Yes.	None identified in state policy.	No.	Yes.	Yes.	None identified.	Yes.	None identified in state policy.
	https://www.michigan.gov/documents/mde/Profile_Graduate_Digital_681750_7.pdf Mich. Admin. Code R 340.15 Mich. Comp. Laws Ann. § 380.1278b https://www.michigan.gov/mde/Services/school-performance-supports/Accountability							

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Minnesota	None identified.	Yes.	No.	None identified in state policy.	Yes.	None identified.	No.	Yes.
	Minn. Stat. Ann. § 120B.125 Minn. Stat. Ann. § 120B.018 Minn. Stat. Ann. §124D.4536							
Mississippi	None identified.	None identified in state policy.	Yes.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.
	Miss. Code. Ann. § 37-16-17 7 Code Miss. R. T. 7, Pt. 93 7 Code Miss. R. Pt. 3, R. 36.3 Code Miss. R. 7-3-36 https://www.mdek12.org/OA/ODSP Miss. Code Ann. § 37-67-1							
Missouri	None identified.	Yes.	Yes.	None identified in state policy.	Yes.	None identified.	No.	Yes.
	Mo. Code Regs. Ann. tit. 5, § 20-100.125 Mo. Ann. Stat. § 170.029 Mo. Ann. Stat. § 162.1255 https://dese.mo.gov/media/pdf/msip-6-comprehensive-guide Mo. Ann. Stat. § 161.380							
Montana	Yes.	None identified in state policy.	No.	Yes.	Yes.	None identified.	Yes.	Yes.
	Mont. Admin. R. 10.55.701 Mont. Code Ann. § 20-7-1510 Mont. Code Ann. § 20-3-324 Mont. Code Ann. § 20-1-101 https://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA/ESSA-Info-Documents Mont. Code Ann. § 20-7-1506 Mont. Code Ann. § 20-7-1602							

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Nebraska	None identified.	None identified in state policy.	No.	None identified in state policy.	Yes.	None identified.	No.	Yes.
	92 Neb. Admin. Code Ch. 10, 004.04C3 Neb. Rev. Stat. Ann. § 79-3704 et seq. Neb. Rev. Stat. Ann. § 79-1054							
Nevada	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
	https://www.nvfutureoflearning.org/_files/ugd/edc730_86f895459f6d45e39d060facf0525114.pdf Nev. Rev. Stat. Ann. § 388.205 Nev. Rev. Stat. Ann. § 388.380 Nev. Rev. Stat. Ann. § 389.167 Nev. Admin. Code 389.670 Nev. Rev. Stat. Ann. § 389.171 Nev. Admin. Code 390.440 Nev. Rev. Stat. Ann. § 389.018 Nev. Rev. Stat. Ann. § 390.600 https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/accountability Nev. Rev. Stat. Ann. § 389.210 Nev. Rev. Stat. Ann. § 389.169							
New Hampshire	None identified.	None identified in state policy.	No.	None identified in state policy.	Yes.	Yes.	Yes.	None identified in state policy.
	N.H. Code Admin. R. § 27 N.H. Code Admin. R. § 04 https://www.education.nh.gov/who-we-are/division-of-education-and-analytic-resources/bureau-assessment-and-accountability/office-state-and-federal-accountability							
New Jersey	Yes.	None identified in state policy.	No.	Yes.	Yes.	Yes.	No.	Yes.
	https://www.nj.gov/education/standards/clicks/ N.J. Admin. Code § 6A:8-5.1 N.J. Stat. Ann. § 18A:7C-2 N.J. Admin. Code § 6A:8-5.1 N.J. Stat. Ann. § 18A:7C-1 NJ S 2076 (2024) N.J. Stat. Ann. § 34:15E-4							

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New Mexico	Yes.	Yes.	No.	Yes.	Yes.	Yes.	Yes.	None identified in state policy.
	N.M. Stat. Ann. § 22-13-1.1 New Mexico H.B. 171 (2024) N.M. Stat. Ann. § 22-13-1.1 N.M. Admin. Code 6.19.7.2 et seq. N.M. Stat. Ann. § 22-13-1.1 NM HB 171 (2024) https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19.pdf							
New York	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	None identified.	Yes.	None identified in state policy.
	https://www.nysed.gov/sites/default/files/programs/grad-measures/nys-blue-ribbon-commission-graduation-measures-report.pdf N.Y. Comp. Codes R. & Regs. tit. 8, § 100.5 N.Y. Comp. Codes R. & Regs. tit. 8, § 100.5 N.Y. Comp. Codes R. & Regs. tit. 8, § 100.1 https://www.nysed.gov/accountability/essa-accountability-system							
North Carolina	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.	Yes.	None identified in state policy.
	https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate N.C. Gen. Stat. Ann. § 115C-156.2 16 N.C. Admin. Code 6D.0503 Policy CCRE-001: Course for Credit North Carolina State Board of Education Policy GRAD-004 https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting							
North Dakota	Yes.	Yes.	No.	None identified in state policy.	Yes.	None identified.	Yes.	None identified in state policy.
	https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/ND%20Learning%20Continuum/FinalNoDakPOG.pdf N.D. Cent. Code Ann. § 15.1-21-18 N.D. Cent. Code Ann. § 15.1-21-02 https://www.nd.gov/dpi/districtsschools/essa/accountability-support-improvement							

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Ohio	None identified.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
	Ohio Rev. Code Ann. § 3313.6114 Ohio Rev. Code Ann. § 3313.603 Ohio Rev. Code Ann. § 3313.603 Ohio Rev. Code Ann. § 3313.6114 Ohio Rev. Code Ann. § 3313.618 https://education.ohio.gov/Topics/Every-Student-Succeeds-Act-ESSA Ohio Rev. Code Ann. § 3303.07 Ohio Rev. Code Ann. § 3302.07							
Oklahoma	None identified.	Yes.	Yes.	None identified in state policy.	Yes.	None identified.	Yes.	None identified in state policy.
	Okla. Stat. Ann. tit. 70, § 1210.508-4 Okla. Stat. Ann. tit. 70, § 11-103.6l Okla. Admin. Code 210:35-25-2 https://sde.ok.gov/accountability-assessments							
Oregon	None identified.	Yes.	No.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	Or. Admin. R. 581-022-2000 Or. Admin. R. 581-022-2025 ORS 329.451 https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Documents/Accountability_Details_Technical_Manual_2122.pdf Or. Rev. Stat. Ann. § 340.323 Or. Admin. R. 581-018-0434							
Pennsylvania	Yes.	None identified in state policy.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Pages/default.aspx Pennsylvania School Code, 24 P.S. § 1-121 22 Pa. Code § 4.24 24 Pa. Stat. Ann. § 1-121 https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PAS/Pages/default.aspx 24 Pa. Stat. Ann. § 18-1803-A (West)							

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Rhode Island	None identified.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.	Yes.	None identified in state policy.
	https://ride.ri.gov/students-families/ri-public-schools/diploma-system#41611692-guided-pathway-endorsements 200 R.I. Code R. 20-10-2.3 200 R.I. Code R. 20-10-2.1 16 R.I. Gen. Laws Ann. § 16-22.2-2 200-RICR-20-10-2 https://www.eride.ri.gov/eRIDETableau/TechnicalManual.pdf							
South Carolina	Yes.	Yes.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	https://personalizesc.ed.sc.gov/pscg-competencies/ https://ed.sc.gov/about/profile-of-sc-graduate/ S.C. Code Ann. § 59-59-140 SBE Regulation 43-234 S.C. Code Ann. Regs. 43-234 S.C. Code Ann. Regs. 43-234 https://www.eoc.sc.gov/accountability-manuals SC HB 4300							
South Dakota	None identified.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
	S.D. Admin. R. 24:43:11:01 S.D. Admin R. 24:43:11:01. S.D. Admin. R. 24:10:48:01 S.D. Admin. R. 24:43:01:01 S.D. Admin. R. 24:43:01:09 S.D. Admin. R. 24:43:11:01 S.D. Admin. R. 24:43:11:02 https://doe.sd.gov/reportcard/documents/0823-Manual.pdf S.D. Admin. R. 24:10:47:03							

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Tennessee	None identified.	None identified in state policy.	Yes.	Yes.	Yes.	None identified.	Yes.	None identified in state policy.
	Tenn. Comp. R. & Regs. 0520-01-03-.06 Tenn. Code Ann. § 49-11-909 Tenn. Code Ann. § 49-16-205 Tenn. Code Ann. § 49-11-909 https://www.tn.gov/content/dam/tn/education/accountability/2020-2021_Accountability_Protocol.pdf							
Texas	None identified.	Yes.	Yes.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	Tex. Educ. Code Ann. § 28.02121 https://tea.texas.gov/academics/graduation-information/state-graduation-requirements/sidebysidegraduationprograms030114.pdf 19 Tex. Admin. Code § 74.26 Tex. Educ. Code Ann. § 28.025 19 Tex. Admin. Code § 74.11 https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-system Tex. Educ. Code Ann. § 29.556 Tex. Educ. Code Ann. § 29.924 Tex. Labor Code Ann. § 317.002							
Utah	Yes.	Yes.	No.	None identified in state policy.	Yes.	None identified.	Yes.	Yes.
	https://www.schools.utah.gov/portraitgraduate Utah Code Ann. § 53E-2-304 Utah Admin. Code r. R277-915-6 Utah Admin. Code r. R277-705-3 Utah Admin. Code r. R277-419-5 https://schools.utah.gov/assessment/_assessment_/_resources_/_accountability_/AccountabilityTechnicalManual_2024_6.pdf Utah Admin. Code r. R277-712-1 et seq. Utah Code Ann. § 53F-5-501 et seq. Utah Admin. Code r. R277-721-3 Utah Code Ann. § 53F-5-402 Utah Code Ann. § 53E-10-309 Utah Code Ann. § 53F-5-204							

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Vermont	Yes.	Yes.	No.	None identified in state policy.	Yes.	Yes.	Yes.	Yes.
	https://education.vermont.gov/document/vermont-portrait-graduate-2023 Vt. Stat. Ann. tit. 16, § 941 7-1 Vt. Code R. § 2 Vt. Stat. Ann. tit. 16, § 941 7-1 Vt. Code R. § 2 https://education.vermont.gov/data-and-reporting/school-reports/accountability Vt. Stat. Ann. tit. 10, § 543 Vt. Stat. Ann. tit. 16, § 215							
Virginia	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	None identified in state policy.
	Va. Code Ann. § 22.1-253.13:4 https://www.doe.virginia.gov/instruction/graduation/profile-grad/ Va. Code Ann. § 22.1-253.13:1 8 Va. Admin. Code 20-131-50 Va. Code Ann. § 22.1-253.13:4 Va. Code Ann. § 22.1-253.13:4 8 Va. Admin. Code 20-131-110 8 Va. Admin. Code 20-131-51 https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports							

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Washington	Yes.	Yes.	No.	Yes.	Yes.	Yes.	Yes.	Yes.
	https://www.sbe.wa.gov/our-work/profile-graduate https://app.leg.wa.gov/billsummary?BillNumber=5249&Year=2021&Chamber=Senate RCW 28A.230.090 Wash. Admin. Code 392-410-315 Wash. Admin. Code 180-51-050 Wash. Admin. Code 180-51-051 Wash. Admin. Code 180-51-068 Wash. Admin. Code 180-51-230 WA H.B. 1308 (2023) https://ospi.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa RCW 28A.300.810 Wash. Rev. Code Ann. § 28C.30.050 Wash. Rev. Code Ann. § 28A.320.196 Wash. Rev. Code Ann. § 28A.600.402							
West Virginia	None identified.	Yes.	No.	Yes.	Yes.	Yes.	Yes.	Yes.
	W. Va. Code R. 126-42 App. D W. Va. Code R. 126-42-6 W. Va. Code R. 126-42-6 W. Va. Code R. 126-42-6 https://wvde.us/essa-idea/accountability-system/ W. Va. Code Ann. § 18-5E-8 W. Va. Code Ann. § 18-21A-2 W. Va. Code Ann. § 18B-14-4							
Wisconsin	None identified.	Yes.	Yes.	None identified in state policy.	Yes.	None identified.	No.	None identified in state policy.
	Wis. Stat. Ann. § 115.28 Wis. Stat. Ann. § 118.33 Wis. Stat. Ann. § 118.33							

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Wyoming	Yes.	None identified in state policy.	No.	None identified in state policy.	Yes.	None identified.	Yes.	Yes.
	https://edu.wyoming.gov/board/wyoming-profile-of-a-graduate/ Wyo. Stat. Ann. § 21-2-304 Wyo. Admin. Code 206.0002.22 § 2 https://edu.wyoming.gov/for-district-leadership/accountability/federal-school-accountability/ Wyo. Stat. Ann. § 21-12-105							