The only premise we went into the project with was this simple truth:

“We all learn in a variety of ways. Our students learn in a variety of ways. They should be able to demonstrate readiness in a variety of ways.”
Students are more than just the number they earn on a standardized test.
According to ACT, out of 1.9 million test takers, only 40 percent of the high school graduating class was deemed college ready by meeting three or four of the ACT College Readiness Benchmarks.

Only 28 percent met all four benchmarks.
We looked at the research from leading educational institutions and research organizations to develop a new multi-metric, research-based definition of College and Career Ready.
College Ready Indicators

Students are **College Ready** if they meet either the academic or standardized testing benchmarks listed below.

**GPA 2.8** out of 4.0 and **one** or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)
- College Readiness Placement Assessment*

* Standardized Test benchmarks (minimum score)

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Exam</td>
<td>Math (TBD)</td>
</tr>
<tr>
<td></td>
<td>Reading and Writing (TBD)</td>
</tr>
<tr>
<td>ACT Exam</td>
<td>English (19)</td>
</tr>
<tr>
<td></td>
<td>Reading (22)</td>
</tr>
<tr>
<td></td>
<td>Science (23)</td>
</tr>
<tr>
<td></td>
<td>Math (22)</td>
</tr>
</tbody>
</table>

Additional Factors that Contribute to College Success

- Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II
A SCHOLARSHIP OFFERED TO EVERY PUBLIC HIGH SCHOOL STUDENT IN THE HARPER COLLEGE DISTRICT THAT WOULD FUND UP TO TWO YEARS OF COLLEGE.
The College Board released a research report in 2010 called *The Development of a Multidimensional College Readiness Index* which emphasized the “need for multiple measures of readiness including participation in Advanced Placement courses and exams as an indicator of Academic Rigor and component of college readiness.”
AP success is used as a widely accepted indicator of college readiness in university’s entrance applications and is also used to rate and rank the rigor/excellence of high schools for nationally-published lists by news organizations like *U.S. News and World Report*. 
The National Center for Postsecondary Research which looked at data from Florida schools found that dual enrollment students were statistically significantly more likely to persist in college to a second semester and earn a higher college GPA.
All Means All!
A study out of Brown University found success in Algebra II in high school is linked to both college enrollment and bachelor’s degree attainment. Courses students take in high school are more predictive of (college) success than family income and race.
And another study from *The Diploma Project* found Algebra II is the benchmark course for students aspiring to highly paid professional jobs or well-paid, white-collar jobs.
Senior Year Math

Rethinking Geometry
Students who enter college with 15 or more credits are twice as likely to graduate.

- Advanced Placement classes/testing
- Industry certifications
- Earning college credit while in high school
- National Louis University | Harper Promise | Power of 15

2014–2015:

- 500 industry certifications
- More than 27,000 early college credit hours
Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities
In 1988, the William T. Grant Foundation published a report that called the then 20 million non-college bound youth “the forgotten half,” and warned:

“they are in danger of being caught in a massive bind that can deny them full participation in our society.”
In a report by Attendance Works, absenteeism influences not just chances for graduating but also for completing college.

A new analysis of Rhode Island data found that “only 11 percent of the chronically absent students who graduated from high school made it to a second year of college, compared to 51 percent of students with better high school attendance records.”
Community service to fulfill class-requirements significantly enhanced the average odds of college graduation by 22 percentage points.
Career Pathways
High School Re-envisioned Programs of Study

Engagement through Relevance: Guiding Principles

1. Sequence of courses that lead beyond high school
2. External experience that provides students with real-world understanding of career areas through internships or problem-based learning experience
3. Opportunity to earn career certification/college credit
Career Pathways
High School Re-envisioned Programs of Study

Career Pathway Page Sample

Career Cluster
Construction
Pathway Courses
Year 1
- Woodworking 1
- Woodworking 2
Year 2
- Drafting/OA
- HVAC Industrial Engineering Design
Year 3
- Advanced Architectural Constructions – PAC Year 1
Year 4
- Advanced Architectural Constructions – PAC Year 2

Related Electives
- College Speech Communication
- Entrepreneurship
- Introduction to Business

College Majors (examples)
- Building Construction Management
- Construction Engineering Technology
- Energy Management and Systems Technology
- Heating, Air Conditioning and Refrigeration Technology

Careers (examples)
- Architectural Engineering Technician
- Building Construction Estimating, Management and Inspection
- CAD Engineering Technology/Technical
- Drafting/CAD/AIA
- Electronics
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technician
- Carpenter
- Plumber

Certifications
- National Career Pathways
- National Retail Contractors
- National Restaurant Association

Certifications (examples)
- Building Code Enforcement
- Commercial Maintenance
- Supervisory Maintenance
Career Cluster: Information Technology

Pathways: Network Systems; and Programming and Software Development

Programs of Study: Coding/App Development and Hardware/Cybersecurity

- **20+ College Credit Hours**
- **3 Industry Credentials**
- **Internship Experience**

**Early College Opportunities**
- Computer Repair A+ Certification (6 hours), CISCO Networking Basics (3 hours), CISCO Routers and Routing basic (3 hours), AP Computer Science Principles (tbd), AP Computer Science – A (4 hours), Advanced Network Systems and Cybersecurity (tbd), Advanced Web App Development and Cybersecurity (tbd)

**Certifications**
- CompTIA A+, CompTIA Network+, CompTIA Security+ (tbd)

**External Experiences**
- District Internship Program, Micro-internships
Career Pathway Development in High School District 214

- Our goal is to offer representative career pathways in every career cluster districtwide.
- We want pathways to serve as cluster entry points NOT end points so post-secondary decisions are driven by personal career goals.
- Each pathway includes a sequence of courses that lead beyond high school.
- Each pathway has opportunities to earn early college credit and/or an industry credential.
- Each pathway embeds early workplace learning opportunities through inquiry based projects, PBLs with industry partners, on-site mentors, and Tier I career experiences.
Career Pathways
High School Re-envisioned Programs of Study

Engagement through Relevance: Guiding Principles

1. Sequence of courses that lead beyond high school
2. External experience that provides students with real-world understanding of career areas through internships or problem-based learning experience
3. Opportunity to earn career certification/college credit

ALL Students?
Career Discovery Center – Tiered supports across all clusters

- Assistant Director for Career and Technical Education
- Internship Supervisors
- Cluster Focused Career Advisors
- Career Advisors Targeting Students Receiving ELL and Special Education Resources
- Job Placement Specialist
- On-Site Job Coaches
HIGH SCHOOL DISTRICT 214

Center for Career Discovery
21st Century Schools: Career Pathways
Scaling Pathways Districtwide

- ALL students identify career cluster of interest annually
- Course selections based on program of study in cluster
- ALL students have opportunity to participate in external experience aligned to pathway
Scaling Pathways Districtwide

All Students

**Awareness:** students learn about services and opportunities available in high school, and the relationship between secondary, post-secondary, and career opportunities.

**Exploration:** students advance decision making and self-identification of a career area of interest.

**Preparation:** students refine decision making through participation in career skill development experiences and engagement with industry partners.

**Training:** students focus on advanced skill development and completion of certifications, early college credit, and external experiences.
Redefine High School Workplace Learning for All

- Student internship experiences provided between junior and senior year
- Students with transition services may extend this through age 22
- Students are individually placed with employers based on interest and preparation in program of study
- Students with disabilities begin simulated workplace experiences at school site and progress through tiered levels of modified support depending on need
- Employer partners with a Career Discovery Advisor assigned to his/her cluster
- Employer provides an internship experience in one of two ways:

**Micro-internship:**
- Project based experience
  - 1–3 weeks in duration (no credit).

**Traditional:**
- Semester long experience
  - 6–16 weeks in duration (credit)
The D214 Class of 2015
Redefining Ready! is a new multi-metric, research-based approach to determine what it means to be college ready, career ready, and life ready.

### College/Career Indicators: Percentage of Graduates in 2015 Academic Year

<table>
<thead>
<tr>
<th>College/Career</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Ready</td>
<td>68.3%</td>
<td>69.1%</td>
<td>70.3%</td>
</tr>
<tr>
<td>College Readiness Placement Assessment</td>
<td>57.2%</td>
<td>57.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>ACT College Readiness Benchmark</td>
<td>49.0%</td>
<td>49.1%</td>
<td>47.3%</td>
</tr>
<tr>
<td>SAT College Readiness Benchmark</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Local College-Level Requirements</td>
<td>57.1%</td>
<td>57.3%</td>
<td>57.8%</td>
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<tr>
<td>College Level Course + GPA</td>
<td>60.2%</td>
<td>62.1%</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

### Career Ready (≥ 2 Indicators)

<table>
<thead>
<tr>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.6%</td>
<td>48.9%</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

- 90% Attendance
- 26 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- 2+ Organized Co-Curricular Activities

### Graduates N

| Graduates N | 2,836 | 2,924 | 2,800 |

Number of Graduates in the Academic Year
Redefining Ready! Report Card
District XXX College and Career Readiness 2015

Redefining Ready! is a new multi-metric, research-based approach to determining what it means to be college ready, career ready, and life ready.

College/Career Indicators: Percentage of Graduates in 2015 Academic Year

<table>
<thead>
<tr>
<th>College/Career Indicators</th>
<th>Number of Graduates (2080 in 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Career Ready</td>
<td>2560</td>
</tr>
<tr>
<td>College Ready</td>
<td>2600</td>
</tr>
<tr>
<td>College-level Course + GPA</td>
<td>2580</td>
</tr>
<tr>
<td>College Readiness Placement Assessment</td>
<td>2550</td>
</tr>
<tr>
<td>Career Ready</td>
<td>2560</td>
</tr>
</tbody>
</table>

College Ready Indicators

<table>
<thead>
<tr>
<th>College/Career Ready</th>
<th>34.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Ready</td>
<td>70.3%</td>
</tr>
<tr>
<td>College Level Courses + GPA</td>
<td>63.0%</td>
</tr>
<tr>
<td>Advanced Placement Exam (3+)</td>
<td>44.2%</td>
</tr>
<tr>
<td>Advanced Placement Course (A, B or C)</td>
<td>57.6%</td>
</tr>
<tr>
<td>Dual Credit College English and/or Math (A, B or C)</td>
<td>0.3%</td>
</tr>
<tr>
<td>College Developmental/Remodel English and/or Math (A, B or C)</td>
<td>1.8%</td>
</tr>
<tr>
<td>Algebra II (A, B or C)</td>
<td>60.9%</td>
</tr>
<tr>
<td>GPA 2.8+</td>
<td>64.1%</td>
</tr>
</tbody>
</table>

College Readiness Placement Assessment

| ACT Exam: English (18) | Reading (22) | Science (23) | Math (22) | 47.3% |
| SAT Exam: Math (690) | Reading and Writing (630) | 0.0% |
| Harper College-level Requirements | 57.6% |

Career Ready Indicators

<table>
<thead>
<tr>
<th>Career Ready</th>
<th>50.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% Attendance</td>
<td>91.1%</td>
</tr>
<tr>
<td>25 hours of Community Service</td>
<td>4.9%</td>
</tr>
<tr>
<td>Workplace Learning Experience</td>
<td>6.6%</td>
</tr>
<tr>
<td>Industry Credential</td>
<td>13.3%</td>
</tr>
<tr>
<td>Dual Credit Career Pathway Course</td>
<td>9.1%</td>
</tr>
<tr>
<td>Two or more organized Co-Curricular Activities</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

Sample Data
The Redefining Ready! College and Career Readiness Act

Model Policy

Overview

According to the National Conference of State Legislatures, as of May 2019, 33 states had adopted a definition of college and career readiness. The definitions are promulgated either through the state legislature, state education agency, or Governor's office. Each state defines readiness in its own way. The Redefining Ready! College and Career Readiness Act is inspired by the Redefining Ready! Materials from the ReadyNation Project (2018). The School Superintendents Association, supported by Redefining Ready! is endorsed by the Consortium for School Networking, National Association of Secondary School Principals, National Superintendents Roundtable, and Phi Delta Kappa International. Launched in February 2019, Redefining Ready! proposes a new definition of college and career readiness that specifically looks at the metrics that indicate whether or not a student is ready for college or to enter the workforce upon graduation from high school.

This model policy was developed to assist states in developing the indicators and to determine whether or not their students are ready for college and career and can be applied to their individual state definition of college and career readiness. Since there is tremendous variance in how legislation is crafted across the United States, this model policy can be adapted to meet the needs of individual states.
Next steps...

- Institution of Higher Education as Our Longitudinal Research Partner
- College Acceptance Admissions Criteria
- Template Reporting Artifacts
- Every Student Succeeds Act (ESSA) State Implementation Plans
Join us by endorsing this effort today!

- Visit our website www.RedefiningReady.org
- Add your name and organization to our list of supporters.
- Share your stories on social media using the hashtags:
  
  #RedefiningReady
  #YOUR ORGANIZATIONReady (e.g. #214Ready)