

College and Career Readiness: State and Territory Definitions

June 26, 2014

State	Definition
Alabama	<p>The Alabama Department of Education has adopted a definition of college and career readiness and included it in the Elementary and Secondary Education Act (ESEA) flexibility request.</p> <p>“Being college and career ready means that a high school graduate has the English and mathematics knowledge and skills necessary to either (1) qualify for and succeed in entry-level, credit-bearing courses without the need for remedial coursework, or (2) qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e., technical/vocational program, community college, apprenticeship or significant on-the-job training)” (Bice, Parris, Maddox, Hannah, & Thacker, 2012).</p>
Alaska	<p>Alaska has not adopted or made available a definition of college and career readiness.</p>
Arizona	<p>Arizona has adopted a definition of college and career readiness as follows:</p> <p><u>College ready: Graduating student</u> Is prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, associate or bachelor’s degree); has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.</p> <p><u>Career ready: Job candidate</u> Qualifies for a job that provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education; is a high school graduate and has the English, and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e., technical/vocational program, community college, apprenticeship or significant on-the-job training)” (Arizona Business & Education Coalition, n.d.).</p>
Arkansas	<p>Arkansas has adopted a definition of college and career readiness and included it in an act of the state legislature.</p> <p>“College and career readiness’ means the acquisition of skills a student needs to be successful in future endeavors, including:</p> <ol style="list-style-type: none"> a. Successfully completing credit-bearing, first-year courses at a postsecondary institution; and b. Embarking on a chosen career” (S.B. 814).
California	<p>California has not adopted or made available a definition of college and career readiness.</p>

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Colorado	<p>The Colorado State Board of Education and the Colorado Commission on Higher Education have adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“‘Postsecondary and workforce readiness’ describes the knowledge, skills, and behaviors essential for high school graduates to enter college and the workforce and to compete in the global economy.</p> <p>To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness” (Colorado State Board of Education & Colorado Commission on Higher Education, 2009).</p>
Connecticut	<p>Connecticut has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>The state has endorsed the Association for Career and Technical Education and National Association of State Directors of Career Technical Education Consortium definition of college and career readiness, which states that readiness “‘involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement’” (U.S. Department of Education, 2012a).</p>
Delaware	<p>The Delaware Department of Education has adopted a definition of college and career readiness as follows:</p> <p>“Each Delaware student will graduate college- and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship” (Center on Education Policy, 2013).</p>
District of Columbia	<p>The District of Columbia has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>College and career readiness is “the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement” (U.S. Department of Education, 2012b).</p>

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Florida	<p>The Florida Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement” (Florida Department of Education, n.d.).</p>
Georgia	<p>The Georgia Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>College and career readiness is “the level of achievement required in order for a student to enroll in two- or four-year colleges and universities and technical colleges without remediation, fully prepared for college-level work and careers. This means that all students graduate from high school with both rigorous content knowledge and the ability to apply that knowledge” (Georgia Department of Education, n.d.).</p>
Hawaii	<p>Hawaii has adopted a definition of “college, career and community readiness,” developed by the Hawaii P–20 Partnerships for Education.</p> <p>“Students, who are prepared for meaningful engagement in college, career, and community, have successfully:</p> <ul style="list-style-type: none"> ▪ Achieved proficiency in essential content knowledge; ▪ Mastered key learning skills and cognitive strategies; ▪ Acquired practical knowledge enabling successful transitions from high school to college and career; and ▪ Built a strong foundation of identity through an ongoing process of wayfinding to engage in local, national, and global contexts. <p>By ‘students,’ we mean youth enrolled in Hawai‘i’s public education system recognizing that college, career and community readiness is a lifelong process that begins with early childhood learning.</p> <p>By ‘college,’ we mean two- and four-year post-secondary institutions, trade schools, and technical schools.</p> <p>By ‘career,’ we mean a pathway of employment that provides a family-sustaining wage.</p> <p>By ‘community,’ we mean the set of interdependent relationships among physical, social and/or cultural groups linked by a shared responsibility for one another, the natural world, and local and global well-being.</p> <p>Students have the content knowledge and skills to be eligible to enroll in credit-bearing, postsecondary courses, workforce training and/or apprenticeship programs without the need for remediation, and complete them successfully.</p> <p>Students are able to navigate through postsecondary program selection and admissions, possess the knowledge and skills to enter into and thrive in a family-sustaining career pathway, and utilize strategies to resolve problems and improve academic performance.</p>

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	<p>Wayfinding: Students are able to identify their kuleana and work hard to fulfill these responsibilities to their families, ‘āina, community, and future and past generations.</p> <p>Students know what makes their communities unique and become more involved through opportunities such as volunteer service, ecological stewardship, and civic engagement.</p> <p>Students understand and can comfortably interface with diverse perspectives, cultures, and worldviews to flourish in and sustain local and global communities” (Hawaii P–20 Partnerships for Education, 2013).</p>
Idaho	<p>Idaho Professional-Technical Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a program of study.</p> <p>Rigorous college and career readiness standards should:</p> <ul style="list-style-type: none"> ▪ Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners. ▪ Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or program of study. ▪ Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates. ▪ Incorporate industry-recognized technical standards that are valued in the workplace. ▪ To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy” (Idaho Professional-Technical Education, n.d.).
Illinois	<p>The Illinois State Board of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“Although readiness includes being prepared to take credit-bearing postsecondary courses in core subject areas, Illinois’ college- and career-readiness objectives also extend to developing employability skills and opportunities for students to pursue a personalized education plan based on their academic and career interests” (U.S. Department of Education, 2014).</p>
Indiana	<p>The Indiana Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“College- and-career ready means an individual has the knowledge, skills and abilities to succeed in post-secondary education and economically-viable career opportunities. Additionally, Public Law 31-2014 [SEA 91] defines college and career readiness educational standards as ‘the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition without remediation to post-secondary education or training, and ultimately into a sustainable career” (Indiana Department of Education, 2014).</p>

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Iowa	<p>The Iowa Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“College- and career-ready means the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation” (U.S. Department of Education, 2012c).</p>
Kansas	<p>The Kansas State Department of Education has adopted a definition of college and career readiness as follows:</p> <p>“Being college- and career-ready means an individual has the academic/cognitive preparation, technical skills, employability/workforce skills and career interest development to be successful, without remediation, in postsecondary institutions, and/or the attainment of a technical credential or industry-recognized certification” (Center on Education Policy, 2013).</p>
Kentucky	<p>The Kentucky Council on Postsecondary Education has defined college and career readiness as follows:</p> <p>“College readiness is the level of preparation a student needs to succeed in credit-bearing courses in college. ‘Succeed’ is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky’s systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for remediation in high school or college coursework or intervention programming.</p> <p>Career readiness is the level of preparation a high school graduate needs to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association for Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area” (Kentucky Council on Postsecondary Education, n.d.).</p>
Louisiana	<p>Louisiana has not adopted or made available a definition of college and career readiness.</p>
Maine	<p>The Maine Department of Education currently uses the Educational Policy Improvement Center’s definition of college and career readiness. As of June 2014, the definition is under review.</p> <p>“The goal for learners is to graduate from high school ready to enter into post-secondary level coursework (without remediation) or begin a career track in their chosen field, and to enter into civic life. In a proficiency-based system, demonstrating proficiency in all of the standards is evidence that a learner is college- and career-ready” (Maine Department of Education, 2013).</p>
Maryland	<p>Maryland has included a definition of college and career readiness in its ESEA flexibility request.</p> <p>“College- and career-readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers. This includes the ability to think critically and solve problems, communicate effectively, work collaboratively, and be self-directed in the</p>

State	Definition
	<p>learning process. More specifically, a student who is college- and career-ready should: be prepared to succeed in credit-bearing postsecondary introductory general education courses or in industry certification programs without needing remediation; be competent in the Skills for Success (SFS) (includes learning, thinking, communication, technology, and interpersonal skills.); have identified potential career goal(s) and understand the steps to achieve them; and be skilled enough in communication to seek assistance as needed, including student financial assistance” (U.S. Department of Education, 2012e).</p>
Massachusetts	<p>The Massachusetts Department of Education has adopted a definition of college and career readiness approved by the Board of Elementary and Secondary Education and Massachusetts Board of Higher Education.</p> <p>“Massachusetts students who are college and career ready will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century. Beyond achieving college and career ready levels of competence in English Language Arts/Literacy and Mathematics, all high school students should develop a foundation in the academic disciplines identified in the MassCore course of study: (1) build competencies for workplace readiness as articulated in the <i>Integrating College and Career</i> Task Force Report, and (2) focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals. Massachusetts will use its 2011 curriculum frameworks, which include the Common Core State Standards, as the basis for an educational program that provides students with the academic knowledge, skills and experience.</p> <p>Learning Competencies:</p> <p>College and career ready students in English Language Arts/Literacy will be academically prepared to:</p> <ul style="list-style-type: none"> ▪ Read and comprehend a range of sufficiently complex texts independently ▪ Write effectively when using and/or analyzing sources ▪ Build and present knowledge through research and the integration, comparison, and synthesis of ideas ▪ Use context to determine the meaning of words and phrases <p>College and career ready students in Mathematics will be academically prepared to:</p> <ul style="list-style-type: none"> ▪ Solve problems involving the major content with connections to the mathematical practices ▪ Solve problems involving the additional and supporting content with connections to the mathematical practices ▪ Express mathematical reasoning by constructing mathematical arguments and critiques ▪ Solve real world problems, engaging particularly in the modeling practice <p>Work Ethic and Professionalism</p> <ul style="list-style-type: none"> ▪ Attendance and punctuality expected by the workplace

State	Definition
	<ul style="list-style-type: none"> ▪ Workplace appearance appropriate for position and duties ▪ Accepting direction and constructive criticism with a positive attitude and response ▪ Motivation and taking initiative, taking projects from initiation to completion ▪ Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics ▪ Effective communication and interpersonal skills ▪ Oral and written communication appropriate to the workplace ▪ Listening attentively and confirming understanding ▪ Interacting with co-workers, individually and in teams <p>In high school, students should demonstrate:</p> <ul style="list-style-type: none"> ▪ Higher order thinking skills of analysis, synthesis, and evaluation ▪ The ability to think critically, coherently, and creatively ▪ The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the confidence to access these resources when needed. ▪ Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs” (Massachusetts Department of Education, 2013).
Michigan	<p>The Michigan Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“We define [college and career readiness] as student preparation that is adequate to allow a student to pass first-year technical training and first-year college courses in core areas without remediation. Our state is preparing students not just for the opportunities we know about today, but also for the economic and intellectual challenges of the future” (U.S. Department of Education, 2012f).</p>
Minnesota	<p>The Minnesota Department of Education has adopted a definition of college and career readiness, developed by the Postsecondary and Workforce Readiness Working Group.</p> <p>“Postsecondary and workforce readiness includes the knowledge and skills that high school graduates need in order to do credit bearing coursework at a two- or four-year college or university and/or to embark successfully on a career-track employment position (that pays a living wage, provides benefits, and offers clear pathways for advancement through further education and training)” (Postsecondary and Workforce Readiness Working Group, 2009).</p>
Mississippi	<p>Mississippi has not adopted or made available a definition of college and career readiness.</p>
Missouri	<p>Missouri has adopted a definition of college and career readiness as follows:</p> <p>“College and career readiness means that a high school graduate has the necessary English and mathematics knowledge and skills—including, but not limited to, reading, writing, communications, teamwork, critical thinking and problem solving—either to qualify for and succeed in entry-level, credit-bearing two- or four- year college courses without the need for remedial coursework, or in workforce training programs for his/her chosen career that offer competitive, livable</p>

State	Definition
	salaries above the poverty line, offer opportunities for career advancement, and are in a growing or sustainable industry” (Center on Education Policy, 2013).
Montana	Montana has not adopted or made available a definition of college and career readiness.
Nebraska	<p>The Nebraska Department of Education has adopted a definition of career readiness as follows:</p> <p>“A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his /her performance, skill, diligence, ethics and responsible behavior [...] When students are career ready, they are prepared for the next step in their lives—whether that means getting their first job or beginning their college ‘career’ (which eventually leads to the workplace as well)! Being career ready also means being ready for life” (Nebraska Department of Education, 2009).</p>
Nevada	<p>Nevada has adopted a definition of college readiness as follows:</p> <p>“‘College readiness’ [is] the demonstrated proficiency of a high school graduate to participate and succeed in an academic program leading to completion of a 2-year or 4-year college degree program” (Conforti, 2013).</p>
New Hampshire	<p>The New Hampshire Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities—whether college or career—without need for remediation.</p> <ul style="list-style-type: none"> ▪ Students should graduate fully prepared to pursue the college and career options of their choice. ▪ College ready refers to the full range of programs leading to valuable, recognized degrees, including community colleges and four-year colleges. ▪ Career ready refers to employment opportunities with meaningful opportunities for advancement as well as career training programs that offer technical certification or other marketable skills. ▪ Evidence and experience indicate that the knowledge and skills needed to succeed in college and career are greatly similar, and that all graduates will need some form of postsecondary education or training to succeed during their careers. <p>To be college and career ready, students must graduate with the knowledge, skills and dispositions necessary to succeed. These are the kinds of deeper learning outcomes that are at the heart of being college and career ready.</p> <ul style="list-style-type: none"> ▪ Knowledge, skills and dispositions are mutually reinforcing, and not contradictory. That is, evidence and experience confirm that education that advances application of knowledge through skills is more likely to result in student competency of the underlying, rigorous content knowledge. ▪ The knowledge, skills and dispositions have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures or evaluation and assessment. ▪ This same set of knowledge, skills and dispositions is also vital for student success in terms of citizenship, in addition to college and career readiness,

State	Definition
	including the ability to contribute and succeed in our increasingly diverse, democratic, global society” (U.S. Department of Education, 2013c).
New Jersey	<p>The New Jersey Department of Education has adopted a definition of college and career readiness as follows:</p> <p>“The knowledge and skills that high school graduates must possess in English and mathematics—including, but not limited to, reading, writing, communications, teamwork, critical thinking, and problem solving—to be successful in any and all future endeavors” (New Jersey Department of Education, 2012).</p>
New Mexico	New Mexico has not adopted or made available a definition of college and career readiness.
New York	New York has not adopted or made available a definition of college and career readiness.
North Carolina	North Carolina has not adopted or made available a definition of college and career readiness.
North Dakota	North Dakota has not adopted or made available a definition of college and career readiness.
Ohio	<p>The Ohio Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“Ohio’s college- and career-ready definition is to ensure all students ‘Start Ready and Graduate Ready’ from their PreK–12 learning environment, qualified for success in a degree or credential-granting postsecondary education program, without remediation, and advanced training for a career of choice. Student readiness for college and careers includes: Content Knowledge: A deep core-content knowledge in academic and applicable technical content; 21st Century Skills: The effective use of academic and technical skills (e.g., research, problem-solving, systems thinking); Readiness Behaviors: The acquisition of readiness behaviors such as goal-setting, persistence, and resourcefulness; College and Career Survival Skills: The acquisition of knowledge and skills needed to navigate successfully within the world of higher education and world of work” (U.S. Department of Education, 2013a).</p>
Oklahoma	<p>The Oklahoma State Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>Oklahoma is implementing the College, Career and Citizen Ready (C³) plan, “which will ensure each student graduating with a diploma from an Oklahoma public school will be ready for college or career without the need for remediation and will be citizen ready, meaning they will know something about our government and the history of our nation” (State of Oklahoma, 2012).</p>
Oregon	<p>The Oregon Department of Education has adopted a definition of college and career readiness as follows:</p> <p>“College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees.</p> <p>A College and Career Ready Oregonian....</p> <ul style="list-style-type: none"> ▪ Reasons, researches, analyzes logically in order to investigate topics, and to

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	<p>evaluate, integrate, and present ideas and information</p> <ul style="list-style-type: none"> ▪ Exhibits the following attributes: reflection, curiosity, openness, internal motivation, persistence, resilience, and flexibility ▪ Evaluates and/or applies prior knowledge of content and situations, including cultural understanding, to support comprehension ▪ Tracks and reflects on progress toward educational and vocational goals ▪ Employs effective speaking and active listening strategies for a range of purposes, audiences, and contexts ▪ Distinguishes between opinions, interpretations, and facts ▪ Uses technology to access and evaluate the reliability, credibility, and utility of information and is able to produce and/or present information ▪ Locates, analyzes and critiques perceptions, information, ideas, arguments, and/or themes in a variety of text ▪ Produces clear, effective, and accurate writing grounded in textual evidence for a range of purposes, genres, and audiences ▪ Constructs clear and precise arguments to support their reasoning and to critique the reasoning of others ▪ Explains and applies mathematical concepts, carrying out mathematical procedures with precision and fluency in a variety of settings ▪ Solves a range of complex problems in pure and applied mathematics ▪ Makes productive use of knowledge and problem solving strategies ▪ Analyzes complex, real-world scenarios <p>A College and Career Ready Oregonian....</p> <ul style="list-style-type: none"> ▪ Has positive values such as: caring, equity, integrity, honesty, responsibility, and restraint ▪ Practices personal, time, and budget management through planning and decision-making ▪ Has a sense of support and empowerment ▪ Is able to self-advocate ▪ Engages in civic and community activities ▪ Works productively in new cultural settings ▪ Relates and responds to individuals from various cultures ▪ Works productively in teams ▪ Understands postsecondary education options, expectations, costs, and processes ▪ Understands and evaluates career options and pathways ▪ Understands workplace requirements and business cultures ▪ Has appropriate interviewing skills ▪ Is timely and reliable ▪ Has appropriate workplace behaviors and occupation-specific skills ▪ Is able to accept and use feedback ▪ Has both personal and academic integrity and is an ethical decision maker” (Oregon Education Investment Board, 2014).
Pennsylvania	Pennsylvania has not adopted or made available a definition of college and career readiness.

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Puerto Rico	Puerto Rico has not adopted or made available a definition of college and career readiness.
Rhode Island	Rhode Island has not adopted or made available a definition of college and career readiness.
South Carolina	South Carolina has not adopted or made available a definition of college and career readiness.
South Dakota	South Dakota has not adopted or made available a definition of college and career readiness.
Tennessee	<p>The Tennessee Department of Education has adopted a definition of college and career readiness as follows:</p> <p>“Tennessee defines college and career readiness as ‘. . . the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education’” (Conforti, 2013).</p>
Texas	<p>The Texas Education Agency has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“College readiness is the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program. It should be noted, however, that the measurement of college readiness through the Algebra II and English III assessments will be only one piece of information that students, parents, and schools will have in making readiness determinations. Algebra II and English III are courses students typically take in grade 11; after students have taken these assessments and potentially met the college-readiness performance standards, they will continue to take higher-level courses (i.e., calculus and English IV) in grade 12. Students will need to continue to acquire content knowledge and perform at a high level in these courses to fully prepare for postsecondary activities” (Texas Education Agency, 2010).</p>
Utah	<p>The Utah State Office of Education and the Utah System of Higher Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“A college- and career-ready student is prepared to succeed in college and postsecondary workforce training programs. A college- and career-ready student builds an academic foundation, develops intellectual and career capacity, evaluates progress for college, and explores postsecondary options” (Utah System of Higher Education & Utah State Office of Education, 2012).</p>
Vermont	<p>The Vermont Agency of Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“‘College and Career Readiness’ means the student’s ability to enter the workforce or pursue postsecondary education or training without the need for remediation. The student must possess the foundational skills and learning strategies necessary to begin studies in a career pathway in order to be considered college and career ready” (Vermont State Board of Education, 2014).</p>

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Virginia	<p>The Virginia Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>Virginia defines college readiness as “the level of achievement students must reach to be academically prepared for success in entry-level credit-bearing college courses” (Virginia Department of Education, 2012).</p>
Washington	<p>The Washington Department of Public Instruction has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society’s needs, and reflects, at its core, the state’s basic education goals” (U.S Department of Education, 2012d).</p>
West Virginia	<p>The West Virginia Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public.</p> <p>“College and Career Readiness means that students exit high school prepared for success in a wide range of high-quality post-secondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to gainful employment. Today’s workplace requires that all workers be lifelong learners in order to advance in their careers. Therefore, it is necessary that there be a common set of knowledge and skills that all individuals acquire to successfully transition into postsecondary education or the workplace. As individuals select specific career paths, they will then have to focus on the amount and type of additional knowledge and skills they should acquire to be successful in their chosen field. A student’s goals, desires, and interests influence the precise knowledge and skill profile necessary to be ready for success in their chosen postsecondary endeavors and the level of postsecondary education needed to accomplish a student’s individual career aspirations. All students should exit high school with a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals” (West Virginia Department of Education, n.d.).</p>
Wisconsin	<p>The Wisconsin Department of Public Instruction has adopted a definition of college and career readiness and included it in the ESEA flexibility request.</p> <p>“Students who are college and career ready have, upon graduation, the knowledge, habits, and skills needed to succeed in postsecondary education and/or training that maximize their options and opportunities to successfully participate in productive and sustainable employment” (U.S. Department of Education, 2013b).</p>
Wyoming	<p>Wyoming has not adopted or made available a definition of college and career readiness.</p>

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