



## ALASKA



Alaska has addressed four of the 10 Blueprint policies to improve college readiness in the state. The state has implemented three of the four high school anchor policies. It is one of the states that has included college and career readiness measures such as ACT/SAT scores and college attainment rates in its school accountability report cards it provides to the public.

Alaska has not addressed any of the four college benchmarks but has made progress on transfer policies. The state is one of 35 that has adopted a policy to transfer core lower-division courses and one of 36 that guarantees the transfer of an associate degree.

The state has put together a system to address one of the two bridge anchor policies. It has developed a P-20 data pipeline, an important tool for people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	ALASKA	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> No	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , ACT; SAT; State developed/ contracted; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
<b>3. GRADUATION REQUIREMENTS</b> H.S. course requirements match statewide college admissions	<b>NO</b> statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
<b>4. K-12 ACCOUNTABILITY</b> CCR is indicator in system	<b>YES</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>NO</b>	28 – common admission standards 15 – systemwide 13 – statewide
<b>6. REMEDIAL AND PLACEMENT POLICIES</b> Statewide or systemwide remedial policies Statewide or systemwide placement policies	<b>NO</b> Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
<b>7. TRANSFER (3 OUT OF 4 POLICIES)</b> Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	<b>NO</b> Yes No Yes No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
<b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b> Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	<b>NO</b> No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
<b>9. STATEWIDE CCR DEFINITION</b>	<b>NO</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> No	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>4 out of 10</b>	

## STRENGTHS

Alaska should be congratulated as one of the few states with both homegrown college and career readiness standards in both English language arts and math, and a system to assess how well students are progressing to meet those standards. In addition, Alaska is one of three states that requires students to take either the ACT or SAT or an alternative assessment (in the case of Alaska, WorkKeys) as an alternative to these college entrance exams. By incorporating robust academic core standards, the state can improve the college and career readiness of its students.

## CONSIDERATIONS

Alaska should consider developing statewide admission requirements for its four-year colleges as part of its approach to increase college and career readiness. It is one of 22 states plus D.C. without uniform requirements. Nearly all of the states with standards require certain high school coursework as part of their admissions criteria. However, an increasing number include other indicators such as college assessments and GPA. It is a tool to address the problem of high school students unprepared for college work.

The state also should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students, and by colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmark to help secondary — and even elementary — teachers outline the knowledge and skills students will need to demonstrate college and career readiness before leaving high school.

## RESOURCES AND STATE EXAMPLES

*Recovery: Job Growth and Education Requirements Through 2020*, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tlI0zkxt0puz45hu21g6>.

*Developing and Using a Definition of College and Career Readiness: from Colorado, Florida, Georgia, Kentucky, Massachusetts, Minnesota and Texas*, Education First, [http://www.education-first.com/files/College\\_and\\_Career\\_Readiness\\_Guide.pdf](http://www.education-first.com/files/College_and_Career_Readiness_Guide.pdf).

### Utah – Differentiated admissions

Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities. The policy provides information about admission to different types of institutions and sets out expectations for students. Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

### Tennessee – Statewide CCR definition

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.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement. Statewide, the Tennessee Board of Regents and University of Tennessee leverage the definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math. Tennessee's CCR definition can be found at: <http://www.state.tn.us/thec/Divisions/AcademicAffairs/coretocollege/2014/Core%20to%20College%20Interim%20Grant%20Report.pdf>.