



## NEW JERSEY



New Jersey has addressed five of the 10 Blueprint policies to improve college readiness in the state. It meets two of the four high school benchmarks by adopting and implementing rigorous college and career readiness standards and participating in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to assess its students' mastery of the standards.

The state has addressed one of the four college benchmarks and has made progress on transfer policies. New Jersey is one of 18 states with common systemwide remedial and course placement policies, which apply to the community colleges. New Jersey also has systems to address both bridge benchmarks. It has a P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents.

POLICY REVIEW	NEW JERSEY	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> Yes - AP, dual enrollment or CLEP offerings mandatory	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , PARCC	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>NO</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>YES</b> Systemwide Systemwide	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 Yes 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>YES</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>5 out of 10</b>	

## STRENGTHS

New Jersey is a leader in offering high school students access to advanced coursework. It is one of only three states to require that all school districts offer Advanced Placement (AP) or dual enrollment courses. It is one of 35 states that addresses the ability of students to transfer credits from one college to another and associate degrees to four-year colleges. On average, college students transfer at least once before they graduate. The uniform policy makes it less likely that students will have to spend more time and money to graduate because of lost credits.

New Jersey is one of 18 states with systemwide remedial and course placement policies. The community colleges use common assessments and minimum cut scores to determine the most appropriate courses for incoming students. The policy also encourages campuses to use multiple measures, such as high school coursework or GPA, to gauge students' readiness for college-level classes.

## CONSIDERATIONS

New Jersey should consider increasing transparency in its K-12 schools by adding measures of college and career readiness to its system for determining school performance. Common metrics used by states include participation in dual enrollment or AP programs, ACT/SAT test results, college enrollment rates, remediation rates and industry certifications awarded. With added emphasis on preparing students for college, the public will want to know how students are progressing toward meeting the new benchmarks. Statewide accountability systems can help.

The state also should look at developing statewide, uniform requirements for admission into four-year public colleges. Twenty-eight states have adopted either statewide or systemwide admission policies. Many of the states go beyond the traditional high school coursework requirements to look at other indicators of college readiness such as GPA, class ranks, scores on assessments and an index score that combines the indicators.

## RESOURCES AND STATE EXAMPLES

College and Career Readiness Initiative, *Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations*, Virginia Department of Education, [http://www.doe.virginia.gov/instruction/college\\_career\\_readiness/expectations/joint\\_agreement.pdf](http://www.doe.virginia.gov/instruction/college_career_readiness/expectations/joint_agreement.pdf).

*Recovery: Job Growth and Education Requirements Through 2020*, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

### Wisconsin – Stakeholder engagement

Wisconsin's **Act 20** enacted in 2013 mandates the development and adoption of college and career readiness standards by seeking information from a broad range of sources, including elementary and secondary teachers, instructors and experts from postsecondary institutions. This approach attempts to strengthen the connection between secondary and postsecondary schools, better communicating what it means for students to be college and career ready.

### Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators. The new admission requirements replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.