

# The College Board CollegeKeys Compact™ Inventory

## State Education Agencies

In recognition of the right of every student to prepare for, enroll in, and succeed in college, as a member of the College Board's CollegeKeys Compact™, we believe that

- All students are capable of being prepared for college and that educators, families, communities, and policymakers have the responsibility to ensure that all students, including those from low-income backgrounds, graduate from high school ready for college success.
- All qualified students from low-income backgrounds should receive particular consideration in recruitment, admissions, and financial aid, and that colleges and universities should make every effort to meet the financial needs of this population in ways that make enrollment and full participation in the college experience possible.
- Colleges and universities have a responsibility to provide essential academic support, financial aid, and targeted social and emotional support to ensure that all enrolled students will have every chance to succeed in their chosen academic programs.

To ensure that all students from low-income backgrounds have the full array of college opportunities, this state education agency agrees to continue its current activities, expand existing efforts, and plan additional initiatives, as indicated by the boxes checked on the inventory contained in the pages that follow.

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**Signature of Chief State School Officer, State Higher Education Executive Officer, or Chief Executive Officer**

Name (*please print or type*): \_\_\_\_\_

Position Title: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Institution Name and Address: \_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of person responsible for coordinating Compact-related efforts: \_\_\_\_\_

Position Title: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

## CollegeKeys Compact—Inventory for State Education Agencies

Getting Ready: Preparation	Implemented	In Progress	Planned	Not Applicable
Developing and implementing policies that establish the expectation that all students are capable of success in rigorous college-preparatory courses in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making the college-preparatory course sequence the core curriculum required for high school graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aligning middle school completion standards with the requirements for success in high school college-preparatory courses and high school graduation standards with the requirements for success in first-year college courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing certification policies that require teachers to have the content knowledge and pedagogy to enable students from low-income backgrounds to complete academically challenging course work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing certification requirements for administrators, teachers, and counselors to insure that preparation programs include college readiness for students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership for integrating data systems to track the progress of students from middle schools through a college degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring and publishing data that indicate progress toward the goal of college readiness for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing P–16 Councils to galvanize stakeholders across sectors in planning and implementing efforts to improve college readiness and success of students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convening leaders from business, higher education, K–12 community, and faith-based organizations to persuade them of the need to prepare all students for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing support for income-eligible students to take the PSAT/NMSQT®, PLAN, college admission and AP®/IB examinations, and dual enrollment courses at no cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and disseminating actions that leaders from all sectors can take to build public support for preparing all students for college participation and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting a continuum of college and career exploration activities for students, including a college awareness curriculum, campus visits, summer enrichment programs, and exposure to careers in knowledge-based fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing college access marketing campaigns to motivate students to take actions to prepare and plan for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing families with the information and resources needed for them to support their children’s college aspirations and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

## CollegeKeys Compact—Inventory for State Education Agencies

Getting In: Admissions and Financial Aid	Implemented	In Progress	Planned	Not Applicable
Establishing holistic admissions policies in considering students' applications for admissions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging colleges to include students from low-income backgrounds in building their recruitment plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating need-based financial aid policies and processes that are predictable and easy to understand, and that reinforce students' preparation for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopting realistic student expense budgets that include all relevant educational costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for increased state commitment to need-based aid and other state policies that ensure that the full need of students from low-income backgrounds is met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the state's commitment to need-based aid versus merit aid, and making every effort to meet the full need of students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging institutions to develop provisional admissions programs that permit underprepared students to enroll on the condition that they participate in a structured program with intensive monitoring and support during the first year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rewarding institutions that balance their mission between excellence and equity, and maintain a quality education for all while demonstrating a commitment to access for low-income populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocating supplemental payments (per capita grants for operating revenues) to institutions that identify and serve students from low-income families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a blueprint for shared responsibility for college financing, identifying an estimate of what is needed as the state's investment for each of the next five years, and keeping this measure in front of the legislature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking institutions to fund the first semester of each student's need—complementing federal aid—then funding on a reimbursement basis for each student who continues to be enrolled for each subsequent term (paying for performance/incentive funding).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing school-college partnership programs to help students from low-income backgrounds with admissions and financial aid processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting campaigns to help families of students from low-income backgrounds to understand college admissions and financial aid opportunities and the actions their children need to undertake to get ready for, plan for, and succeed in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

## CollegeKeys Compact—Inventory for State Education Agencies

Getting Through: Achievement and Success	Implemented	In Progress	Planned	Not Applicable
Simplifying the renewal processes for state need-based aid for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing strategies to improve student retention and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring institutions to report retention and graduation rates by income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that state transfer articulation policies are transparent and facilitating the movement of students from two-year to four-year institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting public hearings on research findings that inform policy about why students succeed and fail at higher education institutions; focusing on effective practices that are research based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocating supplemental payments to institutions for each at-risk, low-income student who successfully progresses from the freshman to the sophomore year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding research studies that demonstrate to the legislature the value of the state's investment in need-based aid and/or student support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating incentives to reward universities for serving the dual missions of access and excellence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a reward system for institutional "accountability" and "performance" that acknowledges differences in inputs and measures the quality of outputs in terms of the value added.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing financial literacy programs for families and students to broaden their understanding of how to manage college costs and the benefits of reasonable borrowing for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

**As a Compact partner, we agree to monitor our progress in meeting the expectations and share our data and effective practices with the College Board. Attached is a brief (no more than 300–500 words) description of what we plan to do, including identification of partners who might be involved.**

Please return this form by e-mail to [collegekeys@collegeboard.org](mailto:collegekeys@collegeboard.org), by fax to 202 741-4743, or by mail to The College Board, 1233 20th Street NW, Suite 600, Washington, DC 20036-2375.