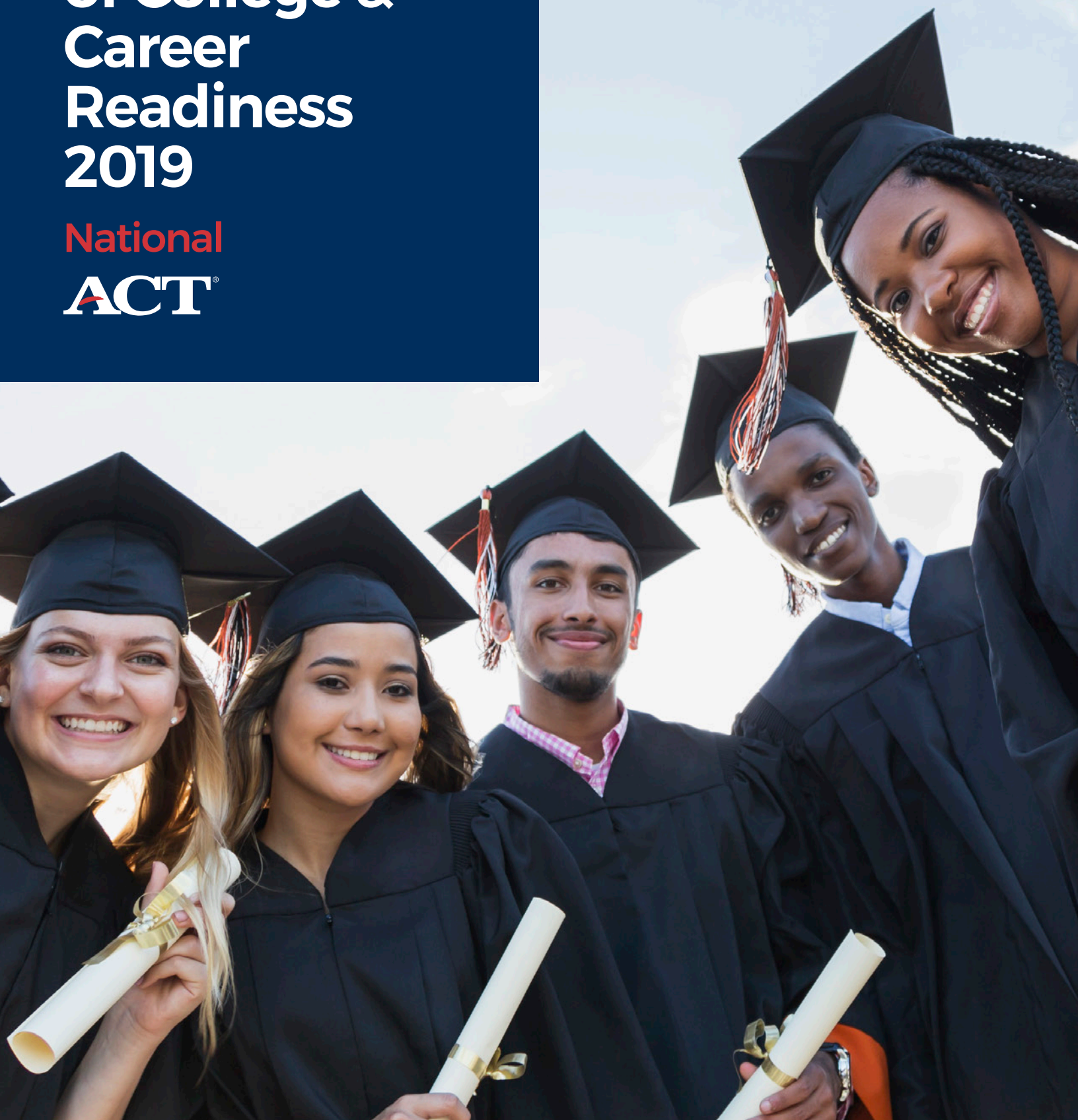


# The Condition of College & Career Readiness 2019

National  
**ACT**<sup>®</sup>



# The Condition of College & Career Readiness 2019

## National

This report looks at the progress of the ACT®-tested 2019 US high school graduating class relative to college and career readiness. The data in this report are based on nearly 1.8 million graduates—52% of the students in the 2019 national graduating class—who took the ACT at some time from grade 10 to 12. The ACT was taken by the majority of 2019 graduates in 26 US states. In 17 of those states, the ACT was taken by all or virtually all graduates, typically as part of a state-funded assessment program.

As a mission-driven, research-based nonprofit organization, ACT is committed to providing meaningful data to help individuals and institutions succeed. ACT's goal is to provide relevant data on readiness to students, parents, educators, schools, districts, and states so that all can make informed decisions that will improve outcomes. We accomplish this goal by taking a holistic view and using consistent and reliable historical information so that individuals and institutions have better context to make critical decisions about the journey they have undertaken.

### 2019 Graduates Tested

- More than 1.78 million graduates—52 percent of the US high school graduating class—took the ACT test in 2019.

### Performance of 2019 Graduates

- The national average ACT Composite score for the 2019 graduating class was 20.7, down slightly from 20.8 in 2018.

### College Readiness of 2019 Graduates

- Slightly lower percentages of ACT-tested graduates were ready for college coursework this year than last year. The percentage of students meeting at least three of the four ACT College Readiness Benchmarks was 37 percent, down from 38 percent in 2018.
- Compared to last year, slightly higher percentages of students are showing little preparedness for college coursework. 36 percent of 2019 graduates met none of the ACT Benchmarks, compared to 35 percent of students in 2018.
- Readiness levels in English, reading, math, and science have all decreased since 2015, with English and math seeing the largest decline.
- Readiness among Asian American students has continued to increase, from 59 percent meeting three or more ACT Benchmarks in 2015 to 62 percent in 2019. Readiness levels for all other racial/ethnic groups have decreased.

### How Does ACT Determine if Students Are College Ready?

The ACT® College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Based on a nationally stratified sample, the Benchmarks are median course placement values for these institutions and represent a typical set of expectations. The STEM Benchmark in math and science represents a 50% probability of earning a B or better in identified STEM classes such as calculus and chemistry. The ACT College Readiness Benchmarks are:

College Course/ Course Area	Subject Area Test	ACT College Readiness Benchmark
English Composition	English	18
Social Sciences	Reading	22
College Algebra	Math	22
Biology	Science	23
STEM	Math & Science	26

## College Readiness by Course-taking Patterns

- In 2019, 60 percent of ACT-tested graduates reported taking at least a minimum core academic curriculum (defined as four years of English and three years each of math, science, and social studies).
- 33 percent of tested graduates who reported taking at least a minimum core curriculum met all four ACT College Readiness Benchmarks, compared with 16 percent of graduates who reported taking less than a minimum core curriculum.

## STEM

- The percentage of ACT-tested graduates having an expressed or measured interest in pursuing a STEM-related major or career\* was 43 percent in 2019, down from 45 percent in 2018 and 48 percent in 2017.
- The percentage of ACT-tested graduates meeting the ACT STEM Benchmark in 2019 was 20 percent, unchanged from 2018.

## The Underserved Learner

- College readiness levels are low for underserved learners. Just nine percent of underserved learners who met all three underserved criteria (i.e., members of minority groups from low-income families whose parents did not attend college) met three or more ACT College Readiness Benchmarks.
- 21 percent of underserved ACT-tested 2019 high school graduates reported taking three years or fewer in math—more than double the percentage of non-underserved graduates (less than ten percent) who reported this.

---

\* Students registering for the ACT who indicate a preference for a STEM-related potential college major or occupation are considered to have an *expressed* interest in STEM. Registering students are also asked to complete an interest inventory that assigns a score to their preferences of work-relevant activities in each of six educational and occupational fields; students whose highest score is in either (1) Science, or (2) Technology when their second-highest score is in Science, are considered to have a *measured* interest in STEM.

- Underserved students lag behind their peers in readiness for STEM coursework. Consistent with the previous two years, in 2019 only two percent of students who met all three underserved criteria achieved the ACT STEM Benchmark.
- ACT awards fee waivers to hundreds of thousands of students every year. These waivers help remove financial barriers that can inhibit students from low-income households from registering to take the ACT or from taking it more than once. However, during the 2018–2019 academic year, more than one in four fee waivers awarded were not used.

## Postsecondary Aspirations

- 73 percent of the ACT-tested 2019 high school graduating class reported aspiring to some form of postsecondary education, a decrease from 76 percent in 2018.
- Among ACT-tested 2019 graduates, health sciences and technologies was the most commonly chosen potential college major (15 percent of graduates). The second most common choice was business (8 percent).
- Although 76 percent of ACT-tested 2018 high school graduates reported aspiring to postsecondary education, just 65 percent enrolled in postsecondary education in the fall immediately following high school graduation. This means that 200,292 graduates interested in attending college did not enroll in college at this time.

## Career Readiness

- 41 percent of ACT-tested 2019 graduates likely have the foundational work readiness skills needed for more than nine out of 10 jobs recently profiled in the ACT JobPro® database. Those students earned an ACT Composite score of 22 or higher, which corresponds with the Gold and Platinum levels of the ACT WorkKeys® National Career Readiness Certificate® (NCRC®).
- Another 31 percent of 2018 graduates would be likely to earn a Silver-level NCRC based on their ACT Composite score, while 24 percent would be likely to earn a Bronze-level certificate. Only 4 percent are unlikely to earn an NCRC at all.

# Recommendations

This year's ACT score data—as well as five-year trends—confirm that students with higher levels of academic preparation are maintaining or slightly improving their readiness, while students with lower levels of academic preparation are falling further behind.

To help ensure all students are college and career ready, ACT recommends the following for education stakeholders and policymakers:

- 1. Ensure that all students take rigorous academic courses.** Students who report taking at least a minimum core academic curriculum\* continue to outperform students who report not taking the core (in 2019, with an average Composite score of 22.2 versus 18.9). All students—particularly those who meet one or more underserved criteria, who are less likely to complete a core curriculum—should have access to, and be able to take, a rigorous high school curriculum.

*What is ACT doing to help?* ACT has released several landmark reports emphasizing the importance of taking a core curriculum to students' college and career readiness, including *Crisis at the Core* and *Rigor at Risk*. ACT, particularly through our Center for Equity in Learning and its network of partners, continues to advocate for equitable access to rigorous courses in high school, as well as early intervention so that students can get and remain on target for success before high school.

- 2. Give educators resources to personalize instruction according to students' individual needs.** Given the critical role of teachers in preparing students for college and career, teachers should have the resources and professional development opportunities necessary to personalize their students' learning, particularly for those students who meet one or more underserved criteria and may need extra support.

*What is ACT doing to help?* ACT Academy™ provides free online resources for teachers and students. It supports teachers by recommending personalized lessons for their students, and offers students free access to personalized, high-quality learning content. Our open educational resources reflect ACT's commitment to ensuring that all learners, particularly those who are underserved, have access to high-quality educational materials.

- 3. Assess student learning and implement improvement strategies throughout students' education careers.** ACT research suggests that preparing students for college and career starts in elementary school, and that students' readiness is especially jeopardized if they are not on target by middle school. Assessing what students—again, especially those who may come from underserved populations—have learned and implementing strategies to help them improve their skills and get on target for college and career readiness must begin in elementary school and continue throughout a student's education.

*What is ACT doing to help?* ACT Aspire® and PreACT® measure younger students' progress toward readiness while identifying their specific challenges and strengths in English, reading, writing, math, and science, allowing students to receive personalized supports. Further, ACT fee waivers for students from low-income backgrounds can be used for two different ACT test administrations; research shows that, on average, students who take the ACT a second time have a mean increase of almost a full point in their ACT Composite score compared to the first test.

---

\* ACT recommends that high school students take at least four years of English and three years each of math (including algebra I, geometry, and algebra II), science (including biology, chemistry, and physics), and social studies.

**4. Ensure that students' education is holistic and addresses the needs of the "whole learner."**

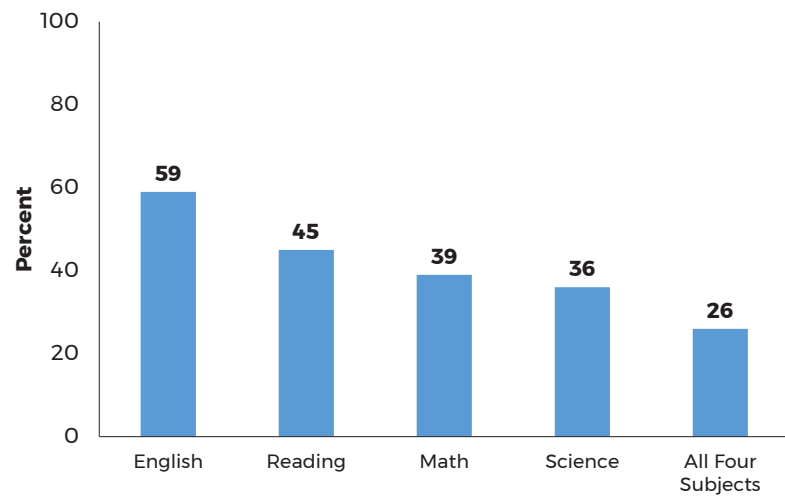
ACT research shows that students with the same grades and test scores but stronger social and emotional learning (SEL) skills are more successful academically. Developing students' SEL skills is a critical component of their academic success, ensuring that the needs of each student, including students from underserved populations, are being identified and addressed.

*What is ACT doing to help?* ACT's release and ongoing use of our Holistic Framework® spotlights our commitment to the whole learner. The Holistic Framework provides a research support for solutions such as ACT Tessera®, our SEL assessment system, as well as Mawi™ Learning, our newly acquired evidence-based SEL system.

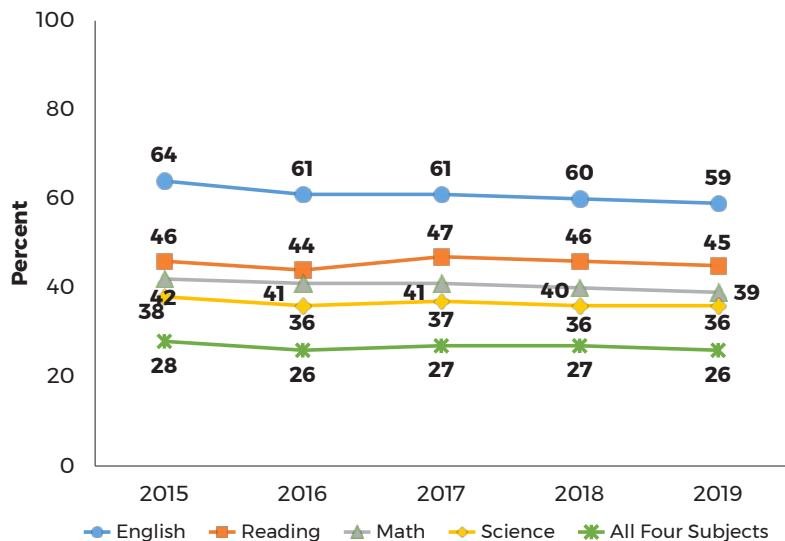
# Attainment of College and Career Readiness

- 1,782,820 high school graduates, or an estimated 52% of the 2019 graduating class, took the ACT.\*

Percent of 2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



Percent of 2015–2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks

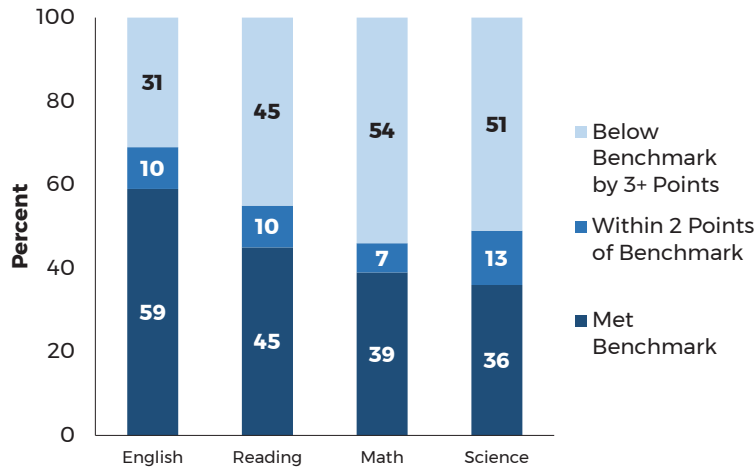


\* Totals for graduating seniors were obtained from: 1) Grad 2015-2016: *Knocking at the College Door: Projections of High School Graduates*, 8th edition. © December 2012 by the Western Interstate Commission for Higher Education. 2) Grad 2017-2019: *Knocking at the College Door: Projections of High School Graduates*, 9th edition. © December 2016 by the Western Interstate Commission for Higher Education.

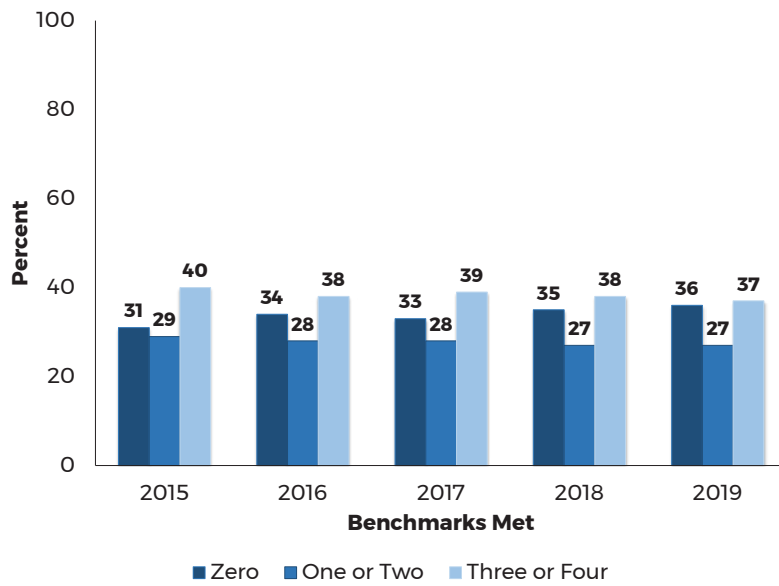
Note: Percents in this report may not sum to 100% due to rounding.

# Near Attainment of College and Career Readiness

Percent of 2019 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject

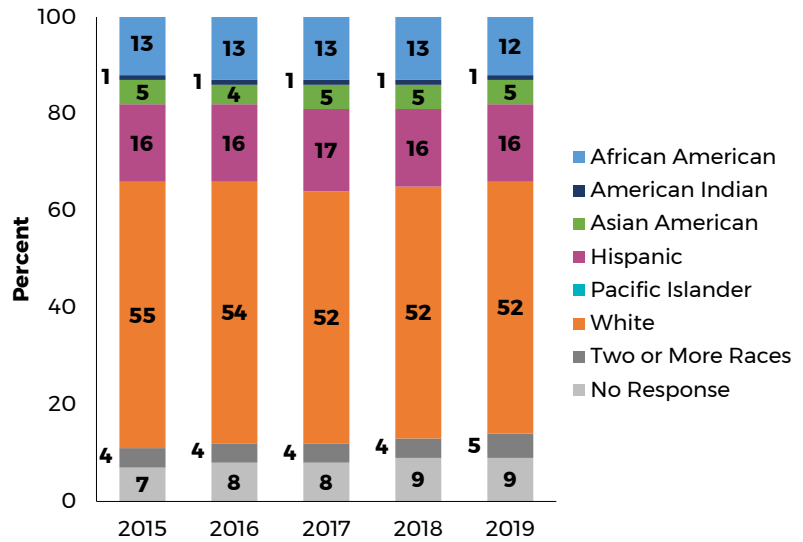


Trends in Percentage of Students Meeting ACT College Readiness Benchmarks



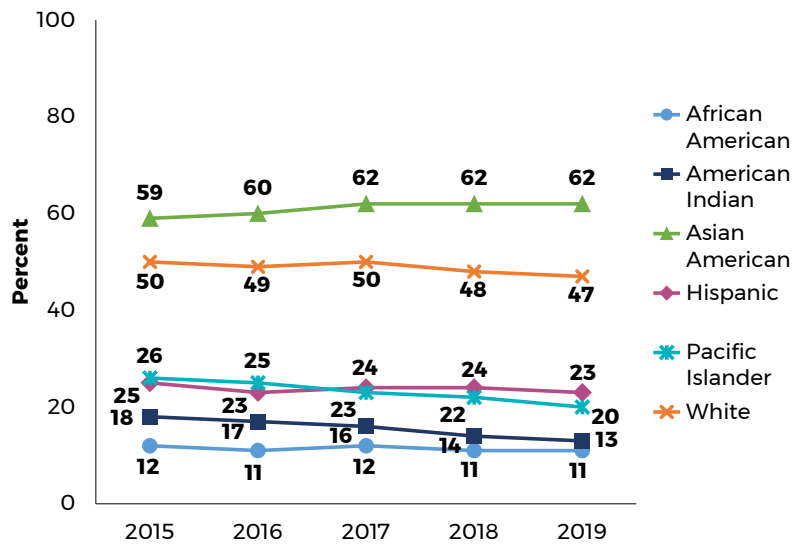
# Participation and Opportunity

Percent of 2015–2019 ACT-Tested High School Graduates by Race/Ethnicity



Note: Values less than 0.5% will not appear.

Percent of 2015–2019 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity

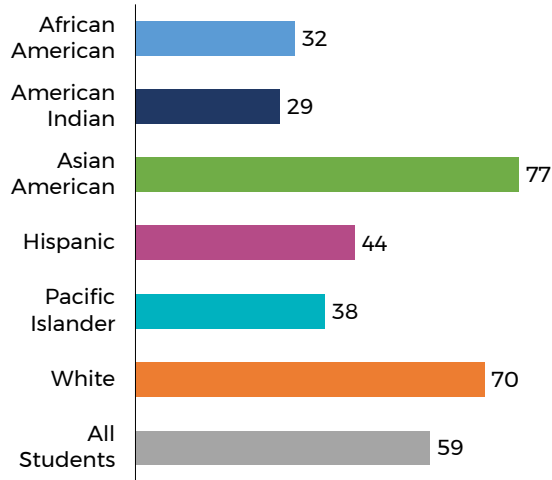




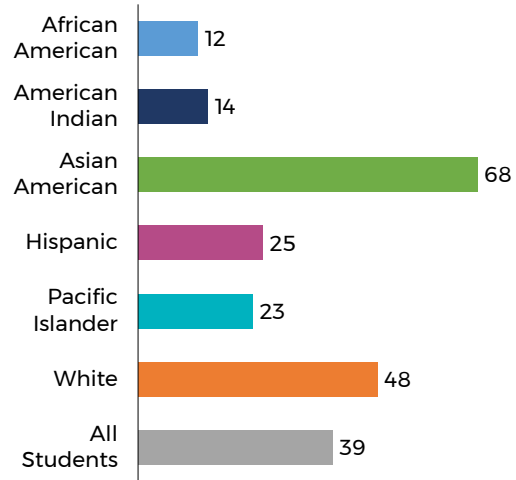
# Participation and Opportunity by Subject

Percent of 2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Race/Ethnicity and Subject

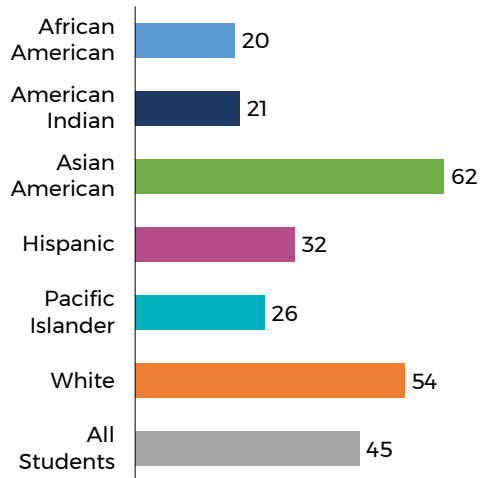
## English



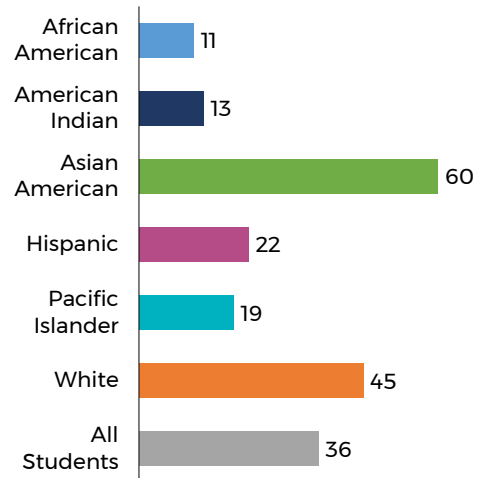
## Math



## Reading



## Science

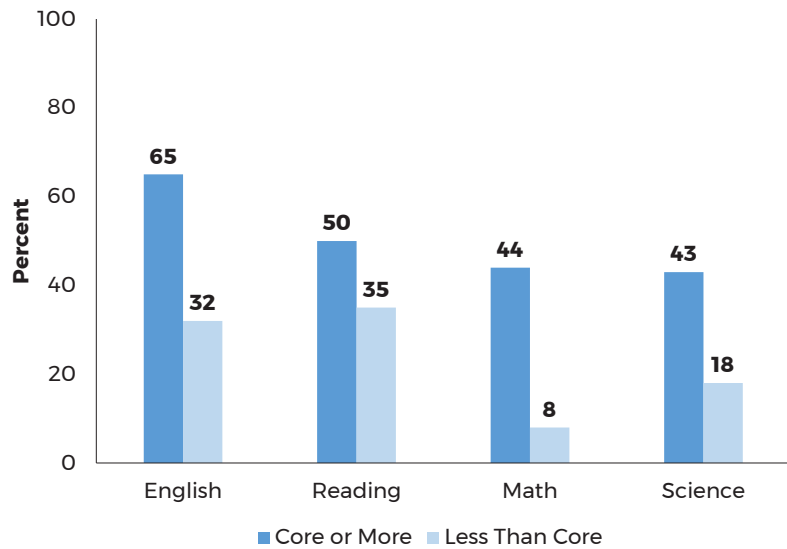


African American	American Indian	Asian American	Hispanic	Pacific Islander	White	All Students
220,627	15,496	83,507	293,100	4,965	918,937	1,782,820

# Course-Taking Patterns and Benchmark Performance

Within subjects, ACT has consistently found that students who take the recommended core curriculum are more likely to be ready for college or career than those who do not. A core curriculum is defined as four years of English and three years each of math, social studies, and science.\*

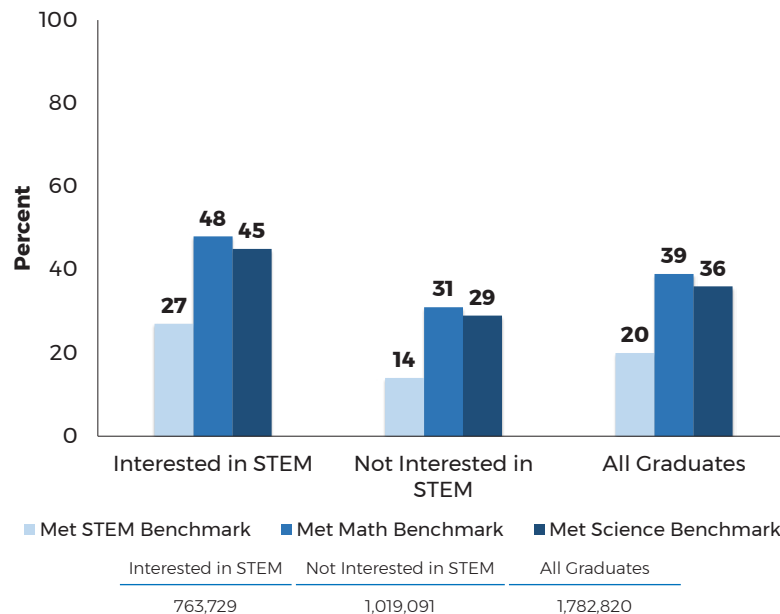
Percent of 2019 ACT-Tested High School Graduates in Core or More vs. Less Than Core Courses Meeting ACT College Readiness Benchmarks by Subject



\* Data reflect subject-specific curriculum. For example, English "core or more" results pertain to students who took at least four years of English, regardless of courses taken in other subject areas.

## A Look at STEM

Percent of 2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by STEM Cohort

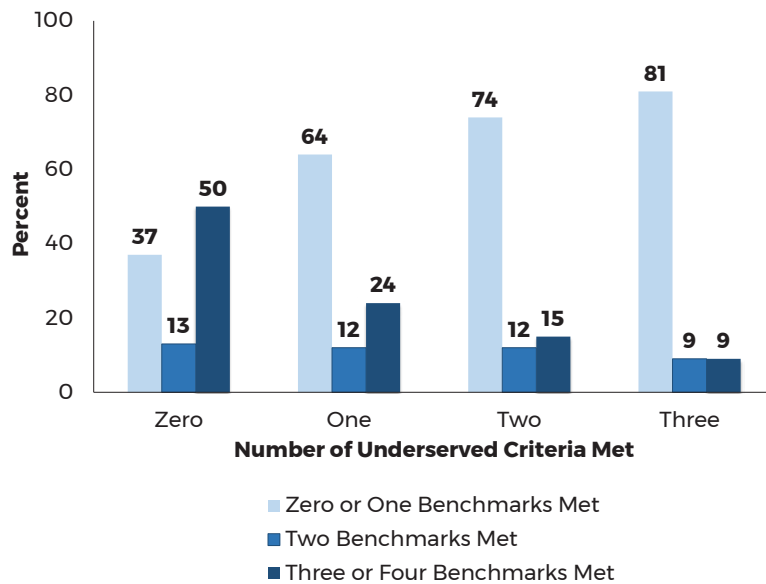


For the 2019 ACT-tested graduating class as a whole, and separately for graduates interested in STEM and non-STEM majors/occupations, this chart presents ACT College Readiness Benchmark attainment percentages in STEM, math, and science. Students meeting or exceeding a STEM score of 26 (i.e., the ACT STEM Benchmark) are considered ready for first-year STEM college courses such as physics or calculus.

# The Underserved Learner\*

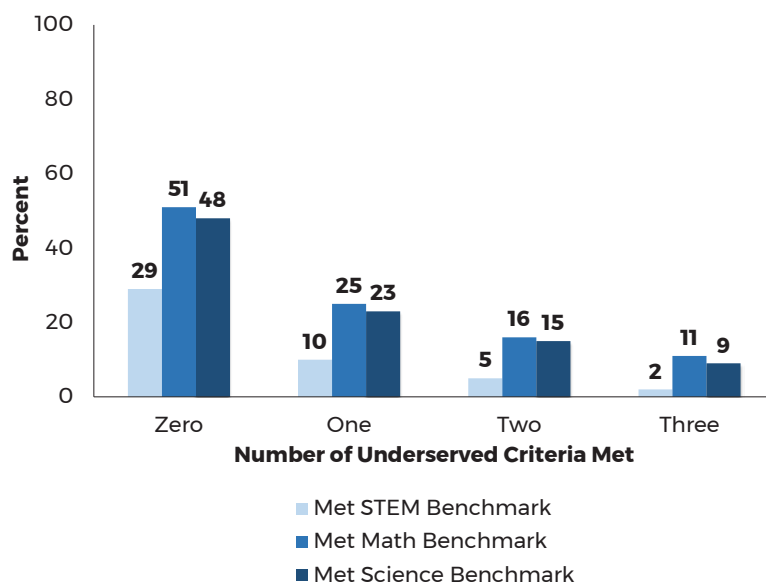
In recent years, more than two-fifths of each ACT graduating class has consisted of students who could be considered underserved. That is, they would be the first generation to attend college, come from low-income families, and/or self-identify their race/ethnicity as minority. Given the large size of this population, ACT seeks to fully understand how students' statuses relative to being underserved impact readiness for college and careers.

2019 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Number of Underserved Criteria Met



ACT research has shown that students meeting at least one underserved criterion tend to achieve lower college and career readiness levels than students meeting none of the criteria. However, that relationship comes into tighter focus when we take into account how many criteria are met. In many instances, the impact of meeting underserved criteria is additive: Students who meet increasingly more underserved criteria tend to demonstrate progressively lower college and career readiness rates. The adjacent graphs reflect the relationship between number of underserved criteria and readiness levels for 2019 graduates.

Percent of 2019 ACT-Tested High School Graduates Meeting ACT College Readiness and STEM Benchmarks by Number of Underserved Criteria Met



Underserved criteria *N* counts apply to both adjacent charts:

Zero	One
1,025,112	487,208
Two	Three
190,697	79,803

\* Classification of students as underserved learners is based on self-reports of one or more of the following characteristics: highest parental education level is high school diploma or less; family income is less than \$36,000 per year; and/or race/ethnicity is African American, American Indian, Hispanic, or Pacific Islander.

# ACT College Readiness Benchmark Attainment

## Top Planned College Majors: 2019 Graduates

When students register for the ACT, they can select a college major—from a list of 294 majors—that they plan to pursue. Among recent ACT-tested high school graduates nationwide, roughly two out of every three selected a specific planned major, whereas the remaining one in three indicated that they were undecided or did not select a major.

This table ranks the nation's top (most frequently selected) majors among 2019 graduates. The percentages of students meeting the ACT College Readiness Benchmarks are shown for each major. Across these planned majors, there are considerable differences in the percentages of students who are ready to succeed in college.

Major Name	N-Count	English	Reading	Math	Science	All Four
No Major Indicated	401,782	36	26	21	19	12
Undecided	224,453	66	52	46	42	32
Nursing, Registered (BS/RN)	67,679	57	39	28	27	16
Medicine (Pre-Medicine)	56,237	83	69	63	60	49
Business Administration and Management, General	44,870	62	45	42	37	25
Biology, General	35,114	82	67	60	57	45
Mechanical Engineering	28,799	69	53	61	54	42
Computer Science and Programming	27,521	80	66	67	62	50
Criminology	23,759	54	40	26	25	15
Law (Pre-Law)	20,299	67	55	42	40	31
Physical Therapy (Pre-Physical Therapy)	17,267	67	46	41	38	25
Accounting	17,255	67	48	53	44	31
Engineering (Pre-Engineering), General	17,207	72	58	65	58	47
Biochemistry and Biophysics	17,116	85	72	70	67	56
Psychology, Clinical and Counseling	15,152	72	56	36	37	25
Aerospace/Aeronautical Engineering	14,381	84	71	76	70	58
Psychology, General	13,474	77	62	46	45	33
Athletic Training	12,979	51	34	28	26	15
Elementary Education	12,355	64	44	33	29	19
Veterinary Medicine (Pre-Veterinarian)	12,018	64	49	35	36	24
Marketing Management and Research	11,930	72	53	47	41	30
Computer Engineering	11,372	73	58	64	57	46
Health-Related Professions and Services, General	11,154	68	50	40	37	26
Graphic Design	10,784	59	43	28	28	17
Medical Assisting	10,687	41	27	18	17	10
Finance, General	10,520	85	68	74	65	53
Civil Engineering	9,693	73	56	65	54	42
Marine/Aquatic Biology	9,542	70	55	43	44	31
Biomedical Engineering	9,522	91	80	83	78	69
Chemistry	9,140	85	72	72	70	58

Note: *Undecided* refers to students who selected the option *Undecided* from the list of majors. *No Major Indicated* refers to students who did not respond to the question.

# ACT College Readiness Benchmark Attainment

## Top Planned College Majors with Good Fit: 2019 Graduates

Many students gravitate toward majors that align with their preferred activities and values. ACT research has shown that greater *interest-major fit* is related to important student outcomes such as persistence in a major or college. This table shows, for each planned major, the numbers and percentages of students displaying good interest-major fit,\* as well as the percentages of students meeting the ACT College Readiness Benchmarks. Since only students who completed the ACT Interest Inventory during ACT registration are included here, this table shows results for a subset of the students in the prior table. These planned majors vary considerably in the percentage of students displaying good interest-major fit and meeting the ACT College Readiness Benchmarks. The results highlight the importance of examining multiple predictors of college success and affirm the value of a holistic view of college readiness.

Major Name	N Fit	% Fit	English	Reading	Math	Science	All Four
Nursing, Registered (BS/RN)	21,330	32	67	47	33	33	20
Medicine (Pre-Medicine)	27,400	49	87	73	67	65	52
Business Administration and Management, General	14,411	32	67	50	48	41	29
Biology, General	17,357	49	86	71	63	62	49
Mechanical Engineering	9,423	33	72	57	65	58	46
Computer Science and Programming	7,223	26	80	67	67	63	51
Criminology	3,177	13	67	53	30	32	20
Law (Pre-Law)	6,961	34	77	65	48	47	37
Physical Therapy (Pre-Physical Therapy)	4,787	28	76	54	48	46	31
Accounting	8,946	52	71	51	57	48	34
Engineering (Pre-Engineering), General	5,437	32	74	58	66	60	47
Biochemistry and Biophysics	9,259	54	88	76	73	71	60
Psychology, Clinical and Counseling	2,675	18	84	70	44	47	33
Aerospace/Aeronautical Engineering	5,169	36	87	75	79	75	63
Psychology, General	3,015	22	87	73	53	55	41
Athletic Training	2,446	19	63	44	35	35	20
Elementary Education	2,712	22	70	50	35	30	20
Veterinary Medicine (Pre-Veterinarian)	4,730	39	72	57	41	44	29
Marketing Management and Research	3,243	27	80	61	52	47	35
Computer Engineering	3,198	28	78	64	68	64	51
Health-Related Professions and Services, General	3,729	33	74	57	45	42	30
Graphic Design	4,470	41	66	48	30	30	19
Medical Assisting	2,982	28	48	32	23	22	12
Finance, General	4,585	44	87	71	76	67	56
Civil Engineering	3,299	34	72	55	66	55	41
Marine/Aquatic Biology	4,819	51	75	60	46	48	34
Biomedical Engineering	4,136	43	93	83	86	81	73
Chemistry	4,871	53	88	76	75	73	61

\* The interest-major fit score measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the profile of students' interests in the major shown. Interest profiles for majors are based on a national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in four-year colleges and in the second year for students in two-year colleges. Interest-major fit scores range from 0-99, with values of 80 and higher indicating good fit.

# Percent of ACT-Tested 2019 High School Graduates by State

Average Composite Score, and Percent Meeting Benchmarks  
by Subject

State	Percent of Graduates Tested*	Average Composite Score	Percent Meeting English Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Math Benchmark	Percent Meeting Science Benchmark
Alabama	100	18.9	50	34	22	24
Arkansas	100	19.3	53	35	26	25
Kentucky	100	19.8	56	40	29	29
Louisiana	100	18.8	51	32	22	24
Mississippi	100	18.4	46	29	20	19
Montana	100	19.8	51	40	34	32
Nebraska	100	20	55	40	34	33
Nevada	100	17.9	38	27	22	19
North Carolina	100	19	45	34	31	26
Ohio	100	20	53	41	35	33
Oklahoma	100	18.9	48	35	23	24
Tennessee	100	19.4	52	35	27	27
Utah	100	20.3	57	42	37	34
Wisconsin	100	20.3	56	40	39	36
Wyoming	100	19.8	53	39	31	30
North Dakota	96	19.9	52	38	34	32
Minnesota	95	21.4	61	48	47	42
Missouri	82	20.8	62	45	37	36
Hawaii	80	19	46	32	29	26
South Carolina	78	18.8	46	33	27	25
South Dakota	75	21.6	66	52	47	45
Arizona	73	19	45	34	31	25
Kansas	72	21.2	64	49	42	39
Iowa	66	21.6	67	52	44	44
New Mexico	63	19.3	47	37	27	26
Florida	54	20.1	56	45	33	31

# Percent of ACT-Tested 2019 High School Graduates by State

## Average Composite Score, and Percent Meeting Benchmarks by Subject

State	Percent of Graduates Tested*	Average Composite Score	Percent Meeting English Benchmark	Percent Meeting Reading Benchmark	Percent Meeting Math Benchmark	Percent Meeting Science Benchmark
Georgia	49	21.4	65	50	40	39
West Virginia	49	20.8	67	49	33	34
Oregon	42	21.1	60	48	42	39
Texas	39	20.5	55	44	38	35
Alaska	38	20.1	55	44	35	31
Illinois	35	24.3	84	66	63	57
District of Columbia	32	23.5	68	60	54	52
Idaho	31	22.5	73	59	51	47
Indiana	29	22.5	72	57	54	47
Maryland	28	22.3	68	56	48	47
Colorado	27	23.8	81	64	61	56
New Jersey	25	24.2	81	65	64	56
Washington	24	22.1	63	54	51	45
California	23	22.6	70	55	52	46
Connecticut	22	25.5	89	75	70	66
New York	22	24.5	81	69	67	63
Massachusetts	21	25.5	87	74	73	65
Virginia	21	24	80	67	60	57
Vermont	20	24.1	83	70	62	59
Michigan	19	24.4	84	68	65	60
Pennsylvania	17	23.6	78	64	59	55
New Hampshire	14	25	87	72	70	64
Delaware	13	24	81	66	60	56
Rhode Island	12	24.7	87	74	64	59
Maine	6	24.3	85	70	66	57
National	52	20.7	59	45	39	36

\* Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates*, 9th edition.  
© December 2016 by the Western Interstate Commission for Higher Education.

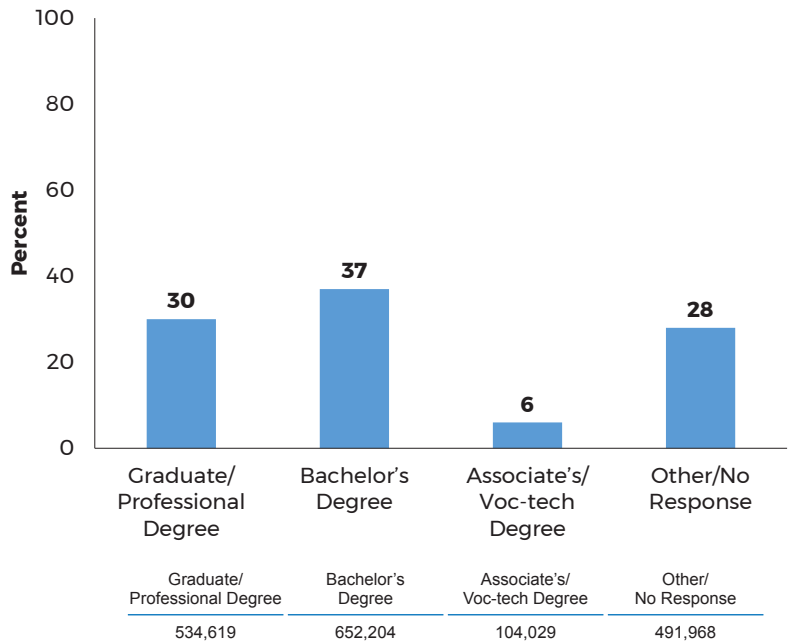
# Other College and Career Readiness Factors

## Aligning Student Behaviors, Planning, and Aspirations

ACT research shows most students aspire to a post-high school credential, which can be facilitated through educational planning, monitoring, and interventions. These efforts must begin early, be aligned to their aspirations, and continue throughout their educational careers.

There is good news in that 72% of 2019 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 76% of the national 2018 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 65% who actually did enroll. If we fully closed the aspirational gap, an additional 200,292 of the nation's 2018 ACT-tested graduates would have enrolled in postsecondary education.

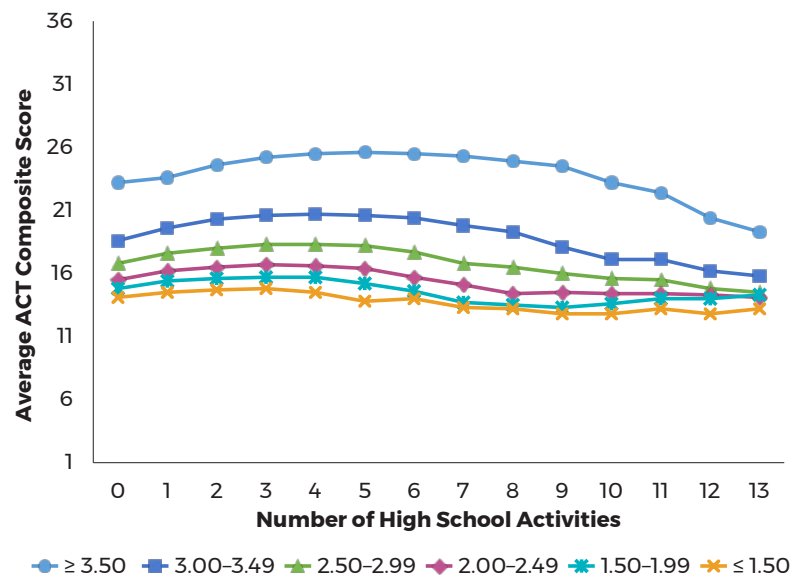
Percent of 2019 ACT-Tested High School Graduates by Educational Aspirations



## Activity and Achievement: What's the Connection?

There are wide-ranging benefits to student participation in high school activities. Students can develop new skills, broaden their experiences, practice social skills, and increase their appeal to college admissions personnel. In addition, ACT data indicate that, regardless of a student's high school GPA, involvement in high school activities is often associated with higher ACT Composite scores. At the same time, results typically identify a point of diminishing returns, one where a high number of activities is associated with a drop in ACT scores. The adjacent graph depicts the relationship between ACT scores and the number of high school activities for 2019 graduates.

Average ACT Composite Score by Number of Activities within High School GPA Ranges for 2019 Graduates



Note: In some cases, high activity counts may represent low numbers of students, giving rise to missing and outlying data points.

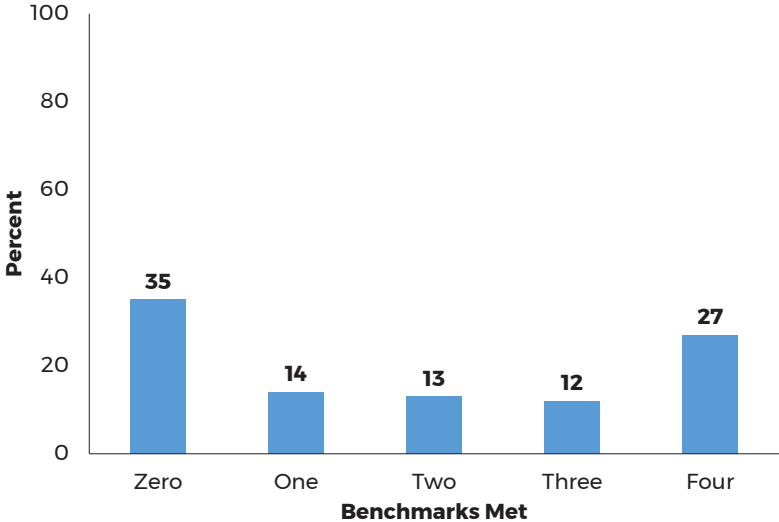


# Looking Back at the Class of 2018

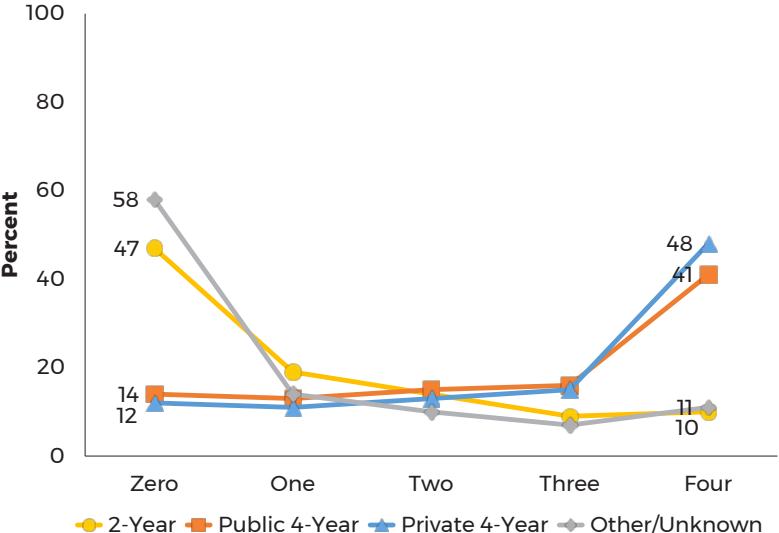
## ACT College Readiness Benchmarks and Fall 2018 College Enrollment

Academic achievement, as measured by ACT College Readiness Benchmark attainment, has a clear and distinctive relationship with the path taken by high school graduates. Those who were more academically ready were more likely to enroll in four-year institutions. Graduates who enrolled in two-year colleges or pursued other options after high school were more likely to have met fewer Benchmarks. For the sizable number of 2018 graduates who did not meet any Benchmarks, their post-high school opportunities appear to have been limited compared to those of their college-ready peers.

Percent of 2018 ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained



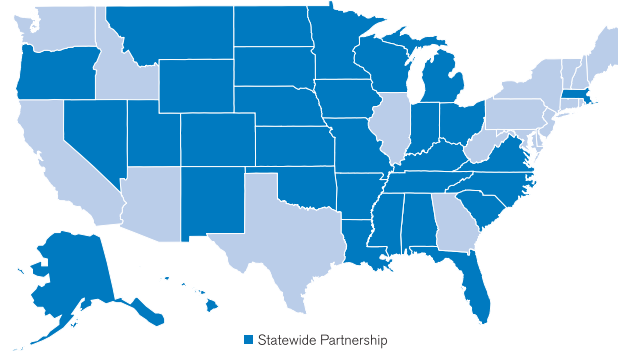
Percent of 2018 ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained and Fall 2018 College Enrollment Status



# ACT Resources

## K-12 Statewide Partnerships in College and Career Readiness

States that incorporate ACT college and career readiness solutions as part of their statewide assessments provide greater access to higher education and increase the likelihood of student success in postsecondary education. Educators also have the ability to establish a longitudinal plan using ACT assessments, which provide high schools, districts, and states with unique student-level data that can be used for effective student intervention plans. State administration of ACT programs and services:



- Increases opportunities for minority and middle- to low-income students
- Promotes student educational and career planning
- Reduces the need for remediation
- Correlates with increases in college enrollment, persistence, and student success
- Aligns with state standards

### ACT<sup>®</sup> Aspire<sup>™</sup>

Arkansas  
Hawaii  
Wisconsin

### Pre-ACT<sup>™</sup>

Alabama  
Florida  
Hawaii  
Montana  
Nebraska  
North Carolina  
Oklahoma

### The ACT<sup>™</sup>

Alabama  
Arkansas  
Hawaii  
Kentucky  
Louisiana  
Minnesota  
Mississippi  
Montana  
Nebraska  
Nevada  
North Carolina  
North Dakota  
Ohio  
Oklahoma  
South Carolina  
Tennessee  
Utah  
Wisconsin  
Wyoming

### ACT<sup>™</sup> WorkKeys<sup>™</sup>

Alabama  
Alaska  
Arkansas  
Colorado  
Hawaii  
Indiana  
Iowa  
Kansas  
Kentucky  
Louisiana  
Massachusetts  
Michigan  
Mississippi  
Missouri  
Nevada  
New Mexico  
North Carolina  
North Dakota  
Ohio  
Oklahoma  
South Dakota  
Tennessee  
Virginia  
Wisconsin  
Wyoming

### ACT<sup>™</sup> National Career Readiness Certificate<sup>™</sup>

Alabama  
Alaska  
Arkansas  
Hawaii  
Indiana  
Iowa  
Kentucky  
Louisiana  
Massachusetts  
Michigan  
Mississippi  
Missouri  
Nevada  
New Mexico  
North Carolina  
North Dakota  
Oklahoma  
Oregon  
South Dakota  
Tennessee  
Virginia  
Wisconsin

### ACT<sup>™</sup> Online Prep<sup>™</sup>

Alabama  
Nebraska

All listed partnerships were in place during the 2018-2019 academic year.

# ACT Resources

## Key ACT Research

As students navigate their education and career journeys, it is critical for them to be ready for college and career success. College and career readiness is supported by the ACT Holistic Framework, a research-based, multidimensional model for understanding the essential knowledge and skills needed for success, and the solutions that can meet students' navigation needs. Visit [act.org/condition2019](https://act.org/condition2019) to access key reports listed below.

- Serving students' navigation needs from kindergarten to career requires a holistic approach:
  - *Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success*
  - *The Importance of Behavioral Skills and Navigation Factors for Education and Work Success*
  - *ACT Holistic Framework: A Collaboration*
- The ACT Holistic Framework is supported by prolific research:
  - Core Academic Skills:
    - 2019 State and National Condition Reports
    - *Understanding the Preparation Levels Needed for Different Postsecondary Pathways: A Rigorous Academic Foundation Is Critical for All*
    - *How is the ACT Composite Score Related to the Likelihood that a Student will Complete a College Degree?*
  - Behavioral Skills (also called Social and Emotional Learning):
    - *Aligning ACT Tessaera to the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework*
    - *Initial Efficacy Evidence for the ACT Tessaera Teacher Playbook*
    - *Validity of ACT Tessaera Unified Score*
    - *The Development of Behavioral Performance Level Descriptors*
  - Cross-Cutting Capabilities:
    - *ACT National Curriculum Survey 2016*
    - *The Digital Divide and Educational Equity: A Look at Students with Very Limited Access to Electronic Devices at Home*
    - *Rural Students: Technology, Coursework, and Extracurricular Activities*
  - Education and Career Navigation Skills:
    - *2017 Beating the Odds Roadtrip: Report of Findings*
    - *Ready for What? Development of a Hierarchical Framework Linking College Readiness and Career Readiness*
    - *Updating the Progress Toward the ACT National Career Readiness Certificate Indicator*
    - *Using Measures of Academic Tilt and Measured Interest Tilt to Predict Math-Intensive STEM Degree Completion*
    - *Dollars Rule Everything Around Me: College-Bound Students' Views on Paying for College*
    - *2019 Higher Education Research Digest*

---

## College and Career Readiness Workshops

- During the 2018–19 school year, ACT offered 223 free College and Career Readiness Workshops, registering more than 12,500 educators across the country. Find out more at [www.act.org/ccrw](https://www.act.org/ccrw).

ACT is an independent, mission-driven nonprofit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development. Each year, we serve millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose—helping people achieve education and workplace success.

A copy of this report can be found at

**[www.act.org/condition2019](http://www.act.org/condition2019)**

