

# The Stark County P-16 Compact



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## **Summary**

This testimony discusses the formation, composition and achievements of the Stark County, Ohio P-16 Compact. It also discusses how such compacts can promote high academic achievement for all students while increasing college access, completion rates, and the retention of graduates to build regional economies.

# Testimony

Thank you for the invitation to talk about the Stark County P-16 Compact.

*P-16 is the shorthand term for an integrated system of education stretching from early childhood through a four-year college degree.* –Education Commission of the States.

In order to accomplish a P-16 integrated system of education, there are necessary conditions to be considered:

1. Collaboration: Useful action among K-12, Higher Education, Business, Foundations and Social Service Agencies targeted toward accomplishing different educational and economic results
2. Comprehensive, Accountable System: A seamless system from pre-school through college that results in a lower high school drop-out rate or an increased high school graduation and college-going rate with lower college remediation rates and higher college completion rates.
3. Well Constructed and Articulated Framework: Longitudinal, horizontal and vertical.

Stark County Ohio has a long tradition of collaborative action. (Please see pages 6-7 of the handout for more information.) Using that tradition, in the fall of 2002 we decided to build on our successes and established the Stark County P-16 Compact. Current Compact members are listed on the back page of the handout and include presidents of all of the local colleges, superintendents representing the 17 local school districts in Stark County, and representatives from the County Educational Service Center, businesses, foundations, economic development organizations and social service agencies.

From the inception of the P-16 Compact we clearly recognized that the world of employment has changed. Higher education equals higher earning. Most employers will tell you that they will not hire employees with only high school diplomas--some form of higher education is necessary. We also recognized that we must agree to provide high level courses as a required part of all students' high school programs. As an example, all Stark County students take Algebra and complete it by the end of 9<sup>th</sup> grade. Further, we were early adopters of the concept included in the newly published study (*Ready or Not: Creating a Diploma That Counts*) by Achieve, Inc. i.e. the rigorous standards required by colleges are the same skills that employers seek ([www.achieve.org](http://www.achieve.org)).

Stark County currently has only 17.9% of its population with a Bachelor's Degree or higher. Our goal is to raise that number. Our County's ranking within the State of Ohio with respect to the percent of population with Bachelor's Degrees or higher is 27 out of 88 counties. Our goal is to raise that ranking. We believe that in order to attract new jobs, to retain jobs and to keep our college graduates in Stark County we must have an educated workforce. We must accomplish our goals. (Specific data about Ohio is included in the distributed PowerPoint handout.)

The Stark Education Partnership serves as the convener and staff for the Stark County regional P-16 Compact. We conduct research, publish white papers, hold annual meetings and coordinate locally developed strategies designed to further the goals of increasing the graduation and college going rates in Stark County.

We believe that a national strategy for creating state and regional P-16 Compacts would be most useful. That strategy would include alignment with the following outcomes:

1. A common “core curriculum” for all, pre-school through college
2. Testing at all levels of the P-16 system
3. Assessment and monitoring of entire system outcomes
4. Common and rigorous standards for all students P-16.

We envision that statewide and regional P-16 Compacts would make full use of the technology available today—to create engaging work for students, to communicate at all levels of the system and to conduct P-16 professional development. That technology would also be used to conduct research to evaluate programs, to determine each child’s education plan, to create, share, measure, make data-driven changes to P-16 standards and to match K-12 standards with college admissions standards to eliminate remediation at the college level. In this fashion the promise of scientifically based research contained in NCLB would be realized albeit across a wider spectrum than originally envisioned.

We believe that the outcomes of a national strategy P-16 would be increased high school graduation rates and increased college going and college completion rates with lower remediation rates in all states. In other words, to quote Stephen Portch, Chancellor Emeritus, Georgia University System, we would stop the “leaking” in the P-16 system—“leaking” that causes us to lose students at many points. We believe that different thinking would emerge from such a strategy. For example, in Illinois, the school principals association successfully proposed that the ACT be used in place of a high school graduation test. In the first year that this strategy was used, Illinois saw a 20% increase in the number of students attending college. The students learned that they could go to college because of the scores they obtained on the ACT. The cost for administering this test was less than the cost of creating and administering the high school graduation test. Our Ohio experience tells us that teachers work with students to prepare them to take the Graduation Test, but the correlation of that test with the ACT test is not clear. Working ACT preparation into the mix is difficult when time is consumed with a graduation test. We think this is particularly true in urban districts.

Regionally we have created a theory of coherence and align all of our K-12 curricula to that. Because we do not have a statewide strategy for P-16, we operate in the regional context of K-12 standards and a high school graduation test created by our Department of Education and recommendations of the Ohio Board of Regents for higher education.

To date our regional P-16 strategies have focused in four areas:

1. Preparation for college admission
2. Aligning curriculum and programs for student success
3. Funding of college costs, and
4. Decreasing need for college remediation by using the ACT as an admissions test

(Please see pages 2 and 3 of the handout for more information.)

As I said previously, the power of P-16 Compacts lies in collaboration. Therefore, I have chosen to talk more in depth about three strategies currently in use in Stark County that illustrate that collaboration.

The first strategy is AlignOhio. Start-up funds for this project were provided by the Timken Foundation of Canton, Ohio, Battelle for Kids, a statewide organization sponsored by the Ohio Business Roundtable, located in Columbus, and the Ohio Department of Education. The project integrates the student performance data systems with the statewide K-12 standards. Teachers can access the performance data on their students related to the standards and can choose teacher created and juried lessons to teach aspects of the standards to the students. The teacher lesson plan data base continues to grow. College professors in Stark County teacher preparation programs are now teaching the use of this system to all prospective teachers so that the system will live and grow long into the future. This is a first—integrating a K-12 designed system into teacher preparation programs.

The second strategy that is important to us involves aspects of college access. In Ohio and in Stark County, college going is not thought of as a norm. Consequently, many students in Ohio high schools would be first generation college goers. Their parents see college as too expensive and often as not necessary. This is particularly true in our urban districts. We are working on both concepts in our urban districts. First, we are using a grant from the Ohio College Access Program (OCAN) to have college access counselors work with specifically identified students to get them to complete the college application process. Second, we are working with all urban high school students in Stark County to prepare them for the ACT tests. Using a \$10,000 grant from Sisters of Charity Foundation of Canton, we have purchased ACT preparation books and held ACT preparation classes for these students. Using a grant from Dominion East Ohio, we are paying for a second administration of the ACT test for students who cannot afford the test. Stark County has a long history of generous support for scholarships. We have organized those scholarships into a Stark County Scholarship Website and students are now using the website to access scholarship and loan funding to make college attendance affordable. The development of the website was funded by grants from OCAN, the Timken Foundation of Canton, Ohio and the Herbert W. Hoover Foundation of Canton, Ohio. This website may be extended state-wide by OCAN so that all of the regions in Ohio can share the strategy.

A recent poll conducted by the Canton City Schools in preparation for a levy campaign illustrated that the number one concern of Canton City residents is jobs. This is not surprising given the loss of jobs that has happened in Stark County in recent years. The third strategy that the P-16 Compact did was to look at the graduate retention issue. Using a grant from the Ohio

Department of Development, the Stark Education Partnership convened the Greater Canton Chamber of Commerce and the Akron Chamber of Commerce. Collaboratively these entities undertook research to identify the reasons why college graduates leave Stark County and the surrounding counties. Collaboratively the entities established a website to share jobs and internships throughout this five county area. Following this effort, the Akron Chamber of Commerce has started a taskforce that will examine the same issues that have been examined by the Stark County P-16 Compact. We think this may be the pre-cursor for a P-16 Compact in the Akron area. We are also informed that the website may be used as a framework to combine our websites with one that is in existence in the Cleveland area. Again, this is a pre-cursor for thinking collaboratively and now regionally.

In conclusion, we have found the P-16 Compact to be an exciting local solution for what we believe is a serious need—creating a skilled and educated workforce in Stark County. We are sure that the economic health of Stark County depends upon the accomplishment of our goals—graduating more high school students, eliminating drop outs, and sending more students on to some form of post-secondary education.

We believe that if P-16 compacts were to be present in all states and in all regions, local collaboratively developed creative solutions would be found to accomplish the same goals. We do not think that these solutions are necessarily expensive or complicated. But, we do think that the power of the solutions is enormous.

If asked, we would recommend that you not fund the establishment of state-wide P-16 Councils or regional P-16 Compacts, but that you establish a program to fund strategies developed by these groups. In order to qualify for the funding, the Councils or Compacts would need to form, think about strategies and then write a proposal to access these funds. Funding also needs to be provided so that the Department of Education or the Education Commission of the States could set up a mechanism for sharing the successful strategies nationwide. This funding might be included in the re-authorization of the Higher Education Act or might be set up as a discretionary grant program.

Imagine a system of education where every child enters school ready to learn, where all third graders read at or above grade level, where all students have taken algebra by the end of the 8<sup>th</sup> grade, where high school exit exams test students at the 12<sup>th</sup> grade level and are aligned with college admissions requirements, where all young people graduate from high school prepared for college or work, and where every student who enters college finishes college. (*What is P-16 Education?*)

Thank you again for inviting me to talk with you.

# Financial Disclosure

Pursuant to House Rule XI, Clause 2 (g), the following disclosure is given.

The Stark Education Partnership is a 501 (c) 3 organization founded in 1989. Funds for the operation of the Stark Education Partnership come from income from an endowment held by the Stark County Community Foundation, corporate and private donations. This mission of the Stark Education Partnership is to collaboratively raise student achievement in Stark County.

This is to certify that the Stark Education Partnership, Inc. has received no Federal funding during the current or two prior fiscal years.

# Dr. Adrienne O'Neill, Ed.D

## *President*

Dr. O'Neill is the President of the Stark Education Partnership and joined the organization in 2001.

Dr. O'Neill comes to the Partnership from Canton City Schools where she served as the Chief Education Officer (CEO) for the district and for the Timken Regional Campus (TRC) project. As CEO of TRC, she provided leadership to bring the TRC project from the start-up phase to high functioning reality by overseeing the program design for the Freshman Academy and Career Academies in concert with surrounding colleges, and managing facilities planning and construction of the \$45 million Timken Regional Campus. As CEO for the district, she initiated and oversaw implementation of systemic, data-driven school reform PreK-12, Post Secondary, and Adult Education with 24 school sites and 20,000 students. Under her leadership the Canton City District attained significant improvement in student achievement

She brings an extensive background in education reform to the Partnership. Formerly she served as President for the Academy of Business College in Phoenix, Arizona, and established the Academy of Technology High School. Dr. O'Neill earlier served as Director of Instruction for the Tesseract Group, Inc. where she researched and wrote Charter School Proposals for Massachusetts, Texas, Ohio, New Jersey, and Washington, DC, and developed Technology Plans for Tesseract and Sunray Charter schools in Arizona, New Jersey, and Minnesota. Previously, Dr. O'Neill served as a consultant to the Tesseract Group for management studies in Wappinger's Falls and Yonkers and designed the K-12 Social Studies Curriculum.

Dr. O'Neill helped to design the Educational Leadership Doctoral Program at Johnson and Wales University in Providence, Rhode Island, and served as an Associate Professor. She served as an Assistant Professor of Education at Caldwell College and as the Director of Graduate Studies.

Dr. O'Neill served as the Director of Leadership Institutes for Caldwell College. In that role she wrote the grant, cooperatively designed the instructional modules with professors, and coordinated the Newark Principals' Leadership Institute for the Caldwell College cohort.

She has served as an Assistant Professor in the Curriculum and Instruction Department and as the Acting Department Chair in the Educational Leadership Department at William Paterson University, New Jersey.

Previously, Dr. O'Neill served as a Superintendent of Schools for 16 years in New Jersey, and as an assistant superintendent for curriculum and instruction, teacher and principal in New York for 13 years.

Dr. O'Neill has written numerous articles, made many presentations at national conventions and is the co-author of three books. Dr. O'Neill received her B. A. and M.S. from Syracuse University and her Ed. D. from the State University of New York at Albany.

# Annotated P-16 Bibliography

## Organization Sites

**“The Bridge Project:** Strengthening K-16 Transition Policies builds on the view that reforms affecting K-12 and higher education must occur across systems in order to achieve the desired outcomes. Reforms developed in isolation from each other can lead to mismatched policy objectives and send confusing messages to education stakeholders. The overarching purpose of the project is to improve opportunities for all students to enter and succeed in higher education by strengthening the alignment between higher education admissions-related requirements and K-12 curriculum frameworks, standards, and assessments.”-Stanford University.

[www.stanford.edu/group/bridgeproject/](http://www.stanford.edu/group/bridgeproject/)

*The final Bridge Project report and other materials pertaining to the project can be found at the above site.*

**The Education Commission of the States** ([www.ecs.org](http://www.ecs.org)) maintains a P-16 Issue site. This remains the most comprehensive reference site in the nation with numerous sources and links. Included on the site are the following full text references or links to full text references:

- Carl Krueger (2002) The Case for P-16: Designing an Integrated Learning System, Preschool Through Postsecondary Education Denver, Colorado: Education Commission of the States. [www.ecs.org/clearinghouse/36/89/3689.htm](http://www.ecs.org/clearinghouse/36/89/3689.htm)

*“This policy brief summarizes the thinking of eight national experts commissioned by the Education Commission of the States (ECS) to explore why and how states are redesigning their education systems for the benefit of all learners.”-Frank L. O’Bannon*

- Chris Pipho (2001) State Policy Options To Support a P-16 System of Public Education. Denver, Colorado: Education Commission of the States. [www.ecs.org/clearinghouse/30/28/3028.htm](http://www.ecs.org/clearinghouse/30/28/3028.htm)

*Creating a more integrated, seamless education system involves addressing many complex issues, including standards, testing, teacher education, college admissions policies, governance, funding streams and institutional turf issues. Over the past decade, states have begun to move away from dealing with such issues on a piecemeal basis toward a more comprehensive approach known as “P-16.”*

- John Augenblick and Josiah Pettersen (2001) Estimated Costs of Organizing a P-16 Education System. Denver, Colorado: Education Commission of the States [www.ecs.org/clearinghouse/30/70/3070.htm](http://www.ecs.org/clearinghouse/30/70/3070.htm)

*“The purpose of this report is to estimate added costs and potential savings associated with reorganizing the education delivery system from the current unintegrated preschool-through-college structure to a fully integrated P-16 system.”*

- Gordon (Spud) Van de Water and Terese Rainwater (2001) What Is P-16 Education? A Primer for Legislators – A Practical Introduction to the Concept, Language and Policy Issues of an Integrated System of Public Education. Denver, Colorado: Education Commission of the States.

*Basic orientation and a practical guide for policy makers on P-16.*

- Stephen Portch (2002) A Noble Opportunity: Leading Education Change Through a P-16 Accountability Model. Denver, Colorado: Education Commission of the States.

*A briefing paper from the National Forum on Accountability which presents a new accountability model guided by the P-16 system of education to ensure that all segments of a state's education system are serving students well and work to meet student and educator needs.*

- Cheryl Blanco, et. al. (2003) Student Success: Statewide P-16 Systems. State Higher Education Executive Officers (SHEEO)

*A series of essays by numerous experts explaining the importance of specific components in P-16 systems, seeking to answer the question of what states should do to insure that most of their young people succeed in higher education.*

- Andrea Venezia (2002) A Student-Centered P-16 Accountability Model: Encouraging High Standards, Equitable Educational Opportunities and Outcomes, and Flexibility Within A Seamless System of Education. Denver, Colorado: Education Commission of the States.

*“This Briefing Paper from the National Forum on Accountability outlines a "next generation" accountability model that spans states' education systems from pre-kindergarten through the end of undergraduate education (P-16).”*

- Andrea Venezia, Michael W. Kurst, and Anthony L. Antonio (2003) Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations. Stanford, California: The Stanford Institute for Higher Education Research.

*One of the most comprehensive studies concerning what prevents young people from*

*attending college. Six states (California, Georgia, Illinois, Maryland, Oregon and Texas), were studied by the authors who found that over 80% of African-American and Latino students planned to attend some form of postsecondary education but that the states have created multiple barriers between high school and college. The authors also include recommendations for policy makers.*

- Anthony P. Carnevale and Donna M. Desrouchers (2003) Standards for What: The Economic Roots of K-16 Reform. Princeton, New Jersey: Educational Testing Service.

*A comprehensive look not only at the economic forces which have shaped education reform but also at the changing demographic and employment factors which now dictate that “for most Americans, education and training through and beyond high school is now a necessary condition (not just the most advantageous or desirable route) for developing skills required by most well-paying jobs.*

Also included on the ECS P-16 Issues site is a section on “What the States are Doing” which includes a synopsis of state P-16 related legislation, and a somewhat dated (2000) article by Theresa Rainwater on P-16 Collaboration in the States

**The Education Trust** ([www2.edtrust.org/edtrust](http://www2.edtrust.org/edtrust)) is a Washington-based education reform organization which believes that the job of educating children is not just the responsibility of K-12, but involves higher education as well. This organization has also consults communities on the establishment of local or regional P-16 Councils.

The Education Trust regularly publishes “Thinking K-16” an in-depth examination of critical issues in education which can be downloaded from their site. The following are currently available:

- **A New Core Curriculum For All: Aiming High For Other People's Children**  
Winter 2003.
- **Add It Up: Mathematics Education in the U.S. Does Not Compute**  
Summer 2002.
- **New Frontiers for A New Century: A National Overview**  
Spring 2001.
- **Youth at the Crossroads: Facing High School and Beyond**  
Winter 2001.
- **Honor in the Boxcar: Equalizing Teacher Quality**  
Spring 2000.

- **Ticket to Nowhere: The Gap Between Leaving High School and Entering College and High-Performance Jobs**  
Fall 1999.
- **Not Good Enough: A Content Analysis of Teacher Licensing Examinations**  
Spring 1999.
- **Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap**  
Summer 1998.

Extensive data on student achievement, college preparation and participation, and the achievement gap is also maintained at the site as well as links to some national and state level P-16 efforts.

**Grantmakers for Education** ([www.edfunders.com](http://www.edfunders.com)) is a national association of over 100 national, state, and local foundations who fund programs in education

- “When we say P-16: A comparative examination of successful P-16 systems with strategies and recommendations for funders”

*This national presentation looked at a State level (Maryland) and a regional (Stark County, Ohio) P-16 system within the context of educational needs from a national perspective. Powerpoint presentations by NASH and the Stark County P-16 Compact are online.*

**The National Association of System Heads** ([www.nashonline.org](http://www.nashonline.org)) is a membership organization of the chief executive officers of higher education in 38 states and Puerto Rico. The goal of the association is to improve higher education governance and to promote statewide K-16 vehicles to promote and coordinate standards based education reform strategies. Among the references housed on this site is:

- Janis Somerville and Yun Yi (2002) Aligning K-12 and Postsecondary Expectations: State Policy in Transition. Washington, D.C.: National Association of System Heads.

*A recent article looking at high school college transition and remedial coursework.*

[www.nashonline.org/content/ALIGNreport.pdf](http://www.nashonline.org/content/ALIGNreport.pdf)

[www.edfunders.com/events/presentations03.asp](http://www.edfunders.com/events/presentations03.asp)

### **The National Center for Public Policy and Higher Education**

This organization maintains a series called "Perspectives in Public Policy: Connecting Higher Education and the Public Schools," which seeks to promote public and educational policies designed to strengthen linkages between higher education and K-12 schools.

The series is co-sponsored by The National Center for Public Policy and Higher Education, and The Institute for Educational Leadership. [www.highereducation.org/reports/reports.shtml](http://www.highereducation.org/reports/reports.shtml)

### **National Conference of State Legislatures**

A P-16 issue page is maintained on this site with links.

[www.ncsl.org/programs/educ/K16Issue.htm](http://www.ncsl.org/programs/educ/K16Issue.htm)

### **National Council for Community and Education Partnerships**

To accomplish its goals, NCCEP looks to bring together colleges and universities with local schools, parent groups, government agencies, foundations, corporations, and community-based organizations in collaborative efforts to improve education at all levels, to expand educational opportunities, and to assist students in becoming college eligible and academically successful in higher education.-NCCEP

NCCEP coordinates the Federal GEAR UP (Gaining Early Awareness and Readiness for College) program, the major college access program of the US Department of Education. Information on GEAR UP and other K-16 initiatives are on this site.

[www.edpartnerships.org](http://www.edpartnerships.org)

### **Pathways to College**

The Pathways to College Network is an alliance of foundations, non-profit organizations, educational institutions, and the U.S. Departments of Education and Labor, working together to improve college access and success for large numbers of under-served youth, including low-income, underrepresented minority, and first-generation students. Pathways supports and uses a P-16 approach; however, much of the work focuses on college preparation and access issues at the middle school, high school, and postsecondary education levels.-Pathways to College

This site contains several reports and links dealing with college access issues.

[www.pathwaystocollege.net](http://www.pathwaystocollege.net)

### **U.S. Department of Education**

[www.ed.gov/searchResults.jhtml?rq=0&tx=P-16&GO+-+Submit+Search.x=0&GO+-+Submit+Search.y=0&GO+-+Submit+Search=submit](http://www.ed.gov/searchResults.jhtml?rq=0&tx=P-16&GO+-+Submit+Search.x=0&GO+-+Submit+Search.y=0&GO+-+Submit+Search=submit)

Thomas R. Bailey, Katherine L. Hughes, and Melinda Mechur Karp (2002) What Role Can Dual Enrollment Programs Play in Easing the Transition Between High School and Postsecondary Education? Washington, D.C. Office of Vocational and Adult Education, U.S. Department of Education.

A policy recommendation on dual credit programs prepared by Teachers College/Columbia University.

The Office of Vocational and Adult Education also has the following P-16 related reports and articles on-line: [www.ed.gov/about/offices/list/ovae/pi/hs/transit\\_pg2.html?exp=0](http://www.ed.gov/about/offices/list/ovae/pi/hs/transit_pg2.html?exp=0)

## Research and Evaluation

- [Early College High School Core Principles](#). Outlines the core principles behind Early College High Schools (where high school students engage in college-level work and graduate with both a high school diploma and a two-year Associate's Degree). Discusses the benefits of early college, the rationale for the Early College High School model, the attributes of Early College High Schools, and how those attributes work in practice.
- [High School to College and Careers: Aligning State Policy](#). One-page summaries of states' policies, programs, and requirements related to the transition from high school to college and careers. Policies govern several areas: the courses and tests required in high school; early outreach; joint enrollment programs; college admission and placement standards; colleges' reports to high schools about their graduates' performance; and merit-based scholarships.
- [High School with a College Twist](#). This study investigates and compares several successful Middle College High Schools that vary in design. High schools are located on college campuses where students attend classes with college students.
- [K-12 and College Expectations Often Fail To Mesh](#). This article describes how high schools are connecting classroom standards with those required for college success, in an effort to decrease the number of students needing remediation at the college level.
- [The Effects of Academic Career Magnet Education on High Schools and Their Graduates](#). This OVAE-funded study reports on the successes and failures of a group of career magnet high schools.
- [What is P-16 Education?](#) This report, a primer for legislators, investigates a growing number of states that are taking steps to "connect" three levels of education - preschool, K-12, and postsecondary.

## Noteworthy Practices

- [City University of New York](#) does not test students in math and English competencies, for potential placement in remedial courses, if they earn a certain score on the state Regents' exam.
- Oregon State's public colleges and universities utilize the results of the State's [Proficiency-Based Admission Standards System \(PASS\)](#) as admission criteria. Students who choose this process don't have to submit SAT or ACT scores.
- [Maryland educators from K-12 and higher education](#) are partnering to draft standards for high school end-of-level tests that can also be used for college admissions and placement.
- [Contra Costa County, California](#) has experimented with middle college high schools for over 25 years.
- [LaGuardia Middle College High School](#) in New York has been working with students who did not fit in the traditional public school. They are showing that this population of students, when given the right kind of preparation, can succeed in college.
- Georgia started an initiative that created a [P-16 Council](#) that has set goals to help students move more smoothly from high school to college, ensure that all students who enter college are prepared to succeed, and close the achievement gaps in access to college between students from majority and minority groups.

## State Sites

*While national organizations store reference sources, research, and reports, the wealth of P-16 materials available today are hosted by state-level web sites. It is at this level that the agreements and practices which result in P-16 systems are formulated. Many of these sites are state education agencies; others are organizations (such as Tennessee Tomorrow) partnered with states. Below we have listed several such sites.-JAR*

### **Arkansas**

The information page on the Arkansas Department of Higher Education's P-16 Partnership.

[www.arkansashighered.com/p16.html](http://www.arkansashighered.com/p16.html)

### **California**

California's P-16 ([www.certicc.org](http://www.certicc.org)) efforts are coordinated by the California Education Roundtable (CERT) composed of the chief executive officers of the educational sectors and the State's long-range planning and coordinating agency. CERT's mission is to insure that "all students will meet high academic standards such that they will be prepared for subsequent success in education or the workplace without the need for remediation in core academic disciplines."

Information on policy issues, committees and committee rosters, and publications are included on this site.

## **Florida**

The 2003 Florida Legislature passed HB 915 which establishes a unified K-20 accountability system that holds each education delivery sector responsible for high student achievement; seamless articulation and access; a skilled workforce; and quality, efficient services.

The legislation also required that the State Board of Education recommend to the Legislature a performance-based funding formula that applies accountability standards for the public education system at every level, kindergarten through graduate school.

The K-20 Performance Accountability web site contains reports and recommendations of various task forces dealing with the implementation of Florida's K-20 System.

The main web site is [www.k20accountability.org/](http://www.k20accountability.org/)

In addition, searches on the Florida state site under "K-20" will produce over 700 separate citations. Below are some of the more recent from January 2004.

### [K-20 Education Flexibility and Policy Initiatives](http://www.flboe.org/news/k-20_initiatives.asp)

[http://www.flboe.org/news/k-20\\_initiatives.asp](http://www.flboe.org/news/k-20_initiatives.asp)

### [K-20 Budget Proposal](http://www.flboe.org/k20budget/default.asp)

<http://www.flboe.org/k20budget/default.asp>

### [K-20 Accountability Advisory Council](http://www.flboe.org/K20AccAdvCouncil/)

<http://www.flboe.org/K20AccAdvCouncil/>

## **Georgia**

Georgia's P-16 initiative web site is: [www.usg.edu/p16/](http://www.usg.edu/p16/)

This site contains the history, charges, and mechanics of the P-16 effort in Georgia. In addition, the site also serves as the "portal" to the local councils throughout the state. The publications section includes:

[Strands of Work](#) A solid overview of P-16 in Georgia

[P-16 Initiative Update](#) An update of activities of P-16

[Making the Commitment: Guaranteeing the Quality of Future Educators](#) A guide on teacher quality issues within the context of P-16

[Regents' Principles for the Preparation of School Educators](#) Guaranteeing the Quality of Future Educators

[P-16 in Action](#) A publication of the Georgia P-16 Initiative

[Georgia's Plan for Having a Qualified Teacher in Every Public School Classroom](#)

A 1999 report of the Georgia P-16 Council to the Citizens of Georgia

[The Status of Teaching in Georgia](#) A 1998 report of the Georgia P-16 Council to the citizens of Georgia

## **Illinois**

The Academic Affairs Division of the Illinois Board of Higher Education maintains somewhat dated links to P-16 activities at [www.ibhe.state.il.us/Academic%20Affairs/default.htm](http://www.ibhe.state.il.us/Academic%20Affairs/default.htm)

A new P-16 professional development portal for Illinois teachers is located at [www.p16.illinois.edu/](http://www.p16.illinois.edu/)

Also of interest is:

[A 2020 Vision for a University of Illinois Initiative: P-16 and Beyond: Report of the University of Illinois Task Force on P-16 Education \(December, 2000\)](#)

Much of the Illinois P-16 effort is university based. In 2000, University of Illinois Vice President Chester Gardner appointed the Task Force on P-16 Education, with membership from Liberal Arts and Sciences and Education departments from all three of the University's campuses (Urbana, Chicago, and Springfield), and representation from public school districts and community colleges. This text of this vision document can be found at:

[www.lrs.ed.uiuc.edu/p16/P-16-Report.html](http://www.lrs.ed.uiuc.edu/p16/P-16-Report.html)

## **Indiana**

The Indiana Education Roundtable has the following charge:

*Providing all Indiana children with the academic foundation needed to navigate in the world of today is the basis of the Education Roundtable's P-16 Plan for Improving Student Achievement. Each education sector has an important part to play in ensuring all students succeed as they progress. This success will only be realized if Indiana's entire education system (from the early days of a child's life, through early childhood education, elementary school, middle school, high school, and college) is geared to prepare and enable all students to achieve at high levels.*

*Aligning efforts across Indiana's education sectors – pre-Kindergarten, K-12, and higher education – is essential if our state's education system is to meet its primary purpose of providing every student with the preparation they need to be active and productive citizens. The P-16 Plan builds on progress made to date and is consistent with actions called for in [Public Law 146-1999](#) (Senate Enrolled Act 235), [Public Law 221-1999](#) (House Enrolled Act No. 1750),*

and the federal [Elementary and Secondary Education Act – The No Child Left Behind Act of 2001 \(NCLB\)](#).-Indiana Education Roundtable

Complete information on the Indiana Education Roundtable, documentation, history, an Indiana’s Phase I P-16 plan can be found at these sites:

[www.edroundtable.state.in.us/](http://www.edroundtable.state.in.us/)

[www.edroundtable.state.in.us/P-16Plan.htm](http://www.edroundtable.state.in.us/P-16Plan.htm)

The Indiana State Teachers Association (ISTA) also maintains a P-16 site at:

[www.ista-in.org/content/default.cfm/xnode.2464](http://www.ista-in.org/content/default.cfm/xnode.2464)

## **Kentucky**

*The P-16 Council is made up of representatives from the Kentucky Board of Education and the commissioner of education, the Kentucky Council on Postsecondary Education and the council president, the Education Professional Standards Board, the Governor's Office of Early Childhood Development, and the Cabinet for Workforce Development. Created in 1999 and advancing both KERA and House Bill 1, the P-16 Council advises the Board of Education and the Council on Postsecondary Education on the education of teachers, the alignment of competency standards, and the elimination of barriers impeding student transition from preschool through the baccalaureate.-Kentucky Council on Post Secondary Education*

The P-16 Council in Kentucky is a committee of the Kentucky Council on Postsecondary Education and the Board of Education. General materials from the Kentucky Council on Postsecondary Education concerning college readiness and economic benefits to Kentuckians can be found at:

[www.cpe.state.ky.us/index/index.asp](http://www.cpe.state.ky.us/index/index.asp)

Minutes of P-16 Council meetings and other materials can be found at:

[www.cpe.state.ky.us/council/council\\_council\\_p16\\_meetmats.asp](http://www.cpe.state.ky.us/council/council_council_p16_meetmats.asp)

Program approaches and RFP’s for Local Councils:

[www.cpe.state.ky.us/council/council\\_council\\_p16\\_additional\\_info.asp](http://www.cpe.state.ky.us/council/council_council_p16_additional_info.asp)

Kentucky has also established several local or regional P-16 Councils. A web site is anticipated for these councils in the future.

## **Louisiana**

Louisiana’s PK-16 effort started as The Blue Ribbon Commission on Teacher Quality was formed by the [Board of Regents](#) and the [Board of Elementary and Secondary Education](#) in April of 1999 for the purpose of improving teacher quality in Louisiana.

Now reconstituted as Blue Ribbon Commission for Educational Excellence, the commission’s charge is student achievement.

The commissions working web site is called Blackboard 5 at:  
[www.blackboard.lcet.state.la.us/](http://www.blackboard.lcet.state.la.us/)

Visitors can access this site through the login as quest with the password guest.

An example of a Louisiana Local PK-16 Council approach is the Capital Area PK-16+ Council which can be found at the site listed below:  
[www.aaweb.lsu.edu/pk-16/](http://www.aaweb.lsu.edu/pk-16/)

For a powerpoint presentation describing other aspects of Louisiana's PK-16 approach, see:  
[www.gov.state.la.us/educ/LaTitleII.ppt](http://www.gov.state.la.us/educ/LaTitleII.ppt)

## **Maryland**

The State of Maryland is recognized as one of the most active in P-16 (K-16) approaches.

The joint site of the Maryland State Department of Education, University System of Maryland, and the Maryland Higher Education Commission describing K-16 agreements and activities in that State.

[www.maryland-k-16.org/](http://www.maryland-k-16.org/)

The Maryland K-16 Partnership is working on a number of different initiatives that will have the cumulative effect of bringing the standards for educational achievement into alignment from kindergarten through graduation from college. Through workgroups supported by a grant from the Pew Charitable Trusts The Maryland Partnership for Teaching and Learning K-16 web site is located at <http://mdk16.usmd.edu>

## **Minnesota**

Although Minnesota does not have a formalized K-16 system, this House of Representative's Information Brief describes their K-16 oriented activities plus status reports on other states.

[www.mhec.state.md.us/higherEd/about/Meetings/CommissionMeetings/09-23-03/Status%20Report%20-](http://www.mhec.state.md.us/higherEd/about/Meetings/CommissionMeetings/09-23-03/Status%20Report%20-)

## **Missouri**

The text of the document establishing Missouri's K-16 Coalition can be found at this site.

<http://dhe.mo.gov/Acadafrs/tk16init.htm>

## **Nebraska**

In recent years, the efforts of Nebraska's educational systems have turned towards incorporating into our system the idea that success for students in both their educational experiences and workplace experiences increasingly depends on a high level of skill. The goal of the Nebraska PreK-16 Initiative is to ensure that all students are properly instructed on a continual basis in order to prepare them for the challenges of college and work.

In September 1997, the Nebraska Department of Education and the University of Nebraska joined forces to implement the Nebraska PreK-16 Initiative, a statewide effort aimed at improving student achievement. Nebraska joined company with other states across our nation on the journey to a seamless educational path for all students.-Nebraska Department of Education

The site for the Nebraska P-16 Initiative is:  
[www.p-16nebraska.nebraska.edu/index.html](http://www.p-16nebraska.nebraska.edu/index.html)

## **New York**

*“Today, the Board of Regents and its State Education Department govern education from prekindergarten to graduate school. We are constitutionally responsible for setting educational policy, standards, and rules – and are legally required to ensure that the entities we oversee carry them out.”-Board of Regents of the State University of New York*

New York has a governmental system which oversees education from prekindergarten to graduate school. A practical application of a P-16 approach can be found in the Office of K-16 Initiatives and Access Programs.

The Office of K-16 Initiatives and Access Programs administers over 115 million dollars in grants, contracts and scholarships to colleges and universities; schools, school districts and BOCES; community based and non-profit organizations; and students. The Office provides technical assistance on innovative strategies to: (1) Improve college graduation rates for ethnic, cultural and other underrepresented and or disadvantaged students; and (2) Close the gap for students in need of academic intervention services to meet the Regents graduation requirements.-New York State Education Department

This New York site offers an example of an actualized K-16 initiative funding approach  
[www.highered.nysed.gov/kiap/home.html](http://www.highered.nysed.gov/kiap/home.html)

## **Oregon**

LADDER PK-16 proposes a model for linking high school assessment data to college admissions and to subsequent class placement decisions at all seven universities that comprise the Oregon University System (OUS). This alignment of assessments represents the second stage in Oregon's process of building a PK-16 standards-based system.

The first stage was accomplished through a grant from The Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, in 1994-97. The Proficiency-based Admission Standards System (PASS) developed college-entry standards and aligned them with PK-12 standards for high school completion. One component of this project is the documentation of the standards development and alignment via web-based resources that are disseminated nationally to state higher education systems, departments of education, and related audiences.-Ladder

[www.ous.edu/pass/pk16/](http://www.ous.edu/pass/pk16/)

Links to descriptions of the Ladder Project on this site describe Oregon's PK-16 history and development.

## **Ohio**

The Ohio board of Regents maintains a web site on K-16 approaches in Ohio. Links to College Tech Prep, GEAR UP, and other access efforts are on this page.

[www.regents.state.oh.us/k-12schools.html](http://www.regents.state.oh.us/k-12schools.html)

The KnowledgeWorks Foundation has a web page on college and career access. Included is a link to their early college project.

[www.kwfdn.org/ProgramAreas/College/index.html](http://www.kwfdn.org/ProgramAreas/College/index.html)

The Ohio College Access Network (OCAN) was founded in 1999, by KnowledgeWorks Foundation, in collaboration with the Ohio Board of Regents and Ohio Department of Education. With these partners and the Ohio Business Roundtable, OCAN works to establish college access programs across Ohio.-OCAN

Nearly 30 community based college access organizations are operating in Ohio under this network. Information and links can be found at:

[www.ohiocan.org](http://www.ohiocan.org)

Materials and progress reports on the Stark County P-16 Compact can be found on the Stark Education Partnership web site: [www.edpartner.org](http://www.edpartner.org)

## **Pennsylvania**

The mission of the Harrisburg, Pennsylvania based Education Policy and Leadership Center is to encourage and support the use of more effective state-level education policies to improve student

learning in grades K-12, increase the effective operation of schools, and enhance educational opportunities for citizens of all ages.

Links to local Pennsylvania P-16 Councils and national references are on this site.  
[www.eplc.org/clearinghouse\\_p16.html](http://www.eplc.org/clearinghouse_p16.html)

## **Tennessee**

The Tennessee P-16 Council, a public/private partnership evolved from the Tennessee Commission on Education Quality (also a public/private sector partnership) and is focused on key education improvement initiatives and public awareness of the link between an educated citizenry and a healthy economy.-Tennessee Tomorrow

Several P-16 level activities are underway in Tennessee:

The Tennessee State Board of Education and Tennessee Higher Education Commission publish an "Annual Joint Report On Pre-Kindergarten Through Higher Education in Tennessee." The 2003 report is available: [www.state.tn.us/thec/ajrrep.pdf](http://www.state.tn.us/thec/ajrrep.pdf)

Tennessee is seeking to establish a series of local P-16 Councils, similar to the Georgia model. Guidelines for the establishment of local P-16 Councils are at:  
[www.tntomorrow.org/downloads/P-16%20Guidelines-Final.doc](http://www.tntomorrow.org/downloads/P-16%20Guidelines-Final.doc)

Tennessee Tomorrow maintains a web-site for the Tennessee P-16 Council which contains council minutes. The location of the site is:  
[www.tntomorrow.org/p16council/](http://www.tntomorrow.org/p16council/)

Also on this site is a PowerPoint presentation illustrating Tennessee's overall economic and educational situation with an overview of P-16 in the state.  
[www.tntomorrow.org/downloads/Brian\\_Nolan...ion\\_6-22-02.pdf](http://www.tntomorrow.org/downloads/Brian_Nolan...ion_6-22-02.pdf)

## **Texas**

The Texas PK-16 Public Education Information Resource (TPEIR) is a project designed to provide stakeholders in public education - including but not limited to administrators, educators, state leadership, researchers, and professional organizations - with ready access to public primary, secondary, and higher education information for purposes of research, planning, policy, and decision-making.

TPEIR is a joint, cross-agency project managed by the Texas Education Agency, the Texas Higher Education Coordinating Board and the State Board for Educator Certification. This project includes an integrated interagency data store containing "raw" data currently collected through several different operational systems and stored in multiple distinct databases. Data in the TPEIR data store are a combination of aggregated and raw data.-TPEIR

This site illustrates the joint use of data in a P-16 context.  
[www.texaseducationinfo.org/Reports/Reports\\_Linkages.asp](http://www.texaseducationinfo.org/Reports/Reports_Linkages.asp)

## **Washington**

While not a state government initiated effort, the LEV Foundation has received a grant from the Bill and Melinda Gates Foundation to develop a proposal for implementing a P-16 system in the state of Washington that would better integrate early childhood and higher education with the K-12 system.

[www.levfoundation.org/P16/input.htm](http://www.levfoundation.org/P16/input.htm)

## **Wisconsin**

The leaders of Wisconsin's four education sectors -- (Department of Public Instruction, University of Wisconsin System, Wisconsin Technical College System and the Wisconsin Association of Independent Colleges and Universities) have created the Wisconsin PK-16 Leadership Council ([www.wisconsin.edu/pk16/](http://www.wisconsin.edu/pk16/)). This is a voluntary initiative which also includes leaders of Wisconsin's state government, state agencies, education sectors, professional associations, as well as business and industry.

“The Council's mission is to foster collaboration that will enhance learning and learning opportunities throughout the state so that all students are prepared to live in and contribute to a vibrant 21st Century society.”

Links to Wisconsin's PK-16 Teacher Academies are on this site as well as the council's history and goals.

The well done site of a regional (Greater Chippewa and St. Croix Valley) PK-16 Consortium in Wisconsin can be found at:

[www.uwstout.edu/pk16/index.htm](http://www.uwstout.edu/pk16/index.htm)