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An Annotated Bibliography of Web-Based P-16 References and Internet Sites

Organization Sites and Listed References

Association of American Colleges and Universities: Founded in 1915, AAC&U now represents more than 900 accredited member institutions, drawn in approximately equal percentages from research universities, masters institutions and liberal arts colleges, as well as two-year institutions. An excellent short article, *Ensuring Not Simply P-16 Alignment, but Truly Educated Students for the Twenty-First Century* by Andrea Leskes, vice president for education and quality initiatives, Association of American Colleges and Universities is featured on their site: www.aacu-edu.org/peerreview/pr-wi03/pr-wi03Reality.cfm

The Bridge Project: “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.

The final Bridge Project report and other materials pertaining to the project can be found at:
www.stanford.edu/group/bridgeproject/

A new paper, *Thoughts on Improving K-16 Governance and Policymaking (2004)* By Michael W. Kirst, Stanford University, with the assistance of Michael Usdan, Institute for Education Leadership is also posted on the Bridge Project website at:
<http://www.stanford.edu/group/bridgeproject/Thoughts%20on%20Improving%20K-16%20Governance%20and%20Policymaking1.pdf>

The Education Commission of the States (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. <http://www.ecs.org/ecsmain.asp?page=/html/issuesPS.asp>

“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

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

“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. <http://www.ecs.org/clearinghouse/24/28/2428.htm>

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. <http://www.ecs.org/clearinghouse/40/03/4003.htm>

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. A Stark Education Partnership, Inc. chart is also included which summarizes [P-16 activity in 19 states](#).

The Education Trust (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 consulted communities on the establishment of local or regional P-16 Councils. Edwatch State Reports and other data presentations are invaluable for state-level and local P or K-16 efforts.

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:

- The Real Value of Teachers (Spring 2004)
- 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) 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.

<http://www.edfunders.com/programs/presentations03.asp>

The Institute for Educational Leadership (IEL) maintains a publications site (www.iel.org/pubs.html#cheps) which features a section on connecting higher education and the public schools. The *Gathering Momentum* document based on the proceedings of a Ewing Marion Kauffman Foundation sponsored policy conference in June of 2001 which involved 15 states focusing on the need to break down the dysfunctional separation that traditionally has characterized relationships between the K-12 and postsecondary systems is featured here.

The National Association of System Heads (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
www.edfunders.com/events/presentations03.asp

The *National Association of System Heads (NASH)* and the *Education Trust* have come together to support a network of public higher education, K-12 and civic leaders who are implementing statewide K-16 improvement strategies in their states. Information is at: <http://www.nashonline.org/content/k-16info.html>

(Note: As of January 2005, this website was being redesigned)

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

National Conference of State Legislatures: A P-16 issue page is maintained on this site with links. <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

National Governors Association: This association's ongoing mission is to support the work of the governors by providing a bipartisan forum to help shape and implement national policy and to solve state problems. Of particular interest are the prepared remarks given by NGA Chairman Virginia Gov. Mark Warner at the U.S. Department of Education's 2nd Annual National High School Leadership Summit, Friday, Dec. 3, 2004. In this speech Warner talks about the NGA high school reform initiative and P-16.

The nation's governors have taken the lead in recognizing the fundamental state responsibility for a seamless progression from preschool through college. From Georgia to Oregon to Rhode Island, states are building on efforts to create state P-16 councils that will oversee the integration of early, elementary, secondary and postsecondary education.-Mark Warner

The full text of this speech can be found at:

http://www.nga.org/nga/legislativeUpdate/1,1169,C_ISSUE_BRIEF%5ED_7630,00.html

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

Stanford Bridge Project: The Bridge Project examined K-16 transition policies (high school exit-level policies and two-year and four-year college entrance and placement policies) and stakeholder (K-12 and postsecondary education) understandings of, and actions relating to, those policies. A “toolkit” for state policy analysts has been created by the project.

<http://www.stanford.edu/group/bridgeproject/policytoolkit/>

State Higher Education Executive Officers (SHEEO): is a non-profit, nationwide association of the chief executive officers serving statewide coordinating and governing boards of postsecondary education. SHEEO maintains information on its K-16 projects at:

<http://www.sheeo.org/k16/k16-home.htm>

and information on K-16 collaborative teacher professional development at:

<http://www.sheeo.org/quality/collab-home.htm>

U.S. House of Representatives, Appropriations Committee: Testimony P-16

Education Systems (Outside Witness Panel): *Labor, Health and Human Services, Education, and Related Agencies.* The P-16 testimony of Dr. Adrienne O'Neill (Stark Education Partnership), Joseph Tomain (KnowledgeWorks Foundation) and Janet Summerville (National Association of System Heads) on March 3, 2004 may be found at:

<http://appropriations.house.gov/index.cfm?FuseAction=Hearings.Detail&HearingId=350&Month=3&Year=2004>

U.S. Department of Education: General search results for P-16 produce limited options. 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

Research and Evaluation

Emerging P-16 Practices

Click on titles to access articles

Early College High School Core Principles. The Early High School Initiative (<http://www.earlycolleges.org/Index.html>), sponsored by the Bill and Melinda Gates Foundation in partnership with the Carnegie Corporation, Ford and W.K. Kellogg Foundations 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. The Southern Regional Education Board (<http://www.sreb.org/>) contains 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 Education Week article on a 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. Note: free Ed Week registration is required.

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.

ERIC Digests: ERIC Digest 159 - June 2002 on P-16 Education by Gordon (Spud) Van de Water and Carl Krueger is a generalized overview and is obtainable from:
<http://eric.uoregon.edu/publications/digests/digest159.html>

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

Alaska: The Alaska Commission on Post-secondary Education now has (as of 2004) the charge to explore K-16 systems. An early state policy paper (2000) examining K-16 and college access can be found at: <http://alaskaadvantage.state.ak.us/document/PolicyPaper.pdf> . The commission web site is at: <http://alaskadvantage.state.ak.us/>

Arkansas: The information page on the Arkansas Department of Higher Education's P-16 Partnership. www.arkansashighered.com/p16.html

California: California's P-16 (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.

UC Riverside's Alpha Center is one example of a regional P-16 Compact in California.
[www.alphacenter.ucr.edu/P16Regional Alliance.htm#council](http://www.alphacenter.ucr.edu/P16RegionalAlliance.htm#council)

The California Academic Partnership Program (<http://www.calstate.edu/capp/>) is a partnership between California higher education institutions and public schools. CAPP awards grants to partnerships between schools, higher education institutions and business entities to improve academic programs so that more students are prepared for college.

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/

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

K-20 Budget Proposal: <http://www.flboe.org/k20budget/default.asp>

K-20 Accountability Advisory Council: <http://www.flboe.org/K20AccAdvCouncil/>

Georgia: Georgia's P-16 initiative web site is: 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

Hawaii: The Hawai'i P-20 Initiative, a joint education project of the University of Hawai'i (UH), the Department of Education (DOE), and the Good Beginnings Alliance. With a \$500,000 planning grant from the W.K. Kellogg Foundation in July 2003, the initiative is extending collaborative learning grants across the state. The web site is: <http://p20.hawaii.org/index.html>

A bill has also been introduced into the Hawaii Legislature to establish a state P-20 council to provide the high-level leadership, resources, and commitment needed to keep the P-20 initiative on course and focused upon its common goals. (SB75 SD2)

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

A new P-16 professional development portal for Illinois teachers is located at:

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

Northern Illinois University is endeavoring to provide leadership toward building a P-20 system through a variety of partnerships, focusing efforts on the three goals of raising student achievement, improving teacher quality, and creating seamless transitions across the system. The web site is:

<http://www.p20.niu.edu/P20/whatisp20.shtml>

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/

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

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

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

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/

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: 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

Maine: Created by executive order of the governor on March 26, 2004, The Maine Task Force to Create Seamless Pre-Kindergarten Through Grade Sixteen Educational Systems is to issue its report in January 2005. The task force web site is:

<http://www.maine.gov/education/PK16TaskForce/>

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/

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>

Michigan: While its primary emphasis is advocacy, the K-16 Coalition for Michigan's Future, a group of 11 education associations has brought school district leaders and representatives of Michigan's public universities and community colleges together to describe the impact of ongoing state budget cuts on their programs and students. That site is: <http://www.masb.org/page.cfm/868/>

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-

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>

Montana: In 2003, the Montana Board of Public Education and Board of Regents submitted a joint education budget. The report on K-University Cooperative Programs can be found at: <http://www.montana.edu/wwwbor/CoopProgs.pdf>.

A standing P-20 committee is part of the Public Board of Education.

<http://www.montana.edu/wwwbor/BOECommitteeLinks.htm>

A 2003 paper "Career and Technical Education: A Value-Added Element of P-16" by Arlene H. Parisot, Ed.D. Montana State Director of Career and Technical Education can be found at:

http://www.careertech.org/publications/final_p16.doc

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

Nevada: The Washoe County K-16 Council site remains an early example of a county-based effort. Though the site has not been updated in several years, it is still active and can be accessed at: <http://www.unr.edu/k16/>

New Jersey: The Regional P-20 Coalition of Southern New Jersey has the mission "through broad-based community partnerships enhance the P-20 educational continuum to facilitate more meaningful lifelong learning and maximize the full potential of every individual as a responsible citizen and prospective employee." A coalition of multi-county P-20 councils are envisioned. Among those serving on the coalitions' "Council of Conveners" are Charles Bisciegli, CEO of South Jersey Industries; Judy Fisher, Executive Director of Human Resources Administration for the Trump Properties; Kenneth Ender, President of Cumberland County College; and Clarence

Hoover, Vineland Superintendent of Schools. The coalition's web site is:
<http://www.rowan.edu/coe/p20coalition/>

New Mexico: In fall of 1998, the New Mexico Commission on Higher Education (CHE), and the New Mexico State Board of Education jointly developed and sponsored a "Roundtable on K-16 Partnerships for Teacher Preparation and Development in New Mexico". The site is located at: <http://www.nmche.org/reports/quality3.asp> The state department of education maintains a P-16 Initiative link on its web site: <http://www.ped.state.nm.us/comm.part/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

North Carolina: Through both the Governor's education Cabinet and a new Education First Task Force, North Carolina is employing numerous P-16 strategies, though the state structure is not called P-16. <http://www.governor.state.nc.us/Office/Education/Education.asp> The College Foundation of North Carolina (<http://www.cfnc.org/>) represents an emerging state-level college access partnership.

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

Links to descriptions of the Ladder Project on this site describe Oregon's PK-16 history and development. www.ous.edu/pass/pk16/

Another site includes six topical briefs focused on issues determined by the Oregon State Board of Education as priority P-16 topics: early learning, aligning standards, high school as a key transition, articulation and transfer, postsecondary access and affordability, and P-16 finance.

http://www.occa17.com/hot_topics_3.html

Ohio: Governor Bob Taft's Commission on Higher Education and the Economy (CHEE) has recommended the establishment of a state-level P-16 Education Council. The full CHEE report can be viewed at: <http://www.chee.ohio.gov/index.asp?p=0&text=0>

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

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

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

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

Another regional Ohio approach is the Beeghly Center for P-16 Research and Development which supports partnerships among P-16 educators in the region served by Youngstown State University. The emphasis of the center is upon collaborative research leading to improved practices in the P-16 classroom. <http://www.coe.yosu.edu/P-16/mission.html>

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

The School of Education at West Chester University maintains a P-16 Consortium page. "The Consortium is comprised of a P-16 Advisory Council, a council formed by representatives from West Chester University, Holy Family College, Community College of Philadelphia, Cheyney University, Chester County Intermediate Unit, Verizon, and members of the Bartram and Lincoln P-16 Communities of Inquiry." www.wcupa.edu/ACADEMICS/sch_sed/P-16.htm

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

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

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/

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

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

The Texas Higher Education Coordinating Board's Division of Participation and Success works in partnership with the Texas Education Agency and the State Board for Educator Certification to promote and support the development of partnerships among colleges, universities, school districts, parents, businesses, and other organizations. This site can be found at:
<http://www.theccb.state.tx.us/Partnerships/>

There is also a Texas State Leadership Consortium for P-16 Partnerships which deals primarily with the Federal Perkins Act applications in Texas. www.techpreptexas.org/P-16/P-16_index.html

The University of Texas at San Antonio Office of K-16 Initiatives and Honors College "strives to increase UTSA's partnerships and collaborations with schools, business and industry, and community-based organizations and foundations to strengthen the quality of education in San Antonio and South Texas from kindergarten to college." The site is located at:
<http://www.utsa.edu/k16/>

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

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/). 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

