

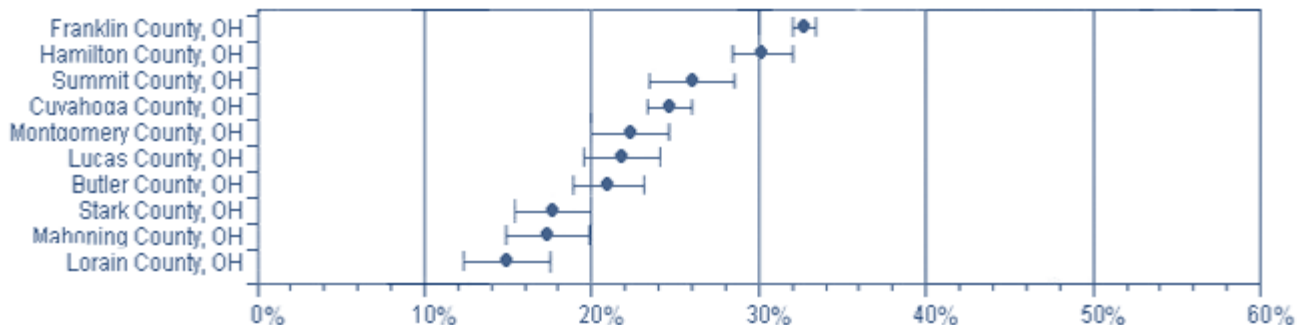


The Class of 2021

A White Paper of the Stark County P-16 Compact

August, 2002

Ohio's Percent of Population with a Bachelor's Degree or Higher Population 25 years and over, 2001



Source: U.S. Census Bureau, Demographic Surveys Division

Created: June 28, 2001

Last Revised: Wednesday, 08-May-02 16:34:24

Note: The chart above shows the margin or error, represented by the lower (|) and upper (|) bounds of the 90% confidence interval. The estimate itself is represented by the center of the confidence interval (*). The confidence interval gives a range of values likely to include the population true value. The smaller the confidence interval the more precise the estimate of the characteristic of interest.



The Class of 2021

A White Paper of the Stark County P-16 Compact

August, 2002

P-16 Compact Committee Members

Dr. John J. McGrath	Chairperson, President, Stark State College of Technology
<i>Dr. William G. Bittle</i>	Dean, Kent State University-Stark Campus
<i>James A. Bower</i>	President, Stark Community Foundation
<i>Theodore V. Boyd</i>	Chairman, Beaverkettle Company
<i>Victoria S. Conley</i>	Executive Director, Sisters of Charity Foundation of Canton
<i>Jackie DeGarmo</i>	Superintendent, Plain Local Schools
<i>Dr. Jane Dessecker</i>	Director, Instructional Services, Stark County Educational Service Center
<i>Lynne Dragomier</i>	V-P Administration, The Hoover Company
<i>Dr. John L. Ewing</i>	President, Mount Union College
<i>James M. Gresh</i>	Vice President and Controller, Timken Company
<i>Dr. Ronald G. Johnson</i>	President, Malone College
<i>Michael L. Johnson</i>	Executive Director, Child & Adolescent Service Center
<i>Richard Jusseaume</i>	President, Walsh University
<i>Merele Kinsey</i>	COMPASS Project Manager, United Way of Stark County
<i>Cindy Lazor</i>	VP Programs, Stark Community Foundation
<i>Mel Lioi</i>	Assistant Superintendent, Stark County Educational Service Center
<i>William Mease</i>	Assistant Superintendent, Stark County Educational Service Center
<i>Richard S. Milligan</i>	Managing Partner, Howes, Daane, Milligan, Kyhos & Erwin LLP (Member of Canton City Schools Board of Education)
<i>Larry Morgan</i>	Superintendent, Stark County Educational Service Center
<i>Dr. Adrienne O'Neill</i>	President, Stark Education Partnership, Inc.
<i>Samual Palmer</i>	Chief Financial Officer, A2Z iTV
<i>William Pincoe</i>	President, Beese, Fulmer, Pincoe
<i>Judge W. Don Reader</i>	Ohio Court of Appeals Fifth District
<i>Daryl L. Revoldt</i>	NE District, Ohio Dept of Development
<i>Dr. Joseph A. Rochford</i>	Vice President, Stark Education Partnership, Inc.
<i>Dr. Robert Roden</i>	Associate Superintendent, Canton City Schools
<i>Dr. Robert C. Suggs</i>	Provost, Ashland University
<i>Dr. Larry Sullivan</i>	Assistant Superintendent, Plain Local Schools
<i>Ward J. Timken</i>	President, Timken Foundation
<i>Dr. Robert Zweir</i>	Provost, Malone College

Executive Summary

This paper discusses the consolidated findings of the P-16 Compact. It is the belief of the Compact members that these strategies will converge to result in improved college attendance and graduation/retention rates for Stark County.

- 1. Targeted programs** are needed to increase both student and parent awareness of the preparation needed for college, types of college education available, admissions requirements, costs, and financial aid and assistance available. These targeted programs should be developed to not only sustain aspirations on the part of students, but to raise parent (guardian) aspirations for their child.
- 2. A neighborhood level approach** is mandated in the inner cities. Neighborhood leaders, parents and guardians, particularly mothers should be engaged in the process of working to encourage completion of secondary and post secondary or continuing education for children.
- 3. The Post Secondary Enrollment Option (PSEO)** can be a useful tool in bridging secondary to post-secondary education. However, both the way in which the option is currently being used and the funding mechanism that is in place need to be examined in order to determine how this option can be used most effectively.
- 4. It is critical to create and improve relationships** in order to express to students that someone cares about their success and future. Every child should have a learning advocate. We need to strive to coordinate and strengthen existing mentoring programs, extend and coordinate advising, guidance counseling and college counseling services.
- 5. A compilation of scholarships and other funding sources** within and outside of Stark County needs to be made available both for students and parents. This compilation should be updated on a regular basis and made available both electronically and in print. Corresponding educational programs and sessions should be coordinated with parents, counselors, higher education institutions and others. Membership in the Ohio College Access Network (OCAN) will be a critical component here.
- 6. We need to review and recommend how the community might help schools strengthen their resources** available to parents and students to make informed decisions and gain additional support.
- 7. We need to promote shared integrated data management** to assure high levels of student achievement. Scaled up for all districts, assessment data on students should be shared with the colleges and considered as a replacement for the currently administered placement (Compass) test. This will enable the colleges to have access to school district student data and can continue instruction without interruption.
- 8. We must support ongoing teacher and school leader preparation** aligned with the tri-partite theory of change now in use in the county. Enhanced teacher preparation is needed to continually move up results

enabling students to more successfully transit to higher education. A continuous school leader preparation program, based not only on the change model, but on distributive leadership, will enable a solid and high performing P-12 base for higher education.

9. **We must move beyond existing content standards** and help all educators P-16 integrate the lifelong learning or “new basic workskills” of abstraction, system thinking, experimentation and collaboration into

existing content standards so that students are prepared for the requirements of the world of the knowledge worker who is “highly mobile, comfortable with ambiguity, entrepreneurial and creative.”

10. **We need to learn from, build upon, and expand** current contextual learning concepts as they relate to student learning (GEAR-UP, College Tech Prep, Academies, etc.) and their relation to creating seamless paths to post-secondary education.

The goals of the P-16 Compact are to increase the college-going rate and to retain those graduates in Stark County.

Prelude–The Present

W.R. Timken, Jr. to the Ohio School Boards Association Northeast Region

March 13, 2002

Thank you, Dick. When Dick Baughman invited me to talk with you this evening, he asked me to address the relationship between the public school educational system and the needs of the industrial sector. I applaud his choice of topics. It's provocative. It's timely. And right from the beginning of my comments, let me emphasize the crucial nature of that relationship. It is central, absolutely central, to continuing to improve the quality of life for all of us Ohioans - and people the world over for that matter. As a result, I shall do my best tonight to convey my opinion on that subject as well as some other observations on education in a broader scope stimulated by this topic.

First, let me tell you what you already know. The workplace of today bears no resemblance to that of 100, 50 or even 20 years ago. Of course, this is not just a change restricted to manufacturing or the private sector. It is just as true in every sector where Americans seek their livelihood. And it will change even more and faster in the next 10 years. Even if we were to determine some needs of industry today, they would already be out of date.

I have been involved with many business efforts to measure the skills gap between people coming out of the educational system in this country and the needs of the workplace. Many such studies have been made. They constitute great work, are fact based, just what academics have asked for, and they are outdated before the ink dries. (Personally I have come to the conclusion that the real answer concerning what is needed to earn a decent living from today forward is the individual ability to engage in post-secondary education.)

I am not ready to say you need the equivalent of a four-year Bachelor's degree, but if you do not have the academic strength to matriculate beyond high school, your economic future is severely limited. You won't work for The Timken Company. Our compensation is too high. We will not be hiring high school graduates. We can't afford them. We need people who can earn their high pay.

Americans, some 275 million of them, understandably want to live at a higher and higher standard of living. The price, of course, is higher productivity - the ability to do more with less. This cannot be accomplished with yesterday's workforce. Today everyone needs to be able to think for a living. The day when someone else did the thinking for employees and told them what to do is over. Frankly, that means more than high school education is needed. It means a person must be capable of, and committed to, continuing education. The ability to adapt and change to do many different jobs is paramount.

If, for this evening, you accept my thesis, where do the citizens of Ohio stand? The only answer is, we are in big trouble. According to David Sweet, the president of Youngstown State University, only 13.8% of state residents have a four-year college, as compared to the uninspiring national average of 16.1%. Ohio ranks 41st. out of the 50 states. There is, in Ohio, a deficit of at least 250,000 people lacking a four-year degree.

The average annual income for families with a high school diploma is \$48,000, according to Sweet, compared to \$85,000 for families with Bachelor's degrees. No wonder Ohio is losing the economic battle to other states.

But think also what it does to those Ohio citizens who want a higher standard of living. The difference in the above numbers is \$37,000 a year. Over a 40-year career, one family would have 1- 1/2 million more dollars than the other. That is the real human cost.

By the way, President Sweet points out the picture in northeastern Ohio is even worse. The Youngstown-Warren metropolitan statistical area was rated 72nd out of the 75 largest national MSAs in Bachelor's degree attainment. Only 7.6% of the population are four-year college graduates. In fact, President Sweet says Governor Taft's call to increase the number of students attending Ohio's colleges and universities by 5,000 in the next five years is way too low. He proposes 50,000, and I agree with him.

Before anyone reaches the conclusion that I am saying four years of college is the only metric, I want to say again that it is the capability to undertake any amount of postsecondary education that is the first goal. And I will return to this in a moment.

But first I want to acknowledge the fact that because of the efforts of all of us in this room and the leadership of Governors Voinovich and Taft, there has been significant improvement in Ohio's schools over these past years. To many of us in the business world, by 1990 public education in Ohio came to be viewed as a tax money sinkhole. It was looked upon as an unresponsive monopoly dominated by public employee unions whose interests were employment issues, not children. Many in this room might be offended to hear that view, but I am only the reporter.

School costs were soaring at a time of declining student population. Comparative testing with children of other nations showed serious deficiencies. Certainly the amount of remedial education being performed by companies on their employees was large and increasing rapidly.

What a difference a decade makes. I for one believe we are committed as a society to enter a golden age of education where no child will be left behind, where kids will reach their full potential, and that potential will be recognized as far higher than previously believed. An age where public education will truly fulfill the constitutional intent of our founding fathers. Education creates equal opportunity for all. All the collective efforts to improve our public education system are beginning to produce results. That is great. However, I think we still have a problem with the model we are using. As I said earlier, not only should it be that no child is left behind, I believe we should establish a goal to prepare every one of those children for college, university or two-year post-secondary education.

We know all the children won't make that goal, but I believe it will provide a better educational opportunity for all. To the extent there is a college track and a non-college track simply must produce a different educational result. An educational result that contributes significantly to Ohio sending a lower percentage of its young people on to post-secondary education than any surrounding or similar state. I believe it is wrong and must be ended.

That is one reason I am reluctant to address the subject proposed to me this evening - "What Industry Needs from Public Education."

We don't need industry-ready young people with special skills for work built into them; we need college-ready graduates with the ability to think and learn. Our experience at Timken has been that we get what we ask for because we build the systems to produce the result. How many young people are under challenged in our public educational system because somebody built a system to produce a lower quality product?

I want to be the loudest voice from the private sector to say, don't do that. We don't need second-class employees. We don't want worker-level-quality graduates. We want everyone to be prepared so we will have a wider selection to draw from—graduates who can earn and justify higher wages and the standard of living that goes with it.

That's what industry needs from public education.

Prelude–The Future

It is a hot and humid August in 2019 as Sabatha Jones enters the David Student Center at Walsh University for new student orientation. This is the day that she and her family have hoped and planned for, ever since she started first grade in the Canton City Schools. Around her are equally hopeful new students from Massillon and Alliance, Navarre and Beach City.

Indeed, it seems that students are here from everywhere in Stark County. Sabatha is no stranger to college coursework. Already, she has an associate’s degree. She earned this from Stark State College of Technology in a combined fifth high school-college year in the Canton City Schools. Now, Sabatha has matriculated to Walsh to complete her four year degree.

When she graduates, she wants to stay in Stark County where the job prospects for college graduates are high. Stark is not only where her family is, it is a community that values education and a community on the move.

Canton, with over 120,000 population is now the seventh largest city in the state. The revitalized downtown is a model of the “new urbanism” which swept the country in the last two decades. Cultural and recreational opportunities abound. The rest of the county has grown as well. Stark now has nearly 500,000 inhabitants as people from throughout northeast Ohio have sought the higher quality of life and job opportunities in the community.

Led by major industries, such as the Timken Company, Diebold, and Hoover, the “rust belt” has turned into the “gold belt” for Stark County. Pulling on an educated populace to fuel further expansion, Stark is the recognized state leader in high tech manufacturing and information technology. Business starts have tripled in the last decade. Business “deaths” are one-fifth of what they were in 2000. The community exports not only goods, but knowledge and expertise on a world-wide basis.

That exportation is not difficult. Stark is also now the major rail and air transportation hub in northeast Ohio. The Akron-Canton airport is the second busiest in the state and will soon surpass “neighborhood-locked” Cleveland Hopkins as the major airport in Ohio.

Personal income in Stark is now a full annual percentage point above other major metropolitan areas in the state...

Table of Contents

Executive Summary	ii
Prelude–The Present	iv
Prelude–The Future	vi
Introduction	1
The P-16 Compact	5
What is the Purpose of the Compact	5
What is the Purpose of this White Paper	5
Discussion of the Findings and Supporting Evidence	6
The Economic Evidence	6
Consolidated Findings of the Stark County P-16 Compact: Statements for Action	10
Need for Targeted Programs	11
A Neighborhood Approach	12
The Post Secondary Enrollment Option	12
Create and Improve Relationships	14
Compilation of Scholarships and Other Funds	14
Student Achievement is Rising in Stark County	16
Coherent Curriculum	16
Ongoing Teacher and Leadership Preparation	18
Need for Qualified Principals in Stark County	19
We Have Embarked on a Process to Develop School Leaders	20
Moving Beyond Existing Content Standards	21
Learn From, Build Upon, and Expand Current Programs	27
TRIO Programs	28
Choices	28
Canton City GEAR-UP Program	28
OCAN	29
The Future	29
Action Plan Possibilities: What We Might Consider Doing (Starter Ideas)	32

Tables

I – National, State, and Stark County Education Attainment Levels	1
II – U.S. and Stark County Averages by Level	2
III – Ohio and Stark County Averages by Level	2
IV – Percentage of Education Attainment Growth	3
V – Employment & Schooling Outcomes for Ohio	3
VI – Graduation Rates of Stark County School Districts	4
VII – Higher Learning Equals Higher Earning	7
VIII – Economic Background Has Little Effect on Salary	8
IX – Education’s Effect on Work-Life Earnings	9
X – Students Enrolled in Post Secondary Option	13
XI – The Results: Rising Student Achievement in Stark County	16
XII – Current Administrators and Administrator Needs in Stark County 2002-2006	20
XIII – Grade Point Average of First Time, First Year Stark County Students	22
XIV – Persistence Rate of First Time, First Year Stark County Students	23
XV – Remediation Rates	25

Figures

I – Gear-Up 2001: A Comparison of Parent and Student Surveys	11
II – The Stark County Model: Theory into Action, Planning for Coherence	17
III – A Stark County Model of Systems Management-Distributed Instructional Leadership	19
IV – The Pyramid of Leadership	21
V – Tech Prep	27
VI – Improved College Attendance and Graduation Rates	29
VII – Our Pre-School through College System	30

Appendix

P-16 Compact Sub-Committee Members	34
--	----

Introduction

Fantasy? Sabatha Jones may be fictional, but the potential of what she experiences and sees in the year 2019 is not a fiction. It can, in the space of a single generation, become a reality for Stark County.

Both Stark County and the state of Ohio are at a crossroads today. We can become the county of Sabatha's dreams, or, we can continue the slow and inexorable fall to the bottom of the higher education ladder.

The bottom? Isn't this dramatization? Unfortunately, not. Ohio, has maintained its position in the 2000 census as the seventh largest state in population. Yet, Ohio now ranks 41st in the nation in the percentage of its adult population holding a four-year college degree.

What else does 41st mean? It means that Ohio ranks along side states such as Mississippi, Louisiana, Arkansas, Nevada, and Kentucky. It also means a genuine deficit of hard numbers.

*Table I
National, State, and Stark County
Education Attainment Levels**

	<i>U.S.</i>	<i>Ohio.</i>	<i>Stark</i>
<i>Some College, No Degree</i>	21.0%	19.9%	18.9%
<i>Associate Degree</i>	6.3%	5.9%	5.3%
<i>Bachelor Degree</i>	15.5%	13.7%	11.9%
<i>Graduate or Professional Degree</i>	8.9%	7.4%	6.1%

Percent age 25 and over at each level

Ohio's current capacity does not seem to be a problem. Our state colleges and universities alone enrolled 415,948 students in the fall of 1999, while their independent counterparts enrolled another 116,768 students. Future sustainability of that capacity, support of students who enroll or wish to enroll, and retention of graduates are problems.

Stark County also has a deficit and there are several ways to view our own education gap. Table I looks at the percentage of adults in the United States, in Ohio, and in Stark County who have either attended college or completed a degree. On the basis of sheer percentages, Stark is behind at all levels.

Table II looks at what it would take in hard numbers for Stark County to come up to "national averages." Here, 24,031 adults would need to complete degrees or obtain "any" college coursework. Of our population 25 or older, 13,410 currently hold associate degrees; 30,036, hold bachelors, and 15,362 hold graduate degrees. The "completed any college" category aside, only 23% hold any college degree; 12% hold bachelors, and 6% graduate degrees. This means only 18% of our population has attained a four-year degree, or above.

Table III compares Stark County averages to that of the state of Ohio. To come up to "state averages" some 11,385 of our adult population would need to acquire degrees or complete some college.

The desire to attend college, however, does not seem to be a problem for Stark Countians. In the Fall of 2000, some 12,455 Stark County residents were admitted to state supported higher education institutions in Ohio. These figures are from the Ohio Board of Regents "Student Count By Ohio County at Time of Admission: Autumn 2000."

**Figures based on 2000 Census showing 252,971 adults age 25 or greater in Stark County*

As might be expected, these figures do not represent traditional “out of high school” enrollment. Older, non-traditional students, students matriculating from 2 to 4 year institutions, students transferring from private to public higher education are all included.

What these figures do indicate, however, is that an active college-going base of some 12,000 residents were enrolled. What is not included is out of state enrollment and enrollment in private institutions, who in Ohio enroll overall 32% of 4-year degree candidates.

What is perhaps more interesting is that considering the enrollment figures for Kent State, the University of Akron, Kent-Stark and Stark State College of Technology, nearly 10,000 of these enrollees are within commuting distance of Stark County and presumably, many do commute while remaining residents.

Another way to look at capacity is the actual enrollment of Stark’s five native institutions of higher education (Kent-Stark, Stark State College of Technology, Walsh, Malone, and Mount Union). In the Fall of 2000, these institutions enrolled 13,383 students.

An additional way of looking at how Stark County is doing in education attainment is to look at the growth percentages in various categories between the 1990 and 2000 census. (Table IV).

In many areas of education attainment, Stark County’s percentage growth between 1990 and 2000 was ahead of the national average. The county did better than the national average in reducing the number of adults with less than 9th grade attainment and was a full 1.6% better than the national average in the 9th to 12th grade, no diploma category. While the national average for high school graduation actually fell by 1.4%, Stark had a small increase in this category. In terms of percentage change in some college attainment, Stark was ahead of the national average, but fell behind on percentage increases in bachelor’s and graduate degrees.

*Table II
U.S. and Stark County Averages
by Level (age 25 and over)*

	2000 U.S. Avg.	2000 Stark Avg.	Deficit in Persons
<i>Some College, No Degree</i>	21.0%	18.9%	5,312
<i>Associate Degree</i>	6.3%	5.3%	2,530
<i>Bachelor Degree</i>	15.5%	11.9%	9,106
<i>Graduate Degree</i>	8.9%	6.1%	7,083
<i>Total Deficit All Levels</i>			24,031

*Table III
Ohio and Stark County Averages
by Level (age 25 and over)*

	2000 Ohio Avg.	2000 Stark Avg.	Deficit in Persons
<i>Some College, No Degree</i>	19.9%	18.9%	2,530
<i>Associate Degree</i>	5.9%	5.3%	1,518
<i>Bachelor Degree</i>	13.7%	11.9%	4,048
<i>Graduate Degree</i>	7.4%	6.1%	3,289
<i>Total Deficit All Levels</i>			11,385

Stark's percentage gain was also larger than the state of Ohio in the 9th to 12th grade categories and in the some college, no degree category. It was equal in the associate degree category, but lower in the bachelor's and graduate or professional degree category. These figures, it should be cautioned, represent only population "snap shots" and should not be interpreted as representing performance on either the part of Stark's school districts or colleges.

What this growth does substantiate is that in the high school graduate and "some college" categories combined, Stark has a larger overall percentage than the national or state average (Stark 60.1%; Ohio 56.0%, US 49.6%). In the bachelor's and graduate or professional degree category, Stark's growth and actual percentage is behind both.

Also, as these figures are for age 25 and over as of the year 2000, they do not account for those below the age of 25 currently enrolled in college or the substantial progress made by Stark County districts in raising graduation rates over the last decade. This is contrary to a recently released report which shows Ohio's dropout rate increasing from 3.9% to 5% from 1998-1999 to 1999-2000.¹

A parallel question on the basis of all this capacity is whether or not Stark County and Ohio are "exporters" of degrees. The short answer seems to be, yes.

How many of our students will eventually graduate, and how many will stay here is a question of paramount importance. This balance is difficult to ascertain. The Ohio Board of Regents has tracked certain specific outcomes for Ohio college graduates. Looking at outcomes in the

fourth quarter of the year following graduation, the results indicated that fully 70% of all graduates remain in the state for at least four quarters. Thirty percent leave. What is perhaps more interesting is the

Table IV
Percentage of Education Attainment Growth

Population 25 yrs. & Over	% Stark Change	% Ohio Change	% U.S. Change
<i>Less than 9th Grade</i>	-3.6%	-3.4%	-2.9%
<i>9th to 12th Grade- No Diploma</i>	-3.9%	-3.8%	-2.3%
<i>High School Grad (includes equivalency)</i>	0.1%	-0.2%	-1.4%
<i>Some college- No degree</i>	3.0%	2.9%	2.3%
<i>Associate Degree</i>	0.6%	0.6%	0.1%
<i>Bachelor's Degree</i>	2.2%	2.6%	2.4%
<i>Graduate or Professional Degree</i>	1.5%	1.9%	1.7%

Table V
Employment & Schooling Outcomes for Ohio Spring 1998 and 1999 Graduates

Type of Degree	Known In-State Employment or Known Continuing School	No Known In-State Employment and Not Continuing School
<i>Associate</i>	84%	16%
<i>Baccalaureate</i>	69%	31%
<i>Masters</i>	61%	39%
<i>Professional</i>	48%	52%
<i>Doctoral</i>	35%	65%
Grand Total	70%	30%

—Source: Ohio Board of Regent

¹ *Public High School Dropouts and Completers from the Common Core of Data School Years 1998-1999 and 1999-2000. Washington: National Center for Education Statistics, August 2002.*

breakdown by level. Eighty-four percent of all graduates with an associate’s degree remain in the state-an encouraging number. The problem is that it goes downhill from there.

At the professional degree level, fully 52% have left within that time frame. At the doctoral level, it’s 65%. Even at the baccalaureate level, the state loses nearly one-third of its graduates

We might assume that conditions within Stark County parallel that of the state. Why then does the current gap exist? There are a variety of reasons, some apparent and some not. What we do know is enough to pose hard questions for the state and for communities such as Stark County. For Ohio and the 101st largest metropolitan statistical area in the nation (Canton-Massillon) the choices are clear. Choices that this white paper addresses.

*Table VI
Graduation Rates of Stark County School Districts*

	<i>1998-99 Graduation Rate</i>	<i>1999-2000 Graduation Rate</i>	<i>2000-2001 Graduation Rate</i>
		<i>90% is Passing</i>	
Alliance City	78.9%	75.4%	74.3%
Canton City	65.9%	53.1%	58.8%
Canton Local	90.6%	92.0%	90.5%
Fairless Local	78.5%	87.5%	91.6%
Jackson Local	93.2%	95.4%	90.6%
Lake Local	98.3%	95.8%	93.5%
Louisville City	93.0%	92.0%	94.8%
Marlington Local	85.8%	91.1%	94.5%
Massillon City	81.8%	79.9%	81.0%
Minerva Local	83.8%	83.9%	79.3%
North Canton City	98.0%	97.3%	96.8%
Northwest Local	98.3%	98.5%	97.4%
Osnaburg Local	85.5%	82.7%	81.0%
Perry Local	88.9%	94.8%	94.1%
Plain Local	90.0%	87.3%	89.0%
Sandy Valley Local	87.4%	83.7%	86.7%
Tuslaw Local	90.1%	86.7%	92.7%
<i>Group Graduation Rate</i>	<i>84.9%</i>	<i>83.0%</i>	<i>84.3%</i>
<i>State Average</i>	<i>81.4%</i>	<i>80.7%</i>	<i>81.2%</i>

-Source: Ohio Department of Education

The P-16 Compact

The Stark Education Partnership, in collaboration with educators from several Stark County school districts including the Educational Service Center, postsecondary education leadership, business representatives, civic leaders and parents established the P-16 Compact for Stark County in the Fall of 2001.

P-16 compacts have become prominent features in states and school systems promoting extensive education reform, and address the importance of high achievement for students and the need for all sectors of education to cooperate to promote better results for them. Compacts reflect specific agreements among educators and others to coordinate what they teach and how they measure results to enable students to take advantage of opportunities to pursue postsecondary education and to get the best jobs possible.

In fostering new collaborations, the Stark County P-16 Compact formed committees that investigated several issues that were seen as crucial to creating a seamless system of education. Three such areas are ensuring that the curricular offerings in elementary and secondary education are connected to those in postsecondary education, working to encourage the County's students to remain in school, get postsecondary education and a gainful and satisfactory job in Stark County and involving all parts of the community in valuing the purposes and importance of education.

What Is the Purpose of the Compact?

The purpose of the compact is to foster and sustain a community conversation on ways that Stark County can support and sustain all students in realizing their academic potential and achieving readiness to pursue and be successful in post secondary education. Additionally, the Compact seeks to sponsor research and promote the development of programs, such as middle college, which maintain high academic standards but which streamline completion times and foster successful transition from K-12 to higher education.

What is the Purpose of this White Paper?

The purpose of this white paper is to present the consolidated findings of the three committees to the community. These findings represent nearly one-half year of study and deliberation. The findings are presented in the first half of this paper as "action statements," that is, specific recommendations for community action. The Compact firmly believes that these recommendations must in essence be studied and acted upon by the entire community.

The second half of the paper will include an in-depth discussion of some of the issues facing Stark County, Ohio, and the nation.

Discussion of the Findings and Supporting Evidence

The Economic Evidence

Trends indicate that educational attainment is closely related with the economic welfare of individuals and the economic well being of the state. Jobs requiring less than a college education are quickly being eliminated; conversely, information-based and knowledge-based jobs are growing much faster than the ready supply of workers.

Clearly, the demand for workers with formal postsecondary education will only increase in the foreseeable future. –The KnowledgeWorks Foundation Poll: Ohio Education Matters 2002.

What difference does it really make to a community to have more college educated people? While the “science” of community or regional economics is still in its infancy, the indications are that a higher level of education can make dramatic differences.

What is known, however, is that there is a definite correlation between the education level of any metropolitan area and its income level.

Gottlieb and Fogarty (1999) in looking at the role of education in regional economic growth, reached the following conclusions:

- The proportion of adults holding a college degree was over twice as high in the most-educated large metropolitan areas (35% on the average) as it was in the least-educated metropolitan areas (16% on average).
- This statistic matters. Among the 75 largest US metropolitan areas, the ten that had the most college graduates in 1980 enjoyed per-capita income growth of 1.8% per year between 1980 and 1997. The ten with the fewest college graduates in 1980 experienced annual income growth of only .8% over the same period.
- The most-educated metropolitan cities also outpaced the least-educated on a rough measure of productivity growth over the period 1980 to 1994.
- Educational attainment was not found to be a significant determinant of the rate of employment growth in the 75 largest metropolitan areas. However, additional work by us and others suggest that education contributes to employment growth across all metropolitan areas in the U.S.
- Some metropolitan areas have improved their relative education levels significantly in less than a single generation. Therefore, boosting educational attainment appears to be a reasonable objective for metropolitan policy makers (p.1).¹

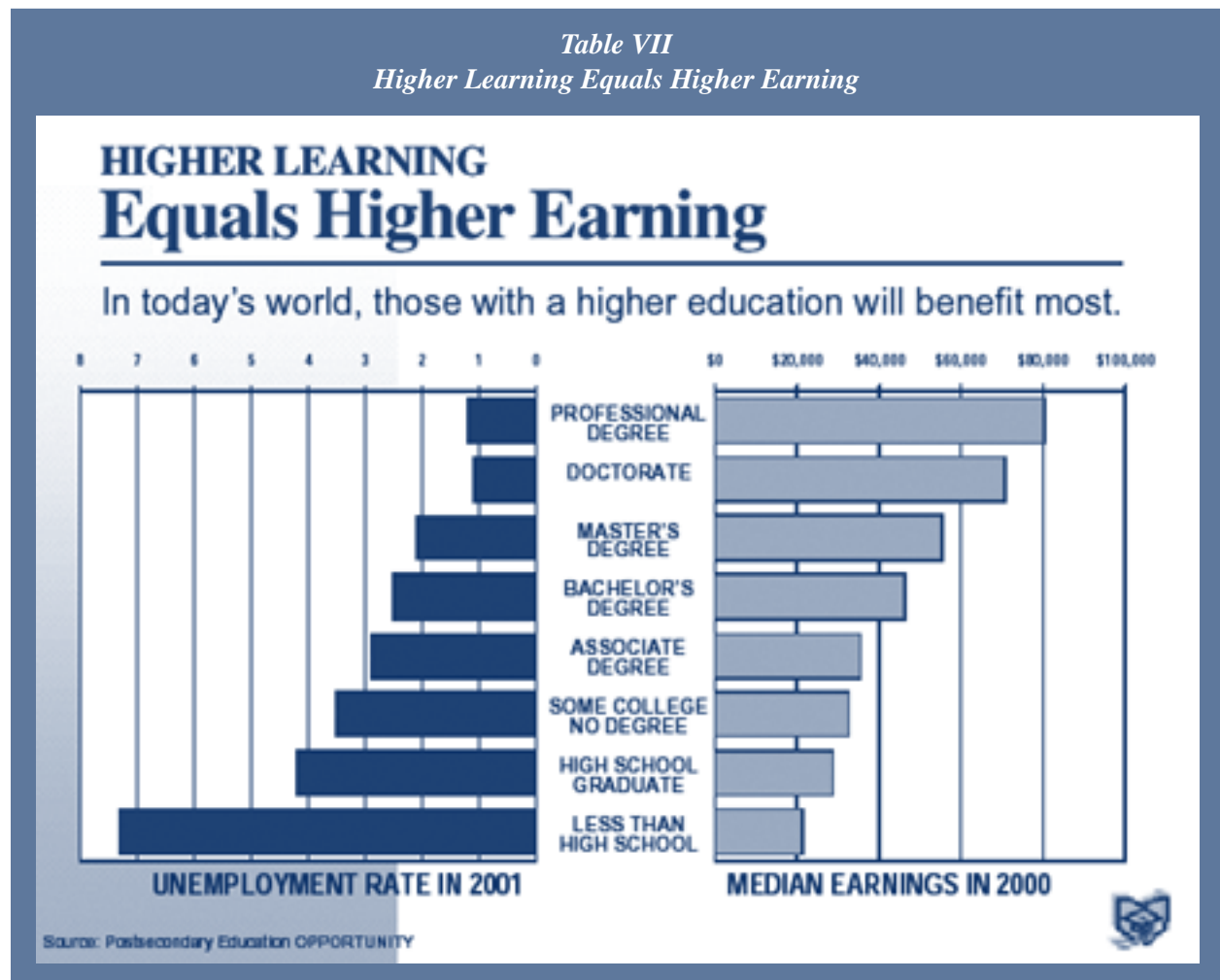
In the author’s analysis, Toledo and Youngstown were in the bottom ten large metropolitan areas (out of 75) with an average proportion of 16.3% bachelor attainment. The Canton-Massillon Metropolitan Statistical Area currently ranks (2000 census) as 101st in the country. On the category of bachelors degree or higher, the ranking would be similar to the Youngstown or Toledo area.

A recent study completed for the Canton Regional Chamber of Commerce by Kent State University-Stark concerns Canton area business trends. Interviewing business leaders and economic development professionals, the study notes:

The lower levels of educational attainment in the workforce in the area was perceived to be a concern, due to the lower percentage of graduates in the area and the 'brain drain.' While the most frequently mentioned factor considered in site selection decision-making is the availability of a skilled work force, the level of educational attainment of the workforce in this area was raised in response to several interview questions as a concern.²

What could Stark County expect if the education gap was closed? The full parameters of that impact upon the community should be considered and discussed. One such parameter is personal income. Here the differences are considerable. As the Ohio Board of Regents states:

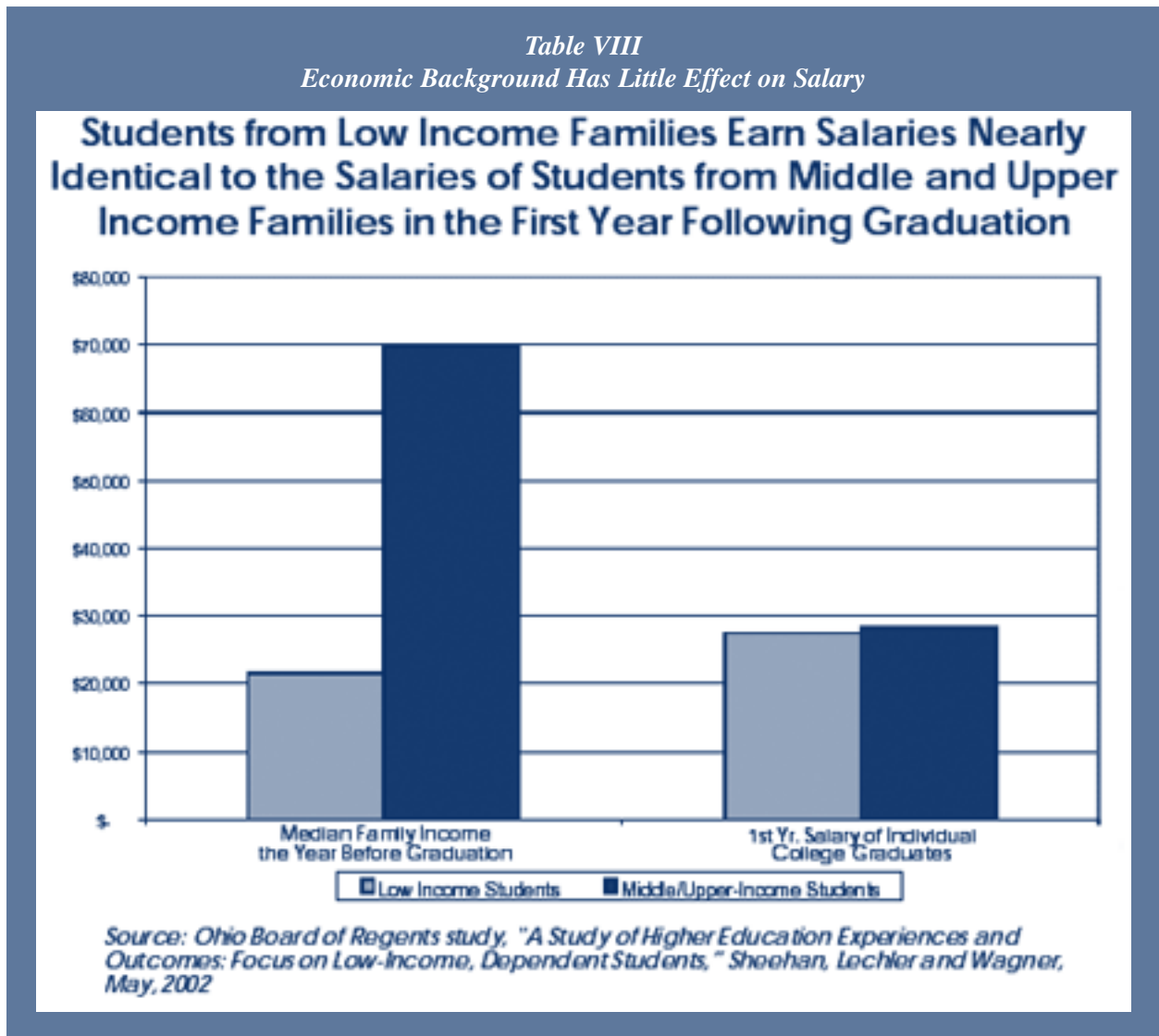
“Most of us know that ‘higher learning equals higher earning.’” But we may not be aware of the extent of the gap between a person with a high school degree and a person with some college, or an associates or bachelor’s degree. The differences in earnings and unemployment are shown below.



² Office of Corporate and Community Services at Kent State University Stark. (2002). Canton area business trends research: A comprehensive research study. Canton: Canton Regional Chamber of Commerce Economic Development Committee. P.41.

The relationship between education levels and employment is also compelling. Simply, the most educated people also have the lowest rates of unemployment.”³

The Ohio Board of Regents also found that college served as an economic equalizer. In other words, despite the family “economic” background of students, graduates earn nearly identical salaries. In fact, during the first year after graduation, “...individual students from low income families who received a baccalaureate degree earned on an average almost \$6,000 more than their entire families did while they were in college.



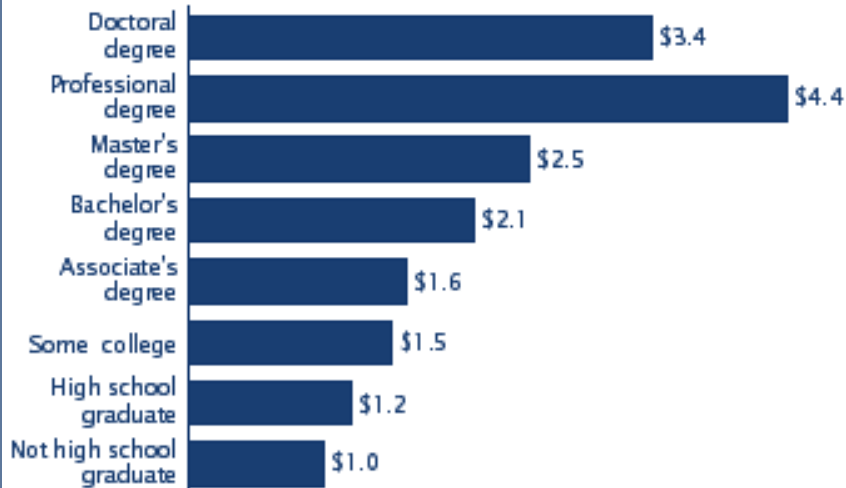
This finding is further supported by a recent United States Census release.

³ Ohio Board of Regents. (2002). *The issue: Education pays*. Columbus, Ohio: author.

*Table VIII
Economic Background Has Little Effect on Salary*

Synthetic Work-Life Earnings Estimates for Full-Time, Year-Round Workers by Educational Attainment Based on 1997-1999 Work Experience

(In millions of 1999 dollars)



Source: U.S. Census Bureau, Current Population Surveys, March 1998, 1999, and 2000.

If Stark County could indeed close the “education gap” that afflicts the state of Ohio, the economic benefits to the community would be real and genuine. Just on the basis of closing this gap on the baccalaureate degree alone, Stark could realize up to \$9,106,000,000 or more in additional citizen career earnings.

Granted, this may be an over simplification for the commensurate presumption is that 9,106 jobs warranting a four year college degree will be created accordingly. The additional presumption is that Stark will succeed in eliminating barriers to higher education for all its citizens, particularly for low income and minority students. Consider what the Business-Higher Education Forum has to say about the future economy.

By 2028, there will be 19 million more jobs than workers who are adequately prepared to fill them.

- Roughly 40 percent of the people available to take these jobs will be members of minority groups.
- A large portion of new jobs—especially jobs that offer competitive salaries and benefits—will demand skills and knowledge far beyond those of a high school graduate.

Sustained efforts must be made to remedy discrepancies in the elementary and secondary educational opportunities provided to American children, and to continue to expand access and opportunity in higher education.⁴

⁴*Business-Higher Education Forum (2002) "Investing in People: Developing All of America's Talent on Campus and in the Workplace," Washington, DC: American Council on Education. p.14.*

Consolidated Findings of the Stark County P-16 Compact: Statements for Action

- **Targeted programs** are needed to increase both student and parent awareness of the preparation needed for college, types of college education available, admissions requirements, costs, and financial aid and assistance available. These targeted programs should be developed to not only sustain aspirations on the part of students, but to raise parent (guardian) aspirations for their child.
- **A neighborhood level approach** is mandated in the inner cities. Neighborhood leaders, parents and guardians, particularly mothers should be engaged in the process of working to encourage completion of secondary and post secondary or continuing education for children.
- **The Post Secondary Enrollment Option (PSEO)** can be a useful tool in bridging secondary to post-secondary education. However, both the way in which the option is currently being used and the funding mechanism that is in place need to be examined in order to determine how this option can be used most effectively.
- **It is critical to create and improve relationships** in order to express to students that someone cares about their success and future. Every child should have a learning advocate. We need to strive to coordinate and strengthen existing mentoring programs, extend and coordinate advising, guidance counseling and college counseling services.
- **A compilation of scholarships and other funding sources** within and outside of Stark County needs to be made available both for students and parents. This compilation should be updated on a regular basis and made available both electronically and in print. Corresponding educational programs and sessions should be coordinated with parents, counselors, higher education institutions and others. Membership in the Ohio College Access Network (OCAN) will be a critical component here.
- **We need to review and recommend how the community might help schools strengthen their resources** available to parents and students to make informed decisions and gain additional support.
- **We need to promote shared integrated data management** to assure high levels of student achievement. Scaled up for all districts, assessment data on students should be shared with the colleges and considered as a replacement for the currently administered placement (Compass) test. This will enable the colleges to have access to school district student data and can continue instruction without interruption.
- **We must support ongoing teacher and school leader preparation** aligned with the tri-partite theory of change now in use in the county. Enhanced teacher preparation is needed to continually move up results enabling students to more successfully transit to higher education. A continuous school leader preparation program, based not only on the change model, but on distributive leadership, will enable a solid and high performing P-12 base for higher education.
- **We must move beyond existing content standards** and help all educators P-16 integrate the lifelong learning or “new basic workskills” of abstraction, system thinking, experimentation and collaboration into existing content standards so that students are prepared for the requirements of

- the world of the knowledge worker who is “highly mobile, comfortable with ambiguity, entrepreneurial and creative.”
- We need to learn from, build upon, and expand current contextual learning concepts as they relate to student learning (GEAR-UP, College Tech Prep, Academies, etc.) and their relation to creating seamless paths to post-secondary education.

Need for Targeted Programs

The most extensive existing body of data on the need for targeted programs in Stark County proper originates through the Federal reporting requirements on the Canton City Schools GEAR-UP (Gaining Early Awareness and Readiness for College) grant. The following information originates from both student and parent (guardian) surveys. This information, in and of itself is representative of the Canton City Schools alone. However, the Compact believes that these attitudes are representative of low and middle income families throughout the community.⁵

According to these results, parent awareness as to the preparation needed for college and college admission requirements appears to be substantially behind student awareness. One of the primary outcomes of the GEAR-UP program is to increase student awareness. The KnowledgeWorks Poll indicates that Ohioans believe that one of the most effective strategies is to make information about colleges more understandable and available to students. A corresponding parent (guardian) need appears to be evident.

Students seem far more confident in their plans to pursue higher education than parents (guardians). However, these results are hampered by non-responses on the part of nearly one-half of the students polled.

Students appear to be far more confident about their ability to support the costs of higher education than do parents. Indeed, parents list “costs” as the major reason why they feel their child will not be able to go on to higher education.

*Figure I
Gear-Up 2001: A Comparison of
Parent and Student Surveys*

1. Student has talked with someone about college entrance requirements.	
• Yes	575
• No	434
Parent has talked with someone about college admission.	
• Yes	62
• No	487
Parent is familiar with college entrance requirements for	
• 2 year colleges	126
• 4 year colleges	122
• Vocational, trade, business	120
2. Parent has enough information about college preparation.	
• Yes	124
• No	425
Student is aware of two or more types of postsecondary institutions.	
• Yes	583
• No	426
3 What is the highest degree the student plans to attain?	
Less than high school	0
High school only	0
Certificate	41
Associates degree	96
Bachelor’s degree	243
Graduate or professional degree	288
<i>(Parent/guardian)</i>	
Degree aspirations for child	
Less than high school	10
High school only	47
Certificate	71
Associates degree	70
Bachelors degree	202
Graduate or professional degree	149

⁵ Not every student or parent (guardian) returned survey forms. Not every individual answered each question. Number of responses will vary. While the exact form of questioning varied from students to parent (guardian), responses in parallel categories are grouped. Surveys were completed by 1009 students; total number of parent (guardians) completing survey is not noted.

Information and information sharing is called for in this approach. Particularly clear is a system that keeps students informed of the how and why of their academic progress and its relationship to future employment. Equally important is an interface between post secondary education and labor markets.

In some cases, these interfaces already exist in Stark County. The P-16 Compact should strive to determine where, how well such interfaces are working, and to recommend further approaches.

A Neighborhood Approach

Information concerning the benefits of a college education, skills needed to succeed, costs, and resources available is often lacking for many segments of the population and even for highly educated families. Consider the following finding from a recent Ohio poll.

Persistent myths that run counter to the facts appear to be costing Ohio’s high school students the opportunity to secure a higher education. On average, Ohioans overestimate the cost of a public college or university by \$6,000 per year. If people do not understand the value of pursuing higher education or do not recognize available financial assistance options, they are likely to make decisions that are not in their own long-term interests. Furthermore, Ohioans may not recognize the significance of other factors in increasing college enrollment and graduation such as mentoring, academic preparation, and understanding of the application process. Without addressing these issues, high school students may be left without the tools they need to pursue higher education.⁶

Stark Countians have consistently demonstrated that a neighborhood level approach is the most consistent means to distribute information. That approach is recommended here.

The Post Secondary Enrollment Option

The Post-secondary Enrollment Option (PSEO) was created by Senate Bill 140 of the 118th General Assembly. It allows high school students to attend classes at universities and colleges in order to receive either (A) college credit alone or (B) both high school and college credit. The Option was additionally modified to also include

*Figure I (continued from page 11)
Gear-Up 2001: A Comparison of Parent and Student Surveys*

4. Student thinks he/she will be able to afford to attend 4-year public institution.	
• Yes (Definitely or Probably)	487
• Not Sure	308
• No (Doubts it or Definitely not)	104
(Parent) thinks child will be able to afford to attend 4-year public institution.	
• Yes (Definitely or Probably)	185
• Not sure	236
• No (Doubts it or Definitely not)	128
(Parent) has talked with someone about the availability of financial assistance.	
• Yes	45
• No	504
(What is the) main reason child would not continue education after high school	
• NA/Child will continue	18
• Costs	310
• Desire to work	32
• Poor grades	46
• Not interested	70
• Join military	17
• Family issues	0
• Other	23

⁶ “College Access and Higher Education.” *Ohio’s Education Matters: KnowledgeWorks Foundation 2001-2002 Poll*, www.kwfdn.org/2001_poll/access.html, downloaded 8/20/02

chartered non-public high school students and was extended to all four years of high school (freshman-senior). Students who choose to take the college credit only option are responsible for all tuition, fees, books, and other costs; those that choose to receive credit for both high school and college may attend the college or university at no cost to themselves. In this case, the local school district must pay for the student to attend the college or university.

Each participating college or university receives the lesser of: a) the actual costs that would have been the responsibility of the student had he/she elected to take the class for college credit only; or b) the tuition base times the participant's full-time equivalency percentage times the percentage of the participant's school day apportioned to the college or university. This amount is deducted from the school foundation payments of the district the student attends.

In Autumn of 2000 there were 7,147 high school students enrolled in Ohio's public colleges and universities as part of the PSEO program. This is approximately 4% of the total number of graduating high school students for the previous year, although the PSEO students may have been high school students with other class ranks as well.

In Stark County, a total of 159 students enrolled in the Post Secondary Enrollment Option in the Fall of 2000.⁷

*Table X
Students Enrolled in Post Secondary Option, Fall 2000*

<i>District</i>	<i>Graduates</i>	<i># of PSEO</i>	<i>% of PSEO</i>
<i>Alliance City</i>	210	9	4%
<i>Canton City</i>	665	12	2%
<i>Canton Local</i>	172	3	2%
<i>Fairless Local</i>	134	6	4%
<i>Jackson Local</i>	389	29	7%
<i>Lake Local</i>	232	9	4%
<i>Louisville City</i>	212	6	3%
<i>Marlington Local</i>	182	26	14%
<i>Massillon City</i>	323	2	1%
<i>Minerva Local</i>	149	7	5%
<i>North Canton</i>	328	18	5%
<i>Northwest Local</i>	173	11	6%
<i>Osnaburg Local</i>	59	5	8%
<i>Perry Local</i>	352	10	3%
<i>Plain Local</i>	377	17	5%
<i>Sandy Valley Local</i>	103	5	5%
<i>Tuslaw Local</i>	109	2	2%
<i>Stark County Average</i>	245	10	4%

⁷Post Secondary Education Opportunity (PSEO) Students in AU 2000 in comparison to the number of graduates in 1999. PSEO students may be at any class level and do not necessarily need to be seniors. data as 4/15/2002 –Source, Ohio Board of Regents

Stark County district PSEO enrollments are about average for similar districts across the state. While the “theory” behind the Post Secondary Enrollment Option remains valid, the program is neither a financial winner for school districts or higher education institutions.

In 1999, a Legislative Budget Office (Ohio) Policy Brief found:

One of the greatest challenges facing the Post-secondary Enrollment Option is the ambiguity that surrounds it. State agencies are unsure whom the program is supposed to serve. The absence of any direction in the Revised Code has led to two competing interpretations of the program’s purpose. One view is that the Option is for the ‘best and the brightest’ students so that they may continue to excel in areas where they are beyond the high school curriculum. Advocates of this interpretation believe that the option was created to allow students who have exhausted the curriculum in a given area at their high school to continue in that subject area by taking college or university courses. This not only allows students to advance in a particular area, but it also allows them to save money as the local district picks up the cost of their attendance.

The other interpretation is that the program is for all students, and that it actually is a competitor with the public school system.⁸

Thus the financial structure of the PSEO and the ambiguity as to its purpose appears to have severely retarded its use in Ohio.

Create and Improve Relationships

Numerous mentoring components are currently operating in Stark County Schools. The value of such programs, as well as additional advising guidance and counseling services, should be used as a base to strengthen relationships and learning advocacy.

Compilation of Scholarships and Other Funds

Losing Ground (May 2002), was released by the National Center for Public Policy and Higher Education, and focuses on the nation’s public two- and four-year colleges and universities, which enroll more than 80% of college students in America. This report has identified five continuing national trends that have emerged over the past two decades.

1. Increases in tuition have made colleges and universities less affordable for most American families.
2. Federal and state financial aid to students has not kept pace with increases in tuition.
3. More students and families at all income levels are borrowing more than ever before to pay for college.
4. The steepest increases in public college tuition have been imposed during times of greatest economic hardship.
5. State financial support of public higher education has increased, but tuition has increased more.

Regarding affordability, we know that state support of public colleges and universities has increased; that these increases have not been commensurate with the rising costs of

⁸(1999). *Post Secondary Enrollment Option*. Columbus: Legislative Budget Office, Vol. 1, No. 1

providing higher education; that the largest portion of these costs has been borne by students and families through increases in tuition; and that tuition is increasingly financed by student borrowing. Our conclusion regarding the affordability of a college or university education is this: Americans are losing ground.⁹

More specifically, a recent report by an independent committee created by Congress to advise on higher education and student aid policy likewise found the following:

- **Financial Barriers.** Families of low-income, college-qualified high school graduates face annual unmet need of \$3,800, college expenses not covered by student aid, including work-study and student loans. And the shortage in grant aid requires these families to cover \$7,500—two-thirds of college expenses at public four-year colleges and one-third of family income—through work and borrowing. Their peers from moderate-income families face similar barriers.
- **Impact on Students.** These financial barriers prevent 48 percent of college-qualified, low-income high school graduates from attending a four-year college, and 22 percent from attending any college at all, within two years of graduation. Their peers from moderate-income families are hardly better off—43 percent are unable to attend a four year college, and 16 percent attend no college at all.
- **National Consequences.** Shocking annual losses at the national level—this year over 400,000 college-qualified students will be unable to attend a four-year college and nearly 170,000 will attend no college at all—will produce staggering cumulative losses of 4.4 million college-qualified students unable to enroll in a four-year college, and 2 million who are denied access to any college at all by the end of this decade.

But these losses represent only the tip of the iceberg. Many students, even those high school graduates not meeting the admissions requirements of four-year colleges, who could pursue a bachelor’s degree today by first enrolling at a community college, are blocked from doing so by prohibitive financial barriers. Moreover, many students who gain access to a four-year or a community college find it increasingly difficult each year to stay in college as a result of these barriers. Indeed, the work that they undertake to bridge the unmet need gap can actually reduce grant aid in subsequent years, raising financial barriers even higher.

Throughout the decade, as school reform and early intervention efforts expand the number of college-qualified high school graduates, scarce grant aid will be stretched even further and work and loan burden will rise above current levels. This will produce even larger national losses of college-qualified high school graduates, as well as wider income-related gaps in college participation and degree completion for the foreseeable future. Without significant increases in need-based grant aid, this chain of events is irreversible.

Reversing these trends will require a long-term commitment to increase grant aid at the federal, state, and institutional levels, strengthen the student aid programs, and, at the state and institutional levels, control college cost.¹⁰

“We are collaborating to create a culture of competence, coherence and capacity building.”

– William Mease Assistant Superintendent, Stark Educational Service Center

⁹ (2002) *Loosing ground: A national status report on the affordability of American higher education*. Washington, D.C. and San Jose, California: National Center for Public Policy and Higher Education

¹⁰ *Empty promises: The myth of college access in America*. Washington, D.C.: A Report of the Advisory Committee on Student Financial Assistance. June 2002. pp.vi-vii.

Student Achievement is Rising in Stark County

Student achievement has been rising in Stark County. This is not an accident. In part the gains have been due to long-term, focused, collaborative action among all school personnel, business and community leaders, and some seed money for focused interventions from local foundations.

*Table XI
The Results: Rising Student Achievement in Stark County*

<i>District</i>	<i>Standards Met (total possible is 27)</i>		
	<i>2000-2001</i>	<i>1999-2000</i>	<i>1998-1999</i>
<i>Alliance City</i>	11	9	11
<i>Canton City</i>	10	5	5
<i>Canton Local</i>	19	17	13
<i>Fairless Local</i>	16	15	14
<i>Jackson Local</i>	27	24	24
<i>Lake Local</i>	22	20	20
<i>Louisville City</i>	23	20	20
<i>Marlington Local</i>	19	16	16
<i>Massillon City</i>	11	10	8
<i>Minerva Local</i>	18	19	16
<i>North Canton City</i>	26	24	22
<i>Northwest Local</i>	19	18	18
<i>Osnaburg Local</i>	19	12	12
<i>Perry Local</i>	25	21	18
<i>Plain Local</i>	21	19	19
<i>Sandy Valley Local</i>	18	14	16
<i>Tuslaw Local</i>	24	16	21
<i>Stark County Average</i>	20.5	16.4	16.1

Coherent Curriculum

Education improvement in the county requires connections among districts, educators, and stakeholders to emerging knowledge, new ideas, promising practices and sufficient resources.

In a concerted effort to improve outcomes for kids, leaders from a diverse community have come together to collaborate for change. Together, we have developed an accepted countywide theory of action, the Stark County Model. It is clear in the school reform literature that without a theory of action, school reform is short lived and rarely replicated.

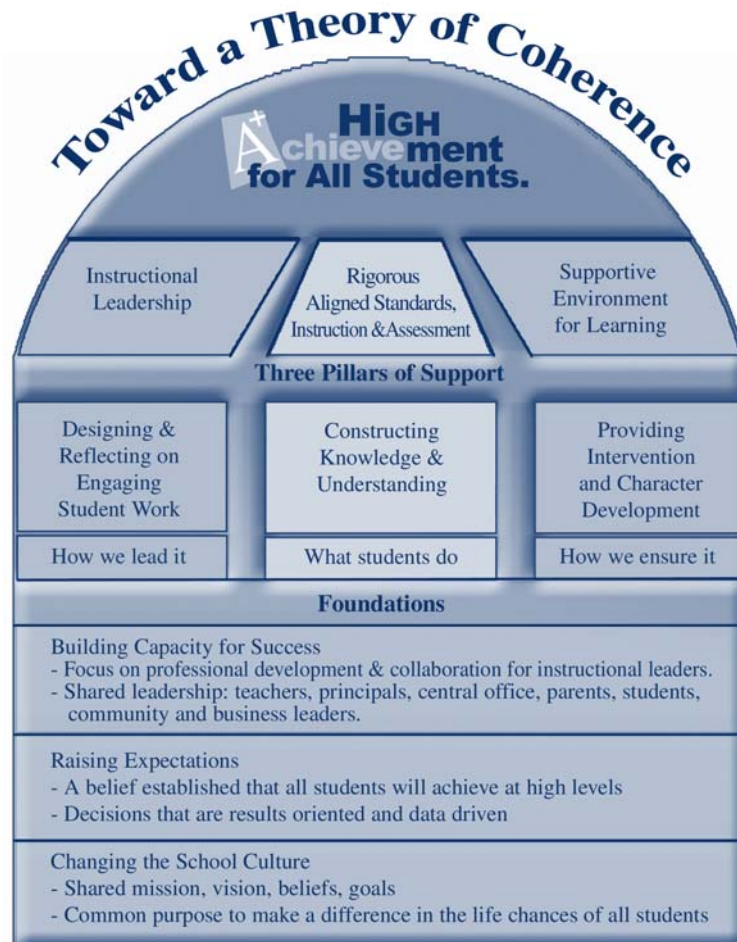
The leadership of Stark County recognizes that systemic reform resulting in the graduation of higher numbers of youth with the knowledge and skills to solve complex problems and employ sophisticated technologies is

absolutely essential for survival. Such dramatic reform can only be accomplished with comprehensive changes in teaching and learning and focused school leadership in every school in the county.

At a recent retreat (June 18, 2002), attended by all of the superintendents and curriculum directors in the 17 school districts, the Stark County *Theory into Action* Model was enthusiastically endorsed by all. School districts will now localize the model to encompass their strategies for increasing student achievement. The model recognizes the following beliefs:

- Systemic change is essential if all students are to learn at high levels.
- Systemic change requires new capacity in all of those involved in education; building this capacity requires its own capacity.
- Systemic change necessitates leadership.
- Systemic change must be driven locally and collaboratively.
- Changing education will not take place overnight; it requires time and patience.
- Efforts to improve education must be assessed thoroughly, openly and honestly.

Figure II
The Stark County Model: Theory Into Action, Planning for Coherence



Additionally, elements cited above and elsewhere in this document represent a confluence of variables along a continuum of school reform. Stark County, Ohio and its 17 districts recognize that numerous elements contribute to the goal of raising student achievement and have evolved a common theory of coherence which reflects necessary and sufficient constructs for successful school reform and continuous progress:

- **The Belief:** All students can and will learn at high levels of achievement: all students will graduate from high school and will be ready for some form of post-secondary education.
- **The Curriculum Must Be Rigorous and Must Be Tested:** The curriculum must contain high standards, must be aligned from grade to grade and students must be assessed using tests that match the standards. A single program is not the answer here. Too often programs address several grade levels but are not aligned Pre-K through 12.
- **The Instruction Must Engage Students, Must Be Data Driven, and Must Contain Interventions When Students Need Further Instruction:** The daily work that students are asked to do must engage them in learning at high levels. Creating engaging work is the major task of the teachers working together in collaborative teams. The success of the work must be assessed against the results attained by students. The results must be looked at in detail, including the disaggregation of the data, to be certain that all students are learning at high levels. Finally, a system of interventions must be in place to help students who need further instruction to achieve success.
- **The Leadership is Focused on Instruction and Operates in a Collaborative Fashion:** The leadership includes parents, students, teachers, administrators, business leaders, college professors and community members. All leadership must be focused on instruction and on collaborative team work on a predetermined schedule to raise student achievement for all.
- **A Common Behavioral Management System Must Be Present:** The district has a common behavioral management system that focuses on building relationships with students.
- **Sufficient Resources Must Be Present:** Above and beyond the basic requirements that a qualified teacher is present in every classroom and that sufficient up-to-date textbooks, instructional equipment and materials are present, time must be provided for collaborative development of engaging work and the discussion of the results.
- **Community Commitment Must Be Present:** School reform takes a long-term commitment to continuous improvement. The commitment must be shared by all, teachers, students, administrators, business leaders, college professors, and community leaders.

Ongoing Teacher and Leadership Preparation

Stark County Educators have recognized the need for ongoing teacher and leadership preparation. The Stark County model recognizes that learning is not linear and that school faculties learn in a variety of ways. We agree that: “Instructional improvement requires continuous learning.”¹¹

During the past five years, considerable investment of private and public dollars has been made in professional development around our unique tripartite theory of change: founded on a common approach

¹¹ Elmore, R. (2002). *The limits of change*. *Harvard Education Letter, Research Online*. Downloaded 2/15/02.

to strong relationships with students¹²; with creating engaging work¹³; with appropriate interventions¹⁴; standards-based reform (Ohio academic content standards, NCATE standards, ISLLC standards and TESA standards); and using assessments aimed at raising student achievement results¹⁵.

In the end we think that school organization will look very different than it does now.

Figure III
A Stark County Model of Systems Management-Distributed Instructional Leadership



We have done the preparatory work and built our strong foundation. We agreed upon a theory, and now we need to move the theory into action.

Need for Qualified Principals in Stark County

According to Ohio Supply and Demand Information (1999), the age for the average (the mode) elementary and secondary principal in Ohio is between 48 and 53 with 26 years of experience, indicating the majority of principals are near retirement age. There are four times as many male principals as there are females at the secondary level; while the numbers of male and female principals at the elementary

¹² Glasser, W. (2000). *Every student can succeed*. Chatsworth, CA: William Glasser, Inc.

¹³ Schlechty, P. C. (1997). *Inventing better schools: An action plan for educational reform*. San Francisco, CA: Jossey-Bass Publishers.

Slechty, P. (2001). *Shaking Up the Schoolhouse*. San Francisco, CA: Jossey Bass

Slechty, P. (2002). *WOW: Working on the work*. San Francisco, CA: Jossey Bass

¹⁴ DuFour, R. & Eaker, R. (1999). *Professional learning communities at work*. Reston, VA: National Education Service, ASCD.

¹⁵ Schmoker, M. (2000). *Results: The key to continuous improvement*. Alexandria, VA: ASCD.

Schmoker, M. (2001). *Results fieldbook*. Alexandria, VA: ASCD

Table XII
Current Administrators and Administrator Needs in Stark County 2002-2006

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Total 2002-2007
# of H.S. Principals	19						
# of H.S. Assistant Principals	43						
# of Middle/J.H. Principals	22						
# of Middle/J.H. Assistant Principals	20						
# of Elementary Principals	81						
# of Elementary Assistant Principals	2						
Total Principals/Assistant Principals	187	187	187	187	187	187	187
# of Female Principals/Assistant Principals	68						
% of Female Principals/Assistant Principals	36%						
# of Non-White Principals/Assistant Principals	15						
% of Non-White Principals/Assistant Principals	8%						
# of Certified Administrators	292						292
Comparison of Principals/Assistant Principals to Certified Administrators	64%						
# of new Principals/Assistant Principals Hired/Needed	30	20	16	21	28	19	104
% of new Principals/Assistant Principals Hired/Needed	16%	11%	9%	11%	15%	10%	56%

level is very close with males exceeding by ten percent or less. There is a need to attract more females to the role of secondary principal.

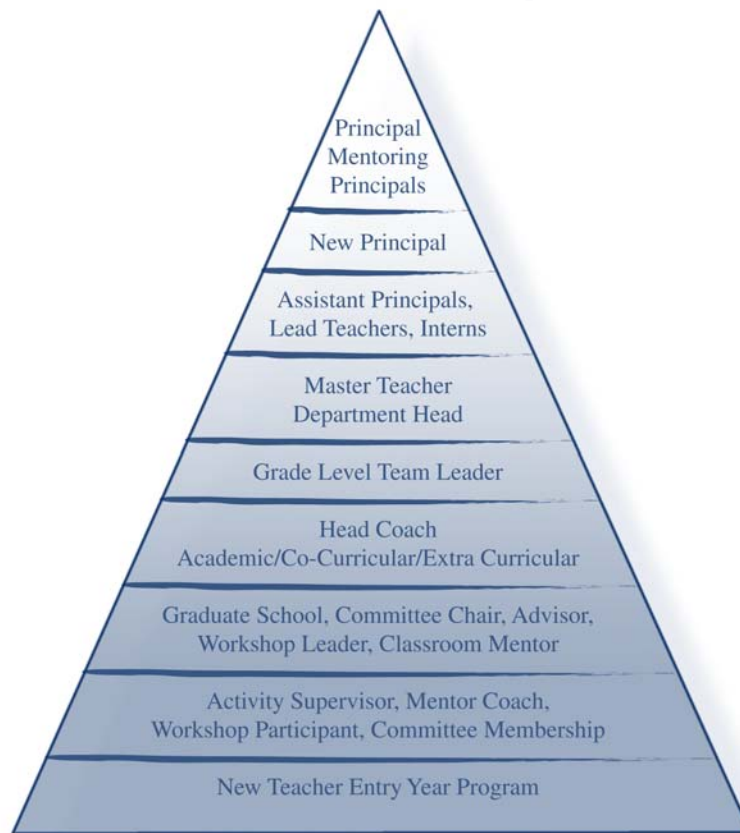
Table XII results from a survey of all Stark County Schools conducted by Mr. William Mease, Assistant Superintendent, Stark County Educational Services Center and reported on June 28, 2002.

The survey data demonstrates the need for new principals/assistant principals in Stark County. 104 or 56% of the current principals are expected to turn over in the next five years. There is a clear need to recruit female and minority candidates.

We Have Embarked on a Process to Develop School Leaders

We believe that building leadership begins with the entry year teacher. As our teachers receive training and experience, they progress through a pyramid of leadership opportunities and positions which will ultimately lead to the aspiring administrator level. We have constructed a pyramid of leadership that illustrates our concept. Our design uses our experience with building leadership and support networks for teachers, mentoring teachers, and our pilot programs for principals.

Figure IV
The Pyramid of Leadership



Move Beyond Existing Content Standards

Academic preparation and aspiration while in high school are the greatest predictors for both continuing (persisting in) the pursuit of a college degree and in academic success according to a study recently conducted by the Ohio Board of Regents.¹⁶

Rigor is defined by virtue of having taken an academic “core curriculum” in high school, which is defined, minimally, as 4 years of English, and 3 years each of mathematics, science, and social studies while in high school. Aspiration is assessed by identifying students who have taken a college entrance exam in high school, thereby indicating a desire in high school to attend college.

The following chart indicates the grade point average (GPA) of first time, first year Stark County young students enrolled in Autumn of 2000. It should be noted that these results are for students who attended public two or four year institutions in Ohio alone.

Further, GPA's should not be considered as indicative of the success or failure of specific district high school curriculums. What GPA's are indicative of is the mismatch between K-12 and higher education curricula in the state of Ohio which is mitigated in part by pursuing a “core” curriculum.¹⁷

¹⁶ Ohio Board of Regents. (2002). *Making the transition from high school to college in Ohio 2002*. Columbus, Ohio: author.

¹⁷ Ohio Board of Regents (2002) *op.cit.*

Table XIII
Grade Point Average of First Time, First Year Stark County Students¹⁷

	Basic Data			Average GPA First Term of Enrollment			
	Type of College Attended	Graduates From Previous Year	Enrollment Count	All Enrollees	Known Core HS Curriculum	Less Than Core	Students Not Taking ACT/ SAT or Core Unknown
<i>Alliance City</i>	public 2 year		10	2.66	3.48	2.51	1.58
	public 4 year		35	2.62	2.65	3.30	1.71
	district total	210	45	2.63	2.75	2.91	1.67
<i>Canton City</i>	public 2 year		21	3.12	3.39	2.23	2.95
	public 4 year		111	2.28	2.38	2.08	1.82
	district total	665	132	2.45	2.58	2.12	1.94
<i>Canton Local</i>	public 2 year		10	2.73	3.03	2.20	2.00
	public 4 year		46	2.75	2.83	2.49	2.42
	district total	171	56	2.75	2.86	2.43	2.31
<i>Fairless Local</i>	public 2 year		7	3.06	3.79	2.54	
	public 4 year		41	2.70	2.68	2.72	2.58
	district total	134	48	2.74	2.80	2.69	2.58
<i>Jackson Local</i>	public 2 year		10	3.29	3.33	3.12	
	public 4 year		202	2.81	3.04	2.43	1.76
	district total	389	212	2.83	3.05	2.45	1.76
<i>Lake Local</i>	public 2 year		10	2.68	2.18	3.30	
	public 4 year		135	2.75	2.77	2.68	2.77
	district total	232	145	2.75	2.75	2.74	2.77
<i>Louisville City</i>	public 2 year		11	2.65	2.47	2.93	
	public 4 year		61	2.97	3.01	2.82	0.00
	district total	212	72	2.92	2.95	2.86	0.00
<i>North Canton City</i>	public 2 year		7	2.43	0.00	2.87	
	public 4 year		167	2.64	2.74	2.45	1.81
	district total	328	174	2.63	2.72	2.53	1.81
<i>Perry Local</i>	public 2 year		22	3.08	3.23	3.00	3.09
	public 4 year		138	2.59	2.65	2.39	2.81
	district total	352	160	2.64	2.68	2.53	2.85
<i>Plain Local</i>	public 2 year		13	2.63	3.06	2.69	0.64
	public 4 year		144	2.63	2.80	2.53	2.15
	district total	377	157	2.63	2.81	2.54	2.01

¹⁷ Ohio Board of Regents (2002) *op.cit.*

<i>Marlington Local</i>	public 2 year		6	2.23	1.03	3.32	1.89
	public 4 year		54	2.81	2.99	2.27	1.03
	district total	182	60	2.75	2.89	2.57	1.20
<i>Massillon City</i>	public 2 year		12	2.13	2.25	2.01	
	public 4 year		82	2.48	2.67	2.12	2.05
	district total	323	94	2.44	2.64	2.10	2.05
<i>Minerva Local</i>	public 2 year		<5				
	public 4 year		42	2.47	2.64	2.42	1.50
	district total	149	46	2.43	2.57	2.40	1.50
<i>Northwest Local</i>	public 2 year		10	2.56	2.72	2.59	2.24
	public 4 year		57	2.76	2.96	2.70	2.10
	district total	173	67	2.73	2.94	2.67	2.13
<i>Osnaburg Local</i>	public 2 year		6	2.92	2.00	3.07	
	public 4 year		20	1.70	1.66	1.72	
	district total	59	26	2.04	1.70	2.24	
<i>Sandy Valley Local</i>	public 2 year		9	3.14	2.86	3.36	
	public 4 year		26	2.57	2.82	1.80	1.73
	district total	103	35	2.72	2.83	2.57	1.73
<i>Tuslaw Local</i>	public 2 year		<5				
	public 4 year		30	2.74	2.93	2.60	0.25
	district total	109	34	2.72	2.85	2.68	0.25

The following chart illustrates the persistence rate for first time, first year young students enrolled in Ohio public two and four year higher education institutions in the Autumn of 1999 and their persistence a year later in the Autumn of 2000.

*Table XIV
Persistence Rate of First Time, First Year Stark County Students*

	<i>Basic Data</i>			<i>Persistence Rates from 1st to 2nd Year</i>			
	<i>Type of College Attended</i>	<i>Graduates from Previous Year</i>	<i>Enrollment Count</i>	<i>All FTFTDSFR</i>	<i>*FTFTDSFR w/ known core H.S. curriculum</i>	<i>*FTFTDSFR w/ known less than core H.S. curriculum</i>	<i>*FTFTDSFR not taking ACT/SAT or Core Unknown</i>
<i>Alliance City</i>	2 year	0	<5				
	4 year	0	39	81%	88%	60%	100%
	district total	190	41	82%	88%	67%	100%

<i>Canton City</i>	2 year	0	19	62%	100%	50%	50%
	4 year	0	117	73%	79%	63%	43%
	district total	703	136	72%	80%	59%	44%
<i>Canton Local</i>	2 year	0	9	60%	100%	33%	
	4 year	0	31	73%	84%	63%	33%
	district total	156	40	71%	86%	55%	33%
<i>Fairless Local</i>	2 year	0	<5				
	4 year	0	32	77%	80%	76%	
	district total	114	33	78%	80%	77%	
<i>Jackson Local</i>	2 year	0	13	60%	100%	50%	
	4 year	0	195	87%	88%	85%	67%
	district total	350	208	86%	88%	83%	67%
<i>Lake Local</i>	2 year	0	6	67%	100%	0%	
	4 year	0	119	86%	89%	74%	100%
	district total	234	125	86%	89%	71%	100%
<i>Louisville City</i>	2 year	0	7	100%	100%	100%	
	4 year	0	56	80%	82%	67%	100%
	district total	208	63	82%	82%	75%	100%
<i>Marlington Local</i>	2 year	0	12	57%	40%	100%	100%
	4 year	0	54	77%	79%	82%	0%
	district total	180	66	75%	75%	83%	33%
<i>Massillon City</i>	2 year	0	20	40%	60%	25%	0%
	4 year	0	81	75%	77%	73%	67%
	district total	262	101	71%	75%	65%	50%
<i>Minerva Local</i>	2 year	0	10	80%	80%	100%	50%
	4 year	0	52	73%	85%	17%	50%
	district total	180	62	75%	84%	44%	50%
<i>North Canton City</i>	2 year	0	7	80%	100%	100%	50%
	4 year	0	149	86%	88%	50%	100%
	district total	311	156	86%	88%	60%	86%
<i>Northwest Local</i>	2 year	0	<5				
	4 year	0	66	75%	79%	68%	67%
	district total	162	68	75%	79%	70%	67%
<i>Osnaburg Local</i>	2 year	0	<5				
	4 year	0	9	38%	50%	0%	
	district total	65	12	44%	57%	0%	
<i>Perry Local</i>	2 year	0	19	55%	50%	60%	50%
	4 year	0	118	79%	80%	81%	60%
	district total	376	137	77%	78%	78%	57%
<i>Plain Local</i>	2 year	0	15	60%	67%	67%	0%
	4 year	0	147	87%	90%	80%	90%
	district total	357	162	85%	89%	79%	82%
<i>Sandy Valley Local</i>	2 year	0	7	67%	50%	100%	
	4 year	0	25	74%	79%	57%	100%
	district total	120	32	72%	72%	67%	100%
<i>Tuslaw Local</i>	2 year	0	<5				
	4 year	0	25	75%	82%	50%	100%
	district total	101	28	78%	83%	57%	100%

*FTFTDSFR: Full Time, First Time, Degree Seeking, First Year Students.

Once again, students who took the “core” curriculum appear to have mitigated the effects of transition.¹⁸

Ohio’s remediation rates are close to national averages. Once again, however, students taking the “core” curriculum do about twice as well state-wide than students who do not. Whether or not a student needs to take remedial courses before pursuing full college coursework is dependent on several circumstances.¹⁹ What is known is that students must pay for such coursework which does not apply towards a college degree. Remedial coursework lengthens the time of degree completion and adds additional expense both to the student and to the state (\$20,000,000 annually) which subsidizes such coursework at public institutions.

*Table XV
Remediation Rates*

	Type of College Attended	Enrollment	Math Remediation				English Remediation			
			All	Core HS	Less Than Core	Not Taking ACT/SAT or Core Unknown	All	Core HS	Less Than Core	Not Taking ACT/SAT or Core Unknown
<i>Alliance City</i>	2 year	10	30%	0%	40%	50%	40%	0%	60%	50%
	4 year	35	29%	14%	50%	50%	17%	5%	38%	33%
	district total	45	29%	13%	46%	50%	22%	4%	46%	38%
<i>Canton City</i>	2 year	22	27%	29%	29%	0%	55%	36%	86%	100%
	4 year	111	44%	36%	64%	56%	16%	8%	40%	22%
	district total	133	41%	35%	56%	50%	23%	12%	50%	30%
<i>Canton Local</i>	2 year	10	0%	0%	0%	0%	10%	17%	0%	0%
	4 year	46	35%	26%	57%	0%	20%	6%	50%	0%
	district total	56	29%	22%	47%	0%	18%	8%	41%	0%
<i>Fairless Local</i>	2 year	7	57%	33%	75%	0%	71%	67%	75%	0%
	4 year	41	37%	26%	43%	100%	10%	5%	10%	100%
	district total	48	40%	27%	48%	100%	19%	14%	20%	100%

¹⁸ Ohio Board of Regents (2002) *op.cit.* “A cautionary note on persistence rates: Several qualifications about persistence rates must be noted. Traditionally defined “Institution Persistence” is the percentage of an entering class (full-time degree-seekers) who are enrolled the next year. As noted in a recent national report almost 60% of students receiving baccalaureate degrees in the 1990’s attended more than one school in pursuit of that degree. In Ohio, many students enter two-year colleges seeking associate degrees but transfer to four-year colleges to complete their baccalaureate degrees before they complete their associate degrees. State policies even encourage such mobility. When viewing such mobility from a family’s perspective, it would appear that persistence at the same institution is less relevant than persistence from first to second year at any college or university. Due to this limitation, we advocate use of a “statewide persistence rate” which we are able to calculate through the HEI System.” Chapter 07-01

¹⁹ Ohio Board of Regents (2002) *Ibid.* “While some colleges and universities in Ohio are selective in their admissions criteria, others are required to admit any student who has a valid high school diploma. Remedial/developmental coursework is required for many recent high school graduates at a college or university before the students can register for college level coursework. There are statewide standards to distinguish between remedial and college-level work, but how these standards are interpreted may vary at the campus level. This renders comparisons on the subject difficult.” Chapter 06-01.

<i>Jackson Local</i>	2 year	10	40%	50%	0%	0%	10%	13%	0%	0%
	4 year	204	25%	13%	42%	75%	5%	2%	11%	0%
	district total	214	26%	15%	41%	75%	5%	2%	11%	0%
<i>Lake Local</i>	2 year	10	30%	17%	50%	0%	40%	33%	50%	0%
	4 year	135	26%	19%	45%	38%	5%	3%	10%	13%
	district total	145	26%	19%	46%	38%	8%	5%	14%	13%
<i>Louisville City</i>	2 year	11	45%	17%	80%	0%	45%	17%	80%	0%
	4 year	61	28%	23%	50%	100%	7%	2%	38%	0%
	district total	72	31%	22%	62%	100%	13%	3%	54%	0%
<i>Marlington Local</i>	2 year	6	50%	0%	67%	100%	50%	0%	67%	100%
	4 year	54	24%	17%	56%	25%	13%	10%	22%	25%
	district total	60	27%	16%	58%	40%	17%	9%	33%	40%
<i>Massillon City</i>	2 year	13	38%	33%	43%	0%	54%	83%	29%	0%
	4 year	82	30%	18%	42%	75%	13%	8%	17%	38%
	district total	95	32%	20%	42%	75%	19%	16%	19%	38%
<i>Minerva Local</i>	2 year	5	0%	0%	0%	0%	40%	50%	33%	0%
	4 year	43	23%	19%	36%	20%	16%	7%	18%	60%
	district total	48	21%	17%	29%	20%	19%	10%	21%	60%
<i>Northwest Local</i>	2 year	10	30%	50%	29%	0%	50%	100%	29%	100%
	4 year	57	32%	10%	60%	38%	9%	3%	15%	13%
	district total	67	31%	13%	52%	33%	15%	10%	19%	22%
<i>North Canton City</i>	2 year	7	43%	100%	33%	0%	14%	0%	17%	0%
	4 year	169	28%	22%	52%	40%	9%	5%	16%	33%
	district total	176	29%	23%	48%	40%	10%	5%	16%	33%
<i>Osnaburg Local</i>	2 year	6	17%	0%	20%	0%	33%	100%	20%	0%
	4 year	20	35%	25%	42%	0%	10%	13%	8%	0%
	district total	26	31%	22%	35%	0%	15%	22%	12%	0%
<i>Perry Local</i>	2 year	23	17%	13%	21%	0%	35%	50%	29%	0%
	4 year	139	30%	24%	46%	40%	9%	9%	9%	20%
	district total	162	28%	23%	39%	33%	13%	12%	14%	17%
<i>Plain Local</i>	2 year	13	38%	0%	57%	100%	46%	20%	57%	100%
	4 year	147	29%	17%	36%	57%	11%	2%	15%	36%
	district total	160	30%	15%	38%	60%	14%	3%	19%	40%
<i>Sandy Valley Local</i>	2 year	13	23%	11%	50%	0%	23%	22%	25%	0%
	4 year	26	31%	25%	40%	100%	8%	5%	0%	100%
	district total	39	28%	21%	44%	100%	13%	10%	11%	100%
<i>Tuslaw Local</i>	2 year	<5								
	4 year	31	29%	16%	45%	100%	6%	0%	18%	0%
	district total	35	26%	14%	38%	100%	6%	0%	15%	0%

Learn From, Build Upon, and Expand Current Programs

Stark County has several current programs which promote college access in unique ways

The Stark County Consortium College Tech Prep programs, through a cooperative relationship with the public school systems of Stark County and Stark State College of Technology are geared to focus on educational and career preparation for high school students. The programs themselves are college prep programs but also include occupational training. This consortium originated in 1992 with a federal Tech Prep grant.

After completion of a strong academic and technical program in high school, the concept is that College Tech Prep students will be prepared to continue their education at a two-year college, pursue a baccalaureate degree at a four-year college or enter full time employment.

The College Tech Prep programs integrate academic and occupational subjects through a four-year program beginning in the junior year of high school and continuing through at least two years of post secondary education. Students from all Consortium high schools are eligible to apply for admission to these programs on a tuition-free basis.

Current curriculum pathways and home high schools within the program are:

- Timken Health Pathway
- Timken Automotive Pathway
- RG Drage Career Center Business Computer Technology Pathway
- RG Drage Career Center CNET Pathway
- RG Drage Career Center HVAC Pathway
- Perry Health Pathway
- Perry Electrical/Electronics Pathway
- Massillon CNET Pathway
- Jackson Automotive Pathway
- Sandy Valley Interactive Media Pathway
- Massillon Washington Interactive Media Pathway
- Massillon Washington E-Commerce Pathway
- Glen Oak Health Pathway
- Glen Oak Interactive Media Pathway
- Glen Oak Fire Science Pathway
- Glen Oak Engineering Pathway
- Glen Oak E-Commerce Pathway
- East Canton Information Technologies Pathway

Figure V
Tech Prep

What kind of additional education or training do you plan to pursue during the first year after high school graduation? (Check only one including your current education placement if you already have graduated from high school.)

• Four-year university	42%
• Community or Technical College	30%
• Armed Forces	12%
• None	5%
• No Response	3%
• Apprenticeship	2%
• Private trade school	0%
• Other	6%

What changes, if any, have you experienced as a result of enrolling in Tech Prep? (Check all that apply.)

• See the importance of education in getting a good job	56%
• More interested in school work	47%
• Know more about the job market	44%
• Like school more	39%
• Making better grades	36%
• Now attending or plan to attend a college or university	34%
• Schoolwork makes more sense	30%
• Attend school more regularly	25%
• No changes	11%
• Now in or plan to enroll in an apprenticeship program	10%
• Other	12%

College Tech Prep is divided into several consortia in the state of Ohio. College Tech Prep in our consortium does have the impact of increasing student academic interest and desire to go onto higher education with 34% of the students indicating a desire to go onto college as a result of their program involvement. This brings the total number of students indicating college as a career plan to 72%. In addition to the increased interest in college, College Tech Prep students also indicate positive impacts on current school work.²⁰

The TRIO Programs

A series of programs are funded from the Federal level to assist low income students in attending college. These Programs are funded under Title IV of the Higher Education Act of 1965, and were originally referred to as the TRIO Programs (initially just three programs). While standard student financial aid programs assist students in overcoming financial barriers to higher education, TRIO programs help students overcome class, social and cultural barriers to higher education.

As mandated by Congress, two-thirds of the students served must come from families with incomes under \$24,000, where neither parent graduated from college. Over 1,900 TRIO Programs currently serve nearly 700,000 low-income Americans between the ages of 11 and 27. Many programs serve students in grades six through 12. Thirty-nine percent of TRIO students are White, 36 percent are African-American, 16 percent are Hispanic, 5 percent are Native American and 4 percent are Asian-American. Sixteen thousand TRIO students are disabled.

Over 1,200 colleges, universities, community colleges and agencies now offer TRIO Programs in America. TRIO funds are distributed to institutions through competitive grants.

Both Kent State University and the University of Akron maintain extensive TRIO offerings. The Kent TRIO Math and Science component operates at both Canton City High Schools and currently enrolls 43 students. Grant funds determine the numbers. Kent State estimates that only about 1% of the eligible Stark students are being served at present.

CHOICES

Now approaching nearly 500 in enrollment, CHOICES High School, a program of the Stark Comprehensive Collaborative of six districts (Canton City, Canton Local, Jackson, Lake, North Canton, and Plain) presents not only an instructional model for at-risk students, but also a pathway to higher education.

Students attending CHOICES are typically between the ages of 18 to 22, have dropped out of traditional high school, and often have a record of involvement with the legal system.

Students from CHOICES can attend Kent State University-Stark under the current state Post Secondary Enrollment Option. Additionally, CHOICES has opened a Cisco Academy and students can obtain University of Akron college credit for certain courses.

Canton City Schools GEAR-UP Program

The Canton City Schools, along with the YMCA, Urban League, Stark Education Partnership, Project Wheelbarrow, Heartbeats to the City, and Kent State University received the first large local GEAR-UP

²⁰ Source-Ohio Board of Regents Tech Prep Student Survey, Spring 2000.

grant in Ohio from the federal government at \$2.5 million in 2000. The local partners have, and will continue, to contribute an additional \$611,000 per year in services over the life of the grant, with the Partnership setting aside \$430,000 in scholarships. The press is to not only make scholarship funds available to every (then in 2000) 6th and 7th grader in the Canton City Schools, but to build on the individual achievement and skills necessary to succeed in college.

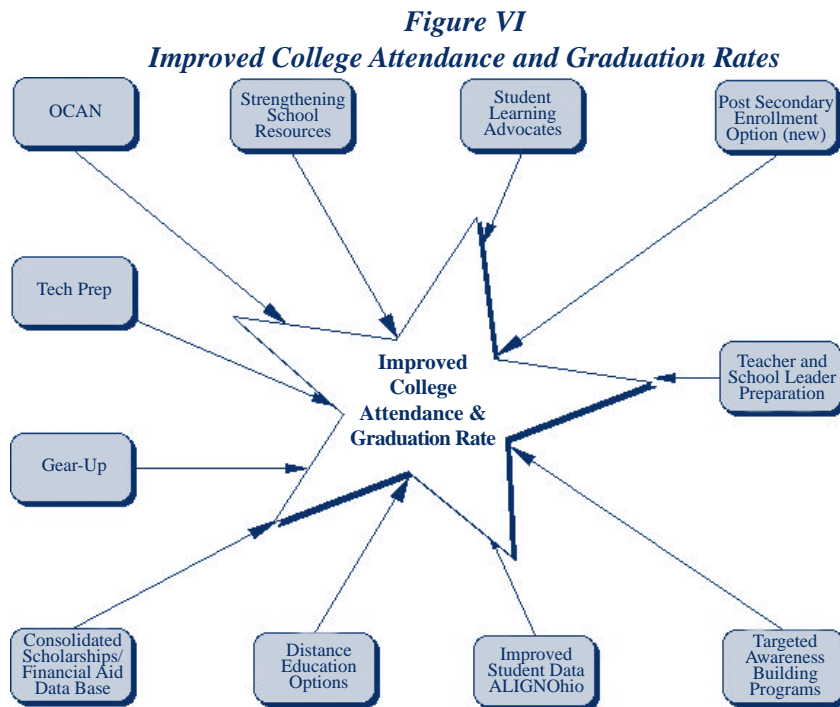
The program works with the two class cohorts who are now entering the 8th and 9th grade. Results from the program have been encouraging. At the end of the second year, fully 100% of the students responding to a survey question on degree plans indicated that they wanted a professional certificate or college degree. More students (268 to 251) indicated that they wanted to attain a graduate degree than a bachelor's.

OCAN

At a state-wide level, the KnowledgeWorks Foundation (Cincinnati) founded the Ohio College Access Network (OCAN) in 1999. The significance of OCAN is that it is the first state-wide coordinating body for college access programs throughout Ohio. The organization's goal is to create local college access programs to enable more Ohio students to pursue higher education. Today, 19 such programs are serving 212 of Ohio's 612 school districts. A Stark County planning grant has been received to join this network.

The Future

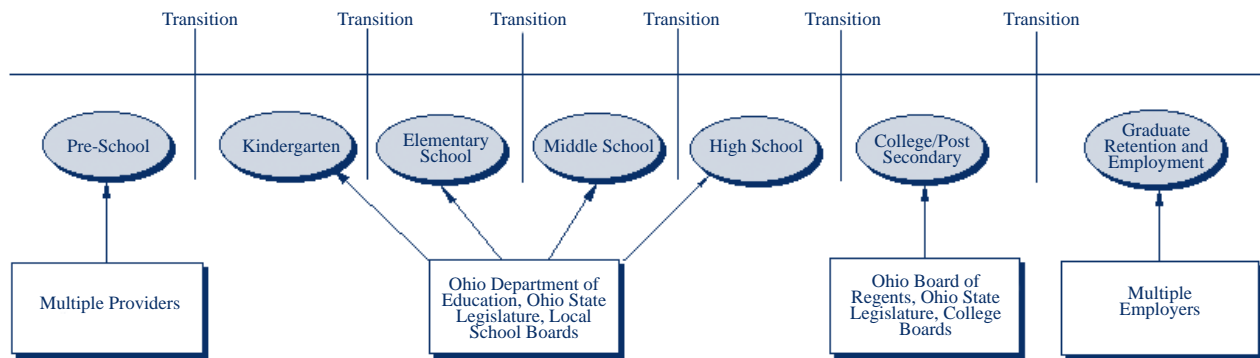
What strategies can Stark County employ today and what strategies can be employed in the future to raise the level of college educated citizens? Numerous strategies are in existence; others are currently being formulated. This paper has discussed the consolidated findings of the P-16 Compact. It is the belief of the Compact members that these strategies will converge to result in improved college attendance and graduation rates for Stark County.



While the chart above deals with creating a seamless 9-16 system through the current recommendations of this white paper, that represents only part of the overall P-16 environment.

There are numerous transition points in a student’s career from pre-school to work (see chart below) and various controlling or administrative authorities who regulate or manage the components along the way.

Figure VII
Our Pre-School through College System



While each have traditionally dealt with their own sectors and communication and transition programs are often present, few states or communities have an overall coordinating structure to help support these efforts.

What then would an ideal P-16 system look like? Even the experts are not sure. Consider the following recent excerpt from a national forum:

Los Angeles, July 11, 2002 - A panel of ECS (Education Commission of the States) Distinguished Senior Fellows debated the future of early childhood education in the context of a larger P-16 (preschool through four years of college) system during a session at The National Forum on Education Policy. Though no consensus was reached on what an ideal system of P-16 education should look like, all participants agreed that too many of the nation’s children get off to a slow start and arrive unprepared to enter K-12 schools. They also agreed that stressing the importance of providing children ages 0-5 with a strong education foundation should be the first step in a comprehensive P-16 system.²¹

What is known is that new systems and new ways of thinking are mandated for formulating a P-16 system that works not only for states, but for communities like Stark County. For a start, the “systems” themselves do have several areas of common interest. In a “primer” for state legislators, Van de Water and Rainwater (2001) have indicated that the following areas of interest are critical for building a P-16 approach.

²¹ Education Commission of the States (2002). *The National Forum on Education Policy*. <http://www.ecs.org/html/meetingsEvents/NF2002/Highlights.asp?recID=12>. downloaded 8/5/02

Early Learning/K-12 Areas of Mutual Interest

- Expanding access to early learning for all children.
- Creating linkages between early learning and K-12.
- Improving school readiness
- Promoting meaningful assessments.
- Building relationships between families and schools.
- Early Learning/Postsecondary Areas of Mutual Interest
- Enhancing preparation and professional development of early learning professionals
- Researching and disseminating strategies for developmentally appropriate learning.
- Creating finance models for systems with universal access

K-12/Postsecondary Areas of Mutual Interest

- Upgrading teacher preparation and professional development.
- Aligning high school exit, college entrance and course placement exams.
- Phasing out remedial education for recent high school graduates
- Improving college readiness and college success
- Recalibrating grades 11-14.
- Sharing academic performance data.²²

Several of the “Statements for Action” from the Stark County P-16 Compact build upon these areas of mutual interests. For our community, it is critical that this building continue.

²² Van de Water, G. and Rainwater, T. (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*

Action Plan Possibilities: What We Might Consider Doing (Starter ideas)

I. Continue to Conduct P-16 Committee meetings bimonthly (Expand membership?)

II. Consider Conducting Annual P-16 meetings to Assess Progress

III. Consider Common Commitments (examples only)

A. K-12 School Districts & Stark County Educational Service Center

1. Establish goals for 100% graduation rate in all districts
2. Establish goals of minimum score of 21 on ACT in all districts.
3. Establish goals for increasing the college going rate in all districts
4. Ease transitions from Pre-K to K, 5 to 6 and 8 to 9 with common curriculum, assessment, and instructional strategies by using standards, creating engaging work, and establishing a guidance counselor network.
5. Work collaboratively with colleges and universities to make transition from 12 to 13 seamless with no remediation.
6. Work collaboratively with colleges and universities to create seamless curriculum 9-16.

B. Colleges/Universities

1. Work collaboratively with K-12 to make transition from 12 to 13 seamless with no remediation.
2. Work collaboratively with K-12 to create seamless curriculum 9-16.
3. Set up, implement and test several pilot programs to test the seamless transitions (middle college, dual credit etc.)
4. Study on how many graduates remain in Stark County.

C. State Department of Education and Board of Regents

1. Agree to collaboratively fund the pilot programs to assess the results for possible long-term adoption.
2. Agree to help with a public relations/marketing campaign aimed at increasing the graduation rate and the college going rate.

D. Foundations

1. Agree to set up a collaborative council for scholarships that would draw in OCAN, Trio and GearUp and would seek to fund some of the individual student pilot program participation beyond the pilot years at the college level.
2. Consider partial funding of a P-16 coordinator housed at the Stark Education Partnership for three years.
3. Consider a P-16 component for neighborhood grant making

E. Business/Chamber of Commerce

1. Agree to help with a public relations/marketing campaign aimed at increasing the graduation and the college going rate
2. Consider partial funding of a P-16 coordinator housed at the Stark Education Partnership for three years.
3. Agree to fund yearly publication about progress

F. Stark Education Partnership

1. Research and prepare updated findings and progress for yearly publication.
2. Consider partial funding of a P-16 coordinator housed at the Stark Education Partnership for three years.
3. House and assist P-16 coordinator

G. Social Service Agencies

1. Help with public relations campaign to increase graduation and college going rates.

H. Local Government

1. Help with public relations campaign to increase graduation and college going rates.

IV. Establish a Common Timeline

- A. 2002-2003 Planning and Investigation Year
- B. 2003-2004 Implementation of Pilot Programs/Marketing Campaign/ New Transition Plans (Pre-K, 5-6, 8-9)
- C. 2004-2005 Continuation and Evaluation of Pilots
- D. 2005-2006 Transition successful pilots to permanent programs

Appendix

P-16 Compact Sub-Committee Members

Public Engagement

<i>Victoria S. Conley</i>	Executive Director, Sisters of Charity Foundation of Canton
<i>Jackie DeGarmo</i>	Superintendent, Plain Local Schools
<i>Dr. John L. Ewing</i>	President, Mount Union College
<i>Richard Jusseaume</i>	President, Walsh University
<i>Merele Kinsey</i>	COMPASS Project Manager, United Way of Stark County
<i>Cindy Lazor</i>	VP Programs, Stark Community Foundation
<i>Dr. John J. McGrath</i>	President, Stark State College of Technology
<i>Dr. Robert Roden</i>	Associate Superintendent, Canton City Schools

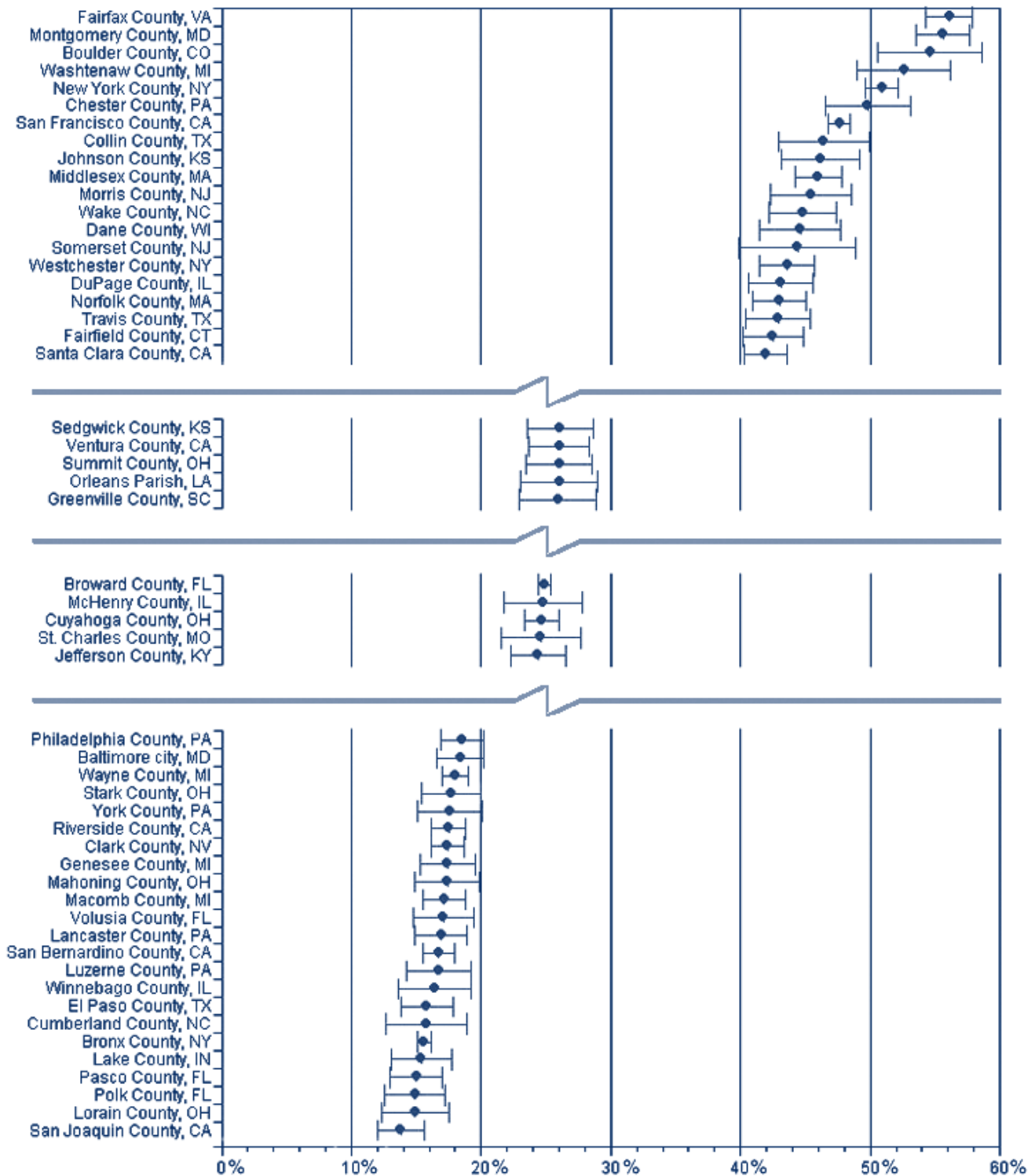
Connecting the Curriculum

<i>Dr. William G. Bittle</i>	Dean, Kent State University-Stark Campus
<i>Lynne Dragomier</i>	V-P Administration, The Hoover Company
<i>Michael Johnson</i>	Executive Director, Child & Adolescent Service Center
<i>Mel Lioi</i>	Assistant Superintendent, Stark County Educational Service Center
<i>William Mease</i>	Assistant Superintendent, Stark County Educational Service Center
<i>Dr. Adrienne O'Neill</i>	President, Stark Education Partnership, Inc.

Retention

<i>James A. Bower</i>	President, Stark Community Foundation
<i>Dr. Ronald G. Johnson</i>	President, Malone College
<i>Judge W. Don Reader</i>	Retired, Ohio Court of Appeals Fifth District
<i>Daryl L. Revoldt</i>	NE District, Ohio Dept of Development
<i>Dr. Joseph A. Rochford</i>	Vice President, Stark Education Partnership, Inc.

Percent of Population with a Bachelor's Degree or Higher Population 25 years and over, 2001



Source: U.S. Census Bureau, Demographic Surveys Division

Created: June 28, 2001

Last Revised: Wednesday, 08-May-02 16:34:24

Note: The chart above shows the margin or error, represented by the lower (–) and upper (–) bounds of the 90% confidence interval. The estimate itself is represented by the center of the confidence interval (•). The confidence interval gives a range of values likely to include the population true value. The smaller the confidence interval the more precise the estimate of the characteristic of interest.