

P-16 Initiatives in Selected States

Georgia:

The Georgia P-16 initiative has three primary tasks:

- alignment of expectations (standards), curricula, and assessment for students P-16;
- alignment of school reform and teacher preparation reform toward P-12 learning improvements;
- supplemental programs for 7th-12th grade at-risk students to prepare for post-secondary education.

The Post-Secondary Readiness Program (PREP) is a component of the Georgia P-16 Initiative that seeks to enhance post-secondary readiness of students in at-risk situations. This program is a key joint school-post-secondary undertaking in that it is helping to “close the gap” for students in at-risk situations.

Georgia’s push to improve teacher quality throughout the state resulted in the creation of an overall framework for change, an increase in the availability, scope and strength of alternative certification programs, and a new teacher quality “guarantee,” effective 2004.

Maryland:

The K-16 Partnership of Maryland identifies its major goals as follows:

- increase student achievement to enable students to meet workforce or post-secondary standards;
- provide “bold” leadership toward meaningful improvement in student achievement;
- appeal to the strength of “collective strategies” to accomplish this improvement.

In pursuit of these goals, the Maryland K-16 Partnership has approved a “high stakes” graduation examination that will ensure that by 2004, every graduate will be prepared to engage in college-level coursework. In conjunction with this initiative, teacher training in the state has been redesigned to ensure that all new teachers will be held to equally high performance standards; essentially, “students can’t learn what they haven’t been taught, and teachers can’t teach what they haven’t learned.”

California:

California identifies its greatest educational challenge as ensuring that children from at-risk situations and disadvantaged backgrounds receive a quality education. To that end, the California State University System, in conjunction with other higher education entities throughout the state, designed and implemented the CAPP program.

The California Academic Partnership Program (CAPP) is a partnership between California higher education institutions and public schools. CAPP awards grants to partnerships of schools, higher education institutions, and business entities to improve academic programs so that more students are prepared for college and the workforce.

Nevada:

The Washoe County, NV K-16 Council believes that all students should have access to a seamless education system which prepares them for life long learning, civic responsibility, and the ever-changing world of work through partnerships with educators (including higher education), parents, business and the community. The council’s goals are:

- foster collaboration to encourage systemic change of the educational system;
- establish higher standards and expectations for learning;
- establish systems of accountability regarding student achievement and educational improvement;
- facilitate communication among stakeholders.

One of the first initiatives of the Washoe County K-16 Council was to implement a Schools-to-Careers program involving K-16 educational organizations, industry and community members. Involved in this initiative was the establishment of Career Opportunity Centers. These centers are examples of the integrated approach the K-16 Council uses to link classroom learning, career preparation, and workforce development.

The Incline Village, NV K-16 Council shares the philosophies and agenda of the Washoe County Council. In pursuit of these goals, the Incline Village K-16 Council has engaged in the following activities:

- coordinated a National Science Foundation grant to focus on learning styles and disabilities;
- coordinated an Educational Field Studies grant for Internet training of teachers and parents;
- co-sponsored the New Generations Conference with the Rotary Club;
- sponsored the local School improvement Project;
- sponsored the local Education Fair;
- addressed the National Conference of K-16 Councils.

Of particular note is the School Improvement Project, which involved shifting to a standards-based model for curriculum, establishing mastery benchmarks for student achievement, and implementing additional writing content and reading content standards.

New Mexico:

The K-16 push in New Mexico centers on two primary issues, 1) the notion that all children can achieve and demonstrate high standards if appropriate support is provided for them, and 2) the notion that good teaching matters, and a high quality teacher in every classroom is the single most effective way to assure that all students achieve at high levels. In pursuit of these goals, a K-16 Roundtable on Teacher Preparation and Professional Development was convened to establish an action plan for improving teacher recruitment, improving the quality of teacher preparation programs within the state, improving the new teacher induction process, and expanding and strengthening opportunities for continued professional development of teachers.

Minnesota:

In Minnesota, P-16 collaborations have resulted in numerous university generated projects with the public schools. Included in these initiatives are university-school curriculum partnerships, technology skills development opportunities for teachers, service learning partnerships, the Leadership Institute, The Lab District Teacher Education Center, and the Urban Teacher Education Partnership.

Additional P-16 Programs each with its own unique approach can be found in”

Nebraska:

Nebraska’s P-16 mission is to increase the success rates of student at all levels of education, both public and private, to improve the prosperity and quality of life of the students themselves and to increase the education level of Nebraska’s workforce to enhance the state’s economic competitiveness.

Nebraska’s P-16 goals include:

- To help ensure that all students have well-prepared teachers and administrators at every elevel of education and that students’ transitions from each level of education to the next are seamless.
- To help more students achieve success in their educational careers so that they can gain the benefits that accrue from being well-educated individuals and can also contribute to the economic well-being and quality of life of their fellow Nebraskans

Indiana:

Providing all Indiana children with the academic foundation needed to navigate in the world of today is the basis of the Education Roundtables’s :-16 Plan for Improving Student Achievement. Each education sector (from early childhood education through college) has an important part to play in ensuring all students succeed as they progress.

Illinois:

The Illinois P-16 Education Collaborative is a cooperative effort among Illinois educators to improve teaching, learning, and achievement statewide. Over the past two years, the Illinois P-16 Education Initiative has developed an action plan which brings together college and university leaders in common purpose with leaders of the state’s elementary and secondary schools to begin thinking and acting differently across the entire P-16 spectrum. The Illinois P-16 Education Collaborative has developed an action plan which brings together colleges and university leaders in common purpose with leaders of the state’s elementary and secondary schools to begin thinking and acting differently across the entire P-16 spectrum.