

UNIVERSITY OF HAWAI'I

REPORT

REPORT TO THE 2002 LEGISLATURE

Relating to the Feasibility, Benefits, and Costs of
Establishing a Comprehensive, Linked K-16 Database
in the State of Hawai'i

Senate Concurrent Resolution No. 99, S.D. 1, 2001

January 2002



SENATE CONCURRENT RESOLUTION NO. 99, S.D.1

(21st Legislature, 2001, State of Hawai‘i)

**Feasibility, Benefits, and Costs
of Establishing a Comprehensive,
Linked K-16 Student Database
in the State of Hawai‘i**

A Joint Effort of the
Department of Education,
the University of Hawai‘i
and the
Hawai‘i Educational Policy Center

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EXECUTIVE SUMMARY

In accordance with Senate Concurrent Resolution No. 99, SD 1 (State Senate, Twenty-first Legislature, 2001, State of Hawai‘i), this report provides an assessment of the feasibility of establishing a K-16 student data system to integrate kindergarten, primary, secondary, and postsecondary educational systems in Hawai‘i. Drawing on a review of selected states’ efforts in this area and an emerging body of research literature, this report provides the University of Hawai‘i, the Hawai‘i Department of Education, and the State of Hawai‘i Legislature with an analysis of issues associated with the development and implementation of such a data system.

Key Findings

While establishing a linked public K-16 student data system in Hawai‘i is clearly desirable from an educational policy perspective, it is only feasible if the state is willing and able to address a number of substantial organizational, technological, and financial requirements. Hallmarks of success with similar efforts in other states include sustained top executive commitment, substantial legislative funding, and talented leadership across agency cultures and missions throughout a multi-year project timeline and within the larger context of a broader “P-16” framework.

“P-16” is shorthand for understanding all of public education as a seamless continuum stretching from preschool to the baccalaureate degree. Reconceptualizing public education in this fashion encourages new ways of thinking about complex issues such as educational standards and accountability, the alignment of college admissions policies with the “outputs” of secondary education, governance, finance, and teacher preparation to name but a few. In brief, P-16 thinking facilitates the identification and development of policy relevant questions that can inform key K-16 data-system design decisions. Other key findings include:

1. Almost half the states already have some type of formal student data system. They have completed much of the “first-mover” work which Hawai‘i can immediately leverage to its benefit.
2. Continuous improvement requires ongoing assessment, self-evaluation, and modification. By monitoring who graduates, where, how many, and under what conditions, related accountabilities can be used for future improvement. K-16 data-systems are a single element in a broader “P-16” conceptual framework.
3. Critical issues are addressed in the report under four headings: technology, administration, use of resulting data, and costs and funding.

Technology

Technology offers the largest uncertainty from the survey of states; designs vary by need, commitment, and history. The uncertainties are surmountable, but there are Hawai‘i-specific challenges detailed in the report. These challenges include

our belief that the University of Hawai‘i must place first priority on fixing its internal systemwide student information system in order to be positioned to participate in a successful K-16 database effort. Diverting resources away from this internal UH priority will delay effective participation by the UH campuses in a K-16 effort.

Administration

Given the resource constraints that will co-exist with any emergent P-16 effort in Hawai‘i, it appears unrealistic to impose administration on either agency alone.

Use of and Access to K-16 Data

Data access and usage issues are unclear in Hawai‘i’s current K-16 policy void. End uses of data and desired capabilities for future analyses should be identified before initiating this effort along with a determination of how the agencies will map existing data reporting and management procedures with a new K-16 system. Issues of data access and security protection of student information are not trivial and must be paramount at every stage.

Costs and Funding

Likely costs should be traded off against what Hawai‘i wishes to accomplish in the larger P-16 context, so this final category is also driven by a number of strategic questions informing policy goals in this area. Even the most minimal of efforts will require a significant financial investment in both agencies—over and above the existing internal database needs of both agencies. Other states are spending tens of millions of dollars on similar K-16 database projects.

Recommendations

Our recommendations include that Hawai‘i:

1. Think more carefully, formally, and strategically about overall P-16 system issues before beginning individual projects, such as a K-16 student information database. Do broad-based planning and secure sufficient funding and management to ensure success. The lessons learned by other states are clear: the development of a single information subsystem without its place in a clear overall educational systems design is risky, if not futile or even dangerous.
2. Concurrent with the above (perhaps even in advance), establish a standing, cross-functional, interagency working group that would define an acceptable protocol for linking data across systems. The President of the University of Hawaii and the Superintendent of the Department of Education should take responsibility for establishing this cross-functional group. The complexity of the technical issues this group will face encourages that they be charged with devising a pilot effort focusing on a single sub-issue or a natural path of student movement through the K-16 system.

3. Appoint a “senior project manager” for each agency to lead the working group from planning through implementation. Leverage existing capabilities. Contract expert third parties to facilitate, perform specialized planning and analysis, and conduct research.
4. Accelerate state legislators’ and executives’ experience in P-16 issues with the highly experienced, expert assistance of outside groups such as the Education Commission of the States and the National Center for Educational Statistics.
5. Devote efforts to obtaining grant and development monies from Federal agencies and foundations with interests in integrated educational systems.

Introduction

In accordance with Senate Concurrent Resolution No. 99, SD 1 (State Senate, Twenty-first Legislature, 2001, State of Hawai‘i), this report provides the University of Hawai‘i, the Hawai‘i Department of Education, and the State of Hawai‘i Legislature, with an overview of issues associated with the establishment of a K-16 data system linking the state’s public K-12 and postsecondary student information systems (i.e., the Department of Education and the University of Hawai‘i).¹ The feasibility of establishing such a data system in the state of Hawai‘i is also assessed. The contents of this report are based on a systematic review of related efforts across the 50 states, a review of the relevant literature, and interviews with key participants. After providing a brief context for similar efforts in other states, we focus on four distinct issues: 1) technological requirements, 2) administration and coordination, 3) uses of resulting data, and 4) costs and funding of such K-16 data systems. The report concludes with a set of recommendations to the State of Hawai‘i Legislature designed to help guide future policies focusing on tracking student achievement, course work, and experiences as pupils pass through the entire public education system.

The Context

The development of comprehensive automated K-16 data systems can be traced back to at least the mid-1980s.² Today, 24 states have some type of formalized, comprehensive student data system.³ These range from complex data warehousing efforts such as those found in Florida—a state with one of the most advanced mixes of and progress in K-16 systems—to informal working agreements facilitating the sharing of information across various segments of public education in a number of other states. Arizona, California, Georgia, Illinois, Maryland, North Carolina, Oregon, and Texas are among the states that are widely recognized as having made the most extensive progress in such data systems.⁴

While such systems can and do play an important role in helping education and policy leaders identify students who are being left behind and where potential bottlenecks to student progress might be found, these are usually only one element in a broader “P-16” conceptual system.⁵ “P-16” is shorthand for understanding all of public education as a single unified system rather than the sum of its parts. A large number of states have adopted such unified conceptualizations largely in response to challenges and pressures

¹ Appendix 4 of this document contains the complete text of this resolution.

² Hodgkinson, 1985.

³ According to the Education Commission of the States (ECS), estimates range from 8 to 24 states, depending on how those states define “K-16” or “P-16” and what levels of significant resource investment are involved. This definition is not trivial. Consider, for example, the difficulty of determining what is strictly a P-16 issue and what is not?

⁴ Sources: ECS, August 2000; SHEEO, 2000; Van de Water and Rainwater, 2001. The excellent summaries provided in these documents are found in Appendix 1 of this report.

⁵ We use the term P-16 throughout the remainder of this report to refer to comprehensive P-16 systems that include, as a single component, a unified K-16 database such as that proposed by the Hawai‘i Legislature in SCR 99. We employ the term “K-16 data system” to refer specifically to the data component of such endeavors.

that have emerged over the last 20 years. Problems and challenges prompting these P-16 conceptualizations include shifting demographics, dramatic changes in the U.S. economy and workplace relative to the comparative advantages of competing developed economies, and significant advances in technology and telecommunications.

The P-16 concept brings together three relatively disconnected segments of public education: preschool, K-12, and postsecondary.⁶ Reconceptualizing public education in this fashion encourages new ways of thinking about complex issues such as educational standards and accountability, the alignment of college admissions policies with the “outputs” of secondary education, governance, finance, and teacher preparation to name but a few. The main idea of P-16 thinking is that public education should be thought of not as artificially separate organizational units (for example, elementary, middle, and high schools, and college) but rather as a continuum stretching from preschool to the baccalaureate degree.

Typically, states start these P-16 efforts through some form of interagency cooperation, almost always at the behest of state agencies rather than through legislative or executive mandates. Increasingly, state leaders are finding that such interagency cooperation is a logical next step in building on standards-based reform, extending these efforts upward into higher education as many state governmental officials and business leaders recommend.⁷

The Education Commission of the States (ECS) cites a number of major goals of P-16 systems. These include:

- Expanding access to early learning for children ages 3-to-5, and improving their readiness for kindergarten,
- Smoothing student transitions from one level of learning to the next,
- Closing the achievement gap between white and minority students,
- Upgrading teacher education and professional development,
- Strengthening relationships between families and schools,
- Creating a wider range of learning experiences and opportunities for students in the final two years of high school,
- Improving college readiness and college success.⁸

As the charge associated with Senate Concurrent Resolution No. 99, SD 1 focuses on the development of a K-16 student data system—distinct from an overall P-16 policy framework—and as our survey of this issue suggests that states are unlikely to spend the time, money, and political capital to develop such a data system in the absence of a broader framework, it is again important to understand the role of such a data system in a

⁶ There are several variations on the term “K-16,” depending on the “grade” levels at which efforts are begun and stopped. “K-16” refers to kindergarten through a baccalaureate degree. “P-16” begins with pre-kindergarten. “K-20” and “P-20” refer to efforts through graduate school. The broadest term in the literature is “lifelong learning” (the most straightforward and all-encompassing term) or “P/K-20+.”

⁷ Education Commission of the States, August 2000.

⁸ Van de Water and Rainwater, April 2001.

broader P-16 framework. Rather than focusing on education issues in isolation, the P-16 strategy relies on the development of a single education system in which each of the pieces reinforces the others. Treating public education as a single system allows more control over crucial policy issues such as alignment of and interrelationships among subsystems, decision-making authority and data-driven decision-making, and funding flows.

The implicit goal of the proposed effort underlying SCR 99, to provide a way to increase student achievement and to close historic gaps between groups of students, can be usefully placed in a larger P-16 context. To that end, Table 1 lists several major goals of P-16 systems. The highlighted items are directly associated with the development of a unified data system such as that being considered by the Hawai‘i Legislature.

Table 1. Some Intended Outcomes of P-16 Thinking.⁹

The provision of access to high-quality education opportunities for all students regardless of race, ethnicity, income or gender. . .	<i>thereby</i>	. . . preparing all learners to be successful as citizens and workers.
The alignment of curricular requirements and expectations across levels of education . . .	<i>thereby</i>	. . . allowing clear communication of what students should know and be able to do at all education levels.
Making the entire system easier to understand for parents, students, educators and legislators . . .	<i>thereby</i>	. . . making expectations easier to communicate, outcomes easier to assess and student movement through the system smoother.
Cooperation and collaboration across boundaries in order to enhance communication, set appropriate expectations, develop mutually reinforcing standards and assessments, and share data . . .	<i>thereby</i>	. . . drawing levels together, reducing the need for postsecondary remediation, simplifying student progress and increasing the chances of successful completion of postsecondary programs.
The elimination of overlapping or conflicting requirements at critical transition points such as high school to college . . .	<i>thereby</i>	. . . encouraging more students to complete higher learning levels.
The improvement of professional educators’ ability to collaborate in areas such as teacher preparation and professional development, setting standards and designing assessments. . .	<i>thereby</i>	. . . enhancing both efficiency and quality.

⁹ Adapted from Van de Water and Rainwater, April 2001.

We stress throughout this report that a K-16 data system, such as that proposed in SCR 99, is but one part of a larger P-16 policy framework. Developing a data system in the absence of a clear and agreed upon set of policy objectives to be addressed will almost surely lead to frustration on the part of the Legislature and the state agencies involved when it is discovered that the time and expense devoted to the technical solutions fail to adequately address the state's policy needs.

Findings

It is within this broader P-16 context and with the caveat outlined above that we offer our findings. Our specific charge is to evaluate the feasibility of developing a comprehensive student information system, one defined by the linkage of student data from the Hawai'i Department of Education to student data held by the University of Hawai'i.

The goal of establishing a unified K-16 data system in Hawai'i is, in our mind, a desirable one. The development of an integrated K-16 student database is feasible in terms of hardware, software, systems analysis, and database development technologies, as is clearly demonstrated by successes in many other states. Efforts in the most successful states, however, strongly suggest that this is not just a technically-driven project, but as much a leadership-, management-, and agency culture-driven one. Without exception, successful efforts in other states have been accompanied by the existence of adequate and sustained funding, cross-functional planning involving all stakeholders, good managerial skills, and intra- and inter-agency teamwork. These factors are more critical to the successful design and implementation of a student information system than technology alone. That said, technological issues remain and the related risks and uncertain consequences are significant.

The primary opportunity existing in late 2001 is that other states, with some key support from the National Center for Educational Statistics (NCES), have done much of the pioneering work, and much has been learned that Hawai'i can leverage to its immediate advantage. Risks remain and are substantial, however.

The main issues associated with the development and implementation of such a data system can be broken out into four different areas: 1) technology, 2) administration, 3) use of resulting data, and 4) costs and funding.

Technology

While the objectives of integrated K-16 data systems vary across the states, there are some commonalities that can be identified.¹⁰ These include a desire for:

- Complete, timely, accurate data,
- A statewide view,
- Data from multiple sources and organizations,
- Integrated technical environment,

¹⁰ Weaver, 2001.

- Historical data merged with current data in a structured repository,
- Comprehensive data definitions,
- Cross-functional data management and support group,
- Easy access and manipulation,¹¹

The development of an integrated K-16 data system need not incorporate all of these objectives.

In many ways, technology is the single, largest, uncertain strategic issue resulting from our survey of the states. Solutions to the technological requirements of different states' systems designs vary dramatically even as the NCES and other national organizations have attempted to catalyze innovations and disseminate best practices to State Education Agencies (SEAs) and Local Education Agencies (LEAs). While commonalities do exist, there are few true "norms" that can provide clear guides for Hawai'i, and many of the "norms" are philosophically driven (e.g., based on political concepts such as "local control"). Key challenges for Hawai'i include:

- Operational systems isolated by business function,
- Absence of K-16 data integration events,
- Various data and technical architectures,
- Limited data readily available,
- Lack of reliable, consistent data across DOE and UH,
- Users' support specific to delivery system.

Operational systems isolated by business function

The existing data systems at both the DOE and the UH are relatively decentralized, with pieces often built specifically for particular business functions. This decentralization may be an artifact of the incremental computerization of intra-agency data, highly specialized requirements for particular functions (for example, financial services), or some combination of these two. Internal consolidation of data elements across all relevant functional areas needs to occur before the desired pieces of data can be combined across agencies. As systems internal to each agency may operate on different computing platforms and may subscribe to different database architectures, such internal consolidation will often require a substantial investment of systems analysis and programming time to produce the desired combinations of valid and reliable data within each agency. Attempts to establish internal protocols to generate sustained cross-functional data within each agency may necessitate alterations to the overall database management environment—alterations that could potentially require the use of outside information-technology consultants as well as the purchase of new hardware and software.

¹¹ Key questions to defining access include: Who will have access, when, how, and under what conditions—e.g., individual students and their parents, on Web/FTP/Telnet/other? To what extent will data be fixed and not downloadable versus downloadable for more advanced or individualized statistical manipulation and analysis?

Absence of K-16 data integration events

There have been to-date no formal collaborations between the DOE and UH that have involved the combining of student level data in the fashion proposed. Historic barriers to such efforts have included well-founded concerns over the external use of students' personal records,¹² lack of well specified questions to precisely define what information should be combined and to justify the associated costs within each agency, and the realization that the data desired simply do not exist or are not sufficiently well-measured to yield meaningful insights. Whatever the reasons, there are few examples of inter-agency efforts on which to model the development of a K-16 database.

Various data and technical architectures

Similar to the challenges associated with decentralized computing functions within each agency, there are important differences between the DOE and UH in terms of the software and hardware defining their data systems. These differences are due in some part to the different data uses and reporting requirements at each agency as well as fundamental differences in the organizations themselves. Tracking students enrolled at the University of Hawai'i is an inherently more complex task than that of tracking students within the DOE. A combined K-16 student data system will require both agencies to first agree on some common data format and structure and, second, to tailor their internal processes to generate data to this standard. Only then can the data for each agency be linked to establish a true K-16 student data system. The decision regarding the final formatting of data from each agency is neither trivial nor arbitrary. Each agency's internal computing configuration will determine the efficiency with which any agreed upon common format can be produced. In addition to programming costs associated with standardizing data across internal functions (see above), there will also be significant programming needs to produce agency-wide databases in conformance with the agreed upon standard. Only with these standardized agency-wide files in hand can the data be linked.

Limited data readily available

The absence of a broader P-16 policy framework compromises our ability to readily identify specific questions that might be asked of the data linked between the DOE and UH. These are questions that would ideally inform the design of any effort to link these two student data systems. Accordingly, it is very likely that many of the most pressing questions will remain unanswered because the data needed are simply not collected by one or both of the agencies involved. This again calls attention to the importance of establishing an overriding framework within which meaningful policy questions can be generated. We can certainly, for example, show how many students of particular backgrounds, graduating from public high schools in Hawai'i, attend particular colleges

¹² The Family Educational Rights Educational Privacy Act (FERPA), sometimes called the Buckley Amendment, was passed by the U.S. Congress in 1974 and grants four specific rights to the adult student or the parent or guardian of students who are minors. Among these 4 specific rights is the right to consent to disclosure of individual records. As the student records of interest in SCR 99 are maintained separately by the individual agencies (that is the DOE or UH), one or both agencies would be required to disclose individual student data in such a partnership. There have been concerns that, despite the good intentions of such disclosures, such data sharing would violate students' rights to privacy as laid out in FERPA. See Appendix 2 for a concise analysis of the privacy issues and interpretations associated with this Act.

within the UH system. But we cannot easily or definitively know how many of these graduates attend college generally—no data exist within the current systems to address this particular question. Note that these are examples of very broad questions, so broad as to be of limited utility in the policy arena. More specific questions will, of course, be more susceptible to this problem. In an ideal world, clear policy objectives and associated questions would be identified before devoting significant resources to assembling such a student data system.

Lack of reliable, consistent data across DOE and UH

Related to the above, while it may appear that particular pieces of data do exist, closer scrutiny of any given data element may reveal that it is not reliable, perhaps being reported by different people employing inconsistent interpretations or according to different or changing standards. Consistency of data is also an important consideration, vital to some aspects of the proposed endeavor. The most glaring inconsistency existing between the data collected by the DOE and UH is the unique student identification number. The DOE generates a unique identification number for each student in the system while the University of Hawai‘i relies on a student’s Social Security number for unique identification. This lack of common identifier will require establishing some type of ID-matching process. Most states have dealt with this issue and there are a number of different ways to approach this, all requiring additional programming time and effort, however.

Users’ support specific to delivery system

The variations in systems design across internal functions and again across agencies is accompanied by variations in support structures. The effect of this is that no one person is sufficiently knowledgeable about how to provide support with issues of data definition and access across the many functional areas from which data might be drawn. Moreover, it cannot be expected that DOE personnel will be knowledgeable about UH data issues and demands or vice versa. The reality of this situation will require the thoughtful coordination of support resources both within and between these agencies if a useful K-12 student data system is to emerge.

The technical challenges outlined here are, in our view, surmountable provided the scope and objectives of the K-16 data system are clearly defined and commonly agreed upon. Assuming the adoption of a very basic voluntary cooperative data-sharing relationship between the DOE and UH, the largest costs associated with overcoming these technical issues will derive from systems analysis and database programming at both agencies. Of course, more comprehensive solutions to the K-16 data system would likely require considerable investments in hardware, software, and programming time. Some examples of cost configurations found in other states will be presented in a subsequent section.

Note that we have limited this consideration to the development of a K-16 data reporting system. It is likely that, as the discussion related to the development of the system advances, some will ask about additional functionalities that might be built into this effort. Other states have invested hundreds of millions of dollars to develop more elaborate systems that are capable of serving as data collection vehicles for multiple

agencies and Internet portals through which sophisticated queries of these data can be submitted by the public-at-large. Solutions such as these are certainly possible but far beyond the scope of what we have come to understand as the goal of this proposal implicit in SCR 99.¹³

Administration

A number of states have worked to perfect P-16 systems for years—since the late 1980s in the case of Florida—and offer excellent case studies in the administration of P-16 efforts. Their voices are loud in proclaiming that ultimate success is clearly linked to strong administrative and financial commitment from their Governors, Legislatures, State Superintendents, Boards of Regents, and Boards of Education downward. It is clear to us that consistent executive and legislative support is critical to the success of these efforts. Intermittent support—political, administrative, or financial—is unlikely to achieve desired goals in a timely fashion. We suggest that these same lessons are true of key components of the P-16 system, especially the data-sharing component.

California, for example, another state that has made major progress, is currently struggling to balance the planned funding commitments for their system *versus* Governor Davis' proposed budget allocations for the coming fiscal year.¹⁴ The lesson is that all facets of P-16 design and development efforts must be multi-year, incrementally funded (over existing programs), and managerially sustained undertakings. This is especially true for the data component, an endeavor requiring potentially large start-up costs in terms of staff time and agency resources.

While both the DOE and UH possess some staff who may be quite capable of delivering the expertise necessary to realize a K-16 data system, the opportunity costs associated with a reassignment of their duties would be substantial. Both agencies are grossly understaffed in these areas and the federal and state reporting requirements for which existing staff are already responsible are considerable.

Even with additional staff to support the K-16 data system effort, issues of authority remain. A project such as this requires not only internal technical and project management capabilities but also clear reporting relationships to and, therefore, support from senior administrators. It is possible that a new administrative approach is more likely to succeed than trying to leverage the agencies' "legacy" governance and personnel structures. Key alternatives include, but are not necessarily limited to, the following:

- The appointment of one K-16 data or P-16 systems "czar" to oversee all consolidated data systems efforts across both educational agencies.¹⁵ Alternatively, the appointment of senior project managers could be made for each of the agencies, reporting to their individual senior administrators and co-leading

¹³ Personal communication with Senator Norman Sakamoto, April 2, 2001.

¹⁴ EdSource, June 2001.

¹⁵ Montana's Governor, Mark O'Keefe, favors a Chief Technology Officer (reporting to the Governor) for planning and overseeing statewide systems development and integration efforts across all state agencies.

any cross-agency and cross-functional team efforts. As we have noted, cross-agency and cross-functional project teamwork is important to capture the broad-based institutional memory that is critical to a comprehensive solution and that is unlikely to reside in any one office or individual. While either of these options could be initiated at the overall state *versus* agency level, evidence from other states suggests that any necessary “expert” recruiting be conducted at the agency level, reporting to either the State Superintendent or the President of UH, or both.¹⁶

- The selection and use of systems consultants with particular functional systems and change management expertise in P-16 educational systems. For example, Oregon has used KPMG, Florida has used DMR Consulting, and Pennsylvania has used WESTAT.¹⁷ Consultants can either plan or implement, and manage the entire effort with staff consultants working virtually full-time and on-site, or they can be used more selectively for strategic planning, data, systems, and technology audits, and recommendations on the purchase or leasing of hardware and software.¹⁸
- Brokering through the Hawai‘i Educational Policy Center (HEPC) or some other expert quasi-independent group in Hawai‘i. With sufficient core support, there are other entities that could be brought into this relationship for administrative purposes. The HEPC, for example, could provide key support in the conceptual stage, employing its wide-ranging expertise to facilitate the collaboration between the DOE and UH. At the administrative stage, it is conceivable that the HEPC could be charged with the maintenance of the K-16 data system as well as the production of standing and *ad hoc* reports requested by the Legislature and other stakeholders in the state. A third party, such as HEPC, would be the glue binding the two agencies; such an arrangement would require a sufficient amount of annual core funding to ensure sustainability.
- Accomplish K-16 database efforts by leveraging existing staff and leadership capabilities of the agencies. Unless these currently exist at expert levels and with sufficient P-16 integration experience, Hawai‘i is likely to trade off short-term savings for suboptimal long-term results (and, possibly, costs). Even in this form, substantial investment in personnel and equipment would be necessary to ensure

¹⁶ Such individuals should have strong familiarity with the design and development of integrated P-16 systems, knowledge of key states’ efforts over the past decade, and professional acquaintance with key members of the NCES and experienced consultants and vendors. If the project management talent does not already exist within the DOE, Hawai‘i has the natural and lucrative recruiting advantages of luring a manager from another state who has already accomplished such projects at the state level as long as s/he leads DOE and UH officials who have intimate knowledge of the state and its educational system.

¹⁷ These names are included only for illustrative purposes and offer no recommendation for or against those consultancies.

¹⁸ Vendors and products are proliferating in higher education after years of institutions having to “teach” the consultants and vendors and suffering the financial and operational consequences. Sources: Hulber, 1999; Olsen, 2000; University Business, May 2001.

timely and sustained reporting. This also places one of the agencies into the primary K-16 reporting role.

Each of these administrative options has significant costs associated (see Costs and Funding below). These potential costs should be assessed within the larger context of what Hawai'i wishes to accomplish in the P-16 policy arena. It is worth noting that the recruiting and compensation of in-house consulting and contracting talent will vary in expense and application relative to startup and on-demand efforts *versus* existing program efforts and commitments.

Use of and Access to Data

It is conceivable that a system could be designed that will allow each unit to continue with their current reporting and data management regimes while also facilitating future K-16 type policy research.¹⁹ As this a very costly and risky undertaking (altering the data systems of two major state agencies—DOE and UH), it would seem wise to think through the broader P-16 potential. Emergent forces from that quarter will probably have different views on how to address all of these design and usage issues. It would be risky and potentially expensive to presage their yet-to-be-identified individual and mutual needs.

The potential uses for data within or across agencies are numerous. Florida, for example, uses data for policymaking; management decision-making; allocation of state funds; education reports; data transfer between educational institutions; permanent records; audit trails; allocation of special funds; measuring minimum performance; measuring high performance; and public reporting.

Professional associations such as the American Association of School Administrators (AASA) are often quick to offer what they see as key uses for such data. The AASA stresses that “continuous school improvement” requires ongoing assessment and self-evaluation. This organization offers programs on data-driven decision-making to administrators and suggests applying the following questions in deciding how to use data: how are students doing? how well are they accomplishing standards? what are the relative strengths and weaknesses of student performance? why are the results as they are? are our special programs working? why are the results as they are? where do teacher observations come into play? are we equitably helping all students to achieve? who are we well serving? who not? what previously hidden challenges do we face? who needs special help? on what? are specific program components accomplishing their objectives-- e.g. professional development? are new strategies making a difference in student learning? are new curriculum materials being tried by some teachers, tutoring services, new mathematics courses? are our day-to-day standards consistent? do our grades mean anything? Lists such as this again underscore the need to assess the degree to which available data can be relied upon to provide sufficient answers.

¹⁹ This approach was used in Oregon in planning with its technology consultant, KPMG. Sources (2): Kosty, 2001.

Data are often used to track student achievement, demographics, health, discipline, special programs and funding, and any other desired information²⁰ across systemic transition points (e.g., grade 12 to freshman year in college), assess individual and aggregate needs across the entire P-16 continuum, allow students (and even parents) to track students' progress, support and inform data-driven educational decision-making by policy- and decision-makers, and streamline state and federal reporting while decreasing repetitious submissions and transactions. Online data reporting can decrease workloads while ensuring simultaneous, interactive access by multiple parties. By tracking who graduates, where, and under what conditions, related accountabilities can be researched and used for future systemic improvement.²¹ Again, while no one would dispute the value of having good answers to these issues, specifying myriad questions in the absence of a calculated assessment of available data and policy goals can often lead to disappointment.

Access and security

The potential for violation of privacy concerns abounds in student database and other Internet- or Web-based information systems.²² Considerable political resistance is likely to coalesce around this issue. Privacy issues are substantial and changing rapidly in a dynamic environment that is responding in both legal and regulatory fashion to a host of international and domestic threats. Despite encryption, the technology remains vulnerable and human error all-too-often leads to security lapses.²³ States and educational institutions—e.g., the University of Hawai'i—openly use Social Security numbers for student identification although such use creates and exacerbates identity theft against stakeholders.²⁴

Security breaches are not uncommon and systems are vulnerable to both mischievous and malicious attack. Heightened security in the wake of September's terrorist attacks is importantly affecting our environments. In the recent terrorist activities, a number of the attackers obtained false Social Security numbers and used these to establish other false identification papers. In addition, the FBI has recently demanded, and easily obtained, an exceptional level of cooperation from colleges and universities in releasing previously "confidential" student information after the September attacks.²⁵ This is an important and politically charged constitutional issue that will only intensify. National security concerns are likely to increase dramatically for the foreseeable future and these will likely impact the way we think about the collection, distribution, and storage of personal information.²⁶

²⁰ See the example on Florida below.

²¹ Sources: Chronicle of Higher Education, 1998; Hodgkinson, 1999; Hunt and Broad, June 1999; National Commission on High School Senior Year, 2001; Pribbenow, 2001; Venezia, 2000.

²² Foster, May 11, 2001.

²³ Such as when thousands of Social Security numbers and families' detailed financial applications for HOPE scholarships were inadvertently rendered available in Georgia. Source: Judd and Brister, 2001.

²⁴ Social Security numbers are routinely demanded in face-to-face transactions across the UH campus and appear on students' identification cards.

²⁵ Southwick, October 15, 2001.

²⁶ Sources: Chronicle of Higher Education, 1994; Chronicle of Higher Education, 1998; Judd and Brister, 2001; McCollum, 1998; Southwick, 2001; Washington Post, 2001.

The tension between access and security

The more visible and accessible such data are made, the more likely that these data can be compromised by unauthorized users—“hacked” in the computer vernacular. An objective often accompanying data consolidations, such as that addressed here, is greater visibility and accessibility, usually in the name of public accountability. Such an objective usually enhances vulnerability to compromise and exacerbates concerns over security (as well as costs devoted to heightened protection). Any push to consolidate so many potentially sensitive pieces of personal information must be accompanied by extreme vigilance.

The myth and demands of unknown data

In addition to concerns over security, the development of “new” data systems often become (mistakenly) seen as elixirs for those faced with difficult policy decision. Evidence of this can be found in Illinois’ observation that the frequent question—“Can you put xyz on the Web tomorrow?”—is a threat.²⁷ Policy-makers are often under the impression that everything should be accessible on the Web and that it takes very little effort to put it there. The issues associated with collecting, reporting, and posting such information publicly are nontrivial, however. The leap from traditional static, printed reports to an easy-to-use, Web-based, interactive query system is tremendous in terms of data collection and database management issues. Think of the process, continues Illinois, of going from silos of data [in the past] to thimbles of data [in the future]. Smaller data collection efforts can be put on the Web with little relative effort. SEAs will still have big silos of data, accessible as before with mainframes and minicomputers. They will also make available lots of little thimbles of data for various stakeholders and their personal computers.²⁸

An Example. Florida has one of the most extensive mixes of educational subsystems in the nation, up to and including a full data warehouse²⁹ with both student and staff databases, a workforce development information system, and streamlined federal reporting, including its huge Title I program. Florida’s ambitious mission is to: “provide stakeholders in public education--including, but not limited to--administrators, educators, parents, students, state leadership, and professional organizations with the capability of receiving timely, efficient, consistent responses to inquiries in Florida’s kindergarten through university education system by December 2002.” Florida uses 85+ elements per student [by contrast, California uses 75] that are downloaded 3-4 times per year to cover all major educational areas and streamline state and federal student-level data collections and reporting. The state’s criteria for “good information” require that they be: understandable, reliable, relevant, timely, comprehensive, consistent, comparable, and accurate. Criteria for evaluating the quality of data elements (an important goal in the state) are: gather and use regularly (no one-time), collect near time of utility, reliable and

²⁷ Norton and Powell, 2001.

²⁸ *ibid.*

²⁹ Based on a systems architecture with four data subsystems: acquisition; management; preparation; and access; each of these subsystems is highly complex and rigorously designed.

consistent, valid and undistortable, measurable, based on standard data definitions, with data elements together providing valid measures of performance, equity, and efficiency.³⁰ One conclusion that can be drawn from this brief overview of some of the key access issues is that any discussion of a consolidated K-16 database also incorporate a careful consideration of end-users.

Costs and Funding

Costs are totally dependent upon systems design features which vary widely and which are influenced by existing “legacy” systems at both the state and local levels. The DOE and UH are unlikely to be capable of bearing additional unfunded costs associated with even the minimal form of the model, even if they already possess the technological expertise and minimally required computing technology in-house. This is “not just another data processing application” but one that requires “visionary leadership and support.”³¹

While the expenditures of individual states are not easily obtained, the following examples are illustrative of various levels of effort and provide directional examples of the orders of magnitude of certain states’ estimated investments.

California

In California’s legislatively mandated efforts for a new California School Information Services (CSIS), the state adopted a decentralized, voluntary approach that it hopes will become near-universally adopted by the end of its 5- to 6-year implementation period. Groups of LEAs developed consortia to leverage their efforts and to share expertise and development efforts. In the first round of funding, the state received 18 consortia proposals with a total budget request of \$29 million. From these, the state awarded \$8.9 million for five pilot projects. These involved a total of 70 LEAs with just over 750,000 students.³² Today, there are nine volunteer consortia, representing 1.5 million students. CSIS now offers one-time incentive funding, based on a sliding scale comprised of both enrollment and the number of schools involved. Incentives cover a portion of local development (using their own software and hardware adoptions, which differ, as well as self-development—“build *versus* buy”—efforts) during their startup phases. LEAs are expected to eventually realize economies-of-scale savings that will serve to reduce their

³⁰ Sample Data Warehouse content from Florida includes: (1) PK-12 student source data is collected 6 times/year (demographic, courses/programs, funding, end-of-year (discipline, retention/promotion, dropout, graduate/completer, incidents of crime/violence)]; (2) Community college student source data is collected 5 times/year (demographic, entry/exit testing, acceleration placement, courses/programs, completion, financial aid); (3) State university system student source data is collected 5 times/year (demographic, admission, acceleration placement, courses/grades/credits, discipline/academic history, stipends/waivers/fellows, financial aid); and, (4) More Florida-specific data areas include: number and types of schools; student demographics; nonpublic and home education students; student, teacher, course; immunization; K-readiness; student absences; electronic record transfer; student end-of-year reporting: withdrawal codes, GPA, accurate transcripts; and, for staff, job codes, staff absences, teachers on special assignment.

³¹ Walters, 1999.

³² Friedman, 2000.

overall investments.³³ The estimated six-year expense for California totals \$28.4 million for operations and \$88 million for incentive grants. Additional schools are planned to be added next year for another \$20 million, bringing expected total costs to \$136 million, an average of about \$23 million per year. Planned, consistent funding is uncertain, however, illustrating much of what we have learned. Governor Davis' budget proposal for the coming fiscal year calls for as much as \$12 million less than needed, according to some analysts.³⁴

Florida

In one system component, the Workforce Development Information System³⁵ of Florida's integrated systems, the state has tracked and shared specific development costs and staffing needs. Development expenditures were \$60,000, \$186,000, and \$350,000 in years 1, 2-3, and 4-8, respectively, and annual costs now run at a rate of \$600,000. That totals to \$1.8 million for the first ten years for only one of many system components and does not cover overhead, interest, and other allocated charges. The staffing for this single component is: 1 Director, 3 Senior Database Analysts, 4 Analyst/Programmers, 1 Research Assistant, plus clerical support staff. Mainframe computation costs add \$25,000 per year, and postage alone is \$18,000 annually. Again, this is not a comprehensive listing of all costs, but it is illustrative.³⁶ In addition, Florida's focus on data quality required the addition of staff for the single purpose of ensuring data quality, addressing data elements "sunsetting" for review, and addressing data structures sunsetted for completeness and organization.³⁷

Illinois

Illinois says that to design, build and implement data-driven Web applications that are aligned with a strategic plan, an agency will need the following: a "powerful visionary" who is willing to "think outside the box"; veteran staff familiar with the agency's data collection efforts over the past 5-10 years; highly qualified systems and database analysts; highly qualified Internet applications developers (contractual or permanent); and management and policy-maker support and funding. Illinois began its Internet applications two years ago with a full-time-equivalent (FTE) staff of two, combined with occasional contractors. This staffing supported five complex Internet applications successfully. Today, the staffing for Internet applications is comprised of ten FTE positions and Illinois says that it is understaffed by three FTE positions and frequently hires contractors. This staffing now supports 35 applications, and there is a heavy demand for additional applications development now that the team's "products" have been successfully implemented and adopted. At least four Internet applications were developed outside the agency without the applications group's knowledge, underlining the importance of cross-agency and cross-functional communication and coordination.

³³ Economies-of-scale savings often go unrealized in business mergers and acquisitions; stating that they will be achieved does not assure that desired outcome.

³⁴ EdSource, June 2001. See Appendix 3.

³⁵ This subsystem links information about students and graduates with Florida's plans to meet its workforce and economic development needs.

³⁶ Pfeiffer, 2001.

³⁷ Dukes, 2001.

Illinois also points out that the obvious problem of up-front funding is important, not only for the basic project, but also for planning sufficient help desk and technical assistance planning capacity to handle a “huge call volume.” This factor is often subordinated to hardware and software purchase and development costs, yet is critically important. In addition, multi-user testing pilot projects are imperative and must be funded up-front as well, as is garnering various stakeholders’ inputs and designing systems from “customers’ perspectives.”³⁸

Nevada

In a smaller state, Nevada’s annual startup costs and funding began in 1993-95 with legislatively mandated feasibility studies that were partially funded by the legislature and partially by the National Center for Education Statistics.³⁹ Phase I legislative funding was \$2.5 million in 1995 and included initial development efforts and a pilot project. The legislature funded Phase II with \$12.7 million to establish a statewide automated system for accountability of K-12 students and a statewide advisory committee, with legislative oversight by the Finance Committee.⁴⁰

Again, these case studies provide a wide range of cost estimates, depending on state sizes and the ambitiousness of the states’ P-16 goals.

To further illustrate the levels of effort that determine costs, one university alone, Brown University, developed a new student system that required a three-year effort on the part of the school, a staff of information technology professionals, and the leadership of the university, including the heads of all administrative departments.⁴¹

Brown’s example raises the question of the economic costs and benefits associated with the classic “build-versus-buy” decision. Should a state build its own systems to meet its unique needs, or should it buy off-the-shelf products—like Arizona did with Microsoft software and like Pennsylvania did with WESTAT’s extensive operational consulting—and adapt them to meet as many of its needs as possible? Recent news reports shed considerable light on the complex issues and potential consequences involved in decisions such as these.⁴²

Strategic Questions for Hawai‘i

1. **Purpose.** What is the state’s purpose in tackling this issue? Does Hawai‘i wish to establish a database that will be a single educational systems component for the

³⁸ Norton and Powell, 2001.

³⁹ In recent years, a number of states have partially funded their student systems development efforts with NCEES grants for the *quid pro quo* of developing interoperable systems that meet federal legislative and reporting requirements as well as state and local requirements and needs.

⁴⁰ Quon, Brawn, Schafer, and Bangert, 1999.

⁴¹ In order to get Brown University’s systems components to work together seamlessly, the school turned in 1996 to Adabas—a database management program by Software A.G.—that quickly and reliably reads information from other networked databases, whether or not they are compatible. Other such systems are made by companies like Oracle and IBM. Source: Hulber, 1999.

⁴² Olsen, June 2, 2000.

- purpose of gathering, storing, and disseminating basic information (e.g., demographic, curriculum, testing, disciplinary, etc.) on individuals across the P-16 continuum in the state? Or does Hawai‘i wish to establish a multi-functional, automated, multi-simultaneously accessible, interactive information database across P-16? This first critical question will drive all decisions and consequences that follow.
2. **Existing Capacity.** What in-house capability(ies) does(do) the Hawai‘i Department of Education and the University of Hawai‘i currently possess to devote to such an endeavor, and what is the structure and quality of the leadership of those capabilities? Has Hawai‘i conducted data and systems audits to discover or confirm its capabilities? It is clear to us, for example, that the University of Hawai‘i is facing critical internal needs in terms of upgrading its system-wide student information system. Critical internal data needs such as these must be addressed before additional commitments could be made to external functions such as participation in a K-16 data system. Diverting resources away from internal data-management priorities such as this will delay effective participation by the affected agencies in a K-16 effort. Such needs should be clearly identified and solutions developed that have a vision for potential linking with other state agencies down the road.
 3. **Leadership.** What will be the impact on this effort as a result of Superintendent LeMahieu’s resignation in mid-October and the leadership vacuum thereby created even as a DOE reorganization was under way? Similarly, how will UH President Dobbelle’s recent appointment and arrival in Hawai‘i affect this and related efforts? Can and will the two organizational cultures work both cooperatively and effectively on such a project?
 4. **The State Economy.** What is the current and expected state of the Hawaiian economy after the September 11th attacks on New York City and Washington, D.C.? What will be the resulting impact on state funding for new initiatives such as this? Is the economy vulnerable to a possible recession; has one already begun? What are the levels of legislative and executive support for funding a sustained, committed, multi-year, cross-functional, cross-organizational endeavor to develop an integrated P-16 system in Hawai‘i, and can they be sustained?
 5. **Political Realities.** What responses and levels of cooperation or hesitation or resistance would Hawai‘i encounter from its many stakeholder groups? How can those stakeholders best be incorporated into the design and development efforts to foster long-term achievement of P-16 goals? (Texas says to “anticipate a strong local response with calls of “Big Brother,” threats of non-cooperation, followed by eventual but reluctant acquiescence.⁴³) Clearly, there will be a highly politicized debate.

⁴³ Walters, 1999.

Conclusions

This report has provided an overview of some of the main issues associated with the development of a comprehensive K-16 student data system within the state of Hawai‘i. That at least 24 states have some type of formalized comprehensive P-16 system in place suggests that such systems can be realized, even in the most decentralized states. We do not feel that Hawai‘i is an exception to this conclusion. Highlighting the importance of establishing clear policy objectives to help define any effort of this type, we explored challenges and opportunities in 4 distinct areas: 1) technological requirements, 2) administration and coordination, 3) uses of and access to resulting data, and 4) costs and funding.

Technology

We identify six key technical challenges that will be faced by the state of Hawai‘i if it chooses to pursue this proposal (see page 5). Each of these challenges is surmountable provided sufficient financial resources and administrative and political support are made available to each agency. It is our view that the major differences between the DOE and the UH in terms of their organizational structures and data management functions prohibit the establishment of a single, common K-16 data structure. Using their existing computing technology and data management systems, each agency should be able to produce student data to a common, agreed-upon standard that can then be linked for use in K-16 analyses. We repeat that even in a minimal form a successful effort will be accompanied by significant resource commitment.

Administration

While P-16 efforts in a number of states can be used as case studies for Hawai‘i, most of these efforts are far more comprehensive than that being proposed in SCR99. Administrative arrangements for such efforts run the gamut from the appointment of high-level state “Data Czars” to informal, voluntary cooperation between state agencies. The scope of the proposal contained in SCR99 suggests the adoption of an arrangement closer to the latter. Given the resource constraints that will likely be associated with any emergent effort in Hawai‘i, it would seem unrealistic to impose the administration of such a project on either agency. While, with adequate support, each agency should be able to generate an array of student data that can eventually be linked together, neither agency is in a position to provide the types of cross-cutting K-16 analyses that make the data so potentially valuable to begin with. This said, some administrative provision will need to be made to deliver useful analyses of the resultant linked K-16 student data. It is our view that these issues can be readily addressed with creative and collaborative thought and judicious resource allocation.

Use of and Access to K-16 Data

Evidence from other states shows the myriad ways in which data resulting from such an effort may be productively used. To avoid waste and inefficiency in this effort, careful forethought and planning should be undertaken to identify the most salient uses of the resulting data. End use of both the data and associated analyses should also be carefully considered and clearly identified before making substantial commitments to this effort.

Issues of data access and security should be paramount. Data access and usage issues are unclear in the current P-16 policy void in Hawai‘i. Like Oregon, Hawai‘i can design a system that will allow each unit to continue with their current reporting and data management regimes while also facilitating future K-16 type policy research.⁴⁴ As this a very costly and risky undertaking (manipulating the data systems of two major state agencies—the DOE and UH), it would seem wise to think through the broader P-16 potential. Emergent forces from that quarter will likely have different views on how to address all of these design and usage issues. It would be dangerous and expensive to presage their yet-to-be-identified individual and mutual needs.

Costs and Funding

Even the most minimal of efforts in this area will require a significant financial investment in both agencies. Costs are totally dependent upon systems design features. We again encourage the development of a clear policy framework for making decisions about the size and scope of any undertaking. DOE and UH are unlikely to be capable of bearing unfunded, incremental costs associated with more advanced forms of the model, even if they already possess the technological expertise and minimally required equipment in-house.⁴⁵

Recommendations

A good start and our recommendations would be to:

1. **Identify Policy Needs and Goals.** Think more carefully, formally, and strategically about overall P-16 system issues before beginning individual projects, such as a student information database. Do broad-based planning and secure sufficient funding and management to ensure success. The lessons learned by other states are clear: the development of a single information subsystem without its place in a clear overall educational systems design is risky, if not futile or even dangerous. It risks the expenditure of large amounts of resources, the dilution of limited staff and managerial capabilities in the presence of many competing demands, and the clear possibility of failed efforts, despite best intentions.
2. **Coordination and Pilot Efforts.** Concurrent with the above (perhaps even in advance), establish a standing, cross-functional, interagency working group that would define an acceptable protocol for linking data across systems. This does not mean that the project should be a top-down, hierarchical one. To the contrary, its very success is dependent upon leading a cross-functional effort of all stakeholders who know the unique nature of public education in the state.

⁴⁴ Kosty, 2001.

⁴⁵ Again we call attention to the importance of first investing in the existing student information systems within each agency to ensure they will be capable of supporting this larger effort. Any additional development that occurs within each agency should be guided by a vision supporting the goal of data integration across other state agencies.

Combination of top-down and bottom-up efforts is required for success. Everyone must “buy in.”

The complexity of the technical issues this group will face encourages that they be charged with devising a pilot effort focusing on a single sub-issue or a natural path of student movement through the K-16 system. At least in the early phases, we recommend against the establishment of a standing database that would have to be updated by both agencies at regular intervals. The development of a capacity to link data from both agencies will permit the extraction of only the information relevant for each phase of the project and will greatly reduce costs associated with storage, maintenance, and security of a separate, stand-alone database.

3. **Funding and Oversight.** If potential funding and political commitment are deemed sufficient and, to the extent that a higher level of technological and analytical expertise is required, contract an expert third party to facilitate this effort and to perform strategic analyses requested by the Legislature (even in the pilot phase).
4. **Expert Policy Assistance.** Legislators enjoy a unique role for helping catalyze and establish P-16 systems. There are helpful questions that legislators can use to analyze every educational decision they face. The Education Commission of the States offers a range of such services to legislators, and Hawai‘i’s legislators should consider leveraging these valuable services.⁴⁶
5. **Strategic Partnerships.** Efforts should be devoted to obtaining grant and development monies from Federal agencies and foundations with interests in integrated educational systems. Hawai‘i should explore adherence to NCES data and definitions standards—the compliance with which will be required to some degree by Federal statute anyway—and explore NCES and other U.S. DOE funding opportunities for systems design, development, implementation, and evaluation.

⁴⁶ ECS provides a “Top 10” list of policy questions that every legislator should ask when considering issues related to a P-16 system. Will this recommendation, report or bill: (1) Contribute to achieving our vision of a P-16 system? (2) Improve student achievement for all learners? (3) Improve access and equity in the public schools? (4) Contribute to reductions in remedial education rates? (5) Improve transfer and articulation policies and procedures? (6) Enhance teacher quality? (7) Increase alignment of curricula and assessments across levels? (8) Enhance the provision of early learning for all children? (9) Have a positive effect on education finance? (10) Require new governance structures? Source: Van de Water and Rainwater, 2001.

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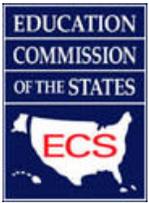
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Appendix 1



ECS StateNotes

P-16

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P-16 Collaboration in the States

August 2000

Throughout the country, individual states and local communities are looking for ways to improve student performance and access to college. To do this, states and local communities are trying to create a “seamless system of education” in which all levels of education – prekindergarten through college – coordinate, communicate and educate as one system instead of several. These efforts most commonly are named K-16, P-16 and P-20 (also called P-16+) systems.

Although K-16, P-16 and P-20 education systems are similar in nature, there are notable differences:

A K-16 system integrates a student’s education from kindergarten through a four-year college degree.

A P-16 system integrates a student’s education beginning in preschool (as early as 3 years old) and ends with a four-year college degree.

A P-20 system expands the P-16 system to include graduate school education.

Regardless of the type of system a state or local community chooses, it is important to note that the goal is the same: to create system of education that begins in early childhood and ends after college, and promotes access, standards, accountability and lifelong learning.

While there are many K-16, P-16 and P-20 efforts at the local level, this note delineates the state efforts. In many cases, states are in the early stages of designing their programs. In general, state activity has been initiated by state agencies rather than mandated by state legislatures. Finally, in many states the voluntary and cooperative relationship between state boards of education and higher education systems is seen as the success behind their effort.

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Alabama	Agency initiated Includes: Alabama state superintendent of education and chancellor of the University of Alabama System Anticipate governor's executive order to start P-16 initiative	1998	P-16 In process of developing program	No	No	Yes Some public school systems have programs for 4-year-olds. Anticipate involving other groups, including Head Start	Yes In process of defining this aspect of the program	Anticipate programs and policies that include alignment of standards and transition from high school to college	Yes	Yes Anticipate programs that promote college-readiness, as well as parent and business involvement
California California Education Round Table	Agency initiated Includes: state superintendent of public instruction, president of the University of California, chancellor of the California State University, chancellor of the California Community Colleges, president of the Association of Independent California Colleges and Universities and executive director of the California Postsecondary Education Commission Governor Davis has called for collaboration among education institutions.	1998	P-16	No	Yes Federal, possibly some private	No	Yes The Eisenhower Professional Development Program and the California Teacher Quality Enhancement grants call for partnerships between higher education and K-12 educators to improve teacher preparation and professional development. New licensure requirements, new arts/sciences curricular connections	Yes Are discussing aligning standards and assessment tools between K-12 and higher education The Academic Improvement and Achievement Act (AIAA), A.B. 1292 and S.B. 1582 (Calif. 1998), created regional K-16 partnerships for schools with low college-going rates to examine participation and performance on college admissions tests, college prep courses, AP exams and state assessments. Intervention methods are left to each district.	Yes Focus on whether K-12 standards prepare students for college Efforts to reduce remediation Performance-based report cards/transcripts	Yes Many outreach programs are in place. AIAA regional K-16 partnerships must include at least participation from at least one higher education institution and two community or business groups.

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Florida Articulation Coordination Committee (ACC)	Agency initiated Legislative mandate effective 2003, H.B. 2263 (Fla. 2000) Effective 2003, the Florida Board of Education will oversee kindergarten through graduate school education, including state colleges and community colleges. Will take over duties of the ACC, H.B. 2263 (Fla. 2000)	1994	P-20	Yes Florida State Board of Education rule names existing ACC as the Florida K-16 Council.	No	Yes Public schools have responsibility for prekindergarten. Universities provide education training, and community colleges provide general education and continuing education for P-K teachers.	Yes Particular emphasis on improving teacher education as a way of improving system alignment, H.B. 63 (Fla. 2000)	Yes For example, one placement test for all public community colleges and state universities	Yes 2 +2 plan	No
Georgia Georgia P-16 Initiative	Governor's executive order. Voluntary agency participation includes multiple business, education and community groups.	1995	P-16	No	Yes Private and federal Many private foundations, teacher quality grant	Yes	Yes	Yes College preparatory curriculum is aligned with university system admission requirements. Standards-based admission pilot program is under way in four regions.	Yes Includes two- and four-year colleges that all have common core curricula and automatic transfer of core credits. Developing a "mini-core" for freshman math and English in technical colleges. If approved, it would allow automatic credit transfer to universities.	Yes Includes multiple business, education and community groups P-16 councils formed by and serve at the local level.

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Illinois Illinois P-16 Partnership of the Joint Education Committee	Agency initiated Includes: Illinois Board of Higher Education, Illinois Community College Board and Illinois State Board of Education The deputy governor for education chairs the Joint Education Committee/Illinois P-16 Partnership.	Not available	P-16	No	No	Yes	Yes Working on improving teacher quality, assessing basic skills of potential teacher preparation candidates, creating standards, improving curriculum and performance Working collaboratively on Title II grants for teacher quality	Developing policies and priorities on college readiness	No	Yes Business and industry representatives (Illinois Workforce Education Board) are full members of the Joint Education Committee and the P-16 Partnership.
Kentucky Kentucky P-16 Council	Agency initiated Includes: Kentucky Board of Education and Kentucky Council for Postsecondary Education Voluntary participation Includes an independent teacher certification board	1999	P-16	No	No	Yes In process of deciding how to integrate preschool, will work with Governor's Early Childhood Commission	Yes Multiple programs, including teacher professional development, retention of teachers in first three years	Yes Examples include the "virtual high school" partnership with a virtual university and the curriculum /standards P-16 alignment team in math and literacy.	Yes In place between two- and four-year colleges and between four-year colleges (Transfers of completed general education course sequences only)	Yes Several programs, including: business leaders and professionals serve on the P-16 Council, local P-16 Teams include community members. Examples: - Appalachian P-16 Council - Northern Kentucky Council of Partners in Higher Education Planning Web site for online assessment of college readiness in math

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Louisiana P-16+ Commission	Agency initiated Louisiana Board of Regents and Louisiana State Board of Elementary and Secondary Education appointed Blue-Ribbon Commission on Teacher Quality, which will become the P-16+ Commission	1999	P-16+ (P-20) Developing program and official name	No	No	Yes Looking at possibility of preschool teacher certification	Yes Teacher preparation and recruitment	In process of aligning high school exit exam with college placement exam Every university must have a P-16+ council to work with school districts.	Yes In place between community colleges and universities Working on including vocational and technical colleges	Yes Community outreach under development
Maryland Maryland K-16 Partnership for Teaching and Learning	Agency initiated Includes: Maryland State Department of Education, University System of Maryland and Maryland Higher Education Commission Voluntary participation	1995	K-16	No	Yes Federal and private	No May change in next few months, through governor's executive order	Yes Teacher education curricula and eventually licensure exams will mesh with K-12 standards By 2003 (projected), secondary student assessments will be used for college admissions Will move toward all teacher candidates having majors in their teaching field	Yes High school core learning goals and K-12 performance standards were developed with higher education input.	Yes In place between two- and four-year institutions	Yes Maryland Business Roundtable is part of the K-16 Working Group and Leadership Council; helped determine K-12 achievement standards Regional K-16 groups and other businesses have representation.

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Massachusetts	Agency initiated Includes: University of Massachusetts, Massachusetts State Department of Education and Massachusetts Board of Higher Education	1998	P-16 In process of developing program	No	No	Yes In process of deciding how to integrate preschool	Yes Multiple programs, including teacher preparation and professional development for all teachers on state curriculum standards, particularly math and science	Yes Emphasis on high school exit exams and college placement exams	Yes Emphasis on general education requirements in public community colleges and universities Plan to look at teacher education	Yes Several programs that reach to early grades Considering ways to include business community
Mississippi	Agency initiated Includes: Mississippi Department of Education, Mississippi State Board for Community and Junior Colleges, Institutions of Higher Learning (also public and private universities via the Mississippi Association of Colleges of Teacher Education)	1995	P-16	No	No	Yes Via teacher preparation for early childhood teachers	Yes	Yes In process of looking at exit exams	Yes	Yes Community outreach under development
Missouri Missouri K-16 Coalition	Agency initiated Includes: Missouri Coordinating Board for Higher Education, University of Missouri Board of Curators and Missouri State Board of Education	1996	K-16, emphasis on middle school	No	No	No	Yes Teacher education programs must be aligned with K-12 performance standards.	Yes Working to improve math education K-16 for all students	N/A	Yes Coalition includes business representatives. Created video calling for better math education

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Nebraska P-16 Steering Committee and P-16 Advisory Council	Agency initiated Includes: Nebraska state education commissioner, president of the University of Nebraska System and Nebraska State Board of Education	1996	P-16 In process of developing program	No	No	Yes Anticipate programs for teacher preparation for early childhood	Yes In process of creating policies and programs that focus on teacher recruitment and retention, curriculum and standards in teacher preparation programs, and teacher certification	Yes For example, commissioner of education and the president of University of Nebraska system sent a letter out to all 8 th graders listing requirements for college readiness	Yes	No Looking for business involvement
Nevada Nevada Collaborative for Academic Success	Agency initiated Includes: Nevada Department of Education and the University and Community College System of Nevada	1997	K-16	No	Yes	No	Yes Focuses on aligning teacher education with K-12 standards, especially in content areas Also revamping teacher certification standards	Yes Focus on creating K-12 standards that will prepare students for college and work Also working to increase college enrollment, for example, allowing high school students to take college courses for credit	Yes Transfer agreement; working on common course numbering system	Yes Initial workgroup included business representatives. Local councils Business involvement through Schools to Careers program
New York	Agency initiated New York State Board of Regents governs higher education and P-12.	1997	P-16	No	Yes Federal	Yes Public preschool (to be completed 2005)	Yes Revised teacher education requirements (completed Fall 2000)	Yes Extensive programs between universities and high schools; for example, the City University of New York sponsors the College Now program	In progress For example, the State University of New York requires students to pass five Regents' Examinations by 2004	Yes Web site explains transfer and articulation between postsecondary systems Local and regional communities and business councils are involved

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
North Carolina Education Cabinet	Governor's Smart Start initiative for early childhood initiated P-16 collaboration in Education Cabinet Includes: Governor's Office, North Carolina State Board of Education, University of North Carolina System and state superintendent of public schools	1994-1995	P-16	No	Yes Federal and private	Yes Emphasis on agencies working together across governance boundaries, including the Department of Health and Human Services Preschool teacher preparation not yet included in K-12 teacher preparation	Yes Primary initiative is University-School Teacher Education Partnerships.	Yes	Yes	Yes The Pathways Project, an online and print guide that helps middle school students and parents determine what requirements a student must take to be college-ready, announces policy changes, helps assess college cost and financial aid needs
Ohio Joint Council of the Ohio Board of Regents and the Ohio Department of Education	Agency initiated Includes: Ohio Department of Education and Ohio Board of Regents	1998	K-16	No	No	No	Yes When K-12 standards are done, will look at teacher preparation programs to see if they are preparing teachers to teach standards (The Ohio Department of Education decides which teacher preparation programs will allow students to be licensed.)	Yes Initial purpose of the Joint Council was to reduce remediation in college. Working to align K-12 standards with college admission standards	Yes Articulation policies are in place, but predate the Joint Council.	Yes Once standards are completed, a large public engagement campaign will help create community support. The Joint Council's advisory board contains business and community representatives.

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Oklahoma	Agency initiated Includes: Oklahoma State Regents for Higher Education, Oklahoma State Board of Education and Oklahoma Department of Career and Technical Education	1997	K-16	No	Yes Federal and private	No	Yes Developing remediation program for students who fail teacher certification tests Encouraging college faculty to add K-1 2 standards material to subject-matter curricula	Yes Moving K-12 assessment toward alignment with ACT test Working to make K-12 standards sufficient to prepare students for college Developing common grading criteria	Yes Two-year colleges are governed by the Board of Education Two- to four-year articulation is in place	Yes Business input is solicited to learn needs, give feedback on graduates. AmeriCorps project hires college students as K-12 tutors and mentors.
Oregon	Agency initiated Inspired by 1992 Governor's executive order calling for meetings between K-12 and higher education	1993	K-16	No	Yes Federal and private	No	Yes Teacher training is aligned with K-12 performance standards; for example, student teachers are trained in grading student writing samples.	Yes Oregon University System admission requirements (PASS) will be proficiency-based and aligned with 10 th - and 12 th -grade benchmarks, effective 2007. Oregon Board of Education governs K-12 and community colleges.	Yes Exists between community colleges and four-year colleges	Yes Web site is designed to inform students, parents, and teachers about Performance-based Admissions Standards System.
Pennsylvania	Agency initiated Includes: Pennsylvania Academy of Teaching and Learning, with support of the Pennsylvania Department of Education	2000	K-16	No	No	No	Initially plans to address needs of inservice teachers Will be working with teacher education and the preparation of preservice teachers	Under development	No	Yes Regional K-16 councils are composed of community colleges, one higher education institution, a public school, an intermediate unit and other representatives.

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Rhode Island	Agency initiated	1999	P-16	No	Yes Federal	Yes	Yes Presidential Summit on Teacher Preparation; Teacher Preparation Policy Group; professional development ; Zero Interest Reward Program (financial aid)	Yes P-16 dialogues in math and English	N/A	Yes Teacher Preparation Policy Group includes board members who are community leaders and a student.
South Carolina	Agency initiated Includes: South Carolina Commission on Higher Education and South Carolina Board of Education	1990	K-16	No	Yes Federal and private	No	Yes Working to integrate K-12 standards into teacher preparation curriculum, including content areas Teacher preparation programs must follow K-12 performance standards that formed the basis for South Carolina's standards.	Under development	No	Yes Higher Education Awareness Program is designed to increase younger students' awareness of courses needed to attend college

	Program structure	Start date	Type of system	Required state governance change	Federal or private funding	Preschool component	Teacher education component	High school /post-secondary alignment component	Postsecondary articulation component	Local councils/ community outreach/ business involvement component
Texas	Agency initiated Includes: Texas Higher Education Coordinating Board, Texas Association of Community Colleges, Texas State Technical College System, Texas State Board for Educator Certification, Texas Education Agency (which includes the Texas State Board of Education), Texas Business and Education Coalition	Varies, depends on the initiative	K-12, but has standards for preschool	No	Yes Federal and private	No However, 60% of Head Start students are in public schools	Yes For example, University of Texas at Austin is working with the Texas Education Agency in the "U Teach" program, aimed at preparing math and science high school teachers. (Elementary teachers must have a general studies degree. New middle school certifications will be content-focused in 2002.)	Yes Setting up more dual enrollment or concurrent enrolment options in both high school and college, especially in community colleges Pursuing local and regional alignment efforts, as part of effort to reduce remediation Planning to raise level of high school exit exam to reflect 10 th -grade standards by 2004	Yes Texas Association of Community Colleges and Texas Higher Education Coordinating Board has been working in that area	Yes Texas Business and Education Coalition has supported education reform generally. Texas Scholars Program, which encourages middle-school and high school students to take courses that would allow them to enter college
Vermont K-16 Partnership	Agency initiated Includes: Vermont Department of Education, state colleges, University of Vermont, Association of Vermont Independent Colleges	1997	P-16	No	Federal, but only for teacher quality piece	In development	Yes Working to match teacher preparation and teacher professional development needs to regions	Beginning to focus on whether K-12 standards prepare students for college and whether remediation in college can be reduced	Yes	Yes Working to inform lower grades of college entrance requirements America Reads program uses college students to tutor lower grades
Wisconsin Standards Alignment Project	Agency initiated Includes: University of Wisconsin System Office of Academic Affairs	1996	P-16	No	No Agencies shared costs	Yes Preschool teacher licensure	Yes Teacher education reform and new teacher licensure requirements are based on K-12 standards.	Under development Vo-tech, K-12 and university faculty come together to examine three sets of standards, look for gaps, inconsistencies	Yes	Yes Systemwide Exceptional regional programs include Milwaukee and Green Bay

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State Higher Education Initiatives To Support Student Transitions -- K-16

A SHEEO E-Mail Survey Last updated October 2000

In 1997, as part of a SHEEO initiative on state strategies to support student transitions—K-16, SHEEO conducted a survey asking states to identify initiatives sponsored by their agencies that support early outreach and preparation for college. That information was reported in a 1998 publication, *Statewide College Admissions, Student Preparation and Remediation Policies and Programs*. To update state initiatives, in May 2000, SHEEO conducted an e-mail survey asking state higher education agencies to respond to the following questions:

1. Does your agency sponsor a formal effort to link K-12 and postsecondary education (K-16 or related initiative)?
2. What is the name of the initiative and provide a brief description.
3. When did the initiative begin?
4. If information on the state initiative is available on a website, provide the specific website address.

The following is a summary of responses.

Alabama

K-16 Initiative: The Alabama Commission on Higher Education has been working with the governor's office on a P-16 initiative to link all levels of education through a tutorial program and summer institute. Funding for the tutorial program was included in the governor's budget recommendations to the legislature. The budget has not been finalized.

Name and Description: Tutorial Program and Summer Institutes

Year Began: Under development

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Arizona

K-16 Initiative: The Arizona Commission for Postsecondary Education sponsors formal K-16 efforts through its financial aid programs, minority policy analysis center, and early education awareness programs.

Name and Description: Leveraging Educational Assistance Partnership (LEAP) provides need-based grants to Arizona students to attend undergraduate or graduate programs at an accredited state public or private postsecondary institution. For more information go to www.acpe.asu.edu/programs/ssig.html

Year Began: 1972, LEAP was formerly known as the Arizona State Student Incentive Grant (SSIG)

Name and Description: Arizona Private Postsecondary Education Student Financial Assistance Program (PFAP) provides need-based aid to community college graduates to attend as full-time students private baccalaureate degree-granting institutions. For more information go to www.acpe.asu.edu/programs/vouchers.html

Year Began: Spring 1997

Name and Description: Arizona Minority Education Policy Analysis Center (AMEPAC) is designed to stimulate statewide discussion, debate and constructive improvement of Arizona minority students' early awareness, access and achievement within all sectors of education. It accomplishes this mission through policy research, analysis of policy alternatives, promotion of public disclosure, advocacy of partnerships, and other activities. AMEPAC offers grants to graduate students for applied research on policy solutions to support the educational achievement of minority students and address rising levels of school dropouts. For more information go to www.acpe.asu.edu/programs/amepac/amepac.html

Year Began: Fall 1996

Name and Description: Twelve Plus Partnership is an early education awareness K-16 initiative consisting of five components: Connections to Career and College Centers, Best Education Practices Conference, Think College, Regional Roundtables, and Public Policy Forums. Information on these programs is available through the Commission web site at www.acpe.asu.edu/programs/early

Year Began: Fall 1997

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Arkansas

K-16 Initiative: The Arkansas Department of Higher Education sponsors initiatives that strengthen student preparation for college and teacher quality and, in addition, supports the efforts of the Arkansas Department of Education to promote mathematics and literacy.

Name and Description: Minimum core curriculum for the Challenge Scholarship and unconditional admission. In 1998, the high school core curriculum was revised by requiring four units of high school math beginning with the graduating class of 2002

Year Began: 1998

Name and Description: Transition to College Algebra and Teacher Professional Development for Transitional Algebra

The Transition Math course is a fourth unit of math designed as a capstone course to build upon Algebra I, Algebra II and Geometry and help prepare high school students for college Algebra. The Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Education have worked together to offer a professional development course to prepare high school math teachers to teach the Transition Math Course.

Year Began: 1999

Name and Description: Teacher Quality Enhancement Grant
Under Arkansas' federal Teacher Quality Enhancement Grant, ADHE sponsors roundtable discussions between school superintendents and deans of colleges of education.

Year Began: 1998

Name and Description: Smart Start (K-4) is sponsored by the Arkansas Department of Education. It is a

comprehensive initiative aimed at helping all students meet or exceed grade level requirements in reading and mathematics by grade 4. The initiative coordinates state education standards and teacher professional development.

Year Began: 1998

Website: www.arkedu.state.ar.us/smart.htm

Name and Description: Smart Step (5-8) is a statewide initiative to improve curriculum and assessment alignment for middle grades 5 through 8. Both Smart Start and Smart Step programs are linked to teacher preparation and professional development programs at the state's colleges and universities.

Year Began: Spring 2000

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California

K-16 Initiative: The California Postsecondary Education Commission does not sponsor any formal linkages between K-12 and postsecondary education. However, several state-level initiatives are currently operating to increase the collaborative relationship between the two levels of education. For example, The California Education Roundtable is a voluntary organization comprised of the chief executive officers of the state education systems: University of California, California State University, California Community Colleges, Association of California Independent Colleges and Universities, the Department of Education and the California Postsecondary Education Commission. The operational arm of the Roundtable is the Intersegmental Coordinating Committee. The committee conducts studies and sponsors other initiatives that reflect a K-16 continuum. Finally, a legislative committee is currently initiating a Master Plan for K-16 education. While it is still in the early stages of development, the intent is that the plan will reflect the total education enterprise -- K to 16.

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Colorado

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Florida

Name and Description: Education Governance Reorganization Act of 2000

The voters of Florida approved the 1998 Constitutional Amendment which changed the Education Commissioner from an elected to an appointed position, and which removed the state Cabinet as the governing board for education in the state. As a result, the 2000 Florida Legislature enacted a law to further define a new governance model for education at all levels. House Bill 2263 created the "Florida Education Governance Reorganization Act of 2000" which established a Florida Board of Education to oversee kindergarten through graduate school education and repealing, upon review, all other education entities. The new Florida Board of Education will be established effective January 7, 2003. For more information go to www.leg.state.fl.us/session/2000/House/bills/billtext/html/billtext/hb2263er.html

It is the Florida Legislature's intent to:

- establish a true systematic change in education governance by establishing a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's citizens;
- promote enhanced academic success and funding efficiency by centralizing governance;
- provide consistent education policy vertically and horizontally across all educational delivery systems;
- provide substantially improved vertical and horizontal articulation across all educational delivery systems; and
- provide for devolution of authority to the schools, community colleges, universities, and other education institutions.

The Legislature also established an Education Governance Reorganization Transition Task Force to help ensure a smooth transition from the elected State Board of Education to the appointed Florida Board of Education. Taskforce membership consists of 5 members appointed by the Governor, the President of the Senate appointed 3 members and the Speaker of the House appointed 3 members to the task force. The task force members represent the complex integration of education, business, government, parents and students who are affected by our educational product. They provide both a range of perspectives and a commitment to produce a plan that will serve the changing educational needs of Florida well into the next century. The Transition Task Force began its work in August 2000 and will continue through May 2003. In meeting its obligations, the Transition Task Force will issue reports and recommendations on March 1 of each year between now and 2003 to smoothly transition on January 7, 2003 to the new Florida Board of Education to govern education.

The goal of the Transition Task Force is clear: recommend a new form of K-20 governance that is student-centered and which invests its confidence in local citizens to rightfully and responsibly decide what is in the best interest of the students in their community. Build a bridge that will enable students to cross from one level of education to the next fully prepared for success.

The taskforce is currently divided into two workgroups; one to research accountability systems in K-20 and the other to create the structural function that will support the new K-20 governance structure approved by the voters of Florida. Additional information on the taskforce can be located at www.myflorida.com/myflorida/egrt_taskforce/index.html.

Year Began: August 2000

Contacts: Christy Hovanetz
Education Policy Analyst

Office of Policy and Budget
Executive Office of the Governor
850-922-4980
christy.hovanetz@laspbs.state.fl.us

Kim McDougal, Ph.D.
Chief Education Policy Analyst
Office of Policy and Budget
Executive Office of the Governor
850-922-5038
kim.mcdougal@laspbs.state.fl.us

Name and Description: The 1998 Master Plan for Florida Postsecondary Education developed by the Postsecondary Education Planning Commission and the subsequent strategic plans developed by the State Board of Community Colleges and the Board of Regents all called for K-16 initiatives to reduce the need for remediation and increase Florida's trained workforce.

Year Began: 1998

Name and Description: The College Reach-Out Program: The program provides outreach activities to economically and educationally disadvantaged students in grades 6-12 is administered by the Department of Education and evaluated by Florida Postsecondary Education Planning Commission. The program website under development.

Year Began: 1998

Name and Description: State K-16 Council: The existing state university, community college, private college Articulation Coordinating Committee has added K-12 representatives and refocused its mission.

Year Began: 1998

Contact: Betty Cox
Deputy Commissioner for Educational Programs
Florida Department of Education
850-413-0555

Name and Description: Local K-16 Councils: Twenty-eight councils have statutory assignments related to dual enrollment, remediation reduction strategies, and strategies to improve teacher preparation and in-service. Each council is charged with developing an articulation agreement with annual updates. Contact

Year Began: 1998

Contact: Tom Furlong
Deputy Director for Educational Services
State Board of Community Colleges
850-488-0555, ext. 132

Name and Description: Community College Access Challenge: \$6 million in recurring funds is appropriated to the community colleges to implement joint programs with K-12 partners related to remedial reduction strategies in the local K-16 plans.

Year Began: 1998

Contact: Tom Furlong
Deputy Director for Educational Services

State Board of Community Colleges
850-488-0555, ext. 132

Name and Description: Single College Placement Test: A single test with consistent cut-off scores for community colleges and state universities. Legislation authorizes early administration of the test in K-12 to allow early intervention efforts. Access Challenge and K-12 funds are available to support these efforts. The single test supports the aim of aligning K-12 standards with the skills needed for college success.

Year Began: 1998

Contact: Bill Proctor
Executive Director
Postsecondary Education Planning Commission
850-488-7894

Tom Fisher
Administrator, Statewide Testing
Department of Education
850-488-8198

Name and Description: State University System Education Partnerships Initiative

- Each of the 10 State Universities has established *Opportunity Alliances* with at least two low-performing secondary schools in its region with the intent to help raise achievement levels.
- Board of Regents is co-sponsoring a statewide Symposium on Educator Preparation.
- State University Colleges of Education are active in providing in-service professional development for teachers and school leaders, particularly through Professional Development Schools.
- To facilitate the transition from school to college and from community college to university, Board of Regents' staff has developed new Counseling Manuals, a Guide for Parents and Students and articulation meetings with college faculty and counselors.
- New projects have been implemented to increase the number of students selecting college preparatory and advanced placement courses, such as GEAR UP, Excellence in Education-Mathematics pilot project, Writing Across the Curriculum and the College Reach Our Program.
- State university faculty and Board of Regents staff serve as local area Readiness Coalitions and the Florida Partnership for School Readiness to increase readiness levels of pre-school children for schooling. Contact Dottie Minear or Carl Backman, Board of Regents, Academic Affairs Office, 850-201-7180.

Contacts: Patrick Dallet
Assistant Executive Director
Florida Postsecondary Education Planning Commission
850-488-7703
dalletp@mail.doe.state.fl.us

Bertha Easton
K-16 Articulation
Florida Department of Education
850-922-0544
eastonb@mail.doe.state.fl.us
9/12/00

Georgia

Name and Description: The Georgia P-16 Initiative is a statewide comprehensive initiative that links early outreach, preparation for college, student aid and teacher preparation and professional development.

Year Began: 1996

Contact: Jan Kettlewell
Assistant Vice Chancellor
University System of Georgia
404-656-2201
jkettlew@mail.regents.peachnet.edu
www.usg.edu/p16
5/10/00

Idaho

K-16 Initiative: The Idaho State Board of Education is the governing body for all public education, K-12 through postsecondary education. The Board works to integrate education services. For example, initiatives that link K-12 and postsecondary education include: state policies to set admissions standards, accelerated learning programs (AP, dual enrollment, CLEP, Tech Prep), on-line courses and programs.

Year Began: Most of these programs began in the mid-1980s. Additional, policy changes to ensure seamless services have occurred over the past five years.

Contact: Robin Dodson
Chief Academic Officer
State Board of Education
208-334-2270
www.sde.state.id.us/osbe/board.htm
5/9/00

Indiana

K-16 Initiative: The Indiana Commission for Higher Education sponsors several initiatives.

Name and Description: 21st Century Scholars Program
The 21st Century Scholars Program is a variation of the Hope Scholarship sponsored by the State Student Assistance Commission.

Year Began: 1990

Contact: Pat Moss or Steve Worley
317-233-2100
www.ai.org/ssaci/prgms.html

Name and Description: Hoosier Scholar Award

Contact: Pat Moss or Steve Worley
317-233-2100
www.ai.org/ssaci/prgms.html

Name and Description: Robert C. Byrd Honor Scholarship Program

Contact: Pat Moss or Steve Worley
317-233-2100
www.ai.org/ssaci/prgms.html

Name and Description: Core 40 is the recommended core curriculum for high school students. It is a result of combined effort by the Indiana Department of Education and Indiana Commission for Higher Education.

Year Began: 1994

Contact: Karen Rasmussen
317-464-4400
karen@che.state.in.us
<http://doe.state.in.us/sservices/sc.htm>

Name and Description: Postsecondary Enrollment Program

Contact: Karen Rasmussen
317-464-4400
karen@che.state.in.us
<http://doe.state.in.us/sservices/sc.htm>

Name and Description: PSAT Initiative

State legislation was passed to allocate funding to pay for all high school sophomores and juniors to take the PSAT. The initiative is implemented by the Indiana Department of Education and supported by the Indiana Commission for Higher Education in partnership with the College Board.

Year Began: 1998

Contact: Mary Tiede-Wilhelmus
317-232-6614

Name and Description: Advanced Placement Program

Sponsored by the Indiana Department of Education.

Contact: Mary Tiede-Wilhelmus
317-232-6614
<http://icpac.indiana.edu/inforseries/is-99.html>

Name and Description: Indiana Education Roundtable is a legislatively constituted body to deal with academic standards and assessments. The effort is co-chaired by the Governor and State Superintendent of Public Instruction.

Contact: Cheryl Orr
317-464-4400
cheryl@che.state.in.us

Name and Description: Indiana Career and Postsecondary Advancement Center

Contact: Scott Gillie
812-855-9773
gillies@indiana.edu
<http://icpac.indiana.edu/inforseries/is-99.html>

Contacts: Jeffrey M. Stanley
Indiana Commission for Higher Education
317-464-4400
jeff@che.state.in.us

Karen Rasmussen
Indiana Commission for Higher Education
Associate Commissioner for Planning and Policy Studies
317-464-4400
karen@che.state.in.us
6/7/00

Iowa

Name and Description: The Iowa Board of Regents sponsors a Regents' Committee on Educational Relations providing an ongoing effort to link K-12 with the public universities. The committee meets frequently. In addition, there is an annual working meeting of representatives from K-12, community colleges, private colleges, public universities, the Board of Regents and Department of Education to discuss issues, concerns, and seek resolution.

Name and Description: Postsecondary Education Options Program allows high school students to enroll in postsecondary education courses for credit.

Year Began: 1987

Contact: Robert Barak
Deputy Executive Director
Board of Regents, State of Iowa
515-281-3934
rbarak@iastate.edu
5/8/00

Kansas

Name and Description: Qualified Admissions Program. In 1996, the Kansas Legislature mandated that students in Kansas meet certain standards for admission to Kansas public universities (K.S.A. 76-717). The Kansas Board of Regents was assigned the responsibility for implementation of the program, which requires that the student have fourteen units of high school credit from five areas of study. The standards were established in accord with the provisions of the law, following consultation with Kansas Board of Education staff and representatives of high schools from across the state. The Regents staff approves Qualified Admissions curricula for each accredited high school in the state. Each public university is responsible for admitting students in accord with the law and the standards established.

Year Began: Implementation begins with students applying for admission for the Fall, 2001 semester

Website: www.kansasregents.com/academic_affairs/admissions/index.html

Contact: Kathy Rupp, Ph.D.
Associate Director of Academic Affairs
Kansas Board of Regents
(785) 296-3422
krupp@kbor.state.ks.us

Name and Description: The Kansas Mathematics and Science Education Coalition is an organization of Kansas educators (representing levels K-16), scientists, and business people focused on improving the study, teaching and use of mathematics, science and technology in the State of Kansas. The Coalition is currently developing the Kansas Strategic Technologies Education Initiative, including the creation of virtual Kansas science and technology field trips for students and others.

Year Began: 1989

Website: www.math.twsu.edu/Organizations/KMSU

Contact: Amanda L. Golbeck, Ph.D.
Director of Academic Affairs
Kansas Board of Regents
(785) 296-3422
agolbeck@kbor.state.ks.us
7/7/00

Kentucky

Name and Description: The Kentucky P-16 Council is made up of three members of the Kentucky Board of Education, three members of the Kentucky Council on Postsecondary Education, the Chair and Executive Director of the independent Teacher Certification Board, the State Commissioner of Education, and the President of the Council on Postsecondary Education. Advancing both KERA and House Bill 1, the P-16 Council advises the Board of Education and the Council on Postsecondary Education on the preparation and development of teachers, the alignment of competency standards, and the elimination of barriers impeding student transition from pre-school to the baccalaureate.

Year Began: Spring 1999

Website: www.cpe.state.ky.us/P16/p16.htm and www.kde.state.ky.us

Contact: Dianne M. Bazell
Senior Associate, Academic Affairs
Kentucky Council on Postsecondary Education
(502) 573-1555
dianne.bazell@mail.state.ky.us
7/11/00

Maryland

K-16 Initiative: The Maryland Partnership for Teaching and Learning K-16 is an alliance of the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), and the University System of Maryland (USM). The Chairmanship of the group is rotated annually among the three institution heads. This is a totally voluntary collaboration.

The K-16 Partnership's organizational structure consists of a Leadership Council consisting of corporate, civic, and public and private education leaders who advise, counsel, reinforce, communicate and support an agenda to improve student achievement. To facilitate the direction of the Leadership Council, a K-16 Workgroup comprised of members also representing businesses, communities, and public and nonpublic school education, meets regularly to share cross-institutional information, seek solutions to articulation issues, and collaborate on promising practices that improve student success.

Contact: Nancy Shapiro
Director, K-16 Project
University System of Maryland
301-445-2797
nshapiro@usmh.usmd.edu
<http://mdk16.usmd.edu>

Dewayne Morgan
K-16 Partnership For Teaching and Learning
University System of Maryland

Minnesota

Name and Description: The Minnesota Higher Education Services Office sponsors "Get Ready! (GEAR UP)," an early intervention, early college awareness program in which Services Office staff work with young children from families previously underrepresented in college and provide them with the tools and experiences that will help motivate and prepare them to complete high school and pursue postsecondary education.

Year Began: 1995-96

Name and Description: Intervention for College Attendance Program is a grant program aimed at supporting precollege intervention programs that provide such services as mentoring, tutoring, information about college options, parental involvement, and summer academic experiences to low income students.

Year Began: 1999-2000

Name and Description: Student Parent Information

The Higher Education Services Office provides information to students and parents about planning and preparing for future educational opportunities.

Year Began: Mid-1980s

Website: www.mheso.state.mn.us

Contact: Philip M. Lewenstein
Director of Communications and Legislative Services
Minnesota Higher Education Services Office
651-642-0554
5/25/00

Mississippi

Name and Description: The Mississippi Board of Trustees of State Institutions of Higher Learning are currently developing and implementing a K-16 effort called the Mississippi Education Partnership.

Year Began: 2000

Contact: William E. McHenry
Assistant Commissioner of Academic Affairs
Mississippi Board of Trustees of State Institutions of Higher Learning
601-432-6501
mchenry@ihl.state.ms.us
5/5/00

Missouri

Name and Description: Missouri K-16 Coalition

The K-16 Coalition is co-sponsored by the Missouri Coordinating Board for Higher Education, the Missouri State Board of Education, and the Board of Curators of the University of Missouri. The Coalition released a report called Mathematics in Missouri that contains 27 recommendations to raise mathematics standards, align mathematics curriculum -- K-16, and strengthen teacher preparation and professional development.

Year Began: The coalition was formed in 1998 and the report was released in 2000.

Website: www.mocbhe.gov go to the Missouri K-16 report and www.mocbhe.gov/BuildingBridges/index.htm

Contact: Robert B. Stein
Associate Commissioner
Missouri Coordinating Board for Higher Education
573-526-5431
robert.stein@mocbhe.gov
7/20/00

Montana

The following efforts are currently sponsored by the Montana University System:

Name and Description: Writing Proficiency Admissions Standards begins the process to establish and implement proficiency-based admissions standards for the Montana University System for Fall 2004. Montana K-16 Joint Committee on Composition Standards was appointed by the Montana Superintendent of Public Instruction and the Commissioner of Higher Education in the Fall 1998. The Committee was charged to address standards for student learning and proficiency in writing. The Committee met from December 1998 through October 1999 and in sub-committees several times since. The Committee's recommendations are provided in a report issued in April 2000 and available on the Montana University System website at www.montana.edu/mus/Writing%20Proficiency/index.htm.

Year Began: 1998

Contact: Jan Clinard
Manager, Special Projects
Office of the Commissioner of Higher Education
Montana University System
406-444-0652
jclinard@oche.montana.edu

Name and Description: Montana GEAR UP www.montana.edu/wwwoche/programs/gearup.htm

Year Began: 1999

Name and Description: Educational Talent Search www.montana.edu/wwwoche/programs.htm

Contact: Joyce Scott
Deputy Commissioner, Academic and Student Affairs
Montana University System
406-444-6570
jscott@oche.montana.edu

Nevada

Name and Description: Nevada Collaborative for Academic Success: A Blueprint for Nevada K-16 Initiatives 1997-2002 is a cooperative effort between K-12 and higher education to develop and implement standards and assessments, align pre-service and in-service teacher education with state -established standards and assessments, reduce impediments and provide incentives to successful student transitions. The University and Community College System of Nevada, the Nevada Board of Regents, and the Nevada State Board of Education have approved this agreement.

Year Began: 1997 with the passage of SB 482 by the Nevada Legislature

Contact: Gale Hansen Starich
Faculty Associate and K-16 Coordinator
University and Community College System of Nevada
775-784-4905 x269
starich@nevada.edu
5/18/00

New Mexico

K-16 Initiative: In fall of 1998, the New Mexico Commission on Higher Education (CHE), and the New Mexico State Board of Education (SBE) jointly developed and sponsored a "Roundtable on K-16 Partnerships for Teacher Preparation and Development in New Mexico". This collaborative effort was to meet the objectives of: 1) identifying strategies to strengthen the preparation and ongoing professional development of public school teachers in New Mexico; and 2) enhancing higher education's role in supporting and strengthening public schools, teachers and students.

Over 100 state leaders in education, government and business gathered to review and discuss the issues and to recommend how best to meet the objectives. This meeting resulted in the development of a formal Statement of Philosophy and an Action Plan, both of which were endorsed by the CHE and the SBE. Supportive legislation and a successful application for a federal grant followed.

Name and Description: A three year Teacher Quality Enhancement Grant, funded with Title II monies in the amount of 2.4 million dollars, was awarded jointly to the NMCHE and the NMSBE. The purpose of the grant is to assure the implementation of an integrated system of educational reform. The work focuses on five major priority subject areas. They include A) Building Capacity for Shared State Leadership; B) Improving the Recruitment of Teachers; C) Improving the Quality of Teacher Preparation; D) Improved Induction for New Teachers; and E) Statewide Professional Development Support.

Year Began: Fall 1999

Website: www.nmche.org

Contact: Liz Jenkins
Director for Educational Programs
New Mexico Commission on Higher Education
liz@che.state.nm.us
505-841-6611
8/14/00

North Carolina

The following are several efforts sponsored by the University of North Carolina, General Administration:

Name and Description: North Carolina Education Research Council provides research to support decision-making on major policy issues by the Education Cabinet and the units of state government its members represent. For more information go to www.ga.unc.edu/21stcenturyschools/NCERC/.

Contact: Charles L. Thompson
Director
919-962-8373
cthomps@ga.unc.edu

Name and Description: PATHWAYS is aimed at increasing the college-going rate in North Carolina among low-income and first-generation students. PATHWAYS relies on a new interactive website to provide information on fields of study, career options and financial aid opportunities. It is a joint effort of UNC, the community colleges and the public schools. For more information go to www.ga.unc.edu

Contact: Robert Kanoy
UNC General Administration
Kanoy@ga.unc.edu
919-962-1000

Name and Description: Early Mathematics Placement Test

Name and Description: New Minimum Course Requirements Implementation

Name and Description: University-School Teacher Education Partnerships is a statewide strategy that involves the University of North Carolina, school districts and communities in the preparation and development of teachers, administrators and other educational professionals. The Partnership aims to improve the competencies of professional educators. It includes all state-supported institutions that prepare teachers. It seeks to improve curriculum and instruction in schools so that students learn more and better. It encompasses all five phases of teacher education: recruitment, selection, preparation, induction, and career-long professional development. And, it involves all the stakeholders: parents, teachers and administrators, university personnel, citizens, and business and industry representatives. For more information on the partnership go to <http://www.ga.unc.edu/21stcenturyschools/>.

Name and Description: North Carolina TEACH (Teachers of Excellence for All Children) is a comprehensive program designed to recruit, train, support and retain highly skilled mid-career professionals with at least an undergraduate degree, who seek to enter the teaching profession. The program is administered by the UNC General Administration in collaboration with the Department of Public Instruction. It is supported with funding from Title II of the Higher Education Act. For more information go to <http://ncteach.ga.unc.edu/>.

Name and Description: The University of North Carolina Center for School Leadership Development is responsible for the ongoing professional development of school administrators, teachers, school board members and others. For more information go to www.ga.unc.edu/21stcenturyschools/programs/leadership_dev.html

The Principals' Executive Program (PEP) is a constituent organization of the Center for School Leadership Development. It conducts professional development programs for principals, assistant principals and other leadership personnel in North Carolina's public schools. For more information go to www.ga.unc.edu/pep/.

The Best Practices Center is a project of the Kenan Alliance for Partnerships in Education at the University of North Carolina. The center serves as a source of research, development, and dissemination of best practices in advancing strong, effective, long-term partners in the preparation and continuing professional development of school-based educators. For more information go to <http://bestpractices.ga.unc.edu/>.

The North Carolina Center for the Advancement of Teaching is a unit of the University of North Carolina. The center offers professional development seminars for teachers that are structured to provide intellectual and experiential activities, to encourage dialogue among teachers and presenters, and to allow teachers to become learners. For more information go to www.nccat.org.

The North Carolina Teacher Academy is a professional development program for teachers. The mission of NCTA is to recognize the importance of continuous learning to the growth of a career teacher by providing quality professional development in the areas of school leadership, instructional methodology, core content, and use of modern technology. For more information go to www.ga.unc.edu/NCTA/.

Contacts: Charles Coble
Vice President for University-School Programs
University of North Carolina

919-962-4596
coble@ga.unc.edu
www.ga.unc.edu/21stcenturyschools
5/5/00

George A. Antonelli
Associate Vice President
University of North Carolina
www.ga.unc.edu/UNCGA/studservcs/antonelli.html
5/11/00

Ohio

Name and Description: The Joint Council between the Ohio Board of Regents and the State Board of Education was formed in 1997 to address issues related to the preparedness of students entering higher education and work careers, and consider issues related to the total education continuum (K-16). The Joint Council is co-chaired by the State Superintendent of Public Education and the Chancellor of the Board of Regents. Three members from each board sit on the Joint Council.

Year Began: 1997

Website: www.regents.state.oh.us and go to Programs - Joint Council

Contacts: Jonathan Tafel
Associate Vice Chancellor
Ohio Board of Regents
614-466-3561
jtafel@regents.state.oh.us

Bob Bowers
Associate Superintendent
Center for Curriculum and Assessment
Ohio Department of Education
614-995-4839
bob.bowers@ode.state.oh.us
8/8/00

Oregon

The following efforts are being sponsored by the Oregon University System:

Name and Description: Proficiency-based Admission Standards System (PASS) is the state admissions system linked with Oregon K-12 standards reform.

Year Began: 1994

Website: www.ous.edu/pass/

Name and Description: Joint Boards Articulation Commission (JBAC) encourages active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve efficient and effective articulation.

Year Began: 1992

Website: www.ous.edu/aca/jbac.html

Name and Description: Joint Boards Meetings involve the two governing boards of public education to discuss matters of mutual interest and concern.

Year Began: The Boards meet twice annually.

Name and Description: Counselor Advisory Council is made up of high school counselors and university admission directors. The advisory group focuses on K-12 to college transitions.

Year Began: 1994

Website: www.ous.edu/enroll/enroll_info.html

Name and Description: Implementation Team of the Oregon Department of Education (K-12) and Higher Education committee addresses implementation of K-12 school reform and standards.

Year Began: 1999

Contact: David McDonald
Director, Enrollment Services
Oregon University System
541-346-5729
david_mcdonald@ous.edu

Pennsylvania

The following programs are sponsored by the Pennsylvania State System of Higher Education:

Name and Description: State System of Higher Education Partnership Programs

Year Began: 1989

Website: www.sshechan.edu/partners.htm

Name and Description: Annual Latino Youth Leadership Convention

Year Began: 1992

Website: www.sshechan.edu/conventn.htm

Name and Description: Summer Latino Leadership Institute

Year Began: 1994

Website: www.sshechan.edu/institut.htm

Name and Description: State System of Higher Education Next Step Program

Next Step Programs: The Office of the Chancellor supports a group of programs to encourage rural youth to attend college. Each program involves a (1) State System of Higher Education university, (2) rural school district or community group, and (3) local private industry council connected to the Pennsylvania Department of Labor and Industry.

System universities have structured individual versions of this program. However, they all work with students from

junior high through high school completion. In the summer, students sample college life in various ways. Most live in residence halls for at least one week. They explore their interests in various careers and learn about how college will prepare them for that career.

Year Began: 1991

Contact: Karen Lum
Assistant System Director of Social Equity
Pennsylvania State System of Higher Education
717-720-4043
klum@sshechan.edu
5/10/00

Puerto Rico

K-16 Initiative: No K-16 efforts are being sponsored at this time.

Contact: Marta Koll-Rivera
Puerto Rico Council on Higher Education
787-724-7100
5/22/00

Rhode Island

The Rhode Island Office of Higher Education sponsors a number of efforts that link K-12 and postsecondary education:

Name and Description: Governor's Teacher Preparation Task Force and the Teacher Preparation Policy Group (TPPG)

During the summer of 1999, the Chair of the Rhode Island Board of Governors for Higher Education was appointed by Governor Almond to chair the Governor's Teacher Preparation Task Force. A new policy group, the Teacher Preparation Policy Group, was formed to develop policy initiatives to carry out the task force recommendations relating to the improvement of teacher preparation and reading. TPPG membership includes all the institutions in the state with teacher preparation programs (public and independent), the Commissioner of Higher Education, the Commissioner of Elementary and Secondary Education, and representatives of the teachers' unions.

Year Began: 1999

Website: www.uri.edu/ribog/tprep.htm

Name and Description: Teacher Quality Enhancement
RIOHE has a portion of Rhode Island's federal Teacher Quality Enhancement State grant. Two major activities are taking place under this grant: (1) establishment of K-16 academic dialogues in mathematics and English, English language arts, and the arts; (2) a mini-grant program designed to improve teacher preparation programs. The grant activities include all the institutions in the state with teacher education programs (public and independent)

Year Began: Spring 2000

Name and Description: Professional Development Course on Standards-Based Instruction
RIOHE is working with the Department of Elementary and Secondary Education to develop a professional development course for teachers on standards-based instruction and assessment. The course will target veteran

teachers to help them teach to the new K-12 standards, as well as cooperating teachers to help them better evaluate student teachers.

Year Began: The course is expected to be available by summer 2001

Name and Description: Zero Interest Teacher Reward Program

RIOHE is cooperating with the Rhode Island Student Loan Authority to create an incentive program for prospective teachers. The program will offer graduates entering a teaching position in Rhode Island an immediate reduction in their monthly student loan payments by reducing the interest rates on their student loans to zero. These graduates will be eligible to receive this benefit for the first four years of full-time teaching service in Rhode Island, provided their loans are in repayment status. This reward program is designed to alleviate in part the anticipated teacher shortages, particularly in mathematics, science and English as a Second Language.

Year Began: The program is planned to begin the 2000-2001 school year

Name and Description: Preparing for College website and professional development course (GEAR UP)

Year Began: Spring 1999, the GEAR UP funded course will be initiated summer 2000

RIOHE developed the Preparing for College website to improve early college awareness and planning. A portion of Rhode Island's federal GEAR UP grant is being used to develop a course and curriculum materials (for guidance counselors, teachers, administrators and media specialists) in how to use the website.

Website: www.uri.edu/ribog/col-prep.htm

Contact: Diane K. Reedy
Director of Academic Research and Planning
Rhode Island Office of Higher Education
401-222-6560 ext. 130
dreedy@etal.uri.edu
5/22/00

South Carolina

The South Carolina Commission on Higher Education is currently sponsoring the following K-16 efforts:

Name and Description: The Higher Education Awareness Program (HEAP)

Information on HEAP and GEAR UP programs is available on the Student Services link of the South Carolina Commission on Higher Education website.

Year Began: 1991

Website: www.che400.state.sc.us

Name and Description: GEAR UP

Year Began: 1999

Name and Description: Great Expectations, funds from the Eisenhower Professional Development Program were used to examine high school competencies in mathematics, science and foreign languages needed at the college level. These expectations were also linked to the professional development needs of high school teachers so that they could help their students achieve these competencies. Great Expectations and Eisenhower Program information are linked under Academic Affairs on the South Carolina Commission on Higher Education website.

Year Began: Completed FY 1998-99

Contacts: Michael Raley
Coordinator, Higher Education Awareness Program
South Carolina Commission on Higher Education
803-737-2271

Nancy Healy
Coordinator, Academic Programs
South Carolina Commission on Higher Education
803-737-2246
5/9/00

South Dakota

K-16 Initiative: There is no formal initiative sponsored by the South Dakota Board of Regents, However, the Board has sponsored and conducted several informal K-16 roundtables.

Contact: Lesta Turchen
Senior Administrator
South Dakota Board of Regents
605-773-3455
lestat@ris.sdbor.edu
5/5/00

Tennessee

K-16 Initiative: The Tennessee Higher Education Commission has no formal partnerships with K-12, however several informal groups have attempted to get efforts off the ground. These efforts have generated at the grassroots level. Deans of Colleges and Schools of Education are meeting regularly discussing P-16 issues and it is anticipated that more formal arrangements will emerge.

Contact: Linda Rudolph
Senior Planner
Tennessee Higher Education Commission
615-741-3605
lrudolph@mail.state.tn.us
5/25/00

Texas

K-16 Initiative: The Texas Higher Education Coordinating Board (THECB) supports several K-16 efforts at this time

Name and Description Annual Recruitment and Retention Conference of the THECB, this year's conference title is "Building Infrastructures for Student Success, K-16"

Year Began: 1985
Website: www.thecb.state.tx.us/aneconf/htm

Name and Description: The Division of Educational Partnerships of the THECB promotes college readiness among Texans and promote K-16 partnerships for school and educator preparation improvement

Year Began: 1998

Website: www.thecb.state.tx.us

Name and Description: Higher Education Planning Committee and Subcommittees of THECB are charged with developing a master plan for higher education, including strategies to increase college participation and success of all Texans

Year Began: 1999

Website: www.thecb.state.tx.us

Name and Description: University-Teacher Induction Year Partnerships
Texas Beginning Educator Support System (TexBESS)

Year Began: 1999

Website: www.sbec.state.tx.us

Name and Description: GEAR UP State and Partnership Grants

Texans Getting Academically Prepared (TGAP) Program

Year Began: 1999

Website: www.tea.state.tx.us

Name and Description: The 9th Grade Initiative is a state-funded program to improve high school graduation rates and college readiness

Year Began: 1999

Website: www.tea.state.tx.us

Contact: Gloria White
Director, Eisenhower Grants Program
Texas Higher Education Coordinating Board
512-483-6318
whitega@thecb.state.tx.us
6/7/00

Vermont

K-16 Initiatives: Vermont K-16 Partnership

Name and Description: Teacher Quality Initiative

Contact: Edie Beatty
Vermont Institute of Science and Mathematics Technology
7 West Street
Dillingham Hall
Montpelier, VT 05602
812-828-0294
ebeatty@vismt.org
www.vismt.org

Name and Description: Vermont Math Institute

Contact: Bud Meyers, Chair
Department of Education, UVM
85 S. Prospect Street
Burlington, VT 05401
812-656-3356
hmeyers@zoo.uvm.edu

Name and Description: Vermont Institute of Science, Mathematics, Technology

Contact: Doug Harris
Vermont Institute of Science and Mathematics Technology (VISMT)
812-828-0061
dharris@vismt.org
www.vismt.org

Name and Description: GEAR UP

Contact: VSAC
P.O. Box 2000
Winooski, VT 05404
1-800-642-3177
812-655-9602

Name and Description: America Reads/Vermont Reads

Contact: Sue Biggam
Vermont Department of Education
120 State Street
Montpelier, VT 05620
812-828-5412
sbiggam@doe.state.vt.us
www.state.vt.us/educ

Name and Description: K-16 Alignment

Year Began: 1997

Contact: Karrin Wilks
Director of Academic Affairs
Vermont State Colleges
P.O. Box 359
Waterbury, VT 05676
812-241-2520
wilksk@quark.vsc.edu
5/8/00

Virginia

Name and Description: The Statewide Pre-Collegiate Program is a joint effort between the State Council of Higher Education and the Virginia Department of Education designed to reach out to students and their parents to tell them about opportunities for academic and financial preparation and support for college. The program has two major components:

1. The Better Information Project Pre-College Awareness Program provides presentations, materials and workshops that explore postsecondary opportunities in Virginia including information on rigorous high school courses that will prepare them for college, admissions and financial planning.
2. The Early Intervention Funding Programs provides funding for summer campus pre-college programs and higher education-school-community partnership activities.

Year Began: 1983

Contact: Cora Salzberg
804-225-2137
Virginia State Council of Higher Education
salzberg@schev.edu
www.schev.edu and go to "Going to College"
5/17/00

Washington

The Washington Higher Education Coordinating Board sponsors the following initiatives to link K-12 and postsecondary education:

Name and Description: The Competency-based Admissions Standards Project was initiated in response to statewide K-12 education reform by the Higher Education Coordinating Board. The goals of the project include the following: Examine the standards under which students gain entrance into a public baccalaureate institution; Translate the current standards in terms of mastery; Identify how those translated standards will be measured and reported.

Year Began: 1995

Contact: Doug Scrima
Senior Policy Associate
Washington Higher Education Coordinating Board
360-753-7824
www.hecb.wa.gov/college/index.html

Name and Description: The Washington State GEAR UP Project helps 7-12 grade students from low-income disadvantaged backgrounds state in school, build academic skills, and prepare for college. The initiative serves students in 11 communities across the state.

Year Began: 1999, but was built upon the successful Washington National Early Intervention Scholarship and Partnership Program (NEISP) which operated from 1994-99.

Contact: John McLain
Program Associate
Washington Higher Education Coordinating Board
360-586-2858
www.hecb.wa.gov/college/Gear-up/Wadesc.htm
5/8/00

West Virginia

Name and Description: The State College System of West Virginia is currently developing the web-based college algebra course for high school students that will be an electronic course with some in-class monitoring in the high schools by a respective high school math teacher. This is an innovative college-level course that will meet a defined need for qualified high school students. The course will be offered on a pilot basis in the 2000 fall

semester. It can be replicated and used by any of the WV public institutions of higher education.

Year Began: The development of the course began in 1999, and the pilot implementation will begin in the Fall 2000 semester.

Contact: Bruce C. Flack
Director of Academic Affairs
The State College System of West Virginia
304-558-0261
flack@scusco.wvnet.edu
5/8/00

Wisconsin

K-16 Initiative: The University of Wisconsin System has developed a number of projects on K-12 and postsecondary linkages:

Name and Description: The University of Wisconsin System and the Wisconsin Department of Public Instruction are sponsoring a continuing project to improve student transitions. A summary of the "Curriculum Articulation Project" and progress reports are posted at the following website: www.uwsa.edu/acadaff/align/.

Contact: Steve Bialek
Office of Academic Affairs
University of Wisconsin System
Madison, WI 54706
608-262-5563

Name and Description: Information on the University of Wisconsin's Competency-based Admissions effort can be found at www.uwsa.edu/acadaff/cba.index.htm.

Contact: Fran Garb
Academic Planner
Office of Academic Affairs
University of Wisconsin
608-263-9939
fgarb@uwsa.edu

Name and Descriptions: Plan 2008: Educational Quality through Racial and Ethnic Diversity targets underrepresented students of color. The initiative targets institutional policies and programs for early outreach, pre-college preparation, recruitment and retention. Information is available at www.uwsa.edu/mult/other.htm.

Contact: Tess Arenas
Assistant Vice President for Multicultural Affairs
Office of the President
University of Wisconsin
608-262-8636
tarenas@uwsa.edu
5/5/00

Wyoming

K-16 Initiative: The Wyoming Community College System is not sponsoring a K-12 and postsecondary education linkage initiative at this time.

Contact: Bruce Snyder
Wyoming Community College Commission
307-777-7226
bsnyder@commission.wcc.edu
5/18/00

Appendix 2

MEMORANDUM (INTERNAL ECS DOCUMENT)

TO: Chris Pipho, Jim England
FROM: Marga Torrence
DATE: 8/1/01

Used with the permission of Marga Torrence

Issue: Whether there are any laws that prevent a state from setting up a system to track students P-16?

Quick Answer: Federal – most likely not, State – it depends on the state

Background:

The constitutional right to privacy is narrow, providing limited protection only in sensitive matters relating to marriage and family. Although the Bill of Rights contains protections against government usurpation of other fundamental civil liberties – free speech, freedom of religion, due process – the right to privacy is not mentioned anywhere in the Constitution. *Griswold v. Connecticut* is the seminal Supreme Court case on privacy. It stands for the proposition that the Constitution protects the privacy rights of individuals in matters relating to some, but not all, aspects of personal life. The Court has refused to extend the constitutional right to privacy into other realms.

Federal Law:

The applicable Federal law is the **Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99). It protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records (these transfer to the student when he/she turns 18). Included in these rights are the right to inspect and review the student's education record maintained by the school and the right to request that a school correct records they believe to be inaccurate. For the issue of a tracking system for P-16 students, the following right under FERPA is implicated:

Schools must have written permission from the parent or eligible student in order to release any information from a student's education record. HOWEVER, FERPA ALLOWS SCHOOLS TO DISCLOSE THOSE RECORDS, WITHOUT CONSENT, TO THE FOLLOWING PARTIES OR UNDER THE FOLLOWING CONDITIONS (34 CFR § 99.31) (only those applicable to this issue are listed):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations.

Schools may disclose “directory” information (i.e. a student’s name, address, telephone number, date/place of birth, honors and awards and dates of attendance) without consent. FERPA does allow for disclosure of student information to **Organizations conducting studies** for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administrative predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose which it is conducted.

In 1979, Congress clarified FERPA stating that it does not “prohibit State and local educational officials from having access to student or other records which may be necessary in connection with the audit and evaluation of any federally or State supported education program or in connection with the enforcement of the Federal legal requirements which relate to any such program.”

The clause under which states can justify sharing private student information across a P-16 system is the exception under FERPA that permits disclosure without consent to school officials with legitimate educational interests. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

States and State Law:

The following states have recent legislation on student educational records: Arizona, Colorado, Florida, Louisiana, Maryland, Michigan, New Jersey, New York, Oregon, Rhode Island, Texas, Washington and Wisconsin.

The state with an integrated P-16 system and a comprehensive student tracking system is Florida. It tracks students using their social security number, a practice that has given rise to recent litigation. The collection and use of K-12 student social security numbers was an issue raised in Dade County by aliens, who, if they did not have one (and they do not), could be identified as nonresidents by the school district. The law does not absolutely prohibit the collection of social security number, subject to certain conditions, but does address their dissemination. The issues arise under the social security laws and not under the student record privacy provisions of state and federal law.

According to the U.S. Department of Education’s Family Policy Compliance Office, a state department of education cannot track students by identifiable information without prior written consent of the parents (or student if they are over the age of 18). The state department of education is viewed as a third party and as such is not entitled to the information under the exceptions unless they have consent. As a policy, states and school districts should include the consent form when a student is registering to encourage participation. According to the Family Policy Compliance Office, only 7% of parents do

not consent to the use of identifiable information. The question arises as to whether a district can provide information to parents on how to withdraw consent and if they fail to do so by a certain time, it's considered consent.

Use of Social Security Numbers

A student's social security number is personally identifiable information protected by FERPA. While no federal law currently prohibits use of the social security number as a student identification number, there is a growing trend against it. For example, New York recently adopted legislation prohibiting public and private elementary, secondary schools, and colleges from using social security numbers on student ID cards, and for purposes of posting grades (see 2000 N.Y. Laws 214). Additionally, federal legislation has been introduced which would prohibit the federal government, a state, or a political subdivision from displaying the social security number on any card or tag presented to an employee for identification purposes (see H.R. 4857, 106th Congress).

Ancillary Issues

Citing **FERPA**, Texas and California, two of the three states that guarantee admission to public colleges to top-ranked high-school students – have refused to share the names of some of the students with colleges. Texas argues that FERPA bars the release of student records that include personally identifiable information without permission and that class-rank data is personally identifiable. Admissions officers are spending several thousands of dollars to buy the names from The College Board which only includes self-reported data. In California, high schools must first receive permission from students' parents before passing on their class-rank data. Florida disagrees with both states arguing that federal and state law allow information to be released to officials who "have legitimate educational interests."

According to the DOE's Family Policy Compliance Office, Florida can divulge the names of students in the top 20 percent as long as it is designated as an honor under "directory" information and parents are given the opportunity to opt out of the program. A state has the leeway of deciding what information to include in the "directory" information.

Note – please call me with any questions regarding this issue – it turned out to be quite a Pandora's Box.

Marga (303) 299-3630

Appendix 3

June 2001



Clarifying
Complex
Education
Issues

Developing CSIS: An integrated public school data system

Collecting accurate and reliable information about public school students, their classes, and their teachers is a perennially thorny issue. Schools and districts have limited capacity and time, yet the state needs data for its own and federal reports. Even in the high-tech age, assembling basic data, summarizing it by school, and transmitting it safely are difficult challenges.

California's strong push for accountability at all levels heightens the need for good data. In an effort to improve school records and streamline information gathering, state policymakers created CSIS (California School Information Services program) in Assembly Bills 107 (1997) and 1115 (1999).

CSIS is supposed to enhance the ability of school districts to collect data, simplify the transmission of school or district information for use in state and federal reports, and enable the electronic transfer of individual student data from school to school or school to higher education. This simple, almost common sense idea turned out to require detailed planning, a complex design, and careful execution.

Establishing CSIS was complex

Responsibility for the development and implementation of CSIS is assigned by law to the independent, state-funded agency FCMAT (Fiscal Crisis and Management Assistance Team), a unit of Kern County Superintendent of Schools. Among other things, the new Sacramento-based CSIS staff, with the assistance of a broad-based advisory committee and the cooperation of state agencies, has had to:

- ✓ develop a strategic plan;
- ✓ identify the necessary data for the electronic transfer of information;
- ✓ provide an extensive "data dictionary" identifying the source and meaning of each piece of data; and
- ✓ establish protocols for identifying students while ensuring privacy and security within the system.

The chronology of this work and other CSIS materials, including the measures that safeguard student privacy, are available online: www.csis.k12.ca.us

CSIS is responsible for the development of processes and protocols school districts need to complete two major functions: integrating and streamlining the flow of information to the California Department of Education (CDE), and rapidly transferring student records. The latter includes demographic and health information, test scores, and enrollment history. It will be encrypted and sent from the student's prior school directly to the new one.

The data sets for state reporting will include, for example, demographic information, attendance of students and teachers, graduation and dropout data, and particular course enrollments. The CDE identified 40 state reports that it needs and would collect from districts through CSIS, following a careful transition process. CSIS is expected to provide five of them from the participating districts this year.

Phasing in the new, voluntary system is expected to take five or six years. In 2000–01, its second year of operation, 155 participating districts and county offices of education have formed nine consortia representing nearly a million and a half students. Each consortium has adopted and is using different software, either purchased or self-developed, to create its own data system within the CSIS parameters.

The state offers incentives

The new student record keeping system is voluntary. To encourage participation, CSIS offers one-time incentive funding through the consortia, based on a sliding scale that includes enrollment and number of schools.

Incentive payments are crucial, and not only because the program is voluntary. Although some schools and districts have sophisticated techniques for collecting and reporting data, many do not. In addition, the new system has its own descriptors and categories of data as well as software. The incentive payments are intended to cover a portion of the costs in the start-up period.

Public schools are becoming data driven

CSIS is one piece of a larger change in how California school districts collect, manage, and analyze data of various types. State agencies and school districts are also becoming familiar with a new accounting system designed to improve budgeting and financial reporting. And they are adjusting to annual developments in California's statewide testing program and to the highly public Academic Performance Index (API), which is used to rank the performance of public schools and determine state awards or interventions.

Districts and county offices are expected to realize eventual savings because they will spend less time transferring student records and completing various state reporting forms. The CSIS plan for the new data collection system is to eventually replace many reports that school districts and county offices must now complete, some of which currently request identical information.

Adequate funding is key

For CSIS to live up to its potential, the project will need adequate funding, effective oversight, and further development. The estimated six-year expense is \$28.4 million for operations and \$88 million for incentive grants. The plan is to phase in about 222 additional school districts in the third year, 2001–02, at an estimated additional cost of \$20 million.

Funding is one of the many things under discussion. Governor Gray Davis' 2001–02 budget proposal includes \$16.5 million for CSIS, which would cover ongoing operations and about half of the estimated cost of the planned expansion, according to an analysis by the independent Office of the Legislative Analyst (LAO). The LAO recommends a substantial increase—more than \$12 million—in the proposed budget for CSIS in 2001–02.

The law establishing CSIS included a provision for oversight, with quarterly reports from an external consultant. The California Department of Finance and the Department of Information Technology had to agree on the terms of that contract, which was awarded to Logicon in Sacramento.

The CDE needs to continue to determine how best to replace the 40 data collections it now requires with the new school, staff, and student databases created under CSIS. Particularly important is a high level of data comparability between CSIS participants and districts that are not yet part of the new system.

Reliable student data will have a number of uses

A chorus of concerns accompanied the creation of CSIS. These centered around student and teacher privacy, the enormity of the database, insufficient funding to develop and implement the new system, lack of capacity in many schools or districts, and the need to involve and acquire cooperation from a number

of existing state agencies. As CSIS has moved carefully forward, these concerns continue to be addressed.

CSIS, when fully implemented, will support the goals of California's broad accountability system. For example, the legislation that established the Academic Performance Index (API) that ranks schools called for the use of teacher and student attendance, dropout, and graduation data. Currently that information either is not collected uniformly at the school level or is not considered valid because of unreliability in the collection procedures. Full district participation in CSIS would enable the CDE to meet the requirements of the API law by expanding the components of the Index.

Further, proponents of CSIS point out that better statewide information would aid in the analysis of test scores and educational evaluation at both local and state levels. Linking participants' test results with program data would help make clear the "value added" to student learning by specific programs, they say. And it would ensure that information about students who move from school to school would not be lost in the system.

Education researchers and policymakers are beginning to realize the potential in a system that can provide consistent information. One immediate result is suggestions for broadening the scope or purpose of the CSIS data collection, even before the resources needed to include all California school districts and county offices are available.

The longer-run possibilities for CSIS are indeed intriguing. For example, the data could be used to link information about migrant and at-risk students with the several county or state agencies that provide services to them and their families. In some other states, the data system connects K–12 education with what happens to students in post-secondary schools or the workforce.

With increasing attention on California's data-driven accountability system, the necessity for reliable and comparable data is clear. The challenges for full implementation are sufficient financial support to entice all schools to participate, safeguards to protect students and the data, and communication and cooperation among the involved state policymakers. 



EdSource is a not-for-profit 501(c)(3) organization established in California in 1977.

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Or visit us on the web:
www.edsourcesource.org

For data about every school and district in California, visit the Education Data Partnership:
www.ed-data.k12.ca.us

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Appendix 4

Report Title:

Education; K-16

THE SENATE
TWENTY-FIRST LEGISLATURE,
2001
STATE OF HAWAII

S.C.R. NO. 99
S.D. 1

SENATE CONCURRENT RESOLUTION

REQUESTING THE Department of Education and University of Hawaii to study the feasibility, benefits, and costs associated with linking their individual student information systems to create a linked K-16 database.

WHEREAS, the primary purpose of education is to enable the greatest possible development of human capital; and

WHEREAS, this development is essential to the creation of a sound economy, engaged citizenry, and vibrant cultural milieu; and

WHEREAS, the Legislature finds that a kindergarten through grade sixteen (K-16) student information system is an ideal foundation for providing cumulative and comprehensive information about student achievement, course work, and experiences as the pupil passes through the entire public education system, information that can facilitate standards-based teaching and learning; and

WHEREAS, the State of Hawaii does not have the capacity to link Department of Education K-12 and University of Hawaii grades 13-16 student information systems for the purpose of aligning school structure and organizational development with school philosophy, vision, mission, and goals; and

WHEREAS, districts that have implemented K-16 systems, such as the El Paso Collaborative for Academic Excellence, have seen significant improvement in student academic achievement and test scores; and

WHEREAS, reducing the number of students requiring remedial courses would facilitate progress towards degrees and result in more efficient use of resources; and

WHEREAS, after the El Paso, Texas school district instituted a K-16 system, its community colleges and university were eventually able to eliminate remedial classes; and

WHEREAS, according to Michael W. Kirst, a professor at Stanford University and a researcher with the National Center for Postsecondary Improvement, the "more remedial courses students must take, the less their chances are of ever receiving a bachelor's degree;" now, therefore,

BE IT RESOLVED by the Senate of the Twenty-First Legislature of the State of Hawaii, Regular Session of 2001, the House of Representatives concurring, that the Department of Education and University of Hawaii study the feasibility, benefits, and costs associated with linking their individual student information systems to create a linked K-16 database that can track student achievement, course work, and experiences as the pupil passes through the entire public education system; and

BE IT FURTHER RESOLVED that, if the Department of Education and the University of Hawaii find that they do not have the appropriate expertise to conduct such a study, or if they deem it to be a more cost-effective use of resources, then they are authorized to contract this study out to an entity whose primary mission is to assess, analyze, and make recommendations regarding education policy in Hawaii; and

BE IT FURTHER RESOLVED that the study review a sample of other states' K-16 data systems; and

BE IT FURTHER RESOLVED that the Department of Education and University of Hawaii system report findings and recommendations to the Legislature no later than twenty days prior to the convening of the Regular Session of 2002; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Superintendent of Education, the Chairperson of the Board of Education, and the Chairperson of the Board of Regents.

Hawaii State Legislature

2001 Regular Session Bill Status

SCR99 SD1

Generated on 11/8/01 2:45:02 PM

Measure Title: REQUESTING THE DEPARTMENT OF EDUCATION AND UNIVERSITY OF HAWAII TO STUDY THE FEASIBILITY, BENEFITS, AND COSTS ASSOCIATED WITH LINKING THEIR INDIVIDUAL STUDENT INFORMATION SYSTEMS TO CREATE A LINKED K-16 DATABASE. (AMENDED TITLE)

Report Title: Education; K-16

Description:

Package: None

Companion:

Introducer(s): SAKAMOTO

Current Referral: EDN/HED

Date		Status Text
3/14/01	S	Offered.
3/16/01	S	Referred to EDU.
3/22/01	S	Resolution scheduled to be heard by EDU on 03-28-01 at 1:00 p.m. in conference room 212.
3/28/01	S	The measure is deferred until 03-30-01 at 1:00 p.m. in conference room 212.
3/30/01	S	The measure is deferred until 04-04-01 at 1:00 p.m. in conference room 212.
4/4/01	S	The committee(s) on EDU recommend(s) that the measure be PASSED, WITH AMENDMENTS.
4/4/01	S	The votes in EDU were as follows: 6 Aye(s): Senator(s) Sakamoto, Chun Oakland, Kawamoto, Matsunaga, Tam, Hogue; Aye(s) with reservations: None; 0 No(es): None; and 4 Excused: Senator(s) Chumbley, English, Ige, Menor.
4/12/01	S	Reported from EDU (Stand. Com. Rep. No. 1612) with recommendation of adoption, as amended (SD 1).
4/12/01	S	Report and Resolution Adopted, as amended (SD 1).
4/12/01	S	Transmitted to House.
4/12/01	H	Received from Senate (Sen. Com. No. 703) in amended form (SD 1).

4/16/01	H	Referred to the committees on EDN/HED, referral sheet 46.
4/17/01	H	Resolution scheduled to be heard by EDN/HED on Thursday, 04/19/01 at 9:30 AM in House conference room 325.
4/19/01	H	The committees on EDN recommend that the measure be PASSED, UNAMENDED. The votes were as follows: 8 Ayes: Rep.(s) Ito, Takai, Abinsay, Arakaki, Garcia, Hale, Kahikina, Bukoski; Ayes with reservations: None 0 Noes: None; and 6 Excused: Rep.(s) Schatz, Takumi, Halford, McDermott, Ontai, Stonebraker.
4/19/01	H	The committees on HED recommend that the measure be PASSED, UNAMENDED. The votes were as follows: 8 Ayes: Rep.(s) Garcia, Abinsay, Arakaki, Hale, Ito, Kahikina, Takai, Bukoski; Ayes with reservations: None 0 Noes: None; and 6 Excused: Rep.(s) Takumi, Schatz, Halford, McDermott, Ontai, Stonebraker.
4/26/01	H	Reported from the committee on EDN/HED (Stand. Com. Rep. No. 1529), recommending adoption.
4/26/01	H	Adopted with None voting no and Rep.(s) Say, Takai, Whalen excused.
4/27/01	H	Transmitted to Senate.
5/15/01	S	Certified copies of resolutions sent, 05-15-01.

\$ = Appropriation measure

ConAm = Constitutional Amendment