

P-16 Policy

Baum, S. *The Federal Government and the Student Aid Partnership*.
See *Financial Aid Policy*.

Crowe, E. High Quality Teaching. *Student Success: Statewide P-16 Systems*, SHEEO.
The quality of teaching in the classroom may be the most important factor affecting student learning. Postsecondary and K-12 systems should share the responsibility for effective teacher training and continuing teacher professional development. This paper highlights some of the most effective state policies surrounding teacher training, including: ensuring that teachers have solid preparation in both their subject matter and the basics of pedagogy; ensuring that aspiring teachers receive adequate apprenticeship experience in teaching and mentoring; and incorporating technology into the curriculum on university campuses.

Longanecker, D. A., & Blanco, C. D. Student Financial Assistance. *Student Success: Statewide P-16 Systems*, SHEEO.
See *Financial Aid Policy*.

L'Orange, H. P., & Voorhees, R. A. Data and Accountability Systems. *Student Success: Statewide P-16 Systems*, SHEEO.
The data and accountability systems of most states are not well-designed to provide practitioners with the feedback they need to monitor and improve student performance. The strongest state systems permit teachers to diagnose and address learning gaps, enable school leaders to assess the performance of a school in terms of the later success of its students, enable school leaders to identify success teaching methods, enable policy-makers to assess system-wide performance, and encourage the K-12 and postsecondary domains to align goals and educational strategies.

Pathways To and Through College: Linking Policy with Research and Practice, “Western Policy Exchanges,” January 2003, WICHE
Although college attendance has been expanding, low-income students and students of color are still consistently underrepresented in college success statistics. It is critical to shift the focus of higher education reform from simply providing access to providing *access for success*. This article summarizes the discussion at the September 2002 Western Regional Policy Forum which addressed factors affecting college access and persistence, including financial aid, access to a rigorous high school curriculum, and family involvement in education.

Rainwater, T., & Venezia, A. Early Outreach. *Student Success: Statewide P-16 Systems*, SHEEO.
Early outreach programs are designed to provide students whose parents have not had a successful experience in higher education with the personal guidance and information they need to prepare for and succeed in college. The most successful programs share certain components, including: an individual focus, engagement of young people in the context of their own culture, access to information highlighting the importance and attainability of postsecondary education, information on the academic standards required at each step, and high-quality teaching and coaching. Despite the value of these programs, they lack the capacity to serve all students who could benefit; because of this, the components of successful early outreach programs should be embedded into the educational system.

Pathways to College Network: Conclusions and Recommendations of Financial Aid Working Group Meeting. (2003, February 11). Washington, DC.

This chart summarizes Pathways' key findings in the area of financial aid. The chart lists strategies corresponding to each finding and identifies the appropriate target (federal government, state governments, or institutions) for each strategy.

Pathways to College Network: Strategies for Developing and Achieving a P-16 Environment – Research Findings. (2002, October 10).

This chart summarizes Pathways' key findings in the area of policy.

State Policy Inventory Database Online (SPIDO), <http://www.wiche.edu/Policy/SPIDO/index.asp>

SPIDO is an online database that provides a searchable inventory of state-level policies and resources related to student achievement and access to and success in higher education. SPIDO covers the following policy domains: Articulation and Alignment, Data and Accountability Systems, Early Outreach Programs, Equity Issues, Remediation, Student Financial and Other Incentives, and Teacher Quality Initiatives. SPIDO's audience includes state and national policymakers, education leaders, practitioners, and education consumers.

SHEEO, *Report of Rhode Island Case Study Site Visit*, October 22-24, 2001.

A case study team visited five states chosen for their substantial progress in one or more of the following dimensions of a P-16 educational system: State Leadership, Teacher Quality, Data and Accountability Systems, Curriculum Development/ Assessment of Learning, Early Outreach, and Student Financial Aid.

This report is a summary of observations from the visit to Rhode Island, including praise for the state's strong focus on teacher quality, its "Children's Cabinet" structure for policy-makers, the effective leveraging of soft money to build the P-16 agenda, and the reallocation of resources to support teacher training and remuneration.

Somerville, J., & Yi, Y. Curriculum and Assessment Systems. *Student Success: Statewide P-16 Systems*, SHEEO.

Despite the evidence that a rigorous college preparatory curriculum in high school is the best predictor of college success, many states have neither required nor encouraged students who aspire to college to take rigorous courses in high school. Issues include: negative stereotypes about student ability, a shortage of qualified teachers, fear of increased drop-out rates, desire to avoid high-stakes assessments for secondary school students, and a lack of curricular alignment between the secondary and postsecondary domains. It is clear that stronger curriculum and assessment policies are necessary to increase educational opportunity and achievement. The essay highlights promising state efforts in this direction.

State P-16 Policy Roundtables

Materials from P-16 Policy Roundtable – Indiana. (2002, August 13).

Summary Report.

The Roundtable meeting in Indiana convened to examine strategies by which Indiana can increase its "high achieving pipeline" for students as well as improve support for classroom teachers. Discussion focused on the following: (1) How do we increase the number of students taking and completing gateway academic courses? (2) How do we improve the quality of instruction in these courses? (3) How can our teacher preparation

programs further ensure that new teachers can meet higher expectations for student achievement focused on the state's academic standards? (4) How can we improve and expand teacher professional development activities to provide our current teaching force with the skills and knowledge necessary to teach Indiana's more rigorous academic standards?

Education strengthened when treated as a seamless whole, Remarks by Purdue President Martin C. Jischke at the P-16 Policy Roundtable.

In these remarks, President Jischke voices Purdue's commitment to a P-16 framework. Asserting that the most significant role of higher education in K-12 learning comes from teacher preparation, Jischke describes the work Purdue has been doing to improve teacher preparation and teacher professional development. He also highlights Purdue's outreach efforts to minorities and women, the "Science Bound" partnership with the Indianapolis Public Schools, and strategic plans to increase programming for K-12 students.

Materials from P-16 Policy Roundtable – Montana. (2002, October 2).

Summary Report.

The Policy Roundtable in Montana convened to discuss the following issues: shrinking K-12 enrollments, NAEP scores above national averages, high graduation rates from high school, low college going rates, declining levels of state support for higher education, fairly high college costs compared to income levels, a preponderance of students enrolled in four-year colleges, little state investment in financial aid, low college completion rates, a difficult state budget crisis, and a culture in which a significant portion of the population does not value a college education.

Facts About Educational Preparation and Finance.

An overview of the economic situation of Montana residents; academic preparation and retention statistics.

Dennison, George, M. *Privatization: An Unheralded Trend in Public Higher Education*. Helena, MT: The University of Montana.

Dennison borrows the term *privatization* from common usage to describe a reversal in the rationale for public higher education – from a belief that society is the primary beneficiary of a more educated workforce/engaged citizenry to a belief that the primary benefits of higher education accrue to the individual and hence, the individual should pay. As state appropriations for higher education shrink, student tuitions rise to make up for the decline in state support; from the late 1970s to 1998, family/student contributions rose from 35.3 percent to almost 48 percent of the total cost. This trend is undermining the public mission of higher education. We need to redefine higher education as an investment in the future, not a drain on resources.

P-16 Education.

An introduction to the concept of P-16 education from a national perspective.

Jetty, Mike. *Poverty Issues and Best Practices. A Powerpoint presentation.*

Presents some of the issues facing educators of Native American students. General Themes: high expectations, standardized testing concerns, issues of time and money, limited parental/community/tribal/school collaboration, high drop out rates, a need to move away from a deficit model of thinking.

Strategic Plan: Mission, Vision, Goals, and Objectives of the Montana University System.

Materials from P-16 Policy Roundtable – Tennessee. (2001, October 10).

Summary Report.

At Pathways' first state P-16 Roundtable, participants discussed teacher education and curriculum alignment. They agreed to form the core of an ongoing voluntary P-16 council in Tennessee that will focus on ways to improve student learning and quality of teaching and to produce a document entitled "The Case for P-16 Education in Tennessee" summarizing the benefits of a P-16 approach.

The Case for P-16 Education in Tennessee (2002, January), Tennessee Higher Education Commission.

This paper is an outgrowth of the P-16 Policy Roundtable in Tennessee. It urges the benefits of P-16 education reform and argues that, due to the budget crisis, the time is ripe for large-scale change in Tennessee.

Materials from P-16 Policy Roundtable – Washington. (2001, December 4).

Summary Report.

The Roundtable meeting in Washington focused on getting the P-16 agenda on to the table for state policy-makers and education leaders. Issues discussed: the need to focus on learners, better linkages across education levels, the need for high expectations, and whether all students should take a college prep curriculum in secondary school.

Financial Aid Policy

Baum, S. *The Federal Government and the Student Aid Partnership.*

Though it is both necessary and appropriate for the federal government, state governments, post-secondary institutions, and the for-profit and non-profit sectors to play distinct roles in the higher education financing process, they often find themselves in tension, rather than reinforcing efforts toward a common goal. The federal government must take the lead in clearly articulating the overarching goal of student aid and coordinating efforts between the actors to maximize equity and efficiency in the system.

Longanecker, D. A., & Blanco, C. D. Student Financial Assistance. *Student Success: Statewide P-16 Systems*, SHEEO.

The challenge facing student aid programs is to provide sufficient aid to ensure college affordability while providing students with an early *assurance* of affordability so that they can make the proper choices to prepare academically for post-secondary education. The federal student aid program is insufficient to meet these needs without a commitment from the states. Many states, however, are facing difficulties keeping tuition and fees low at state institutions amid rising enrollments and costs. This essay examines the various approaches states have taken to address these issues, as well as describing the components of some promising state-level aid programs.

National Dialogue on Student Financial Aid

Challenging Times, Clear Choices: An Action Agenda for College Access and Success – Investing More Equitably and Efficiently in Higher Education, Creating Value for America

After surveying the state of financial aid in the country, the Action Agenda lays the groundwork for moving forward on the principles and suggestions of the Blue Ribbon Panel of the National Dialogue on Student Financial Aid. The principles can be

summarized as follows: (1) The fundamental purpose of student financial assistance is to assist financially needy students; (2) The federal government should lead in developing programs and incentives to promote investment in need-based aid; (3) Expanding access to college for all students is essential to the nation's social progress and economic prosperity; (4) We must invest more equitably and efficiently in college success skills such as adolescent reading, writing, critical thinking, etc.; (5) Accountability for outcomes should focus on measuring the degree to which student access, persistence, and success are increased. The Action Agenda document also presents the major themes of the Dialogue.

Research Report 1

Johnstone, B. D. (2003, January). *Fundamental assumptions and aims underlying the principles of federal financial aid to students.*

In this analysis, Johnstone lays bare eight fundamental assumptions underlying the federal financial aid system, including the following: higher education is the province of the states; costs for higher education are appropriately shared by taxpayers, parents, students, and philanthropists; aid should be sufficient to bring higher-priced private education within reach for students whose parents have contributed up to a reasonable limit. Johnstone argues that the system is neither wrong nor broken, and asks reformers to resist the urge to fundamentally change it. The assumptions are not perfect, however; there are "stress points" in the assumptions that suggest possible changes, including the assumption of the ubiquitous parental contribution amidst an increase in non-nuclear families and the current trend towards merit-based rather than need-based aid.

Research Report 2

Malveaux, J. (2003, January). *What's at Stake: The social and economic benefits of higher education.*

Citing the shift in the public perception of higher education from a public good to a personal investment, and the concurrent shift in financial aid from primarily grant-based to primarily loan-based, Malveaux's essay makes the case for higher education as a societal benefit worthy of taxpayer support. Higher education brings significant economic benefit to our society – creating wealth and preventing poverty – as well as significant social benefit – increasing civic participation, increasing parental involvement in K-12 schooling, and providing an opportunity for upward mobility.

Research Report 3

Baum, S. (2003, January). *The Financial Aid Partnership: Strengthening the Federal Government's Leadership Role.*

Baum's essay calls for the federal government to refocus the national financial aid agenda on providing access to higher education for *all* qualified students. Because the various other partners in the financial aid system – state governments, non-profits, and for-profits – necessarily base their policies on narrower agendas, the federal government must be the entity responsible for creating incentives for all partners to act in accordance with a clearly articulated national agenda focused on college access for all students.

Research Report 4

Heller, D. E. (2003, January). *State Financial Aid and College Access.*

Heller's paper documents the recent trend in state financial aid programs from providing need-based aid to providing merit-based aid or aid with some merit component. The paper discusses the funding sources of state aid, the effect of the current economic

downturn on higher education appropriations in many states (leading to tuition increases when needy students can least afford them), and the impact of these trends on college access for the most financially needy. Heller points to Indiana's "Twenty-first Century Scholars" program and California's "Cal Grant" program as demonstrating promising practices.

Research Report 5

Baum, S. (2003, January). *The Role of Student Loans in College Access.*

In the wake of the introduction of the federal Stafford Loan program in 1993, the relative importance of student loans in financing higher education has increased. Evidence shows that borrowing to attend college is a sound financial decision for most students, though in one survey half of the respondents report feeling burdened by their debt payments. More adequate grant funding continues to be necessary as the prospect of substantial borrowing discourages enrollment among some students, especially those from low-income and underrepresented groups.

Research Report 6

McPherson, M. S., & Schapiro, M. O. (2003, January). *Getting the most out of federal student aid spending – encouraging colleges and universities to promote the common good.*

McPherson and Schapiro argue that the federal government needs the partnership of individual colleges and universities in order to achieve its college access goals. Directly opposing the idea prevalent among federal policymakers that "a dollar going directly to a college or university is a dollar wasted," they propose creating a "cost of education" allowance to be paid to higher education institutions for each Pell grant student they enroll. This system would provide colleges with a needed economic incentive to enroll Pell grant students rather than more affluent students, while reaffirming the partnership between the federal government and colleges in promoting college access.

Research Report 7

The CSS Council. (2003, January). *CSS Council Task Force on Reauthorization: Recommendations for Improving Federal Aid Delivery.*

This report presents the CSS Council's recommendations for improving the delivery of federal student aid in the 2004-2005 Reauthorization of the Higher Education Act. Recommendations focus on an overarching goal of ensuring access to higher education for the most needy students. Recommendations include changing "Expected Family Contribution" terminology to "Federal Eligibility Index," changes in the way eligibility is calculated, and changes in the format of the Free Application for Federal Student Aid (FAFSA).

Topical Reference Index of Student Financial Aid Resources

National Dialogue on Student Financial Aid Participants

Selected Higher Education Links

News and View on Student Financial Aid

K-12 Practice, including Outreach Programs & Family Involvement

Camblin, S. J. *The Middle Grades: Putting All Students on Track for College.*

The middle grades play an important role in college success because they are when students, families, and school personnel begin to address career aspirations, academic preparation for higher grade levels, and college information. This paper, addressed

primarily to principals and teachers of the middle grades, establishes the significance of these years on postsecondary success, discusses the opportunity gap that faces under-served students in planning and preparing for college, and sets forth effective practices and recommendations for building school capacity to address the gap.

Camblin, S. J., Gullatt, Y., & Klopott, S. *Strategies for Success, Six Stories of Increasing College Access.*

This case study paper examines six high schools that have embedded the effort to increase college readiness and access for under-served students into the structure of the school, rather than relying on external programs. A cross-case analysis reveals common elements and successful strategies.

Environmental Scan of Parental and Family Involvement National Research Centers and Technical Assistance Providers.

This web-based scan provides profiles for twelve centers/technical assistance providers involved on a national scale in researching or otherwise supporting parental and family involvement. Each profile lists the center's mission, classifies its activities, lists PFI-related programming, and describes PFI-related research.

George, P. *How Do Educators' Cultural Belief Systems Affect Underserved Students' Pursuit of Postsecondary Education?*

This paper examines the role played by educators' expectations, as developed from their cultural belief systems, in creating barriers to college access. School procedures and guidance structures that favor the White middle-class, culture clashes in the classroom between teachers and students, a weak home-to-school connection, and teachers' preconceived notions of student ability or lack of ability are cited as contributing factors. George also suggests reform initiatives to address these problems.

Gullatt, Y., & Jan, W. *How Do Pre-Collegiate Outreach Programs Impact College-Going Among Underrepresented Students?*

The first half of this paper surveys the history of pre-collegiate academic development programs, reviews the literature in the field, and discusses the principles of practice common to outreach programs. In the second half, effective practices are identified and four exemplary programs are described. The paper concludes with suggestions for future research.

Jones, R. *Pre-College Academic Programs and Interventions.*

A list of effective pre-college outreach programs compiling the following information: date founded, location, description, intervention type, cohort served, key components, funding, evaluation, and website address.

Literature Review: Intervention Methods and Programs for Pre-College Entry for Disadvantaged Students.

A literature review in the field of pre-college outreach programs and interventions.

Martinez, M. R., & Klopott, S. *College Readiness for All: A Framework.*

This paper presents a conceptual framework for ensuring that high schools adequately prepare all students for postsecondary education. The framework has five basic tenets: having high expectations; academic rigor and support; social support; P-16 alignment;

and quality evaluations. Each aspect of the framework is discussed in terms of recommendations, strategies, and challenges.

Martinez, M. R., & Klopott, S. *How is School Reform Tied to Increasing College Access and Success for Low-income and Minority Youth?*

This paper evaluates specific high school reform initiatives (e.g., Equity 2000, America's Choice, International Baccalaureate, Project GRAD) in terms of their impact on predictors of college going behavior among low-income and minority students. The reform initiatives are categorized based on the primary issue they address: academic rigor in the curriculum; the academic and social structure of the school; and curricular alignment. The paper identifies promising practices within existing initiatives and offers recommendations for future reform.

Martinez, M. R., & Klopott, S. *Improving College Access for Minority, Low-Income and First Generation Students.*

This paper synthesizes the conclusions from three white papers commissioned by the Pathways to College Network into five summary recommendations:

1. Raise expectations for all students.
2. Provide academic support.
3. Improve social support for students.
4. K-16 Alignment.
5. Make quality evaluations a component of all new efforts.

The three papers synthesized are:

- “How Do Educators’ Cultural Belief Systems Affect Underserved Students’ Pursuit of Postsecondary Education?” (George, P., & Aronson, R.)
- “How is School Reform Tied to Increasing College Access and Success for Low-Income and Minority Youth” (Martinez, M., & Klopott, S.)
- “How do Pre-Collegiate Academic Outreach Programs Impact College-Going Among Underrepresented Students” (Gullatt, Y., & Jan, W.).

Pathways to College Network Parent/Family Involvement & Community Engagement Annotated Bibliographies, NCEP.

This extensive annotated bibliography covers education literature in the field of parent/family involvement and community engagement.

Pathways to College Network. *Building School Capacity – Summary of Research Findings.* (2002, October 10).

A chart summarizing Pathways’ key findings in the area of building school capacity.

Pathways to College Network. *Parent/Family Involvement – Summary of Research Findings.* (2002, October 30).

A chart summarizing the underlying principles for improving parent-family involvement and listing the strategies corresponding to each principle.

Pathways to College Network. *Strategies for Improving Pre-Collegiate Academic Outreach.* (2002, October 28).

A chart summarizing Pathways’ key findings in the area of pre-collegiate academic outreach.

College Success & Achievement

Myers, R. D. *College Success Programs: An Annotated Bibliography.*

Myers researched postsecondary retention programs to determine which had been evaluated as having a positive impact on student success or presented anecdotal or descriptive evidence of positive impact. The literature related to these successful programs is presented by program type in an annotated bibliography.

College Awareness Campaigns/Social Marketing

Social Marketing Strategies, Research Findings.

Summary Chart of Pathways findings in the focus area of social marketing.

CommunicationWorks, LLC. (2002, November 15). *Capturing the College Potential of Students from Under-served Populations: An analysis of efforts to overcome social and financial barriers to college.*

This report surveys a cross-section of social marketing campaigns nationwide that aim to educate the public on issues concerning college access and the value of pursuing postsecondary education. Each campaign is reviewed in terms of goals, scope of outreach, strategies, tactics, messages, funding, and results. The report offers implications for a strategy to produce a coordinated national social marketing effort and identifies gaps in the current array of efforts.