Contents

Acknowledgments ix

Introduction 1

PART I WHY INTEGRATE GRADES 9 THROUGH 14? 13
1 − Confessions of an Education Fundamentalist: Why Grade 12 Is Not the Right End Point for Anyone 15
  Anthony P. Carnevale

2 − Doing the Math: What It Means to Double the Number of Low-Income College Graduates 27
  Susan Goldberger

PART II ONE SYSTEM ACROSS 9–14: THE STATE OF THE STATES 43
3 − Common Ground 45
  Andrea Venezia, Joni Finney, and Patrick M. Callan

4 − The History of the Separation of K–12 and Postsecondary Education 55
  Michael W. Kirst and Michael D. Usdan

5 − A College-Ready Nation: An Idea Whose Time Has Come 65
  Kristin D. Conklin and Stefanie Sanford

6 − Raising Expectations for Academic Achievement 73
  Stan Jones

PART III ALIGNMENT AND INTEGRATION OF STANDARDS, ASSESSMENTS, AND CURRICULUM ACROSS 9–14 79
7 − Alignment of High School Expectations to College and Work 81
  Christine Tell and Michael Cohen

8 − All One System: The Promise of O*Net 87
  Anthony P. Carnevale
9 – Challenges in the Transition from High School to College
    *David Conley*
    93

10 – Sending Signals to Students: The Role of Early Placement Testing in Improving Academic Preparation
    *Bridget Terry Long and Erin K. Riley*
    105

11 – The California Early Assessment Program: Implications for States in Developing Readiness Agendas
    *David Spence*
    113

PART IV PATHWAYS ACROSS 9–14: PRACTICES IN PLACE

12 – Lessons from the Field: A Tale of Two Early College High Schools
    *Cecilia Cunningham and Roberta S. Matthews*
    121

13 – Another Route to College
    *Terry Grobe*
    123

14 – Combining Middle and High School to Improve College Success
    *Dan Restuccia*
    129

15 – CUNY College Now: Extending the Reach of Dual Enrollment
    *Tracy Meade and Eric Hofmann*
    139

16 – Academic Identity Development: Student Experiences in Two Early College High Schools
    *Michael J. Nakkula and Karen C. Foster*
    143

17 – Secondary-Postsecondary Learning Opportunities: Some Promising Practices
    *Jennifer Brown Lerner and Betsy Brand*
    153

PART V PATHWAYS ACROSS 9–14: EMERGING POLICIES

18 – Creating Pathways for Struggling Students within a 9–14 System
    *Adria Steinberg and Cheryl Almeida*
    161

19 – State Policies that Support the Integration of 9–14: The Case of Early College High Schools
    *Joel Vargas*
    167

20 – Return on Investment Analysis of Integrating Grades 9–14
    *Robert Palaich, John Augenblick, and Margaretha Maloney*
    173

21 – Using Dual Enrollment to Build a 9–14 System
    *Nancy Hoffman*
    181
   Travis Reindl

23 – Exploring Education Reform Systemically: The United Kingdom’s Nuffield 14–19 Review  
   Geoff Hayward

PART VI WHAT COMES NEXT? ACCOUNTABILITY, DATA SYSTEMS, FINANCING

24 – Postsecondary Numerical Goals as Catalyst for P–16 Reform: Texas Sends a Message  
   Michael Collins

25 – Assessing and Reporting Progress: Florida’s Integrated Data Systems  
   Jay Pfeiffer

26 – Data Requirements for a Coherent P–16 System  
   Chrys Dougherty and Lynn Mellor

27 – Seamless Data Systems to Promote Student Progression  
   Peter T. Ewell

28 – Developing a P–20 Budget Tool: Giving Direction to Oregon Public Education  
   Jill Kirk, John Tapogna, and Duncan Wyse

29 – Financing Higher Aspirations and Better Preparation  
   Arthur M. Hauptman

30 – Integrating Public Finance into Strategies for Improving Preparation, College Enrollment, and Persistence  
   Edward P. St. John

Notes and References

About the Editors

About the Authors

Index