

# Contents

Acknowledgments	ix
Introduction	1
<b>PART I WHY INTEGRATE GRADES 9 THROUGH 14?</b>	<b>13</b>
1 – Confessions of an Education Fundamentalist: Why Grade 12 Is Not the Right End Point for Anyone <i>Anthony P. Carnevale</i>	15
2 – Doing the Math: What It Means to Double the Number of Low-Income College Graduates <i>Susan Goldberger</i>	27
<b>PART II ONE SYSTEM ACROSS 9–14: THE STATE OF THE STATES</b>	<b>43</b>
3 – Common Ground <i>Andrea Venezia, Joni Finney, and Patrick M. Callan</i>	45
4 – The History of the Separation of K–12 and Postsecondary Education <i>Michael W. Kirst and Michael D. Usdan</i>	55
5 – A College-Ready Nation: An Idea Whose Time Has Come <i>Kristin D. Conklin and Stefanie Sanford</i>	65
6 – Raising Expectations for Academic Achievement <i>Stan Jones</i>	73
<b>PART III ALIGNMENT AND INTEGRATION OF STANDARDS, ASSESSMENTS, AND CURRICULUM ACROSS 9–14</b>	<b>79</b>
7 – Alignment of High School Expectations to College and Work <i>Christine Tell and Michael Cohen</i>	81
8 – All One System: The Promise of O*Net <i>Anthony P. Carnevale</i>	87

9 – Challenges in the Transition from High School to College <i>David Conley</i>	93
10 – Sending Signals to Students: The Role of Early Placement Testing in Improving Academic Preparation <i>Bridget Terry Long and Erin K. Riley</i>	105
11 – The California Early Assessment Program: Implications for States in Developing Readiness Agendas <i>David Spence</i>	113
<b>PART IV PATHWAYS ACROSS 9–14: PRACTICES IN PLACE</b>	<b>121</b>
12 – Lessons from the Field: A Tale of Two Early College High Schools <i>Cecilia Cunningham and Roberta S. Matthews</i>	123
13 – Another Route to College <i>Terry Grobe</i>	133
14 – Combining Middle and High School to Improve College Success <i>Dan Restuccia</i>	139
15 – CUNY College Now: Extending the Reach of Dual Enrollment <i>Tracy Meade and Eric Hofmann</i>	143
16 – Academic Identity Development: Student Experiences in Two Early College High Schools <i>Michael J. Nakkula and Karen C. Foster</i>	151
17 – Secondary-Postsecondary Learning Opportunities: Some Promising Practices <i>Jennifer Brown Lerner and Betsy Brand</i>	159
<b>PART V PATHWAYS ACROSS 9–14: EMERGING POLICIES</b>	<b>165</b>
18 – Creating Pathways for Struggling Students within a 9–14 System <i>Adria Steinberg and Cheryl Almeida</i>	167
19 – State Policies that Support the Integration of 9–14: The Case of Early College High Schools <i>Joel Vargas</i>	175
20 – Return on Investment Analysis of Integrating Grades 9–14 <i>Robert Palaich, John Augenblick, and Margaretha Maloney</i>	183
21 – Using Dual Enrollment to Build a 9–14 System <i>Nancy Hoffman</i>	191

22 – Evolution of an Innovation: A Commentary on the State of Accelerated Learning <i>Travis Reindl</i>	203
23 – Exploring Education Reform Systemically: The United Kingdom’s Nuffield 14–19 Review <i>Geoff Hayward</i>	211
<b>PART VI WHAT COMES NEXT? ACCOUNTABILITY, DATA SYSTEMS, FINANCING</b>	<b>219</b>
24 – Postsecondary Numerical Goals as Catalyst for P–16 Reform: Texas Sends a Message <i>Michael Collins</i>	221
25 – Assessing and Reporting Progress: Florida’s Integrated Data Systems <i>Jay Pfeiffer</i>	227
26 – Data Requirements for a Coherent P–16 System <i>Chrys Dougherty and Lynn Mellor</i>	233
27 – Seamless Data Systems to Promote Student Progression <i>Peter T. Ewell</i>	239
28 – Developing a P–20 Budget Tool: Giving Direction to Oregon Public Education <i>Jill Kirk, John Tapogna, and Duncan Wyse</i>	249
29 – Financing Higher Aspirations and Better Preparation <i>Arthur M. Hauptman</i>	259
30 – Integrating Public Finance into Strategies for Improving Preparation, College Enrollment, and Persistence <i>Edward P. St. John</i>	269
Notes and References	279
About the Editors	301
About the Authors	303
Index	313