



State P-16 and P-20 Council Considerations

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The divergent state-level structures that govern and fund education in the states — and the similarly diverse challenges that states face — may call for different members, agendas and supports for state-level P-16 and P-20 councils. However, ECS research suggests that some indicators associated with a council's actors, agenda and appropriation of resources are positively associated with a council's capacity to influence or implement meaningful education reform.

This worksheet is intended to help you evaluate whether your state's P-16 or P-20 council is aligned with some of these indicators.

Actors

Does your state's P-16 or P-20 council:

- include at least one explicit representative of early learning?
- include a representative of the governor's office?
- include legislators — from majority and minority leadership positions?
- require primarily members (rather than members' designees) to attend meetings?
- embrace the participation of but set limits on the number of members who do not have authority to call for or implement change in state-level governing bodies/agencies?
- balance the number of P-12 vs. postsecondary representatives, and the number of education vs. "other" representatives?
- have a vision or mission statement that makes clear the council's purpose as well as the respective roles and responsibilities of members from different stakeholder groups (i.e., legislators, K-12 and postsecondary leaders, business and community leaders, etc.)?
- meet at least quarterly?

Agenda

Does your state's P-16 or P-20 council agenda:

- have fewer than five areas of activity? (Exceptions may be made where councils have achieved traction on earlier reform efforts.)
- represent areas that pose clear challenges to student success yet appear "solvable"?
- represent work that individual entities or agencies (i.e., K-12, postsecondary) would be unable to adequately address in isolation from other state-level entities or agencies?

_____ address areas of weakness identified through a K-16 or P-16 longitudinal data system, or another data system that tracks high school to postsecondary transitions?

_____ reflect state-level goals (set by the council or another state-level entity) that are statistical in nature and hinge on the collection of reliable data (i.e., “decrease the public postsecondary remediation rate in mathematics by 15% by 2015)?)

_____ include a “balanced scorecard” that identifies annual or biennial, incremental goals related to key components of the council agenda, and identify council members or agency staff members responsible for addressing those goals?

_____ reflect “accountability” for council members themselves (i.e., members will identify obsolete or duplicative efforts, and/or create incentives for interagency collaboration, etc.)?)

Appropriation of resources

Does your state’s P-16 or P-20 council:

_____ receive support from at least a .5 full-time equivalent (FTE) dedicated staff member?

_____ receive support from a legislative appropriation or funds built into the budgets of participating state-level entities?

_____ receive support — either financial or in-kind — from external sources of funding, such as state and local education and business groups, foundations, federal grants, etc.?

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