

October 7, 2009

## MEMORANDUM

TO: State Board of Regents  
FROM: William A Sederburg  
SUBJECT: K-16 Alliance Progress Report

Issue

The purpose of this report is to inform Regents of the current K-16 Alliance committee work, and to detail two significant initiatives in progress. The first is the new assessment process, recommended by the Governor's Blue Ribbon Commission which was piloted by selected school districts in the 2008-2009 school year. This process is described in a narrative and also detailed in condensed, chart form. The second is the process which replicates the structure of the K-16 Alliance for USHE institutions and networks them to regional school districts.

The Alliance is progressing well. There appears to be more commitment to K-16 than ever before, and the new committee structure is revitalizing membership. The next major focus will be addressing the Minority and Disadvantaged populations. In addition to the membership of this group from both USHE and USOE, Regent Davis and Regent Cespedes will be working with that Committee.

Recommendation

The Commissioner recommends the Regents review the report and provide comments and/or recommendations. No action is required.

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William A Sederburg  
Commissioner of Higher Education

WAS/LS  
Attachments

## Attachment 1

### K-16 ALLIANCE PROGRESS REPORT

#### BOARD OF REGENTS

October 16, 2009

The K-16 effort is gaining momentum as more personnel from both Secondary and Post-Secondary become involved and as the significance of the K-16 model becomes apparent. The following groups are actively working to fulfill their charges, and they reported to the K-16 Alliance at the September meeting. The remaining three, Access and Participation, Retention, and Minority and Disadvantaged, will report to the Alliance at the November meeting and to the Regents at either their December or January meeting.

#### Counseling, Guidance and Advising Committee:

The K-16 subcommittee on Counseling, Guidance & Advising has been meeting quarterly to pursue their charge. They recommended adding "Advising" to the subcommittee name in order to include clearly postsecondary academic advisors in their work. They also clarified several elements of their charge. They are focusing on connecting K-12 counseling and guidance with postsecondary advising so that students receive consistent advice that helps them achieve their educational goals efficiently. They have shared information among postsecondary and K-12 representatives on the subcommittee, including a charter school representative, and they are developing a process to systematize and institutionalize this sharing of information. They have reviewed the electronic tools available to support advisement. They have arranged joint presentations at statewide meetings of school counselors and of postsecondary academic advisors. They are developing a plan to follow up additional elements of their charge during the coming year and to provide for continuity in those aspects of their work addressed during the past academic year.

Utah Math and Science Consortium: This group, chaired by former Commissioner Richard Kendall and former University of Utah Dean of Science, Hugo Rossi, includes the Deans of Math and Science from the USHE institutions, representatives from the Utah State Office of Education, members from business and industry, representatives from the public school sector, and the Governor's office. They are in the process of setting benchmarks, but the core objectives of the group are to

- Create more interest in math and science areas and prepare more math and science teachers
- Create math and science centers in the USHE institutions
- Increase the number of K-12 students who take at least one advanced course in math and sciences
- Collaborate fully with the K-16 Alliance

Curriculum Alignment and Assessment Committee: This Committee is chaired by Teddi Safman, Assistant Commissioner from USHE, and Brenda Hales, Associate Superintendent from USOE. They have been working for some time on their overarching objective which is to align the curriculum from secondary to post-secondary. As a part of this process, they are identifying articulation and transition issues that impact college and career success. Currently, they are targeting the mathematics process and developing a mathematics “bridge course.” This group is also providing input and oversight for the new assessment process recommended by the Governor’s Blue Ribbon Task Force on Assessment.

Concurrent Enrollment Committee: This group is chaired by Moya Kessig, USOE and Cyd Crua, USHA. This Committee has made significant progress this year in streamlining courses offered, in working with school districts and with colleges, and in resolving issues and solving concurrent problems. They have been monitoring and making suggestions for the funding formula and are primarily responsible for a united front. They are currently working to make certain the concurrent standards and requirements are made visible. Additionally, they are examining the course offerings so students’ classes fulfill general studies or major requirements. Critical to these efforts is their facilitating an approach that is in tandem for both secondary and post-secondary needs and requirements.

Teacher Education Committee: This group is chaired by Teddi Safman and Brenda Hales. The Committee is attempting to structure an information and feedback cycle that will facilitate the conversations back and forth from elementary classrooms to secondary classrooms, to post-secondary classrooms and from there to teacher education programs *and back*. That is, students move into post-secondary teacher education programs and then on to teach in the K-12 system. At that point, both K-12 administrators and new teachers need a conduit for providing feedback to the USHE teacher education programs on the quality and comprehensiveness of their programs. This process assists in identifying voids and/or needs not currently being met. Additionally, this Committee provides oversight for implementing recommendations from the Sperry study and for reviewing possible recommendations that may be implemented originating from work like the upcoming Bennion study and the Education Deans Council.

Work Force Committee: This group is chaired by Gary Wixom and Mary Shumway. Its primary goal is to provide leadership from K through 16 which match students’ abilities, education, and aspirations with work force needs. A major conduit for this work currently in progress is the Career Pathways project which ties to a Students Occupational Education Plan (SEOP) and more nearly ensures a focused approach. This alliance is more likely to lead that student to a satisfying career than would have otherwise been possible. Moreover, this Committee coordinates the data and process from Workforce Services with the K-16 Alliance

## Attachment 2

### MAJOR K-16 ALLIANCE INITIATIVES

#### Blue-Ribbon Commission Assessment Recommendations

Two major overarching initiatives are currently in progress. The first is the new assessment process that was recommended by the Governor's Blue Ribbon Commission on Testing and Assessment. This recommended process is compatible with the assessment objectives of higher education, and the recommended instruments themselves are compatible with higher education currency. Specifically, (1) an ACT model is used at the K-12 level that is closely aligned with post-secondary, (2) students needing remedial assistance are identified early and therefore can be remediated early, and (3) students whose test scores are compatible with their chosen higher education institution may be accepted immediately.

The K-16 Alliance oversight group recognizes that early identification of students needing remediation, either for work or for higher education immediately following college, is not practical if a safety net is not provided, which would be the remedial instruction necessary to bring their skills to college or to career entrance levels. Therefore, the Alliance is working to develop an online remedial/developmental modularized course that can be accessed without cost for students.

#### K-16 ALLIANCE

#### Governor's Blue Ribbon Assessment Committee Recommendations

#### Recommended Assessment Process

##### ACT Path

- Eighth Grade : "Explore" Assessment
  - Students get feedback on their progress
  - Remedial assistance offered at this level
  
- Tenth Grade: "Plan" Assessment
  - Students get feedback on their progress
  - Feedback and tie to K-12 Students Educational Opportunity Plan (SEOP) Planning for Career and/or College with Guidance Counselor
  
- Eleventh Grade: ACT Examination
  - Apply and be accepted to college compatible with score
  - Remediate, if necessary, for senior year

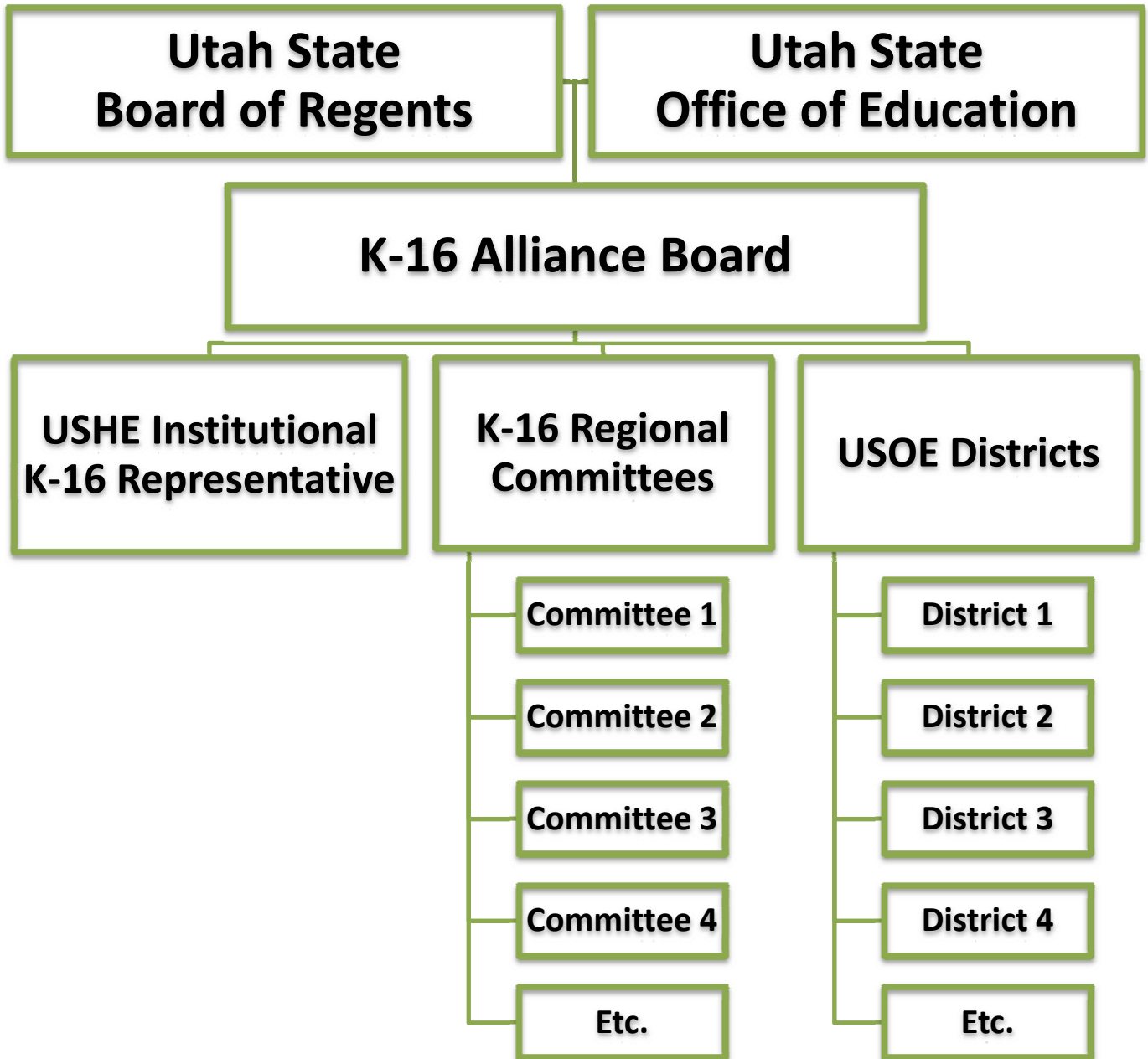
### **Attachment 3**

#### NETWORKING THE K-16 ALLIANCE

The K-16 Alliance is in the process of duplicating the Committees and intent of the Alliance at the administrative level to the system itself. For that reason, then, a representative from each USHE institution has been appointed to coordinate the school districts in their regions with each of the nine institutions as can be seen by the diagrams. At this point Utah Valley University has an active structure as does Utah State University, directed by Regents Teresa Theuer.

# K-16 Alliance

## *INSTITUTIONAL STRUCTURE*



**The Utah System of  
Higher Education  
&  
The Utah State  
Office of Education**

Counties and school districts served by  
each USHE institution;  
K-16 representative listed

**UU**  
Sharon Aiken-  
Wisniewski

**WSU**  
Bruce Bowen

**UVU**  
Michelle Taylor

**Snow**  
Rick Wheeler

**CEU**  
Greg Benson

**SUU**  
Jerry Bowler

**USU**  
Martha Denver

**DSC**  
Donna  
Dillingham-Evans

**SLCC**  
Joe Peterson

Salt Lake

Davis

Summit

Tooele

Washington

Cache  
Rich  
Box Elder  
Uintah  
Dagget  
Duchesne

Iron  
Garfield  
Beaver

Grand  
San Juan  
Carbon  
Emery

Sanpete  
Sevier  
Wayne  
Piute  
Millard  
Jaub

Utah  
Wasatch  
Nebo

