

Connecticut's P-20 Council

Principles to Guide Connecticut and Our Educational Systems

Connecticut leaders from across the educational spectrum, business, philanthropy, and community organizations have come together to build stronger educational pathways from preschool through K-12 schools and on to postsecondary education and careers. The success of Connecticut's students is the responsibility of all involved – students and families; teachers and administrators; boards of education; community-based organizations; philanthropy; employers; state agencies; policymakers and the public at large – each with different responsibilities and contributions to this effort.

The P-20 Council has developed the following principles to guide Connecticut and our educational systems along its path toward systemic change and increased educational attainment.

1. Connecticut's future economic and societal success depends on improving student success rates and increasing the education level of our state's population.
2. All students can be ready for every transition along their educational pathway from pre-kindergarten programs through postsecondary education and careers.
3. Local schools, colleges and employers must actively work together to improve student readiness for continued education and careers.
4. Every school, out-of-school program, college and educational system must understand the expectations of the educational system or employers to which their students go next.
5. Teacher training and educational leadership programs and local school districts must work together, and share responsibility, to increase student success in local schools.
6. Student success must be assessed along the entire educational pathway and not limited to outcomes at the end of a particular sequence (e.g., elementary school readiness, high school or college graduation).
7. Students have different learning styles; thus one style of teaching or one type of learning environment will not maximize student success rates.
8. Students are at different levels of readiness for their next step; thus initiatives to improve readiness must address these different levels.
9. Students' "college-going and career aspirations" begin to crystallize in middle school but must become more concrete in each future year in order to motivate student behaviors that will increase their readiness for continued education and employment.