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DEPARTMENT OF EDUCATION**

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Kevin M. Noland
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MEMORANDUM

TO: The Council on Postsecondary Education (CPE)

FROM: Kevin M. Noland

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DATE: October 26, 2007

SUBJECT: Report for the November 5 CPE Meeting titled "Kentucky Department of Education and Council on Postsecondary Education Collaborations to Increase College Readiness"

Due to having to testify before the LRC Education Committee at 10 a.m., on Monday, Nov. 5, I will be unable to join you at the CPE meeting. Therefore, I have attached my report that highlights the many initiatives on which the Kentucky Department of Education (KDE) and postsecondary partners collaborate to promote the college readiness of secondary students. KDE is committed to increasing college readiness and will continue to partner with the postsecondary community to enable students to be successful as they transition from secondary to postsecondary education.

Thank you for the opportunity to share the attached information on initiatives to increase college readiness.

Attachment

Cc: Brad Cowgill
State Pre-K to 16 Council Members

KMN:MAM:mam

Kentucky Department of Education and Council on Postsecondary Education Collaborations to Increase College Readiness

Introduction

The following describes major points of collaboration that will lead to improvement of college-readiness rates between the Kentucky Department of Education (KDE) and the Council on Postsecondary Education (CPE). The list is not all inclusive and contains only those initiatives that are led by KDE or that are led by CPE but to which KDE has staff permanently assigned (i.e., GEAR UP). The work is categorized under four broad topics: Student Planning and Advising for Successful Transition; Access to Rigorous Curriculum that Leads to College Readiness; Data and Reporting; and Technical Assistance to Schools.

Implications

In addition to ongoing collaboration through national initiatives such as the American Diploma Project and state coordinating bodies such as the statewide P16 Council, the Department and CPE collaborate on many levels in several different initiatives. Generally, there are primary points of contact from both organizations for work on college-readiness as part of the Refocusing Secondary for Student Success initiative, but many staff are engaged as is evidenced below.

Student Planning and Advising for Successful Transition

Individual Learning Plans (ILP)

As a requirement of the new minimum high school graduation requirements, every student in grades 6 – 12 must have a completed Individual Learning Plan (ILP). The ILPs are electronic and replace the Individual Graduation Plan. Students use their ILP to explore areas of academic and career interest, to establish and track progress towards academic goals, to plan studies and extracurricular activities that will help them meet those goals, and to plan for and transition successfully to college and work. Kentucky receives national recognition for the ILP. The ILP is also a tool to engage an increased number of parents more successfully in their child's education.

- Kentucky Admissions Program Directors were involved in ILP design and implementation planning and KDE staff meets with

them quarterly. Postsecondary requirements are part of the needs analysis. A close relationship exists to P20 data issues because the goal is for students to be able to transfer their ILPs to a college/university and this requires a hand-off between the secondary student ID and the postsecondary student ID.

Establishing Effective and Sufficient Academic Advising Systems

The Secondary Agenda says that every child should be engaged in a rigorous course of study that he/she understands as being relevant to the real world and as preparing him/her for a successful life beyond school. This means that every child's education must be personalized and that every student must have a meaningful, ongoing relationship with an advisor who is very familiar with the student and the student's ILP. This goal cannot be met if schools continue the traditional model of one professional guidance counselor for hundreds of students. Therefore, the Department is supporting new models of advising in schools that establish the professional guidance counselor(s) as part of the instructional leadership team responsible for overall quality of advising services and preparing others to act as academic advisors for students. This initiative also involves working with Colleges of Education to transform preparation programs.

- The need for close collaboration around teacher and counselor preparation programs has been identified by the state P16 Council. CPE, KDE and the Education Professional Standards Board (EPSB) need to pursue this together. Also, as colleges develop plans to support districts around increasing college-readiness, they are potential partners in sharing information about characteristics of strong advising programs. Additionally, the ILP has been designed to allow postsecondary admissions counselors and academic advisors to work with high school students and their secondary advisors through the ILP.

Project Lead the Way (Pre-Engineering)

The Department collaborates with CPE in the implementation of Project Lead the Way (PLTW) pre-engineering programs. This initiative is being implemented to address the need to improve the engineering pipeline in Kentucky to better prepare students for careers in engineering and engineering technology.

- The University of Kentucky serves as the affiliate university for PLTW to become the in-state training site for PLTW teachers and to support the implementation of PLTW in school districts. A staff person from UK College of Engineering has been assigned to work with KDE on this project. UK has also developed an articulation agreement for students completing the PLTW program and enrolling in the College of Engineering.

Career Pathways

KDE, CPE, Kentucky Career and Technical College System (KCTCS), and the Department for Workforce Investment are collaborating to develop Career Pathways in six career areas: Construction, Manufacturing, Education, Health Sciences, Information Technology, and STEM (Engineering). CPE has assigned a staff person to serve on the state team to oversee the design of the career pathways.

College Awareness

There are several initiatives promoting college-going and affordability led by CPE and others in which KDE participates, such as Go Higher Kentucky and Kentucky College Access Network. The Department is building links to these resources from the ILP and embedding them in professional development on advising systems.

Dropout Prevention

The goal of the Secondary Agenda is that every student will persist to a diploma and transition successfully to further learning and/or work based on a plan of intentional focus. This means that schools must eliminate dropouts and keep every student engaged in learning. The Kentucky Board of Education adopted a six strategy Persistence to Graduation framework in December 2006, which the Department is pursuing through multiple initiatives (i.e., adolescent literacy, effective advising systems, acceleration programs, improvement of instruction in alternative placements, etc.).

- The primary collaboration points are GEAR UP and Kentucky Scholars. Secondarily, the K12/postsecondary collaborations around the Individual Learning Plan and the use of dual credit as a strategy to re-engage disengaged youth contribute to dropout prevention efforts.

Access to Rigorous Curriculum that Leads to College Readiness

Curriculum and Assessment Standards

The Program of Studies and Core Content for Assessment drive instructional content development in Kentucky schools and districts. Both were recently revised and updated (2006).

- The revision process included close attention to recommendations from the mathematics and English alignment groups convened in partnership with CPE through the Kentucky P-16 Council. American Diploma Project benchmarks and postsecondary recommendations were also considered. Postsecondary faculty participated in a review of the documents.

End of Course Assessments and Diagnostic Mathematics Assessments

As part of the American Diploma Project Network, Kentucky joined a coalition of nine states that engaged high school, postsecondary and external content experts in development of an Algebra II End of Course Assessment (EOCA). Representatives from Kentucky institutions participated in the design and review. KDE is pursuing development of EOCA's for Algebra I and Geometry through a contract with a Kentucky university. Diagnostic assessments for use by classroom teachers in Algebra I, Geometry and Algebra II have also been developed by a work group sponsored by KDE and composed of K12 and postsecondary faculty. Access to these assessments and professional development on their use have been made available to both K12 and postsecondary.

- Postsecondary engagement in EOCA work will be expanded to include a CPE staff representative.

Reading Grants

Reading First and Read to Achieve provide grant funds to schools serving students in grades K-3. Reading First (federal) supports comprehensive reading programs while Read to Achieve (state) focuses on interventions for struggling readers.

- State Reading First Coaches work through an agreement with state universities regionally. The Read to Achieve Steering Committee includes postsecondary representation. Evaluation of both programs is a function of the Collaborative Center for Literacy Development housed at the University of Kentucky.

University Writing Projects

These projects provide intensive professional development opportunities for K-12 teachers on effective writing instruction and are funded by KDE.

- The projects are housed at regional universities.

Mathematics Achievement Funds and Committee on Mathematics Achievement

These funds support mathematics intervention programs in schools serving K-3 students and provide operational support for the Committee on Mathematics Achievement.

- Committee members are jointly appointed by the CPE President and the Commissioner of Education. Members include representatives from K-12 and postsecondary faculty. The Center for Mathematics Achievement (Northern Kentucky University, [NKU]) provides advice and research support for the programs.

Teachers Professional Growth Funds for Reading and Mathematics Coaching and Mentoring

This funding provides coaching and mentoring professional development for teachers who participate and coaches or mentors for reading and mathematics.

- The coaching program is operated through the Center for Mathematics (NKU) and Collaborative Center for Literacy Development (UK).

Virtual Learning – Kentucky Virtual Schools

The Kentucky Virtual High School (KVHS) is a KDE program that delivers middle and high school courses online to students in Kentucky schools. Schools access KVHS to supplement local course offerings, to resolve scheduling conflicts and to expose students to 21st century learning. KVHS has expanded to offer online professional development and to support online collaboration for special projects. The KVHS is expanding services to support the use of high-quality online content and online learning tools in local classrooms to help teachers differentiate instruction. Also, KVHS has joined a P20 Virtual Learning Partnership with all public colleges and universities. The name is changing to Kentucky Virtual Schools to reflect integration of and support for online learning programs in the Area Technology Centers and closer collaboration with district virtual learning programs.

- Extensive collaboration between KDE and CPE in the P20 Virtual Learning initiative focuses on infrastructure development, instructional design, content development and instructor/teacher professional development in online pedagogy. Transitional course content will be placed in a shared repository and made available to schools and colleges.

Advanced Placement and International Baccalaureate

As part of the Secondary Agenda, the Kentucky Board of Education has approved the concept that every student engage in credit-bearing work in the senior year that is specifically designed to prepare the student for successful transition to further learning and work in an academic area of interest of a chosen field of work. Advanced Placement (AP) and International Baccalaureate (IB) are credit-based transition programs that engage students in college-level work while in high school. There is national emphasis on increasing the numbers of low-income and minority students participating in these programs, especially in the fields of science and mathematics.

Recently, Kentucky was successful in securing one of seven state awards from the National Math and Science Initiative (NMSI), which will provide \$13.2M over five years to accelerate participation in science, mathematics, and English Advanced Placement course taking. The

emphasis of the initiative is on increasing successful participation among all students, especially students of color and low-income students, and in increasing the state's capacity to teach AP successfully as measured by exam scores.

- CPE has authority over the regulations that govern the manner in which colleges and universities give credit for passing scores on AP and IB exams. Postsecondary is a primary partner in the NMSI for teacher professional development. KDE and CPE are working on data exchange to ensure that students participating in NMSI, as well as AP and IB, can be tracked into postsecondary institutions for the purposes of program evaluation.

Dual Credit

Like AP and IB, Dual Credit is a type of credit-based transition program. A dual credit course is one for which the student is earning both high school and college credit. Dual credit is identified in the Secondary Agenda as a strategy for engaging youth who are underrepresented in the college-going population while they are in high school so that they persist to a diploma and transition to college successfully. The Kentucky Board of Education (KBE) received recommendations from an Inter-Agency Dual Credit Task Force at the August meeting.

- Extensive involvement occurred by CPE, two-year and four year institutions on Task Force. A need for ongoing collaboration is critical as various organizations pursue Task Force recommendations. Next steps must be defined. As part of the Refocusing Secondary agenda, the KBE has endorsed the concept that every student should be engaged in appropriate credit-based transition courses during the senior year (AP, IB, dual credit, senior capstone projects, transitional courses) aligned with the college and career goals in the ILP. Because they are "transition" courses, K12 and postsecondary have to partner to make this strategy effective.

Middle to High School Transition (GEAR UP and Schools to Watch)

The Secondary Agenda places emphasis on effective collaboration among middle and high school educators to increase the numbers of students who are ready to be successful in high school as they make the transition from middle school. To accomplish this work, the Department collaborates with the statewide Gaining Early Awareness and Education for Undergraduate Programs (GEAR UP) initiative, which is coordinated by the Council on Postsecondary Education. The Department also participates in the National Schools to Watch forum with the Center at Eastern Kentucky University to identify and share examples of effective practice around high school readiness.

- KDE assigns a consultant as the primary GEAR UP liaison and contributes matching to the grant. KDE is enhancing the ILP to reflect and track GEAR UP participation.

Transitional Courses to Reduce Remediation Rates – New

The Department is organizing a workgroup to develop transitional course content in mathematics. The courses are being specifically designed for delivery to high school students who are identified via their ACT score as in need of remediation. The students will engage in these studies during the senior year and will be certified as ready for credit-bearing college mathematics if they achieve certain benchmarks, thus reducing remediation rates. The course content, college-ready benchmarks and assessments will be developed by K12 and postsecondary faculty working together. This work is a direct result of recommendations delivered by the Inter-agency Dual Credit Task Force and the Developmental Education Task Force. The Dual Credit Task Force also recommended that students who complete the transitional content in mathematics be engaged immediately thereafter in their first college mathematics class via dual credit, either online or on ground, to ensure continued learning and progress. As resources are available, additional content will be developed/assembled that can be used to provide interventions in response to PLAN scores in lower grades and in English. The first meeting will be held in mid-November. The goal is to engage students in Fall 2008 based on the Spring 2008 ACT administration.

Data and Reporting

Longitudinal Student Tracking/Kentucky Instructional Data System

The Kentucky Department of Education received a \$5.8M federal grant to design and implement a longitudinal data tracking system. The Kentucky Instructional Data System (KIDS) will enable the monitoring of students as they move through the K12 education system to inform teachers' daily classroom decisions about individual students and to produce data that can be used to inform school, district and state-level policy and practice.

- The CPE is represented on the KIDS advisory group and close collaboration occurs in needs analysis and implementation as we anticipate data transfer between K12 to postsecondary based on the secondary student ID. KDE has less direct involvement in the postsecondary equivalent to KIDS (KPEDS). KDE is aware that they are building it but has no direct involvement.

Knowledge Management Portal and Content Repositories

The Department is seeking resources in the upcoming biennial budget to develop an electronic collaborative space for creating, storing and sharing of instructional resources (i.e., standards-based units of study, formative assessment items, electronic lab simulations, etc). The primary *audience*

for the portal is teachers, although many KMP resources will be available to administrators, students and parents.

- The Department and CPE are co-leading a statewide content repository initiative. The repository will be a digital library into which instructional content developed by both K12 and postsecondary can be uploaded and shared throughout the state. Repository content will be available to students and teachers through the KMP for instruction, intervention and professional development.

Uniform Electronic Transcript Reporting

With implementation of the new student information system, the unique student identifier and a system of common course codes at the K12 level, the Department has the capability for the first time to implement uniform electronic transcript reporting. This will enable an electronic college application through Go Higher from the Individual Learning Plan. It will also provide more consistent information in a standard form on student transcripts about the courses that students have taken and the level of their performance. This capability is also needed to enable electronic transcript audits that, when combined with K20 longitudinal data reporting capability, yield more and better data about the preparation and supports that lead to college-readiness.

- The decision to pursue electronic transcript reporting is directly responsive to needs identified by postsecondary partners, such as the Admissions Program Directors. The first meeting of the work group is scheduled for mid-November.

High School Feedback Report

The Department continues work with the Council on Postsecondary Education and the Kentucky Higher Education Assistance Authority to enhance the High School Feedback Report. This report is the primary feedback mechanism for districts, schools and communities about how their graduates who attend Kentucky colleges and universities fair. The Department places high priority on continuing to improve the timeliness and integrity of this data.

Technical Assistance to Schools

To help schools and districts implement the Secondary Agenda, the Department provides consultants who work in schools to provide technical assistance to instructional leadership teams engaged in the Refocusing Secondary Education for Student Success. These consultants have expertise in leading change and help schools develop 3 – 5 year transformation plans. These staff work closely with other KDE staff directly engaged in schools (Highly Skilled Educator and Achievement Gap Coordinators) as well as with local community organizations and

postsecondary partners to share resources and help broker professional development that is directly aligned with school needs.

KCTCS Collaboration on ARISE initiative

The Department and the KCTCS leadership have begun regular meetings to coordinate technical assistance to schools in response to SB130 and overall increases in college-readiness. Dr. McCall and his team met with Department leadership in September, a follow-up meeting was held in October and these will continue. A joint work plan will be developed so that KDE and KCTCS are planning together, leveraging resources and delivering consistent messages and services as KDE/KCTCS teams together to provide technical assistance.