

MINUTES

Call to Order The P-16 Council convened December 14, 2004 at the Kentucky Department of Education, State Board Room, Frankfort, Kentucky 9:00 am.

Roll Call The following members were present: Peggy Bertelsman, Tom Stull, Dory Combs, Bart Darrell, Virginia Fox, Richard Freed, Bonnie Lash Freeman, Cheryl King, Tom Layzell, Phil Rogers, Joe McCormick, Laura Owens, Hilma Prather, Kim Townley, Gene Wilhoit, and Elizabeth Jefferson

Approval of Minutes Minutes of the September 29, 2004, meeting were approved as submitted.

*Report of the Chair/
Overview and History* P-16 Chairman Richard Freed asked for any correction to the minutes from the September P-16 meeting. There were no suggestions for changes to the September minutes. A nomination for approval was seconded and the minutes from the September P-16 meeting were approved.

Chairman Freed congratulated Phil Rogers on his appointment as Executive Director of the Education Professional Standards Board (EPSB).

Commissioner Wilhoit provided some historical perspective regarding the P-16 Council. He and Peggy Bertelsman were initial council members and historians of the Council. He explained that the P-16 Council originated from an interest on the part of the prior Commissioner and prior President of Council on Postsecondary Education (CPE) to draw people together on a continuing basis and to see if they could resolve some of the disconnects that seemed apparent to all at that time. He stated that the group looked for possibilities for an agenda and his sense was that they did identify at that time the three important areas where the disconnect seemed most apparent.

One was fed by the concern about the lack of participation of some students in higher education and the lack of success of many of the students who chose to go into higher education. The Commissioner stated this whole issue relates to how the different interest groups could come together more systematically in terms of what students should know and be able to do, and what kind of curriculum experiences and educational experiences those students have through the K-12 structure into the next level of opportunity. He also stated that toward that end, a

number of the activities were listed. He stated that he felt that is the area where the Council has had most of their substantive conversation and a lot of very detailed work, and there is still some work to continue. His sense at this point is that council members have maintained that focus on aligning these areas well.

The Commissioner explained that the second area was making sure that the Council got away from finger-pointing and name-calling in terms of the communities. For example, K-12 saying if we only had better teachers, our students would achieve more; and higher education saying if they would only send us better students, we would be able to educate them better. He stated that was not a productive conversation. However, there have been a whole series of activities in these areas. He identified them as the identification, recruitment, preparation, certification and professional growth of our teachers as they work with students. He reiterated his sense is this subject has resulted in a productive conversation and yet more activity needs to be brought to bear.

Finally, there was the charge from the legislature at that time. Education had just gone through a higher education reform initiative and there was a heightened concern that at that time, Kentucky did not rank highly in terms of either adults who have higher education degrees or a high level of literacy among adult population. Also, part of the concern was that Kentucky was not sending as many young people into higher education as other states. One question was what could be done to bring attention to that issue and to aggressively recruit and support young people as they move through their educational career.

Those were the three areas the Council chose at that time to focus on and to keep everyone's attention. The Commissioner felt the P-16 Council had done a good job of keeping the attention on those three issues and keeping the agenda focused. He believes as the staff note indicates there have been successes in each of those areas. The Commissioner stated that he believes the agenda to be incomplete. His perspective is that if council members were to choose in this conversation to continue the effort in those three areas, it would be worthy work for us to continue, however, that may not be all that council members want to talk about in the future. He noted this probably is a good time for the P-16 Council to step back and say to themselves and each other that there may be some other issues resulting from our accomplishments, because of the changing climate and the new challenges that are in front of council members. He also suggested that there might be something else that we want to add to these three broad areas.

He noted that he felt good about the conversations and the efforts that have been underway, but at the same time he feels like there is still a lot of good hard work to be done by this group as they move ahead. He ended by stating that good intentions are absolute prerequisites to work, but he would advised that as the Council moves ahead and systems are in place and decisions are made, he hoped that council members could focus more specifically and be able to point to more tangible results of their actions.

Bart Darrell stated that the only way he truly believed that this body could ever measure it's effectiveness is with the success of the local P-16s. He believes that members need to get to a point where they have permanent regional or local P-16 councils rather than ad hoc P-16 councils. He suggested that this would tell us if the people in the state are supporting what this body is trying to set as policy.

Tom Layzell commented that in thinking about the impact of an organization like this which has to operate, in effect, with two other agencies who in turn have to operate, through numerous other agencies themselves, you have to ask yourself, would these conversations be going on if there was no P-16 council? He believes the answer to that is very clear. He noted that some of it might be going on, but not to the extent it is occurring and not at the current level of productivity. He thinks the test of a council which is made up of representatives of other agencies and the public that have other responsibilities is the linkage between the agendas and what actually happens. The things that have been focused on at the P-16 Council have in fact become agenda items of the Kentucky Board of Education (KBE) and the Council on Postsecondary Education (CPE).

Secondly, he stated that the P-16 Council members have had discussions about P-16 and one of the comments that both he and Commissioner Wilhoit made is that they think local P-16 Councils need to be strengthened. That will help some of the local councils get better organized and have more impact.

Hilma Prather suggested working on a set of goals that support the objectives of P-16, then asking their particular agencies to adopt those as goals they would commit to implement as a body to promote through the upcoming year.

Ms. Bertelsman stated that the local P-16 councils have a lack of board identity. She would like to see the P-16 councils have very short-term objectives.

Ms. Prather pointed out that KDE, is governed by statutory limitations and cannot direct groups to do things a certain way, KDE has to follow the statutes.

Dory Combs suggested the P-16 council think of themselves as a roundtable discussion group rather than a council.

During the initial discussion Tom Layzell stated he thought the next meeting of the P-16 Council, following up on the discussion of its role as a "roundtable" should focus on its previous recommendation for a single rigorous curriculum for all high school students and the issues surrounding that issue.

Dr. Layzell also referred to the nine regional forums just completed by CPE. He stated that the objectives of the P-16 Council came up in each one of those forums as something the people of the Commonwealth thought was important. He suggested just shifting the focus of agendas to get more accomplished.

*Implications of the
Governor's View of
P-16 Agenda*

Secretary Fox emphasized seeing education as a holistic matter. She suggested an idea for a request for proposals (RFP) for certain communities asking the entire community to step up. She stated that some of the issues in alignment have become "occupational hobbies"; they can occupy people for years. She stated her impatience with groups reaching agreement on issues. She explained that those people who have "hardening of the categories" are the people who have been in the same positions for 25 years, and will have a problem with reaching any agreement related to change. It is a deep and heartfelt philosophy. She compared it to a religion. (There was applause from the audience)

Linda France stated that P-16 has been trying to merge two different sets of goals: board goals and P-16 goals. The Board has three broad goals; high student performance, high quality teaching and administrator and strong and supportive learning environments. Then, as we look at our P-16 goals and attempt to merge these two, we see some crossover and many common goals but trying to work with two boards with two separate sets of goals is very difficult to accomplish. She supported the P-16 adopting the roundtable forum for meetings.

Dianne Bazell stated performance indicators will be updated for the next P-16 meeting. They will not be complete, but will be available. She also supported the roundtable format for the council.

Dr. Layzell stated that the council needs to focus on what is doable. He said some of the issues are doable, while others are not. He also noted

all the subject matter and issues need to be put on the table and indicated it is time to deal with these issues. They do not need to drag on forever.

Secretary Fox questioned what would happen if the Cabinet For Economic Development committed to recruiting companies in some futuristic types of fields, if the community committed to looking ahead and creating the workforce needed to supply them in five to ten years. Economic Development would agree to use their energy as they travel the world to recruit the companies who will use these skills and pay good wages for the community, and the P-16 system would commit back at the primary level to getting them ready to be that work force. That is a P-16 idea and one that can only work locally with leadership from this group. She questioned what kind of behavior council members want to lead the local councils to accomplish? What does the council want to ask for at the state level to promote local councils and give them the chance to really make a community a learning community?

Secretary Fox gave an update on the Governor's vision. As far as 06, it is going to be a tight budget. She explained they are trying to carve out something for teacher/leader quality and pilot (P-16 would try to create the RFP) something with the theme of "Lifelong Learning".

*Report of Local
P-16 Councils*

Elizabeth Jefferson gave a brief overview of local P-16 councils and their most recent meeting on November 11 in Bowling Green. She mentioned the Jefferson County and Owensboro councils as examples. She explained Warren and Barren Counties' P-16 councils, and indicated a report was given about their needs assessment. They have collected data and done surveys for the industries and agencies and the school districts. They evaluated precisely where the needs and interests are and how to pull them together.

She also mentioned one of the most exciting moments was a presentation by Joanne Lang of the Kentucky Science/Technology Corporation (KSTC). She encouraged Council members to review the study just completed by CPE and the KSTC. It looks at teacher attitudes in math and science fields toward emerging fields of study. The study motivated everyone to evaluate whether we are preparing for the future or are preparing for yesterday. Some of the priorities they discussed for the local P-16 councils are the understanding and recognition of the need for some type of funding or stability. One other thing discussed was the access and availability of continued statistical information.

Bart Darrell also reported on local P-16s and acknowledged the “College Track” video as a fantastic piece of work and encouraged every local P-16 council to have a copy of the same.

Commissioner Wilhoit redirected the conversation back to what the state P-16 Council could do to support the local P-16 councils. Commissioner Wilhoit questioned the local council representatives as to whether there were specific ways they could assist the local the P-16 councils and asked if the representatives had any suggestions to share.

Elizabeth Jefferson responded that staffing is important since there with local councils covering large areas there has to be a lot of “circuit riding” by staff between districts comprising the local councils. She stated that most councils are made up of multiple counties, and indicated that staffing (prioritizing a full-time staff member for local councils) could address this issue effectively.

Commission Wilhoit pointed out that if the Council is going to put so much faith in the local P-16 councils to carry out this agenda, then council members should be thinking about whether they are workable under their current structure or if the Council needs to rethink the structure. We should also be considering the ways that the statewide Council could provide support. If a local group is convening, but not able to move an agenda forward, that could be due to having insufficient staff to carry out that agenda between meetings, but it could also be that council members need to provide some other support. For example, the Council may need to provide a set of discussion documents that could address issues the statewide Council is currently discussing how to provide guidance and direction to assist in moving their agendas. He encouraged all members to continue to think about the fact that the Council is going to take on this responsibility for promoting a single seamless system, and the types of supports and structures that must be in place to do so.

Dr. Layzell felt that it is a part of the maturation process for local P-16 councils to do what we are talking about to begin putting pencil to paper. He stated also that he believes the key question in this next phase of postsecondary reforms is “What is it going take”? He also believes that until the local P-16 councils get to this phase where they know what direction to take, they will not be able to obtain resources to help them.

Secretary Fox stressed the importance of knowing what data sources are needed by the local P-16 councils in order for them to succeed. She noted Dr. Felner received a seed money grant to create a Data and

Policy Analysis Center. Dr. Felner has contacted Secretary Fox asking what data KDE needs to successfully complete its work.

Dianne Bazell noted very important comprehensive questions focused on literacy from a recent literacy summit. She stated Ms. Prater also attended this summit.

Ms. Prater explained that Dr. Crouch distributed packets to each breakout group and asked members of the groups to personalize the information according to their area. Ms. Prater stated that this regional data gave the members of the groups immense information.

Dr. Bazell stated that CPE could provide information for discussion at the next P-16 Council meeting, and could focus it on P-16 rather than only on literacy.

Secretary Fox suggested bringing the information to the agenda of the P-16 Council. She stated that Dr. Felner is begging for this type of information.

Jim Applegate explained that during the March 2005 Council meeting, all the local P-16s would invite the local councils to come and have a meeting here to display what they are doing. It would give the state P-16 Council members a way to walk through and see what each of the local councils are doing.

Tom Welch, Cabinet for Economic Development, gave a power point presentation on linking P-12 education to economic development in our communities. He presented statistical information regarding counties in Kentucky and the impact of new industries locating in Kentucky, and the educational levels of the individuals in the community. Tom explained that the regions that accumulate the most human capital would prosper in the 21st Century. He also stated Kentucky's ability to sustain and propel a 21st Century knowledge-based economy is dependent on intellectual capital.

He explained the Kentucky Think-Link group, and shared four of their basic messages:

- Kentucky is unprepared and is not adequately preparing for a knowledge-based economy
- Our success as a state depends on how we meet this challenge
- We need to create and maintain a thriving entrepreneurial climate that is supported by programs that inspire and facilitate the commercialization of ideas
- We all have a role to play in the resolution of this problem

He noted that we must advocate for a commitment to forge ahead even in the face of uncomfortable data. He ended the presentation with goals for students in the Commonwealth of Kentucky in the 21st Century.

Linda France interjected that Mr. Welch has been presenting this information to a lot of communities and local boards of education. His presentations seem to be waking up and shaking up the community, which is needed.

*Statewide Public
PostSecondary
Placement Policies
for Mathematics
& English*

Dr. Bazell began explaining statewide Public PostSecondary Placement Policies in Math and English. She explained that CPE was attempting to develop a set of standards, not a curriculum. The focus with the American Diploma Project was to focus on high school graduates and what every high school graduate would need to know and be able to do to be ready either for college or for the skilled workplace. When the standards were issued, the P-16 Council discussed how to proceed with these standards. One of the standards in postsecondary was “What does it mean to be college ready?” One focus mentioned was on the English curriculum.

Linda France questioned with the new set of standards whether there is a benchmark to share with seniors or high school freshman about the kind of benchmark will we would be setting at the entry level that would give more definition to entrance criteria.

*Writing Assessment
Discussion*

Nancy LaCount and Starr Lewis, KDE, reported on the math core content and writing assessment.

Starr Lewis began explaining the process of reviewing the writing portfolios. She explained it was a unanimous decision to give analytical writing a more prominent role in the writing portfolio, especially at the high school level. Another decision was moving from a holistic scoring process where students get a single overall score on a piece (novice, apprentice, distinguished, proficient) to one that is more analytic in nature. Students would get information and feedback about different aspects of a portfolio, such as organization and language usage. Another area discussed was how we put a more explicit focus on the kind of grammar and skills that students need for the ACT. The KBE is considering having a grammar assessment at the tenth grade level modeled after the ACT that would give students feedback on grammar and mechanics. Ms. Lewis explained that on-demand and analytical writing are both to be kept in the writing assessment system. She pointed out that one of the goals of the American Diploma Project is to be able to use the high school assessments as an element in determining placement into college classes. One of the things KBE is

considering is moving the administration of the writing portfolio to either the junior year so it is finished in time for postsecondary placement. The Board is also talking about changing the on-demand assessment at the high school level to be a response to a text. In other words, a student would read an excerpt from something like a piece of literature then respond to that text analytically.

Ms. LaCount explained that there might be a need to increase the weight for the on-demand and decrease the weight of the portfolio to bring them closer in line with each other. There was an agreement that whatever the decisions are, they will require more intensive professional development with classroom teachers and will require increasing levels of collaboration with higher education to see how we can assist content-based teachers so that they begin to see writing as a natural part of their instruction. They also need guidance as to how to write in particular disciplines.

*Math Content
Standards Discussion*

Ms. LaCount gave a brief overview of the proposed revisions to the Mathematics Core Content for Assessment. She explained meetings have been conducted thus far and explained that another meeting has been scheduled for the end of January. Staff is currently working on a draft of prioritization and clarification of core content for assessment, which is still in draft format. Ms. LaCount noted that the biggest areas of disagreement were around Algebra II - what should be done regarding data, probability and statistics, and where that should fit into the curriculum.

Other Business

The Chair confirmed the March 5, 2005 P-16 Council date and time.

Adjournment

With no other business to conduct, Chairman Freed adjourned the meeting.