

**Council on Postsecondary Education**  
**November 5, 2007**

**P-16 Council Update**

At the September meeting of the state P-16 Council, members reviewed the agenda and accomplishments of the state council since 1999, when the Kentucky Board of Education and the Council on Postsecondary Education decided to form this advisory board. The P-16 Council used this information to prioritize initiatives for the coming year. In addition to teacher quality, alignment of K-12 and postsecondary standards, and policy issues involving the transition of students from one sector to the next, the P-16 Council has overseen the formation of local P-16 councils, beginning in 2001 when the General Assembly included them in its budget and the CPE began funding them.

P-16 Council members heard a report from Gary Perkins, who has led the development of the Central Kentucky Area P-16 Council and the Southeast Area P-16 Council. Mr. Perkins highlighted two areas of note in their work: (1) including adult educators in the pre-school and elementary school enrollment process, so parents of young children are encouraged when they enroll their children in school to complete their GEDs and (2) engaging local employers to provide incentives for GED completion and postsecondary program completion, such as vacation time, bonus pay, or preferred consideration for promotions. The state council has provided direction for local councils. The local initiatives have, in turn, served to highlight areas for the state to pursue, such as these initiatives mentioned; P-12 and postsecondary alignment dialogues and early college-readiness assessments (Council of Partners in Education in northern Kentucky); dual credit agreements, as well as engagement of local employers to give K-12 teachers, faculty, and adult education providers insight into what their graduates will be expected to know and be able to do in the workplace (Greater Owensboro Alliance for Education); and articulation agreements between adult education and two- and four-year institutions for providing developmental education and seamless transition (Greater Louisville Workforce/Education Initiative). Mr. Perkins also emphasized the need for reliable and consistent state-level support and funding to ensure implementation of the state P-16 agenda at the local level.

The P-16 Council also has endorsed cross-sector data collection to ascertain the impact of programs and policies on student achievement and success, provide feedback across sectors, help identify priority needs (both statewide and regional), and establish a consistent framework for aligning the agenda of local councils with state goals. During the meeting, the P-16 Council members heard a report from CPE and KDE staff on plans to create a P-20 data repository and passed a motion to request that the Education Cabinet secretary convene agency heads to develop a plan, including funding, for creating a P-20 data repository in Kentucky to be reported to the Council at its December meeting.

KDE staff demonstrated the new online Individual Learning Plan implemented as part of KBE's revised high school graduation requirements. CPE member Mark Wattier suggested that autobiographical video clips showing Kentucky employers be included on the Web site to exemplify the importance of effort, the investment of time, and the value of "big dreams." Members also commented on the usefulness of the ILP for advising and guidance counseling and recommended a closer integration between the ILPs and the Go Higher Kentucky Web site operated by the Kentucky Higher Education Assistance Authority and between the ILPs and financial aid information. CPE members on the P-16 Council noted that the ILP could be used by postsecondary institutions for enrollment management guidance and for planning and seeking approval of new programs, as the ILPs will provide a good indication of pipeline interest and likely enrollment patterns.

KDE staff also gave an overview of the first statewide administration of the ACT Education Planning and Assessment System (EPAS) to eighth- and tenth-graders in 2006-08 (one of the provisions of the 2006 General Assembly's Senate Bill 130) and discussed the Office of Education Accountability's report on its results. With these early alerts regarding college readiness, teachers will be able to provide timely interventions, students will have more time to prepare for college, and the need for postsecondary remediation will be reduced.

Joanne Lang, executive vice president of the Kentucky Science and Technology Corporation, reported on the \$13.2 million National Math and Science Initiative to increase access to AP courses for high school students. The Kentucky Science and Technology Corporation led this application effort, working with the KDE, the CPE, and the Partnership for Kentucky Schools.

CPE staff informed the P-16 Council of the CPE's College Access Initiative, targeting GED graduates and, especially, adults with some college. John Marks, executive director for the Department for Workforce Investment, Career and Technical Education, noted Asbury College's Achieve bachelor of science degree completion program as a model. Asbury provides simplified registration processes, learning modules, and clearly articulated requirements and learning objectives, ideally structured for working adults with time barriers. He encouraged CPE staff to look into introducing that model more broadly. Discussion turned to the need to identify coursework that is particularly relevant to adults, the delivery of developmental education to adult learners, and the broader issues of transfer (and credit granting) for general education and specific skills that adults bring to college through either formal education or work experience. Council members also noted the desirability of a correlation study of the ACT and the GED to determine college readiness thresholds for the GED.

Finally, the P-16 Council approved a resolution honoring and commending Thomas D. Layzell on the occasion of his retirement.