

Developmental Education Progress Report

The Council on Postsecondary Education staff has been working closely with institutional representatives to ensure that students enter postsecondary institutions and the workforce prepared to meet their educational and career goals. This work has been underway since the completion of the Developmental Education Task Force Report, which can be found at http://cpe.ky.gov/committees/develop_ed/. The recommendations from the Task Force are listed below with a progress report related to each recommendation.

Recommendation 1: Update the Admission Regulation

The admission regulation was revised and approved in December 2007. Given the timing of the regulation's approval, the institutions have voiced concerns related to the full implementation of the standard by fall 2009. Based on the amount of time needed for institutions to review the impact of revisions, develop implementation plans that included creating or enhancing courses and student support services (testing, advising, tutoring, and mentoring), aligning curricula and assessments to the new standard, revising budgets, revising admission policies and recruitment materials, and developing the training materials needed for faculty and staff, the Council staff agrees that delaying the implementation of the regulation to fall 2010 is the most prudent course of action. A coordinated statewide effort to implement the revised readiness standards at each postsecondary institution will be initiated over the next several months.

- 1) Institutional developmental education programs and the progress made to implement the revised standards, course and transfer course alignment, core content for developmental coursework, alternative online approaches for delivering developmental education coursework, placement and diagnostic assessments, and strategic initiatives to improve college readiness working with K-12 and adult education programs will be reviewed.
- 2) Institutional meetings will take place to review programs and progress made to implement the standards.
- 3) A reading workgroup has been established to evaluate and define essential reading needs related to college readiness.
- 4) As needed, workgroups in mathematics and English will be established to review core content, assessments, and best practice online approaches.
- 5) A cataloging of intervention strategies will occur, including work with K-12 and adult education programs.

Kentucky was one of the original states to join the American Diploma Project to set standards needed for students to successfully compete in the workforce or to enter postsecondary institutions prepared for college level work. That report, published early in 2004, *Ready or Not: Creating a High School Diploma That Counts*, included guidelines used in Kentucky to address college and workforce readiness. Two groups, the English Postsecondary Placement Policy Group and the Mathematics Postsecondary Placement Policy Group, used the ADP report, ACT

standards, and other national readiness standards guidelines to develop the Statewide Public Postsecondary Placement Policy. State and national data were used to determine ACT content specific scores for English and mathematics.

Concern related to the use of the ACT reading readiness standard of 21 has existed from the time the proposed regulation was released in March 2007. The increase in the reading readiness score from 18 to 21 meant that an additional 4,200 students would be identified across the Commonwealth who would require remediation, according to a CPE report released in March 2008 and requires the hiring of additional faculty at each institution to accommodate the need for additional coursework or supplemented program instruction in reading. A January 2009 assessment of reading readiness using ACT guidelines led to the recommended change of the reading readiness standard in the regulation from 21 to 20.

The proposal to revise the guidelines for readiness and the date of implementation are also being considered by the Council at this meeting.

Recommendation 2: Develop an Integrated College Readiness and Underprepared Student Accountability/Funding Proposal

The Council included in the 2008-10 budget requests for accountability and incentive measures for postsecondary institutions to increase the retention and graduation of underprepared students. Funding was also to include rewards and incentives for high schools and provide matching funds targeting teacher preparation. Due to budget shortfalls, the recommended funding is no longer feasible.

Kentucky Adult Education is working with the Kentucky Collaborative Center for Literacy Development (CCLD) to provide professional development for adult educators in reading and writing instruction. KYAE is currently working with the Kentucky Center for Mathematics at Northern Kentucky University to develop training for adult educators in the area of transitional mathematics instruction. The KYAE Curriculum and Instruction unit is working to develop teacher and student mathematics content standards according to the American Diploma Project standards. Both of these efforts will help promote college readiness for students transitioning from adult education to postsecondary institutions.

Recommendation 3: Fund Infrastructure Improvement

The current budget does not include new funding for infrastructure improvement. However, institutions have made progress in developing new infrastructures on their campuses despite this lack of funding.

Recommendation 4: Create Professional Development that Targets Readiness

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. The 2006 Kentucky

General Assembly passed Senate Bill 130 requiring the P-12 assessment program to include a high school readiness examination at the 8th, 10th, and 11th grade levels. This resulted in the implementation of ACT's Educational Planning and Assessment System (EPAS) in Kentucky. The bill also required that the Council on Postsecondary Education and public postsecondary institutions offer support and technical assistance to schools and school districts in the development of accelerated learning for students who demonstrate a need for intervention due to low scores on the high school or college readiness exams. Eight educator quality grants were awarded to five post-secondary institutions in partnership with local school districts, with awards totaling over \$1.1M, to improve college readiness.

Recommendation 5: Link Teacher Preparation More Strongly to College Readiness

Teacher preparation program accreditation standards have been revised to include a college readiness focus. The *Redesign in 2009* conference held in August 2008 had a focus on program initiatives, including use of online instruction, to help individuals develop essential skills needed in the workforce or to enter postsecondary institutions better prepared. The use of technology to expand college and workforce readiness and to define college readiness was a focus of the conference. A committee has been established to plan a May conference focusing on integrating faculty development and teacher quality issues.

Recommendation 6: Develop Early Interventions for Students

Limited funding may be available for postsecondary institutions to use to develop early intervention strategies and programming for middle and high school students, adult education students, and those students transitioning to postsecondary institutions. A competitive process will be developed for postsecondary institutions to receive up to \$30,000 to develop and implement these strategies.