

AGENDA

Joint Meeting
Kentucky Board of Education
Council on Postsecondary Education
February 11, 2004
7:30 p.m.
Ballrooms 3 & 4
Holiday Inn Capital Plaza, Frankfort, Kentucky

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| A. | Welcome and Introductions | Helen W. Mountjoy, KBE Chair
Steve Barger, CPE Chair |
| B. | Call to Order and Roll Call of the
Kentucky Board of Education | Helen W. Mountjoy |
| C. | Call to Order and Roll Call of the
Council on Postsecondary Education | Steve Barger |
| D. | Remarks by Governor Fletcher (invited) | |
| E. | Remarks by Secretary Fox (invited) | |
| F. | P-16 Progress Update | Gail Henson |
| | a. Teacher Quality | |
| | b. Alignment | |
| | c. Student Transition | |
| G. | Other Business | |
| H. | Adjournment | |

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American Diploma Project

In October 2001, Kentucky was selected, along with Indiana, Massachusetts, Nevada, and Texas, to participate in the American Diploma Project. The ADP, a collaboration of Achieve, Inc., The Education Trust, and the Thomas B. Fordham Foundation, is a national project aimed at connecting states' expectations for earning a high school diploma with the real world demands that graduates face in postsecondary education and the skilled workplace. By aligning high school graduation standards in English language arts and mathematics with the entrance level expectations of postsecondary education and the skilled workplace, students will be assured that the standards they are required to meet in high school are directly linked to the entry-level expectations of colleges and employers and, therefore, that a high school diploma has relevance to the world beyond high school.

During its first year, the ADP project organizers conducted four major analyses using both national data and materials from each of the five participating states:

- They analyzed high school level, postsecondary, and workforce competency assessments in each partner state to determine the gaps between the standards students are expected to meet for high school accountability purposes and GED-attainment and the standards they are expected to meet for admissions, placement, and hiring purposes by colleges and employers.
- They asked postsecondary faculty from both two- and four-year institutions in each state to determine the appropriateness of their state's secondary school standards as standards for college-readiness.
- They conducted a skilled workforce analysis by interviewing employers nationwide to define knowledge and skill expectations for high paying jobs, and they analyzed the academic preparation background of employees in these fields.
- They analyzed the legal issues that must be addressed if states use high school assessments for postsecondary entrance and employment purposes.

During its second year, using the standards articulated by postsecondary faculty and in the workforce analysis, they developed a set of benchmarks of college and skilled workplace readiness in mathematics and English language arts which they vetted nationally to focus groups of content experts, including postsecondary faculty and employers. These benchmarks reflect a set of expectations held by educators and employers alike for what high school graduates need to be ready for college and employment without requiring remediation. The ADP organizers also developed a set of sample workplace tasks and postsecondary assignments to illustrate the applications of these benchmark skills. The benchmarks and applications are scheduled for national release February 10 in Washington, D.C., and copies of the benchmarks and applications will be distributed at this joint meeting.

Throughout the two-year project, the ADP regularly provided technical support to each partner state and its local communities as requested and convened stakeholder representatives from the partner states in Washington, D.C. to preview next steps, review state progress and plans, and update the partner states on the national research progress.

Postsecondary and P-12 representatives, business, labor, and other education stakeholders joined the P-16 Council at its March 2003 meeting to review the research conducted during the first year of the ADP and make recommendations concerning future directions in Kentucky. Sheila Byrd, executive director of the ADP, and other ADP staff led the discussion. Fourteen specific recommendations resulted from that meeting. Following it, staff members of the KDE and the CPE, joined by representatives of the local P-16 council network, met to organize the recommendation into a proposed work plan for adoption by the P-16 Council and determine a working agenda for the P-16 Council and its respective member organizations responsible for implementation.

The policy panel recommended that:

- pre-service and professional development of teachers be aligned with the refined content standards reflecting the ADP benchmarks.
- P-16 educators align writing programs and initiatives.
- Kentucky's educational expectations be strengthened around the mastery of refined content standards based on the ADP benchmarks.
- Kentucky's existing graduation requirements be examined consistent with the recommendations made at the March 2001 P-16 Council meeting.
- All agencies be involved in a communication plan to educate citizens regarding postsecondary and new economy expectations for high school graduates (see attachment).

Because of the sizeable proportion of Kentucky's adult population earning a GED, Kentucky's plan specifically charged the CPE with aligning adult education curricular standards to the ADP benchmarks.

The plan was endorsed by the P-16 Council at its June 2003 meeting. The Council on Postsecondary Education approved the plan at its July 2003 meeting. Commissioner Gene Wilhoit reviewed the recommendations for the Kentucky Board of Education at its June meeting. The Board decided to wait until the ADP benchmarks in mathematics and English language arts were issued formally before recommending changes to the core content. Commissioner Wilhoit recommended that no new components be added to the writing portfolio or the CATS test but that the meaning of "transactive" writing in the portfolio be examined to determine if modifications could meet the ADP benchmark. No specific recommendations were made regarding mastery of content standards at that meeting. The Board agreed to work with other agencies to develop a communications plan to educate citizens about more demanding postsecondary and new economy expectations for high school graduates, including more advanced communication, mathematics, and problem-solving skills.

Kentucky's participation in the ADP was premised on our agreement in our application that we would work, as a state, with the ADP research staff to help establish benchmarks of college- and workplace-readiness that our postsecondary institutions and business community could accept; that there were no regulatory or legislative mandates in the state that would impede our participation in the ADP; that we would make modifications needed to align high school standards with postsecondary and workplace benchmarks so high school work would be usable by colleges and employers; and that we would broker agreements with a critical mass of the colleges and employers to do this.

As Kentucky examines its next steps as a result of its participation in the ADP and the ADP research findings, the Board and the Council face a set of policy questions regarding the state's Minimum High School Graduation Requirements, Pre-College Curriculum, standards of college-readiness, P-16 accountability, and postsecondary placement policies. The Council and the Kentucky Board of Education may wish to discuss next steps at their joint meeting.

Staff preparation by Dianne M. Bazell and Linda France

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P-16 Progress Report

Since its formation in 1999, the State P-16 Council has overseen and guided initiatives to improve the preparation and professional development of educators, increase the alignment of competency standards, and eliminate policy barriers impeding student transition from preschool through the postsecondary system (Attachment 1).

During its first four years, the P-16 Council formed the P-16 Literacy and Mathematics Alignment Teams to reduce the need for postsecondary remediation in English and mathematics. The recommendations of these teams of P-12 teachers and postsecondary faculty, with input from employers, labor leaders, and parents, were approved by the Council on Postsecondary Education and accepted by the Kentucky Board of Education and the Education Professional Standards Board. The staffs of the partner agencies also drafted a white paper advocating the development of a single, rigorous high school curriculum that would prepare all students for the increasingly rigorous expectations of both colleges and the skilled workplace.

The partner agencies annually convene the chief academic officers of public and independent postsecondary institutions and the deans of their colleges of arts and sciences and education to improve both the preparation and professional development of teachers. The partner agencies have successfully sought external funding and support for joint projects to improve the quality of school leadership (State Action for Leadership Project), improve the chances of low-income and minority students to succeed in college (GEAR UP), and research the impact of middle and high school curriculum on the postsecondary success of high school graduates and the professional effectiveness of teachers (The Education Trust Data Project). The Education Trust Project highlighted the importance of state agency efforts to develop reporting systems that allow for meaningful connections and sound policy decisions to improve student achievement and quality teaching.

For the past two years, at the direction of the P-16 Council, the staffs of the KDE and the CPE, faculty from Kentucky's public and independent postsecondary institutions, teachers from local school districts, and members of several of Kentucky's local P-16 councils jointly contributed to the research that led to the development of the American Diploma Project benchmarks in English language arts and mathematics and the policy recommendations on how to implement them. Kentucky, Indiana, Massachusetts, Nevada, and Texas were competitively selected by the ADP, a collaboration of Achieve, Inc., The Education Trust, and the Thomas B. Fordham Foundation, to serve as pilot states in a national project aimed at connecting states' expectations for earning a high school diploma with the real-world demands that graduates face in postsecondary education and the skilled workplace. By aligning high school graduation standards in English language arts and mathematics with the entrance level expectations of postsecondary education and the

skilled workplace, students will be assured that the standards they are required to meet in high school are directly linked to the entry-level expectations of colleges and employers. The ADP sponsoring organization is releasing the benchmarks February 10, 2004, in Washington, D.C., detailing a set of recommendations to ensure that all high school students are prepared for postsecondary education and work.

Kentucky's participation in the ADP was premised on a commitment to work, as a state, with the ADP research staff to help establish benchmarks of college- and workplace-readiness that our postsecondary institutions, K-12 educators, and business community could agree upon; that there were no regulatory or legislative mandates impeding participation in the ADP; that needed modifications would be made to align high school standards with postsecondary and workplace benchmarks so high school work would be usable by colleges and employers; and that agreements would be brokered with a critical mass of the colleges and employers to do this.

As Kentucky examines its next steps as a result of its participation in the ADP and the ADP research findings, the State Board and the Council will face a set of policy questions regarding the alignment of the state's minimum high school graduation requirement with the pre-college curriculum, the agreement of standards of college and workforce-readiness, the determination of accountability across all sectors, and the refinement of postsecondary placement policies.

The Kentucky Virtual University and the Kentucky Virtual High School have worked with the KDE, the Education Professional Standards Board, postsecondary institutions, and local school districts to increase the availability of rigorous courses for high school students and professional development opportunities for teachers. The Kentucky Community and Technical College System has worked with the KDE and Kentucky's postsecondary institutions to develop a 2+2 teacher education program to increase the numbers of students enrolling in college and to increase the number and quality of K-12 teachers and classroom assistants. The KCTCS also is partnering with the KDE, postsecondary institutions, and local school districts to increase the availability of college credit course opportunities for students as early as tenth grade.

Under the auspices of the Kentucky Higher Education Assistance Authority, the CPE, the KDE, and Kentucky's public and independent institutions are developing a Go Higher Web site for students as early as middle school to receive college advising and begin academic and financial planning for college.

Kentucky now has 17 local or regional P-16 councils to link all levels of education with workforce and economic development needs. Some of the local councils are designated Go Higher communities through the public communication campaign for adult education (see attached map). Kentucky's success in creating this statewide infrastructure of local councils, comprising representatives from education, business and labor, and other civic leadership, has been nationally recognized.

To focus the work of its partner agencies to create a seamless system of education in Kentucky, from early childhood through postsecondary, the P-16 Council has approved a statement of vision, mission, goals, and objectives (Attachment 2), and the staffs of the partner agencies are establishing indicators and measures of progress for attaining these goals.

The level of collaboration across agencies and sectors in Kentucky has dramatically increased since the creation of the state P-16 Council. The council is a valuable vehicle promoting Kentucky's efforts to create a seamless, integrated system of education to enhance the economic development and quality of life in the Commonwealth.

Staff preparation by Dianne M. Bazell and Linda France

KENTUCKY P-16 COLLABORATION: A REVIEW AFTER FOUR YEARS

1) Teacher Preparation and Professional Development: From Early Childcare Through Grade 12

- **Project 30 Symposium**

In 2000, the Council on Postsecondary Education sponsored a statewide symposium of arts and sciences and education deans at Eastern Kentucky University. Modeled on the work of The Project 30 Alliance (a national organization of postsecondary institutions of arts and sciences and education deans), it focused on improving teacher education programs in Kentucky.

- **Council of Chief Academic Officers Teacher Quality Summits**

The CPE and the Council of Chief Academic Officers sponsored three statewide summits (two at Centre College and one at EKV) to develop statewide and institutional plans for improving teacher education. Public and independent institutions, the Kentucky Department of Education, and the Education Professional Standards Board are assessing progress made by institutions in meeting their stated goals.

- **2+2 Teacher Education Agreement**

Representatives of the Kentucky Community and Technical College System, all of Kentucky's public universities, and five of its independent institutions signed a memorandum of agreement in October 2003 identifying at least 60 hours of transferable credit from the KCTCS applied associate degree program toward teacher preparation baccalaureate programs. This 2+2 program is designed to increase teacher recruitment, expand access to teacher preparation opportunities statewide, allow aspiring teachers to begin their preparation in high school through

dual credit options, maximize credit transfer between two- and four-year institutions, and raise the number and level of preparation of classroom assistants.

- **KyEducators.org**

The Education Professional Standards Board collaborated with the Kentucky Virtual University to create a portal that connects the information systems of the KDE and the CPE with professional development opportunities for teachers and administrators.

- **State Action for Educational Leadership Project**

Kentucky is one of 15 states receiving a Wallace Reader's Digest grant to create a coordinated program for educational leadership. The KDE coordinates the grant and the CPE and EPSB serve on the consortium. The KDE completed the first phase of the project, establishing 10 demonstration sites in local school districts across the state to develop the instructional leadership potential of principals. The KDE is applying for a second phase of funding.

2) Alignment of P-12 and Postsecondary Curriculum and Competency Standards Between High School and College

- **Implementation of Literacy and Mathematics Alignment Teams' Recommendations**

The P-16 Council endorsed recommendations made by statewide teams of P-12 teachers and postsecondary faculty, with input from employers, labor leaders, and parents, to reduce the need for post-secondary remediation. The recommendations were approved by the CPE and accepted by the KBE and EPSB. They are

gradually being implemented at district, institutional, and statewide levels.

- **American Diploma Project**
Kentucky is one of five states selected to participate in a national project to create high school diploma standards to be used by colleges, universities, and employers in their admissions, placement, and hiring decisions. ADP benchmarks of college and workplace readiness are scheduled for national release February 10, 2004, and steps are being taken to use these standards in high school accountability and college placement policies.
- **Kentucky Early Mathematics Testing Program**
The KEMTP, administered by Northern Kentucky University with online capacity through the University of Kentucky, provides diagnostic assessments to 10th and 11th graders on their likely readiness for college-level mathematics. Beginning in spring 2000, it more than doubled its number of participants in its first year. The program is nationally recognized and other states are using its test structure and online features as models.
- **Distance Learning**
The Kentucky Virtual High School offers students greater access to challenging courses in shortage areas, e.g., foreign languages, mathematics, electives, and advanced placement courses. Through a partnership between the Kentucky Virtual High School and Owensboro Community and Technical College, Kentucky high school students may earn college and high school credit for the same dual credit course while in high school.
- **Dual Enrollment/Dual Credit**
Colleges and school districts are collaborating to allow high school students to access college courses. The number of

high school students dually enrolled in postsecondary coursework has increased dramatically over the past three years, from 4,554 in 2000-2001, to 11,040 in 2001-2002, to 17,187 in 2002-2003.

- **The Bridge Partnership**
The KCTCS and the KDE are bringing together school district teams and community college personnel to provide college credit course opportunities as early as 10th grade. The project is designed to enhance the high school learning experience and increase the number of students, especially minorities, enrolling and succeeding in college.

3) Increasing College-going Rate and Success of Kentucky's Students

- **Implementation of Statewide GEAR UP Grant**
GEAR UP Kentucky (Gaining Early Awareness and Readiness for Undergraduate Programs) is a \$20 million federal initiative to encourage students as early as middle school to stay in school, study hard, and take a pre-college curriculum. In September 2003, it entered its fourth grant year. GEAR UP Kentucky schools provide academic enrichment, mentoring, counseling, scholarships, and other activities that improve performance and promote college going. Since the program began, GEAR UP Kentucky has served over 17,000 students in grades seven through ten in 57 participating middle and high schools across the state.
- **Public Communication Campaign**
A \$4 million statewide communication campaign to increase college-going rates issued 73,698 radio, affiliate television, and cable advertisements from November 2001-April 2002. Half of the ads targeted adolescents and teens, and half targeted adults without a GED or college degree.

In 2002, Kentucky ranked 10th in the nation in the percentage of non-high school completers earning a GED, and by fall 2002, over 200,000 students were enrolled in postsecondary education in Kentucky for the first time in its history.

- **Go Higher Web Portal**

KHEAA contracted with the Xap Corporation to launch the Go Higher Web Portal, a comprehensive Web site that will give Kentuckians all the information and tools they need to plan, apply, and pay for college. Prospective college students – whether middle or high school students or adults in the workforce – will be able to explore career interests, take virtual campus tours, and fill out and submit financial aid forms and college applications online. With the applicant’s permission, counselors and postsecondary institutions will be able to reach out to students to answer their questions about college and to help them prepare. The site is expected to launch in June 2004. The Council and KDE are partners in this initiative.

- **Conference for School Counselors**

The KDE provides professional development and technical assistance to school counselors on the Education Trust Counselor Transformation model of the counselor as student advocate, supporting academic success for all students. For the second consecutive year, the KDE sponsored a minority counselors program at the University of Louisville using the Education Trust model.

4) Improved Data Systems

- **MAX Enterprise Data System**

The KDE continues to add to the student management and financial data

capabilities of MAX. Several new updates are scheduled for completion in 2004, including reports on New Educator Credentials and Out of Field placements, expanded financial reporting, and enhanced student data and multi-year data retrieval capability. In fall 2004, data for analyzing the impact of the federal No Child Left Behind Act will be provided. The KDE, CPE, and EPSB are working together to build a reporting system that makes meaningful data connections to understand factors affecting student progress and teacher quality.

- **Education Trust Data Project**

In 2002-2003, Kentucky joined five other states selected and funded to participate in the Education Trust K-16 Data Flow Project. The staffs from the CPE, KDE, EPSB, Morehead State University, and the school districts of Elliott, Morgan, and Pike counties contributed and analyzed data linking information on high school course-taking patterns, postsecondary performance, and the effectiveness of teacher preparation programs.

5) Local P-16 Councils

Kentucky now has 17 local or regional P-16 councils linking all levels of education with workforce and economic development needs. The CPE provided up to \$30,000 to “Go Higher” communities for local education needs assessments focusing on programs to raise educational attainment levels. Kentucky’s success in creating this statewide infrastructure of local councils, comprising representatives from education, business and labor, and other civic leadership, has been nationally recognized. More local councils are being planned with CPE incentive funding.

P-16+ Vision/Mission

The Kentucky P-16 Council provides leadership for a seamless system of education, from early childhood through postsecondary, that will prepare all Kentuckians to be active participants in their communities and in a knowledge-based economy.

Action Agenda

The P-16 Council advises state policymakers on the preparation and professional development of educators, the alignment of competency standards, and the elimination of barriers impeding student transition from preschool through the educational system.

Goals and Objectives

The following goals provide a unifying vision uniting the education agenda of multiple agencies and boards across the state.

Goal 1: All educators shall be qualified and competent by 2006.

Objective 1: Every early childhood educator and caregiver shall be properly qualified and competent.

Objective 2: A qualified and properly credentialed person shall staff every professional position in Kentucky's public schools.

Objective 3: Every adult educator in Kentucky shall meet professional competency standards.

Objective 4: Every postsecondary instructor shall effectively teach students with diverse learning needs using various forms of instruction.

Goal 2: Curricula and competency standards shall be aligned from each level of the system to the next by 2006.

Objective 1: All children shall have the physical and mental foundation that will enable school success.

Objective 2: All elementary students shall be ready for middle school.

Objective 3: All middle school students shall be ready for high school.

Objective 4: All young adults shall have a high school diploma or a GED.

Objective 5: All high school graduates and GED graduates shall be ready for some postsecondary education and meaningful employment.

Objective 6: All adult Kentuckians shall be educated beyond high school.

Objective 7: All postsecondary students shall complete programs that prepare them for life and work in a 21st century knowledge-based economy.

Goal 3: Policy, financial, and aspirational barriers impeding student progress and transfer from pre-school through postsecondary shall be eliminated.

Objective 1: Early health impediments to learning shall be reduced.

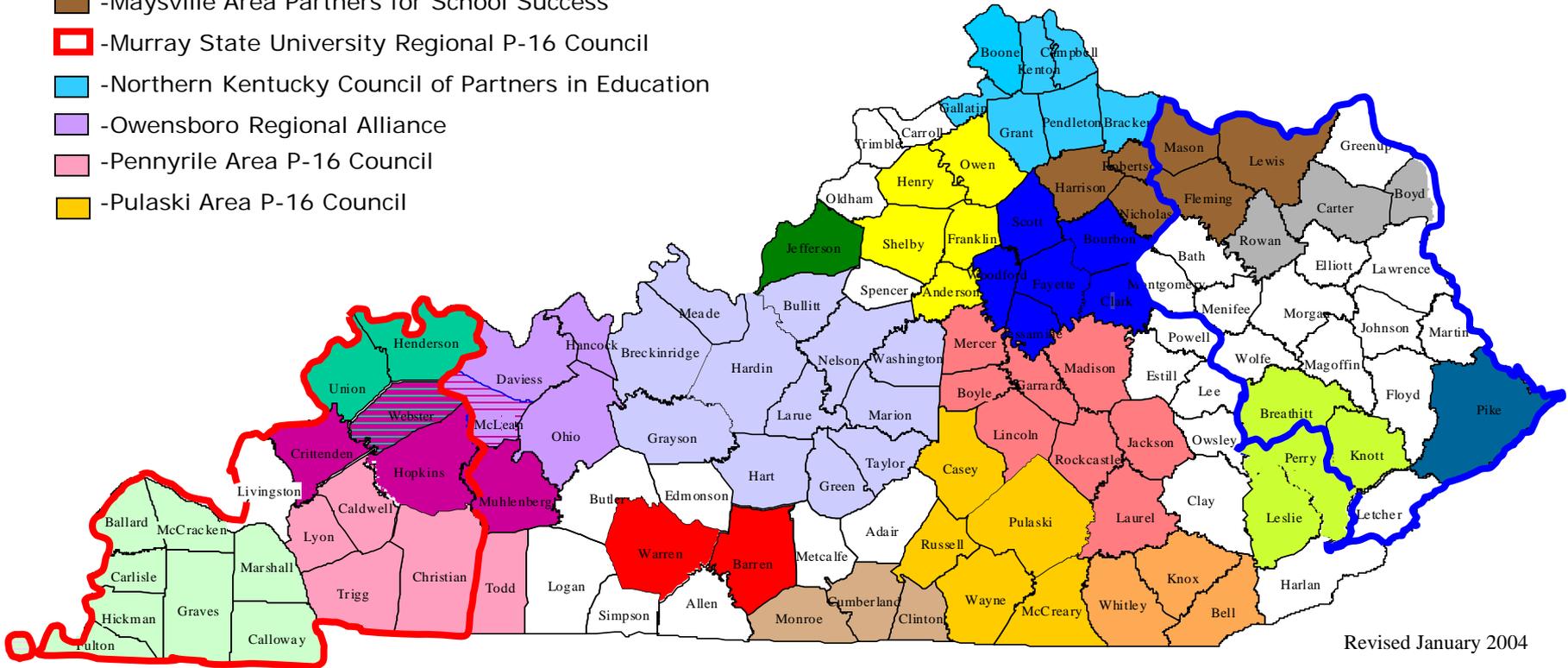
Objective 2: Financial barriers shall be reduced.

Objective 3: Funding and personnel resources shall be shared among sectors.

Objective 4: Kentucky students shall have early awareness of career opportunities and preparation paths.

Kentucky Local P-16 Council Development

- Appalachian Regional P-16+ Council
- Bluegrass P-16+ Council
- Central Kentucky Area P-16 Council
- Greater Louisville Workforce Educational Initiative
- Henderson Area P-16 Council
- Kentucky River P-16 Council
- Lincoln Trail Area P-16 Council
- Madisonville Area P-16 Council
- Maysville Area Partners for School Success
- Murray State University Regional P-16 Council
- Northern Kentucky Council of Partners in Education
- Owensboro Regional Alliance
- Pennyrile Area P-16 Council
- Pulaski Area P-16 Council
- Purchase Area P-16 Council
- Warren Area P-16 County
- Whitley Area P-16 Council
- Boyd, Carter, Rowan Area P-16 Council (planning)
- Clinton, Cumberland, Monroe Area P-16 Council (planning)
- Kentucky State University ENTRY (planning)
- Pike County P-16 Council (planning)



Revised January 2004