

AGENDA
Council on Postsecondary Education
July 16, 2007
10 a.m. (ET)
Salon D-E
Marriott Griffin Gate Resort
Lexington, Kentucky

Page

| | |
|--|----|
| 8-10 a.m. – Budget and Finance Policy Group (Salon D-E) | 51 |
| 8-10 a.m. – Quality and Accountability Policy Group (Salon C) | 63 |
| 9-10 a.m. – Research, Economic Development, and Commercialization Policy Group (Salon A-B) | 77 |

Roll Call

| | |
|---------------------------|---|
| Approval of Minutes | 1 |
|---------------------------|---|

Focus on Reform: Double the Numbers

Cross-Cutting Issues

| | | |
|----|---|----|
| 1. | Budget and Finance Policy Group Report | |
| a. | 2008-10 Budget Recommendation Framework | 9 |
| b. | Kentucky’s 2020 Double the Numbers Plan | 11 |
| c. | Action: 2007-08 Agency Operating Budget | 19 |
| 2. | Quality and Accountability Policy Group Report | |
| a. | Action: Review of Ed.D. Proposals and Programs | 21 |
| b. | Kentucky Principals’ Academy | 29 |
| 3. | Research, Economic Development, and Commercialization Policy Group Report | |

Question 1 – Are more Kentuckians ready for postsecondary education?

| | | |
|----|--|----|
| 4. | 2006-08 College Access Outreach Initiative | 31 |
| 5. | P-16 Council Report | 37 |
| 6. | Commissioner of Education Report | |

Question 2 – Is Kentucky postsecondary education affordable for its citizens?

Question 3 – Do more Kentuckians have certificates and degrees?

Question 4 – Are college graduates prepared for life and work in Kentucky?

| | | |
|----|---|----|
| 7. | Action: MuSU M.S. in Nutrition Services | 41 |
| 8. | Action: NKU M.S. in Health Informatics | 43 |
| 9. | CEO Report | 45 |

Question 5 – Are Kentucky’s people, communities, and economy benefiting?

| | | |
|-----|--|----|
| 10. | Action: UK M.I. King Library South Renovation | 47 |
| 11. | Action: UK Chemistry-Physics Building Renovation | 49 |

The Council Business

| | |
|-----|-------------------------------|
| 12. | Council Committee Assignments |
|-----|-------------------------------|

CPE meeting materials are available on the Council Web site at <http://cpe.ky.gov/about/cpe/meetings/>.
CPE policy group meeting materials are available at <http://cpe.ky.gov/committees/>.

13. Presidential Search Update

Other Business

Next Meeting – September 16, 2007, The Brown Hotel, Louisville, Kentucky

(in conjunction with the 2007 Governor's Conference on Postsecondary Education Trusteeship)

Adjournment

CPE meeting materials are available on the Council Web site at <http://cpe.ky.gov/about/cpe/meetings/>.

CPE policy group meeting materials are available at <http://cpe.ky.gov/committees/>.

FIVE QUESTIONS
ONE MISSION
BETTER LIVES FOR KENTUCKY'S PEOPLE



Kentucky
UNBRIDLED SPIRIT™

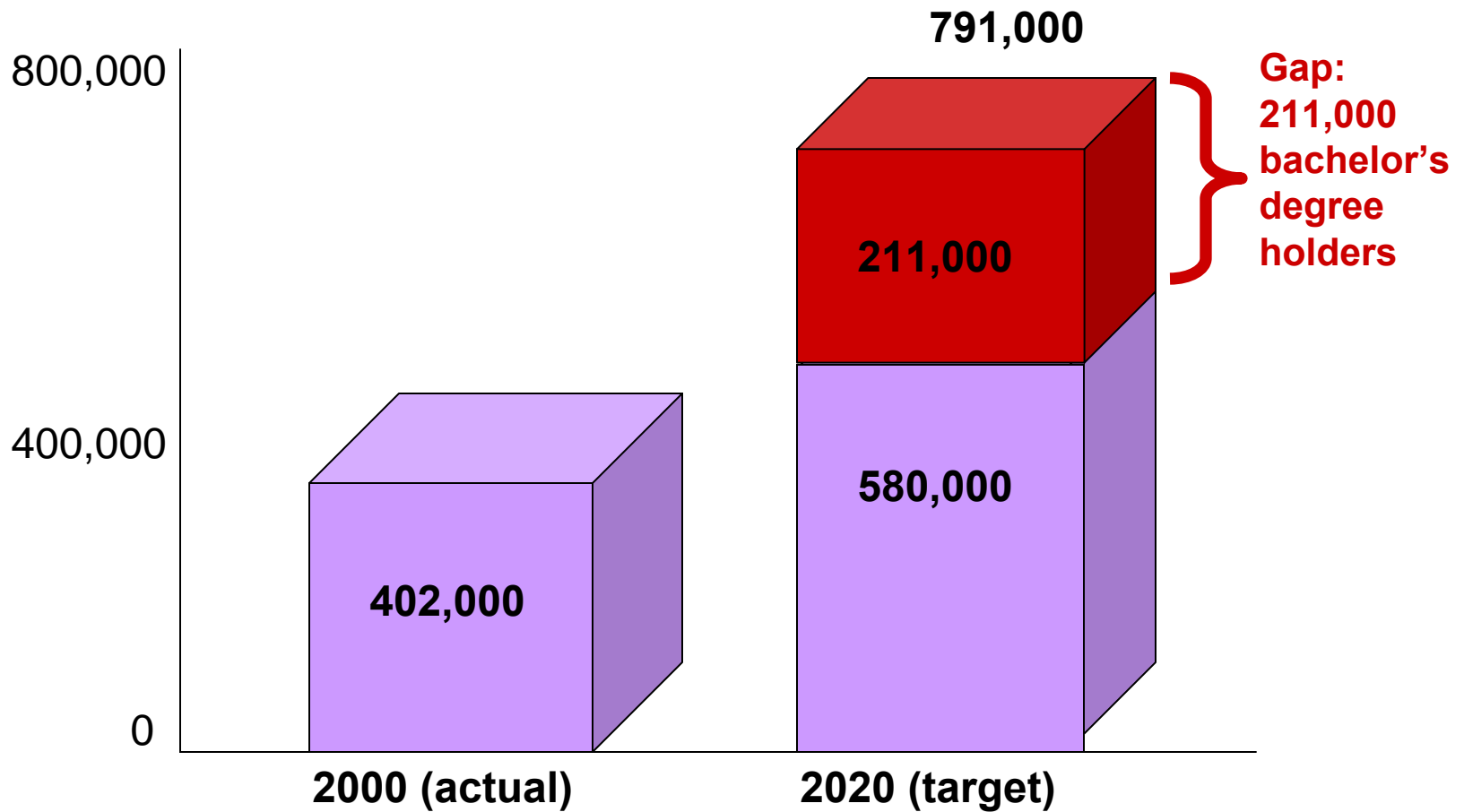
KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

Double The Numbers & The Nontraditional Student

Council Meeting
July 16, 2007

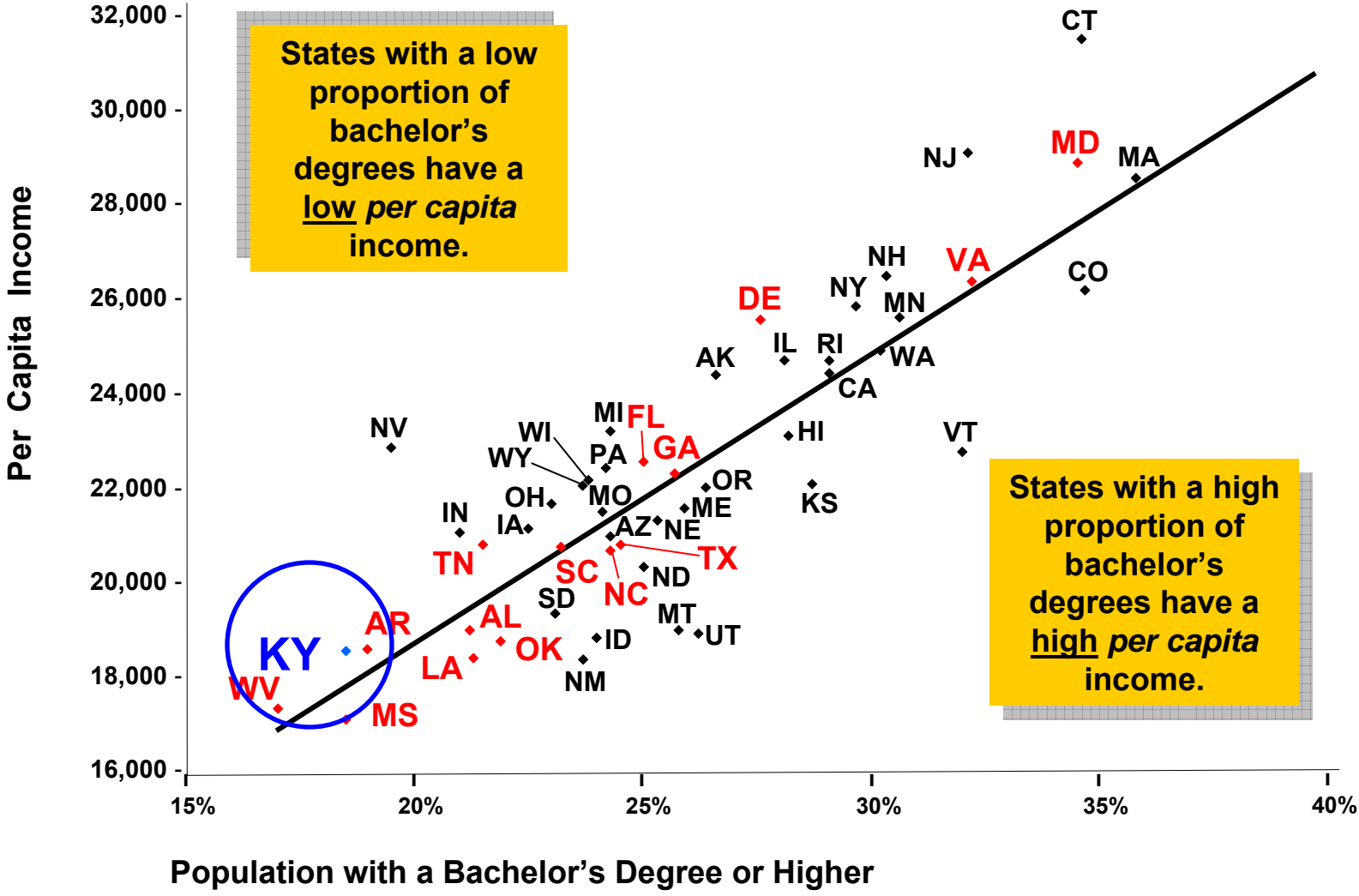


What Does it Mean?



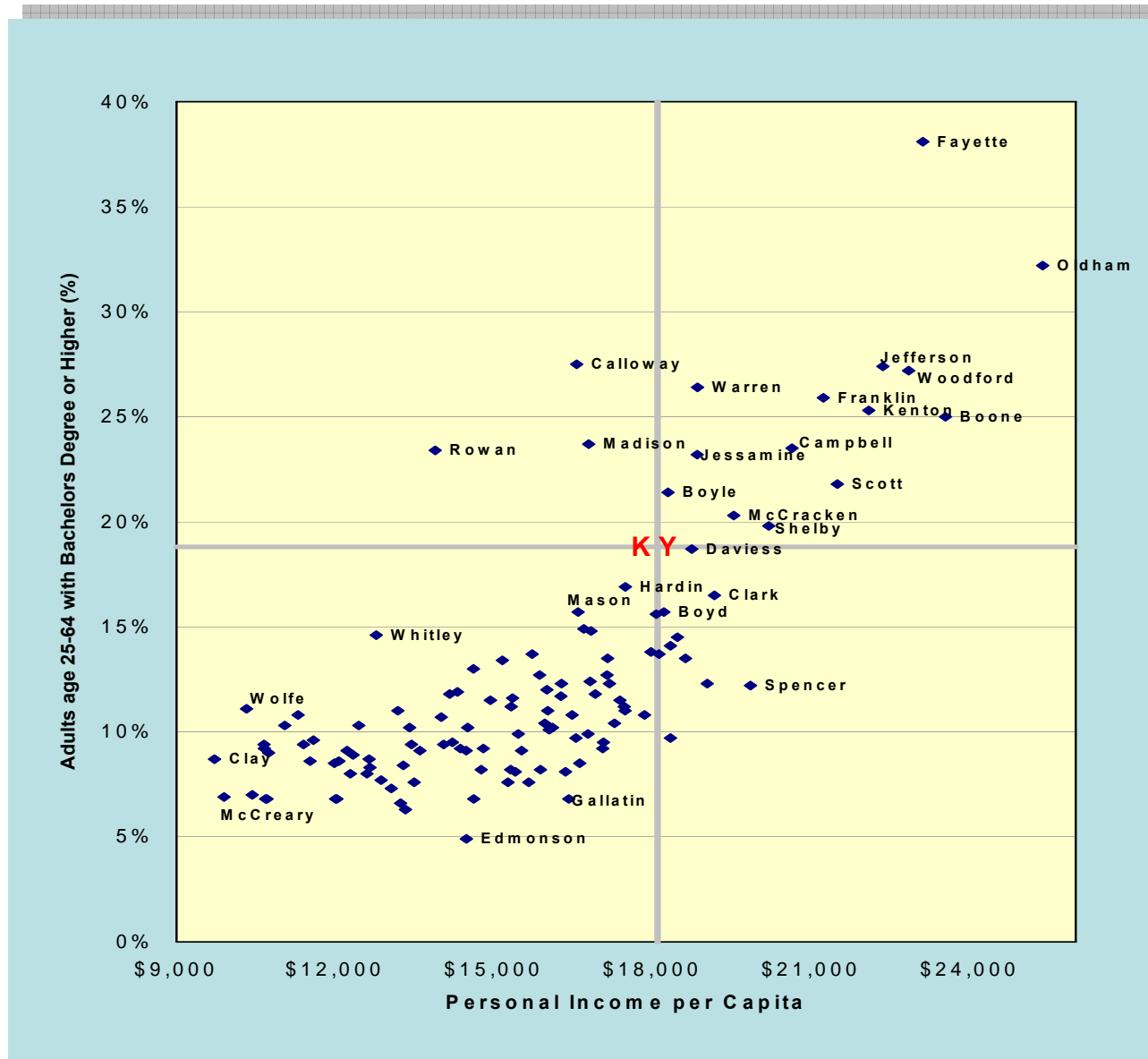
GOAL: To achieve postsecondary education reform goals, Kentucky must double the number of people with at least a bachelor's degree by 2020.

Why is it Important?



Source: U.S. Census Bureau, ACS 2003

KY Educational Attainment & Income



Closing the Gap: What Is It Going to Take?

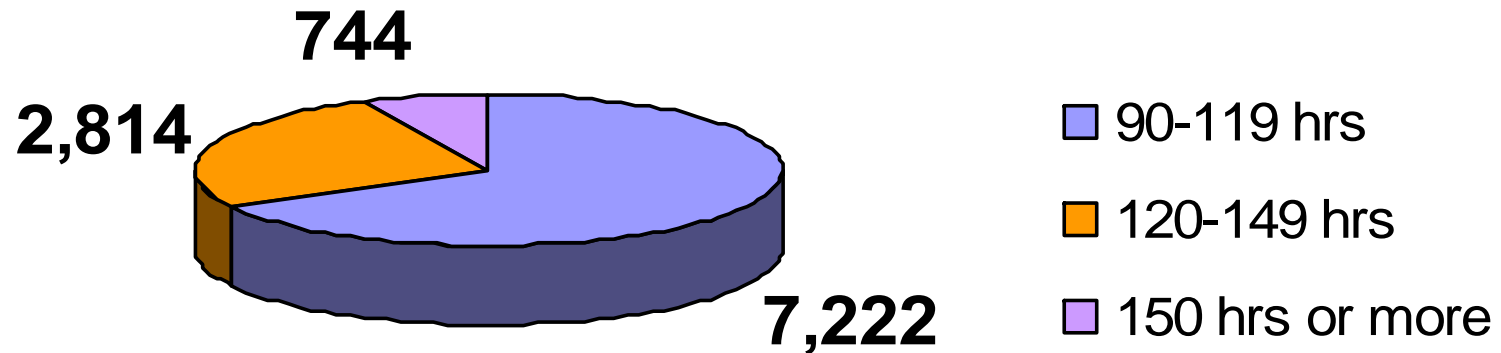
| Intervention | Strategies to 2020 | Add'l Degrees |
|--|---|----------------|
| Step 1: Increase postsecondary participation and quality | <ul style="list-style-type: none"> • Increase high school college-going rate from 62% to 74% • Increase adult college participation rate from 3.6% to 4.5% • Raise the postsecondary system's graduation rate from 43.6% to 56% | 66,000 |
| Step 2: Improve GED to college transitions | <ul style="list-style-type: none"> • Increase college-going of GED graduates from 19% to 36% • Increase annual number of GED graduates from 9,000 to 15,000 | 4,000 |
| Step 3: Enroll more first-time students through KCTCS | <ul style="list-style-type: none"> • Improve general education credit transfer • Keep KCTCS affordable • Increase number of students transferring from KCTCS to four-year universities from 3,100 to 11,334 | 26,000 |
| Step 4: Raise high school graduation rates | <ul style="list-style-type: none"> • Enhance guidance counseling/support services • Improve teacher preparation programs • Increase high school graduation rate of 9th graders from 72% to 81% | 36,000 |
| Step 5: Increase migration and economic development | <ul style="list-style-type: none"> • Create new jobs to attract college-educated, out-of-state residents • Keep college graduates working in Kentucky • Increase number of jobs requiring at least a bachelor's degree | 79,000 |
| Additional Degrees | | 211,000 |
| Current Production Level | | <u>580,000</u> |
| TOTAL | | 791,000 |

Growth Opportunity: 550,000 Adults With Some College & No Bachelor's Degree

| Service Region | 25-64, some college, no degree 2000 | 25-64, associate degree 2000 | 25-64, Total, some college or associate degree |
|----------------|--|---------------------------------|--|
| EKU | 44,872 | 12,100 | 56,972 |
| KSU | 17,884 | 4,963 | 22,847 |
| Morehead | 44,332 | 12,561 | 56,893 |
| Murray | 50,082 | 14,489 | 64,571 |
| NKU | 45,933 | 12,058 | 57,991 |
| WKU | 68,171 | 19,847 | 88,018 |
| UK | 55,599 | 17,584 | 73,183 |
| UofL | 103,243 | 28,878 | 132,121 |
| TOTAL | 430,116 | 122,480 | 552,596 |

Source: US Census Bureau, 2000

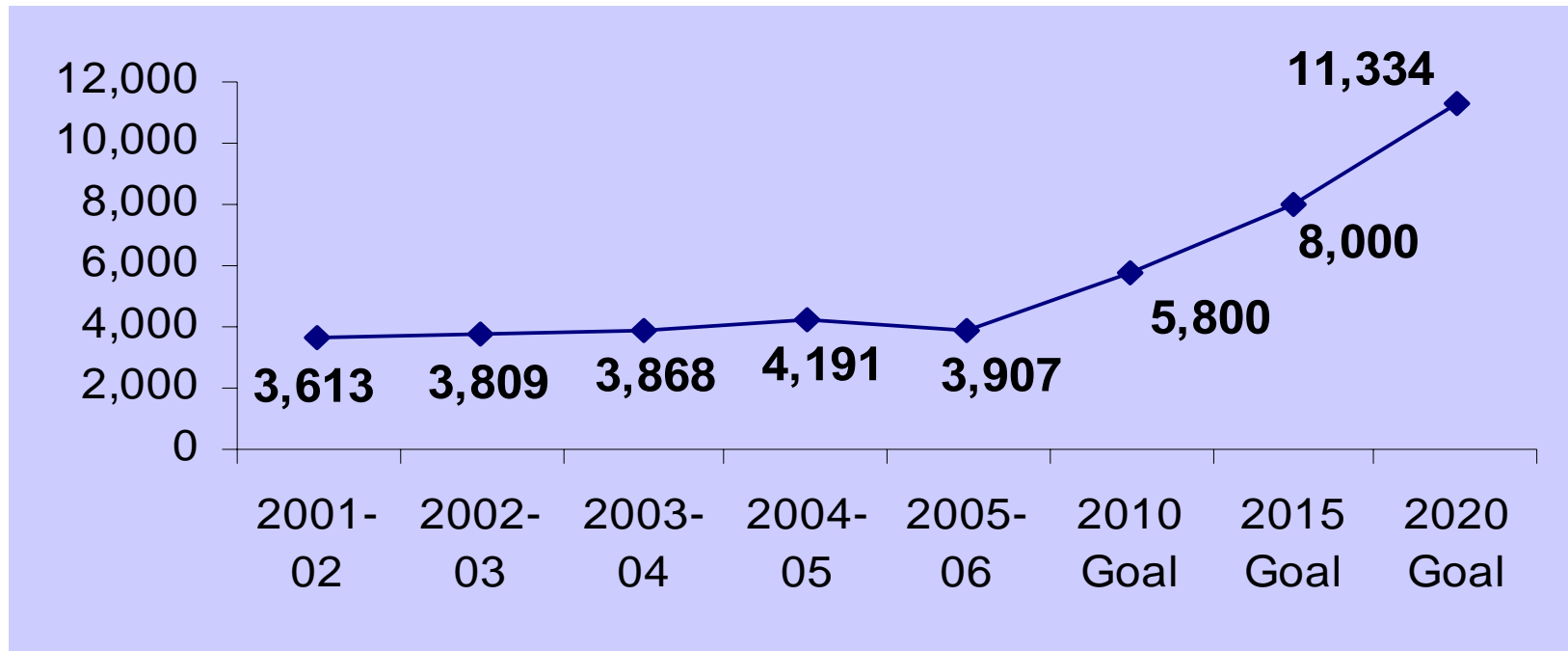
Growth Opportunity: KY Adults With 90+ Credit Hours and No Bachelor's Degree



Source: CPE Comprehensive Database

(Includes only 25-40 year-olds enrolled in KY institutions since 1989)

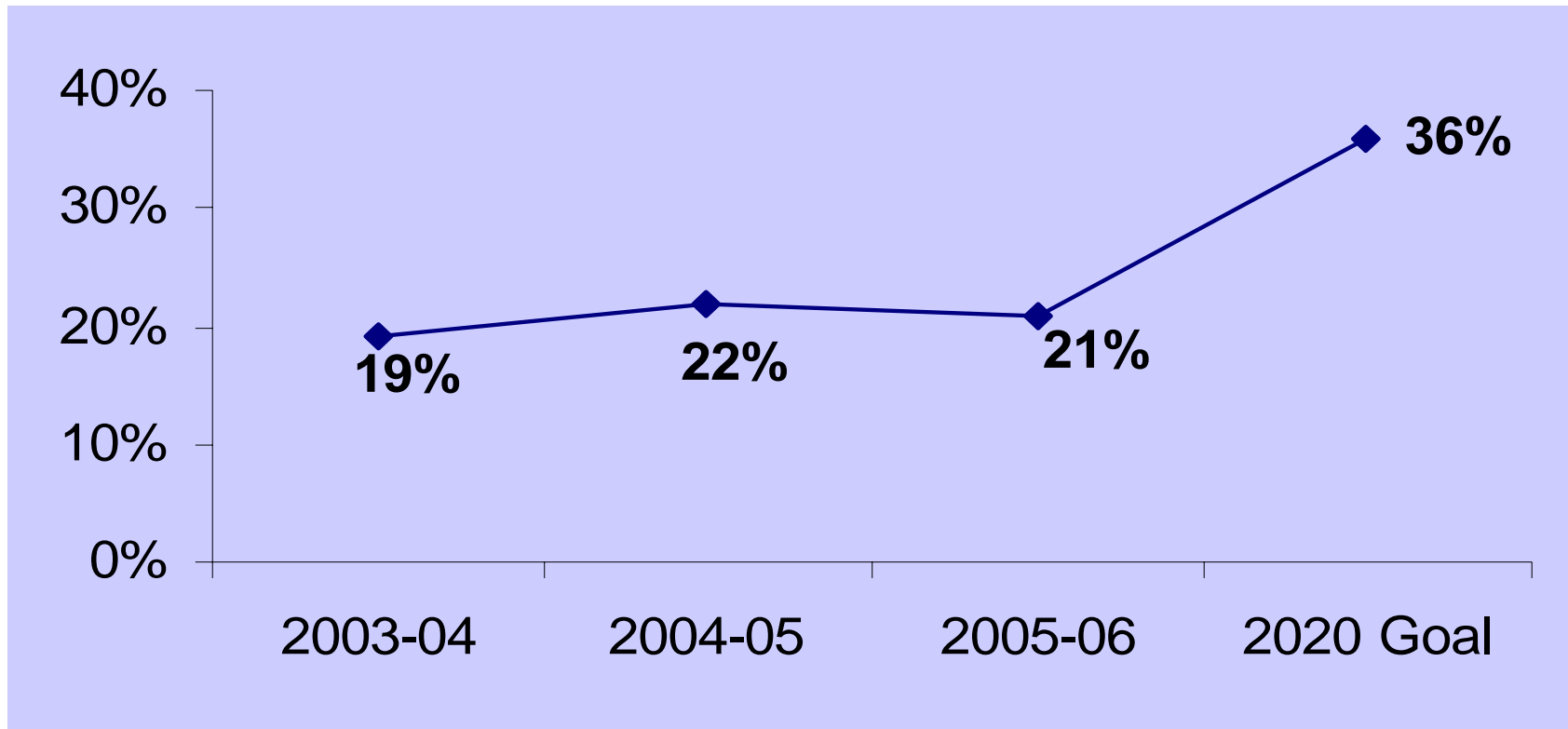
Growth Opportunity: Transfers



Source: CPE Comprehensive Database

Transfers from KCTCS to 4-year Universities

Growth Opportunity: GED Graduates



Source: Kentucky Adult Education

College-Going Rate of GED Graduates

What's Next

- Monitor short-term goals
- Draft 2020 Double the Numbers Plan
- Revise funding policy
- Focus new policies and strategies on accelerating improvement
- Work collaboratively with KHEAA, K-12, and Economic Development



Council on Postsecondary Education
July 16, 2007

2008-10 Budget Recommendation Framework

The Council staff has prepared an initial draft of a 2008-10 budget recommendation framework for discussion by the Council and the institutions. The framework differs from past years in several respects, which should improve the transparency and clarity of the request.

- The portion of the budget that adjusts for inflationary pressures on current base operations is clearly broken out for the institutions, the Council, and adult education.
- The budget prioritizes strategic investments needed to achieve the goals of HB 1 and the Public Agenda. The specific categories of investment (developmental education/preparation, access/affordability, degree production, STEM, and economic and community development) are aligned with the Council's Five Questions and reinforced by research, data analysis, and statewide task force reports.
- The framework displays estimated tuition and fee revenue available to the system to achieve the reform goals.
- The framework breaks out the capital investment needed in the areas of capital renewal, renovation, new space, and technology/equipment to support continued growth.
- For the first time, the framework highlights the productivity and efficiency the system will produce through such strategies as reallocation, reinvestment, or cost avoidance.
- The framework shows the state and federal financial aid needed to help keep college affordable for Kentucky students.
- The framework includes select outcomes the system will produce with these levels of state investment.

The draft framework has grown out of conversations with the chief budget officers, members of the Budget and Finance Policy Group, and executive and legislative leadership. The base operations and capital subgroups discussed the topic via conference call April 20, May 3, and May 10. Additionally, the issue was discussed at subsequent CBO meetings May 24, June 11, and June 13, and at the Budget and Finance Policy Group meeting June 21.

A tentative timeline is included that highlights the next steps in the process. The timeline includes institutional budget hearings in September that would give institutions an opportunity to comment on the 2008-10 draft budget recommendation. The Council will have additional opportunities to review subsequent drafts in August, September, and October, with final action to be taken November 5.

An updated 2008-10 budget recommendation framework will be provided in advance of the July 16 Council meeting.

Tentative Timeline
Kentucky Council on Postsecondary Education
Budget and Finance Policy Group

June – November 2007

| | |
|--------------------------|---|
| June 21 | Budget and Finance Policy Group Meeting Provide Update on 2020 Double the Numbers Plan Discuss 2008-10 Budget Recommendation Framework and Timeline (Use aggregate historical total public funds growth rate as placeholder) |
| July 16 | Budget and Finance Policy Group Meeting Provide Update on 2020 Double the Numbers Plan Discuss 2008-10 Budget Recommendation Framework (Use aggregate moderate & aggressive TPF growth rate scenarios) |
| July 20 | CPAB Hearings – Postsecondary Education Institutions’ Capital Plans |
| August 1 | Drafts of Institutional Business Plans due to Council for Review |
| August TBD | Council Retreat Review Draft of 2020 Double the Numbers Plan Discuss 2008-10 Budget Recommendation Draft (Include more detailed state level numbers in draft recommendation) |
| August 17 | CPAB Hearings on Capital Plan |
| September 10 | Budget and Finance Policy Group Meeting Review Revised Draft of 2020 Double the Numbers Plan Discuss 2008-10 Draft Budget Recommendation (Include institutional specific numbers as well as state numbers in draft) |
| Mid-to-Late September | Budget and Finance Policy Group Meeting Conduct Institutional Budget Hearings (Institutions given opportunity to comment on 2008-10 draft budget) |
| Mid-October | Budget and Finance Policy Group Meeting Review Revised Draft of 2020 Double the Numbers Plan Discuss 2008-10 Revised Draft Budget Recommendation |
| November 1 | CPAB Issues Statewide Capital Improvements Plan |
| November 5 | Budget and Finance Policy Group Meeting Bring 2008-10 Budget Recommendation to Council for Action |

2008-10 Budget Recommendation Framework
Budget and Finance Policy Group - Discussion Questions
Meeting on July 16, 2007

1) What level of total public funding is needed on an annual basis to achieve the long-term reform goals?

Historical Growth (Revenue based approach #1)
State Investment per FTE Needed to Generate 2020 Enrollment and Degree Production Targets (Revenue-based approach #2 - Still under development)
Institutional Business Plans (Expenditure-based approach - Still under development)

2) How does the balance between state and student affordability influence the short-term and long-term budget recommendation?

State versus student share
Tuition parameters linked to updated affordability data

3) How should the recommended distribution of state appropriations be divided among strategic investments?

Current inflationary adjustment to base General Fund appropriations for ongoing operations
Development education & preparation
College access and affordability
Degree production
Science, Technology, Engineering, and Math (STEM)
Economic and Community Development
Other Institution-Based Strategic Activities

4) How should the recommended distribution of state appropriations be divided among the institutions?

Inflation adjustment
Performance (e.g., degree production, transfers, enrollment)
Developmental education
Trust funds and funding programs
Institution strategic initiatives
Other

5) What level of capital investment is needed to achieve long-term reform goals?

Capital renewal backlog and future needs
Renovation backlog and future needs
New capacity
Information technology and equipment

6) How can the system achieve greater productivity and efficiency gains from current and future resources?

Productivity and efficiency gains
Institutional reallocation, reinvestments, and cost avoidance

7) How does the budget recommendation address the need for greater accountability and a stronger link between investment and outcomes?

Accountability agreement / policy
Performance which exceeds projections
Performance which does not exceed projections

DRAFT - FOR DISCUSSION PURPOSES ONLY

1) What level of total public funding is needed on an annual basis to achieve the long-term reform goals?

Historical Growth

| TOTAL PUBLIC FUNDS (\$ in Millions) | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08* | 9 Year Total Change |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|---------------------|
| Net General Fund (GF) Appropriation | \$791 | \$814 | \$864 | \$880 | \$899 | \$896 | \$904 | \$979 | \$1,008 | \$1,080 | \$289 |
| Tuition & Fee Revenue | <u>\$389</u> | <u>\$412</u> | <u>\$439</u> | <u>\$510</u> | <u>\$566</u> | <u>\$664</u> | <u>\$740</u> | <u>\$854</u> | <u>\$934</u> | <u>\$1,012</u> | <u>\$623</u> |
| Net Total Public Funds (TPF) | \$1,180 | \$1,226 | \$1,303 | \$1,390 | \$1,465 | \$1,560 | \$1,644 | \$1,833 | \$1,942 | \$2,092 | \$912 |
| * Tuition and fee revenue for 2007-08 and FTE are estimated (not actual) | | | | | | | | | | | |
| Annual Nominal Change | | | | | | | | | | | |
| Net GF Appropriation | | \$23 | \$50 | \$16 | \$19 | -\$3 | \$8 | \$75 | \$29 | \$72 | |
| Tuition & Fee Revenue | | <u>\$23</u> | <u>\$27</u> | <u>\$71</u> | <u>\$56</u> | <u>\$98</u> | <u>\$76</u> | <u>\$114</u> | <u>\$80</u> | <u>\$78</u> | |
| Net Total Public Funds | | \$46 | \$77 | \$87 | \$75 | \$95 | \$84 | \$189 | \$109 | \$150 | |

| Biennial Change | 2000-02 | % of TPF | 2002-04 | % of TPF | 2004-06 | % of TPF | 2006-08 | % of TPF |
|------------------------|-------------|----------|--------------|----------|--------------|----------|--------------|----------|
| Net GF Appropriation | \$66 | 40% | \$16 | 9% | \$83 | 30% | \$101 | 39% |
| Tuition & Fee Revenue | <u>\$98</u> | 60% | <u>\$154</u> | 91% | <u>\$190</u> | 70% | <u>\$158</u> | 61% |
| Net Total Public Funds | \$164 | | \$170 | | \$273 | | \$259 | |

| Annual Percent Change | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08* | 9 Year Ave. % Change | 5 Year Ave. % Change** |
|------------------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------------------|------------------------|
| Net GF Appropriation | 3% | 6% | 2% | 2% | 0% | 1% | 8% | 3% | 7% | 3.6% | 3.8% |
| Tuition & Fee Revenue | 6% | 7% | 16% | 11% | 17% | 11% | 15% | 9% | 8% | 11.3% | 12.4% |
| Net Total Public Funds | 4% | 6% | 7% | 5% | 6% | 5% | 11% | 6% | 8% | 6.6% | 7.4% |

** Average annual increase in bachelor's degree production from 2004-06 was 5%. This exceeds the 4.3% annual increase needed to achieve 2020 preliminary bachelor's degree targets. Average annual increase in degree production from 1999-2006 was 2.7%.

| USING 5 YEAR AVERAGE PERCENT CHANGE IN TOTAL NET PUBLIC FUNDS OF 7.4% | 2009-10 | 2013-14 | 2019-20 |
|---|---------|---------|---------|
| Projected Net Total Public Funds | \$2,413 | \$3,212 | \$4,931 |
| Projected Increase In Net Total Public Funds Compared to 2007-08 | \$321 | \$1,120 | \$2,839 |

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2) How does the balance between state and student affordability influence the short-term and long-term budget recommendation?

| STATE STUDENT FINANCIAL AID | FY1999 | FY2000 | FY2001 | FY2002 | FY2003 | FY2004 | FY2005 | FY2006 | FY2007 | 8 Year Average | 8 Year Total Change |
|--------------------------------------|--------|--------|--------|--------|--------|---------|---------|---------|---------|----------------|---------------------|
| State Financial Aid (\$ in Millions) | \$43 | \$54 | \$73 | \$94 | \$117 | \$149 | \$165 | \$177 | \$185 | | \$142 |
| State Financial Aid Per FTE | \$355 | \$442 | \$592 | \$712 | \$835 | \$1,021 | \$1,119 | \$1,197 | \$1,219 | | \$865 |
| Percent Change | | | | | | | | | | | |
| State Financial Aid | | 25% | 37% | 29% | 24% | 27% | 11% | 8% | 4% | 21% | 331% |
| State Financial Aid Per FTE | | 25% | 34% | 20% | 17% | 22% | 10% | 7% | 2% | 17% | 244% |

| STATE VERSUS STUDENT SHARE | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 9 Year Total Change |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------------|
| System Totals | | | | | | | | | | | |
| Net GF Appropriation as % of Net TPF | 67% | 66% | 66% | 63% | 61% | 57% | 55% | 53% | 52% | 52% | -15% |
| Tuition & Fee Revenue as % of Net TPF | 33% | 34% | 34% | 37% | 39% | 43% | 45% | 47% | 48% | 48% | |
| Research Institutions | | | | | | | | | | | |
| Net GF Appropriation as % of Net TPF | 71% | 69% | 69% | 67% | 65% | 62% | 60% | 57% | 56% | 55% | -15% |
| Comprehensive Institutions | | | | | | | | | | | |
| Net GF Appropriation as % of Net TPF | 60% | 59% | 59% | 56% | 54% | 50% | 47% | 46% | 44% | 44% | -15% |
| KCTCS | | | | | | | | | | | |
| Net GF Appropriation as % of Net TPF | 72% | 73% | 72% | 68% | 65% | 61% | 59% | 59% | 58% | 58% | -13% |

| Maintaining 2007-08 State Vs. Student Share Using 5 Year Average Annual Growth of Net Public Funds | 2007-08* | 2008-09 | Annual Increase | 2009-10 | Annual Increase | Biennial Increase* |
|---|----------|---------|-----------------|---------|-----------------|--------------------|
| Net GF Appropriation | \$1,080 | \$1,160 | \$80 | \$1,246 | \$86 | \$166 |
| Tuition & Fee Revenue | \$1,012 | \$1,087 | \$75 | \$1,167 | \$81 | \$155 |
| Net Total Public Funds | \$2,092 | \$2,247 | \$155 | \$2,413 | \$166 | \$321 |

* Tuition and fee revenue for 2007-08 and FTE are estimated (not actual)

| SAMPLE TUITION REVENUE PROJECTIONS | Estimate 2007-08 | Sample 2008-09 | Sample 2009-10 | Sample Biennial Increase* | |
|---|---------------------|-------------------|-------------------|---------------------------------|-------|
| Low Tuition Increase | | | | | |
| Sample based upon an annual 4% increase in tuition revenue | | \$1,012 | \$1,052 | \$1,095 | \$83 |
| Moderate Tuition Increase | | | | | |
| Sample based upon an annual 7% increase in tuition revenue | | \$1,012 | \$1,083 | \$1,159 | \$147 |
| High Tuition Increase | | | | | |
| Sample based upon an annual 13% increase in tuition revenue | | \$1,012 | \$1,144 | \$1,292 | \$280 |

DRAFT - FOR DISCUSSION PURPOSES ONLY

3) How should the recommended distribution of state appropriations be divided among strategic investments?

2008-10 BUDGET RECOMMENDATION FRAMEWORK (SAMPLE DISTRIBUTION)

| OPERATIONS (\$ in Millions) | Sample Low Tuition Revenue Scenario* | | Sample Moderate Tuition Revenue Scenario* | | Sample High Tuition Revenue Scenario* | |
|--|--------------------------------------|------------------------------|---|------------------------------|---------------------------------------|------------------------------|
| | 2007-08 | 2009-10 Biennial Increase | 2009-10 Biennial Increase | 2009-10 Biennial Increase | 2009-10 Biennial Increase | 2009-10 Biennial Increase |
| Current Net GF Appropriations for Operations | | | | | | |
| Institutions | \$1,080 | | | | | |
| Council | \$11 | | | | | |
| Adult Education | \$25 | | | | | |
| Subtotal | \$1,116 | TBD | | TBD | | TBD |
| Pass Through | | | | | | |
| Strategic Investments | | | | | | |
| Developmental Education / Preparation | | TBD | | TBD | | TBD |
| Access / Affordability | | | | | | |
| GoHigherKY, Diversity, Adult Access, P-16, etc. | | | | | | |
| Degree Production | | TBD | | TBD | | TBD |
| Bachelor's and Associate Degrees and Transfers | | | | | | |
| Enrollment | | | | | | |
| Science, Technology, Engineering, and Math (STEM) | | TBD | | TBD | | TBD |
| STEM Task Force Recommendations | | | | | | |
| KYVC / KYVL and Other STEM Related Activities | | | | | | |
| Economic and Community Development | | TBD | | TBD | | TBD |
| Endowment Match / Research Support | | | | | | |
| Regional Stewardship | | | | | | |
| Workforce Development & Transfer | | | | | | |
| Other Institutional-Based Investments | | TBD | | TBD | | TBD |
| Subtotal | | | | | | |
| Capital Investment Related | | TBD | | TBD | | TBD |
| Maintenance and Operations | | | | | | |
| Ongoing Capital Renewal | | | | | | |
| Subtotal | | | | | | |
| Net General Fund Appropriation to Institutions | \$1,080 | \$239 | | \$175 | | \$41 |
| Projected Tuition & Fee Revenue* | \$1,012 | \$83 | | \$147 | | \$280 |
| * Rough estimates to be adjusted based upon institutional data request | | | | | | |
| Net Total Public Funds | \$2,092 | \$321 | | \$321 | | \$321 |

DRAFT - FOR DISCUSSION PURPOSES ONLY

4) How should the recommended distribution of state appropriations be divided among the institutions?

2008-10 BUDGET RECOMMENDATION FRAMEWORK (SAMPLE DISTRIBUTION)

Sample Methodology*

| | |
|--|---|
| Current GF Appropriations for Institution Operations | Funding based upon multiplying 2007-08 General Fund appropriation by the Higher Education Cost Adjustment (HECA: 3.3%) with an additional adjustment for efficiencies gains. Estimate based efficiency adjustment of 1.5%. |
| Strategic Investments Developmental Education / Preparation | Funding based upon a combination of weighted student FTE, infrastructure (with match), and successful graduation of developmental students. |
| Access / Affordability | Funding based upon the number of state and institution recommended initiatives (e.g. GoHigherKY, diversity, adult access, P-16 initiatives, etc.). |
| Degree Production Degrees and Transfers | Funding based upon reaching negotiated target number of bachelor's degrees by 2009-10 (associate degrees and transfers for KCTCS) with greater weights for developmental education students, minority students, STEM degrees, and students that transferred from KCTCS. Dollars awarded for each degree/transfer. |
| Enrollment | Funding based upon reaching negotiated target number of undergraduate enrollments by 2009-10 with greater weights possibly for Kentucky residents, adults (25 and older), and low-income students (Pell recipients). Dollars awarded for each undergraduate enrollment. |
| Science, Technology, Engineering, and Math (STEM) | Funding based upon STEM Task Force recommendations and the number of other state and institution STEM related initiatives (e.g., KYVC, KYVL, Project Lead the Way, Professional Science Master's, etc.). |
| Economic and Community Development Endowment Match / Research Support | TBD |
| Regional Stewardship | TBD |
| Workforce Development & Transfer | TBD |
| Other | TBD |
| Other Institutional-Based Investments | Funding could be based upon gaps related to institution business plans. |
| Capital Investments Maintenance and Operations of New Facilities | Funding based upon formula for new buildings coming online in 2008-10. |
| Ongoing Capital Renewal | Funding based upon .5% of 2007-08 GF appropriation restricted to capital renewal (match). |
| Capital Renewal Backlog, Space Adequacy | TBD |
| Current Capacity, New Capacity, Equipment and Technology | TBD |

* Sample methodologies based upon previous discussions - NOT FINALIZED

DRAFT - FOR DISCUSSION PURPOSES ONLY

5) What level of capital investment is needed to achieve long-term reform goals?

2008-10 BUDGET RECOMMENDATION FRAMEWORK (SAMPLE DISTRIBUTION)

| VFA / Paulien / NCHEMS Findings | Total Estimated Need | | Total Estimated Need | |
|---------------------------------|----------------------|------------|----------------------|--|
| | (\$ in Millions) | | (\$ in Millions) | |
| | 2008-2020 | | 2008-2020 | |
| Capital Renewal | \$5,349 | At 0% FCI* | \$4,386 | At 18% FCI (National Benchmark from VFA Study) |
| Space Adequacy / Renovations | \$862 | | \$862 | |
| Space Capacity (Current) | \$1,418 | | \$1,418 | |
| Space Capacity (Future) | \$5,048 | | \$5,048 | |
| Total (2008-2020) | \$12,677 | | \$11,714 | |

* FCI = Facilities Condition Index

| Scenarios to move system to 18% FCI by 2020 = Current National Benchmark from VFA Study | | | | | | |
|---|--------------|------------------------|---------|------------------------|---------|------------------------|
| CAPITAL INVESTMENTS (\$ in Millions) | 2007-08 | Scenario #1 2008-10 | 2008-10 | Scenario #2 2008-10 | 2008-10 | Scenario #3 2008-10 |
| Capital Renewal (1) | | \$2,193 | | \$3,070 | | \$3,070 |
| Space Adequacy / Renovations (2) | \$10 | \$517 | | \$560 | | \$690 |
| Current Capacity (3) | | \$284 | | \$425 | | \$709 |
| Future Capacity (4) | \$470 | TBD | | TBD | | TBD |
| Technology/Equipment Infrastructure (4) | | TBD | | TBD | | TBD |
| Total | \$480 | \$2,994 | | \$4,056 | | \$4,469 |

Scenario #1 Notes:

- (1) This line is calculated at 50%.
- (2) This line is calculated at 60%.
- (3) This line is calculated at 20% of Paulien projection.
- (4) This recommendation would depend on the actual requests by institutions.

Scenario #2 Notes:

- (1) This line is calculated at 70%.
- (2) This line is calculated at 65%.
- (3) This line is calculated at 30% of Paulien projection.
- (4) This recommendation would depend on the actual requests by institutions.

Scenario #3 Notes:

- (1) This line is calculated at 70%.
- (2) This line is calculated at 80%.
- (3) This line is calculated at 50% of Paulien projection.
- (4) This recommendation would depend on the actual requests by institutions.

DRAFT - FOR DISCUSSION PURPOSES ONLY

6) How can the system achieve greater productivity and efficiency gains from current and future resources?

PRODUCTIVITY AND EFFICIENCY GAINS (SAMPLE DISTRIBUTION)

Sample Methodology*

Current Operations Efficiency Gains

Efficiency gains (i.e. institution reallocation, reinvestment, and cost avoidance) based upon 1% adjustment to inflationary increase to current General Fund appropriations for operations.

Degree Production

Productivity gains based upon increased state and institutional emphasis on bachelor's degrees, associate degrees, transfers, and strategic enrollments.

Developmental Education

Efficiency gain based upon matching part of the infrastructure investment needed to restructure and support increased student success of developmental education students.

Capital Renewal Match

Efficiency gain based upon matching .5% of General Fund appropriation for capital renewal with an additional .5% of institutional funds.

Other Institutional Reallocation, Reinvestment, and Cost Avoidance Estimates and Measures

TBD

* Sample methodologies based upon previous discussions - NOT FINALIZED

DRAFT - FOR DISCUSSION PURPOSES ONLY

7) How does the budget recommendation address the need for greater accountability and a stronger link between investment and outcomes?

An accountability agreement or statement is one way to highlight the return on investment to the Commonwealth for allocating additional resources to postsecondary and adult education. It could focus on key deliverables (i.e., bachelor's degrees, associate degrees, transfers, enrollment, graduation rates, and other mission differentiated indicators such as research and development, regional stewardship, and workforce development) that would be achieved if an adequate level of additional funding is provided by the Governor and General Assembly and on situations in which higher or lower performance is achieved.

| SELECT SYSTEM OUTCOMES - HISTORICAL | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 7 Year Total Change* | 7 Year Percent Change* |
|--|---------|---------|---------|---------|---------|---------|---------|---------|----------------------|------------------------|
| Bachelor's Degrees | 15,296 | 15,510 | 14,882 | 15,839 | 15,771 | 16,902 | 17,457 | 18,224 | 2,928 | 19% |
| Associate Degrees | 5,289 | 5,233 | 5,078 | 5,567 | 6,205 | 6,841 | 7,139 | 7,508 | 2,219 | 42% |
| Graduate & First-Professional Degrees | 5,592 | 5,564 | 5,712 | 5,855 | 6,313 | 7,065 | 7,487 | 7,724 | 2,132 | 38% |
| Undergraduate Enrollment | 161,340 | 168,911 | 183,856 | 193,053 | 200,604 | 202,605 | 202,197 | 205,153 | 43,813 | 27% |
| Graduate & First Professional Enrollment | 22,443 | 22,969 | 24,353 | 26,053 | 27,037 | 27,517 | 27,008 | 27,182 | 4,739 | 21% |
| Transfers from KCTCS | 3,901 | 3,811 | 3,406 | 3,613 | 3,809 | 3,868 | 4,191 | 3,907 | 6 | 0% |
| Six-Year Graduation Rate (publics only) | 39% | 41% | 44% | 44% | 45% | 44% | 45% | 47% | 7% | 19% |
| Extramural Research & Development (\$M, publics only)* | \$145 | \$166 | \$155 | \$195 | \$231 | \$261 | \$298 | | \$153 | 106% |
| GED Graduates | 12,369 | 12,533 | 13,939 | 14,651 | 9,452 | 9,740 | 9,757 | 9,007 | -3,362 | -27% |

* 6 year total and percent change

| Percent Change | 7 Yr Ave. % Change* | | | | | | | | | |
|--|---------------------|-------|--------|-------|--------|-------|--|-------|-------|-----|
| Bachelor's Degrees | | 1.4% | -4.0% | 6.4% | -0.4% | 7.2% | | 3.3% | 4.4% | 3% |
| Associate Degrees | | -1.1% | -3.0% | 9.6% | 11.5% | 10.2% | | 4.4% | 5.2% | 5% |
| Graduate & First-Professional Degrees | | -0.5% | 2.7% | 2.5% | 7.8% | 11.9% | | 6.0% | 3.2% | 5% |
| Undergraduate Enrollment | | 4.7% | 8.8% | 5.0% | 3.9% | 1.0% | | -0.2% | 1.5% | 4% |
| Graduate & First Professional Enrollment | | 2.3% | 6.0% | 7.0% | 3.8% | 1.8% | | -1.8% | 0.6% | 3% |
| Transfers from KCTCS | | -2.3% | -10.6% | 6.1% | 5.4% | 1.5% | | 8.4% | -6.8% | 0% |
| Six-Year Graduation Rate | | 3.8% | 7.8% | -1.4% | 4.1% | -2.2% | | 2.5% | 2.9% | 3% |
| Extramural Research & Development* | | 14.5% | -6.6% | 25.8% | 18.5% | 13.0% | | 14.2% | | 13% |
| GED Graduates | | 1.3% | 11.2% | 5.1% | -35.5% | 3.0% | | 0.2% | -7.7% | -3% |

* 6 year average percent change

| SELECT SYSTEM OUTCOMES - FUTURE TARGETS | 2007-08 | 2009-10 | 2013-14 | 2019-20 | 14 Year Change |
|---|---------|---------|---------|---------|----------------|
| Bachelor's Degrees | 21,192 | 23,059 | 27,318 | 33,669 | 15,445 |
| Associate Degrees | | | | | |
| Graduate & First-Professional Degrees | | | | | |
| Undergraduate Enrollment | 229,617 | 245,828 | 274,107 | 323,465 | 118,312 |
| Graduate & First Professional Enrollment | | | | | |
| Transfers from KCTCS | 5,160 | 5,810 | 7,472 | 11,486 | 7,295 |
| Six-Year Graduation Rate | | | | 56% | 9% |
| Extramural Research & Development (\$M, publics only) | \$384 | | | | |
| GED Graduates | 10,631 | | | 15,000 | 5,243 |

| Percent Change From 2005-06 | | | | | |
|--|-----|-----|-----|------|--|
| Bachelor's Degrees | 16% | 27% | 50% | 85% | |
| Associate Degrees | | | | | |
| Graduate & First-Professional Degrees | | | | | |
| Undergraduate Enrollment | 12% | 20% | 34% | 58% | |
| Graduate & First Professional Enrollment | | | | | |
| Transfers from KCTCS | 32% | 49% | 91% | 194% | |
| Six-Year Graduation Rate | | | | | |
| Extramural Research & Development (From 2004-05) | 29% | | | | |
| GED Graduates | 18% | | | 67% | |

Council on Postsecondary Education
July 16, 2007

Kentucky's 2020 Double the Numbers Plan Outline

The Council staff continues its work with the chief budget officers to craft a statewide long-term finance and accountability plan to stimulate the systemic changes needed to double the number of bachelor's degree holders in the state by the year 2020. To differentiate the statewide plan from the various institutional business plans currently under development, and to emphasize the HB 1 goal of reaching the national average in educational attainment and quality of life, the decision was made to call the statewide business plan the "2020 Double the Numbers Plan" moving forward.

A concept paper on the 2020 Double the Numbers Plan was first presented at the May 21 Council meeting. Since that time, the Council staff has convened three conference calls with a subgroup of CBOs devoted exclusively to this topic. The calls were held April 20, May 3, and May 10. Additionally, the issue has been discussed at subsequent CBO meetings May 24, June 11, and June 13, and at the Budget and Finance Policy Group meeting June 21.

The outline that follows has evolved from these discussions and represents the most current thinking of Council and institutional staff. The plan will articulate for the General Assembly the long-term investments and outcomes needed to achieve the 2020 goal, as well as the expected return on investment. In exchange for stable, consistent funding, the institutions will be accountable for meeting performance targets and finding operating efficiencies through reinvestment, reallocation, or cost avoidance. The plan will project the cost of meeting performance targets in 2008-10, 2012-14, and 2018-20, assuming various levels of state support, tuition revenue, and financial aid.

As conceived, the plan will alter the way the Council prioritizes and requests state investment in postsecondary and adult education in a number of important ways.

- ***Long-term projections will drive the investments and outcomes needed to double the number of bachelor's degree holders in Kentucky and dramatically increase the state's research and development capacity.*** A projections model developed in consultation with the National Center on Higher Education Management Systems estimates what each institution must produce in terms of enrollment, bachelor's degrees, transfers, and graduation rates. Long-term cost projections, also developed with NCHEMS, estimate the size of the public investment needed, assuming statewide increases in productivity and efficiency. A long-term facilities study developed with VFA provides a methodology for projecting the system's capital needs including capital renewal, renovation, and new capacity.

- ***The plan will focus on outcomes.*** A greater proportion of new resources will be allocated to institutions based upon reaching negotiated performance targets in areas such as bachelor's degrees, enrollment, transfers, graduation rates, and other mission differentiated indicators. Certain types of bachelor's degrees, such as developmental education, STEM, or minority graduates, may also be given increased weight in the funding model. There also will be a greater emphasis on productivity and efficiency in the system.
- ***The plan will emphasize a strategic, deliberate focus on statewide and regional needs.*** Based upon research and evidence, the Council will focus funding priorities on statewide and regional needs such as developmental education, the STEM pipeline, student financial aid, transfer, adult education, infrastructure, and college access.
- ***The plan will increase accountability for the system.*** A more explicit link between funding and outcomes will be established. One possible mechanism for demonstrating this link would be the adoption of institutional "Accountability Agreements." These agreements would establish performance targets based upon sustained, adequate public funding. They also would discuss rewards for high performance and consequences for not achieving targets.

As a next step, the Council staff will produce a draft of the plan for discussion at the Council retreat in August. The Council will have the opportunity to review a second draft in September, and the Budget and Finance Policy Group will discuss the draft in October. The Council will take action on the final plan November 5.

2020 Double the Numbers Plan Working Outline

I. DOUBLE THE NUMBERS: How will the HB 1 goals be met?

A New Approach

With only 13 years to 2020, now is the time to reassess what it will take to achieve the HB 1 mandate. The pace of improvement must accelerate. The Double the Numbers Plan signals a new approach.

The Double the Numbers Plan articulates what the postsecondary system will do to raise the standard of living and quality of life in Kentucky, as required by HB 1, and states, in simple terms, what this will mean for the average Kentuckian.

Achieving this goal will require dramatic increases in two key areas:

- Educational attainment, especially in baccalaureate degree production.
- Research and service, which will generate more economic development and engagement in communities.

The Legislative Charge (in brief)

- Review goals of HB 1 – *Postsecondary Education Improvement Act of 1997*
- Review goals of SB 1 – *Kentucky Adult Education Act of 2000*
- Review goals of HB 572 – *Kentucky Innovation Act of 2000*

Phase I of Reform (1997-2007): Capacity Building

Considerable progress has been made in the first ten years of reform:

- The creation of a public agenda, or strategic plan, which charts a course to 2010.
- One of the most comprehensive key indicator systems in the nation, with progress measures at the statewide and institutional levels. Key indicator goals have been established for 2007-08.
- Significant improvements in enrollment, degree production, research and development, community engagement, and quality (summary chart).
- The formation of working groups, task forces, and research studies to engage state and national experts in solving some of Kentucky's most pressing educational concerns, such as developmental education, STEM, diversity, adult education, migration, college affordability, college access, and transfer.
- Include schematic to illustrate how all of the components of the postsecondary system (adult education programs, public and independent institutions, CPE) work with each other and partners (K-12, economic development, AIKCU, KHEAA, etc.) toward a common goal: better lives for all Kentuckians.

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Phase II (2008 -2020): Increased Performance, Efficiency, and Accountability

Despite significant improvement, there is still a long way to go to reach the goals. In 2006, the Council completed a 2020 projections study in consultation with NCHEMS, which informed the following “Double the Numbers” scenario:

| Intervention | Strategies to 2020 | Additional Degrees |
|---|--|--|
| Step 1: Increase postsecondary participation and quality | <ul style="list-style-type: none"> • Increase the high school college-going rate from 62% to 74% • Increase the adult college participation rate from 3.6% to 4.5% • Raise the postsecondary system’s graduation rate from 43.6% to 56% | 66,000 |
| Step 2: Improve GED to college transitions | <ul style="list-style-type: none"> • Increase college-going rate of GED graduates from 19% to 36% • Increase the annual number of GED graduates from 9,000 to 15,000 | 4,000 |
| Step 3: Enroll more first-time students in KCTCS | <ul style="list-style-type: none"> • Improve general education credit transfer • Keep KCTCS tuition low • Increase the number of students transferring from KCTCS to four-year universities from 3,100 to 11,334 | 26,000 |
| Step 4: Raise high school graduation rates | <ul style="list-style-type: none"> • Enhance guidance counseling/support services • Improve teacher preparation programs • Increase the high school graduation rate of 9th graders from 72% to 81% | 36,000 |
| Step 5: Increase migration and economic development | <ul style="list-style-type: none"> • Create new jobs to attract college-educated, out-of-state residents • Keep college graduates working in Kentucky • Double the number of jobs requiring at least a bachelor’s degree | 79,000 |
| ADDITIONAL DEGREES PRODUCTION AT CURRENT LEVEL TOTAL | | 211,000 580,000 791,000 |

Implementing this plan will require unprecedented levels of collaboration among all of the partners: K-12 education, adult education, KHEAA, EPSB, AIKCU, Kentucky Counselor’s Association, economic development, and others.

Role of the Double the Numbers Plan

- The 2020 Double the Numbers Plan is a long-term finance plan outlining the resources (investment) and results (outcomes) needed to lift Kentucky to the national average on a number of educational and economic indicators. The institutions have developed business plans to communicate the resources and results needed at their individual campuses.
- The 2020 Double the Numbers Plan is not a strategic plan. The state's strategic plan is the Public Agenda, which will be revised again in 2010. Each of the institutions has developed a strategic plan that describes how statewide and institutional mission-specific initiatives are implemented and achieved.
- The 2020 Double the Numbers Plan is not the 2008-10 budget request, although the same assumptions used to project costs were used in the development of the budget.

II. BENEFITS TO STATE: Why is it important to succeed?

Economic and Social Benefits

- Achieving the goal will generate a high-quality, healthy, civically engaged, and globally competitive workforce.
- Note positive relationship between bachelor's degree attainment and per capita income.
- Include benefits highlighted by the Kentucky Long-Term Policy Research Center's study of increased personal income and General Fund revenue over the next 12 years.
- Reinforce all of the social benefits, such as improved health and lower criminal justice costs, associated with educational attainment.
- Interweave personal and business success stories of increased educational attainment and enhanced research productivity.

III. MEASURES / MARKERS: How will success be determined?

Statewide Targets

To describe the expected return on investment that will be realized if the state and system each fulfill their part of the agreement:

- The postsecondary system will double the number of bachelor's degree holders by the year 2020, from roughly 402,000 in 2000 to 791,000 in 2020.
- The postsecondary system will increase undergraduate enrollment from 166,000 in 2000 to 323,465 in 2020.
- The postsecondary system will increase transfers from KCTCS to the four-year institutions from 3,100 in 2000 to 11,334 in 2020.

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- The postsecondary system will increase its six-year graduation rate from 43.6 percent in 2000 to 56 percent in 2020.
- The postsecondary system will increase federal research and development expenditures from \$155 million in 2000 to over \$1 billion in 2020.

Institutional Targets

Institutions will set targets for the following indicators for 2008-10, 2012-14, and 2018-20:

- Bachelor's degree production
- Enrollment
- Transfers
- Graduation rate
- Other institution and mission-specific indicators

Increased Accountability

The postsecondary system will build upon and strengthen the current accountability system. A number of possibilities have been proposed, such as "Accountability Agreements" between the Council and the institutions. These agreements would establish long-term performance targets for statewide and institution-specific indicators and, given consistent and adequate funding, limit the level of tuition increases to agreed-upon parameters. If adopted, the agreements would describe new performance hearings and review processes with CPE, SCOPE, the executive branch, and the legislative branch, as well as possible consequences and actions for not achieving targets.

IV: PRODUCTIVITY AND EFFICIENCY: How can the system do more with current resources?

Realizing greater productivity and efficiency from current resources is critical to achieving the enrollment and degree goals outlined in Kentucky's 2020 Double the Numbers Plan.

Getting more out of current resources

- State and sector information to reinforce the need for greater productivity.
- BA degrees per 100 UG FTE over the past several years, as compared to peer institutions.
- Institutional reallocation.
- Institutional reinvestment.
- Improving persistence and graduation rates for all Kentucky students.
- Cost avoidance.
- Group purchasing.

Infrastructure and facilities

- Greater use of technology.
- Greater utilization of facilities at night and on the weekends.
- Energy savings.

V. LONG-TERM INVESTMENTS: How much investment is needed to double bachelor’s degree production? What is the relationship between state revenue and tuition?

The Double the Numbers Plan estimates the specific, long-term financial investments needed to double the number of bachelor’s degrees produced by Kentucky’s public postsecondary system.

- The plan projects the state investment needed to provide adequate, consistent funding and minimize tuition increases to the year 2020.
- The plan projects a reasonable share of the system’s cost, assuming increased efficiencies (through such strategies as internal reallocation and cost avoidance) and increased endowments.
- The plan puts forth a rational methodology for determining the infrastructure needs, including capital and technology (Statewide Facilities Study).

Needed State and Institutional Investments

| KY 2020 Statewide Business Plan | 2008-10 Budget Recommendation | 2012-14 Projection | 2018-20 Projection |
|--|-------------------------------|--------------------|--------------------|
| Resources: <ul style="list-style-type: none"> • Current Operations - Institutions, CPE, and Adult Education • Strategic Investments - Developmental Education, Access, Affordability, Degree Production, STEM, and Economic and Community Development • Capital Investment - Debt service for capital renewal, fit for use, new capacity building, information technology, and equipment • Productivity and Efficiency Gains • Total Public Funds - Tuition, fees, and state financial aid | | | |

Multiple Scenarios

This section explores how investment needs would change given different assumptions about growth (e.g., “Double the Numbers” – moderate growth, or “Double the Numbers” – aggressive growth). A set of general assumptions will be developed to determine projected amounts for total public funds, state appropriations, tuition and fee revenue, state student financial aid, trust funds and funding programs, long-term capital needs, and productivity and efficiency gains.

VI: CONSEQUENCES: What will happen if goals are not met?

Consequences to State

- Gather anecdotes for sidebars—lost economic development opportunities, businesses that did not locate in Kentucky because of low educational attainment, etc.
- Look for examples from State Chamber, Economic Development, AD districts, etc.

Consequences to Institutions

- Talk about options for underperformance, which may include ineligibility for performance funding, limited expansion funding in future, limits on capital projects, technical assistance plans, etc.

VII: CONCLUSION

VIII: APPENDIX

- Appendix 1 - Summary of Council’s 2008-10 Budget Request (operating and capital)
- Appendix 2 – Institutional Accountability Agreements
- Appendix 3 – Assumptions used to Derive Long-Term Cost Projections
- Appendix 4 – Summary of Council’s 2020 Projections Model
- Appendix 5 – Links to Institutional Business Plans
- Appendix 6 – Process timeline that shows institutional participation/input into plan
- Appendix 7 – Glossary (depends on how many acronyms are used)
- Appendix 8 – 6 Goals of HB 1
- Appendix 9 – Public Agenda
- Appendix 10 – Current Key Indicators

**Council on Postsecondary Education
Budget and Finance Policy Group
July 16, 2007**

2007-08 Agency Operating Budget

| |
|---|
| ACTION: The staff recommends that the Council approve the Fiscal Year 2007-08 agency operating budget. |
|---|

The 2006 General Assembly enacted House Bill 380 providing appropriations to the Council of \$119,022,200 (excluding debt service related to the vetoed projects) for FY 2007-08.

| | |
|--------------------------|-------------------|
| General Fund | \$ 88,703,700 |
| Tobacco Settlement Funds | 4,691,200 |
| Restricted Funds | 6,527,900 |
| Federal Funds | <u>19,099,400</u> |
| TOTAL | \$119,022,200 |

The FY 2007-08 agency operating budget details revenues (including appropriations, anticipated appropriation increases, and carry-forward amounts) and expenditures proposed for FY 2007-08, and presents comparative information from FY 2006-07.

The Council operates four major budget areas: operations, pass-through programs, strategic investment and incentive funding programs, and federal programs. Within each of these major areas, additional financial and narrative detail is provided. The operations budget is presented as a consolidation of agency operations, KYVC/KYVL, and Kentucky Adult Education. Pass-through programs represent funds for which the Council has been designated as the receiving agency but are intended for programs and activities conducted by outside entities. Strategic investment and incentive funding programs include both trust funds and funding programs.

The proposed budget is divided into five sections:

| | |
|-----------|---|
| Section 1 | Agency Summary |
| Section 2 | Operations |
| Section 3 | Pass-Through Programs |
| Section 4 | Strategic Investment and Incentive Funding Programs |
| Section 5 | Federal Funds |

**Council on Postsecondary Education
Quality and Accountability Policy Group
July 16, 2007**

Review of Ed.D. Proposals and Programs

ACTION: The staff recommends that proposals to create new Ed.D. programs or initiatives to redesign current doctoral programs at the University of Kentucky and the University of Louisville be reviewed pursuant to the criteria and process described below.

Background

Ed.D. programs have been the subject of numerous criticisms in recent years. They have been described as “Ph.D.-lite,” as “severely lacking,” and as “inappropriate to the needs of today’s schools and school leaders.” It is widely believed that a new form of educational leadership training is required to meet the challenges of a global economy. The 2006 session of the Kentucky General Assembly addressed educational leadership programs in House Joint Resolution 14 (HJR 14) (attached). The resolution required the Education Professional Standards Board (EPSB) to organize an interagency task force to collaborate with colleges and universities to redesign administrator preparation programs and professional development programs, and to align doctoral programs in education with redesigned master’s and other leadership programs to ensure rigor and relevance. The resolution requires a progress report to the Interim Joint Committee on Education by October 1, 2007.

Five comprehensive institutions have posted or pre-posted proposals for an Ed.D. program in the Kentucky Postsecondary Program Proposal System (KPPPS). In addition, the University of Kentucky and the University of Louisville have been selected to participate in a Carnegie Foundation initiative to redesign the education doctorate. They were two of 20 programs nationally selected to participate in the initiative.

The University of Kentucky, the University of Louisville, and Spalding University are currently the only Kentucky institutions offering an education doctorate. Together these programs have averaged an enrollment of approximately 600 students. Over the past five years, they have produced approximately 90 graduates annually. Kentucky ranks 14th of the 16 Southern Regional Education Board (SREB) states in production of education doctorates, and 35th nationally.

These activities provide the Council and the institutions with an opportunity to meet a real need within the context of the Council’s “Double the Numbers” initiative. The challenges of the global economy and of meeting HB 1 goals require a coordinated and systematic

approach to proposals to create or redesign education doctorates. Such proposals must be reviewed with a focus on Kentucky's needs and on best practices nationally.

Alignment and Structure

The Council has set aggressive goals for the postsecondary and adult education system to double the number of baccalaureate degree holders in the state. Meeting these goals will require considerable reallocation and new investment in programs that improve undergraduate retention and graduation rates. The structure of any new or redesigned educational leadership program should be highly collaborative and interdisciplinary. This will ensure quality, effectiveness, and efficiency.

Any proposals for new or redesigned programs must be aligned with the work of the HJR 14 task force. The task force has developed a standard set of criteria for review and redesign of both the master's and doctorate in education. The criteria are designed to ensure a consistent and coordinated approach while providing an opportunity for institutions to develop individual emphases. The task force's criteria and methodology also can be supported by the Council's authority to identify academic degree programs as standardized degree programs (KRS 164.037).

A survey of potential applicants to Ed.D. programs and of employers of educational leaders by the HJR 14 task force produced a modest response. The survey was based on perceptions of the Ed.D. as traditionally offered.

The need to redesign Ed.D. programs must be separated from the need or demand for programs as currently structured in Kentucky. Both new and current programs must be designed or redesigned to meet today's needs. Restructuring the way in which educational leadership programs are designed and delivered may well increase demand for such programs. The primary market for the programs will be the P-12 community.

Criteria and Process

The Council staff has articulated five general questions that will guide review of proposals to offer new doctorates in educational leadership.

- Is the proposal consistent with Kentucky's Public Agenda for Postsecondary and Adult Education?
- Is there a need for new doctorates?
- Does the proposing institution have the programmatic and fiscal capacity to offer the program?
- Can the program be more effectively delivered by another institution?
- Can the program be offered in collaboration with another institution?

EPSB's Education Leadership Redesign Task Force has developed additional criteria that will be used to review Ed.D. program proposals. These criteria provide for certain standard features applicable to all programs that will ensure effective coordination of program delivery, maximum flexibility for students in scheduling and course-taking, and efficient use of resources.

1. Program Design

- A. Rigorous and relevant prerequisites for admission.
- B. Seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree.
- C. Cohort or open model of registration, including minimum requirements for viability of program.
- D. A detailed program of study.
- E. Description of culminating experience or dissertation appropriate to the needs of the constituencies served.
- F. Demonstration of a fully aligned relationship between the redesigned master's and doctoral programs.
- G. Program tracks that acknowledge the diversity of applicants' background experiences and prior knowledge.
- H. Articulated agreements with local school districts, cooperatives, and other regional partners that ensure substantive field experience.

2. Program Content

- A. Be interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources.
- B. Have rigorous curriculum standards, with identified competencies, and cohort-based instructional methods that motivate and engage students with a focus on dynamic instructional leadership, all with a flexible schedule to accommodate working professionals.
- C. Blend theoretical and research knowledge with applied analytical skills (research knowledge should be used to improve school practice).
- D. Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.
- E. Help leaders work collaboratively and inclusively with teachers, parents, students, and the community to create productive learning environments.

3. Capacity

- A. Faculty
 - 1) Appropriate qualifications of present and pending faculty, including rank, degrees, experience, and relevant scholarship.
 - 2) Appropriate balance between full- and part-time faculty in the program, ensuring quality and consistency for the students.

- 3) Description of the support and resources that will be provided to aid in the inculcation of a doctoral education culture within the department and institution and the preparation of faculty to chair student committees.
- B. Resource Requirements
- 1) Demonstration of financial viability.
 - a) Total costs for students, including options for student financing.
 - b) Start-up costs.
 - c) Financial impact on institution.
 - d) Minimum number of students required to make program viable, accounting for attrition.
 - 2) Evidence of sufficient graduate student support, including availability of external funding.

4. Components Specific to Joint Programs

- A. Agreements must be clear regarding which entities have decision-making responsibilities in which areas and how differences will be resolved.
- B. A set of criteria for faculty participation in the program must be jointly developed.
- C. Admissions decisions must be made jointly and must be unified from a student perspective.
- D. Advisors must be located at all institutions.
- E. Residency must be clearly defined and may or may not involve physical presence at one or more institutions.
- F. Agreement must be clear on how tuition and fees are paid and allocated.
- G. Curricular requirements must be established jointly.
- H. Dissertation or culminating experience standards and procedures must be developed jointly, including the types of research deemed acceptable.
- I. Committee membership must be equitable, with procedures for exceptions.
- J. Memorandum of agreement must be completed to guide administration of the program.

The Council staff will request external consultants to assist them in the review of proposals for new and redesigned education doctorates to ensure alignment with the criteria described above.

Three years after implementation of any new educational leadership program, and upon completion of the Carnegie-led redesign of current programs, the Council staff will review the program to assess the degree to which it is meeting the purposes for which it was approved. The review will take into account any changes in circumstances that might warrant modification of the original approval. If deficiencies are found, the institution(s) will be requested to remedy them or risk revocation of the authority to offer the degree.

House Joint Resolution 14

A JOINT RESOLUTION directing the executive director of the Education Professional Standards Board with the cooperation of the commissioner of education and the president of the Council on Postsecondary Education to establish an interagency task force to collaborate with public and private postsecondary education institutions for the redesign of preparation programs and the professional development of educational leaders.

WHEREAS, there is a critical need for Kentucky schools to have leaders who are prepared to improve teaching and learning; and

WHEREAS, all Kentucky school leaders need to have a mastery of current knowledge and skills, and the dispositions to improve teaching and learning; and

WHEREAS, it is a goal of the General Assembly that every school have leadership that improves schools and increases the learning and development of all students; and

WHEREAS, there is a need for a seamless system of education leadership that includes the recruitment and selection of potential education leaders; and preparation and certification, induction, professional development, and supportive working conditions that focus on a vision of school leaders as instructional leaders; and

WHEREAS, activities to redesign education leadership preparation programs are underway among state regulatory agencies to create integrated and embedded programs addressing the school leadership needs of the Commonwealth;

NOW, THEREFORE,

Be it resolved by the General Assembly of the Commonwealth of Kentucky:

Section 1. The executive director of the Education Professional Standards Board, with the cooperation of the commissioner of education and the president of the Council on Postsecondary Education, shall organize an interagency task force to collaborate with private and public postsecondary education institutions for the redesign of programs for school and district leaders, including the preparation and certification of principals,

assistant principals, superintendents, and other central office and school-based administrators.

- (1) The size and make-up of the task force shall be determined by consensus of the executive director, commissioner, and president.
- (2) The work of the task force shall begin no later than August 15, 2006.
- (3) The redesigned programs for developing educational leaders shall have:
 - (a) Recruitment and selection policies that ensure that persons with high leadership potential and talent are being prepared to lead Kentucky schools;
 - (b) Strong emphasis on developing the essential competencies necessary for improving the safe and efficient management of schools and increasing student achievement;
 - (c) A standards and research base with coherent goals, learning activities, and assessment around a shared set of values, beliefs, and knowledge about effective administrative practices;
 - (d) Provisions for field-based internships that incorporate problem-based learning and utilize cohort groups and mentors whenever possible and appropriate;
 - (e) Strong clinical training options throughout the programs that include extensive collaborations between postsecondary education institutions and school districts;
 - (f) Induction components for newly hired principals and other education leaders, which provide both collegial support and individual mentoring with documented evidence of the new principals' or other education leaders' abilities to focus on high levels of student learning, growth, and achievement;
 - (g) Provisions for high-quality professional development that strengthen current school leaders' capacity to work with faculty in changing school and classroom practices to increase student learning, growth, and achievement;and

- (h) Support for working conditions that enable leaders to implement strong instructional leadership that improves opportunities for teaching and learning for all students.
- (4) The interagency task force in collaboration with postsecondary education institutions shall:
- (a) Ensure involvement of all appropriate education entities during all stages of the redesign processes;
 - (b) Identify postsecondary education institution and school district resources that can be utilized to make educational leadership programs as effective as possible;
 - (c) Identify the competencies, knowledge, skill sets, and dispositions that all instructional leaders must possess;
 - (d) Require instruction and the improvement of student learning, growth, and achievement;
 - (e) Require problem-based learning while addressing state and national leadership standards; and
 - (f) Require the relevant field-based experiences and internships that allow candidates to demonstrate leadership competencies in real-life situations.
- (5) The interagency task force shall:
- (a) Utilize regionally and nationally recognized experts in educational leadership to assess Kentucky's current needs and evaluate institutional redesign proposals to meet those needs;
 - (b) Study and determine best practices for implementing the redesign of educational leadership programs in Kentucky, including the use of institution-based redesign coordinators to spearhead, coordinate, and administer a multi-year development process and the establishment of an executive leadership academy with a clear focus on improving student learning, growth, and

achievement by developing the instructional leadership and management expertise of Kentucky's principals; and

- (c) Require alignment of doctoral programs in education with the redesigned masters' and other leadership programs to ensure rigor and relevance.

Section 2. The interagency task force shall provide a progress report to the Interim Joint Committee on Education by October 1, 2007, and as requested thereafter.

**Council on Postsecondary Education
Quality and Accountability Policy Group
July 16, 2007**

Kentucky Principals' Academy

On April 5, 2006, Governor Ernie Fletcher signed House Joint Resolution 14 requiring the Education Professional Standards Board, in cooperation with the Kentucky Department of Education and the Council on Postsecondary Education, to establish an interagency task force with public and independent postsecondary education institutions to coordinate collaboration on the redesign of preparation programs and the professional development of educational leaders.

The task force will make recommendations in the summer of 2007 to EPSB detailing a logical and consistent set of programs for teachers and educational leaders in the Commonwealth. This set will include redesigned master's degrees for teachers and redesigned master's degrees in educational leadership. The task force will also address, as required by Section 1(5)(c) of HJR 14, alignment of doctoral programs in education with these redesigned master's programs in order to ensure rigor and relevance.

To build on the task force's work, the General Assembly included in the 2006-08 budget for the Council on Postsecondary Education money in the second year of the biennium for a Kentucky Principals' Academy.

The KPA will be a collaborative enterprise among those Kentucky universities with education leadership programs. The primary goal of the academy will be to improve P-12 student learning through specialized professional development for public school leaders. The academy will be supported by an advisory committee of representatives from school districts, education faculty from participating institutions, colleges of business, departments of communication, and other appropriate disciplines, as well as KDE and EPSB.

Proposals to serve as the host institution for the academy were received and reviewed by representatives from the Council, KDE, EPSB, and the Southern Regional Education Board. A joint proposal from the University of Kentucky and the University of Louisville, involving multiple postsecondary education partners, was selected. An advisory committee will be formed in July 2007 to determine the KPA curriculum. The first cohort will be recruited in fall 2007 and spring 2008 and will begin work early in summer 2008.

Council on Postsecondary Education
July 16, 2007

2006–08 College Access Outreach Initiative

Background and Introduction

In 2001-03, an initial “Go Higher Kentucky” outreach initiative disseminated television, print, and radio advertisements targeting adults without a high school degree and low-income middle and high school students. The outreach played a significant role in a 57 percent increase in adults earning a GED, the sixth largest increase in the nation. Enrollments in workplace education and postsecondary programs also increased. Because of the success of this initiative, the 2006 General Assembly awarded \$800,000 to continue college access efforts. The 2006-08 outreach initiative seeks to provide streamlined and relevant college-going information to traditionally underserved Kentuckians.

Outreach Goals and Target Audiences

Campus recruitment efforts traditionally target recent high school graduates. However, for Kentucky to be successful in meeting the education goals set forth by the legislature, the Council must be responsive to the unique needs of those Kentuckians traditionally outside of the education pipeline. Such audiences require substantially more infrastructure, planning, and research to be influenced by communication messages. In alignment with the Council’s Double the Numbers intervention plan to bridge the gap of 211,000 additional bachelor’s degrees that will be needed to meet 2020 goals, the current outreach effort will initially target four key audiences with the following goals:

- *Returning adults* - Increase the number of returning adults enrolling in college and completing a bachelor’s degree. Returning adults are defined as Kentucky residents aged 25-50 not currently enrolled with some college but no bachelor’s degree.
- *At-risk middle and high school students* - Increase the number of GEAR UP students enrolling in algebra by the ninth grade and taking a rigorous curriculum and graduating from high school.
- *Potential transfer students* - Increase the number of Kentucky Community and Technical College System students transferring to a four-year postsecondary institution to complete a bachelor’s degree.
- *Potential GED students and GED graduates* - Increase the number of adults completing a GED and the number of GED graduates enrolling in college.

Proposed Outreach Activities

Returning adults – Outreach efforts for this audience will be coordinated in two phases. The Council has identified approximately 233,000 potential returning adults in Kentucky that attended a Kentucky public institution and still reside in the state. The first phase will focus on more than 11,000 of these adults who have 90 or more credit hours but have not earned a bachelor's degree. In partnership with the institutions, the Council will coordinate a direct mail effort and media events to reach this audience. Participating institutions will have response teams prepared to help these students complete their degree. Outreach efforts for the second phase will be determined by a research project currently underway. The Council is working with Stamats, a higher education research firm, to conduct a telephone survey of potential returning adults to identify market segments of adults who could be motivated or would be receptive to incentives to reenroll in college and earn a bachelor's degree. A parallel effort to identify programs and incentives that the institutions will offer is presently taking place. The second phase will launch when the programs and services are identified to market to these adults. Preliminary survey findings are expected by mid-July with a final report by early August.

At-risk middle and high school students – In partnership with GEAR UP Kentucky and the American Council on Education, this outreach component will focus on encouraging 14,000 low-income, at-risk middle and high school GEAR UP students to enroll in algebra as a freshman and take a rigorous curriculum throughout high school. Outreach efforts also will encourage parents to stay involved in their child's academic life and help them plan early for college. Using creative resources from the national ACE college-going campaign "Know How 2 Go," outreach efforts will include direct mail, print, and statewide TV and radio ads. The outreach initiative will pilot a "College 101" event in one county for students and parents, with plans to extend this program statewide in the future. Outreach events, messages, and materials will be distributed through a coordinated grassroots network, the Kentucky College Access Network, to be coordinated in partnership with the Prichard Committee.

Potential transfer students – In partnership with KCTCS and the Kentucky Association of Collegiate Registrars and Admissions Officers (KACRAO), the outreach initiative will target approximately 47,000 potential transfer students to encourage them to transfer to a bachelor's degree program at a four-year institution. Planned outreach efforts for this audience include radio ads encouraging transfer, support of annual transfer fairs at KCTCS institutions, and development and distribution of printed and online transfer student toolkits and transfer brochures to KCTCS students.

Adults with no GED and GED graduates – In partnership with Kentucky Adult Education, the initiative will target approximately 800,000 Kentucky adults without a high school diploma or GED for recruitment purposes and 9,500 Kentucky adults with a GED who are not currently enrolled in college. Building upon the results of a survey of 3,200 GED graduates conducted by KYAE in spring 2007, outreach funds will be used to develop and distribute toolkits for 900 adult educators to aid in the development of recruiting adults to complete their GED and transitioning GED graduates to college.

Research

The Council staff is currently engaged in the research and planning phase of the initiative. In addition to the returning adult survey, a comprehensive usability study and vendor audit of the www.GoHigherKY.org Web site is completed. Funded by the Kentucky Higher Education Assistance Authority, GoHigherKY.org launched in 2004 and is designed to be a one-stop shop for Kentuckians to plan, choose, apply, and pay for college.

This study will benefit the Council's work with all targeted audiences, as all outreach activities will drive traffic to the Web site. The purpose of the usability study is to understand how the site meets each audience's unique needs and expectations. The study will identify the opportunities to improve content, navigation, interface design, and information architecture. Preliminary findings were presented in mid-June and the GoHigherKY.org operations team, with representation from all partners, is presently reviewing the results to decide a course of action.

Additional Funding

In addition to the \$800,000 funded by the Kentucky General Assembly for this effort, the Council has obtained over \$1 million in additional funding through grants and partnerships to date. GEAR UP will contribute \$450,000 over the biennium to fund outreach to at-risk middle and high school students. The Council is receiving \$100,000 from the National Postsecondary Education Cooperative to implement the findings of the GoHigherKy.org study. Kentucky was one of three states chosen by NPEC to develop a consumer Web site. The Council has also requested \$500,000 from the Lumina Foundation to extend the reach of the outreach effort to individual counties through the support of The Kentucky College Access Network (KYCAN).

Outreach Committees

The Council has established an outreach committee for each target audience to engage partners in this initiative. Council staff will meet periodically with outreach committees to solicit guidance, communicate progress, and build support for outreach efforts. While this list will grow as the outreach expands, initial representation on these committees includes:

- Postsecondary institutions, public and independent
- Kentucky Virtual Campus
- Kentucky Adult Education
- GEAR UP Kentucky
- Kentucky Department of Education
- Kentucky Higher Education Assistance Authority
- Kentucky Chamber of Commerce
- Kentucky League of Cities

- Greater Louisville Inc.
- STRIVE
- Kentucky Chamber of Commerce
- Kentucky Cabinet for Workforce Development

Evaluation

The success of the outreach initiative will be measured by numerous indicators including:

- Web metrics on the GoHigherKY.org Web site
- Call center inquiries
- Community participation
- Institutional involvement
- Free media placements and news stories
- Enrollments, transfers, and completions

Timeline

A comprehensive timeline will be available at the July 16 Council meeting. A tentative timeline follows.

Spring 2007

Begin target audience research

- Begin GoHigherKy.org study
- Begin returning adult learner survey
- Develop partnerships
 - Identify and secure additional funding sources
 - Develop key strategic partnerships

June – September 2007

- Begin message and materials development, Web review
- Convene target audience outreach committees

July 2007

- Complete research phase

Fall 2007

- Launch GEAR UP outreach
- Launch returning adult outreach – Phase I
- Launch GED outreach
- Revamp GoHigherKy.org Web site
- Test outreach messages
- Begin network development

January 2008

- Launch improved GoHigherKy.org site
- Launch returning adult outreach - Phase II

June – July 2008

- Evaluate outreach initiative

Council on Postsecondary Education
July 16, 2007

P-16 Council Report

At the March meeting of the state P-16 Council, Council members were updated on several ongoing P-16 initiatives.

Jim Applegate and Robin Chandler reported on the implementation of House Joint Resolution 145 regarding the level of skills and knowledge of Kentucky students relating to the U.S. Constitution and the democratic process. The Kentucky Department of Education has crosswalked its curriculum and assessment standards, and the Education Professional Standards Board has identified teacher competencies pertaining to these issues. The Council on Postsecondary Education is compiling a report on curricular offerings and enrollments in pertinent disciplines, as well as several campus-linked initiatives promoting civic engagement, such as the National Survey of Student Engagement, Campus Compact, the American Democracy Project, and The Washington Center internships. A final report will be presented to the Interim Joint Committee on Education in August 2007.

Dr. Applegate updated the Council on the proposed revisions to the CPE's minimum college admissions regulation, recommended by the Developmental Education Task Force (see P-16 March Agenda Item VI) and passed in May by the CPE. The revised regulation will raise the statewide standards for readiness in mathematics to an ACT subscore of 19 and the statewide standard for readiness in reading to an ACT subscore of 21. The statewide standard for readiness in English will remain at 18. Other revisions will require underprepared students enrolling in Kentucky's postsecondary institutions to take developmental (or supplemented) coursework during their first term of enrollment and to take the next credit-bearing course in that area immediately afterward. Reporting to the P-16 Council was a step in the notification process for regulation revision. The administrative regulation will undergo a public review by the Administrative Regulation Subcommittee and the Interim Joint Committee on Education.

Dale Duvall summarized the activities of several local councils, and Ron Daley highlighted the initiatives of the Kentucky River P-16 Council. Using data from CPE's data portal, Mr. Daley presented maps illustrating the comparative levels of high school graduation and baccalaureate attainment in Breathitt, Knott, Leslie, Letcher, and Perry Counties. Noting that the high school graduation rate has increased in this region, he showed how the University Center of the Mountains—a collaborative effort involving Hazard Community and Technical College, Eastern Kentucky University, Morehead State University, and Lindsey Wilson College – provides needed access to postsecondary education for this rural population. The Kentucky River Council's initiatives address curriculum alignment focused on postsecondary readiness, the professional development of K-12 teachers and adult education providers, efforts to increase high school and postsecondary degree completion, engagement of business in

schools for career awareness and leadership development, and greater public awareness of the need for education to raise the quality of life in Kentucky's communities. Four final local initiatives were awarded with CPE and Kentucky Adult Education funds allocated to support local P-16 councils. Local council representatives stressed the need for reliable funding to support on-going collaborative efforts and the staffing needed to sustain them.

Joel Vargas, of Jobs for the Future, a Boston-based nonprofit policy and research firm, presented a *Briefing Paper to Kentucky Dual Credit Task Force* and its *Recommendations for Data Collection and Analysis*. The Kentucky Community and Technical College System had enlisted Jobs for the Future to assist the task force in identifying appropriate policy issues to address in developing a statewide approach to dual credit and dual enrollment. The two chief policy areas on which JFTF focused were eligibility standards and funding. Adequate data on the profile of students enrolling simultaneously in high school and college courses have yet to be collected, nor have the effects of dual enrollment been definitively determined. Still, JFTF recommends the consistency found in some states' approaches to dual enrollment eligibility, including performance on standards-based assessments and designation of discipline-based course sequences and credit transfer framework. It also recommended use of postsecondary developmental courses (for high school, but not postsecondary, credit) as a way to provide alternative instruction for at-risk high school students.

The report recommended that Kentucky policymakers define the goals they hope to achieve through dual enrollment and dual credit (such as increasing postsecondary enrollment and degree completion, increasing high school graduation rates, increasing workforce readiness, or making advanced curricula and teaching resources available to school districts) and align funding to meet these goals. Failure to fund dual enrollment consistently penalizes low-income students and both reduces their access to postsecondary opportunities and places the burden of tuition reduction or waivers on postsecondary institutions. Funding that shifts K-12 average daily attendance formulas to cover tuition leads to resistance on the part of school districts to allow students to enroll in college courses.

Use of dual enrollment as a strategy for raising levels of educational attainment underlines the need for cross-sector data collection and analysis, involving annual, descriptive reporting on students who participate, as well as longitudinal research on the actual effects of dual enrollment, as conditioned by student profile, courses taken, and subsequent effects on educational attainment. The JFTF made five specific recommendations regarding establishment of a data collection system that would support a consistent and coherent statewide approach to dual enrollment:

1. Collect student-level high school course completion data.
2. Establish a P-16 data warehouse.
3. Build and maintain the will to collect and maintain data.
4. Dedicate resources to data collection, analysis, and reporting.
5. Create processes that establish shared interests and sustain trust.

Linda France reported on Kentucky's proposal to the ExxonMobil-funded National Math and Science Initiative to create an Advanced Placement Enterprise of Kentucky (APEK), modeled

on the Texas-based Advanced Placement Strategies® organization. The project would increase the number of students taking advanced placement courses and obtaining a score of three or higher in mathematics, science, and English by providing financial incentives and academic and professional development support to participating students, teachers, and schools. The proposal is a collaborative effort by the Kentucky Science and Technology Corporation, the KDE, the CPE, and the Partnership for Successful Schools. Kentucky is one of 21 states to reach the second stage of the proposal process. Successful applications will be funded up to \$13 million over six years.

CPE President Tom Layzell outlined the 2006 joint P-16 budget proposal that resulted in \$8.9 million of funding for the Kentucky Education Network, a high speed, education-dedicated network to connect every college, university, and school district in the Commonwealth, along with the agencies of the Education Cabinet and other education-related offices. Also proposed during the 2006 legislative session was funding for a P-16 Seamless Data Warehouse; a P-16 Learning Systems Integration Initiative to support a coordinated administrative structure, a common course-management system, and the development and acquisition of sharable instructional content modules for technology-enhanced learning; and funding to support and sustain local P-16 councils. The need for each of these initiatives is increasingly apparent, and both Dr. Layzell and Kevin Noland, KDE interim commissioner, agreed to work together and with their respective boards during the coming budget-planning process.

Dianne Bazell, CPE's assistant vice president for academic affairs, updated Council members on the P-16 performance indicators that Council members had asked partner agency staff to develop. The draft of indicators presented reflected three principles: (1) a focus on cross-sector transition areas (or "seams") of Kentucky's P-16 system both to reflect progress and to influence the agenda of the P-16 Council's partner agencies toward the statewide goals of raising the level of educational attainment and improving the quality of life of Kentuckians; (2) use of data that are meaningful and comparable across states; and (3) use of data that are already collected regularly at the national or state level, rather than generated solely for Kentucky's P-16 Council. The final version will consist of a single-page (double-sided), easily distributable document that will serve three functions: (1) address questions regarding the effectiveness and direction of Kentucky's P-16 Council (Is its agenda working? Are the partner agencies of the P-16 Council working together effectively? To which areas should they turn their attention?); (2) align state-level and local council agendas and provide a common set of criteria for assessing performance and progress; and (3) promote the Commonwealth by communicating to others, particularly businesses considering locating here, that state and local leaders are focused on a shared and strategically implemented agenda to increase the level of educational attainment and workforce readiness of Kentucky's citizens.

Jeanne Ferguson, KBE member, was elected chair of the P-16 Council for the coming year. The CPE will staff the P-16 Council and host its meetings. The next P-16 Council meeting will be held September 19, 2007, in CPE's Meeting Room A.

Staff preparation by Dianne M. Bazell

COUNCIL ON POSTSECONDARY EDUCATION REPORT
7/16/07
FROM THE KENTUCKY BOARD OF EDUCATION

June 13-14, 2007, Kentucky Board of Education Meeting

Highlights of the meeting were as follows:

➤ ***SPECIAL EDUCATION AND KHSAA REGULATION AMENDMENTS
FINALIZED***

At its June meeting, the Kentucky Board of Education revisited the special education and KHSAA regulations to consider comments that were submitted at the public hearing on May 31. The Board had the discretion to make further changes to the regulations after considering these comments or leave them as passed at the April meeting.

Additional amendments made to 707 KAR 1:280, 1:300, 1:310, 1:320, 1:350 and 1:360, Special Education Programs, included:

- 707 KAR 1:280, Section 1, Page 8, Line 23 – The definition for “hearing impairment” was changed to read:

“(a) may be mild to profound, unilateral or bilateral, permanent or fluctuating, and is determined by:
 (1) an average pure-tone hearing loss in the speech range (500 Hz, 1000 Hz, and 2000 Hz) of at least 25dB in the better ear: or
 (2) an average pure-tone hearing loss in the high-frequency range (2000 Hz, 4000 Hz, and 6000 Hz) of at least 45dB in the better ear: or
 (3) an average pure-tone unilateral hearing loss in the speech range (500 Hz, 1000 Hz and 2000 Hz) of at least 60dB in the impaired ear: and,
(b) results in difficulty identifying linguistic information through hearing: and,
(c) has an adverse effect on the child’s educational performance.”
- 707 KAR 1:320, Section 7, Page 13, Line 11 – In regard to transition planning, the phrase “or when the child has reached the age of fourteen (14) years” was added for clarity.
- 707 KAR 1:340, Section 6, Page 9, Line 8 – As a technical correction, the word “to” was changed to “by” so that it reads “consent for initial evaluation has been given by someone appointed by the judge to represent the child.”
- 707 KAR 1:340, Section 10, Page 16, Line 11 – A revision to the subsection reference was amended to include both subsections 11 and 12.

As to 702 KAR 7:065, Designation of agent to manage high school interscholastic athletics, the following additional amendments were approved:

- Bylaw 4, Page 8, Section 5(c)(i) and ii(1) and (2) – A technical amendment was made to the provisions for expanding athletic territory by changing “may be expanded” to “shall be expanded.” These amendments ensure that all students from terminal public and non-public schools have options to attend schools without eligibility restrictions.
- 702 KAR 7:065, Page 4, Sections 4 and 5, Lines 12 and 15 – The edition of the KHSAA Handbook needed updating to read “Fall 2007, June 14, 2007, edition.”

The regulations as amended now proceed through the legislative committee review process prior to becoming effective. Questions on the special education regulations should be directed to Johnnie Grissom at (502) 564-4970 or via email to Johnnie.Grissom@education.ky.gov. For clarification on the KHSAA regulation contact Julian Tackett at (859) 299-5472 or via email at jtackett@khsaa.org.

➤ ***ELEMENTARY AND MIDDLE SCHOOL NORM-REFERENCED TESTS
DISCUSSED***

When the Kentucky Board of Education gave final approval to 703 KAR 5:020 in February 2007, the revised regulation required that norm-referenced tests at elementary and middle schools be administered and reported but the results would not be included in the calculations of the accountability index. Elementary schools were permitted the flexibility to choose a norm-referenced test approved by the Kentucky Department of Education to be administered in reading and math once during elementary school with results reported publicly and discussed with parents. At middle school, EXPLORE was designated to be administered at grade 8, reported publicly and with parents, and used in the development of a student’s Individual Learning Plan (ILP).

The Education Assessment and Accountability Review Subcommittee (EAARS) has brought to the Board’s attention that its interpretation of the statutes related to this matter is that a single, uniform elementary norm-referenced test should be required and results included in the elementary accountability formula. At middle school, EAARS indicated that the Board should inquire about reserving a form of EXPLORE for Kentucky and the subcommittee communicated that EXPLORE results should be included in middle school accountability.

At the June meeting, the Board learned that to add back in a single, uniform assessment at the elementary level would require the release of a request for proposal to secure a vendor for an elementary norm-referenced test. Additionally, a grade level at which to administer the test would have to be determined.

Relative to EXPLORE, Kentucky Department of Education staff reported that ACT, Inc. has indicated it will be able to dedicate a form to Kentucky and any other state interested in statewide administration in 2007-08 at no additional cost. However, staff noted that the costs for subsequent years must be determined.

Department staff recommended to implement EAARS' interpretation at the beginning of the next biennium in order to keep the rules the same for the two-year testing cycle. The Board asked staff to bring the regulation dealing with accountability to the August meeting so that continued dialogue on proposed changes to the assessment and accountability system can occur.

For more information on the norm-referenced test issue, contact Pam Rogers at (502) 564-2256 or via email at Pamela.Rogers@education.ky.gov.

➤ **UPDATE ON ACT IMPLEMENTATION**

The Board heard an update on activities that have occurred relative to the implementation of Senate Bill 130, which added three readiness exams to Kentucky's assessment system – EXPLORE, PLAN and the ACT. The report included the following:

- The EXPLORE test was administered to all of Kentucky's 8th graders during September 2006. Results have been sent to schools but are currently not included in accountability calculations.
- The PLAN test was administered to all Kentucky 10th graders during September 2006 and results were sent to schools. The results will be included in the 2006-07 fall reporting for 5% of the CATS high school accountability formula.
- The ACT will be administered statewide in March 2008. In 2007-08 and subsequent years, PLAN and ACT results will be included for 5% of the CATS high school accountability formula.
- An independent alignment study of the ACT is underway through the leadership of Dr. Norman Webb. During the sessions directed by Dr. Webb on April 18, 19 and 20, teams of teachers, administrators, university staff and external experts analyzed the match between ACT and the Kentucky Core Content for Assessment in reading, writing, mathematics and science. These results were shared with the National Technical Panel on Assessment and Accountability (NTAPAA) at its June 7 and 8 meeting and a summary of findings were shared with the Kentucky Board of Education. It was reported that NTAPAA concluded the augmenting of the ACT with Kentucky Core Content Test items is a complex problem. Department staff will come back in August with more details on the study results and a recommendation on how to proceed.

- WorkKeys will be administered during the 2007-08 school year. A possibility of multiple assessment windows and/or an online format is being discussed to allow for the greatest amount of student success and flexibility.

For more information on ACT implementation, contact Pam Rogers at (502) 564-2256 or via email at Pamela.Rogers@education.ky.gov.

➤ ***COMMISSION ON INTERSCHOLASTIC ATHLETICS APPOINTED***

At its June meeting, the Kentucky Board of Education approved the following appointments to the Commission on Interscholastic Athletics:

- Kenneth Shadowen – Benton, KY – Judicial District 1
- Thomas E. Gumm – Glasgow, KY – Judicial District 2
- Jane Adams Venters – Somerset, KY – Judicial District 3
- Sherron A. Hoehler Gambert – Louisville, KY – Judicial District 4
- Harvey D. Thompson – Lexington, KY – Judicial District 5
- Brenda Jackson – Shelbyville, KY – Judicial District 6
- Dr. Zella Wells – Paintsville, KY – Judicial District 7

The Commission’s charge is to review the operational efficiency of the Kentucky High School Athletic Association. This review shall include, but is not limited to, an examination of the following issues:

- Are business practices conducted efficiently?
- Are existing by-laws monitored and enforced?
- Is the amount expended for legal services appropriate and reasonable?
- Are eligibility rulings and appeals addressed promptly and consistently?
- What is the role of eligibility hearing officers? Does the Board of Control usually accept their findings?
- Review the relationship of the KHSAA to the court system. Are orders of the court being appropriately addressed?

The Commission’s first meeting has been scheduled for July 12. The Board has asked to meet with its chair at the August Kentucky Board of Education meeting to dialogue further about the commission’s work.

For more information on this topic, contact Mary Ann Miller at (502) 564-3141 or via email at MaryAnn.Miller@education.ky.gov.

➤ **MEETING DATES FOR 2007, 2008 AND 2009 APPROVED**

The Board approved its upcoming meeting schedule for the long-term as follows:

KBE Meeting Dates 2007

| <u>2007</u> | <u>Type of Meeting</u> | <u>Location</u> |
|--------------------|------------------------|-----------------------------|
| July 11, 2007 | Regular meeting | Frankfort |
| August 8-9, 2007 | Regular meeting | Frankfort |
| September 5, 2007 | Regular meeting | Available hotel, Louisville |
| October 3-4, 2007 | Regular meeting | Frankfort |
| November 14, 2007 | Regular meeting | Available hotel, Florence |
| December 6-7, 2007 | Regular meeting | Frankfort |

KBE Meeting Dates 2008

| <u>2008</u> | <u>Type of Meeting</u> | <u>Location</u> |
|----------------------|---------------------------------------|--|
| January 9, 2008 | Regular meeting | Frankfort |
| February 6-7, 2008 | Regular meeting | Frankfort |
| March 5, 2008 | Regular meeting | Available hotel, Richmond or Boone Tavern, Berea |
| April 2-3, 2008 | Regular meeting | Frankfort |
| May 13-14, 2008 | KBE retreat/strategic plan Discussion | Kentucky Dam Village State Park, Gilbertsville Or Lake Barkley Lodge |
| June 11-12, 2008 | Regular meeting | Frankfort |
| July 9, 2008 | Regular meeting | Frankfort |
| August 6-7, 2008 | Regular meeting | Frankfort |
| September 10, 2008 | Regular meeting | Cumberland Falls State Park, Corbin |
| October 1-2, 2008 | Regular meeting | Frankfort |
| November 5, 2008 | Regular meeting | Rough River State Park, Falls of Rough |
| December 10-11, 2008 | Regular meeting | Frankfort |

KBE Meeting Dates 2009

| <u>2009</u> | <u>Type of Meeting</u> | <u>Location</u> |
|---------------------|--|--|
| January 14, 2009 | Regular meeting | Frankfort |
| February 4-5, 2009 | Regular meeting | Frankfort |
| March 4, 2009 | Regular meeting | Jenny Wiley State Park, Prestonsburg |
| April 1-2, 2009 | Regular meeting | Frankfort |
| May 12-13, 2009 | KBE retreat/strategic plan Discussion | Available hotel, Lexington |
| June 10-11, 2009 | Regular meeting | Frankfort |
| July 8, 2009 | Regular meeting | Frankfort |
| August 5-6, 2009 | Regular meeting | Frankfort |
| September 9, 2009 | Regular meeting | Available hotel, Owensboro |
| October 7-8, 2009 | Regular meeting | Frankfort |
| November 5, 2009 | Regular meeting | General Butler State Park, Carrollton |
| December 9-10, 2009 | Regular meeting | Frankfort |

For questions on the Kentucky Board of Education's meeting schedule, contact Mary Ann Miller at (502) 564-3141 or via email at MaryAnn.Miller@education.ky.gov.

Next Meeting: August 8-9, 2007, Frankfort, KY

**Council on Postsecondary Education
July 16, 2007**

**Master of Science in Nutrition Services
Murray State University**

ACTION: The staff recommends that the Council approve the Master of Science in Nutrition Services (CIP 19.0501) proposed by Murray State University.

Murray State University proposes an option for graduates of its current registered dietician (R.D.) certificate program to complete an additional 15 hours of graduate coursework to earn the 33-credit-hour degree of Master of Science in Nutrition Services. The additional coursework will allow certificate holders to pursue higher education in the areas of professional counseling, education, science, statistics, psychology, management, and nutrition research.

The American Dietetic Association is currently considering a recommendation requiring that a master's degree be earned concurrently while completing education and training requirements for the R.D. certificate. This recommendation underscores the need for the proposed program.

Up to 12 credit hours of coursework from comparable programs may be transferred and applied to graduation requirements. Coursework for the master's degree will include a five-credit-hour nutrition research project designed for delivery on electronic platforms. Other courses will be delivered via distance learning, and students pursuing graduate degrees in related dietetics and nutrition fields at the University of Kentucky and Eastern Kentucky University will be invited to enroll in these courses.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The university's Board of Regents approved the program at its February 23, 2007, meeting.

**Council on Postsecondary Education
July 16, 2007**

**Master of Science in Health Informatics
Northern Kentucky University**

ACTION: The staff recommends that the Council approve the Master of Science in Health Informatics (CIP 51.2706) proposed by Northern Kentucky University.

Northern Kentucky University proposes a master's program in health informatics to address both the areas of clinical and health information systems and to focus on the integration and interoperability of technology and communication within the healthcare environment. The program will prepare professionals with competencies and skills required to work with leading edge technologies while implementing process change, system design, and management within the requirements of the healthcare industry. The program will be centered in the Department of Business Informatics, but the new courses will be cross-listed with the Master of Science in Nursing.

With the implementation of this program, NKU will be one of a select few universities in the country that specifically addresses information challenges in the field of healthcare. The program will contribute to regional stewardship by supporting economic development and helping healthcare organizations to provide improved care at greater efficiency.

The program includes 18 credits in foundation classes, 11 credits in electives, and a six-credit capstone experience. The electives are grouped into three areas – health informatics policy, business process management, and knowledge management – and students are required to take at least one course in each of these areas. The two-semester sequence of capstone courses will consist of a weekly seminar as well as work and project experience on location within the healthcare industry.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The NKU Board of Regents approved the program at its May 2, 2007, meeting.

Council on Postsecondary Education
July 16, 2007

Committee on Equal Opportunities Report

Kentucky entered into a partnership with the U. S. Department of Education, Office for Civil Rights, to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964. The partnership is a joint, cooperative effort between the Commonwealth, the institutions, and the OCR. *The Kentucky Plan* (established by postsecondary education to accomplish the same objectives as the partnership) is folded into the agreement with the OCR.

The CEO met June 18 in Frankfort. Following is a summary of CEO discussions and actions.

The CEO received a diversity study status from Gary Orfield, project leader. The Council is contracting with the Harvard Civil Rights Project to conduct a statewide diversity study. The HCRP will incorporate any relevant points from the U. S. Supreme Court decision regarding the Louisville/Jefferson County public school system case argued in December 2006. The timeframe for the court to hand down its decision is not known. It is, however, expected before the court recesses for the summer.

The committee adopted the campus visit report for Madisonville Community College and requested a report regarding the implementation of the recommendations at the October meeting. The report is available on the CPE Web site at <http://cpe.ky.gov/committees/ceo/meetings/2007/CommitteonEqualOpportunitiesJune182007MeetingAgenda.htm>.

The committee received a report from Kentucky State University President Mary Evans Sias regarding the implementation of the recommendations from the CEO campus visit. The committee noted the immediate results identified by President Sias and commended her for the seriousness that KSU placed on implementing the committee's recommendations.

The committee heard a presentation by Dr. Sherri Noxel and Dr. Jim Applegate, Council staff, regarding the Developmental Education Task Force recommendations and proposed revisions to the administrative regulation that guide implementation of developmental education at the college and university level. The committee asked the Council members to keep in mind the role given the CEO to advocate that the welfare of all students be considered in major policy discussions. Following the presentation and discussion, the committee asked Dr. Applegate and Dr. Noxel to consider the importance of the P-12 role in addressing student preparation by having an explicit statement relative to the P-12 responsibility; to consider whether the explicit identification of cut-off for determining developmental education needs creates a greater instance of ethnic minorities being placed

in these courses; to request that additional money be made available for financial aid to fill the gap when students are required to use a portion of their financial aid for courses that do not provide credit for graduation; and to generally make sure that the public knows the administrative regulation only addresses developmental education standards and is not the minimum admission criteria.

The committee discussed the recent articles from the Lexington Herald Leader newspaper reporting on the lack of success by the University of Kentucky College of Arts and Sciences to increase its employment of African Americans within the faculty corps. Following considerable discussion, the committee directed the CEO chair to write a letter to the chairs of the boards of regents and trustees expressing concern that the boards through their presidential evaluation processes are not placing a high priority on diversity, ask the trustees and regents for an explanation as to why diversity has such a low priority, and request that diversity have a higher priority.

The committee reiterated its preference that the president or a member of the cabinet (provost or vice president) be present at the CEO meetings to discuss issues. This preference does not replace the request that institutions identify representatives to the CEO but is to augment the conversation when important issues arise. The committee noted that while institutional EEO representatives can and do provide information, there are times when the representatives are unable to speak authoritatively to areas of focus.

The committee received reports on the campus environment teams and campus public safety. Following the discussion, the committee requested that KCTCS and CPE staff work to develop a reporting process to obtain similar information from the KCTCS institutions. Also, the committee asked staff to review the reporting requirements of the Clary and Minger Acts to determine whether more information is available through those reports.

At its October meeting, the committee will receive a report from Madisonville Community College regarding its efforts to implement the recommendations of the campus visit report. The CEO also will have a conversation with University of Kentucky Provost Dr. Kumble R. Subbaswamy regarding the UK campus visit report and the recent articles related to African American faculty in the College of Arts and Sciences. Maysville Community and Technical College will report on its efforts to implement the quantitative waiver standards to implement new academic programs.

The remaining Committee on Equal Opportunities meeting dates for 2007 are August 13-14 and October 15. All meetings are scheduled to be held in Frankfort unless otherwise noted.

Council on Postsecondary Education
July 16, 2007

University of Kentucky
M. I. King Library South Renovation

The following interim project recommendation will authorize the University of Kentucky to combine two separate projects in the 1962 section of M. I. King Library South that are authorized by HB 380.

ACTION: The staff recommends that the Council approve the request of the University of Kentucky to consolidate two M. I. King Library South projects for a combined scope of \$2.83 million to be completed concurrently. The consolidation does not change the overall original project intent.

The University of Kentucky proposes to consolidate the renovation of M. I. King Library South 1962 Section (\$1,700,000) and the replacement of three elevators in M. I. King South (\$1,130,000) bringing the aggregate total to \$2,830,000. The projects are authorized by HB 380, the source of funds is institutional, the project intent remains unchanged, and the projects will be completed simultaneously. The University of Kentucky's Board of Trustees approved the project at its June 2007 meeting.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more, regardless of fund source, that have been approved by an institution's governing board. Since the estimated cost of this project exceeds the \$600,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, capital projects are evaluated under the requirements established by KRS 45.760(14) and KRS 45.763.

This project will renovate space to accommodate the relocation of the chemistry-physics libraries and a student computer lab from the Chemistry-Physics Building. By moving the chemistry-physics libraries to the M. I. King Library South, the project will enable the university to renovate the vacated chemistry-physics space for faculty offices and research labs as well as an additional teaching lab. The project is scheduled to be completed by October 2008. The project requires interim authorization to allow the consolidation.

Following Council approval, the staff will forward the Council's recommendation to the secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

Staff preparation by Sherron Jackson

REVISED July 16, 2007

**Council on Postsecondary Education
July 16, 2007**

**University of Kentucky
Chemistry-Physics Building Renovation**

The following interim project recommendation will authorize the University of Kentucky to use the current HB 380 authorization for project design to complete limited renovations in the Chemistry-Physics Building with university funds.

ACTION: The staff recommends that the Council approve the request of the University of Kentucky to use the HB 380 authorization to design an expansion of the Chemistry-Physics Building to also complete limited renovations to provide additional research and teaching labs. The estimated renovation project cost is \$2.25 million. The total authorized project scope is \$5,000,000.

The University of Kentucky proposes to use the authorization provided in HB 380 to design an expansion of the Chemistry-Physics Building to also complete limited renovations to provide additional research and teaching labs. The cost of renovations is \$2,250,000 of the total project authorization of \$5,000,000. The University of Kentucky's Board of Trustees approved the project at its June 2007 meeting.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under the requirements established by KRS 45.760(14)(17) and KRS 45.763.

This project will renovate 2,300 square feet on the third floor into a teaching lab with 20 student work areas and also the necessary infrastructure, such as hot and cold water faucets at each station, fume hoods, plumbing, electrical, heating, ventilation and air cooling, and improved ingress/egress from the rooms. Two safety stations with drench shower and eye wash will be installed for student safety. The project is scheduled to be completed by August 2008.

The project meets the requirement set forth by KRS 45.760 (17)(b) that the requested configuration is required to meet the need of specific programs to be accommodated within the Chemistry-Physics Building. The University of Kentucky's Capital Project Management Division will implement the project, and the university will pay the operations and maintenance.

Following Council approval, the staff will forward the Council's recommendation to the secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.