

AGENDA

Council on Postsecondary Education

Monday, April 14, 2008

10 a.m. (ET)

CPE Meeting Room A, Frankfort, Kentucky

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Roll Call

Approval of Minutes 1, 9

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Next Meetings

- April 30/May 1 – Budget and Finance Policy Group Meeting/Tuition Hearings
- May 9 – CPE Meeting

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

- May 23 – CPE Meeting

Adjournment

MINUTES
Council on Postsecondary Education
February 1, 2008

The Council on Postsecondary Education met Friday, February 1, 2008, at 10 a.m. (ET) at the Council offices in Frankfort, Kentucky. Chair Turner presided.

NEW MEMBERS

Mr. Turner welcomed two new Council members.

Donna Moore of Lexington worked for many years at Kentucky Educational Television and was deputy executive director for programming and production when she retired in November 2004. She is a member of the Midway College board of trustees. She holds an associate degree from Midway College and a bachelor of arts in business education from the University of Kentucky. Ms. Moore was appointed to the Council December 28, 2007, to replace Suvas G. Desai and will serve until December 31, 2013.

Lisa F. Osborne is an attorney in Carrollton. She holds a bachelor of science in secondary education from Cumberland College, a master of science in library science from the University of Kentucky, and a juris doctorate from the University of Louisville. She is a member of the Kentucky Bar Association and has been a teacher and an insurance agent. Ms. Osborne was appointed December 10, 2007, to fill the term left vacant by Bryan Blavatt. She will serve on the Council until December 31, 2012.

Mr. Turner also recognized Walter Baker, who was recently reappointed to the Council. Mr. Baker is a Glasgow attorney and is a former state senator, representative, and Kentucky Supreme Court justice. He is a retired lieutenant colonel in the Kentucky Air National Guard, with active duty experience during the Pueblo Activation in 1968-69. The U.S. Department of Defense has honored him with its Outstanding Public Service Award, and he is the recipient of the 2003 Vic Hellard Jr. Award for Public Service. He holds bachelor's and law degrees from Harvard University and an honorary Doctor of Human Letters degree from Pikeville College.

The oath of office was administered to Ms. Moore and Ms. Osborne by Reed Rhorer, Chief Circuit Judge of Franklin County.

**REMARKS BY
SECRETARY
MOUNTJOY**

Mr. Turner recognized Helen Mountjoy, secretary of the Education Cabinet. Secretary Mountjoy said one of the highlights of the first few weeks in her new role was the opportunity to spend time with students at Western Kentucky University's Math and Science Academy. She said the stories about the opportunities afforded these students through this WKU program are remarkable and she thanked the Council for supporting this program. She said that she looks forward to working with the Council and the legislators to craft a budget that will not impede the progress of the past ten years. She has scheduled regular meetings with Mr. Cowgill to explore possibilities of ways to coordinate activities that will benefit the students at the state's public colleges

and universities. She said that in order to Double the Numbers the state must recognize both the challenges and the commitments that are required of adult learners and their families when they return to pursue postsecondary education. She saluted the Council and the Council staff for putting together the adult learner summit. She said that the goals of the Council and those of the Beshear administration are identical in many respects. She pledged her support and willingness to cooperate in any way possible to see that the spirit of House Bill 1 is alive and well on every campus and is available for every student in the Commonwealth.

ROLL CALL

The following Council members attended the meeting: Walter Baker, Peggy Bertelsman, Kevin Canafax, Dan Flanagan, Virginia Fox, Alois Moore, Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs, John Turner, Joe Weis, and Jon Draud. John Hall, Phyllis Maclin, and Mark Wattier did not attend.

APPROVAL OF MINUTES

The minutes of the November and December 2007 meetings were approved as distributed.

BUDGET & FINANCE POLICY GROUP REPORT

Mr. Flanagan reported that the Budget and Finance Policy Group met earlier in the day. Discussion topics included the 2007-08 budget reduction plan, the 2008-10 Executive Budget recommendation, and tuition policy parameters. The policy group will meet in the coming weeks to hear presentations from the institutions regarding tuition proposals for 2008-09 and will bring a recommendation to the full Council. The policy group also reviewed the agency operating budget second quarter report.

2007-08 BUDGET REDUCTION PLAN

CPE Interim President Brad Cowgill said that during the final days of 2007, based upon a request from the Governor and the Office of the State Budget Director, the Council was required to submit a proposal to reduce its 2007-08 net General Fund appropriation of \$66 million by a total of 3 percent, or \$1.9 million. A similar request was sent by Council staff to the institutional presidents to reduce the institutional 2007-08 General Fund appropriation of \$1.1 billion (net of debt service) by 3 percent, or \$32.5 million. On January 4, 2008, the Governor signed a General Fund Reduction Order and an Executive Order directing cost-saving measures. The Council's General Fund appropriation is separated into three parts – base operations, pass-through programs, and strategic initiatives and incentive funding programs. Mr. Cowgill said that the impact on Council base operations will require the delay of critical hires within the agency and possible reductions in key statewide contracts. The Council staff communicated to OSBD that if these reductions were to become permanent starting in 2008-09 the Council would want the flexibility to make changes to reflect a longer-term strategy and incorporate additional discussions with Council members and staff. Information was provided in the agenda materials about the amount of the cuts for each institution. Mr. Cowgill said that the Double the Numbers goal could be affected by the institutions replacing the lost revenue from a different course (increasing tuition) or constricting expenditures to maintain the level of progress prior to the cut which could affect the quantity and the quality of programs (restricting enrollment, eliminating program offerings, diminishing

the interest to participate in Kentucky programs, and pricing education beyond the reach of students). He stated that the reductions will take postsecondary education back to the level of funding prior to reform in 1998 thereby reversing the progress that has been made and putting in jeopardy the progress in enrollment.

2008-10
EXECUTIVE BUDGET
RECOMMENDATION

Governor Steve Beshear released his 2008-10 Executive Budget recommendation January 29. Due to an unprecedented and challenging fiscal environment for the Commonwealth, the Governor recommended significant cuts in many areas of state government. Postsecondary and adult education received the worst-case scenario with a 12 percent budget reduction in 2008-10, which is in addition to the 3 percent reduction in FY08. The Executive Budget also recommended a decrease of 12 percent (approximately \$7 million) for Council General Funds for agency operations, pass-through programs, and strategic initiatives and funding programs. Kentucky's two major need-based student financial aid programs, the College Access Program and the Kentucky Tuition Grant Program, were spared from spending reductions in both years of the 2008-10 biennium, but the Kentucky Educational Excellence Scholarship (KEES), the merit-based program, was reduced by approximately \$13 million in 2008-10. A staff analysis of the 2008-10 Executive Budget recommendation, including the fiscal environment, institutional operations, Council operations, capital, and financial aid, was included in the agenda book.

QUALITY &
ACCOUNTABILITY
POLICY GROUP
REPORT

Ms. Bertelsman gave a report from the Quality and Accountability Policy Group.

2006-07
ACCOUNTABILITY
REPORT

The policy group reviewed the draft 2006-07 accountability report. The format for this year's report has been changed to enhance readability. Statewide and institutional indicators have been incorporated into one graphics-intensive document. When possible, ten years of trend data are displayed to illustrate progress made since the beginning of reform. The report showed that the state has made progress in 17 of 26 statewide and institutional key indicators of progress. Council members were asked to review and submit comments about the draft report. The final report will be distributed later in the month and will be available on the Council's Web site.

FTE
CALCULATIONS

The policy group also discussed the change in the method for calculating enrollment at Kentucky's institutions. In the past the Council has calculated full-time equivalency (FTE) as the number of full-time students plus one-third of the number of part-time students to obtain an FTE estimate that is compared with benchmark institutions. With the move away from benchmark funding, the Council has shifted to a calculation based on actual student credit hour production. This move has been made to better align the

Council's methodology with other states and the Southern Regional Education Board.

TRANSFER	Ms. Bertelsman said that transfer continues to be a topic of discussion for the policy group. There continues to be a perception that many students are not able to transfer their hours from KCTCS institutions to four-year institutions. She asked the Council staff to prepare a presentation about transfer to share at a future meeting.
POSTSECONDARY EDUCATION WORK GROUP ON ACCESS TO ACADEMIC PROGRAMS	Ms. Bertelsman said that the policy group discussed the Postsecondary Education Work Group on Access to Academic Programs, approved by the Council at its May 2007 meeting. The group is charged with reviewing state policies related to postsecondary centers established in 1997 by House Bill 1, extended campuses, and approval of postsecondary programs. Work group membership includes representatives of CPE, the Council's Committee on Equal Opportunities, KCTCS, KDE, public and independent postsecondary institutions, and the private sector.
ED.D. PROPOSALS	The policy group also received an update on the review of the proposals from EKU, WKU, and NKU to offer a doctorate in educational leadership. A committee is reviewing the proposals and recommendations are expected in the near future.
LEGISLATIVE UPDATE	A list of bills related to postsecondary and adult education being considered by the 2008 General Assembly was provided for information.
DEGREE PROGRAM ELIGIBILITY	The Council reviewed the results of the Kentucky Plan for Equal Opportunities 2008 degree program eligibility report. This annual report card measures institutional success in enrolling, retaining, and hiring African Americans and requires that each university maintain current performance or improve in order to be eligible to propose new degree programs. The report showed that all eight public universities and 15 community and technical colleges qualify to propose new degree programs, as compared to seven universities and 12 community and technical colleges in 2007. Sherron Jackson with the Council staff noted that this is the first time since 1993 that all eight public universities and this many community and technical colleges have qualified at the highest level of performance. He commended the institutions for their efforts and challenged them to continue to perform at this level.
P-16 COUNCIL REPORT: FOCUS ON ALIGNMENT	Dianne Bazell with the Council staff and Jeanne Ferguson, chair of the P-16 Council, gave the report from the P-16 Council which focused on alignment. Since its creation in 1999, the P-16 Council has focused heavily on alignment of K-12 and postsecondary curricular and assessment standards. From 2001 to 2004, Kentucky participated as a pilot state in the American Diploma Project and helped identify benchmarks of college- and workplace-readiness. In 2004, the Council developed a statewide postsecondary placement policy whereby knowledge and skills in English and mathematics were correlated with ACT subscores. These standards and an additional standard in reading were put into regulation in 2007. Kentucky Adult Education began revising its adult education curriculum to meet these college and skilled-workplace expectations. In 2006, the Kentucky Department of Education revised its Core Content for Assessment standards in light of these expectations. In 2004 and

2006, the Council conducted a study of the effect of the CPE's minimum admissions policy on college performance and was able to show that students entering college with ACT subscores meeting the statewide threshold of preparedness were approximately twice as likely to persist to the sophomore year. With the statewide administration of the ACT beginning in spring 2008 Kentucky will have available student level learning assessment data calibrated to college-readiness expectations from middle school through college placement. In 2007, the CPE revised its High School Feedback Report format and provided district principals and superintendents school-specific information about their graduates' transition from high school to college. The forum of the P-16 Council dramatically improved alignment of P-12 and college readiness standards, and collaboration among agency leaders and staff has never been greater; however, the chief issue facing the partner agencies of the P-16 Council is the provision of cross-sector data capacity.

COMMISSIONER OF EDUCATION REPORT

Commissioner Draud reported that the Kentucky Board of Education is concerned, like the Council, about the state's budget situation and possible funding cuts to K-12. He said he is committed to as much funding as possible to postsecondary education and also for elementary and secondary education since he sees all sectors working together to improve education at all levels. He said that beginning in 2009 student assessment tests will be given in May, creating two to three additional weeks of instructional time. He discussed the varying methods for calculating dropout rates and said that these different methods impact the numbers.

AFFORDABILITY STUDY

Mr. Cowgill said that the affordability study conducted by JBL Associates in 2005 is being updated. A report will be presented at the next meeting.

PROJECT GRADUATE

Sue Patrick, the Council's director of communications, gave a progress report on Project Graduate, initiated in November 2007 to target adults with some college but no degree. The first phase is focusing specifically on the more than 11,000 adult Kentuckians who have earned 90 or more credit hours. All of Kentucky's public institutions are participating in Project Graduate, and the Council staff recently met with representatives from 11 independent AIKCU member institutions to discuss their participation in this effort. The Project Graduate outreach consists primarily of a direct mail effort and a Web presence funded by the Council (www.ProjectGraduate.org). Each institution is offering incentives to their former students to encourage them to finish their degree. Incentives vary by institution and include tuition assistance, application fee waivers, personal advising, and simplified admissions paperwork. Each campus has designated a Project Graduate advocate to ensure those who respond can take full advantage of incentives and quickly navigate the admissions process. Since the announcement of Project Graduate in November, the public interest in this initiative continues to rise. Forty students have enrolled since the initiative began and four will graduate this spring. The Council staff is continuing to work with Stamats, Inc., in partnership with the institutions, to develop a comprehensive outreach plan to reach adults with some college that will include a component to engage the business community in providing incentives or support for their employees to

complete their degrees.

KENTUCKY ADULT LEARNER INITIATIVE

The Council will host the first-ever Kentucky Adult Learner Summit February 4 and 5. Representatives of Kentucky's public and independent colleges will examine issues and best practices that impact adult student success. As the kickoff event for the Kentucky Adult Learner Initiative led by the Council and funded by Lumina Foundation for Education, the summit will address the barriers that prevent adult learners from reaching their educational potential. Discussion topics include ways to improve academic and public policy, student services, financial aid, and marketing of postsecondary education to better meet their unique needs. This summit is the first step in Kentucky's efforts to address the needs of adult learners. Throughout 2008, the Council will convene policy work groups consisting of representatives from postsecondary and adult education, the General Assembly, state government agencies, business and industry, and Council members to draft policy recommendations to encourage more adults to pursue degrees. In conjunction with these policy efforts, the Council will provide each public university with \$50,000 to assess how adult-friendly their campuses are and make policy and organizational changes to address areas that need improvement. The Adult Learner Initiative also provides a significant opportunity to identify and address the particular needs of returning adults and GED graduates who want to progress in their education.

FALL 2007 ENROLLMENT

Kentucky's public universities and community and technical colleges enrolled 212,994 students in fall 2007, a 3.2 percent increase over last fall and a 34.4 percent increase since postsecondary education reform began in fall 1998. KCTCS and Kentucky State University experienced the largest growth in undergraduate enrollment, up 7.3 percent and 7.2 percent over 2006, respectively. Undergraduate enrollment increased by 3.5 percent and first-professional enrollment rose 2.4 percent. Graduate enrollment remained relatively flat (+.6 percent), and public institutions saw a noticeable decrease in post-doctoral students with 11.7 percent fewer than last year. Enrollment in distance learning also continues to increase at public universities, with an 8 percent increase over last year and a 64.3 percent increase since 2000. Participation of KCTCS students in distance learning has increased even more significantly – 18.7 percent over 2006 and 81.9 percent since 2000. Enrollment of African American and Hispanic students is increasing at a faster rate than that of Caucasian students, including a 5.6 percent increase in enrollment of African Americans and a 9.1 percent increase in Hispanic enrollment over last fall.

STATEWIDE DIVERSITY STUDY

Dr. Gary Orfield, principal investigator for the Harvard Civil Rights Project, currently located at the University of California Los Angeles, joined the meeting via Internet2 to provide an update on the status of the statewide diversity study, preliminary findings, and implications of the June 28 U.S. Supreme Court decision in *Friends of McDonald v. Jefferson County School District*. The study is scheduled to be completed June 30, 2008, and is intended to produce targeted research to inform diversity planning in

Kentucky. The study will present recommendations on policies or changes in policy necessary at the Council and institutions to ensure that Kentucky complies with the standards articulated by the Supreme Court in the Michigan cases Grutter and Gratz, Kentucky law, and federal law. The U. S. Supreme Court ruling in *Friends of McDonald v. Jefferson County School District* explicitly excludes postsecondary education and allows Gratz and Grutter to remain the primary law.

STEM TASK FORCE

A special meeting of the STEM Task Force will be held February 6 to review the strategic action plans developed by the STEM study groups. Legislators have been invited to attend the luncheon and to interact with STEM Task Force members regarding the eight recommendations in the task force report released in March 2007 entitled *Kentucky's STEM Imperative: Competing in the Global Economy*. This meeting is co-sponsored by the Council, the Midwestern Higher Education Compact (MHEC), and the Council of State Governments' Midwestern Office with funding from the Lumina Foundation for Education.

COUNTY PROFILES

The Council staff recently released the *2008-10 Kentucky Postsecondary Education County Profiles*. This publication brings together information from state, federal, and private sources to illustrate the relationship between education, the economy, and social issues in Kentucky. It contains graphs, maps, and tables that highlight some of the Commonwealth's more critical issues such as poverty, unemployment, and Medicaid. Profiles for each county, area development district, and postsecondary education service region include a wealth of information, including educational attainment, college readiness and participation, employment by sector, undergraduate enrollment, and financial aid. The report is available on the Council's data portal at <http://cpe.ky.gov/info/county/default.htm>.

CPE CHAIR AND VICE CHAIR

MOTION: On behalf of the Nominating Committee, Mr. Canafax moved that John Turner serve as chair and Dan Flanagan serve as vice chair for the term February 1, 2008, through January 31, 2009. Mr. Baker seconded the motion.

VOTE: The motion passed.

COMMITTEE ASSIGNMENTS

Mr. Turner appointed Walter Baker, Peggy Bertelsman, Kevin Canafax, and Jim Skaggs to the Executive Committee for one-year terms ending January 2009. He appointed Jon Draud to the Quality and Accountability Policy Group and Donna Moore and Lisa Osborne to the Budget and Finance Policy Group. Phyllis Maclin will chair the Committee on Equal Opportunities and Walter Baker will serve as vice chair. Mr. Turner thanked Mr. Baker for his service as CEO chair for the past three years.

RESOLUTIONS

Mr. Turner read resolutions honoring and commending Suvas Desai as a member of the Council. He also read a resolution thanking Allyson Handley. Dr. Handley is leaving the Council staff to become

president of the University of Maine at Augusta.

MOTION: Ms. Fox made a motion to approve the two resolutions. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

STUDENT RALLY

Mr. Quarles announced that the Student Rally for Higher Education will take place February 20 at the Capitol Rotunda. He invited the Council members to attend.

NEXT MEETING

Mr. Turner said that the Council will hold a special meeting February 26 at 1:30 at the Council offices in Frankfort. The postsecondary legislative reception is that evening at the Kentucky History Center.

ADJOURNMENT

The meeting adjourned at 12 noon.

Bradford L. Cowgill
Interim President

Phyllis L. Bailey
Senior Associate, Executive Relations

MINUTES
Council on Postsecondary Education
February 26, 2008

The Council on Postsecondary Education met in a special meeting Tuesday, February 26, 2008, at 1:30 p.m. (ET) at the Council offices in Frankfort, Kentucky. Chair Turner presided.

ROLL CALL

The following members attended: Walter Baker, Kevin Canafax, Dan Flanagan, Virginia Fox (participated via Internet2 from the University of Arizona), Phyllis Maclin, Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs, John Turner, Mark Wattier, Joe Weis, and Jon Draud. Peggy Bertelsman, John Hall, and Alois Moore did not attend.

**KENTUCKY ADULT
LEARNER SUMMIT**

CPE Interim President Brad Cowgill reported on the success of the Kentucky Adult Learner Summit held February 4 and 5 in Lexington. Governor Beshear addressed over 250 representatives of Kentucky's public and independent colleges, outlining his support for the Council's goal to double the number of college graduates by 2020 and emphasizing the importance of reaching out to working adults to earn their college degree. The summit brought national and state experts together with Kentucky's college and university leaders to discuss the barriers that adult learners face in pursuing a college degree and ways that postsecondary institutions can better serve them. Mr. Cowgill thanked the Council staff for their work in organizing the summit.

STEM TASK FORCE

Mr. Cowgill also reported that the Science, Technology, Engineering, and Mathematics (STEM) Task Force met February 6 in Frankfort to review reports developed by seven study groups which have been working since the task force report was released in early 2007. The study group reports, each focused on one of the task force's seven recommendations, provide a detailed and coordinated blueprint to improve Kentucky's performance in the STEM disciplines. The meeting was co-sponsored by the Council, the Midwestern Higher Education Compact, and the Council of State Governments' Midwestern Office with funding from Lumina Foundation for Education. Dr. Pearse Lyons, president of Alltech, gave the keynote luncheon address, and a legislative discussion panel featuring Senator Dan Kelly, Senator Ken Winters, and Representative Harry Moberly addressed current and proposed STEM legislation. Mr. Cowgill thanked Allyson Handley for her work with the STEM Task Force and offered best wishes as Dr. Handley leaves the Council staff to become the president of the University of Maine at Augusta.

**P-16 DATA
EXCHANGE**

Mr. Cowgill reported on progress since the last Council meeting on linking K-12 and postsecondary data in the Commonwealth. Commissioner Draud has instructed superintendents across the state to include each student's identification number on his or her high school transcript. This will enable the agencies to connect student high school performance and course-taking

patterns with postsecondary performance and is a crucial first step in developing P-20 data and research capacity.

COLLEGE PRICE AND FINANCIAL AID

The Council heard a presentation on college price and student financial aid, which showed that while postsecondary education is a more productive investment than ever before, tuition and other college costs have grown more rapidly than family income. This trend creates concerns about college access for low-income families and increasing levels of student debt. The presentation, an update of the Council's 2005 affordability study conducted by JBL Associates, Inc., also showed that the Kentucky Educational Excellence Scholarship (KEES) and institutional aid are major funding sources for students of all financial means. This finding emphasizes the importance of sustained funding for these programs, as funding cuts would impact students similarly to a tuition increase.

The data presentation was followed by a discussion of financial aid trends and potential policy implications with national expert Dr. Sandy Baum. Dr. Baum is the senior policy analyst for student aid and postsecondary education finance at The College Board and professor of economics at Skidmore College in Sarasota Springs, New York. At The College Board, Dr. Baum produces the annual Trends in Student Aid, Trends in College Pricing, and Education Pays publications.

Ed Cunningham and Jo Carole Ellis with the Kentucky Higher Education Assistance Authority provided an overview of current issues relating to the state's grant, scholarship, and loan programs and the implications for students should state and federal funding for these programs not be sustained.

Representatives of some of the institutions provided information on the impact of student financial aid programs introduced during the 2007-08 tuition approval process. The institutions were asked to provide this information to help inform the Council's discussions of college price, financial aid, and tuition policy.

TUITION POLICY AND PROCESS

RECOMMENDATION: The staff recommends that the Council approve the 2008-09 tuition policy and the 2008-09 tuition and mandatory fee proposal.

John Hayek with the Council staff said that over the past several months the Council staff has worked to broaden the scope of the 2006-08 tuition policy to include additional objectives such as productive use of resources, recognition of the shared benefits of higher education to the state and individuals, and shared responsibility for funding. In addition, the Council staff created a tuition proposal that consolidates data and information requested in the past which is intended to provide a better understanding of the sources and uses of tuition revenue generated from proposed increases in tuition and fee rates. In 2006-08, the Council staff developed a

Technical Guide for 2006-08 Tuition and Fee Parameters, which established maximum parameters for tuition and fee charges based upon various funding adequacy and affordability indicators. Due to increased uncertainty regarding the level of state General Fund appropriations for 2008-10, and in recognition of the state's austere budgetary environment, the staff did not include parameters in the 2008-09 tuition policy. Instead, public postsecondary tuition and fee charges for 2008-09 will be established through a tuition proposal, hearing, and approval process involving the institutions and the Council. Information and data provided by the institutions using the tuition proposal will be used by the Council staff and Council members to evaluate tuition rate increases. Institutions will present information from the proposal at institutional tuition hearings. Following the hearings and a review of the proposals, the Council will then take action on 2008-09 tuition rates.

MOTION: Mr. Quarles moved that the recommendation be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

DOCTORATES IN EDUCATIONAL LEADERSHIP

RECOMMENDATION: The staff recommends the approval of the proposals from Eastern Kentucky University, Northern Kentucky University, and Western Kentucky University to offer an Ed.D. in Educational Leadership contingent upon the following:

- (1) The submission of a report to the Council by October 1, 2008, outlining the details of the seamless transfer articulation agreements among the universities as referenced in the Collaborative Efforts in Offering the Ed.D. in Educational Leadership Memorandum of Understanding included in the proposals. This report will be considered for acceptance by the Council at its November 2008 meeting.
- (2) Successful annual reviews of progress conducted by the external review committee that show commitment to meeting the recommendations included in the review committee's executive summary, and in the review committee's evaluations of each individual proposal. In addition, a full review at the end of three years will be conducted of all public university Ed.D. programs to ensure the viability, sustainability, and effectiveness of the programs.
- (3) Evidence in the annual reviews that each program is on track to be financially self-sufficient by the time it is fully implemented. EKU indicates its program will be fully implemented by year five. NKU indicates self-sufficiency by year three. WKU indicates that its program will be fully implemented by year five.
- (4) The Council directs each institution granting an Ed.D. to collect and to report annually to the Council staff information on the placement of all

its graduates. The Council also directs each institution awarding an Ed.D. to evaluate whether these educational leaders have helped to improve student achievement in Kentucky. Finally, the Council directs the Council staff to incorporate information from these institutional reports in reports to the Council (e.g., the High School Feedback Report) and to the legislature (e.g., the annual accountability report).

In July 2007, the Council approved a set of comprehensive and rigorous criteria for the review of proposals for doctoral degrees in educational leadership at Kentucky's comprehensive universities. These criteria were the culmination of two years of reflection and study on how the comprehensive universities could expand their offerings in the area of educational leadership to have a positive impact on P-12 student achievement and the economy in their regions.

As directed in that action, the Council staff formed an external review committee to evaluate the proposals in three areas: program design, program content, and capacity. The review committee conducted interviews with representatives from each campus and found that all of the proposed programs stress regional stewardship and focus on improving student achievement and the economy in their areas of geographic responsibility. They are all focused on the long-term strengthening of the workforce through improvements in the educational system at all levels. The initial resources invested in these programs are investments in the future of the regions. In particular, ECU plans to focus on rural leadership issues; NKU emphasizes the role of the Ed.D. in the implementation of its regional strategic plan, Vision 2015; and WKU focuses on the university taking greater responsibility for P-12 student achievement in its region.

The review committee indicated that all three programs show great promise for the future of programs in educational leadership in Kentucky. The proposed programs embrace new and nontraditional ways of preparing instructional leaders and are aligned with the work of the Education Professional Standards Board's Education Leadership Redesign Task Force created by the 2006 General Assembly in House Joint Resolution 14. Along with the recommendations that apply to each proposed program, the review committee made several recommendations specific to each institution. These items must be addressed as part of the annual reviews conducted per the contingent approval of the programs. In addition, at the conclusion of the three-year review, the Council may ask the institutions to provide an assessment of the impact of their new graduates on the performance of the schools in which they serve.

The intensive and rigorous process has resulted in three proposed programs that address the needs of the proposing institutions' respective regions, as well as the needs of Kentucky as a whole. While the programs will be expected to show progress in transferability and sustainability, the institutions have made a diligent and committed effort to address the issues of concern

expressed by the Council throughout the process. The institutions have indicated that given the priority they have placed on these programs they can, even in the current difficult financial climate, reallocate funds to support the launch of the programs.

NKU President Jim Votruba thanked the Council and the staff for developing the process for offering these programs. He said that once again Kentucky is in a position to provide national leadership in this area.

MOTION: Dr. Wattier moved that the recommendation be approved. Ms. Maclin seconded the motion.

VOTE: The motion passed.

NEW PROGRAMS

RECOMMENDATION: The staff recommends that the Council approve the Bachelor of Arts in Mass Communication and Journalism (CIP 09.0499) proposed by Kentucky State University.

MOTION: Ms. Maclin moved that the recommendation be approved. Mr. Quarles seconded the motion.

Mr. Baker encouraged KSU to work collaboratively with WKU since WKU's journalism program is nationally recognized.

VOTE: The motion passed.

BAKER RESIGNATION

Mr. Baker resigned from the Council due to the statutory requirement for Council membership to have proportional representation of the two leading political parties. Mr. Baker said that he appreciates the opportunity which two governors have given him to serve on the Council. He said that over the past decade the Council has shared in the satisfaction of putting Kentucky on the cutting edge of postsecondary education reform. He said that the maintenance of these advances shall constitute the challenge for the coming years. Mr. Baker's resignation was effective February 28, 2008.

Mr. Turner read a resolution recognizing Mr. Baker's 40 years of public service to the Commonwealth.

MOTION: Mr. Quarles moved that the resolution be accepted. Ms. Fox seconded the motion.

VOTE: The motion passed.

FUNDING RESOLUTION

Mr. Turner read a resolution that calls for the General Assembly and the Governor to identify sufficient revenue sources to resolve state budget deficits. Under the current proposed budget, the postsecondary and adult education system is facing a 12 percent budget reduction, in addition to the

3 percent cut in the current year. A cut of this magnitude would shackle Kentucky's progress toward the goals of higher education reform legislation, which includes enrolling and graduating more students, expanding research, and increasing per capita income. The resolution states the proposed budget cuts will likely result in higher tuition and diminished financial aid, impairing student access and affordability. Through this resolution the Council is urging state leaders to recognize education as the long-term solution to many social and economic problems plaguing the Commonwealth, rather than an added financial burden. Sustained, adequate investment in postsecondary and adult education will result in increased revenue, reduced health care costs, and less unemployment, and thus improved quality of life for all Kentuckians.

Mr. Baker said that without additional funding coming from the General Assembly, the state will be condemned to maintenance of mediocrity and he hopes that the Council will not allow this to happen to Kentucky.

MOTION: Mr. Canafax moved that the resolution be approved. Mr. Quarles seconded the motion.

VOTE: The motion passed.

NEXT MEETING

The next Council meeting is April 14, 2008.

ADJOURNMENT

The meeting adjourned at 4:25 p.m.

Bradford L. Cowgill
Interim President

Phyllis L. Bailey
Senior Associate, Executive Relations

Council on Postsecondary Education
April 14, 2008

2008-10 Executive Branch Budget Bill (HB 406) Preliminary Summary

Fiscal Environment

- On Wednesday, April 2, 2008, the General Assembly passed its 2008-10 Executive Branch budget bill (HB 406). The bill benefits from approximately \$187 million in FY09 and about \$200 million FY10 of additional General Fund revenue above the Executive Budget recommendation.
- HB 406 includes no new tax revenue, but does include \$50 million from restructuring debt, \$85 million per year from retirements, additional state operating efficiencies and transfers, as well as \$7 million in FY09 and FY10 from the State Lottery.
- A significant portion of the additional revenue was designated to postsecondary education and other priorities, including salary increases for state employees and teachers, security, and the retirement system.

Institution Operations

- HB 406 restores approximately 75 percent of the Executive Budget cuts, totaling approximately \$95 million in FY09 and approximately 83 percent of the Executive Budget cuts in FY10.
- With the proposed restoration of funds, the net GF appropriation for postsecondary education institutions is still short of the revised FY08 budget, which had already been cut 3 percent (or \$32.5 million) in the current year from the original 2007-08 enacted GF base.
- HB 406 recommends \$60 million in Bucks for Brains funding, with \$33.3 million for UK, \$16.7 million for UofL, and \$10 million for the comprehensive universities. HB 406 also includes language that provides greater flexibility regarding the use of these funds for both the research and comprehensive universities.
- See **Attachment A** for details by institution.

Council Operations

- HB 406 includes a 3 percent cut to the Council's core agency operations for FY09 and FY10. This is in addition to the 3 percent reduction taken in the current year from its original FY08 GF appropriation.
- HB 406 does include an additional \$1.5 million in KYAE funds above the Executive Budget recommendation, as well \$100,000 for the Washington, D.C., internship program. The increase in the contract spaces program was also preserved.
- All other pass-through program and strategic funding program cuts were maintained at the Executive Budget level.
- See **Attachment B** for details.

Capital

- HB 406 includes four state funded capital projects as well as a \$13.9 million capital renewal pool. The information technology pool and the research support/lab renovation and equipment pool were eliminated.
- HB 406 also includes 32 agency bond projects totaling approximately \$400.9 million, an increase over the House Budget (\$303 million) and Senate Budget (\$330 million) but significantly below the Executive Branch Budget of \$520 million.
- HB 406 also includes a special provision authorizing debt service to complete \$103.8 million of vetoed/other projects if the General Fund grows at a rate greater than anticipated by the 2008-10 Enacted Budget.
- See **Attachment C** for details on the capital projects.

Financial Aid

- HB 406 recommends basically flat-funding for KEES, as well as both need-based aid programs, the College Access Program, and the Kentucky Tuition Grant Program in 2008-10.

Analysis of HB 406 2008-10 Executive Budget
State General Fund Appropriations

	FY 2007-08		FY 2008-09					FY2009-10				
	Enacted	Revised 3% Cut	Council	Governor's	House	Senate	Free Conference	Council	Governor's	House	Senate	Free Conference
Institutions												
EKU	80,230,200	77,837,400	87,222,000	70,264,500	79,572,000	77,245,100	77,245,100	92,077,500	70,284,300	79,591,800	77,264,900	77,999,500
KSU	28,349,000	27,525,700	30,469,500	24,513,100	27,731,700	26,927,100	26,927,100	31,869,200	24,512,100	27,730,700	26,926,100	27,180,100
MoSU	48,697,600	47,251,500	52,968,200	42,456,600	48,090,600	46,682,100	46,682,100	55,645,800	42,331,800	47,965,800	46,557,300	47,002,000
MuSU	56,068,700	54,386,600	60,021,900	48,030,900	54,580,600	52,943,200	52,943,200	63,371,600	48,030,900	54,580,600	52,943,200	53,460,200
NKU	55,330,000	53,677,000	63,851,300	50,068,200	56,540,000	54,922,000	54,922,000	69,398,500	50,077,700	56,549,500	54,931,500	55,442,300
UK*	335,016,500	326,964,400	359,544,800	290,879,100	330,410,500	320,252,600	321,252,600	375,412,800	290,912,400	330,443,800	320,285,900	324,366,500
UofL**	191,346,100	186,288,900	207,528,100	172,600,700	190,461,200	187,011,700	185,423,000	220,332,400	172,406,400	191,266,900	187,221,000	186,787,700
WKU	86,396,200	83,842,700	93,360,100	74,815,500	84,789,900	82,296,300	82,296,300	98,372,900	75,103,600	85,078,000	82,584,400	83,371,600
KCTCS	228,704,900	221,843,800	253,051,300	196,246,900	223,007,800	219,317,600	219,317,600	278,978,900	196,246,900	223,007,800	222,317,600	224,429,700
Total	1,110,139,200	1,079,618,000	1,208,017,200	969,875,500	1,095,184,300	1,067,597,700	1,067,009,000	1,285,459,600	969,906,100	1,096,214,900	1,071,031,900	1,080,039,600
CPE	95,120,700	93,446,100	91,706,300	52,090,800	52,946,000	52,346,000	53,946,000	207,071,600	61,814,700	65,779,300	57,310,800	59,089,800
KHEAA	174,304,900	175,050,400	297,077,800	164,750,300	180,992,100	189,469,100	180,992,100	312,198,200	165,266,300	183,809,000	191,933,900	183,809,000
Grand Total	1,379,564,800	1,348,114,500	1,596,801,300	1,186,716,600	1,329,122,400	1,309,412,800	1,301,947,100	1,804,729,400	1,196,987,100	1,345,803,200	1,320,276,600	1,322,938,400

Note: All figures displayed are gross appropriations and include debt service and the University of Louisville Hospital Contract; in fiscal year 2009, transfers from the Council on Postsecondary Education for the MLK Jr. Scholarship, Regional Stewardship, Research Support, Engineering, and Workforce Transfer are included.

*In the 2007 Special Session, the General Assembly appropriated \$2 million of nonrecurring General Funds to UK for applied research of alternative fuels.
 *The Conference Committee report includes an additional \$1,000,000 of General Funds in each fiscal year for the Robinson Scholars Program.
 **General Funds in the amount of \$1,992,300 for the Metropolitan College are transferred from the University of Louisville to the Economic Development Cabinet.
 **The University of Louisville Quality and Charity Care Trust Agreement contains a General Fund increase of \$403,600 in fiscal year 2009 to fulfill its contractual obligation.

**Analysis of HB 406 2008-10 Free Conference Committee Budget
Net State General Fund Appropriations**

	FY 2007-08			FY 2008-09		FY2009-10	
	Net Enacted Appropriations	Revised Net for 3% Cut	Difference From Net Enacted	Net FCCR Appropriations	Difference From 2007- 08 Net Enacted	Net FCCR Appropriations	Difference From 2007- 08 Net Enacted
Institutions							
Eastern Kentucky University	79,761,400	77,368,600	(2,392,800)	75,235,700	(4,525,700)	75,970,300	(3,791,100)
Kentucky State University	27,441,700	26,618,400	(823,300)	26,017,200	(1,424,500)	26,271,200	(1,170,500)
Morehead State University	48,202,100	46,756,000	(1,446,100)	45,541,500	(2,660,600)	45,986,200	(2,215,900)
Murray State University	56,068,700	54,386,600	(1,682,100)	52,943,200	(3,125,500)	53,460,200	(2,608,500)
Northern Kentucky University	55,099,500	53,446,500	(1,653,000)	52,313,500	(2,786,000)	52,824,300	(2,275,200)
University of Kentucky*	333,071,000	323,018,900	(10,052,100)	316,603,500	(16,467,500)	319,684,100	(13,386,900)
University of Louisville**	168,572,300	163,515,100	(5,057,200)	157,675,900	(10,896,400)	159,234,900	(9,337,400)
Western Kentucky University	85,115,600	82,562,100	(2,553,500)	80,626,300	(4,489,300)	81,413,500	(3,702,100)
KCTCS	228,704,900	221,843,800	(6,861,100)	219,317,600	(9,387,300)	224,429,700	(4,275,200)
Total Institutions	1,082,037,200	1,049,516,000	(32,521,200)	1,026,274,400	(55,762,800)	1,039,274,400	(42,762,800)

Note: All figures displayed are net appropriations and do not include debt service and the University of Louisville Hospital Contract; in fiscal year 2009, transfers from the Council on Post-secondary Education for the MLK Jr. Scholarship, Regional Stewardship, Research Support, Engineering, and Workforce Transfer are included.

*In the 2007 Special Session, the General Assembly appropriated \$2 million of nonrecurring General Funds to UK for applied research of alternative fuels.

*The Conference Committee report includes an additional \$1,000,000 of General Funds in each fiscal year for the Robinson Scholars Program.

**General Funds in the amount of \$1,992,300 for the Metropolitan College are transferred from the University of Louisville to the Economic Development Cabinet.

**The University of Louisville Quality and Charity Care Trust Agreement contains a General Fund increase of \$403,600 in fiscal year 2009 to fulfill its contractual obligation.

Council on Postsecondary Education Operations
2008-10 General Funds Budget
(In Millions)

Council on Postsecondary Education	Revised 2007-08 General Fund	2008-09					2009-10				
		CPE Request	Executive Budget	House Budget	Senate Budget	Free Conference Budget	CPE Request	Executive Budget	House Budget	Senate Budget	Free Conference Budget
Agency operations	\$ 8.9	\$ 10.4	\$ 8.7	\$ 7.7	\$ 8.7	\$ 8.7	\$ 11.0	\$ 8.7	\$ 7.7	\$ 8.7	\$ 8.7
Pass-through programs	6.0	6.4	4.4	5.3	5.2	5.3	6.6	4.4	5.4	5.3	5.4
Strategic initiatives & incentive funding programs											
Kentucky Adult Education	24.2	27.0	22.0	23.5	22.0	23.5	29.0	22.0	23.5	22.0	23.5
Research Challenge Trust Fund							16.0	2.5	4.9	2.5	2.5
Regional University Excellence Trust Fund							4.2	0.5	0.9	0.5	0.5
Technology Initiative Trust Fund	5.9	10.1	6.8	6.8	6.8	6.8	19.4	6.8	6.8	6.8	6.8
Physical Facilities Trust Fund	22.5						67.1	6.7	6.8	1.7	1.9
Postsecondary Workforce Dev Trust Fund	1.2	Transferred	Transferred	Transferred	Transferred	Transferred	1.1				
Science & Technology Funding Program	10.2	19.6	8.2	8.2	8.2	8.2	19.6	8.2	8.2	8.2	8.2
Regional Stewardship	3.5	2.1	1.5	1.5	1.5	1.5	2.1	1.5	1.5	1.5	1.5
Research Support	3.0	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred
Special Initiatives Funding Program	0.9	9.1					9.1				
Performance Funding Program	0.8	6.0	0.5				21.0	0.5			
GEAR UP		1.0					1.0				
Subtotal	\$ 72.2	\$ 74.9	\$ 39.0	\$ 40.0	\$ 38.5	\$ 40.0	\$ 189.5	\$ 48.7	\$ 52.6	\$ 43.2	\$ 44.9
Total	\$ 87.1	\$ 91.7	\$ 52.1	\$ 52.9	\$ 52.3	\$ 54.0	\$ 207.1	\$ 61.8	\$ 65.7	\$ 57.2	\$ 59.1

**COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS RECOMMENDATIONS**

Revised: April 03, 2008

Institution/Project Name	2008-10 Executive Budget Recommendation			2008-10 House Recommendation (GA)			2008-10 Senate Recommendation			2008-10 Free Conference		
	State Bonds	Other Funds	Total	State Bonds	Other Funds	Total	State Bonds	Other Funds	Total	State Bonds	Other Funds	Total
GENERAL FUND PROJECTS												
University of Kentucky												
1 Expand and Upgrade Livestock Disease Diagnostic Center-Phase II	\$ 13,500,000		\$ 13,500,000	\$ 13,500,000		\$ 13,500,000	\$ 13,500,000		\$ 13,500,000	\$ 20,000,000		\$ 20,000,000
2 Renovate 4-H Camps										2,000,000		2,000,000
Subtotal										\$ 22,000,000	\$ -	\$ 22,000,000
Eastern Kentucky University												
1 EKU-UK Dairy Research Project-Meadowbrook Farm	5,300,000		5,300,000	5,300,000		5,300,000 #	-		-	-		-
Kentucky State University												
1 Expand and Renovate Betty White Nursing Building	4,900,000		4,900,000	4,900,000		4,900,000	-		-	-		-
Morehead State University												
1 Business Continuance Datacenter	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 Replace Power Plant Pollution Control System & Boiler Tube (2)	5,700,000		5,700,000	5,700,000		5,700,000 #	5,700,000		5,700,000	5,700,000		5,700,000
Subtotal	\$ 8,200,000	\$ -	\$ 8,200,000	\$ 8,200,000	\$ -	\$ 8,200,000	\$ 5,700,000	\$ -	\$ 5,700,000	\$ 5,700,000	\$ -	\$ 5,700,000
Western Kentucky University												
1 Renovate Science Campus-Phase III	9,000,000	6,000,000	15,000,000	9,000,000	6,000,000	15,000,000	-	-	-	-	-	-
2 Construct Materials Characterization Center/ICSET-Ph II	4,500,000	600,000	5,100,000	4,500,000	600,000	5,100,000	-	-	-	-	-	-
3 Replace Ford College of Business-Grise Hall Phase I	5,800,000		5,800,000	5,800,000		5,800,000	-	-	-	-	-	-
Subtotal	\$ 19,300,000	\$ 6,600,000	\$ 25,900,000	\$ 19,300,000	\$ 6,600,000	\$ 25,900,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Kentucky Community and Technical College System (5) (6) (8)												
1 Cynthiana-Licking Valley Campus-Phase II-Maysville CTC	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000 #	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 Construct Carrollton Campus-Jefferson CTC	12,000,000		12,000,000	12,000,000		12,000,000	-	-	-	-	-	-
3 Energy and Advanced Technology Center-Madisonville CC	4,000,000		4,000,000	4,000,000		4,000,000	-	-	-	-	-	-
4 Advanced Technology Center-Owensboro CTC - Completion	14,055,000		14,055,000	14,055,000		14,055,000	-	-	-	-	-	-
5 Rowan County Campus-Planning and Design (Maysville CTC)	1,500,000		1,500,000	1,500,000		1,500,000 #	-	-	-	-	-	-
6 LCC Classroom/Lab Building (Additional) Rauth (\$31.7 St Bonds) (2) (4)			4,000,000	4,000,000		4,000,000	-	-	-	4,000,000	-	4,000,000
Subtotal	\$ 32,555,000	\$ -	\$ 32,555,000	\$ 36,555,000	\$ -	\$ 36,555,000	\$ -	\$ -	\$ -	\$ 4,000,000	\$ -	\$ 4,000,000
Statewide Pools - CPE												
1 Capital Renewal and Maintenance Pool	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000 #	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000	\$ 13,927,000
2 Information Technology and Equipment Acquisitions	10,000,000		10,000,000	10,000,000		10,000,000	-	-	-	-	-	-
3 Research Support/Lab Renovation & Equipment	6,000,000		6,000,000	6,000,000		6,000,000	-	-	-	-	-	-
Subtotal	\$ 29,927,000	\$ -	\$ 29,927,000	\$ 29,927,000	\$ -	\$ 29,927,000	\$ 13,927,000	\$ -	\$ 13,927,000	\$ 13,927,000	\$ -	\$ 13,927,000
Total - General Fund Projects	\$ 113,682,000	\$ 6,600,000	\$ 120,282,000	\$ 117,682,000	\$ 6,600,000	\$ 124,282,000	\$ 33,127,000	\$ -	\$ 33,127,000	\$ 45,627,000	\$ -	\$ 45,627,000

Notes:

- Language is included HB 406 HCS to allow Murray State University to spend \$15 million authorized by the 2006 G. A. to complete the chemistry building.
- The MoSU Boiler Plant project is a current year authorization.
- # Denotes that a full-year of debt service is provided.
- HB 406 HCS includes a project to move the LCC Cooper Drive campus to the current Eastern State Hospital campus and to build a new hospital campus on the UK Coldstream Research campus. This action will be accomplished by using an LCC project from 2004-06 (\$31.4 million) plus \$4.0 million new for the renovation, funded new project for hospital, and allow UK to move into the old LCC facilities.
- Allows transfer of two pieces of property without conforming to established property acquisition and disposal statutory provisions and administrative regulation.
- Authorizes KCTCS to undertake a project (not line itemed) with funds received from the conveyance of property.

**COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS RECOMMENDATIONS**

ATTACHMENT C

Institution/Project Name	2008-10 Executive Budget Recommendation			2008-10 House Recommendation (GA)			2008-10 Senate Recommendation			2008-10 Free Conference		
	Agency Bonds	Other Funds	Total	Agency Bonds	Other Funds	Total	Agency Bonds	Other Funds	Total	Agency Bonds	Other Funds	Total
AGENCY BOND PROJECTS												
University of Kentucky												
1 Construct New Housing	\$ 28,000,000	\$ -	\$ 28,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 Renovate Blazer Hall Cafeteria	2,800,000	-	2,800,000	2,800,000	-	2,800,000	2,800,000	-	2,800,000	2,800,000	-	2,800,000
3 Renovate Student Center Food Court	2,675,000	-	2,675,000	2,675,000	-	2,675,000	2,675,000	-	2,675,000	2,675,000	-	2,675,000
4 Sanitary Sewer Expansion	10,000,000	-	10,000,000	10,000,000	-	10,000,000	10,000,000	-	10,000,000	10,000,000	-	10,000,000
5 Upgrade Existing Dorms for Housing	7,000,000	-	7,000,000	-	-	-	-	-	-	-	-	-
Subtotal	\$ 50,475,000	\$ -	\$ 50,475,000	\$ 15,475,000	\$ -	\$ 15,475,000	\$ 15,475,000	\$ -	\$ 15,475,000	\$ 15,475,000	\$ -	\$ 15,475,000
University of Louisville												
1 Construct - HSC Research III (Additional)	\$ 15,800,000	\$ -	\$ 15,800,000	\$ 15,800,000	\$ -	\$ 15,800,000	\$ 15,800,000	\$ -	\$ 15,800,000	\$ 15,800,000	\$ -	\$ 15,800,000
2 Construct - HSC Parking Structure II	30,700,000	-	30,700,000	30,700,000	-	30,700,000	30,700,000	-	30,700,000	30,700,000	-	30,700,000
3 Expand - Student Activities Center	9,960,000	-	9,960,000	9,960,000	-	9,960,000	9,960,000	-	9,960,000	9,960,000	-	9,960,000
4 Construct - Westside Dining Facility	5,370,000	-	5,370,000	5,370,000	-	5,370,000	5,370,000	-	5,370,000	5,370,000	-	5,370,000
5 Expand & Renovate Dental School	38,700,000	\$ 4,000,000	42,700,000	38,700,000	\$ 4,000,000	42,700,000	38,700,000	\$ 4,000,000	42,700,000	38,700,000	\$ 4,000,000	42,700,000
6 Construct HSC Parking Structure III	38,735,000	-	38,735,000	38,735,000	-	38,735,000	38,735,000	-	38,735,000	38,735,000	-	38,735,000
7 Purchase Central Station Property	9,000,000	-	9,000,000	9,000,000	-	9,000,000	9,000,000	-	9,000,000	9,000,000	-	9,000,000
Subtotal	\$ 148,265,000	\$ 4,000,000	\$ 152,265,000	\$ 100,530,000	\$ 51,735,000	\$ 152,265,000	\$ 100,530,000	\$ 51,735,000	\$ 152,265,000	\$ 100,530,000	\$ 51,735,000	\$ 152,265,000
Eastern Kentucky University (9)												
1 Renovate Residence Hall	\$ 10,000,000	\$ -	\$ 10,000,000	\$ 10,000,000	\$ -	\$ 10,000,000	\$ 10,000,000	\$ -	\$ 10,000,000	\$ 10,000,000	\$ -	\$ 10,000,000
2 Construct New Student Housing	21,000,000	-	21,000,000	21,000,000	-	21,000,000	21,000,000	-	21,000,000	21,000,000	-	21,000,000
3 EKU-UK Dairy Research Project -Meadowbrook Farm (7)	-	-	-	-	-	-	5,300,000	-	5,300,000	5,300,000	-	5,300,000
Subtotal	\$ 31,000,000	\$ -	\$ 31,000,000	\$ 31,000,000	\$ -	\$ 31,000,000	\$ 36,300,000	\$ -	\$ 36,300,000	\$ 36,300,000	\$ -	\$ 36,300,000
Kentucky State University												
1 Construct Parking Structure	\$ 7,000,000	\$ -	\$ 7,000,000	\$ 7,000,000	\$ -	\$ 7,000,000	\$ 7,000,000	\$ -	\$ 7,000,000	\$ 7,000,000	\$ -	\$ 7,000,000
2 Expand and Renovate Betty White Nursing Building (7)	-	-	-	-	-	-	4,900,000	-	4,900,000	4,900,000	-	4,900,000
Subtotal	\$ 7,000,000	\$ -	\$ 7,000,000	\$ 7,000,000	\$ -	\$ 7,000,000	\$ 11,900,000	\$ -	\$ 11,900,000	\$ 11,900,000	\$ -	\$ 11,900,000
Morehead State University												
1 Capital Renewal & Maintenance Pool - Auxiliary	\$ 1,383,000	\$ -	\$ 1,383,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 Construct Campus Recreation Center	39,000,000	-	39,000,000	39,000,000	-	39,000,000	39,000,000	-	39,000,000	39,000,000	-	39,000,000
3 Renovate Alumni Tower Residence Hall	4,631,000	-	4,631,000	4,631,000	-	4,631,000	4,631,000	-	4,631,000	4,631,000	-	4,631,000
4 Construct Food Services Facility in Housing Complex	8,251,000	-	8,251,000	-	-	-	-	-	-	-	-	-
5 Construct Parking Structure	7,000,000	-	7,000,000	-	-	-	-	-	-	-	-	-
6 Renovate Mignon Tower Residence Hall	5,682,000	-	5,682,000	5,682,000	-	5,682,000	5,682,000	-	5,682,000	5,682,000	-	5,682,000
7 Comply with ADA - Auxiliary	2,727,000	-	2,727,000	-	-	-	-	-	-	-	-	-
8 Business Continuance Datacenter	-	-	-	-	-	-	2,500,000	-	2,500,000	2,500,000	-	2,500,000
Subtotal	\$ 68,674,000	\$ -	\$ 68,674,000	\$ 49,313,000	\$ -	\$ 49,313,000	\$ 51,813,000	\$ -	\$ 51,813,000	\$ 51,813,000	\$ -	\$ 51,813,000
Murray State University (10)												
1 Replace Franklin Hall	\$ 15,000,000	\$ -	\$ 15,000,000	\$ 15,000,000	\$ -	\$ 15,000,000	\$ 15,000,000	\$ -	\$ 15,000,000	\$ 15,000,000	\$ -	\$ 15,000,000
2 Replace Richmond Hall - Add'l	1,923,000	-	1,923,000	1,923,000	-	1,923,000	1,923,000	-	1,923,000	1,923,000	-	1,923,000
3 Renovate White Hall	9,600,000	-	9,600,000	-	-	-	-	-	-	-	-	-
4 Complete Capital Renewal: H&D Pool \$600,000	7,617,000	-	7,617,000	7,617,000	-	7,617,000	7,617,000	-	7,617,000	7,617,000	-	7,617,000
5 Renovate Regents Hall	10,200,000	-	10,200,000	-	-	-	-	-	-	-	-	-
6 Abate Asbestos H&D Pool	1,423,000	-	1,423,000	-	-	-	-	-	-	-	-	-
7 Renovate Curris Center T'Room & Food Service Equip	908,000	-	908,000	-	-	-	-	-	-	-	-	-
8 Complete ADA Compliance H&D Pool \$600,000	744,000	-	744,000	-	-	-	-	-	-	-	-	-
9 Renovate Buildings H&D Pool \$600,000	605,000	-	605,000	605,000	-	605,000	605,000	-	605,000	605,000	-	605,000
10 Complete Life Safety Projects H&D Pool \$600,000	388,000	-	388,000	-	-	-	-	-	-	-	-	-
Subtotal	\$ 48,408,000	\$ -	\$ 48,408,000	\$ 25,145,000	\$ -	\$ 25,145,000	\$ 25,145,000	\$ -	\$ 25,145,000	\$ 25,145,000	\$ -	\$ 25,145,000
Northern Kentucky University												
1 Acquire & Renovate Residence Halls (Current Year Auth)	\$ 23,500,000	\$ -	\$ 23,500,000	\$ 23,500,000	\$ -	\$ 23,500,000	\$ 23,500,000	\$ -	\$ 23,500,000	\$ 23,500,000	\$ -	\$ 23,500,000
2 Construct Parking Garage #4	11,500,000	-	11,500,000	-	-	-	0	-	0	0	-	0
3 Construct/Acquire New Residence Hall	30,000,000	-	30,000,000	-	-	-	0	-	0	0	-	0
4 Renovate/Expand Nurse Commons	7,000,000	-	7,000,000	7,000,000	-	7,000,000	7,000,000	-	7,000,000	7,000,000	-	7,000,000
5 Renovate Old Science Building	-	-	-	-	-	-	-	-	-	27,500,000	-	27,500,000
6 Construct Health Innovations Center	-	-	-	-	-	-	-	-	-	43,650,000	4,850,000	48,500,000
Subtotal	\$ 72,000,000	\$ -	\$ 72,000,000	\$ 30,500,000	\$ -	\$ 30,500,000	\$ 30,500,000	\$ -	\$ 30,500,000	\$ 101,650,000	\$ 4,850,000	\$ 106,500,000
Western Kentucky University												
1 Van Meter Hall Renovation	\$ 18,400,000	\$ 2,760,000	\$ 21,160,000	\$ 18,400,000	\$ 2,760,000	\$ 21,160,000	\$ 18,400,000	\$ 2,760,000	\$ 21,160,000	\$ 18,400,000	\$ 2,760,000	\$ 21,160,000
2 Ivan Wilson Fine Arts Center Expansion Ph I	9,200,000	1,380,000	10,580,000	9,200,000	1,380,000	10,580,000	9,200,000	1,380,000	10,580,000	9,200,000	1,380,000	10,580,000
3 Acquire Property and Construct Parking Lots	4,600,000	690,000	5,290,000	4,600,000	690,000	5,290,000	4,600,000	690,000	5,290,000	4,600,000	690,000	5,290,000
4 Expand Preston Center	11,500,000	1,725,000	13,225,000	11,500,000	1,725,000	13,225,000	11,500,000	1,725,000	13,225,000	11,500,000	1,725,000	13,225,000
5 Renovate Downing University Center Phase III	46,000,000	2,000,000	48,000,000	-	2,000,000	2,000,000	-	2,000,000	2,000,000	-	2,000,000	2,000,000
6 Renovate Garrett Conference Center Phase I	4,000,000	6,300,000	10,300,000	-	6,300,000	6,300,000	-	6,300,000	6,300,000	-	6,300,000	6,300,000
7 Renovate Science Campus - Phase III (7)	-	-	-	-	-	-	9,000,000	6,600,000	15,600,000	9,000,000	6,000,000	15,000,000
8 Construct Materials Characterization Center (ICSET - Phase II) (7)	-	-	-	-	-	-	4,500,000	600,000	5,100,000	4,500,000	600,000	5,100,000
9 Replace Ford College of Business - Grise Hall Phase I (7)	-	-	-	-	-	-	5,800,000	-	5,800,000	5,800,000	-	5,800,000
Subtotal	\$ 93,700,000	\$ 14,855,000	\$ 108,555,000	\$ 43,700,000	\$ 14,855,000	\$ 58,555,000	\$ 63,000,000	\$ 22,055,000	\$ 85,055,000	\$ 63,000,000	\$ 21,455,000	\$ 84,455,000
Total Agency Bond Authority	\$ 519,522,000	\$ 18,855,000	\$ 538,377,000	\$ 302,663,000	\$ 66,590,000	\$ 369,253,000	\$ 329,763,000	\$ 73,790,000	\$ 403,553,000	\$ 400,913,000	\$ 78,040,000	\$ 478,953,000

Notes:

- The source of funds for these projects has been changed from state general funds to agency. The bill notes that if there is a sufficient revenue increase the source of debt service may be changed to state general funds after certification by the Secretary of Finance.
- While KCTCS projects were not changed to Agency Bonds, these projects are included to be authorized and funded if the Secretary of Finance certifies a sufficient increase in revenue to accommodate the debt service.
- Allows accumulated program of distinction funds (\$5.5 M) to be used to renovate and expand the Stratton Building to accommodate the EKU program of distinction.
- Allows funds appropriated to construct New Science Complex Phase III, may be used for the chemistry building, the engineering/physics building, and to replace MuSU reserves spent on the project (not to exceed \$2.250 M).

**COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS - FREE CONFERENCE**

Updated: April 08, 2008

Institution/Project Name	2008-10 Senate (GA)			2008-10 Free Conference Committee		
	State Bonds	Other Funds	Total	State Bonds	Other Funds	Total
Contingency Fund Projects (1)						
Eastern Kentucky University						
1 EKU-UK Dairy Research Project-Meadowbrook Farm	\$ 5,300,000	\$	5,300,000	\$ 5,300,000	\$	5,300,000
Kentucky State University						
1 Expand and Renovate Betty White Nursing Building	\$ 4,900,000	\$	4,900,000	\$ 4,900,000	\$	4,900,000
Western Kentucky University						
1 Renovate Science Campus-Phase III	\$ 9,000,000	\$ 6,000,000	\$ 15,000,000	\$ 9,000,000	\$ 6,000,000	\$ 15,000,000
2 Construct Materials Characterization Center/ICSET-Ph II	4,500,000	600,000	5,100,000	4,500,000	600,000	5,100,000
3 Replace Ford College of Business-Grise Hall Phase I	5,800,000		5,800,000	5,800,000		5,800,000
Subtotal	\$ 19,300,000	\$ 6,600,000	\$ 25,900,000	\$ 19,300,000	\$ 6,600,000	\$ 25,900,000
Kentucky Community and Technical College System						
1 Licking Valley Campus-Phase II-Maysville CTC	\$ 1,000,000	\$	1,000,000	\$ 1,000,000	\$	1,000,000
2 Construct Carrollton Campus-Jefferson CTC	12,000,000		12,000,000	12,000,000		12,000,000
3 Energy and Advanced Technology Center-Madisonville CC	4,000,000		4,000,000	4,000,000		4,000,000
4 Advanced Technology Center-Owensboro CTC - Completion	14,055,000		14,055,000	14,055,000		14,055,000
5 Advanced Manufacturing Facility - Bluegrass CTC (2)	22,000,000		22,000,000	22,000,000		22,000,000
6 Urban Campus - Gateway CTC (2)	21,319,000		21,319,000	21,319,000		21,319,000
Subtotal	\$ 74,374,000	\$ -	\$ 74,374,000	\$ 74,374,000	\$ -	\$ 74,374,000
Total - Contingency Fund Projects	\$ 103,874,000	\$ 6,600,000	\$ 110,474,000	\$ 103,874,000	\$ 6,600,000	\$ 110,474,000

Note:

- 1 The Contingency Fund list does not include 3 projects that were VETOED in the 2006-08 budget.
- 2 These projects are not from the 2006-08 VETOED project list.

**Council on Postsecondary Education
April 14, 2008**

**Legislative Summary
2008 Kentucky General Assembly**

A report on actions related to postsecondary education resulting from the 2008 legislative session will be available at the April 14 Council meeting.

Council on Postsecondary Education
April 14, 2008

P-16 Council Report

At its March meeting, CPE interim president Brad Cowgill and Commissioner Jon Draud reported on the progress made to date on linking K-12 and postsecondary data in the Commonwealth. Following the previous monthly meeting of the two agency heads, Commissioner Draud instructed superintendents across the state to include each student's identification number on his or her high school transcript. This will enable the agencies to connect student high school performance and course-taking patterns with postsecondary performance and is a crucial first step in developing P-20 data and research capacity.

In response to a request from Mark Wattier at the December meeting, P-16 Council members heard a summary of the report of the Kentucky Chamber of Commerce Task Force on Postsecondary Education from Chamber president and CEO David Adkisson. He highlighted the report's focus on the importance of financial aid and the need for continued examination of the "pipeline issues" leading to postsecondary enrollment and success. These include the need for greater consistency in the awarding of dual credit and transfer credit and consensus regarding assessments that indicate readiness for postsecondary study and the skilled workplace. Commissioner Draud said that he would convene a task force of educators, legislators, and other experts to examine alignment and assessment issues. Education Cabinet Secretary Helen Mountjoy also emphasized the need for reengagement of the business community in education at both the K-12 and postsecondary levels, noting that the Chamber's task force, like those that initially supported the Kentucky Education Reform Act of 1990 and the Kentucky Postsecondary Education Improvement Act of 1997, was comprised of employers from across the state and marshaled support for both policy changes and funding.

At the December meeting, Council chair Jeanne Ferguson had asked that local councils be convened in March to review greatest accomplishments and challenges. Fourteen local council representatives attended the March meeting and shared initiatives ranging from convening teams of faculty and teachers in specific disciplines, to dual credit and transfer guarantees for both traditional students and adult learners, to increased engagement of employers in supporting programs and professionally developing educators at all levels. Some local councils reported initial or continuing challenges in convening all the necessary stakeholders, sustaining participation over time, and finding the optimal structure. Many noted the need for some state resources to provide both sustained staffing and accountability in meeting state goals. The most successful councils have been able to create a cultural change in their communities by making the connection between educational attainment and economic development and engaging educators and employers.

Following the presentations of local councils, Aaron Cox, executive director of the Kentucky Chamber of Commerce Executives (the local chambers of commerce) reviewed local chamber of commerce programs and initiatives and discussed how Kentucky's local chambers can work with local P-16 councils to support the Commonwealth's P-16 agenda.

The P-16 Council also learned at the meeting that [Education Week](#), the national weekly newspaper for K-12 education, has teamed up with the [Education Commission of the States](#) and the [National Center for Public Policy and Higher Education](#) to study P-16/20 councils as an emerging structure in many states for bridging the K-12 and postsecondary sectors. Kentucky was one of three states selected for a site visit by the research team, which conducted interviews of key education and legislative policymakers prior to Kentucky's March P-16 Council meeting. A reporter from Education Week attended the meeting as a part of the study.

At the end of the meeting, KDE staff also reported briefly on workshops held during the month of January to help local superintendents and district staff interpret and use eighth-grade EXPLORE and tenth-grade PLAN assessment results to prepare students for the ACT. CPE staff and Kentucky Community and Technical College System administrators participated in these KDE-led workshops for the first time. Since Senate Bill 130 was passed by the 2006 General Assembly, the EXPLORE and PLAN assessments have been administered statewide twice, and this March the ACT was administered statewide for the first time to all public high school juniors in Kentucky.

KENTUCKY DEPARTMENT OF EDUCATION

FOR IMMEDIATE RELEASE
April 9, 2008

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EDUCATION COMMISSIONER RELEASES BUDGET

ANALYSIS

(FRANKFORT, Ky.) – Today, Kentucky Education Commissioner Jon E. Draud released an analysis of House Bill 406, the biennial state budget bill.

“The passage of House Bill 406, the Budget Bill, by both the Kentucky House and Senate places a heavy burden on the state’s public school administrators, teachers, staff, parents, students and local communities,” said Draud.

“Kentucky’s stated goal is to have all of its public schools reach proficiency by 2014. Current projections show that approximately 37 percent of schools are on track to meet that goal. This means that nearly two-thirds of our public schools need help to reach proficiency, and the depth of need varies greatly from school to school. It is difficult to justify strong accountability for schools and motivate them to be successful when we do not provide them with the resources they need.

“Although the legislature developed the best budget it could with the monies available, Kentucky needs additional revenue. This is not simply a matter of the psychological impact of a budget bill that does not provide adequate funding for public education. This is the practical effect of a lack of funding for programs that have proven successful in helping students reach high levels of achievement,” said Draud.

Draud noted that the cuts to major P-12 programs will have a direct, negative effect on individual students and teachers:

- The Extended School Services program, which provides extra help for students who are falling behind, will be curtailed. Students who are struggling will experience even greater disappointment and frustration.
- The cut to professional development funds will hold back teachers and administrators, preventing them from improving their abilities to teach and lead.
- School staffs, students and parents deserve safe environments, and a lack of safe schools funding will stymie efforts to reduce substance abuse and violence in schools.

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(more)

Page 2 – KDE Budget Analysis

Draud said he is particularly concerned about the lack of funding for a number of programs:

- No money has been set aside for the Individual Learning Plan, which serves nearly three-quarters of the state's public middle and high school students. Without funding, students and parents will be unable to fully access the program's offerings.
- There is no funding for the student information system, which collects attendance, enrollment, student transfer and other data. The SIS tracks the day-to-day operations of schools, providing data that is required to meet state and federal mandates.
- Assessment projects, such as the end-of-course exams in higher-order math, the norm-referenced test for elementary schools and online assessments, are not funded. This will slow or stop efforts to provide the most effective ways to gauge student progress.

"HB 406 requires hard decisions by our public school administrators and this agency," said Draud. "Which children will get the help they need? How are teachers going to get additional training? What happens to the momentum that many schools are experiencing on the road to proficiency, and what about those schools that are struggling?"

"We're beginning to hear the first rumblings of a bleak forecast. The Council for Better Education notes that many districts will be forced to cut back on staff, depriving students of instructional services. Other advocacy groups have expressed fears that the ground gained in Kentucky will be lost without increased financial support," said Draud.

"Even if P-12 education was spared any lessening of funds, Kentucky would still lag behind other states in the area of school finance. And, although spending great amounts of public money doesn't guarantee high achievement, there is a direct correlation between careful use of state funding and high student performance," said Draud.

According to the U.S. Census Bureau, based on 2003-04 data, Kentucky ranked dead last in per capita expenditures of state and local governments for public schools. For each person in this state, approximately \$1,100 was spent on P-12 education that year. The average nationwide was slightly over \$1,500.

Draud offered a challenge to the state's policymakers and citizens. "Let's stop thinking of education and economic health as simply having a tenuous connection. They are inseparable. The viability of one has a direct effect on the strength of the other."

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(more)

Page 3 – KDE Budget Analysis

The Kentucky Long-Term Policy Research Center issued a report in October 2007 that provided a snapshot of Kentucky's educational standing, compared to other states. The center concluded that, "... these data show real educational progress, compared to our past *and* relative to the nation. Kentucky has moved from the bottom fifth of states in educational performance in 1992 to just ahead of the bottom third in 2005. However, comparing Kentucky to the top-10 states in 2005 reveals that the Commonwealth still has far to go in almost every facet of educational attainment and achievement."

In an average school year, Kentucky spends about \$43 each day to educate our children. That's about \$7 an hour. On average, Kentuckians working in jobs where a high school diploma is not required make about \$7.37 an hour.

"Do we place so little importance on education that we are only willing to pay an amount that is equivalent to salaries for the most menial occupations?" Draud asked.

"This is not so much about financial support as it is about a philosophy that children are important and that their education should be our primary concern," said Draud. "HB 406 does not reveal the legislative concern for children, families and communities that I know exists."

* * * * *

**The Budget Bill (HB 406 SCS, 2008 General Assembly)
What it Means for Teaching and Learning in Kentucky**

❖ **Individual Learning Plan (ILP)**

This year, 248,000 of the 342,700 middle and high school students are using their ILPs; implementation is ahead of the projected target for full utilization by the class of 2012. This is a 72% adoption rate. Students have accessed over 59 million career and college readiness pages this year. Mandated by state regulation for the graduating class of 2012 and beyond, the ILP is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This enables students, parents or guardians, teachers and counselors to work together to develop a course of study that meets the student's needs and goals.

Needed = \$750,000 each year

Appropriated = \$0

❖ **Student Information System (SIS)**

Procured through the Finance and Administration Cabinet's mandated bid process, the SIS is used by schools and districts to provide all facets of administrative management, including student enrollment, attendance, grades,

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health, behavior, special education plans, program participation and the maintenance of those records as students transfer between districts. The data support student progression toward proficiency and serve as the foundation for distribution of state funds.

(more)

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This system relies on modern technology to provide, in efficient and effective ways, real-time data to teachers, school administrators and parents as well as to state and federal agencies as required by law. Without this modern robust system, data would not be readily available to inform instructional decisions and policies, and compliance with state and federal mandates would be jeopardized.

The requested funding is for the operation of a new SIS that is currently being implemented. The old system will no longer be available after June 30, 2009. Lack of operational funding for the new system in 2009-2010 will mean that the services referenced above must either be funded by taking resources from other programs and services or that SIS services will no longer be available, impacting every student in every school in the Commonwealth, since these services potentially would have to be calculated by hand by each school district as was done prior to having a technology-based system.

Needed for operation in 2009-10 = \$7 million

Appropriated = \$4 million in bond funding for completion and implementation; no operating funds

❖ End-of-Course Exams

State statute requires development and administration of end-of-course exams in geometry, algebra I and algebra II by May 2008. End-of-course exams are intended to ensure that students complete rigorous math courses and provide a consistent level of course content across the state. The goal is to broaden use of end-of-course exams in the next two to four years.

Needed: \$3,161,400 in 2008-09 and \$4,215,900 in 2009-10 for operations

Appropriated = \$0

Or

Needed: \$860,000 in 2008-09 and \$1,800,000 in 2009-10 for extending the pilot work

Appropriated = \$0

❖ A Uniform Norm-Referenced Test (NRT) in Grade 3

The elementary grade 3 NRT is required by state regulation to enable a national comparison of how Kentucky 3rd graders do on a reading and mathematics test.

Needed: \$750,000 in each year of the biennium

Appropriated = \$0

❖ WorkKeys and ACT Retakes

There are statutory and Budget Bill requirements to offer the WorkKeys test to 12th-grade students and an ACT retake without charge to 11th-grade students who qualify for free and reduced-price meals.

Needed to fund this additional work = \$650,000 – nearly \$800,000 more than the current \$1.4 million, which is used for the ACT test taken the first time by all 11th-grade students. This amount is needed in each year of the biennium.

Appropriated = \$1.4 million for each year of the biennium, which already must be used for the first-time ACT takers; no funding for ACT retakes or WorkKeys

(more)

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❖ **Online Assessments**

Online assessments need a development period that includes distribution of hardware (dedicated servers) to each school district in Kentucky and a formative assessment approach to develop the abilities of districts to use online assessments to measure ongoing student growth through the year.

Needed: \$8 million to cover costs of hardware and development of formative assessments

Appropriated = \$0

❖ **Alternate Assessments**

Federal laws (No Child Left Behind and Individuals with Disabilities Education Act) require that students with severe and profound disabilities participate in state-mandated assessment and accountability programs. States must provide this student population with an appropriate alternate assessment for any assessment that is required of all students. Alternate assessment programs are reviewed by the United States Department of Education. Federal approval is required for states to receive federal funding.

Needed: \$1 million

Appropriated = \$249,400

❖ **Knowledge Management Portal (KMP)/KIDS**

The KMP will provide targeted instructional resources, including standards-based units of study, lesson plans, curriculum maps, assessments and other educational resources. The portal also will offer a collaborative workspace that teachers can use to share best practices, develop test items and expand their professional skills.

Through the KMP, the Kentucky Instructional Data System (KIDS) will provide longitudinal student tracking with enrollment and assessment data; interoperability of data systems across district and state databases; a data warehouse that combines demographic, assessment and financial data; and more.

Needed = \$6.25 million over the biennium for bonding

Appropriated = \$0

❖ **Extended School Services (ESS)**

ESS funds are used for the purpose of operating a program for students having short- or long- term academic difficulties. ESS programs offer extra instructional time and may take a variety of formats including after school or before school programs, evening sessions, Saturday learning opportunities, summer programs and/or intersessions. Some schools may offer ESS programs during the regular school day.

Needed for funding to be level with 2007-08 = \$31,859,500

Appropriated = \$13,228,700 in each year of the biennium

❖ **Professional Development (PD)**

Professional development funds are used to provide opportunities for teachers and administrators to participate in activities that improve their abilities to address the specific learning needs of the students in their classrooms and schools. Each teacher must complete a minimum of 24 hours of professional development each school year in order to meet their contractual obligation to their districts.

Needed for funding to be level with 2007-08 = \$15,034,700
Appropriated - \$6,242,700 in each year of the biennium

(more)

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❖ **Safe Schools**

Safe School funds are used to provide funding to school districts in an effort to support substance abuse and violence reduction programming. This program is the primary funding source for prevention activities in these areas and provides funding to all school districts within the state. Much like initiatives at the federal level, this program seeks to prevent violence in and around schools and support programs that prevent the illegal use of alcohol, tobacco and drugs through a school and community based environment.

Needed for funding to be level with 2007-08 = \$10,378,300
Appropriated = \$4,709,300 in each year of the biennium

❖ **Teacher Professional Growth Fund**

This fund is used to provide funds to prepare teachers in grades 4-12 to work with other reading and mathematics teachers as coaches and mentors. The funds are used for training costs and materials, as well as providing funds for release time and travel of coaches.

Needed for funding to be level with 2007-08 = \$3,925,300
Appropriated = \$994,700 in each year of the biennium

❖ **KIDS Now – Early Childhood**

KIDS Now provides health screenings, immunizations, family support and early childhood services for healthy and safe children to provide the foundation that will enable school and personal success. For both 2009 and 2010, funds are reduced by more than 20%. This money goes to several different cabinets and departments, including the Department of Education.

Needed for funding to be level with 2007-08 = \$27,968,908
Appropriated = \$23,795,800 in each year of the biennium

❖ **Early Reading Incentive Grants/Read to Achieve**

These grants are used to provide funds to schools to implement research-based reading diagnostic and intervention programs. The early reading intervention program selected by the funded school must be based on reliable, replicable research and offer short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency. A highly trained, qualified, certified teacher must be hired specifically to provide these intervention services. **The appropriated funding does not allow funding for any additional schools and may reduce the number of schools that receive funding.**

Needed for funding to be level with 2007-08 = \$23,558,100
Appropriated = \$22,558,100 for each year of the biennium

❖ **Teacher Raises**

Teacher salary increases are needed to catch up with the average of surrounding states and to keep pace with inflation. Last year, the cost of living rose four percent. Meaningful teacher salary increases enable recruiting and retaining high-quality teachers.

Appropriated = only a 1% increase for each year of the biennium

##

**Council on Postsecondary Education
April 14, 2008**

Transfer Update

Increasing the number of students successfully transferring from the Kentucky Community and Technical College System to Kentucky's public and independent universities and colleges is a key part of the Council's Double the Numbers plan. Recent media articles and proposed legislation are drawing increased attention to the Council's transfer goals and the transfer process. At its April meeting, the Council members will receive data updating the current status of transfer in Kentucky, including challenges and proposals to meet those challenges. Based on Council member feedback, the staff will finalize materials on transfer to share with educational, political, and business leaders describing the current state of transfer in Kentucky and suggesting strategies for meeting the state's transfer goals.



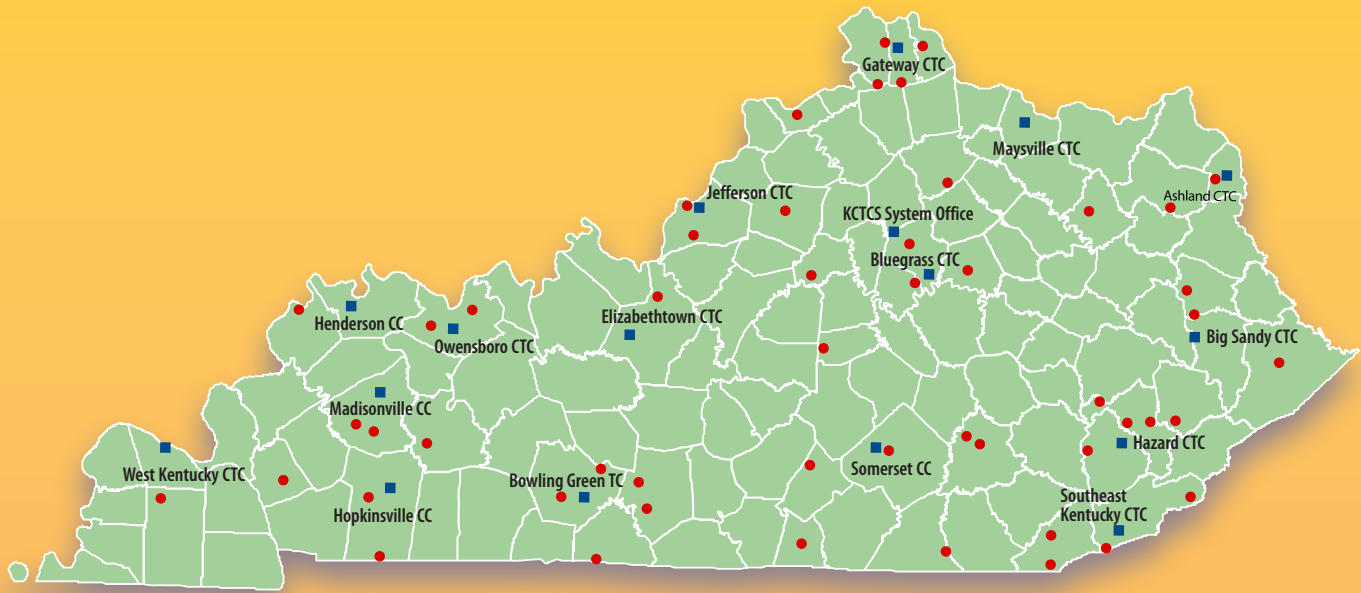
TRANSFER Handbook

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

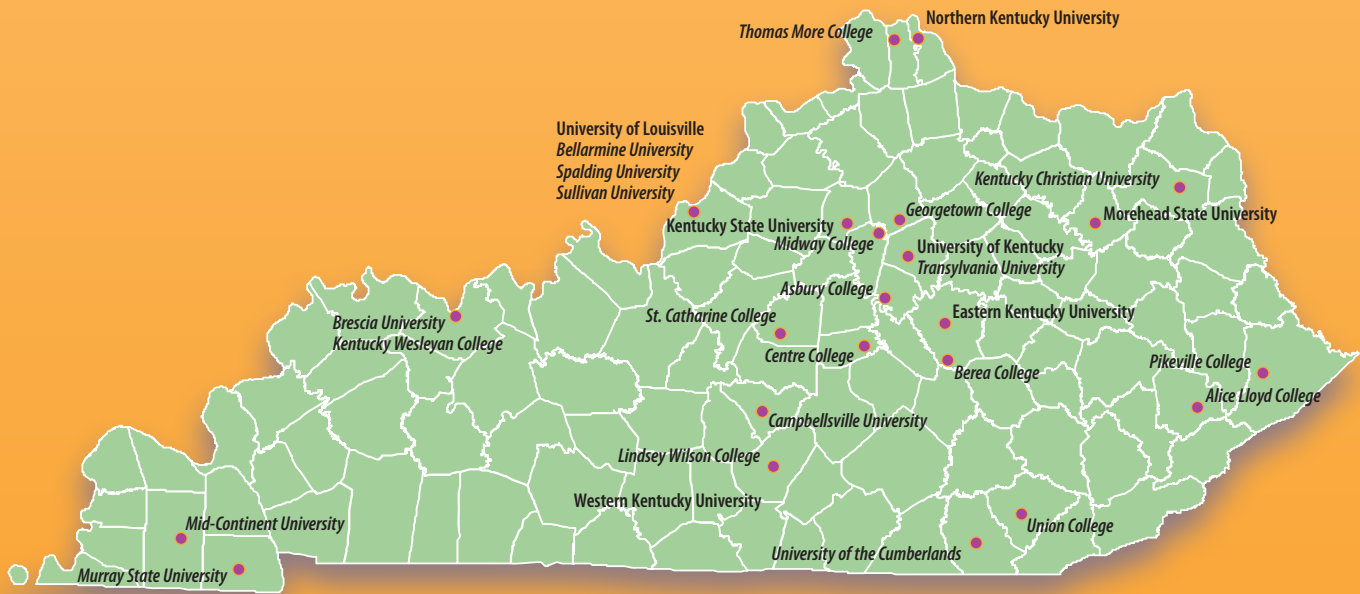


KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

KCTCS COLLEGES/CAMPUSES



KENTUCKY UNIVERSITIES, COMMUNITY AND TECHNICAL COLLEGES



INTRODUCTION

Your guide to transfer

If you plan to transfer to a four-year college or university to get your bachelor's degree, careful planning will help you succeed. This handbook outlines the three clear steps you must take and the resources available to help you plan- academically and financially- to make your move.

STEP 1 – Pick a Major 4

Choosing a major not only helps you choose which school to transfer to, it helps to clarify your future career goals.

STEP 2 – Create a Plan 6

It's important to explore your options—academically and financially—before making your move. Be sure to seek advice from advising or transfer offices.

- Pick a School**
- Evaluate your credits**
- Explore financial aid options**

STEP 3 – Take Action 10

Once you've weighed your options it's time to make your move.

- Complete the application process**
- Apply for financial aid**

This handbook provides many resources and tools to help you along the way including:

Transfer checklist	12
Transfer planning worksheet	
Kentucky's general education policy and requirements	14
Online Resources	16
Transfer contacts	18
Inventory of transfer scholarships	20
Glossary of terms	21

WHY TRANSFER?

The benefits of earning a bachelor's degree will be well worth the investment. During a lifetime, a bachelor's degree holder earns an average of \$1 million more than someone with only a high school diploma. In Kentucky, that translates to \$16,000 more each year.

Today's job market requires workers to have more education and skills than ever before. You need all the tools available to you to compete. Research by the College Board shows that not only will a bachelor's degree give you more job opportunities and higher earnings, it will also help you lead a longer, healthier life.

The chart below shows the average earnings and employment rates associated with increased levels of education.

Earnings and Employment by Education Level

Education attained	Weekly earnings	Unemployment rate
Doctoral degree	\$1,441	1.4%
Professional degree	\$1,474	1.1%
Master's degree	\$1,140	1.7%
Bachelor's degree	\$962	2.3%
Associate degree	\$721	3.0%
Some college, no degree	\$674	3.9%
High school graduate	\$595	4.3%
Less than a high school diploma	\$419	6.8%

Source: U.S. Bureau of Labor Statistics, Current Population Survey 2006





WHEN TO TRANSFER

You can transfer at anytime, but it's often better to **complete your associate's degree first**. Why?

It's cheaper- Because KCTCS offers lower tuition than public universities, the longer you stay, the less you pay as compared to attending a university.

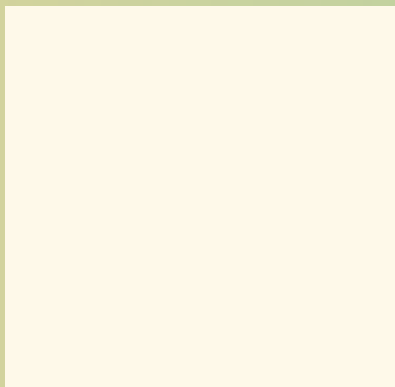
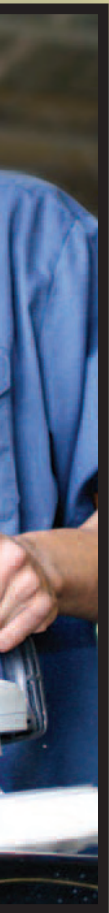
It's faster- Research shows that students that complete their associate's degree before transferring are more likely to earn their bachelor's degree and do it in less time.

It's easier- Kentucky's general education transfer policy guarantees that if you complete an associate degree at a KCTCS college, any Kentucky public university will accept your general education credits as meeting lower-division general education requirements and admit you as a junior. That means that completing an associate degree first will ensure more of your credits transfer. For more information on this policy, see page 14.

"Regardless of what I choose to do after graduation, I know that with the educational background that I have, I will be successful and I will make a difference."

Tiffany Francis

a transfer student, currently studying communications and political science at Georgetown College



STEP 1

PICK A MAJOR

WHICH DO I SELECT FIRST, A CAREER OR A MAJOR?

If you know what you want to do as a career, then research the field to find out what majors are required or appropriate. If you don't know what type of career you'd like to have, you can choose a major that interests you and then determine how you can apply this major to a career.

HOW SHOULD I CHOOSE A MAJOR?

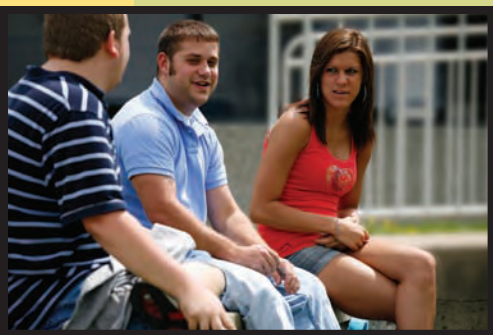
Choosing a major and thinking about your dream career begins with a clear understanding of who you are and what interests you most. Once you have a clear understanding of what inspires you, it is easier to seek the appropriate education and training to help direct your career path. You may find it helpful to exchange ideas and get feedback from a trusted advisor early in your process or visit a career counselor at your current college.

Majors in science, technology, engineering and mathematics are those in the highest demand now and will be in the future. Other majors in high demand include health related majors, foreign languages, and teaching degrees in the science fields.

WHAT IF I'M UNDECIDED?

It's OK. Selecting a major is a big decision and many students are undecided. Just remember, the longer you are undecided about a major the more likely you are to take courses that won't count toward the major you ultimately select. Even if you take only general education courses, you may still accumulate courses that can only be used as electives or may not count toward your degree.

If you don't know what you want to do or can't decide between several options, seek advice from academic advisors, career counselors, or even professors at your school. Ask your advisor or others about the availability of career assessment tests to help determine your skills and interests and identify your best options. Lots of online resources are also available to help with this decision— see page X for a list.

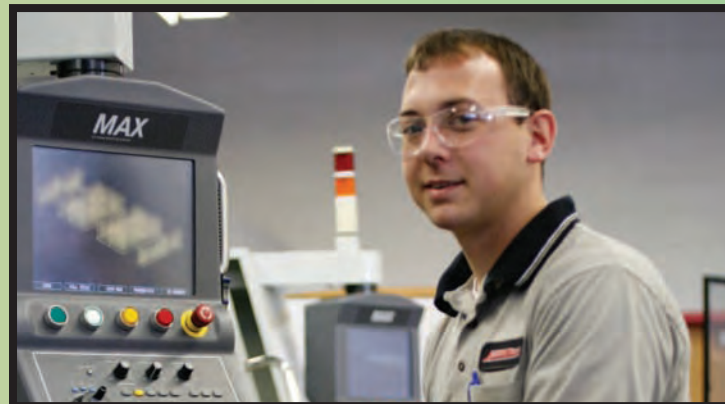




WHAT IF I CHANGE MY MAJOR?

Even if you've already declared a major, you may want to investigate other options. You should be aware, however, that if you have already taken some prerequisite courses for one major and then change to another, some courses may no longer count toward your degree, so evaluate this decision carefully.

To explore other options, you may want to take advantage of job shadowing and volunteer opportunities available through your school or your local community. Talking to people who work in the field, professors who teach the major, and upper classmen in the major can help you gather useful information from those closest to your area of interest. Once you've chosen a new major, contact your academic advisor or the registrar's office to determine the proper forms you'll need to complete to make the change official.



STEP 2

MAKE A PLAN

PICK A SCHOOL

Do your homework

Remember, this is your search and the most valuable information is the information you gather yourself. Familiarize yourself with each college or university in which you have an interest. Conduct online research, request information, and schedule a visit or attend an open house to get a more in-depth view. When you visit, be sure to make an appointment to meet with a representative of the department in which you plan to major. This person will be able to give you important information about admission requirements, course prerequisites, and financial aid opportunities specific to your major program.

Seek advice

Make an appointment to meet with your academic advisor at your current school to help you identify what school might be best for you. Some schools have transfer centers or offices to assist in the transfer process. These offices sponsor transfer events, arrange visits by college representatives, and can assist with every aspect of your transfer plan. A list of transfer contacts is available on page 18.

Attend college transfer fairs

Most KCTCS colleges hold transfer fairs, usually in the spring, where representatives from a variety of public and independent colleges and universities are available to share information with students interested in transfer. This is a great opportunity to get information from several schools at once and begin establishing a relationship with admissions representatives. For a schedule of upcoming transfer fairs, please visit the Kentucky Association of College Registrars and Admissions Officers Web site at www.kacrao.org. In addition to these fairs, many university representatives routinely schedule visits to KCTCS colleges throughout the year.



“You must realize that it is ultimately your responsibility to make sure the requirements are being met.”

Maria Church

a graduate of Bluegrass Community & Technical College who successfully transferred to Eastern Kentucky University to pursue her bachelor's degree in geography



Meet with an advisor at your school of choice

After you have met with your advisor or transfer contact at your current school, make appointments with the admissions office and transfer advisors at schools you are interested in to review admission requirements, enrollment information and course transfer information. Because transfer requirements differ from school to school, review the school's expectations in great detail with the admissions office or advisor. The transfer planning worksheet on page X can help you track this information and provides a list of questions you should ask. A list of transfer contacts at each public and independent college and university is available on pages X and X.

EVALUATE YOUR CREDITS

When you transfer with an associate's degree, it is important to realize that even though a course may be accepted as transfer credit, it may not be accepted or counted as credit toward your degree. Different degree programs at different schools have their own specific course requirements that students must take to complete the degree. Specific requirements are outlined in the transfer school's catalog.

Grades matter

Grades are a very important part of the transfer process. Program requirements may prohibit a "D" grade from being accepted toward your degree at your transfer school. For minimum grade requirements, check with your transfer contact or registrar at the transfer school. This information may also be available in the transfer school's catalog.

Kentucky's Course Applicability System (CAS)

You can preview how your courses will transfer by using the Kentucky Course Applicability System (CAS). This online transfer planning tool, available at ky.transfer.org, provides information on courses, course equivalencies, and program requirements for participating colleges and universities. The site provides a student user's guide to help you use the system effectively. You may find it helpful to take the information you get from CAS to your meeting with your advisor, so you can review your plan for course work to ensure you're on the right track.

Other types of credit

In addition to evaluating college credits, you may have transferable credit from military training, courses or examinations in the workplace, a certification from a training provider, or a union apprenticeship program. Evaluating these for credit can benefit you, as it can shorten the length of your program, saving you time and money.

Military experience and training should be evaluated by the transfer college's Veterans Certifying Official and Registrar. You can also get a transcript that reflects your military experience from the American Council on Education at militaryguides.acenet.edu, and include it with other transcripts when you apply for admission to your transfer school.



Some colleges and universities allow students to use experiential learning, such as work experience, courses or exams in the workplace, or professional certifications, to count as credit toward a degree. Transcripts for experiential learning are available at acenet.edu/transcripts and should be included when you apply for admission to your transfer school.

EXPLORE FINANCIAL AID OPTIONS

Many different types of aid may be available to help you pay for college, including:

- grants
- scholarships
- work-study programs
- conversion scholarships/loans
- waivers
- military benefits
- national service award
- prepaid tuition
- student loans

For definitions for each type of financial aid, visit page X. For more detailed information, visit the Kentucky Higher Education Assistance Authority Web site at kheaa.com. The financial aid office at your transfer school can see if you qualify for institutional aid not included in the list above. Even your specific degree program may have scholarships available, so be sure to also ask your transfer contact or advisor to learn about opportunities.

Many colleges and universities also offer scholarships or reduced tuition agreements specifically for transfer students. These are usually competitive scholarships with minimum GPA and credit hour requirements. See page 20 for online listings of transfer scholarships at each public university.





The college you plan to attend will review your transcript for general education certifications, which can be one of three levels:

Category certified- completed at least one, but not all the categories of the general education core requirements (see page X for a list)

Core certified (33 hours)- completed all of the categories of the general education core requirements.

Full general education certified- completed all categories of the general education core requirements plus any additional general education requirements of your current school.

These general education certifications guarantee that your transfer school will accept the corresponding general education credits as meeting lower division general education requirements when you transfer. If you qualify for one of these certifications and it is not indicated on your transcript, contact the registrar's office at your current school and ask that this be added.



STEP 3 TAKE ACTION

Remember, only you can direct the course of your education. You've done the research and developed a plan. Now, all you need to do is act.

COMPLETE THE APPLICATION PROCESS

Submit your admissions application and any separate department or program applications as early as possible. You can submit your application by mail or online at gohigherky.org. Your transfer school may also have an online application process available on their own Web site.

If you plan to live on campus, be sure to also submit any necessary housing application and deposits.

Secure your transcripts

When applying to transfer, you must submit official transcripts from all the schools you've attended. Only you can authorize the release of your transcript. Contact the registrar's office of your current school (and any previously attended school) and request that a copy of your official, final transcript(s) be sent to your transfer school. If you are currently enrolled, you will need to request an additional final transcript be sent to your transfer school at the end of the term.

When requesting your transcripts, ask to be sure your transcript(s) include all general education transfer certifications you have completed.

APPLY FOR FINANCIAL AID

To qualify for most types of financial aid, you must complete and submit the Free Application for Federal Student Financial Aid (FAFSA), available online at fafsa.ed.gov. Kentucky's state deadline for FAFSA submission is usually in early spring. If you have not yet submitted your FAFSA, be sure to designate your transfer school on your form. If your FAFSA form is already in process and you did not list your transfer school on the form, you can call 1-800-433-3243 and request that information be added.





Once your FAFSA form is processed, your information will be sent to the financial aid office at your transfer school. The Kentucky Higher Education Assistance Authority (KHEAA) will also automatically receive your information so that your College Access Program Grant and Kentucky Education Excellence Scholarship can be processed (if you qualify) at your transfer school. Consult with the financial aid office of your transfer school to determine if your current scholarships, grants, or third-party payments are transferable.

If you would like more in-depth information on financial aid, contact KHEAA at 1-800-928-8926 or visit kheaa.com.



"People within support services at the community college really helped me move on. They made me believe that I could do it. They were there every step of the way. My advice is to take advantage of the resources available to you."

Anthony Smith

a student at Jefferson Community College who later transferred to Northern Kentucky University to complete his bachelor's degree



RESOURCES

Transfer Planning Checklist

STEP 1- PICK A MAJOR

- Meet with an academic advisor or check with student services to learn about your campus resources related to career counseling.
- Explore the Web and the library for career and major information.
- Take career assessment tests to determine your interests.
- Identify majors related to your field of interest.
- Declare a major by submitting the appropriate official forms to your registrar's office.
- Meet with a transfer contact and/or an academic advisor in your major at your current school to make sure you are taking appropriate courses to transfer.
- Visit the Transfer Center on your campus (if available) to begin your planning now.

STEP 2- CREATE A PLAN

- Attend transfer fairs and open houses, or arrange for a campus tour at schools you are interested in attending; be sure to schedule a departmental visit with the area of your major.
- Obtain transfer guides and admission information from schools you are interested in attending.
- Meet with college admissions representatives at any schools you are interested in attending.
- Identify the deadline for applying for graduation if you are completing an associate degree and write it on your calendar.
- Make your final decision about your transfer school.
- Visit CAS to preview how your credit will transfer.
- Meet with an advisor to review the transfer of your credits and ask if there are any transfers agreements available in your major (see other important questions to ask on page X).
- Obtain any transcripts for other types of credit (see page X).
- Research financial aid options at your transfer school; contact the financial aid office to see if your current aid will transfer.

STEP 3- TAKE ACTION

- Submit applications for admission, including degree program admission and housing applications.
- Request official transcripts (from current and previously attended schools) be sent to your transfer school.
- Submit your FAFSA form and indicate your transfer school on the form; if already submitted, update your form to include your transfer school.
- Consult with the transfer school's financial aid office to transfer any financial aid you already receive and submit any institutional financial aid forms.
- Apply for a transfer scholarship at your transfer school (if applicable).
- Complete a final audit on coursework with your advisor and apply for graduation from your current school.
- Finalize residence hall or other housing arrangements.
- Arrange to have your final transcript sent to the transfer institution.
- Take any necessary placement exams or proficiency tests at the transfer institution.
- Register for classes and attend transfer or new student orientation at your new institution.





TRACK YOUR DEADLINES:

- | | |
|---|---------------------|
| <input type="checkbox"/> Admission to college/university | Deadline date _____ |
| <input type="checkbox"/> Special admission to major program | Deadline date _____ |
| <input type="checkbox"/> Housing application | Deadline date _____ |
| <input type="checkbox"/> Financial aid application | Deadline date _____ |
| <input type="checkbox"/> Scholarship application | Deadline date _____ |

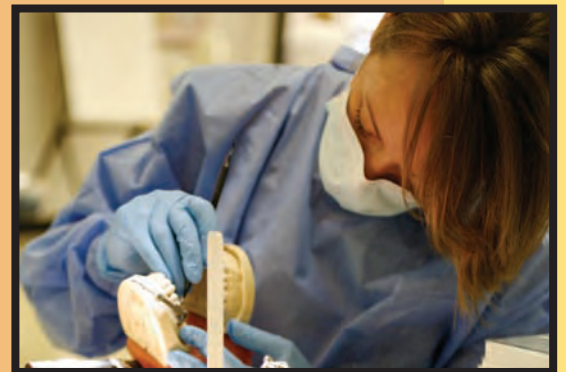
CONTACTS:

College contact person _____

Building _____ Room # _____ Phone # _____

College contact person _____

Building _____ Room # _____ Phone # _____



RESOURCES

Transfer Planning Worksheet

This worksheet is provided to help through the transfer process outlined in this handbook. It is not an official advising form, but rather a worksheet to help you track your progress and know the questions you need to ask.

Career Goal: _____

Options for majors related to career goal:

Major	College/University	Minimum GPA required

Major of choice: _____

Transfer school: _____

Required GPA of major courses: _____

General education requirements or prerequisites required for my major:

At transfer school	Equivalent course at KCTCS



Important questions to ask

- Who is the contact person for transfer students? _____
- When should I apply for admission? _____
- Does my major have specific admission requirements? _____
- Are there transfer agreements for my major? _____
- What are the general education requirements? _____
- What are the GPA requirements; will C and D grades transfer? _____
- When should I apply for financial aid/scholarships? _____
- Can you evaluate my transcripts for transfer? _____
- Can I transfer into the specific school or major? _____
- Can I get credit for military service or prior professional work experience? _____
- How are transfer students assigned housing? _____
- How are transfer students advised for registration? _____
- How many of my credits will transfer toward my bachelor's degree? _____
- How many more credits will I need to complete my degree? _____
- Can I complete my requirements within 2 years of normal full-time study? _____
- Do you have placement information on graduates of your academic programs? _____
- Are there specific scholarships and other forms of financial aid for transfer students? _____
- If I have a concern about the process, what is the transfer appeals process? _____



GENERAL EDUCATION TRANSFER POLICY

Kentucky's general education transfer policy guarantees that if you complete an associate degree at a KCTCS college, any Kentucky public university will accept your general education credits as meeting lower-division general education requirements and admit you as a junior. However, the general education requirements covered in this policy are not intended to meet requirements for specific majors, so while these credits will be accepted, they may not meet all the general education requirements of your specific degree program.

Your transfer college will review your transcript for general education certifications, which certifies your completion of the general education core (shown below) at one of three levels:

Category certified- completed at least one, but not all the categories of the general education core requirements

Core certified (33 hours)- completed all of the categories of the general education core requirements.

Full general education certified (48 hours)- completed all categories of the general education core requirements plus any additional general education requirements of your current school.

If you qualify for one of these certifications and it is not indicated on your transcript, contact the registrar's office at your current school and ask that this be added.

33-HOUR GENERAL EDUCATION CORE

Communications – 9

Written Communications - 6

Oral Communications - 3

Humanities - 6

The discipline(s) represented in this category must be different from those in Behavioral/Social Sciences. Courses may be chosen from, but not necessarily limited to, the following:

Fine Arts (excluding studio and performance)

Philosophy

Literature

History

Foreign Language (same language)

Cross-Cultural

Inter/Multi-disciplinary (e.g., courses which include literature, history, art, etc.)

Mathematics – 3

Minimum: college algebra or approved general education mathematics course at sending institution

Natural Sciences - 6

Courses may be chosen from, but not necessarily limited to, the following disciplines:

Biology

Chemistry

Physics

Astronomy

Geology

Physical Science

Behavioral/Social Sciences - 9

At least two disciplines must be represented and must be different from those in Humanities. Courses may be chosen from, but not necessarily limited to, the following:

Psychology

Anthropology

Sociology

Economics

History

Geography

Political Science Cross-Cultural

Inter/Multi-disciplinary



RESOURCES

KnowHow2GOKy.org



GoHigherKy.org

The Go Higher KY Web site offers many resources to help you compare colleges, explore career options, and apply for college and financial aid online.

OTHER ONLINE RESOURCES

College Search Resources

GoHigherKy:

www.Gohigherky.org

Kentucky college comparison Web site.

College Toolkit:

www.collegetoolkit.com

This site provides a number of College Search features to help you find information on college admissions, academics, tuition, financial aid, and more.

Fiske Guide:

www.fiskeguide.com

Online companion to the best-selling publication. This site describes the academic climates as well as the social and extracurricular scenes at the "best and most interesting" schools in North America.

Course Applicability System (CAS):

ky.transfer.org:8444/cas/index.jsp

CAS provides information on how their specific coursework will transfer and apply towards a degree at a CAS institution.

Kentucky Virtual Campus:

www.kyvc.org

The Kentucky Virtual Campus (KYVC), the state's official virtual campus, offers one-stop access to affordable college credit courses and professional development programs offered online from Kentucky colleges, universities, and state agencies. Credit and degrees are awarded by the participating college or university, not by KYVC.

O-Net Occupations Information Network:

www.online.onetcenter.org

This site provides comprehensive information on key attributes and characteristics of workers and occupations.

Thomson/Peterson 4 Year College Book:

www.petersons.com

College Transcript Resources

AARTS:

aarts.army.mil

Access transcripts for military training.

ACE Transcript Service:

www.acenet.edu/transcripts/index.cfm

Prior learning assessment or experiential learning, is captured and recorded in a universally accepted document through this online service.



Career Exploration Resources

American Council on Education Online Guide:
www.militaryguides.acenet.edu

This site contains recommendations for formal courses and occupations offered by the services. It includes daily updates and full search capability for locating all course and occupation entries evaluated by ACE.

America's Career InfoNet:
www.careeronestop.org

Complete career information including salary and marketplace demand data.

Career Voyages Web site:
<http://careervoyages.gov>

Federal government career exploration site. Seek advice from career counselors.

Federal Bureau of Labor's Occupational Outlook Handbook:
www.bls.gov/oco

Explore the working conditions, demands and educational requirements of thousands of careers.

Financial Aid Resources

Peterson's Education Portal:
www.petersons.com

Learn about all the aspects of college preparation and find the institution the right fit for you with this comprehensive online portal.

Sloan Career Cornerstone Center:
www.careercornerstone.org

Fast Web:

<http://www.fastweb.com>

A scholarship search program with information on local and federal aid.

Finaid:

www.finaid.com

Information on scholarships, loans, and all types of financial aid. Includes a college expense calculator to determine financial aid eligibility.

Fastaid:

www.fastaid.com

A free on-line scholarship database.

Free School Info:

www.freschinfo.com

Scholarship search with information on financial aid, scholarship scams and a comparison of various loan programs.

FAFSA

www.fafsa.ed.gov

Complete the Application for Federal Student Aid online.

Scholarships:

www.guaranteed-scholarships.com

Lists scholarships offered by specific colleges.

College Board:

www.collegeboard.com

Register for the College Scholarship Service (CSS) Financial Aid Profile. Many schools require the CSS Profile as part of the financial aid application. Also register for the SAT I and SAT II.



TRANSFER CONTACTS

Consult the following institutions' Web sites for in-depth information. Some institutions will have their application online and others will have it available for printing and completing on paper.

KENTUCKY PUBLIC UNIVERSITIES

Eastern Kentucky University – CAS	(800) 465-9191 or (859) 622-2106 http://www.eku.edu/futurestudents/
Kentucky State University	(877) 367-5978 or (502) 597-6813 http://www.kysu.edu/admissions/
Morehead State University	(800) 585-6781 http://www.moreheadstate.edu/admissions/
Murray State University – CAS	(800) 272-4678 ext 2 or (270) 809-3741 http://www.murraystate.edu/main_entry/admissions.htm
Northern Kentucky University	(800) 637-9948 or (859) 572-5220 http://www.nku.edu/admissions.php
University of Kentucky – CAS	(859) 257-2000 http://w2.uky.edu/admission/
University of Louisville	(800) 334-UofL (8635) or (502) 852-5555 http://admissions.louisville.edu.ugrd.html
Western Kentucky University – CAS	(800) 495-8463 or (270) 745-2551 http://www.wku.edu/info/admissions/
Kentucky Community and Technical Colleges	(859) 256-3100 http://www.kctcs.edu/student/admissions.htm

KENTUCKY INDEPENDENT COLLEGES AND UNIVERSITIES

Alice Lloyd College	(888) 280-4ALC (4252) http://www.alc.edu
Asbury College	(800) 888-1818 or (859) 858-3511 http://www.asbury.edu

Asbury Theological Seminary	(800) 2ASBURY (800) 227-2879 or (859) 858-3581 http://www.asburyseminary.edu
Bellarmino University	(800) 274-4723 or (502) 452-8131 http://www.bellarmino.edu
Berea College	(800) 326-5948 or (859) 985-3500 http://www.berea.edu
Brescia University	(877) BRESCIA - (877) 273-7242 or (270) 685-3131 http://www.brescia.edu
Campbellsville University	(800) 264-6014 or (270) 789-5000 http://campbellsville.edu
Centre College	(800) 423-6236 http://www.centre.edu
Clear Creek	(866) 340-3196 ext.103 http://www.ccbbc.edu
Baptist Bible College	(800) 788-9985 or (502) 863-8009 http://www.georgetowncollege.edu
Georgetown College	(800) 522-3181 http://www.kcu.edu
Kentucky Christian University	(800) 999-0592 http://kwc.edu
Kentucky Wesleyan College	(866) 296-6087 or (859) 252-0361 http://www.lextheo.edu
Lexington Theological Seminary	(800) 264-0138 or (270) 384-8100 http://www.lindsey.edu
Lindsey Wilson College	(800) 264-1839 or (502) 895-3411 http://www.lpts.edu
Louisville Presbyterian Theological Seminary	



Mid-Continent University (877) 551-9400
or (270) 247-8521
<http://www.midcontinent.edu>

Midway College (800) 755-0031
<http://www.midway.edu>

Pikeville College (866) BEARS-00 (800) 232-7700
or (606) 218-5251
<http://www.pc.edu>

**Southern Baptist
Theological Seminary** (800) 626-5525
<http://www.sbts.edu>

Spalding University (800) 896-8941
or (502) 585-9911
<http://www.spalding.edu>

St. Catharine College (859) 336-5082
<http://www.sccky.edu>

Thomas More College (859) 344-3332
<http://www.thomasmore.edu>

Transylvania University (859) 233-8300
<http://www.transy.edu>

Union College (800) 489-8646
or (606) 546-1657
<http://www.unionky.edu>

KENTUCKY COMMUNITY AND TECHNICAL COLLEGES

**Ashland Community and
Technical College** (606) 326-2028 (800) 928-4256
danny.bailey@kctcs.edu

**Elizabethtown Community
and Technical College** (270) 706-8478, ext. 309
sharon.spratt@kctcs.edu

**Hazard Community
and Technical College** (606) 487-3086 (800) 246-7521
Doug.Fraley@kctcs.edu

Henderson Community College (270) 831-9610
teresa.hamilton@kctcs.edu

Hopkinsville Community College (270) 707-3823
Deloria.Scott@kctcs.edu

Jefferson Community College (502) 213-2119
donna.edgar@kctcs.edu

Madison Community College (270) 824-8666 or (866) 227-4812
sherry.hewell@kctcs.edu

Maysville Community College (606) 759-7141, ext. 6229
jerry.greiner@kctcs.edu

**Owensboro Community
and Technical College** (270) 686-4536 or (866) 755-6282
sandy.carden@kctcs.edu

**West Kentucky Community
and Technical College** (270) 534-3266
jerryl.anderson@kctcs.edu

**Big Sandy Community
and Technical College** (606) 886-7347; (606) 889-0758 or
(888) 641-4132
jimmy.wright@kctcs.edu

Somerset Community College (606) 451-6651; (606) 679-4369 or
(800) 629-9722
roger.hollars@kctcs.edu

**Southeast Kentucky Community
and Technical College** (606) 589-3320 or (888) 274-7322
Ron.Brunty@kctcs.edu

**Gateway Community
and Technical College** (859) 442-2229
shelby.krentz@kctcs.edu

**Bluegrass Community
and Technical College** (859) 246-4622
cathy.penfold@kctcs.edu

Bowling Green Technical College (270) 901-1001 or (800) 790-0990
maryjane.farley@kctcs.edu



INVENTORY OF TRANSFER SCHOLARSHIPS

Eastern Kentucky University

<http://www.scholarships.eku.edu/awards/undergraduate/transfer/>

Kentucky State University

http://www.kysu.edu/academics/enrollment_services/financial_aid/scholarships.cfm

Morehead State University

<http://www.moreheadstate.edu/scholarships/index.aspx?id=5202>

Murray State University

<http://www.murraystate.edu/scholarships/>

Northern Kentucky University

http://www.nku.edu/~admitnku/transfer_services/index.htm

University of Louisville

<http://admissions.louisville.edu/trf/trfscholarship.htm>

University of Kentucky

<http://www.uky.edu/AcademicScholarships/transfer.htm>

Western Kentucky University

<http://www.wku.edu/Info/FinAid/acad.htm>

GLOSSARY OF TERMS

AA: Associate in Arts

AARTS: Army/American Council on Education Registry Transcript System

AAS: Associate of Applied Science

ACE military credit: Credit you receive toward your degree from previous training as a member of the United States Military (Army, Navy, Air Force, Coast Guard, Department of Defense, and Marine Corps).

AS: Associate in Science

Admission GPA: The GPA as re-calculated by the institution you are applying to – the GPA that the admission decision is based on.

Associate Degree: A transfer or pre-baccalaureate degree program.

Bachelor Degree: An in-depth program of study in a specific academic discipline or area.

Category Certified: Students in good academic standing who have completed some, but not all, of the five area categories in the 33-hour Core Component.

Conversion Scholarships/Loans: Scholarships that require you to provide certain services for a period of time after you graduate. In Kentucky, these include the KHEAA Teacher Scholarship and the Osteopathic Medicine Scholarship.

Co-op Programs: Opportunities where you can see and experience first-hand what that career field will actually be like.

Core Certified: Students in good academic standing who have completed all of the area categories – the core component – for a total of 33 hours.



CPE: Council for Postsecondary Education

Experiential Credit Transfer: A process whereby students can receive credit for learning that has occurred in a non standard or non traditional environment. Not all institutions grant transfer credit for experiential credit.

FAFSA: Free Application for Federal Student Aid

Free Elective Courses: Courses that you take to fulfill the elective requirement.

Fully General Education Certified: Students in good academic standing who have completed a general education program of 48 semester hours, which includes the 33-hour core and all additional institutional-specific general education courses.

General Education Certifications: Consists of three levels: category certified, core certified, and fully general education certified. Students can complete general education courses in categories, as a core component and as a complete general education program.

General Education Courses: Courses designed to introduce students to the fundamental knowledge, skills and values essential to the study of academic disciplines; in some instances any pre-requisite or supporting course requirements for the major can be taken and counted as general education requirements.

General Education Transfer Policy: An agreement between Kentucky's public universities in which they agree to recognize the completion of AA/AS transfer degrees by admitting students to junior level standing and accepting the corresponding general education credits as meeting institution-wide, lower-division general education requirements at the receiving institution.

Grants: Awards based on need that do not need to be repaid. The main grant programs are the Federal Pell Grant (Pell), Federal Supplemental Educational Opportunity Grant (FSEOG), College Access Program (CAP) Grant, and Kentucky Tuition Grant (KTG).

Independent Institutions: Postsecondary institutions that are supported by private funds rather than state funds.

KY CAS: Kentucky Course Applicability System. Used to determine how each individual course will transfer.

Major Requirement Courses: Courses within your major or field of study courses. They include introductory and advanced courses in your field of study and, in some cases, internships and practicum experiences.

Military Benefits: Financial assistance offered to individuals (or their dependents) who either were or are going to be in the U.S. Armed Forces.

National Service Award: An award received for education expenses in return for national or community service, such as AmeriCorps.

Prepaid Tuition: A contract guaranteeing fully paid tuition for a fixed number of credit hours at a participating school. You have to pay a certain amount up front. Kentucky's Affordable Prepaid Tuition (KAPT) is such a program. Kentucky also has a college-savings program, the Kentucky Education Savings Plan Trust (KESPT).

Public Institutions: Postsecondary institutions that are supported in part by state funds.

Restricted Elective courses: Courses or choices among a specified list of courses.

Scholarships: Awards based on some kind of special achievement, either academic, athletic, or service. These are merit-based and do not need to be repaid. The Kentucky Educational Excellence Scholarship (KEES) is the major state scholarship. Many schools and local organizations also provide scholarships.

Statewide Transfer Framework: Allows a block of credits to transfer to any other public bachelor's degree program offered in Kentucky.

Student Loans: Money borrowed, either from a bank, the government, or a school. A student loan must be repaid, but repayment doesn't start until you've either left school or graduated. The major loan programs are Federal Perkins Loans, Federal Stafford Loans and Federal PLUS Loans (for parents).

Waivers: Arrangements offered by some schools to eliminate certain costs for students who meet certain qualifications. These include waivers for dependents of deceased or disabled veterans, for foster children, and for senior citizens.

Work-study: Part-time employment that lets a student earn money toward a college education either on or off campus. This can be through the Federal Work-Study Program, the KHEAA Work-Study Program, or a college's work-study program.

WWW.KNOWHOW2GOKY.ORG/TRANSFER

IMPROVING THE TRANSFER PIPELINE



KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

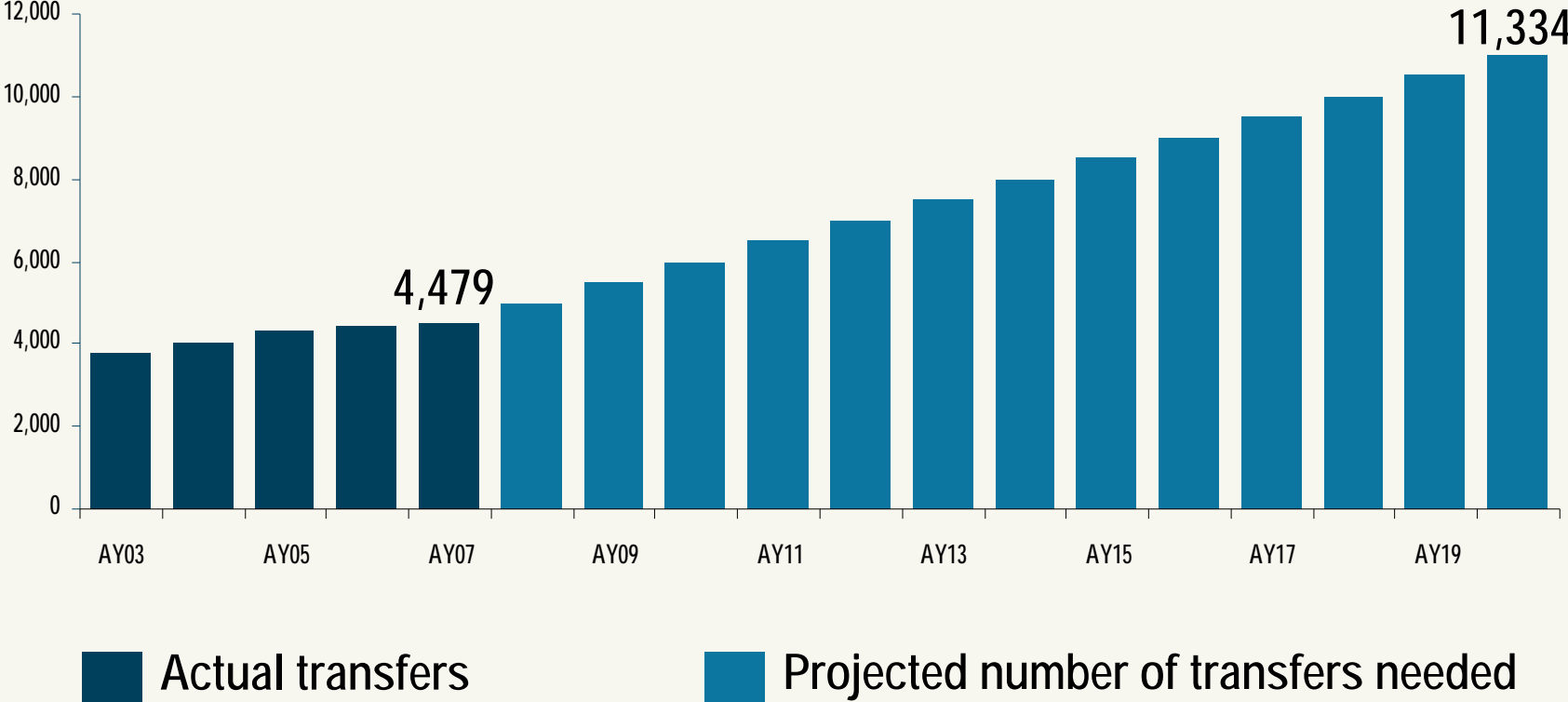


JAMES L. APPLGATE
VICE PRESIDENT FOR ACADEMIC AFFAIRS
APRIL 14, 2008

THE ROLE OF TRANSFERS IN DOUBLE THE NUMBERS

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 Kentucky Community and Technical College (KCTCS) affordable • Increase annual number of students transferring from KCTCS to four-year universities 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		<u>580,000</u>
TOTAL		791,000

How many transfer students are needed to achieve Kentucky's Double the Numbers goal?



New students at four-year institutions seeking transfer of KCTCS credits by academic year (AY)

Where are students transferring?

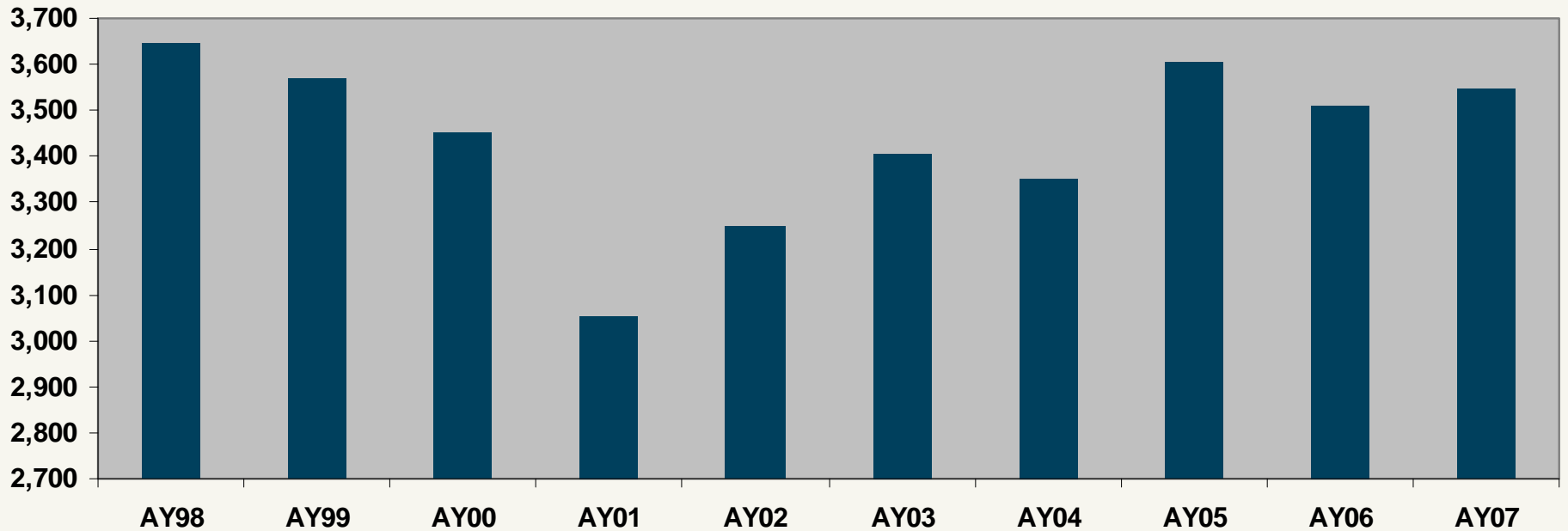
	AY 03	AY 04	AY 05	AY 06	AY 07	% Change
EKU	571	661	701	686	661	15.8%
KSU	25	29	39	39	47	88.0%
MoSU	389	312	396	377	424	9.0%
MuSU	444	419	512	504	485	9.2%
NKU	76	61	77	93	126	65.8%
UK	957	896	815	835	755	-21.1%
UofL	511	549	592	531	520	1.8%
WKU	431	423	474	447	530	23.0%

Based on transfers from KCTCS to four-year institutions

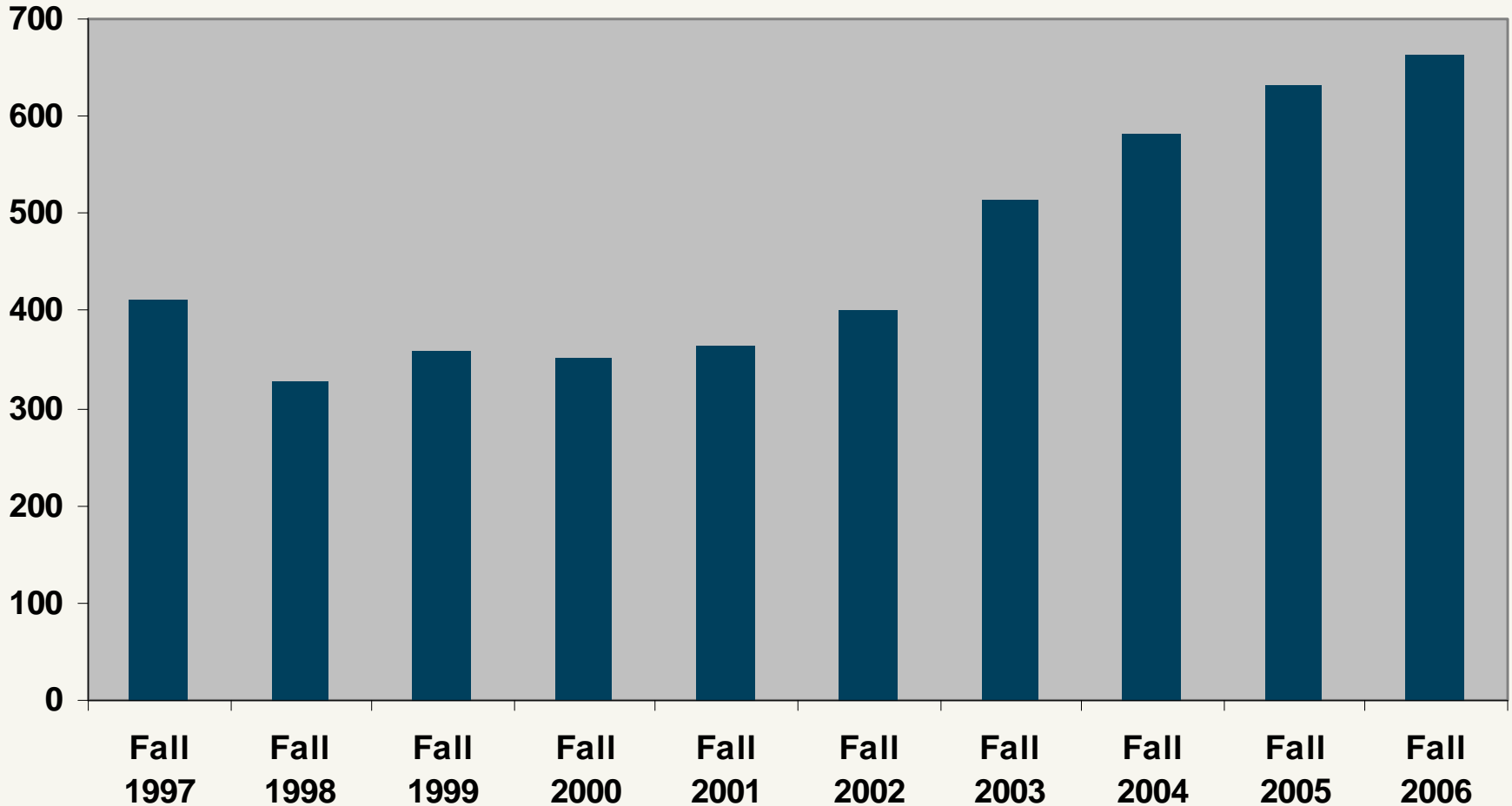
Source: Council on Postsecondary Education

10 Years Since Reform

Transfer from KCTCS to Public Universities



More Students are Transferring to Independent Colleges



Based on transfers from KCTCS to 4-year institutions

FROM WHERE ARE STUDENTS TRANSFERRING?

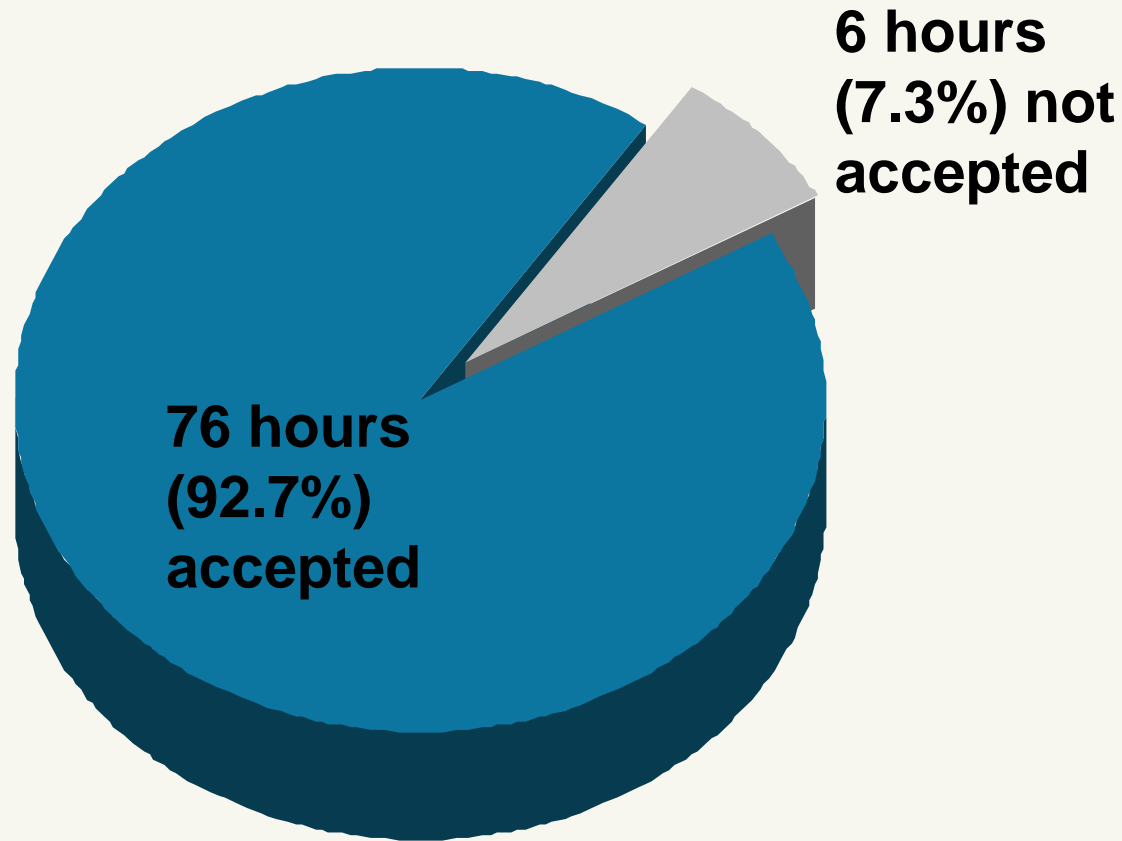
DO TRANSFER STUDENTS
SUCCEED AT
UNIVERSITIES?

YES

STUDENTS WHO WERE
FIRST-TIME TRANSFERS
IN FALL 2005, AVERAGED
A GPA OF 3.08
IN THEIR SECOND YEAR AT
THE SAME PUBLIC UNIVERSITY.

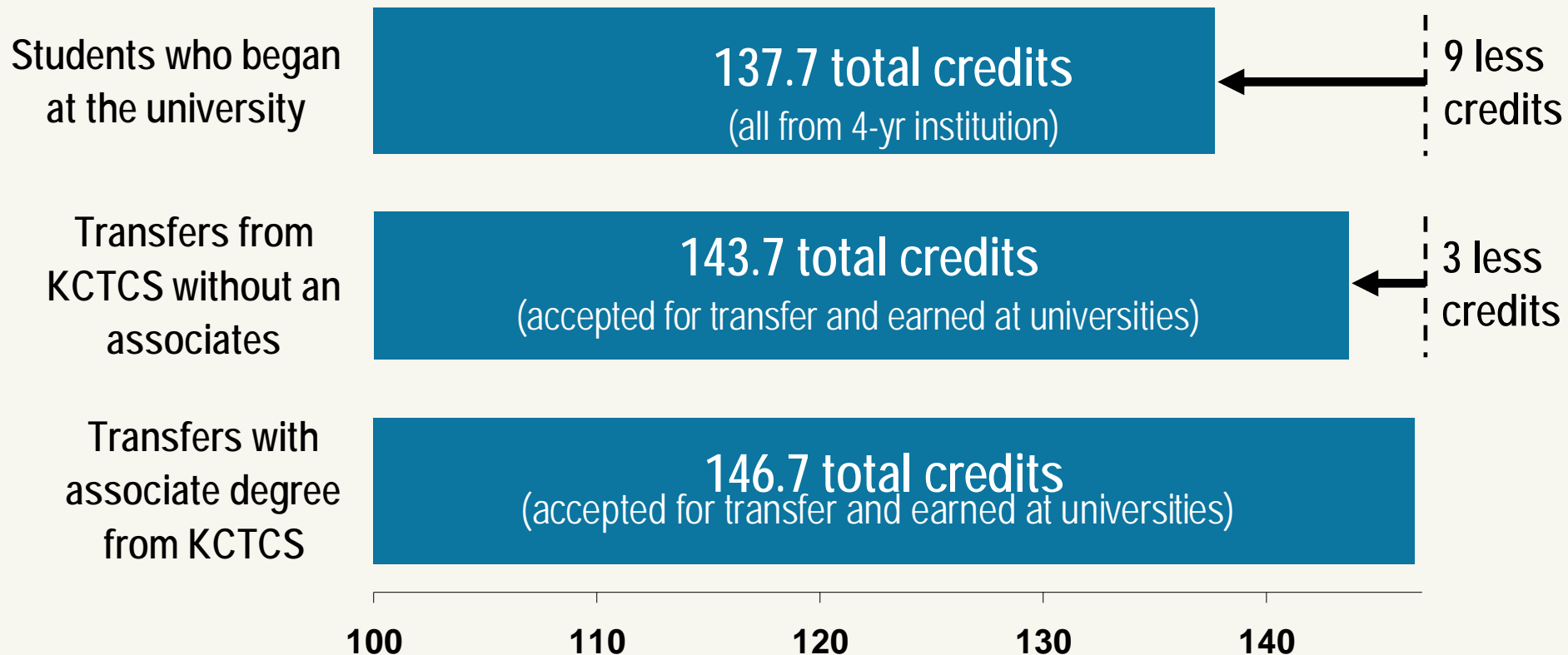
DO KCTCS STUDENTS' CREDITS TRANSFER TO PUBLIC UNIVERSITIES?

What percentage of KCTCS credit hours for associate degree completers was accepted for transfer at public universities?



Based on 2006-07 student data

How many credits do transfer students earn when completing a bachelor's degree at a public university compared to students who began at the university?



Based on bachelor's degree graduates in academic year 2006-07

Source: Council on Postsecondary Education

Data Issues

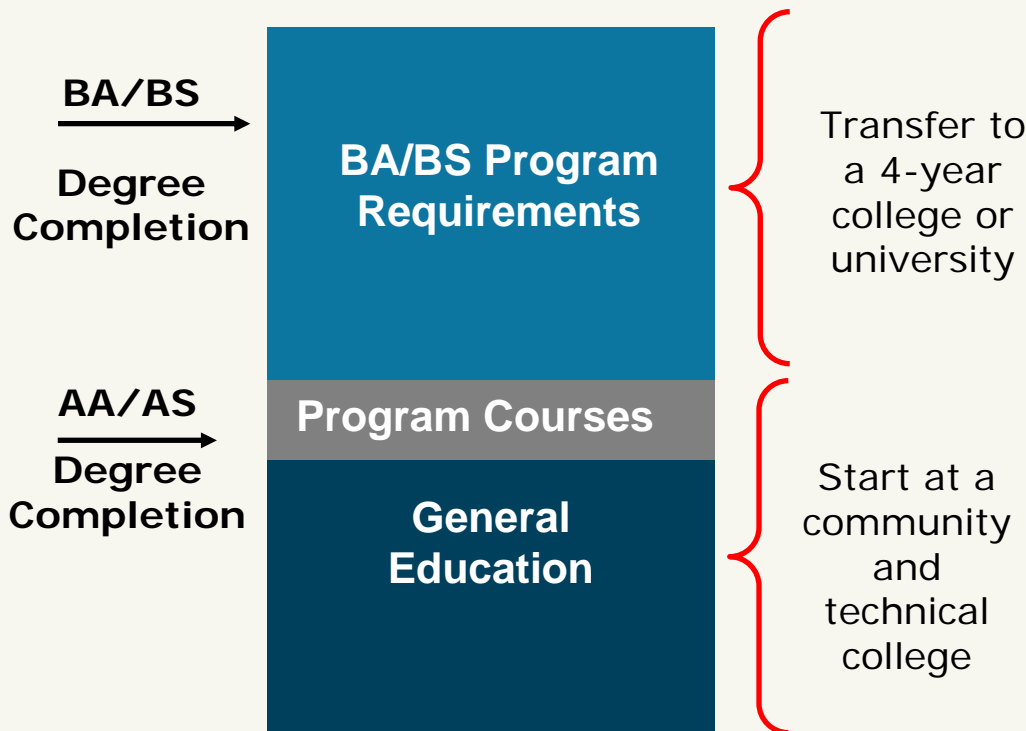
Lack of common definition of transfer.

Inability to track border state transfers.

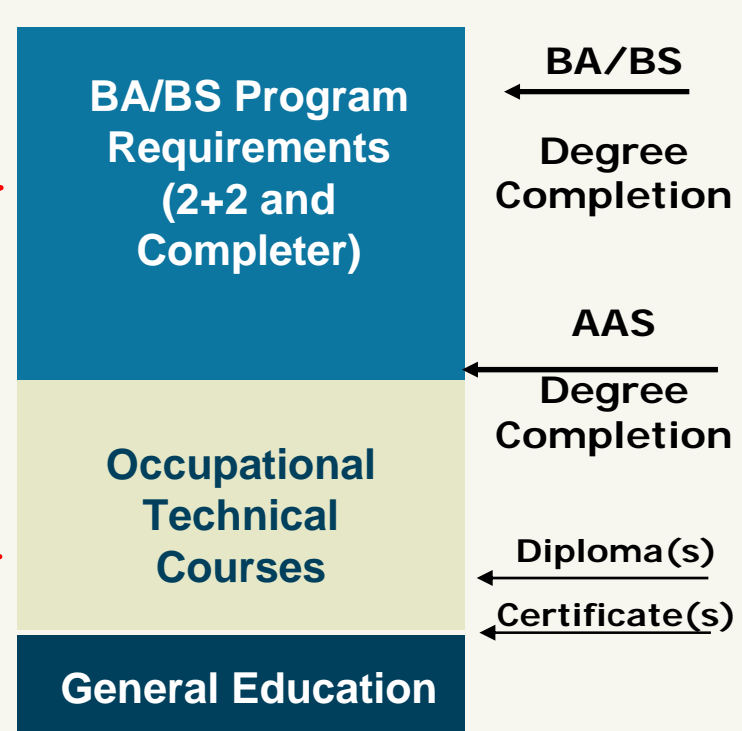
No data for proprietary/online universities.

HOW DO STUDENTS TRANSFER?

The Traditional Route to Transfer



Applied Degree Routes to Transfer



WHAT TRANSFERS?

Example of AAS Programs and Course Transfer

AAS IN AIR CONDITIONING TECHNOLOGY

- ENG 101 – WRITING I (3)
 - MA 109 – COLLEGE ALGEBRA (3)
 - ARC 130 – ELECTRICAL COMPONENTS (3)
 - ARC 100 – REFRIGERATION FUNDAMENTALS (3)
 - ARC 170 – HEAT LOAD/DUCT DESIGN (3)
 - ARC 250 – COOLING AND DEHUMIDIFICATION (3)
 - ARC 260 – HEATING AND HUMIDIFICATION (3)
 - ARC 270 – HEAT PUMP APPLICATION (3)
- } General Education Transfer
- } Courses that will not transfer without 2+2 or completter degree

Meeting Applied and Technical Program Transfer Challenges

Promote Transfer Degree Career Options

2+2 Transfer Agreements

Competency-Based Transfer

Completer Degrees

Completer Degrees

<u>Number of degrees awarded</u>	<u>1999-2006</u>
EKU – Bachelor in General Studies	48
KSU – Bachelor of Arts in Liberal Studies	51
MoSU – Bachelor in University Studies	622
MuSU – Bachelor in Integrated Studies	231
NKU – Bachelor of Organizational Leadership	297
UofL – Bachelor of Science in Workforce Leadership	405
WKU – Bachelor of Interdisciplinary Studies	1,227

Challenge 2: Variation in Institutional Transfer Policies

Departmental Evaluation of Program Credits

GPA Transfer Policy

Minimum Course Grades Accepted

Minimum Hours in Residence to Graduate

Meeting the Variation in Institutional Transfer Policies Challenge

Revise institutional policies to improve consistency and promote ease of transfer.

Expand use of Course Applicability System (CAS).

Assess experiences of students after they transfer.

Challenge 3: Financial Barriers

Poor fit of financial aid programs.

Lack of scholarships for transfer students.

56% of KCTCS students surveyed indicated that financial difficulties were a moderate or major problem with attending college.

42% of KCTCS students undecided about transfer indicated that scholarships would make transfer more likely.

Meeting the Financial Challenge

Better align state financial aid programs to support transfer students' needs.

Expand public universities' transfer scholarships.

Expand KCTCS pilot scholarship program.

Challenge 4: Motivation Barriers

Many students do not see the value in getting a bachelor's degree.

Only 30% of KCTCS students surveyed indicated that they planned to complete a bachelor's degree or higher.

Desire for a bachelor's degree is overshadowed by desire for immediate employment.



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SEAN REYNOLDS | HIGH COST OF EDUCATION

Some need paycheck, can't afford to wait

BY HANCY C. RODRIGUEZ • HRODRIGUEZ@COURIER-JOURNAL.COM • MARCH 23, 2008

Post a Comment Recommend (4) Print this page E-mail this article

SHARE THIS ARTICLE: Del.icio.us Facebook Digg Reddit Newsvine What's this?

Sean Reynolds of Florence, Ky., chose not to continue his education after earning an associate's degree in nursing at Gateway Community and Technical [College](#).

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amazing Juke

He couldn't afford to.

Instead, the 31-year-old husband and father of two went to work full time at St. Elizabeth Medical Center South in Edgewood in January.

"I need to make money. You put your family first, and that's what I want to do," said Reynolds, who paid for college through a patchwork of loans, a part-time job and income from his wife's job as a counselor. "Going on would be more time and more money."

It would have cost Reynolds \$2,500 more a year -- nearly \$6,000 -- in tuition and fees to attend Northern Kentucky University, the nearest



Meeting the Motivation Challenge

College Access Initiative

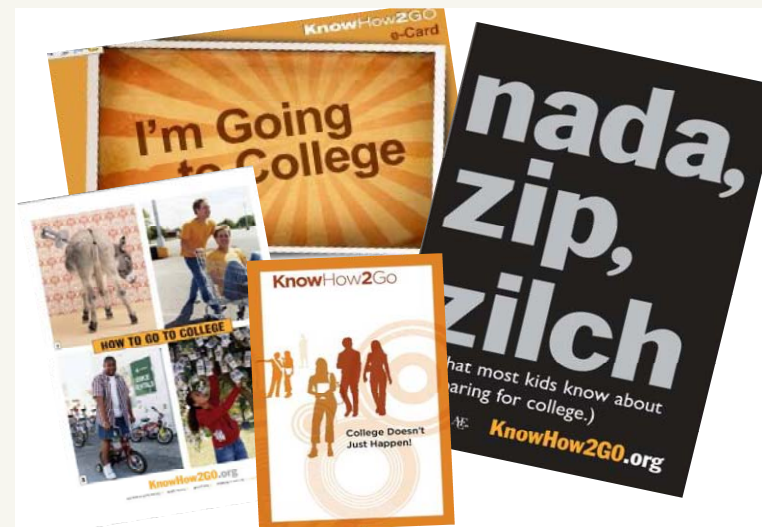


Transfer Fairs



KnowHow2GoKY.org

Website with expanded
transfer planning
information



Challenge 5: Advising Barriers

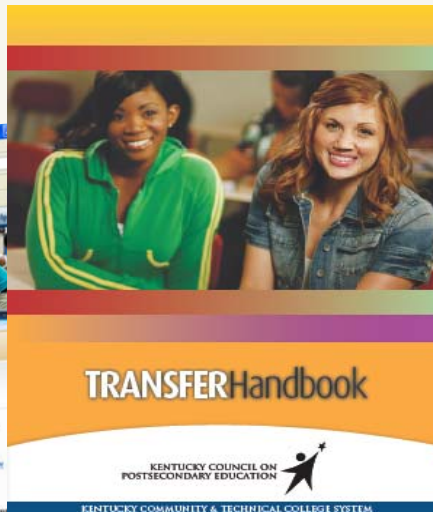
67% of KCTCS students surveyed indicated that they had received no transfer information or had received it from a source other than a college advisor.

32% of KCTCS students undecided about transfer indicated that they planned to complete a bachelor's degree but did not understand the transfer process and how to prepare for transfer.

Meeting the Advising Challenge

Transfer Student Handbook

CAS



Transfer Centers



Challenge 6: Program Delivery Barriers

38% of KCTCS students surveyed indicated that the times courses were scheduled made going to college more difficult.

33% of KCTCS students surveyed who were undecided about transferring indicated that traditional course and program delivery were barriers to transfer.

Meeting Program Delivery Challenges

Promote Kentucky Virtual Campus online programs.

Increase access to baccalaureate degree programs at postsecondary centers and extended campuses.

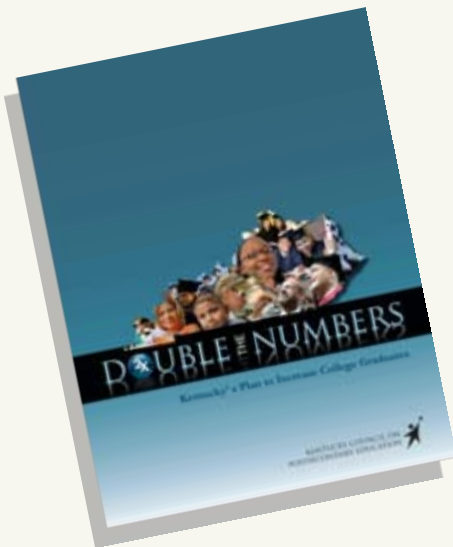
Expand university delivery of baccalaureate degree programs on community college campuses.

Accountability and Funding for Transfer

Kentucky Transfer Feedback Report

**Transfer key indicators in state
accountability system**

**Double the Numbers degree goals and
funding incentives**



THANK YOU



JAMES L. APPLGATE
VICE PRESIDENT FOR ACADEMIC AFFAIRS
APRIL 14, 2008

Council on Postsecondary Education
April 14, 2008

College Access Initiatives

In alignment with the Double the Numbers plan and in partnership with numerous educational groups, the Council will launch the KnowHow2GOKy college access outreach initiative in the near future. The multimedia outreach provides relevant and streamlined college-going information and motivational messages aimed at at-risk middle and high school students in the GEAR UP program. The outreach Web site, www.KnowHow2GOKy.org, also incorporates the Council's outreach activities to transfer students, GED students, and returning adults, including Project Graduate, a collaborative initiative with the institutions to target former students with 90 or more credit hours earned at a Kentucky institution.

The Council is the official state partner of the national, research-based KnowHow2GO campaign, developed and funded by the National Ad Council, Lumina Foundation for Education, and the American Council on Education. As a state partner, the Council customized the materials for Kentucky, greatly reducing development costs. The Council's partnership also entitles all other Kentucky educational entities free access to the materials.

The launch of KnowHow2GOKy represents a convergence of several Council-sponsored college access initiatives, all accessible through a single Web site, www.KnowHow2GOKy.org, including:

- A sponsorship of television and radio ads through the Kentucky Broadcaster's Association to raise awareness among students, their mentors, parents, and local communities of the need to help this audience prepare for college. The multi-tiered outreach also includes school-based activities such as student rallies, mentoring programs, and student planners, as well as supporting outreach materials. Because of the mass media component and online presence, KnowHow2Go also will reach beyond GEAR UP students to include all middle and high school students and their influencers.
- Integration of the Kentucky College Access Network (KyCAN). KyCAN is a statewide network funded by a \$499,000 Lumina Foundation grant awarded to the Council and the Prichard Committee for Academic Excellence. The network, whose 300 members include local business, civic, and faith-based organizations and leaders, will continue to expand its membership. One of the goals of the network is to support the grassroots component of the Council's college access initiative. Many KyCAN members are already coordinating or supporting existing college access programs that serve communities and target low-income, underrepresented, and first-generation college students. Dr. Joe McCormick, former executive director of the Kentucky Higher

Education Assistance Authority, is coordinating the effort and will attend the April 14 Council meeting to give a brief presentation.

- Fulfillment of a \$100,000 grant from the National Postsecondary Education Cooperative to develop a best practice consumer Web site for college access (www.KnowHow2GOKy.org).
- Distribution of transfer handbooks this spring, in partnership with the Kentucky Community and Technical College System. The handbook describes the steps to help students plan for transfer and provides resources – including checklists, requirements, scholarships, and transfer contacts at each campus – to promote transfers and to provide a seamless experience. A draft copy of the transfer handbook is provided for review and comment. The transfer handbook will be available online at www.KnowHow2GOKy.org.
- The expansion of the Project Graduate outreach to 11,000 former Kentucky students with 90 or more credit hours to ten AIKCU independent institutions. This outreach is in progress and includes mailing Project Graduate postcards to the former students, a Web presence, and numerous incentives offered by the universities to entice students to reapply. Incentives vary by institution, but include tuition assistance, application fee waivers, personal advising, and simplified admissions paperwork. Further, each campus has designated a Project Graduate advocate to ensure those who respond can take full advantage of incentives and quickly navigate the admissions process.
- A step-by-step path through the GED testing process that provides the GED student the resources and motivation to succeed and transition to postsecondary education.

Details of the KnowHow2GOKy.org launch will be available at the Council meeting.

KentuckyCAN!KnowHow2GO
Grant Applicants
As of March 31, 2008

	<u>Respondent</u>	<u>Contact Person</u>	<u>Amount Requested</u>	<u>Project Summary</u>	<u>Amount Awarded</u>
1.	Junior Achievement	Debra Hoffer 502-569-9210	\$10,000	Curriculum consultant - The overall goal of this project is to connect kids with real jobs in the real world, and to help steer them to the postsecondary education that will help them achieve their career goals. The curriculum will be commissioned and written by Dr. Darrell A. Luzzo, who has devoted much of his adult life to the study and development of career exploration tools.	\$10,000
2.	Project Women	Cathe Dykstra 502-584-8090	\$10,000	Salary for college advising staff - The purpose of the grant request is to supplement the current activities of Project Women's outreach efforts. With the grant funds, we will be able to enhance and expand our outreach efforts, providing additional outreach presentations and tabling events to reach a larger audience. Our Academic Advisors will take the initiative of contacting social service organizations that serve single parents and high school students and graduates out of school needing additional education in order to successfully enter the workforce and become self-sufficient. Our expectation is that this grant will allow us to provide 40 additional workshops/events per year, reaching a minimum of 600 new prospective students.	\$10,000
3.	BCTC Hispanic Outreach	Erin Howard 859-246-6436	\$10,000	This grant will expand quality college access and awareness activities that benefit the Hispanic/Latino and immigrant populations of Kentucky through culturally, linguistically and experientially relevant workshops and events that emphasize college planning, enrollment and success.	\$10,000
4.	Berea College #1 College 101 program	Terry Hosier 859-985-3855	\$10,000	Destination College: KnowHow2Go will be a one-day event held on the Berea College campus. The event will be free and transportation will be available via school bus from each of the participating high schools. Breakfast and lunch will be provided to all participants.	\$10,000

	<u>Respondent</u>	<u>Contact Person</u>	<u>Amount Requested</u>	<u>Project Summary</u>	<u>Amount Awarded</u>
5.	Berea College #2 High school program	Linda Stone 859-985-3710	\$10,000	Berea College would like to partner with KCAN to take CFES Scholar designed KnowHow2Go college access campaigns into the seven GEAR UP high schools	\$10,000
6.	JCPS Adult Education GED program	Charlene Brown 502-485-3797	\$10,000	The proposed <i>College Bound Program</i> will assist 50 GED graduates to transition into postsecondary education and will be built upon the successful EES program. The three-component <i>College Bound</i> program includes curriculum development and re-alignment, professional development for teachers, and student services. Partners include JCPSACE, JCTC, and the Kentuckiana College Access Center (KCAC), an educational opportunity outreach program designed to motivate and support low-income, first-generation college students, students from disadvantaged backgrounds, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.	\$10,000
7.	Signature Partnership U of L mentoring	Henry Cunningham 502-852-1906	\$10,000	This program is designed so that college students will serve as mentors and tutors to middle school students. It is designed to inspire and motivate middle schoolers to have increased self worth, improve their school performance, and gain admission to high school and college.	\$10,000
8.	Northern Kentucky Council of Partners (college 101)	Barbara Stonewater 859-442-7012	\$10,000	The GEAR UP program in Northern Kentucky, which is part of the state GEAR UP grant, has worked under the umbrella of the Council of Partners. This grant will give them the badly needed resources to expand their work into a very specific program, College 102. This program is designed to engage students and parents in learning much of what they will need to be doing over the next several years, and to do so on a college campus, Northern Kentucky University.	\$10,000
9.	KASFAA College Goal Sunday	Aaron Gabehart 270-789-5305	\$10,000	College Goal Sunday Kentucky is seeking additional funding in order to continue a program that has proven to be successful over several years. The Kentucky Association of Student Financial Aid Administrators, Inc (KASFAA) is committed to hold College Goal Sunday events on an annual basis at various sites across the Commonwealth. This is one of the most important outreach activities that the association participates in.	\$10,000

	<u>Respondent</u>	<u>Contact Person</u>	<u>Amount Requested</u>	<u>Project Summary</u>	<u>Amount Awarded</u>
10.	KentuckyCAN LEEP Online college prep	Robert Johnson 502-213-2121	\$2,800	This proposal describes collaboration among Louisville Education and Employment Partnership (LEEP), Jefferson County Public Schools eSchools (JCPS eSchools), Kentucky Virtual Campus (KYVC) and Jefferson Community and Technical College (JCTC) to leverage Internet technology to assist students transitioning from high school to postsecondary education.	\$2,800
11.	KAEOPP Scholarships	Chris George 270-792-7667	\$8,500	KAEOPP wishes to expand the funds that are used for their student initiatives component of their organization. The KAEOPP Board has a three-pronged approach for moving college access forward, advocacy, skill enhancement and last dollar scholarships.	\$6,500
12.	Greater Louisville, Inc Expand college nights	Kathy Zandona 502-625-0151	\$10,000	The HIRE Education Forum will provide two Graduate! Greater Louisville educational fairs targeted to those in the following populations: low-income families, minorities, college non-completers and adult learners over the next year.	\$10,000
	TOTAL		\$111,300		\$109,300

CREATING A GRASSROOTS NETWORK

BRIEFING UPDATE
APRIL 14, 2008

DR. JOE L. M^CCORMICK
EXECUTIVE DIRECTOR





- ❖ Held meetings in 2006 and early 2007 to discuss the possibilities of a state college access network
- ❖ In partnership with CPE and the Prichard Committee, became a part of KnowHow2GO Campaign. June 2007
- ❖ Formal launch in August 2007



NOW HAS:

- ❖ A KentuckyCAN! List Serve & web site
- ❖ Designation from the IRS as a 501(c)(3) tax-exempt organization
- ❖ Expanded the Board of Directors to broaden representation



BOARD OF DIRECTORS

- ❖ **Gary Cox** AIKCU
- ❖ **Gera Jones**
- ❖ **Bryan Erslan** (KASFAA)
- ❖ **Dreama Gentry** (GEAR UP)
- ❖ **Michael Gritton** (KentuckianaWorks)
- ❖ **Jan Muto** (KCTCS)
- ❖ **John Prather, Jr.** (Attorney)
- ❖ **Robert Sexton** (Prichard Committee)
- ❖ **Jim Applegate** (CPE)
- ❖ **Kim Chaffer** (KASCAC)
- ❖ **Dan Connell** (KAEOPP)
- ❖ **Kathy Davis** (KSCA)
- ❖ **Tom Davisson** (Sullivan University)
- ❖ **Susan Hopkins** (KHEAA)
- ❖ **Dean Kahler** (KACRAO)
- ❖ **Barbara Stonewater** (P-16 Councils)
- ❖ **Dr. Joe L. McCormick** (KyCAN)



- ❖ To work with college access providers, K-12 and post-secondary institutions, and policy makers
- ❖ To increase and improve college success among Kentuckians



GOALS

- ❖ Supporting the college access providers, not being a provider
- ❖ Serve as a coordinating body for college access providers
- ❖ Partner with existing entities on lobbying/influencing relevant statewide policy decisions
- ❖ Serve as a vehicle for highlighting successful practices
- ❖ Seek support from existing bodies for funding
- ❖ Recruit supporters and programs of college access



- ❖ Eleven grants awarded to local college access programs and/or community-based youth serving organizations
- ❖ Maximum grant of \$10,000 with a 1 to 1 matching requirement
- ❖ Period of the grant is April 1, 2008 to March 31, 2009



GRANT
RECIPIENTS

- ❖ **Junior Achievement** – curriculum development
- ❖ **Berea College Gear Up** – two projects for outreach to promote KnowHow2GOKy.org
- ❖ **KAEOPP** – scholarships to needy students
- ❖ **Greater Louisville, Inc.** – expand college outreach for working adults



Join Today!!!

www.kentuckycan.org

THANK YOU



KnowHow2GOKy

PRESENTATION:
COLLEGE ACCESS INITIATIVES



KnowHow2GOKy

APRIL 14, 2008

Kentucky's Education Pipeline



● Increase high school graduates from 40,000 to 48,000

● Increase GED graduates from 9,800 to 15,000

● Increase transfers to 11,300

● Increase high school graduates going directly to college from 62% to 74%

● Increase college-going rate of GED graduates from 19% to 36%

● Increase the percent of adults in college from 3.6% to 4.5%

FEATURES

- ❖ Aligns with Double the Numbers
- ❖ Focuses on underrepresented groups
- ❖ Research-based
- ❖ Engages partners
- ❖ Economies of scale
- ❖ Decentralized structure
- ❖ Extended shelf life

AUDIENCE:



- ❖ Increase high school grads from 40,000 to 48,000
 - ❖ Increase high school grads going directly to college from 62 to 74%
-

RESEARCH:

- ❖ Web usability study
 - ❖ Use of Web for college search
 - ❖ National Ad Council research
 - ❖ Low-income parent and student perceptions
-

STRATEGIES:

KnowHow2GOKy



BIOLOGY

**TAKE THE TOUGH CLASSES NOW!
YOU NEED THEM FOR COLLEGE.**

GET PREPARED.
FIND OUT WHICH CLASSES YOU NEED AT
KnowHow2GOKy.org

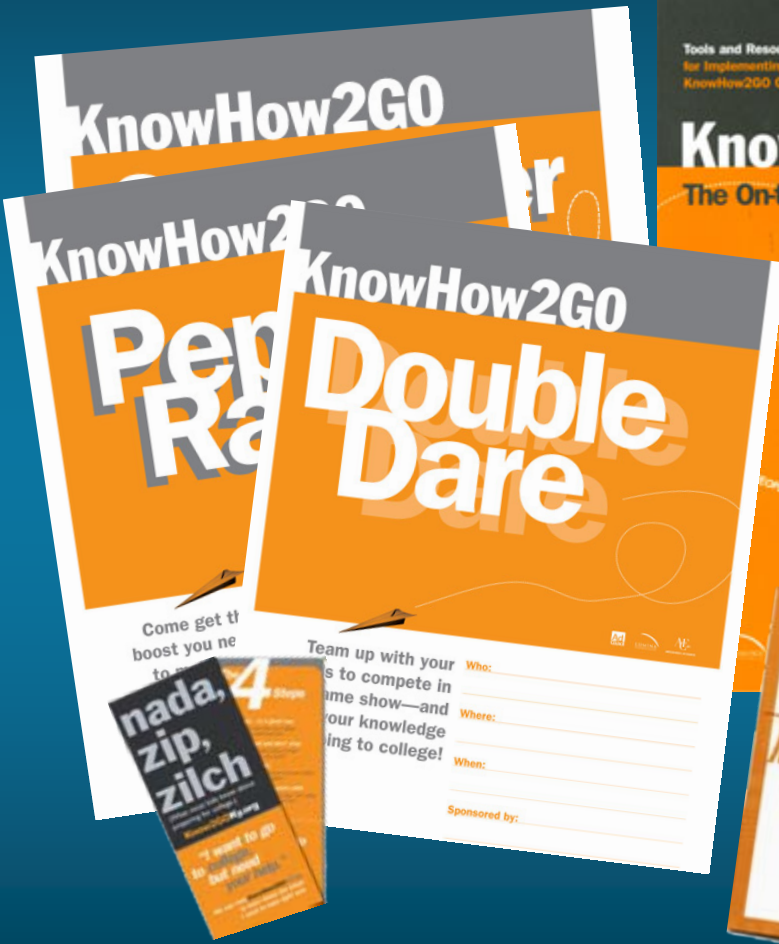




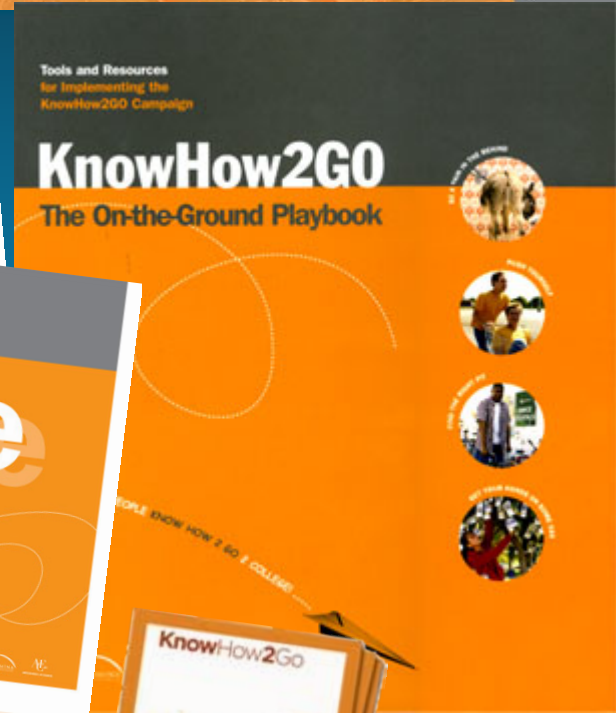
Identity items



Student games



Event resources



Classroom curriculum



Community outreach resources

KnowHow2GO Ky campaign playbook

KEY FEATURES:

KnowHow2GOKy.org

- ❖ Organized by audiences
- ❖ Presents content in steps
- ❖ Custom messages and resources for each audience
- ❖ Videos and success stories
- ❖ Connects audiences to support systems and resources
- ❖ Incorporates transfer and adult audiences

KnowHow2GOky

SEND TO A FRIEND

MIDDLE SCHOOL

FRESHMEN

SOPHOMORES

JUNIORS

SENIORS

ADULTS

COLLEGE TRANSFER

MENTORS

MENTORES EN ESPAÑOL

the 4 steps to college



SKIP INTRO

ARE YOU READY FOR COLLEGE

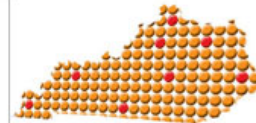
Take the quiz to find out what you know about going to college!



You've Got to Know How!

You have big plans. Big dreams. You know college is where to start. But a dream is not enough. College doesn't just happen; you have to work to make it a reality.

There are specific steps you need to take and this site can help you along the way. Remember, it's never too early-or too late-to start on the road to college.



FIND HELP NEAR YOU

the 4 steps to college

1. Be a Pain
2. Push Yourself
3. Find the Right Fit
4. Put Your Hands on Some Cash



TRANSFER FAIRS

Find a fair in your corner of Kentucky



GO BACK TO COLLEGE

Kentucky has special programs to help you finish your degree.



KnowHow2GOky

SEND TO A FRIEND

MIDDLE SCHOOL

FIND HELP

FRESHMEN

You don't have to look far to find the help you need to plan for college—because to home. Whether you need information on counseling, academics, or financial that can help.

SOPHOMORES

JUNIORS

COMING SOON: Click on your county in the map below to connect to local re

SENIORS



ADULTS

COLLEGE TRANSFER

MENTORS

MENTORES EN ESPAÑOL



If you are interested in joining Kentucky's College Access Network, or h here, contact [KyCAN!](#)

KnowHow2GOky

SEND TO A FRIEND

MIDDLE SCHOOL

FIND HELP

FRESHMEN

Resources in Hardin County

This list of college resources is updated as new programs launch in your county. Check back often to see updated scholarship opportunities, events and more.

SOPHOMORES

Click on a category below to view resources in your area

JUNIORS

→ Middle & High School Students

SENIORS

Institution or Entity Full Name

ADULTS

Address 1

Contact

COLLEGE TRANSFER

Address 2

Contact phone

MENTORS

City, State, ZIP

Contact email

MENTORES EN ESPAÑOL

Description: A Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin imperdiet enim vel urna. Duis tincidunt urna id sem. Morbi blandit, diam ac vehicula placerat, magna neque nonummy purus, sit amet tempus ipsum arcu a quam.

Institution or Entity Full Name

Address 1

Contact

Address 2

Contact phone

City, State, ZIP

Contact email

Description: A Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin imperdiet enim vel urna. Duis tincidunt urna id sem. Morbi blandit, diam ac vehicula placerat, magna neque nonummy purus, sit amet tempus ipsum arcu a quam.

AUDIENCE:



POTENTIAL TRANSFER STUDENTS

- ❖ Increase number of transfers to 11,300
-

RESEARCH:

- ❖ Transfer study, program inventory, Web usability
-

STRATEGIES:

- ❖ Organize transfer information & conduct outreach
 - ❖ Transfer handbook
 - ❖ Transfer promotional plan
 - ❖ Transfer Web section

KnowHow2GOKy

SEND TO A FRIEND

MIDDLE SCHOOL

FRESHMEN

SOPHOMORES

JUNIORS

SENIORS

ADULTS

COLLEGE TRANSFER

MENTORS

MENTORES EN ESPAÑOL

TRANSFER: TAKE IT TO THE NEXT LEVEL



College Transfer outlines three steps you must take and resources available to help you make your move.

1 Pick a Major

Choosing a major not only determines what college you should transfer to, it defines your future career goals.

It's important to explore your options—academically and financially. Be sure to seek advice from advising or transfer staff.

- Pick a college
- Evaluate your credits
- Explore financial aid options

2 Create a Plan

3 Take Action

Once you've weighed your options, it's time to make your move.

- Complete application
- Apply for financial aid

Why transfer?



AUDIENCE:



- ❖ Raise the annual number of GED graduates from 9,800 to 15,000
- ❖ Raise college-going rate of GED grads from 19% to 36%

RESEARCH:

- ❖ Focus group of program managers, survey of GED grads, Web usability

STRATEGIES:

- ❖ Develop an online step-by-step guide and learner resources
- ❖ Develop recruitment and transition toolkits for instructors

KnowHow2GOKy

SEND TO A FRIEND

MIDDLE SCHOOL

FRESHMEN

SOPHOMORES

JUNIORS

SENIORS

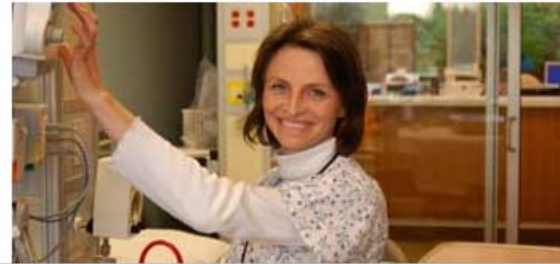
ADULTS

COLLEGE TRANSFER

MENTORS

MENTORES EN ESPAÑOL

ADULTS:
JUMP-START YOUR
LIFE & CAREER



GET YOUR
GED

By getting your GED, you prove to yourself and employers that you mean business when it comes to your future success.



1ST TIME
TO COLLEGE

Some may call you non-traditional, but it pays to break tradition when it comes to your future. Let us show you the path to college success!



GO BACK
TO COLLEGE

Finishing your degree is within your reach! We can help guide you back into college and set you up for success.



HAVE 90 +
CREDIT HOURS?

Many colleges & universities have a special program in place to fast-track people like you. It's called Project Graduate.



KnowHow2GOKy

SEND TO A FRIEND

MIDDLE SCHOOL

FRESHMEN

SOPHOMORES

JUNIORS

SENIORS

ADULTS

COLLEGE TRANSFER

MENTORS

MENTORES EN ESPAÑOL

ADULTS: GET YOUR GED



The GED offers you an opportunity to earn a GED high school diploma. Many Kentuckians who did not finish high school have knowledge and skills comparable to people who did. The GED tests ask questions about subjects covered in high school.

Click each step to learn the best way to achieve success

➔ [Step 1 - Make Sure You Qualify](#)

➔ [Step 2 - Contact a Local Adult Education Center](#)

➔ [Step 3 - Take the Test](#)

➔ [Step 4 - Receive Your Results](#)

LEARN MORE:

[WELCOME ADULTS](#)

[GET YOUR GED](#)

- [WHY GET YOUR GED?](#)
- [STUDY SMARTER](#)
- [STAY WITH IT](#)
- [EXPLORE INTERESTS](#)
- [CAREER PLANNING](#)
- [AFTER THE GED](#)

[1st TIME TO COLLEGE](#)

[GO BACK TO COLLEGE](#)

[PROJECT GRADUATE](#)

[SUCCESS STORIES](#)

[FIND HELP](#)

Next



AUDIENCE:



RETURNING ADULTS &



- ❖ Increase the percent of adults in college from 3.6% to 4.5%

RESEARCH:

- ❖ Survey of Kentucky Adults with Some College, program inventory, and Web usability

STRATEGIES:

- ❖ Expansion to 10 AIKCU institutions
- ❖ Project Graduate marketing plan
- ❖ Pass-thru funds to institutions for Project Graduate

KnowHow2GOky

SEND TO A FRIEND

MIDDLE SCHOOL

FRESHMEN

SOPHOMORES

JUNIORS

SENIORS

ADULTS

COLLEGE TRANSFER

MENTORS

MENTORES EN ESPAÑOL



WELCOME BACK!

More than 11,000 Kentuckians have earned 90 or more credit hours but left college too soon to earn a bachelors' degree. Kentucky colleges want them back and are dedicated to help them finish college once and for all.

Project Graduate colleges are offering incentives to entice former students back. Incentives vary but can include tuition assistance, application fee waivers, personal advising and simplified admissions paperwork. Campus response teams are available at each school to help students take advantage of incentives and quickly navigate the admissions process.

To get the ball rolling, follow these steps:

Step 1 – Get qualified

Phase One of project Graduate is limited to students who have earned 90+ credit hours at a Kentucky institution. There are some exceptions, however, depending on the college. If you aren't sure how many credits you have earned, request a copy of your transcript.

LEARN MORE:

[WELCOME ADULTS](#)
[GET YOUR GED](#)
[1st TIME TO COLLEGE](#)
[GO BACK TO COLLEGE](#)
[PROJECT GRADUATE](#)

- [WHY GO BACK?](#)
- [STUDY SMARTER](#)
- [STAY WITH IT](#)
- [EXPLORE INTERESTS](#)
- [CAREER MOVES](#)

[SUCCESS STORIES](#)
[FIND HELP](#)

CREATING A GRASSROOTS NETWORK



THANK YOU



KnowHow2GOKy.org

SUE PATRICK
COMMUNICATIONS & OUTREACH
APRIL 14, 2008

**Council on Postsecondary Education
April 14, 2008**

Kentucky Adult Learner Initiative

The Council on Postsecondary Education convened the Kentucky Adult Learner Initiative Summit February 4 and 5 at the Marriott Griffin Gate Resort in Lexington. The event was a high-profile kickoff for the Kentucky Adult Learner Initiative, which is funded by Lumina Foundation for Education. The goals of the initiative are to create a comprehensive framework for adult learner policies and increase the responsiveness of postsecondary institutions to the needs of adult learners.

Governor Steve Beshear provided the welcoming remarks to the 240 participants at the summit, emphasizing the importance of adult learners in meeting the state's educational goals and increasing the skill levels of the current workforce to compete in the global economy. The summit also featured several national experts, including Judy Wertheim of The Council for Adult and Experiential Learning, Mary Beth Lakin and Sylvia Robinson of the American Council on Education, and Bruce Chaloux of the Southern Regional Education Board.

Concurrent sessions focused on developing supportive learning environments for adults, financial aid policies that serve adults, marketing to adult learners, and better adult learner support services. Both national and state experts participated in these panel discussions.

After surveying summit participants and the Kentucky Adult Learner Initiative Advisory Board, the Council staff has identified the top policy priorities for adult learners: flexible academic program delivery, financial aid, and credit for prior learning. The Council staff is currently working with initiative partners to create work groups to address these targeted policy issues.

With funding from Lumina, the Council will pay for all interested public four-year universities and selected two-year institutions to administer the Adult Learning Focused Institution Toolkit. This toolkit consists of the Institutional Self-Assessment Survey, which assesses a wide range of policies and programs at the institutional level for their support of adult learners, and the Adult Learner Inventory™, which measures adult learners' satisfaction with their institutions. Those institutions that choose to conduct this self assessment will then be eligible for a second round of funding to help implement their improvement plans.

Students

<http://chronicle.com/weekly/v54/i23/23a02901.htm>

From the issue dated February 15, 2008

Colleges Woo Adults Who Have Some Credits but No Degree

By LIBBY SANDER

There are 11,000 or so people in Kentucky who came within a course or two of earning a college degree, but never did. Almost half a million more took a few college courses but then dropped out.

Now educators are trying to lure back those erstwhile students to finish what they started.

Over the next 12 years, Kentucky wants to double the number of adults in its work force who hold college degrees. Officials say that goal is impossible unless they can persuade thousands of adults with some college credits to re-enroll at one of the state's public four-year institutions.

And so the state is making a huge push to bring adults back to college. This month educators and state officials met in Lexington to kick off the Kentucky Adult Learner Initiative and discuss how to make the state's higher-education system friendlier to older students.

It is the beginning of a multiyear effort that will focus on financial aid, professional development for faculty members who teach adults, and student-support services, among other areas.

The immediate goal is to bring back those 11,000 adults who completed 90 or more credit hours. If that program, called Project Graduate, succeeds, officials say they will ask the State Legislature in 2010 for permanent changes in higher-education policy. Later the scope could broaden to include the thousands more Kentuckians who have varying amounts of course work under their belts.

The challenge of persuading busy adults to make time for college will be twofold, says Bradford L. Cowgill, interim director of the Kentucky Council on Postsecondary Education. "First, to make them believe that the value of pursuing the end goal is worth the effort," he says, "and secondly, to be as accommodating as possible to their lifestyles."

The reaction has been overwhelming among those adults who have caught wind of the plan through news reports and word of mouth, Mr. Cowgill says.

"We've absolutely tweaked a nerve," he says. "We had no idea how positive the response would be."

'Human Capital'

The attention to older students comes at a time when Kentucky, like many states, is grappling with an aging population and a shifting economy in which an increasing number of jobs require college degrees.

Nationally about 54 million people in the labor force have no college degree, and of those, 34 million have no college experience at all, according to a 2007 survey by the Lumina Foundation for Education.

The new focus on prospective students who fall roughly between the ages of 25 and 50 reflects a feeling among some educators that adult learners — long viewed as the "nontraditional" counterparts to their 18- to 22-year-old classmates — may offer a way to inject new vigor into sagging regional economies.

"We are a state with a mature population, an aging population, and the people in the work force that are going to have to drive economic development in our part of the state will require more education," says Patricia Book, vice president for regional development at Kent State University, in Ohio. Along with Ohio University, Kent State operates a joint program for adult students in eastern Ohio called Complete to Compete. Officials in the state estimate that 450,000 Ohioans have some college credits but no degree.

"The adult learners," Ms. Book says, "are the ones where we see opportunities for growth."

Institutions of varying sizes and missions in several states have embraced this philosophy, though their programs differ in scope and approach. Some target adult students for certain high-demand industries, such as nursing or teaching, while others help people go back to school part time or provide incentives for job-skills training.

But at institutions where the immediate goal is to convert the all-but-degree adult into a college graduate, the thinking goes something like this: Persuade adults with some college credits to come back, make the admissions process a smooth and friendly one, provide detailed academic advising, and, if possible, offer financial assistance. Then watch the graduation numbers rise.

"Governors and state policy makers recognize that higher education is their economic future," says Kay J. Kohl, chief executive of the University Continuing Education Association. "Whereas natural resources may have been the path to a rich and vibrant economy in the past, human resources and human capital is today's future."

Kentucky is ahead of the curve in its comprehensive approach to luring back adult students, experts say. All eight of the state's public universities are part of the new program, as are its community and technical colleges.

At least a handful of other states operate similar programs, but on a smaller scale.

At the University of New Mexico, the Graduation Project has been helping adult learners return to and graduate from college for more than a decade. Last spring the University of Utah started the Returning to the U program, and recently received private funds to offer \$50,000 in scholarships to the state's estimated 3,000 adults who have completed 90 or more credit hours.

Philadelphia opened a new higher-education center for adults this month as part of its Graduate! Philadelphia program, in which nine area colleges are participating. The program seeks to bring back the 80,000 or so Philadelphians between the ages of 25 and 45 who have completed at least one year of college.

Later this month, the Western Interstate Commission for Higher Education will select three of its 15 member states to participate in a new project called Nontraditional No More. The two-year program, financed by a \$755,100 grant from the Lumina Foundation, will help states identify adults who are just shy of earning their degrees and help them take the final steps toward the diploma.

A Difficult Task

But luring back adults who are knee-deep in life responsibilities is no small task, educators say.

The key is "going the extra mile," says Sandy McLelland, who coordinates Returning to the U at the University of Utah.

Ms. McLelland was 35 when a friend coaxed her back to the university, where she went on to earn a bachelor's and then a master's degree. She is eager to help adult students despite the nightmarish technicalities of locating thousands of people, one by one, who attended the university years ago.

"If I can share what someone did for me with someone else, that's my goal," Ms. McLelland says.

In Kentucky officials have created a Web site that beckons would-be students with the promise of such "exclusive incentives" as priority enrollment, financial assistance, individual advising, and a free application process.

Visitors may use a pull-down menu to select which of Kentucky's eight four-year institutions they attended. Then a new page shows them a list of the incentives offered at that particular institution, as well as the name, telephone

number, and e-mail address of an on-campus "advocate" who assists returning adult students.

'A Steep Hill'

Despite the good will behind the wooing, Kentucky and other states face cultural, financial, and legislative challenges. In regions where college degrees have not traditionally been part of the social fabric, persuading adults to go back to school is especially challenging.

Before the automotive and steel industries faded in eastern Ohio, a high-school diploma was the standard. "Higher education hasn't necessarily been valued," Ms. Book says. "People have been able to earn high wages and participate in the middle-class lifestyle without a college education."

Many adults may hesitate to seek a degree their parents never had. Ms. Book quotes a popular saying in the region: Don't get above your raisin'.

The cost of college is perhaps the biggest hurdle for adult learners. In a 2007 survey of adult students, the National Survey of Students in Continuing Education, 60 percent were in single-income households.

At Morehead State University, in Kentucky, officials created a scholarship fund exclusively for nontraditional students, which includes adult and transfer students, says Jeffrey Liles, assistant vice president for enrollment services.

The fund, which can provide a minimum award of \$600 and a maximum of \$2,640, is designed to help students who do not qualify for federal financial aid because they are attending classes part time. (Federal aid is linked to the credit hour, and noncredit courses generally are not eligible for subsidies.)

And finally, colleges wanting to increase their rolls of adult students must face state legislatures. Lawmakers responsible for allocating funds to higher education and shaping broad policies must be persuaded — in an economic downturn, no less — to devote scarce resources to adult-friendly programs.

But for now, a piecemeal approach will suffice, educators say, until more sweeping policies become feasible.

"We do see economic development as regional, and increased education is an absolutely essential ingredient of that," says Ms. Book. "But it's a big challenge to get adult learners back into higher education. This is a steep hill we have to climb."

<http://chronicle.com>

Section: Students

Volume 54, Issue 23, Page A29

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Council on Postsecondary Education
April 14, 2008

Council Committee Assignments

Chair Turner recently made the following committee assignments:

Budget and Finance Policy Group – Kevin Canafax and Ryan Quarles

Committee on Equal Opportunities – Lisa Osborne

Strategic Committee on Postsecondary Education – Donna Moore

The complete list of Council committee assignments is attached.

COUNCIL ON POSTSECONDARY EDUCATION COMMITTEE ASSIGNMENTS

Executive Committee

John Turner (chair)
Dan Flanagan (vice chair)
Peggy Bertelsman (January 2009)
Kevin Canafax (January 2009)
Jim Skaggs (January 2009)

Communication with Legislators and Public Officials Subcommittee

Dan Flanagan
Phyllis Maclin
Lee Nimocks, Council staff

Program Audit Subcommittee

Peggy Bertelsman (chair)
Dan Flanagan
Alois Moore
Jim Skaggs
Mark Wattier
Dennis Taulbee, Council staff

Role of Board Members Subcommittee

John Turner (chair)

Nominating Committee

to be appointed November 2008

President Evaluation Committee

to be appointed

Strategic Committee on Postsecondary Education

John Turner (chair)
Peggy Bertelsman
Kevin Canafax
Dan Flanagan
John Hall
Donna Moore

Committee on Equal Opportunities

Phyllis Maclin (chair)
Lisa Osborne
Ryan Quarles
Joe Weis

STEM Task Force

John Hall
Phyllis Maclin
John Turner

KSU Comprehensive Assessment Oversight Committee

Phyllis Maclin (co-chair)
Alois Moore

Distance Learning Advisory Committee

Virginia Fox
John Hall
Phyllis Maclin*
* DLAC Executive Committee member

P-16 Council

Virginia Fox (June 30, 2010)
Phyllis Maclin (June 30, 2008)
Mark Wattier (June 30, 2008)

Kentucky Educational Television Board

Richard Freed (June 30, 2010)
Hilma Prather (November 9, 2010)

Governance Board of the Lung Cancer Research Project

John Turner (September 25, 2009)
VACANCY (September 25, 2011)

Budget & Finance Policy Group

Dan Flanagan (chair)
Kevin Canafax
Alois Moore
Donna Moore
Lisa Osborne
Ryan Quarles
John Turner (ex officio)
John Hayek, Council staff

Quality and Accountability Policy Group

Mark Wattier (chair)
Peggy Bertelsman
Jon Draud
Virginia Fox
Phyllis Maclin
John Turner (ex officio)
Jim Applegate, Council staff

Research, Economic Development, and Commercialization Policy Group

John Hall (chair)
Kevin Canafax
Ryan Quarles
Jim Skaggs
Joe Weis
John Turner (ex officio)
Al Lind, Council staff