

**AGENDA**  
Council on Postsecondary Education  
Thursday, April 16, 2015  
2:30 PM  
Morehead State University

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1. CPE Work Session: Focus on College Readiness and Kentucky Adult Education  
(2:30 p.m.)  
Location: CHER Building, Room 102 C/D – Dr. Gerald L. DeMoss Conference Suite
  - a. College Readiness 2
  - b. Kentucky Adult Education 28
2. MoSU Briefing Session and Campus Tour (5:00 p.m.)  
Location: CHER Building, Room 102 C/D – Dr. Gerald L. DeMoss Conference Suite
3. Dinner (6:30 p.m.)  
Location: Adron Doran University Center, Heritage Room



## **Policy Objective 1:** Increase the number of college-ready Kentuckians entering postsecondary education.

### **Strategy 1.1: Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by Senate Bill 1 (2009).**

- The Kentucky Core Academic Standards continue to guide decisions about college and career readiness for K-12 and postsecondary education. The Council staff oversaw the development and implementation of seven free, online modules to provide professional learning opportunities for faculty, adult educators, and teachers-in-training. The modules include curriculum content standards for literacy, mathematics, and science, as well as information on assessment and accountability measures, college readiness benchmarks, and intervention programming at the K-12, adult education, and postsecondary levels. The modules are available at [www.kycorestandards.org](http://www.kycorestandards.org).
- Kentucky continues to be recognized by Jobs for the Future, Achieve, Education First, the Southern Regional Education Board (SREB) and other national organizations as a **lead state in its implementation of standards and assessments for college and career readiness**. Specifically, a 2014 SREB report, “State Implementation of the Common Core Standards,” recognized Kentucky as a leader for its comprehensive and innovative approach to standards implementation; the creation of a comprehensive professional development framework developed collaboratively with local teachers, leaders, districts, and schools; and an accountability system with an extensive set of measures aligned to the standards. Kentucky also was commended for the creation of aligned teaching resources and materials and the use of evaluation data to guide improvement.
- The Unified Strategy for College and Career Readiness, which is being implemented collaboratively at K-12 schools and postsecondary institutions, is showing impressive results. Recent reports on the readiness of all high school graduates and of students entering college indicate marked improvements. According to the Kentucky Department of Education (KDE), only 34 percent of 2010 high school graduates were college ready, compared to 62.3 percent of 2014 high school graduates. In addition, the Council reported a 34.8 percent increase from fall 2010 to fall 2013 in the number of recent graduates entering college ready for credit-bearing coursework.
- The Council supported the development of KYOTE placement exams for mathematics (college readiness, college algebra, and calculus), writing, and reading. The exams were designed around key learning outcomes

for college and career readiness and act as one of the readiness indicators used by Kentucky public postsecondary institutions. The KYOTE exams are available at no cost to any Kentucky K-12 school or postsecondary institution. In the last academic year, approximately 30,000 mathematics, college algebra, reading, and writing exams were administered through the KYOTE exam system, housed at the University of Kentucky.

### **Strategy 1.2: Support effective intervention strategies for underprepared students prior to postsecondary admission.**

- Science and college readiness professional development modules were made available to K-12, adult education instructors, and postsecondary faculty. The science module reflects information about the Next Generation Science Standards adopted by KDE in 2014. The college and career readiness module includes resources and data on progress in meeting college readiness and developmental education goals, as well as co-requisite and accelerated developmental education program models to better support credential and degree completion. This information is available at the [www.kycorestandards.org](http://www.kycorestandards.org) website.
- **CPE staff and postsecondary faculty, with support from KDE, designed and updated middle school and high school senior year curriculum frameworks for mathematics, writing, and reading.** Students not meeting benchmark scores for readiness are required to receive intervention programming based on 8th grade ACT EXPLORE scores and 11th grade ACT scores. High school students can demonstrate readiness for credit-bearing college courses in the senior year by completing transitional course or intervention programming and meeting benchmark scores on placement exams recognized by every public postsecondary institution. After intervention programming, more than 6,000 high school students in the 2014 graduating class demonstrated readiness in a basic skill content area.
- Because of Kentucky's work on **intervention programming**, we were selected to partner with the Southern Regional Education Board (SREB) to develop senior year transitional courses with related curricula and assessments. The resulting curricular frameworks developed by KDE and the Council can be used in any state for intervention programming efforts.
- **Postsecondary faculty continues to support eight educational leadership networks** established to implement the Kentucky Academic Content Standards. Each network includes two full-time postsecondary faculty who work with KDE leadership and school leaders to provide professional development training on the standards and related assessments for teachers and school leaders. The focus in 2014 will be on the implementation of science standards.
- **GEAR UP Kentucky has developed a customized college readiness curriculum for middle school students** focused on developing learning skills needed to succeed in postsecondary education. **GEAR UP Kentucky also has developed and is currently implementing a comprehensive student advising model** in participating schools. The model utilizes an early warning system to monitor student performance.

- **The GEAR UP Kentucky Summer Academy** will expand to three public universities in summer 2015. This three-week residential program for rising tenth- and eleventh-grade GEAR UP students will occur for a second year at the University of Kentucky and Western Kentucky University, with the University of Louisville hosting its first Academy. Each campus will have unique interdisciplinary curricula, but all campuses share a common goal of helping students develop the skills needed for college and career success and creating an opportunity for students to visualize themselves as future college students. Academy students have a daily schedule of classes taught by college professors and experience life as a college student by staying in a campus dorm, eating in campus dining halls, and interacting with college staff and students. The Academy includes three components: General Studies Core Courses focused on building research, reading, writing, and communication skills; Focus Areas that allow more in-depth exposure and hands-on learning in specific academic fields; and Café College, focused on success skills for college, such as time management, multiculturalism, preparing for the ACT, and getting involved in the campus community. A total of 150 students will be selected to participate in the 2015 GUK Summer Academy through an application and selection process; the criteria will focus on identifying students who could most benefit from this experience.

### **Strategy 1.3: Strengthen the college-going and completion culture in Kentucky.**

- A **College and Career Readiness Advising Toolkit** for middle and high school teachers has been used extensively in the college readiness **Operation Preparation** initiative supported by K-12 and postsecondary education. The focus is on the skills and attitudes needed to enter college or the 21st century workplace prepared. This year more than 130 school districts participated in Operation Preparation.
- The Council convened the Dual Credit Advisory Council to create and oversee a research agenda and implementation of a policy, assessment, and accountability system that promotes access, high quality and affordable programming, and the transferability of credit for dual credit programming. The Advisory Council began meeting in April 2015.
- As part of its school improvement services, **GEAR UP Kentucky hosted five Regional Sustainability Summits** in April to provide technical assistance for school leaders in using data to create a college-going culture in their schools and districts. With the support of professional facilitators and local GUK staff, summits were held simultaneously via ITV network at Morehead State University, Murray State University, Western Kentucky University's Glasgow Campus, the Collaborative for Teaching and Learning in Louisville, and the Council on Postsecondary Education in Frankfort. Participants included middle and high school principals, school counselors, and district-level instructional staff, who reviewed school and student data to refine GUK School Sustainability Plans and align these plans with Professional Growth and Effectiveness System (PGES) and Comprehensive District and School Improvement Plans. School leaders were encouraged to examine how instructional patterns contribute to college readiness and explored ways to embed an emphasis on rigor, integration of soft skills, and parent engagement in Sustainability Plans.

- CPE/KYAE along with KDE and KHEAA formally created the **Kentucky College and Career Outreach Coalition**, a statewide network of readiness and access outreach programs and practitioners. Charter members include 40 individuals representing more than 26 agencies and initiatives. Facilitated by GEAR UP Kentucky, the shared purpose of the group is to align, enhance, and expand college and career outreach efforts statewide. The creation of the Coalition is primarily an effort to help reduce duplicate efforts, provide more consistency in college and career readiness messages, and increase awareness of available support resources, especially for Kentuckians in traditionally underrepresented and/or low-income communities. Membership is comprised of individuals and organizations focused on reaching out to students from every segment of the education pipeline, as well as parents, educators, businesses, service practitioners, and policy makers.
- **Council staff and representatives from KCTCS and public universities have reviewed promising practices for redesigning developmental education and intervention programming** to better support student success through accelerated and co-requisite developmental education program models. A guiding principles document incorporating these program models has been created and reviewed by campuses. Additionally, **the Council provided funding to support 11 public postsecondary initiatives incorporating these guiding principles**. Early results indicate that more developmental students are completing credit-bearing coursework within the content areas in the redesigned programs.
- **Kentucky’s Core to College grant** supports three Kentucky Partnership Academies at Morehead State University, Northern Kentucky University, and Western Kentucky University, as well as one Early College program at St. Catharine College.
  - 1) **NKU’s Center for Education Excellence** works with 18 school districts and has provided professional development and learning opportunities for more than 780 educators. NKU sponsored the third annual Evidence-Based School Counseling Conference in 2015. In addition to this work, NKU has planned literacy, mathematics, and science content workshops for instruction coaches from ten local school districts involved in the Improving Educator Quality (IEQ) grants.
  - 2) The **21st Century Education Enterprise at MoSU** provides professional development to teachers in its area of geographic responsibility and throughout the state. In partnership with KDE, MoSU has created virtual high school senior year transitional courses in English, reading, and mathematics in a project called “An Eagle-Eye Vision for Education: Bridging the College Readiness Gap.”
  - 3) The **A.S.K. Academy at WKU**, in cooperation with the Center for Excellence in Teaching and Learning, has developed a professional development initiative as a massive open online course (MOOC). The program, called “Learn, Embed, Assess, Disseminate (L.E.A.D.),” allows educators to target their professional development experiences to address school and personal needs. Teachers are supported by experts in the field to measure the impact of changes made in their classrooms. The teachers are encouraged to share the results of their classroom research with others in the field.

## **Policy Objective 2: Increase the number of college-ready GED graduates.**

### **Strategy 2.1: Transform adult education services and expand outreach efforts leading to higher student engagement levels.**

- For the ninth year, Kentucky Adult Education (KYAE) partnered with Kentucky-based McDonald's restaurant co-ops to encourage GED® attainment with in-store promotions funded by the restaurant owners in 67 counties. Restaurant owners representing the following co-ops participated: Central and Southeastern Kentucky, Paducah Co-op, Tri-State Co-op, Evansville Co-op, and Louisville Co-op. Thanks to the leadership of Council member and McDonald's owner Joe Graviss, these McDonald's restaurants featured an "Are you hungry to earn more?" message (sharing information about increased earning opportunities that come with increased educational attainment) on tray liners in fall 2014.
- KYAE continued its strong partnership with **Kentucky Department for Libraries and Archives (KDLA)**; this partnership was announced statewide via a joint partnership letter signed and distributed by KYAE Vice President Reecie Stagnolia and KDLA Commissioner Wayne Onkst. This letter encouraged Kentucky Adult Education programs and public libraries to develop and/or strengthen partnerships on a local level to leverage resources and increase community participation in both adult education and library services. In January 2015, KYAE and KDLA partnered to launch a small library/adult education partnership pilot, the purpose of which is to expand access and meaningful learning by Kentucky adult education students at public libraries. Through this pilot, currently occurring in four counties, adult education programs and their public library counterparts are collaborating to provide KET online curriculum (FastForward) to local adult education students. The pilot will run through June 1, 2015; results will help inform future adult education program/public library partnership opportunities.
- KYAE, Kentucky Department for Libraries and Archives (KDLA) and **Kentucky Educational Television (KET)** collaborated to promote and celebrate National Adult Education and Family Literacy (NAEFL) Week in September 2014. The week was proclaimed "Kentucky Adult Education Week" by Governor Steven Beshear, and many local programs were able to have the week proclaimed "adult education week" in their counties as well. Both local and statewide press releases were successful in garnering media attention, and local programs held special events to build awareness and celebrate NAEFL Week. KET distributed, to all Kentucky adult education programs and public libraries, DVDs featuring an episode from a documentary series they

produced with funding from the Corporation for Public Broadcasting called Dropping Back In. KYAE, KDLA and KET held webinars with adult educators and librarians to inform them about the series and NAEFL week, and to encourage them to partner to host “pop-up premieres” of the episode, in addition to co-sponsoring additional related activities. Several local adult education programs and libraries participated in NAEFL Week activities.

- A **KYAE instructional technologist** is promoting innovations in technology by assisting adult education programs with effectively integrating technology into instruction. Assistance includes individual and small-group training on the effective use of technology, multimedia, and online/web-based educational services and resources. The individualized training also addresses the challenges that accompany working in a digital environment (e.g., updating software, choosing a browser, and resolving network issues) or with instructional collaborative requirements (e.g., training needed for online discussions and uploading files). Since July 2014, the instructional technologist has visited 23 counties, working with individual instructors on open source tools to engage students’ use of technologies, and has facilitated 12 workshops modeling the use of online discussion and coursework using various digital platforms.
- Recognizing the ever-increasing need to prepare students for college and careers, KYAE is developing **Integrated Education and Training (IET) models** to meet student and employer needs. Based on best practices and research, IET models respond to business and industry’s needs by delivering adult education in tandem with employability skills so that employees remain competitive in a global market. KYAE launched its 18-month Employability Pilot in January 2014, with 11 county adult education programs. With additional Perkins funding, KYAE has been able to expand the pilot to nearly 45 additional counties. All participating counties have received both face-to-face and virtual coaching to develop high-quality, college- and career- ready-standards-based lesson plans that are contextualized with the KYAE Employability Standards. To better enable instructors to integrate the employability standards, KYAE developed an implementation guide featuring instructional strategies to provide students with opportunities to learn about and develop confidence in applying the skills that employers seek. Plans are currently underway to develop professional development offerings around the KYAE Employability Standards that will be available in the next fiscal year.
- KYAE and the **Kentucky Department of Corrections** are leveraging resources to decrease the number of inmates on waiting lists for entry into adult education programs at state correctional facilities. By increasing access to services, KYAE expects an increase in the number of GED® credentials earned by inmates. Additionally, in an effort to ensure inmates at jails and state correctional institutions have access to GED® testing, instructional best practices and curricula, and basic keyboarding and computer skills, both agencies have formed work groups to provide guidance and technical assistance to testing and instructional stakeholders.
- The **National Career Readiness Certificate (NCRC)** is a stackable credential that documents employment skills critical to workforce success. KYAE provides instruction and pays for the assessment leading to an

NCRC attainment for eligible students. In 2014, KYAE students earned 2,110 NCRCs. Through Perkins funding, KYAE was also able to extend the Employability Pilot sooner than anticipated to programs working toward Kentucky Certified Work Ready Communities (CWRC). KYAE programs are in a unique position to not only reduce the population of citizens without a high school credential or its equivalent, but to provide workforce preparedness/soft/employability skills, which is also a criterion of the CWRC.

- KYAE is an integral partner in the **Kentucky Work Ready Communities (WRC)** project. The CWRC criteria for the application process reflect KYAE's mission to reduce the adult population (ages 18 to 64) without a high school credential or its equivalent through quality, standards-based instruction. In order for a community to earn WRC status, all criteria must be achieved and sustained. These include improvements in: high school graduation rate, National Career Readiness Certificate awards, community commitment, educational attainment of the working-age population, completion of high school equivalency diplomas and postsecondary degrees (at least a two-year degree), soft skills development, households in the community with broadband, and supplemental materials (e.g., occupational credentials). A KYAE staff member serves on the proposal review committee, and KYAE continues to focus on aligning academic instruction with workforce preparedness and leveraging collaborative efforts and resources that benefit not just students, but communities.

## **Strategy 2.2: Implement initiatives to increase the number of KYAE students advancing to postsecondary education.**

- Under the **Office of Career, Technical, and Adult Education's Standards-in-Action (SIA)** process, program directors and instructional leaders participated in an initial training in classroom observation and data collection. Each program submitted aggregate data of their observations to KYAE, and data were used to inform current and future professional development. This year, program directors and instructional leaders participated in research-based professional development targeting effective supervision strategies to support best practices in classroom management and instruction. Future professional development will continue to reinforce the evaluation of standards-based instruction in the classroom and support growing program directors as instructional and administrative leaders by modeling and encouraging collegial collaboration, inclusive decision making, and quality working conditions.
- **Kentucky's Accelerating Opportunity (AOKY) program** is a college-credit program that combines technical courses with adult education (reading, writing and computation) through a team-teaching format (with KCTCS faculty and KYAE instructors). In addition to team teaching, it features a supportive, college- and career-ready adult education component. Students are provided intensive, wraparound support services. AOKY is designed to encourage student retention and achievement of stackable credentials, leading to placement in high-demand jobs and/or continuation of college in a related field. The hallmark of the program is the acceleration of students' abilities to obtain foundational and technical skills simultaneously rather than via a typical, sequential model of skill building.



- The USDA announced that Kentucky has been awarded a **\$19.9M Employment and Training grant**, of which KYAE is a partner, aimed at promoting self-sufficiency among SNAP recipients. Operating in Kentucky’s Promise Zone, the grant-funded Paths 2 Promise program will provide low-income individuals the opportunity to enhance skills and education to obtain stable, family-supporting employment and reduce their reliance on public assistance.

### **Strategy 2.3: Attract, retain, and prepare highly effective adult educators.**

- KYAE provides **individual coaching for instructors** on lesson development. Upon request, programs can schedule services with KYAE to bring a content expert to their program to work individually with their instructors.
- KYAE has established an **Internet-based Lesson Bank**. Instructors are encouraged to submit lessons developed throughout the year and may use lessons developed as a part of professional development activities. The lessons are vetted by the KYAE content experts. The approved lesson plans are posted in the Lesson Bank and made available statewide to 700+ instructors.
- All programs participated in a strategic planning process resulting in programmatic **SB1 implementation plans**, for which they report progress quarterly.
- To ensure high-quality, research-based professional development, KYAE and its group of expert, contracted partners – **Adult Education Academy, Morehead State University; Collaborative Center for Literacy Development, University of Kentucky; the National Center for Family Literacy; and Kentucky Educational Television** – continue to identify, develop and model professional development that supports institutionalizing SB1. Recent research indicates successful professional development features hands-on, collaborative, job-embedded, and reflective activities that are sustained over time – all of which are elements of KYAE’s professional development.
- Program leadership is second only to actual instruction in improving student performance. Therefore, **professional development efforts** continually support growing program directors as instructional and administrative leaders by modeling and encouraging collegial collaboration, inclusive decision making, and quality working conditions. KYAE is planning professional development using virtual and facilitated study circles to engage program directors in examining aspects of instructional leadership, which also will inform future professional development.

## **Policy Objective 3: Increase the effectiveness of Kentucky's P-12 teachers and school leaders.**

### **Strategy 3.1: Ensure P-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.**

- The Council provided seed funding for three model clinical **teacher preparation programs** with Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools), and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). The Clinical Model for teacher preparation allows pre-service teachers to experience learning activities within an authentic school setting while being supervised by in-service teachers and university faculty.
  - o Clinical sites are finishing their second year of implementation and continue to grow in capacity and sustainability.
  - o CPE staff is visiting sites to monitor program implementation.
  - o Representatives from clinical sites held a spring meeting to discuss their program model designs and sustainability of the models.
- In 2014-15, the **Professional Growth and Effectiveness System (PGES)** was implemented statewide, with full accountability beginning in spring 2015. This method of evaluating and improving Kentucky's current teaching force focuses on measures related to observation (by supervisors and peers), reflection, professional growth, student growth, and student voice. CPE participated in a work team that developed criteria and implementation processes. In 2014-15, the Education Professional Standards Board began its pilot merger of the PGES with the Kentucky Teacher Internship Program. Full implementation is expected to take place in 2015-16.
- **Kentucky Rising** is a collaborative effort among CPE, KDE, EPSB, and other stakeholders to create systemic changes in teacher preparation programs and P-12 education. As part of this effort, Kentucky will establish criteria for a high school diploma/certificate/endorsement that certifies a graduate meets the requirements needed to ensure success in postsecondary education or a globally competitive workforce. President King is co-chair of the Steering Committee that guides this effort. In collaboration with KDE, CPE will have conversations with state agencies and business partners to discuss what it means to have a globally competent workforce.

Update: April 16, 2015

**Strategy 3.2: Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.**

- In November 2014, CPE approved \$944,721 in **Improving Educator Quality** grants to seven projects for postsecondary institutions to offer professional development for P-12 teachers and administrators. IEQ is a federally funded program, currently in its 13th year, which encourages partnerships that deliver research-based training programs to P-12 teachers and administrators. Projects are expected to fully integrate the Common Core State Standards and/or Next Generation Science Standards. A request for new proposals will go out in May 2015, and the proposals must be submitted to CPE by September 2015.
- **Developmental education grants** were funded through Core to College for Morehead State University, Murray State University, Somerset Community College, Gateway Community and Technical College, Maysville Community and Technical College, and Kentucky State University for a total amount of \$90,300.
- CPE supports the investment in principal training using the **National Institute for School Leaders (NISL)** training program. NISL offers a high-quality, research-based professional development program designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. A cohort of administrators from three schools involved in clinical teacher preparation programs began training during the summer of 2014.

# STRONGER by DEGREES

## A STRATEGIC AGENDA

for Kentucky Postsecondary  
and Adult Education

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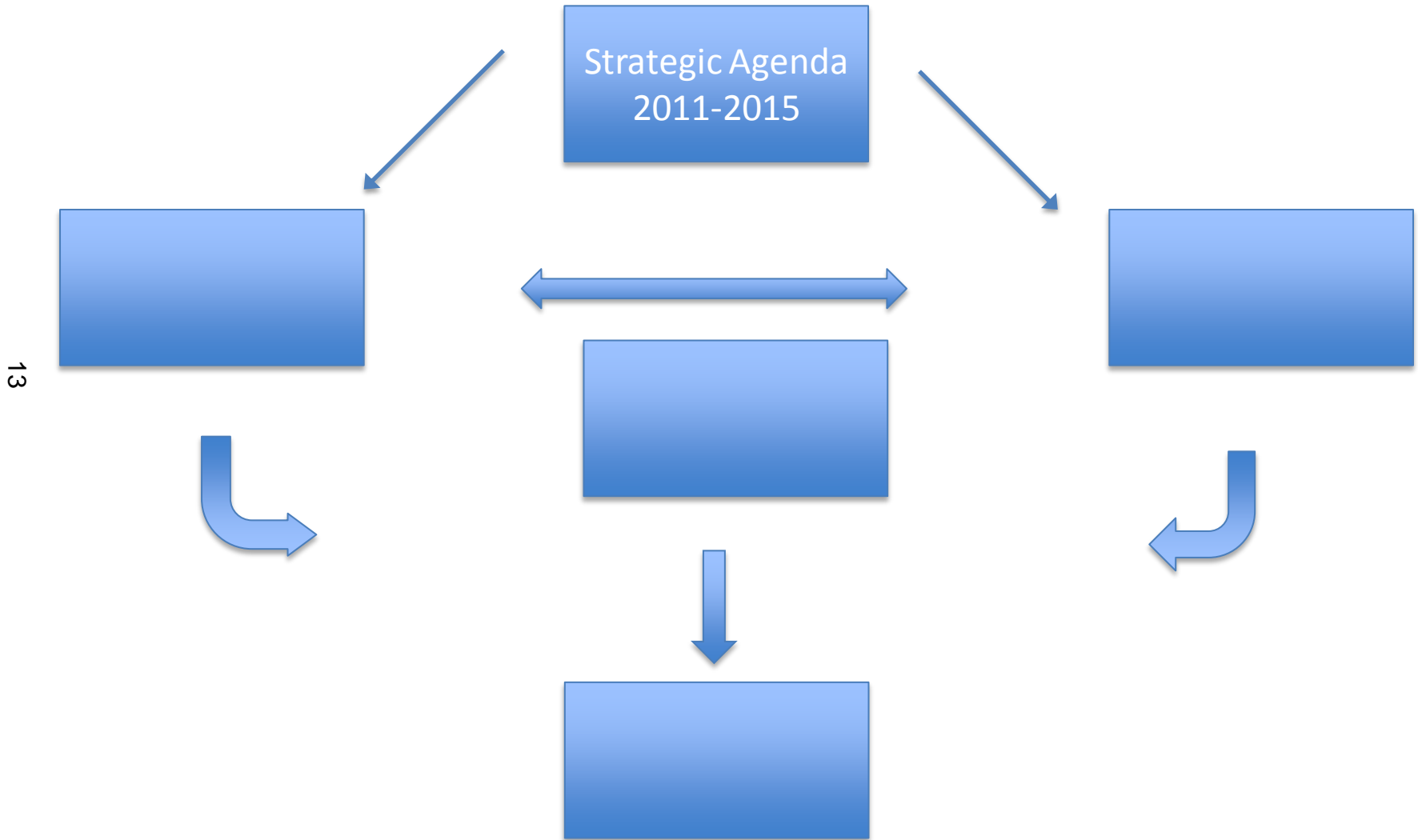


## College Readiness in Kentucky

Presentation to the Council on Postsecondary Education

April 16, 2015

# College Readiness



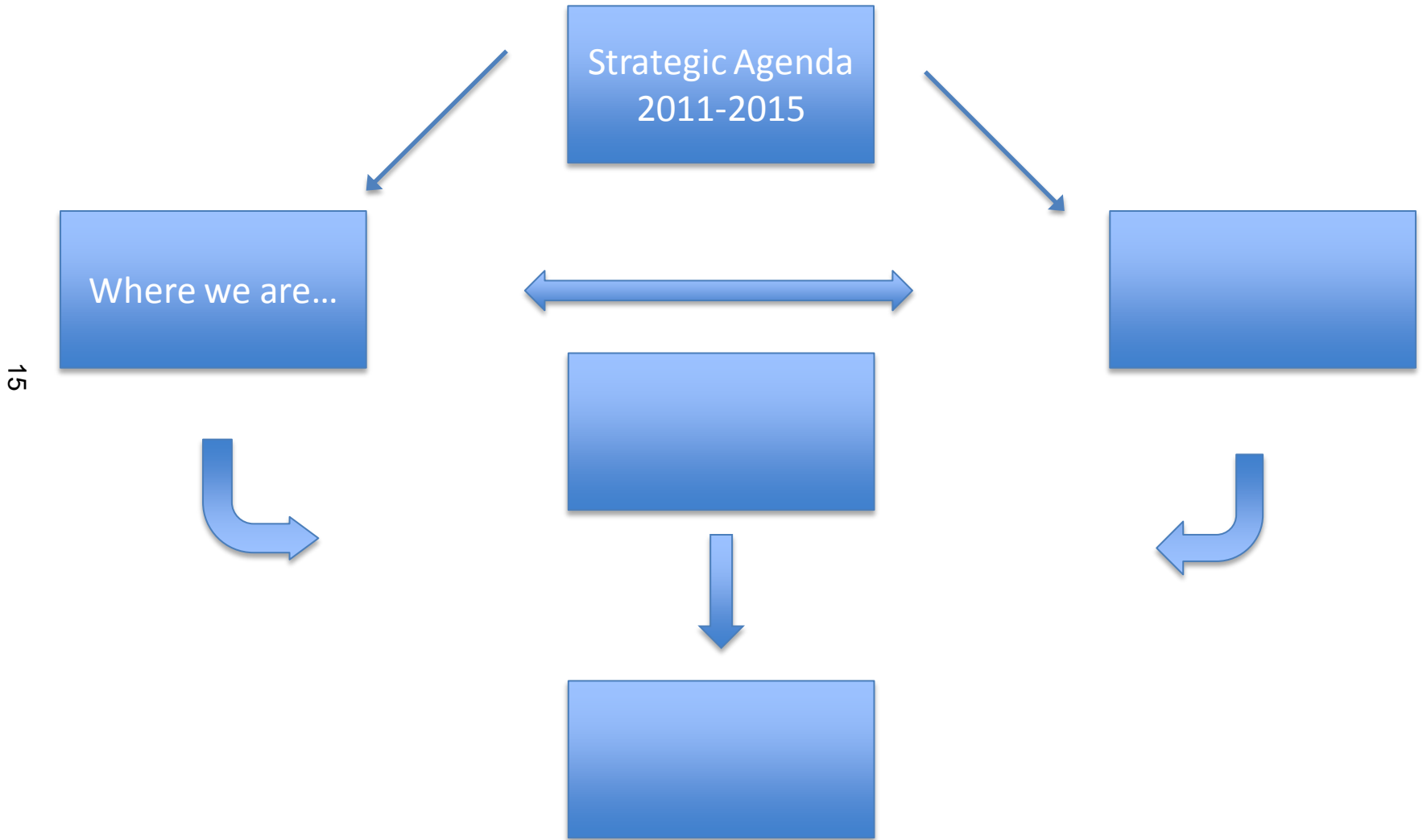


# Stronger By Degrees 2011-15

- Implemented Senate Bill 1
- Created Unified Strategy for CCR
- Aligned standards, assessments, and accountability measures
- Developed Postsecondary Professional Learning
- Created a new model for Teacher Preparation
- Used evidence to inform change
- Supported work through GEAR-UP Kentucky

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# College Readiness



# Where we are...

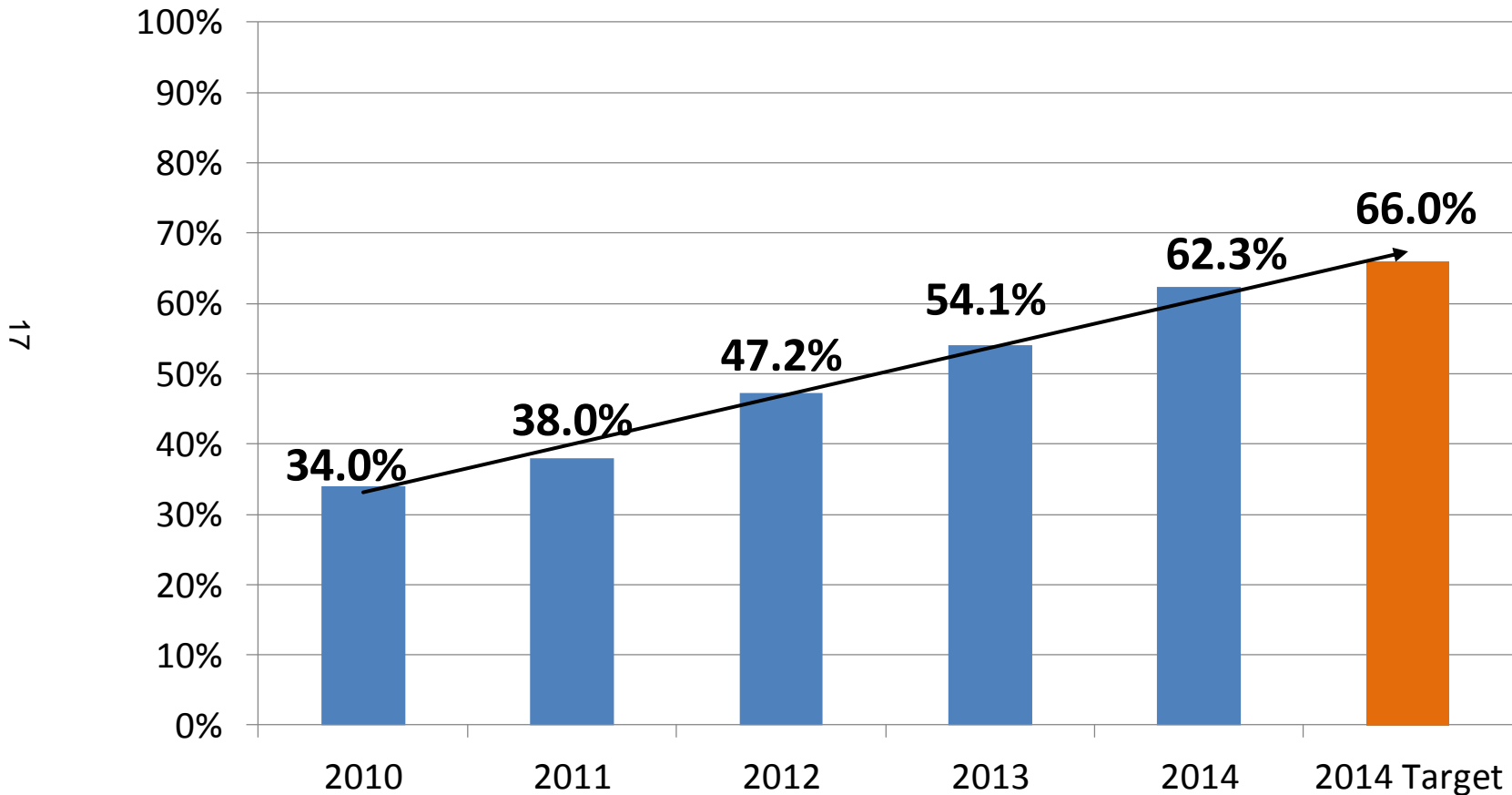
- College and Career Readiness Rates
- College Readiness of College Entrance
- College Going Rates





# College and Career Readiness Rates

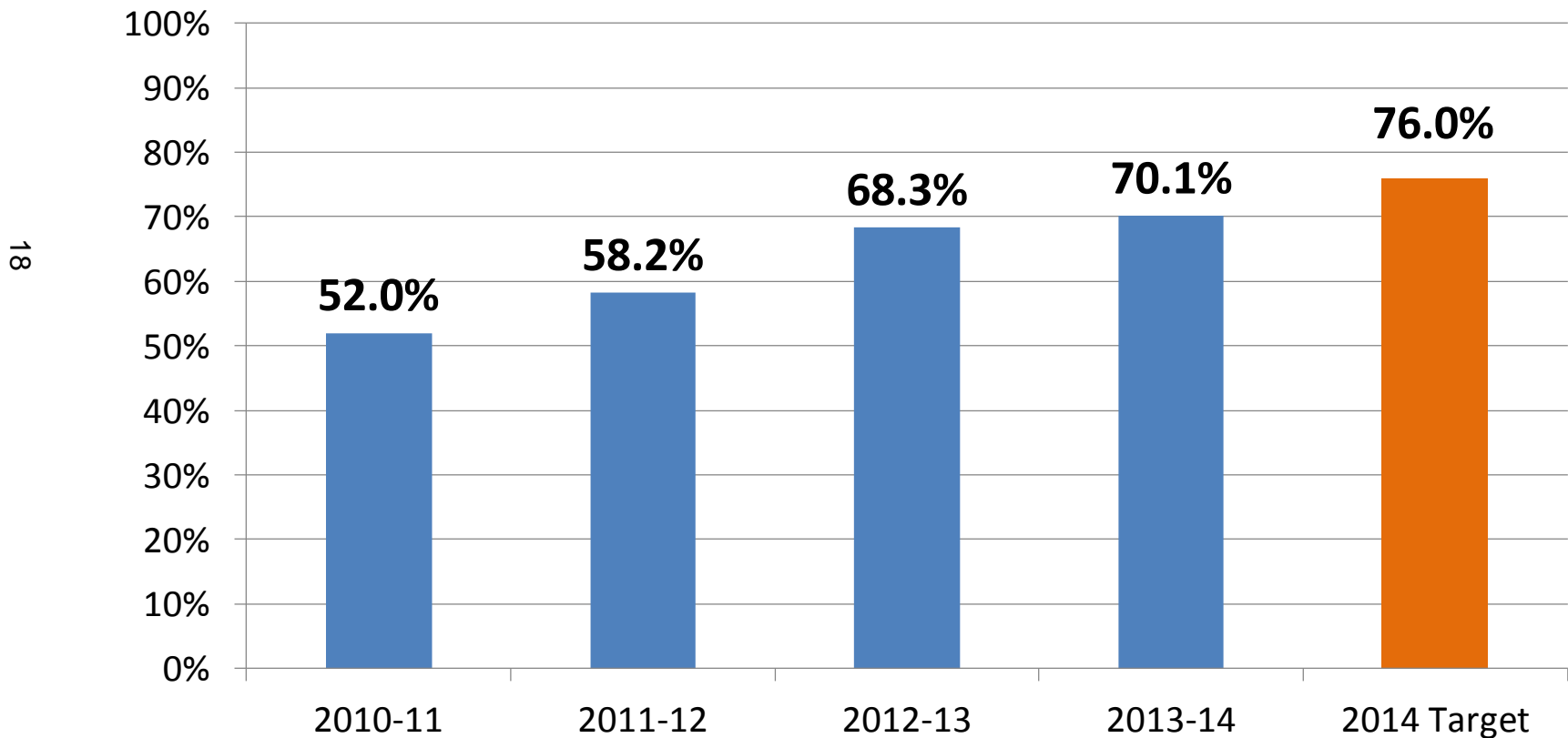
The number of recent Kentucky high school graduates ready for college and career has steadily been increasing.



Source: Kentucky Department of Education.

# College Readiness of College Entrants

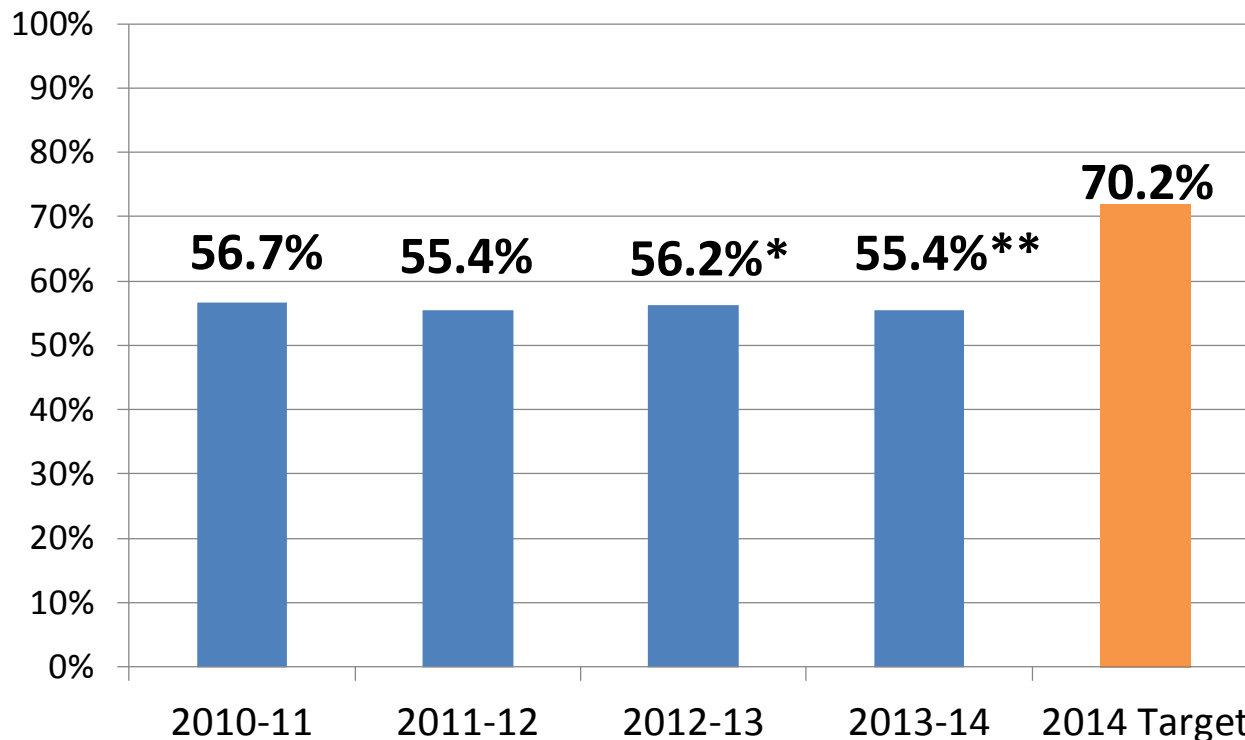
The percent of recent Kentucky high school graduates who entered college in KY and met statewide readiness standards is increasing.



Source: CPE Comprehensive Database (KPEDS)

# College-Going Rate of High School Graduates

Percent of recent graduates who enter any public, private or proprietary college in Kentucky in the fall or spring after graduation



Note: The original report dated 4/16/15 included two errors which were corrected on 2/23/16.

\*The originally reported number for 2012-13 was 55.2%, which was based on preliminary data and has been updated to 56.2% based on the final release of the *Class of 2012 High School Feedback Report*.

\*\*The originally reported number for 2013-14 was 60.3%, which reflected the percentage of graduates who entered any public, private, or proprietary college in-state AND out-of-state in the following academic year. The corrected number is 55.4.

Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

# Where we are...

- College and Career Readiness Rates
- College Readiness of College Entrance
- College Going Rates

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# Next Steps...

- Developmental Education
- Dual Credit
- Math Pathways



# College Readiness



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# What we have learned...



- Partnerships Work
- Aligned Expectations
- Clinical Models and Teacher Preparation Programs
- Transition and Intervention Programming
- Definition of College and Career Readiness

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# College Readiness



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# Where we are going...

## Gaps

- How do we build a better pipeline for underprepared, underrepresented, and low-income students?

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## Data and analytics

- How do we use data to inform the directions that we take in areas of teacher preparation, intervention programming, dual credit...?



# Where we are going...

## Vision

- How do we create seamless pathways so students have access to increasing levels of education that meet their career goals?

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## Strategies

- How do we create more efficient models and processes where schools and colleges work together to define competencies needed for college entrance and college success? (Increase access, affordability, college going)

# College Readiness



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# STRONGER by DEGREES

**A STRATEGIC AGENDA**  
for Kentucky Postsecondary  
and Adult Education

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## College Readiness in Kentucky

Presentation to the Council on Postsecondary Education  
April 16, 2015

# Briefing on Kentucky's Adult Education System

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**Reecie Stagnolia, Vice President for Adult Education  
Kentucky Council on Postsecondary Education  
April 16, 2015**

# Kentucky's Education Reform

- Kentucky Education Reform Act (1990)
- Postsecondary Education Improvement Act of 1997 (HB1)
- **Adult Education Act (Senate Bill 1 of 2000)**

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# The Challenge



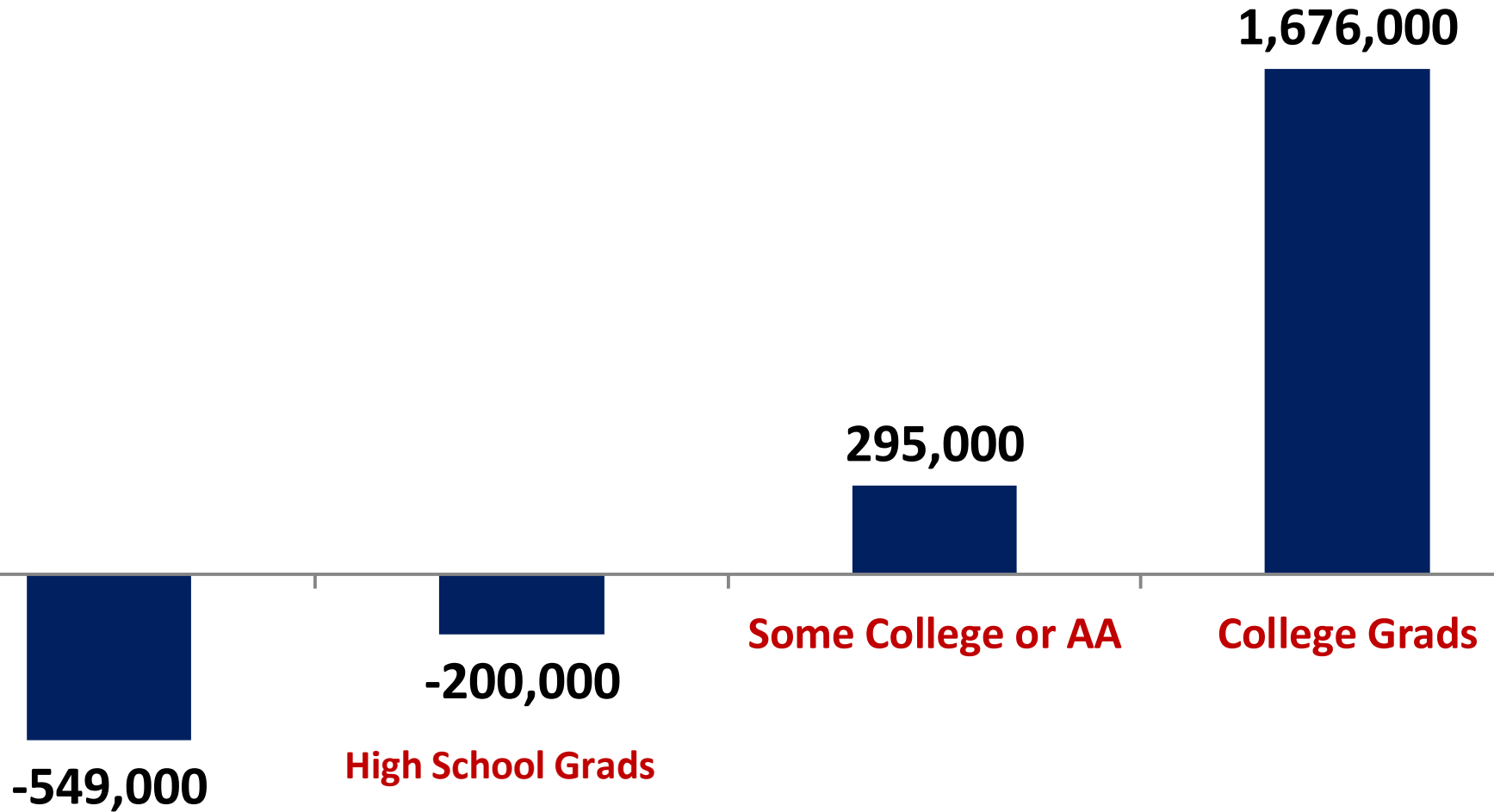
“Adult illiteracy is a fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development, and improving the health and well-being of Kentucky’s families and communities.”

- *The Adult Education Act of 2000*



# Who Gained or Lost Jobs

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Less Than High School

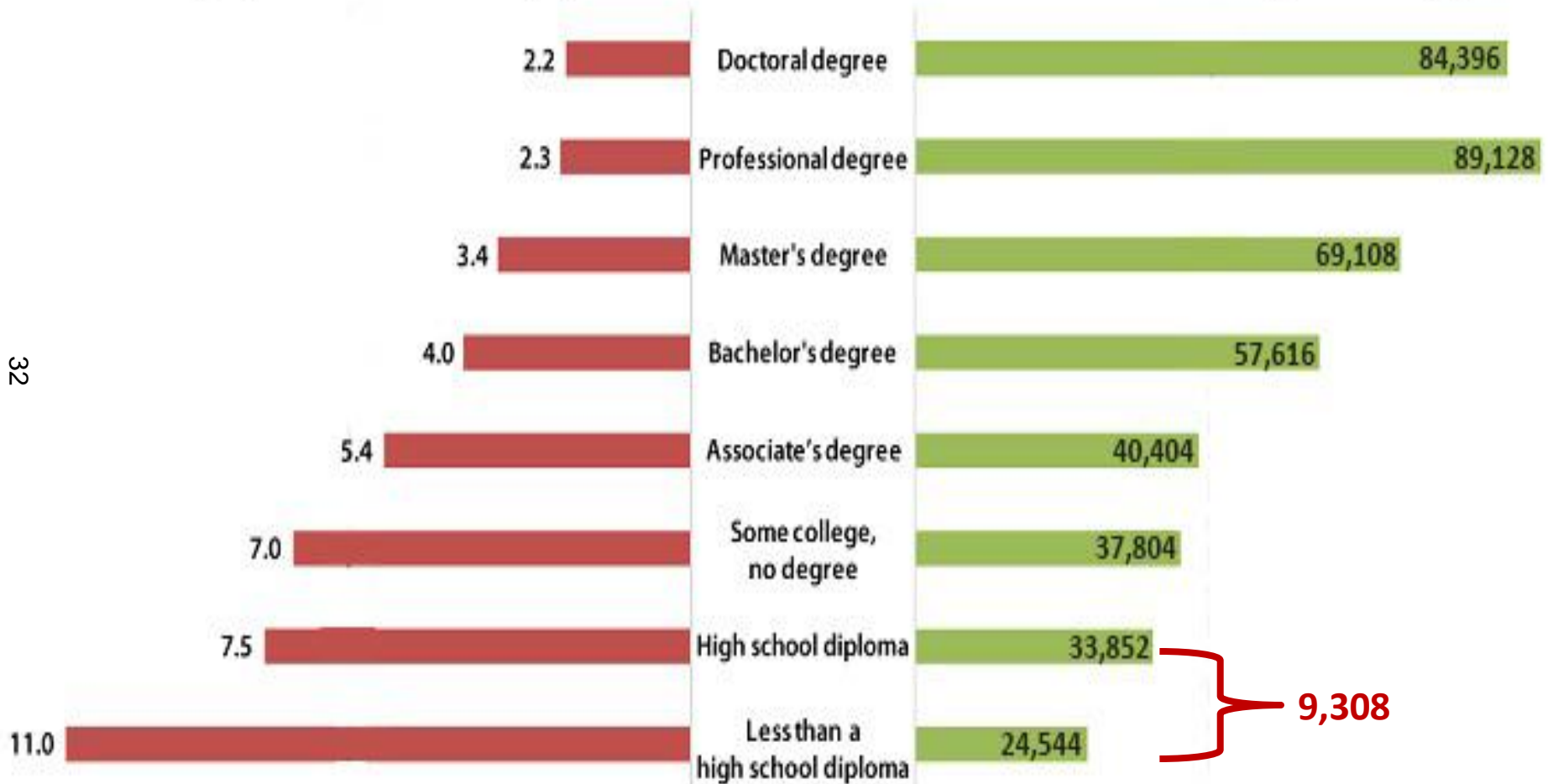
*“The Qualified Job Applicant, Redefined”, Forbes Magazine, May 2012*



# Education pays:

Unemployment rate in 2013 (%)

Median annual earnings in 2013 (\$)



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





# A More Demanding Economy



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## The Passport to the American Dream:

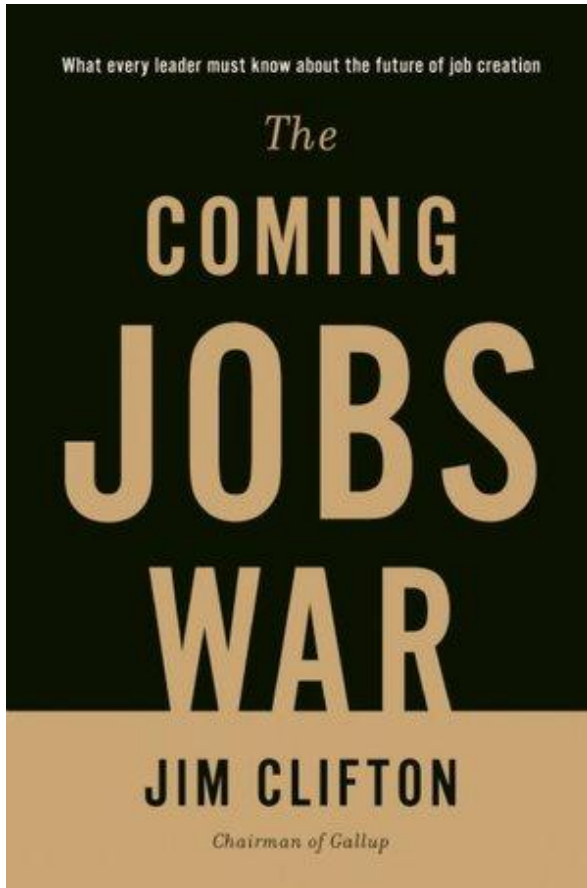
- In 1973, the Passport was a **High School Diploma**.  
72%\* of the workforce had no more than a high school degree
- In 2015, the Passport is **Education beyond High School**

*\*Nearly 60% of today's workforce has at least some college.*

*Source: Center on Education and the Workforce, Georgetown University*



# A Global War for Good Jobs is Coming



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- At the current rate, employers in 2025 will need about **23 million more degree holders** than our nation's colleges and universities will have produced.
- Approximately 2/3 of the nation's college completion goal will come from **non-traditional students** entering and staying in the pipeline.



## American Mismatch

There are plenty of jobs in manufacturing, but too few people with the necessary skills.

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### Lack of Soft skills is the Real Issue in Labor 'Mismatch'

By George C. Ford, Reporter

## Why Are There 3 Million Unfilled Job Openings in America Right Now?

Written by StaffingTalk  
JUNE 24, 2011

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*What Recovery?*

The headline in a national news magazine caught my attention of course. However, it was Myth #4 - "we can move where the jobs are" - in the sub head "The Five Myths About The Economy" that had me reading more closely.



## On The Job Hunt: Unfilled Jobs Across America, Are You Qualified?

By John Roberts / Published August 30, 2011 / FoxNews.com



**-Skills Gap-**  
**PREPARE CAREER READY LEARNERS**

REPORT: 52% OF U.S. FIRMS  
CAN'T FIND QUALIFIED WORKERS

NOT  
FOR HIRE

## • **Services:**

- Standards-based academic instruction
- Preparation and coaching for next steps (e.g., college and career)

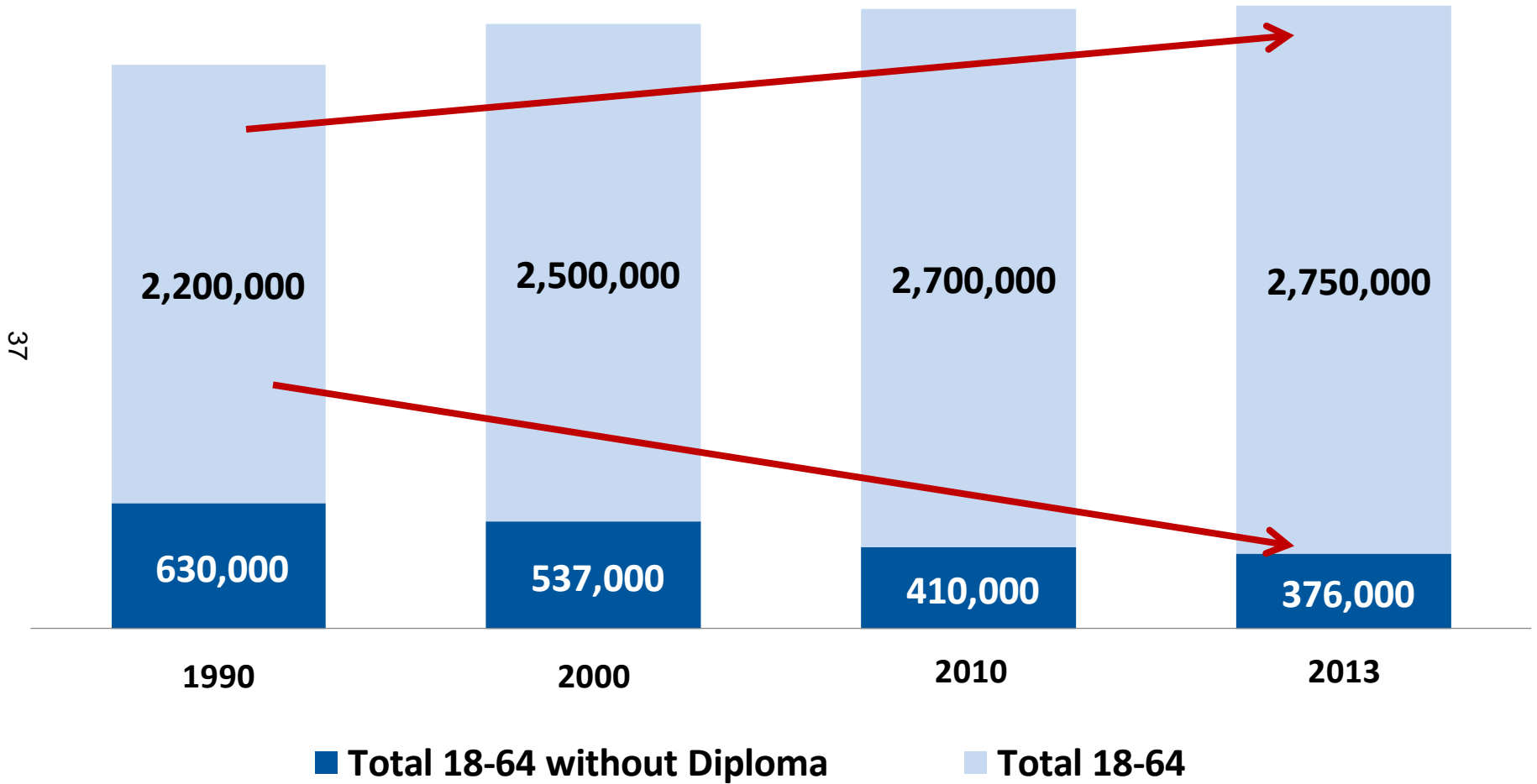
## • **Populations served:**

- Individuals without a high school diploma
- Individuals with a high school diploma with emergent needs
- English as a second language learners
- Corrections

## • **Preparation for the following:**

- GED® high school equivalency test
- National Career Readiness Credential (NCRC)
- Employability skills

# Percentage of Working Age (18-64) Kentuckians Without a High School Diploma or GED® Credential



Source: Census Data, 2000: ACS 5-years estimates, 2006-2010, 2007-2011, 2008-2012, and 2009-2013





# A Decade of Progress

Percentage of Population, 18-64, without a High School Credential

## 2010

- 0-10% (9 counties)
- 11-20% (64 counties)
- 21-30% (40 counties)
- 31-40% (7 counties)
- Over 40% (0 counties)



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Source: American Community Survey (ACS) 2006-2010

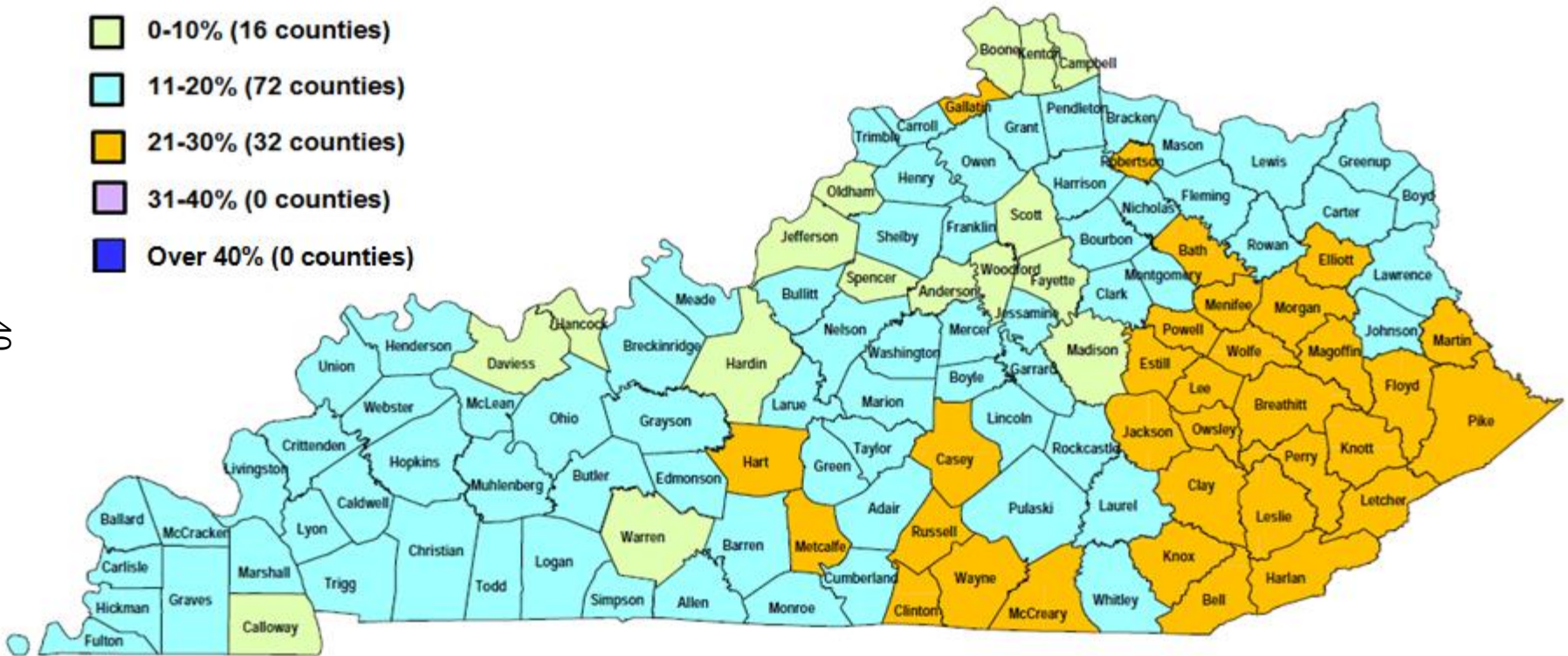


# Progress Continues

## Percentage of Population, 18-64, without a High School Credential

# 2013

- 0-10% (16 counties)
- 11-20% (72 counties)
- 21-30% (32 counties)
- 31-40% (0 counties)
- Over 40% (0 counties)



40

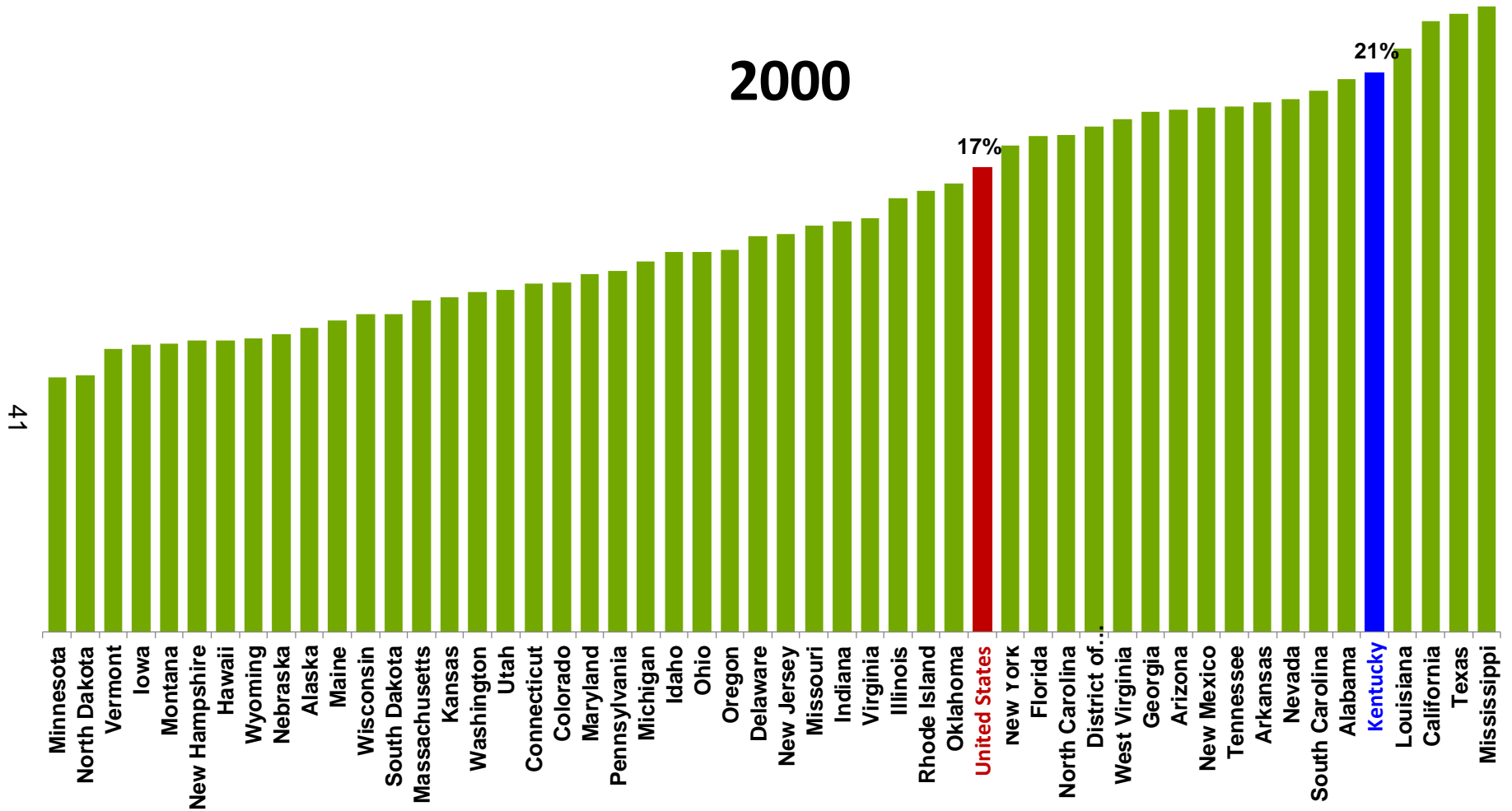
Source: American Community Survey (ACS) 2009-2013

2/13/2015





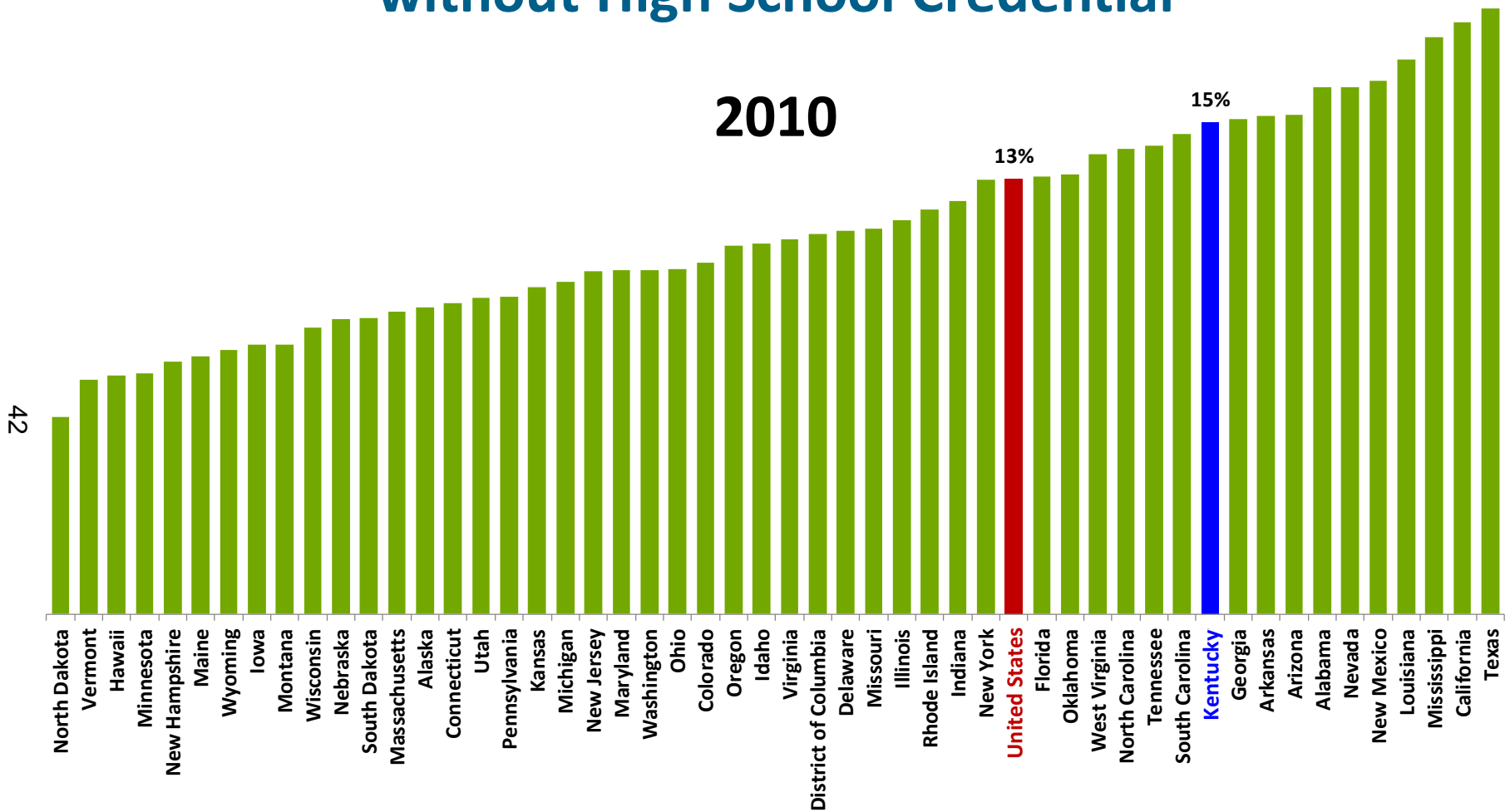
# Percent of Population, 18-64, without High School Credential



Source: U.S. Census 2000



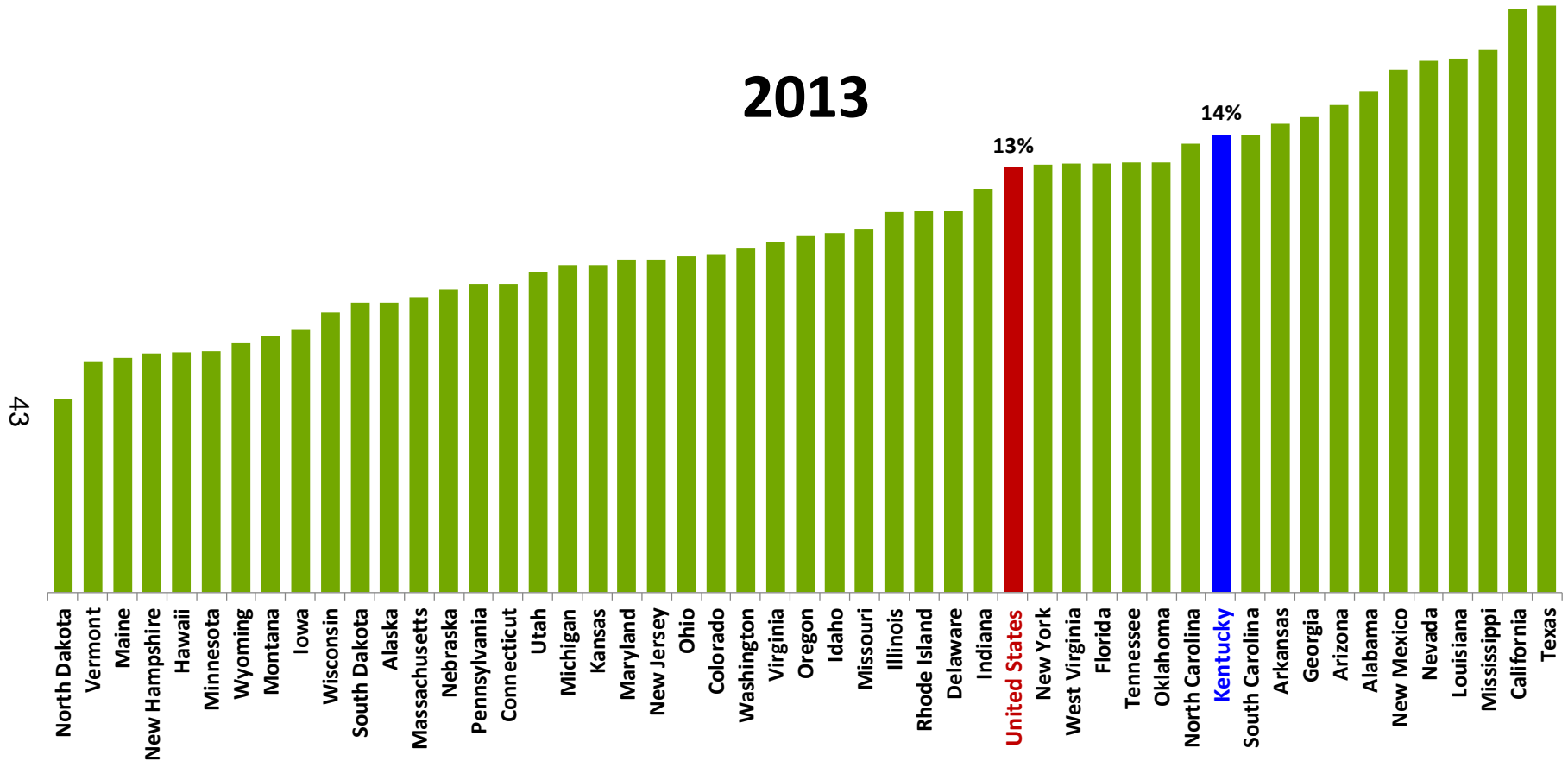
# Percent of Population, 18-64, without High School Credential



Source: 2006-10 American Community Survey, 5 year estimates



# Percent of Population, 18-64, without High School Credential



Source: 2009-13 American Community Survey, 5 year estimates



# Re-Engineering Adult Education

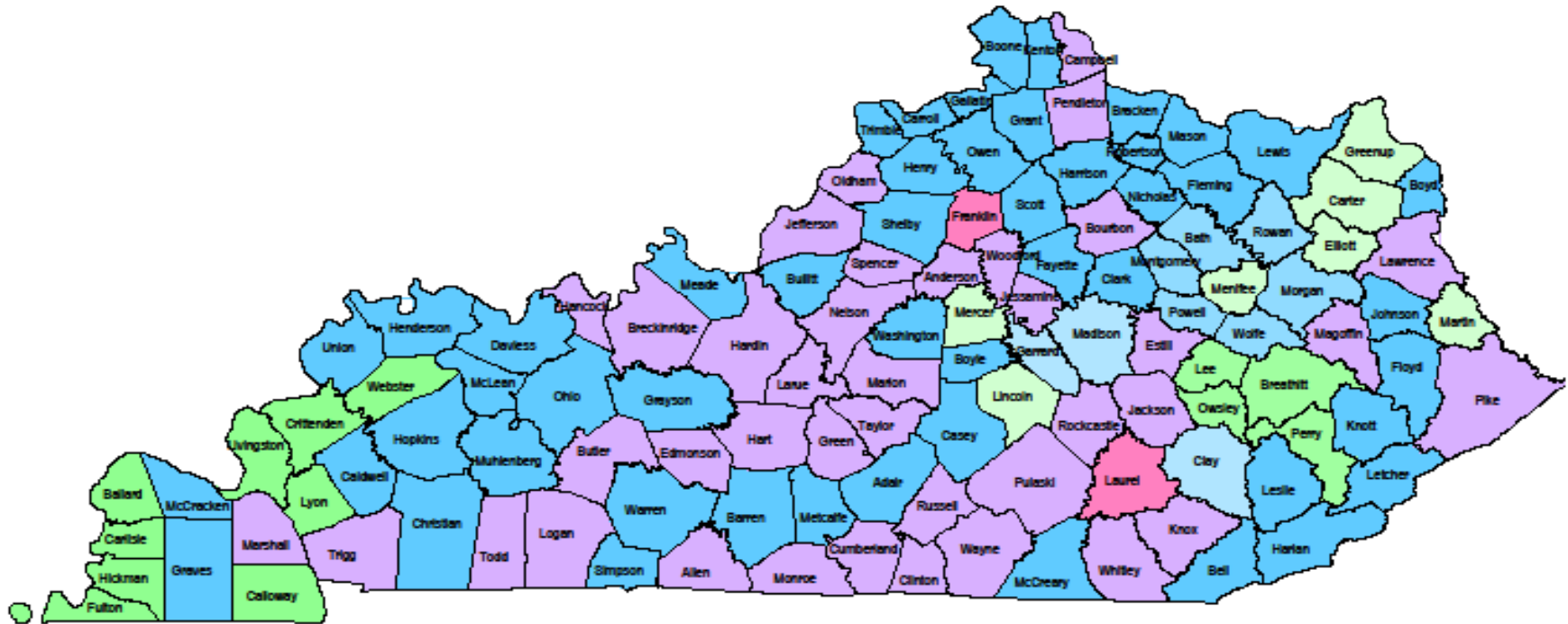


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**WHAT ARE WE DOING TO  
RE-ENGINEER OR TRANSFORM  
THE NATION'S ADULT EDUCATION SYSTEM?**



# Kentucky Adult Education Provider Network



- Postsecondary Institution (59)
  - KCTCS
  - MoSu
  - EKU
- Regional Education Cooperative (20)
  - WKEC
  - KVEC
  - KEDC
- Community-Based Organization (2)
  -
- Local School District (39)
  -

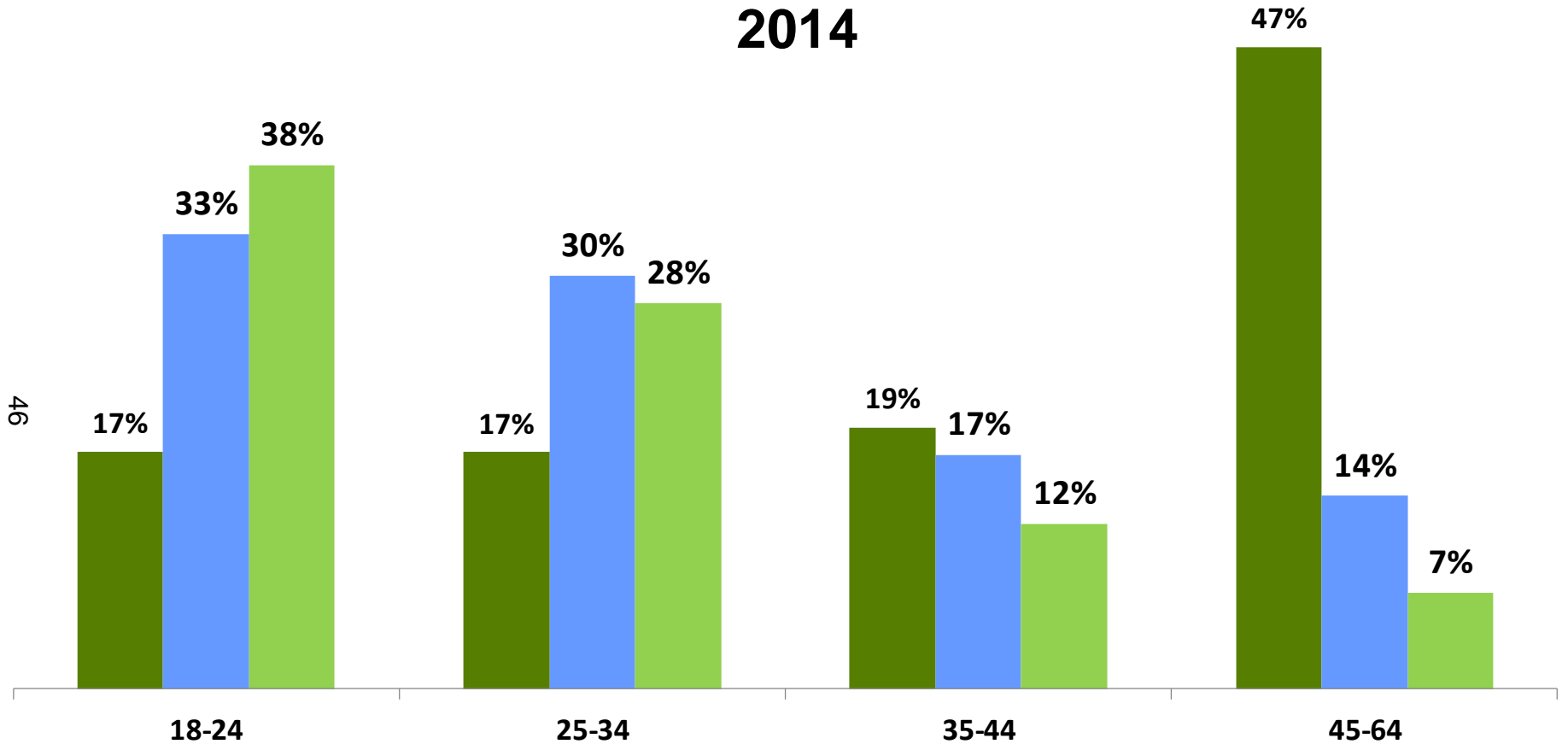
Source: Kentucky Adult Education, Council on Postsecondary Education

8/8/2014



# Comparison of Target Population, Enrollment and GED® Graduates by Age Cohorts

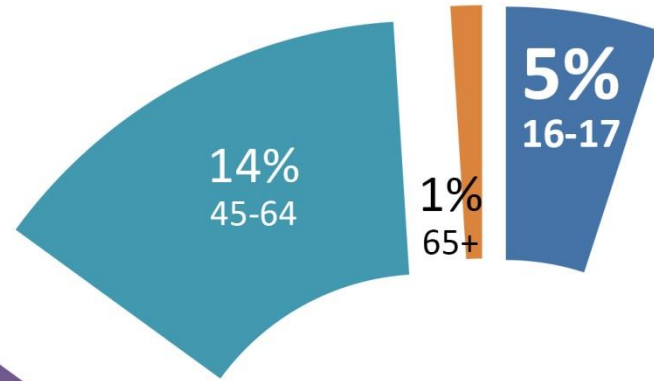
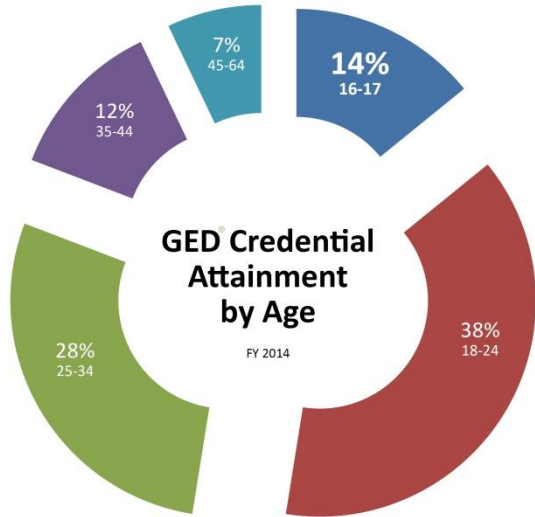
2014



■ Target Population (376,141)
 ■ Enrollment (32,381)
 ■ GED® Graduates (7,083)

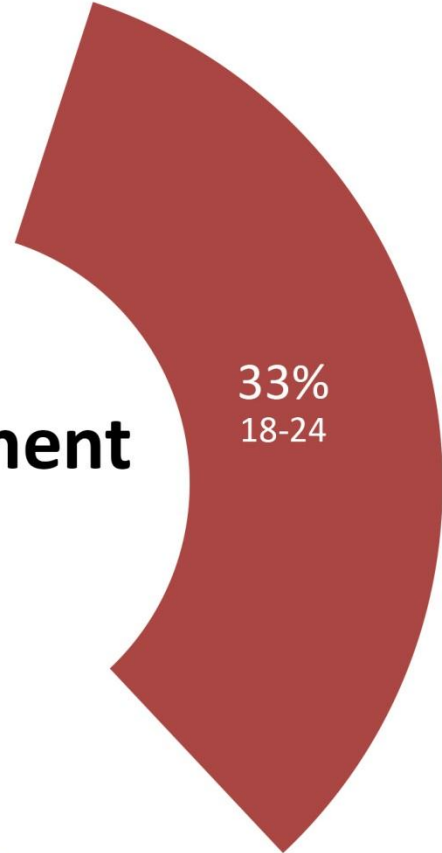
Source: 2009-13 American Community Survey and KAERS. Based on age 18-64 without a high school diploma (total percentages do not include 16-17 year olds and 65 and older target population).





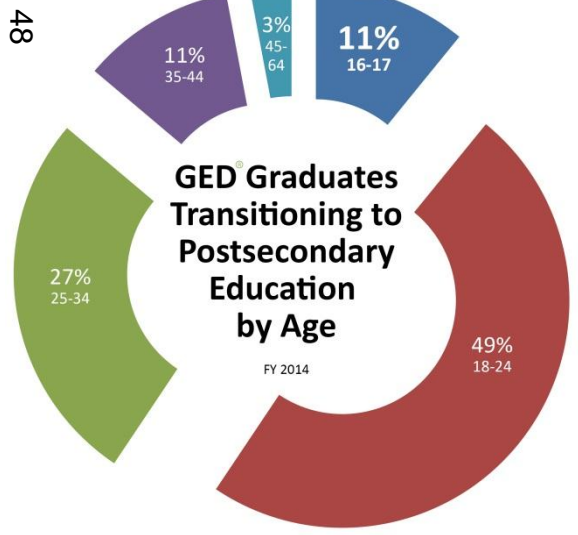
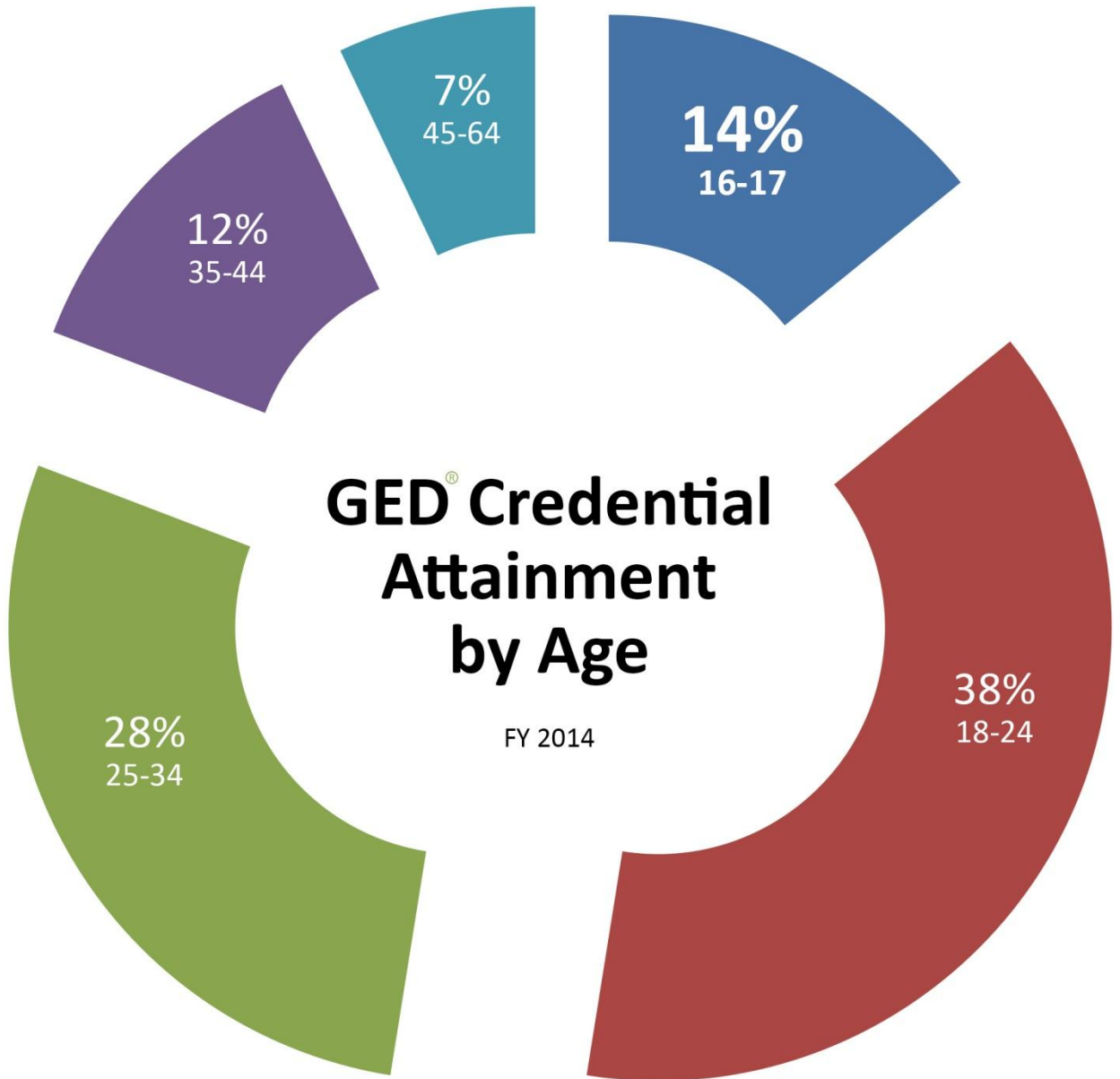
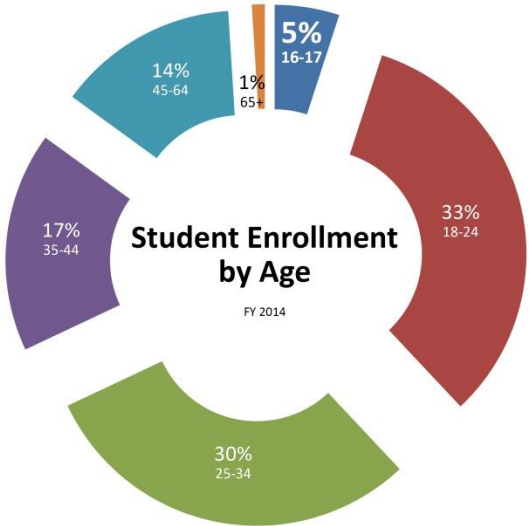
# Student Enrollment by Age

FY 2014

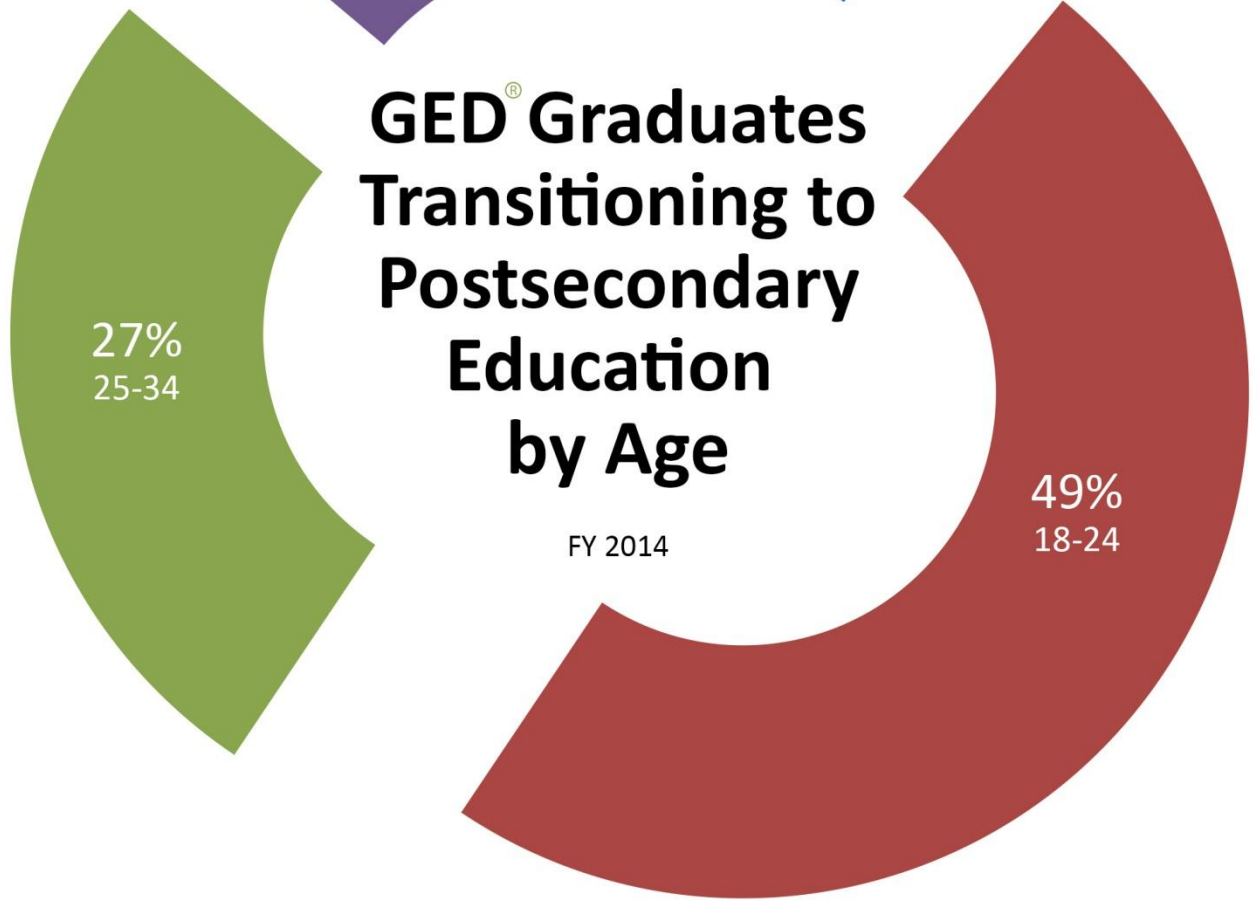
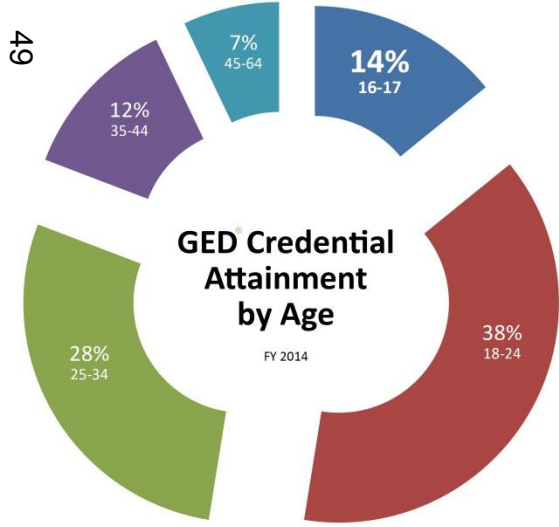
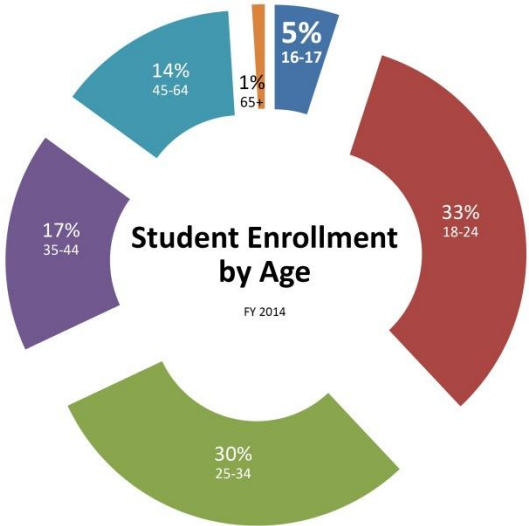


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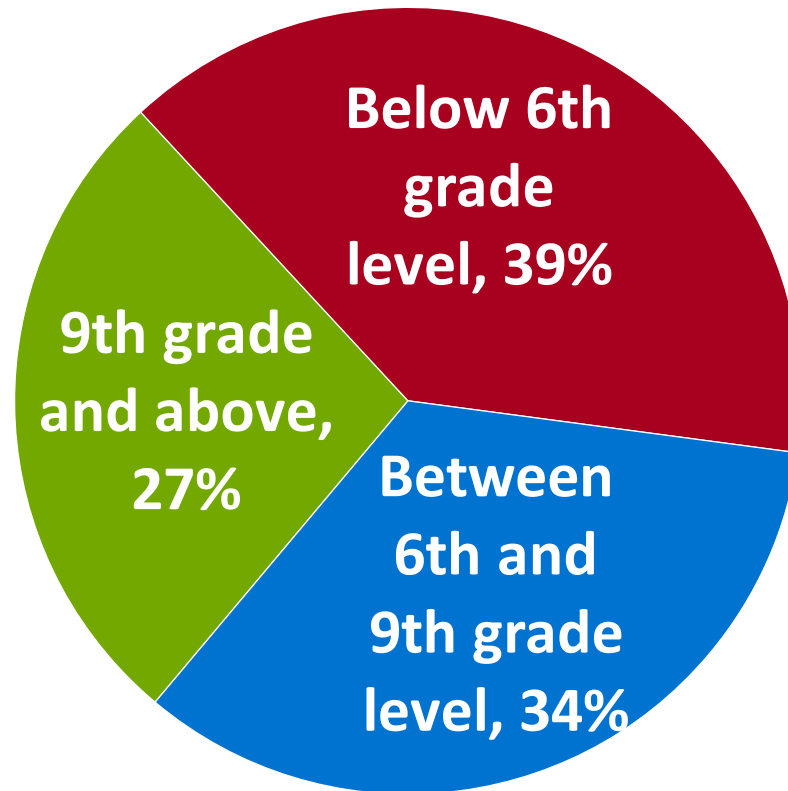






# Enrollment

## Grade Level Equivalencies of Who We Serve Students in Academic Instruction 2014



50



# Significant Challenges to Success

Population Ages 18-64 **With High School Diploma** vs. Population Ages 18-64 **Without High School Diploma**



## Hearing Difficulties

|                    |      |
|--------------------|------|
| With HS diploma    | 2.7% |
| Without HS diploma | 6.3% |



## Medicaid Assistance

|                    |       |
|--------------------|-------|
| With HS diploma    | 8.4%  |
| Without HS diploma | 29.7% |



## Vision Difficulties

|                    |      |
|--------------------|------|
| With HS diploma    | 2.2% |
| Without HS diploma | 6.5% |



## Have a Disability

|                    |       |
|--------------------|-------|
| With HS diploma    | 13.1% |
| Without HS diploma | 33.2% |



## Cognitive Difficulties

|                    |       |
|--------------------|-------|
| With HS diploma    | 5.2%  |
| Without HS diploma | 17.1% |

51

Source: PUMS Data, 2009-2013 American Community Survey



# Significant Challenges To Success

Population Ages 18-64 **With High School Diploma** vs. Population Ages 18-64 **Without High School Diploma**

## WHEN LAST WORKED

### Within the Past 12 Months

|                    |       |
|--------------------|-------|
| With HS diploma    | 77.0% |
| Without HS diploma | 46.0% |

### 1-5 Years Ago

|                    |       |
|--------------------|-------|
| With HS diploma    | 9.0%  |
| Without HS diploma | 12.1% |

### More Than 5 Years Ago or Never Worked

|                    |       |
|--------------------|-------|
| With HS diploma    | 13.7% |
| Without HS diploma | 41.5% |

### 18-64 Without High School Diploma, Last Worked More Than 5 Years Ago Or Never Worked

|                                   |       |
|-----------------------------------|-------|
| Medicaid Assistance               | 53.8% |
| Have a Disability                 | 52.1% |
| Medicaid Assistance or Disability | 70.6% |

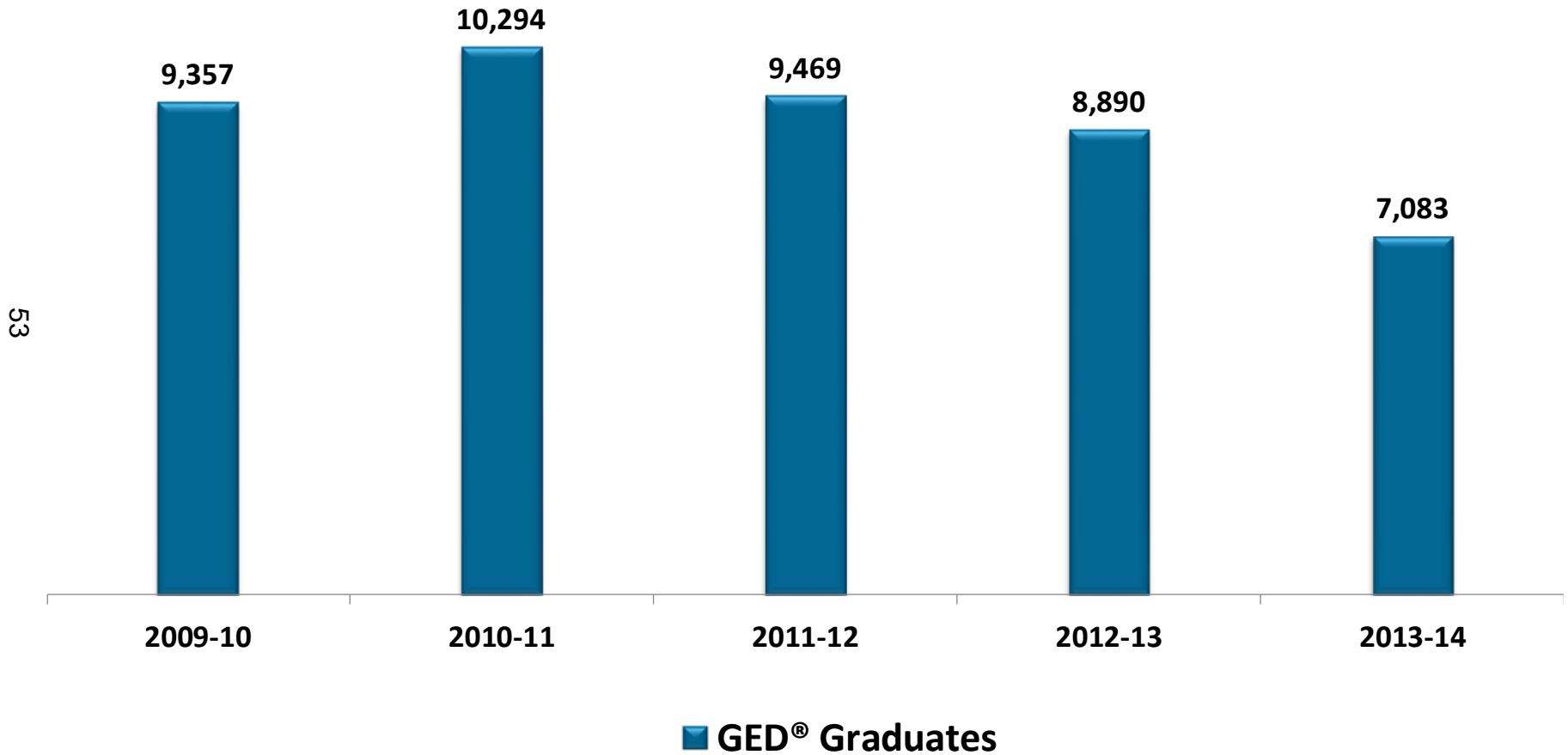


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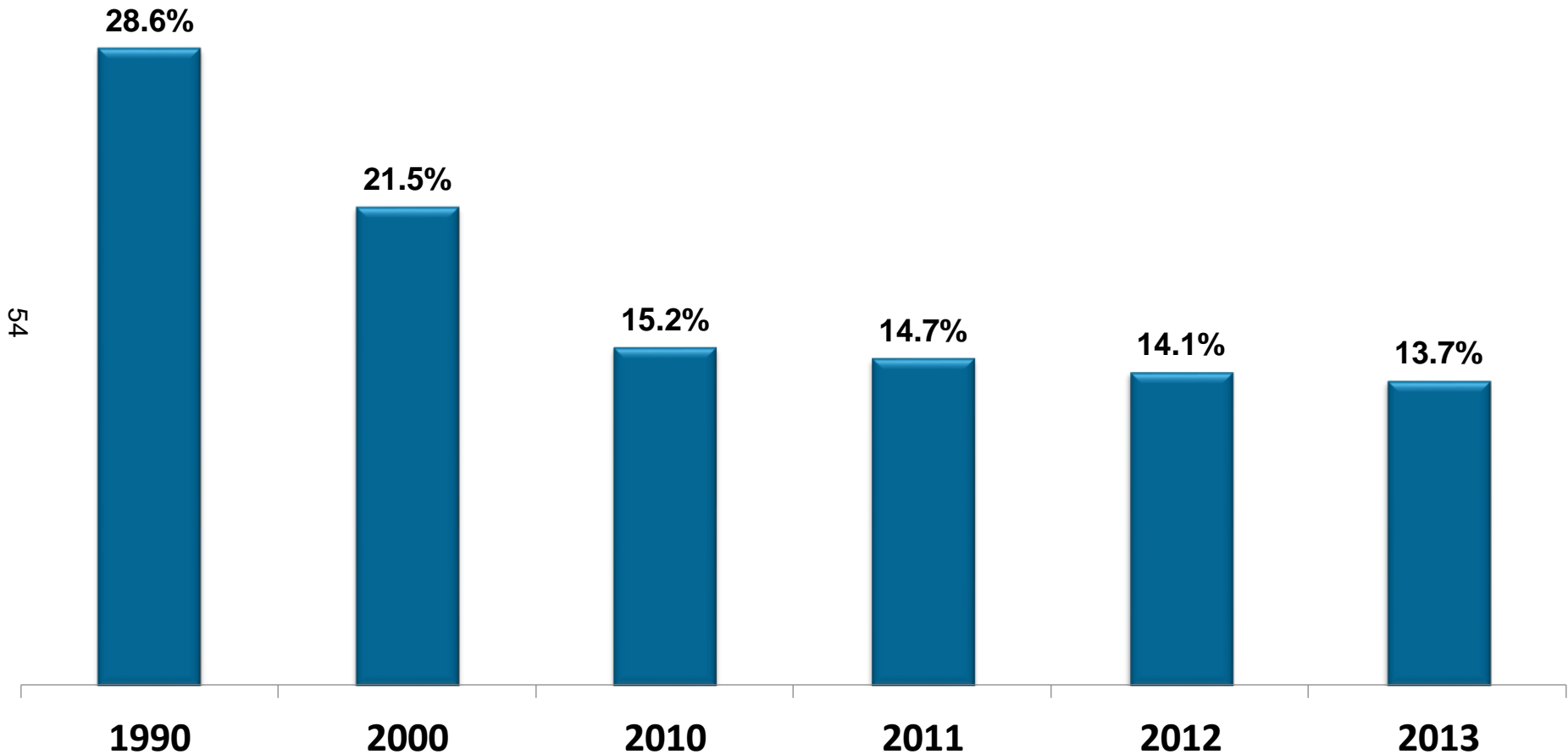
Source: PUMS Data, 2009-2013 American Community Survey



# GED® Graduates 2010-14



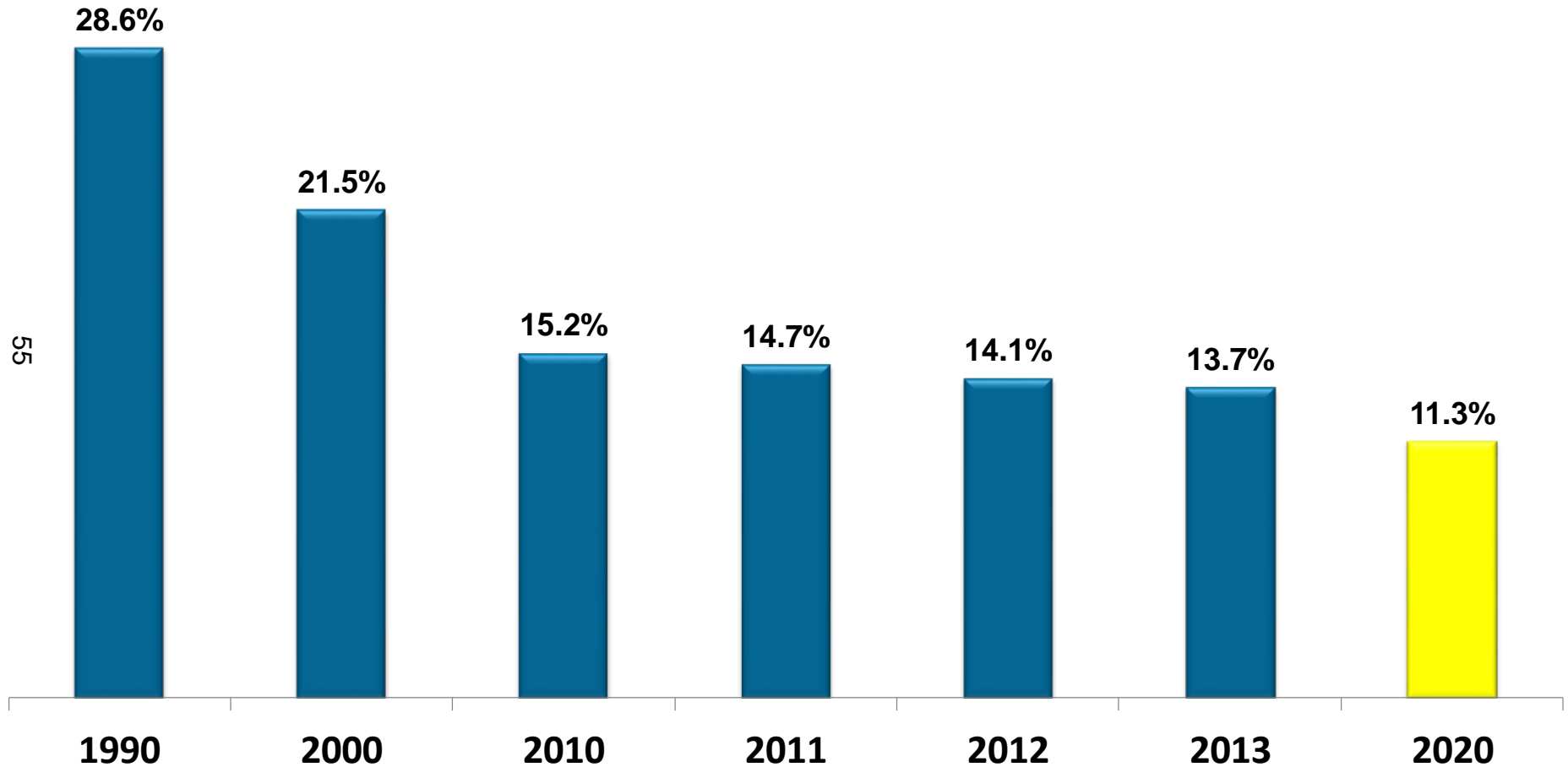
# Percentage of Working Age Kentuckians (18-64) Without a High School or GED® Diploma



Source: Census Data, 1990, 2000: ACS 5-years estimates, 2006-2010, 2007-2011, 2008-2012, and 2009-2013



# Percentage of Working Age Kentuckians (18-64) Without a High School or GED® Diploma

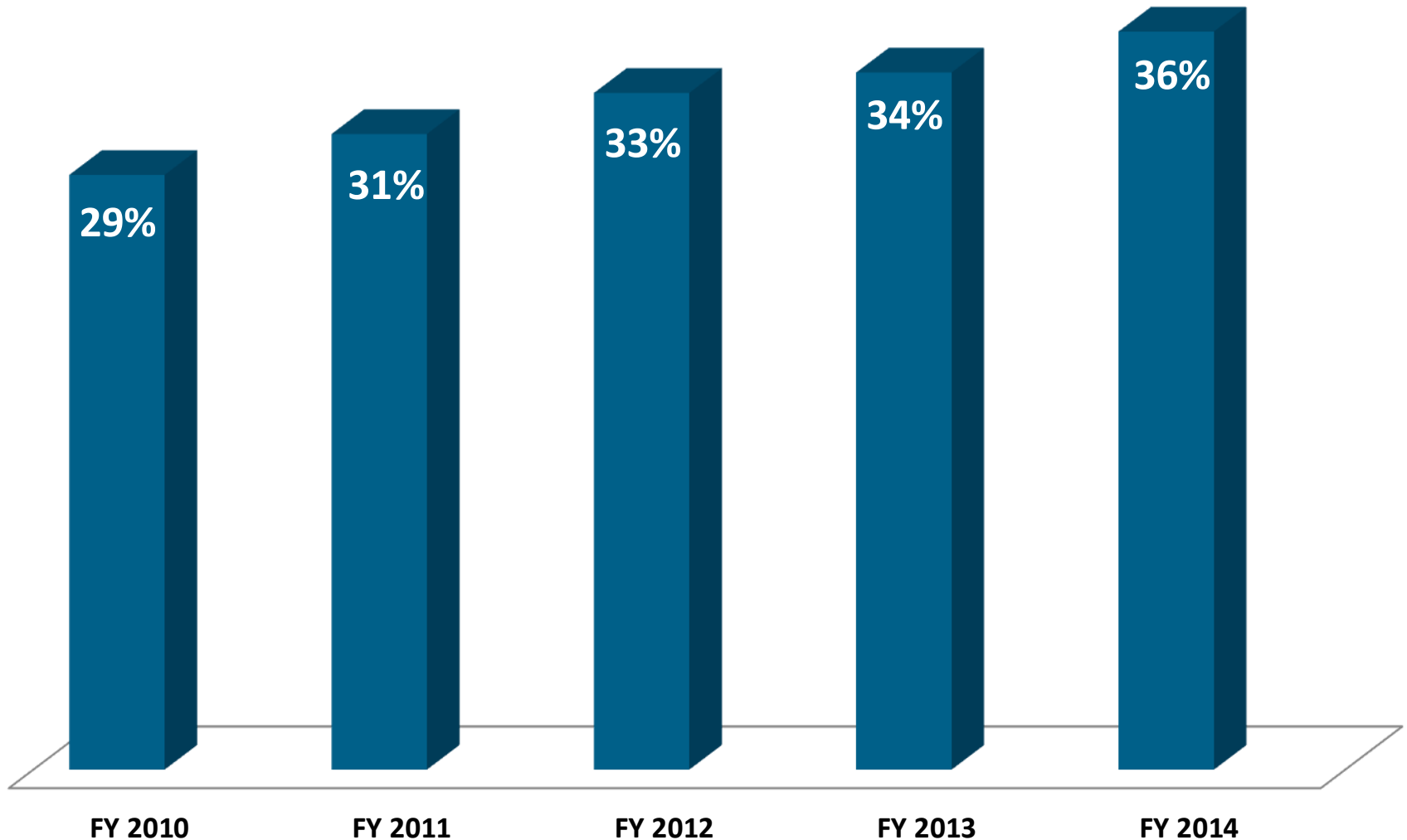


Source: Census Data, 1990, 2000: ACS 5-years estimates, 2006-2010, 2007-2011, 2008-2012, and 2009-2013



# Percentage of Individuals Served by KYAE with High School or GED® Diploma

56

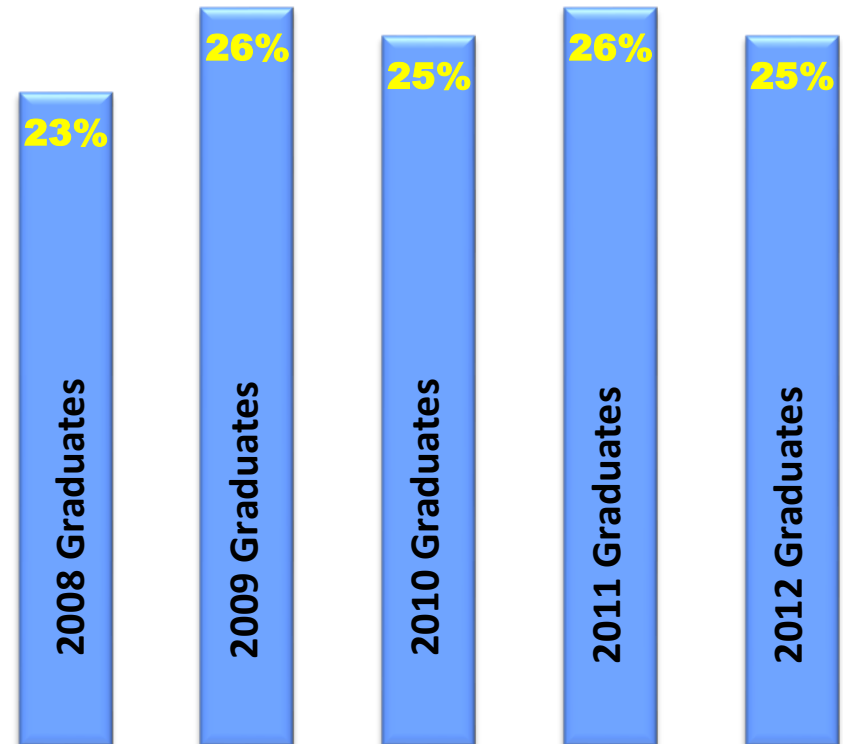




# GED® Graduates Enrolling in Kentucky's Colleges and Universities\* within Two Academic Years

Of those who enrolled in  
postsecondary education by  
summer 2014:

- KCTCS: 92%
- Public four-year institution: 5%
- Independent institution: 3%



\* Kentucky's state-supported colleges and universities and the regionally accredited, non-profit, independent colleges and universities.



# Veterans Returning from War

High School Diploma Equivalence 1940s



58



# General Educational Development Test



59





# 2014 GED® Test Introduction

- Depleted student **pipeline**



- Student **anxiety**



- Instructor **comfort**



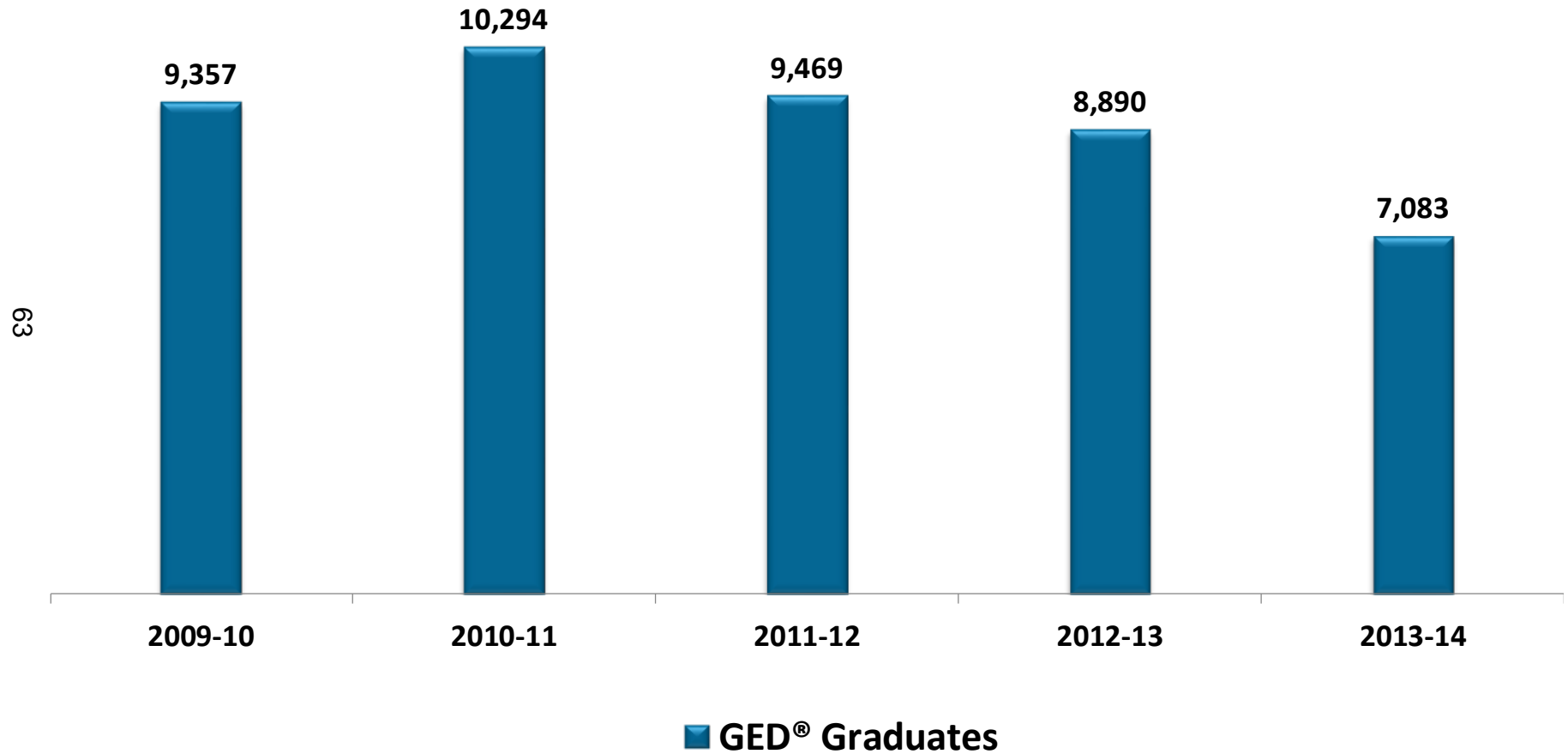
61





- Decade of Progress
- 39% below 6th grade level
- Compulsory attendance age
- 36% already with a high school diploma or its equivalent
- PUMS data - ripple effect
- Depleted pipeline
- Number of high school dropouts are declining

# GED® Graduates 2010-14



# Subsequently...



**Reloading pipeline**



**Certified test ready**



**Fourth year of standards-based instruction PD**



**GED® graduates and PSE enrollment**

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# Kentucky Adult Education Game Changers:

- Instructional Quality and Effectiveness
- Standards-Based Instruction
- WIOA Implementation
  - Employability Skills
  - Integrated Education and Training Models
  - Career Pathways

65



# Instructional Quality and Effectiveness

## Professional Development (PD) + Partners Model

Academy for Adult Education, Morehead State U.  
Collaborative Center on Literacy Development, UK  
National Center for Families Learning (NCFL)  
Kentucky Educational Television (KET)



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# Standards-Based Instruction

**Required by WIOA Leadership  
State Activities**



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# Workforce Innovation and Opportunity Act (WIOA)



- Alignment
- Integrated services
- Workforce Preparation
- Integrated Education & Training
- Career Pathways

# Workforce Preparation

## Employability Skills Pilot

**Lesson Bank**  
**Website resources**  
**Alignment with Work Ready Communities**



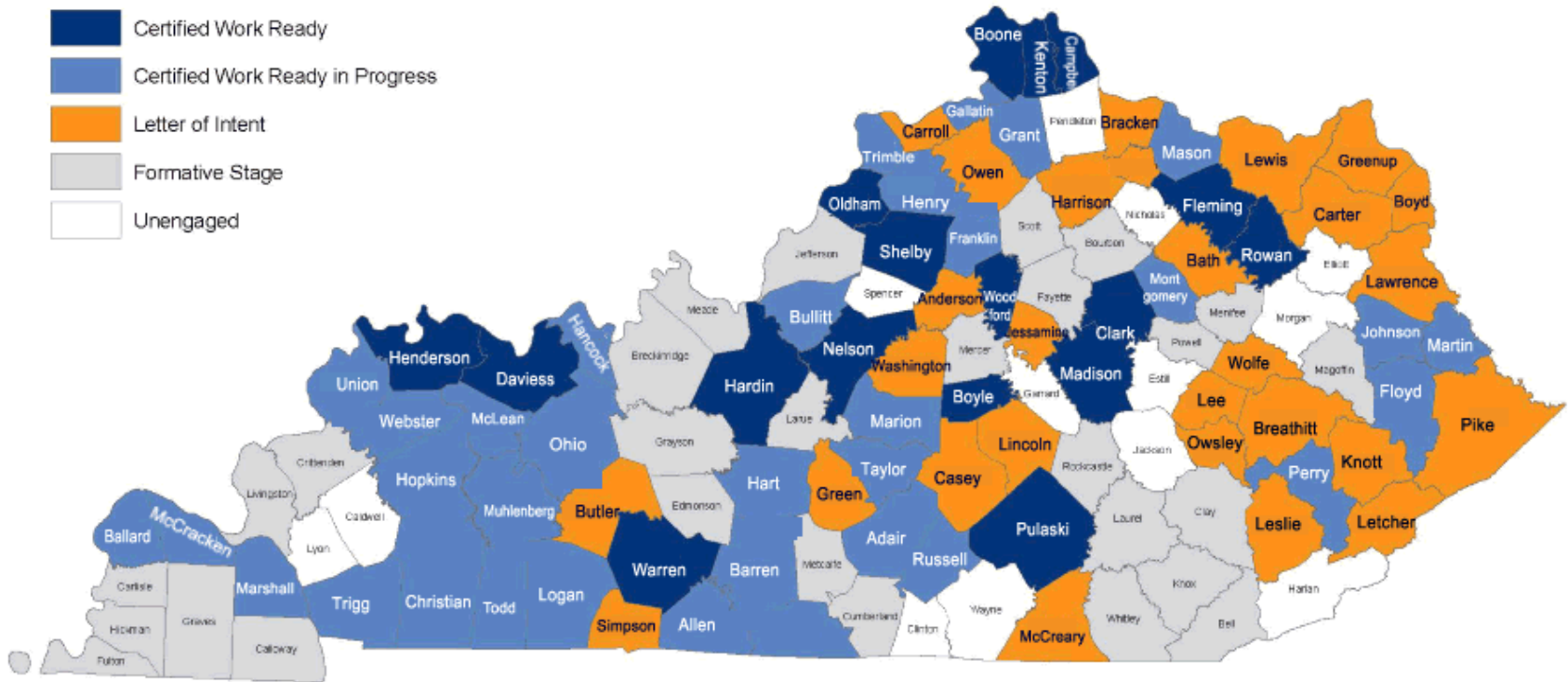
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# Work Ready Communities



- Certified Work Ready
- Certified Work Ready in Progress
- Letter of Intent
- Formative Stage
- Unengaged



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# Integrated Education and Training

**Academic instruction**

**+**

**Occupational training**



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# Integrated Education and Training

*Moving Pathways Forward* TA grant =  
**“Integrated Education and Training”**

Example: Apprenticeships  
KY Federation for Advanced Manufacturing Education  
Unions  
Area Health Education Centers....



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# Career Pathways

**Accelerating Opportunity =  
Integrated Education and Training  
+  
Technical Instruction  
+  
Intensive Wraparound Services**



*GED graduate goes to college video*



# GED® Express



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# Kentucky is on the Road to Success

“Kentucky is ahead of almost all other states in **building the Common Core standards into its adult education system.**”

75 “Kentucky has far more experience than most states in **strengthening adult access to postsecondary education.**”

-- *“Graduating to College: Three States Helping Adult Education Students Get a College Education,” Working Poor Families Project.*



# Briefing on Kentucky's Adult Education System

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**Reecie Stagnolia, Vice President for Adult Education  
Kentucky Council on Postsecondary Education  
April 16, 2015**