

Call to Order

The P-16 Council convened December 12, 2007, at 9 a.m. ET at the Council on Postsecondary Education, Meeting Room A, Frankfort, Kentucky. Chair Jeanne Ferguson presided.

Roll Call and Introductions

Members present: Annette Bridges, Fred Carter for Helen Mountjoy, Bradford Cowgill, Becky Gilpatrick for Edward Cunningham, Jon Draud, Dale Duvall, Jeanne Ferguson, Virginia Fox, Judith Gibbons, Sarah Hawker, Phyllis Maclin, Michael Kindred for John Marks, Phillip Rogers, Beth Smith, and Mark Wattier. Members absent: David Rhodes and Tom Stull.

Approval of Minutes

The minutes of the September 19, 2007, P-16 Council meeting were approved as presented.

Report of the Secretary of the Education Cabinet

Fred Carter, deputy secretary of the Education Cabinet, did not have a report.

Report of the Commissioner of the Kentucky Department of Education

Jon Draud, commissioner of the Kentucky Department of Education, gave a brief report on his role in P-16 initiatives. Commissioner Draud had previously been a member of a local P-16 council. Its major objective at that time was to ensure that university faculty and secondary teachers were working together. Dr. Draud sponsored a bill that supported the P-16 agenda. He said he considers P-16 one of his highest priorities and it is one of the major issues in the Commonwealth. He noted that there is a request for funding local councils in the Council on Postsecondary Education 2008-10 budget request (\$1.5 million), which he strongly supports. High-quality and effective local councils throughout the state require paid full-time directors who are held accountable. He said that he looks forward to working with Brad Cowgill, interim president for the CPE, and Phil Rogers, executive director of the Education Professional Standards Board.

Dale Duvall said that it is important as the legislature session begins that the leaders of the local councils speak in a unified voice regarding funding for the local councils.

Local P-16 Councils

The State Higher Education Executive Officers invited representatives from Kentucky and ten other states to participate in a workshop on improving the effectiveness of P-16 councils. Ron Daley (Kentucky River Area P-16 Council), Alvin Moore (Purchase Area P-16 Council), and Gary Perkins (Central Kentucky Area P-16 Council and Southeast Area P-16 Council) represented Kentucky at this national meeting held October 29-30, 2007, in Boulder, Colorado. Mr. Perkins reported that the

Kentucky P-16 Council is held in high esteem by SHEEO. He said the discussions at the conference indicated that the most effective P-16 councils “create a dialogue among education stakeholders that have formal authority with the intent to form a community culture in which the commitment of those gathered works to create a future that they collectively desire.”

Ron Daley of the University Center of the Mountains gave a brief report on the SHEEO conference and on the work of the Kentucky River P-16 Council. He said the collaboration among the P-16 Council and various agencies throughout the state is helping to advance education, and Kentucky is ready to leap ahead of other states. Kentucky is recognized for its K-12 and higher education reform and also because of the emphasis placed on adult education. Kentucky was the only state that sent local P-16 council representatives to the SHEEO conference, which gave them a chance to showcase what Kentucky is doing on the local level, working with state policymakers. The councils at the grassroots level share resources, network, share best practices, and gain input that filters up to the state council.

Mr. Daley said the local councils are working to engage business leaders in the P-16 agenda. The Kentucky River P-16 Council had its third annual summit that included business leaders meeting with the K-12 superintendents and other educational providers. He cited the work of the Kentucky Chamber of Commerce and the Education Summit that the Northern Kentucky Council of Partners in Education held in November.

Sarah Hawker, CPE’s vice president for Kentucky Adult Education, added that the Kentucky team at last summer’s NASH conference was the only one to include a representative of adult education.

Barbara Stonewater, executive director of the Northern Kentucky Council of Partners in Education, reported that the local council, along with the region’s Vision 2015, held its first Education Summit—Champions for Education: Focus Locally and Compete Globally on November 14, 2007. Nineteen sponsors hosted the event that had about 800 participants. She reported that the Vision 2015 goal is 50,000 new and sustained high-level jobs in northern Kentucky. This cannot be accomplished unless education is addressed. The goal for the summit was to bring awareness of the education issues in northern Kentucky and statewide, to showcase best practices (local, regional, statewide, and national), and to

garner additional champions for education. Kati Haycock of The Education Trust was the keynote speaker.

Participants were invited to complete commitment cards, indicating what kinds of volunteer work they might want to do in the schools. The local council is working with Northern Kentucky University to build a database of over 400 new champions for education. Vision 2015 has committed a staff person to follow up with the champions and to work with the schools and postsecondary institutions to connect the champions with partners.

Judith Gibbons added that the media coverage from two local newspapers gave the summit a lot of advanced and post publicity.

Commissioner Draud said the summit was one of the most impressive education events he has attended. He reported that the KDE plans to take this concept statewide on a regional basis, using the Chamber, in most areas, as the base for initiating the events. These events can be used to create urgency about achievement and to increase collaboration throughout a region.

The Northern Kentucky Council of Partners plans to make the summit an annual or biennial event.

Council Chair Jeanne Ferguson reported that plans are underway to have a meeting of representatives of the local P-16 councils in March 2008 to discuss best practices in each area and share activities that work in various areas.

Mark Wattier said that the concept of regional planning is impressive. He asked how the Northern Kentucky Council engaged in regional planning. He said the western part of the state where he works and lives needs more regional planning. There are several plans in the region (Murray State University, the Chamber, the city, etc.), but these are all silos and are fragmented. Educators and partners in his region are using the regional stewardship initiative to pull the groups together. Dr. Wattier said other parts of the state need to understand what best practices were used by the Northern Kentucky Council to build such momentum.

Ms. Stonewater said that the regional stewardship focus at the regional universities was a part of the catalyst that helped the area get the vision process started. Northern Kentucky University has invested some regional stewardship funds in the implementation of the plan—and not just in education but in other pieces of the plan.

Commissioner Draud responded that as school superintendent he served on the first P-16 council in northern Kentucky. Area groups that worked together included secondary superintendents, independent and public colleges and universities, and the Chamber. The Chamber in northern Kentucky has been very positive for education for at least the past ten years. He said the “marriage” of these three parties is actually what got the local P-16 council together, with the original purpose of just trying to communicate better. Dr. Dianne Bazell with the CPE staff noted that the Northern Kentucky Council was a leader in alignment before that phrase coined, and much was learned that benefited statewide alignment work. Elaine Farris, deputy commissioner, KDE, recommended Christian County as an area to look to for guidance. A similar summit, following the Northern Kentucky Council of Partners’ format, is scheduled in Hopkinsville January 12, 2008. Commissioner Draud said that what led to the Christian County event was that the county and city were losing business due to their schools’ performance and reputation.

It would be helpful to learn from other regional summits. Commissioner Draud said that the Chamber of Commerce is surveying local chambers about education activities in their area to see if they would favor a summit approach. Dr. Draud said there are major remediation problems at Northern Kentucky University. While much progress has been made, the postsecondary remediation rate has not been reduced.

In response to Chair Ferguson’s request at the September P-16 Council meeting for information regarding other states’ forms of P-16 collaboration, Dr. Bazell gave a brief overview of the handout, *ECS State Notes on P-16*, a compilation by the Education Commission of the States of information about P-16 structures in the states across the country. She also distributed a preliminary map locating key, multi-million-dollar-funded national initiatives on-going in the Commonwealth. She noted that, while there is much activity taking place at the state level and at the community and regional levels, there is a need to coordinate and increase the impact of these initiatives. The staff is working to map out where there is overlap across the districts so that work can continue at local, state, and national levels to integrate across all the P-16 initiatives.

***2007 Teacher
Quality Summit***

Dr. Bazell reported that, since 2000, the CPE has held an annual teacher quality summit. This year’s summit, titled “College Readiness and Global Competence,” was held in Louisville October 29-30. It focused on preparing and providing professional

development for teachers to use diagnostic assessments to provide timely interventions so students will be ready for college and the skilled workplace without needing remediation. About 200 educators attended this year's summit. The Kentucky Association of Colleges of Teacher Education helped with the planning for the summit.

Each participant received a special issue of the American Council on Education's publication, *The Presidency*, which called for postsecondary institutions campus-wide, not just in colleges of education, to take responsibility for the quality and success of K-12 teaching. Plenary speakers were: Randy Dunn, president, Murray State University; Helen Mountjoy, (then) executive vice president, Greater Owensboro Economic Development Corporation and former chair of the Kentucky Board of Education; Elaine Farris, deputy commissioner, KDE; and Phillip Rogers, executive director, Education Professional Standards Board. Representative Jim Glenn was one of the presenters, and Representative Harry Moberly attended the summit.

***International
Baccalaureate
Programs in Kentucky***

Dr. Harris introduced Teri Harper (coordinator of the international baccalaureate program at Tates Creek High School in Lexington) and Richard Guetig (assistant principal at Atherton High School in Louisville). Ms. Harper and Mr. Guetig explained that the International Baccalaureate programs began in 1968 primarily for the children of European diplomats, business executives, and other professionals to keep up their college preparatory studies while abroad. The programs expanded to the United States in 1971. IB programs are offered at all grade levels, but the high school program is the most common in the United States. Course offerings vary by school, but each IB school must offer at least one course in each of six IB content areas (first language, acquired language, individuals and societies, experimental sciences, the arts, and mathematics and computer sciences).

Tates Creek High School has more recently adopted an IB program, while Atherton High School has been an IB school for several years. Tates Creek began the process of developing an IB program in 2002-03. Fayette County Public Schools received a Smaller Learning Communities grant. The three goals that Tates Creek established for the SLC proposal were to: (1) raise the academic bar for all students, (2) raise the rigor and relevance for all students, and (3) reduce the achievement gap among all students. Tates Creek Middle School is applying to become a middle years IB program.

Ms. Harper said that most IB students do not require remediation for postsecondary education because they are so well prepared for college level learning. She explained that Advanced Placement and IB programs do not compete with one another and both programs are dedicated to college preparation and success. The difference between AP and IB curricula is that IB is a comprehensive curriculum, whereas the AP program focuses mainly on particular courses. Dr. Bazell said AP courses can provide college credit or advanced placement in college. Ms. Harper said college credit also can be earned for IB courses, and postsecondary institutions are encouraged to consider granting more college credit. There are two levels of IB courses—standard and higher level, both of which are equivalent to, or exceed, the standards of AP courses. In Florida IB programs a student graduating with a full IB diploma can earn a full college scholarship based upon performance on the IB exit exams.

Fifty percent of the IB science courses are in experimental sciences. The program includes a strong area of mathematics and computer science. In order to earn an IB diploma, a student must take courses in electives and arts. Oral and written proficiency is required. Students who graduate with a full IB diploma have to write a 3,000-4,000 word extended essay on a research project. Students in the IB program must complete 150 hours during the junior and senior year of a combination of cultural, action, and community service activities. IB programs educate the “total student,” not just certain aspects. Most IB exams include written, open responses, and essays.

Ms. Harper said she can be contacted at 859-381-3623 or teri.harper@fayette.kyschools.us.

Mr. Guetig (Atherton High School) gave a brief history of the IB program at Atherton High School. In the early 1980's, many high schools became magnet programs, and Atherton became the international studies magnet. In 1984, the school began the IB application process. He noted that the IB program is very expensive and Atherton is fortunate in that the district funded the IB program fully—making it the only IB public school in Jefferson County. Of the student population at Atherton (950-1,050 students), 10-12 percent are enrolled in IB courses. Since beginning the program, 104 full diploma candidates have been through the IB program (with a 91 percent completion of the diploma). When the seniors graduate, they receive the Jefferson County high school diploma, and they also are granted the

Commonwealth diploma and the IB diploma. In addition to the IB diploma, Atherton also offers the IB certificate (which makes students eligible for college credit). Over 700 Atherton students have earned either a postsecondary diploma or certificate. The average junior IB class size is 15-18 students, dropping to 12-16 students in the senior year.

Costs:

- \$8,800 annual to be a charter school
- \$1,400 postage for exams
- \$8,000 teacher training (supplemented with professional development funds)
- \$11,000 registration and exam for spring semester
- \$800 for exams per candidate for full diploma graduate

The cost to train IB teachers ranges from \$1,600-\$2,000.

Dr. Wattier asked if each Kentucky school has some type of rigorous academic program. Dr. Harris replied that not all districts offer AP or IB programs, but a rigorous curriculum can be offered without it being AP or IB.

Mr. Cowgill asked why such a small percentage of students participate in the IB program and what are the expectations for future enrollment. Mr. Guetig said that Atherton loses many feeder students to Manual, which is the mathematics and science magnet in Louisville. He said that more publicity and advertisements are needed. In the past, the AP program received more attention than the IB program.

Mr. Cowgill requested a study of the economics of these programs to determine why more schools are not offering IB programs. Ms. Harper said that in the past other schools in Fayette County have explored the IB option, but Tates Creek is the only one that adopted it. There are several obstacles to becoming an IB school: (1) lack of understanding of the program, (2) fear of globalism and international-mindedness, and (3) financial concerns. The Fayette County Board of Education paid the annual fee for one year, but Tates Creek received a Smaller Learners Community grant that will fund the program for the next five years. At Tates Creek, students must pay their exam and registration fees, which are estimated to be \$600-\$700 per student for two years. The grant includes financial provisions for students on free or reduced lunch.

***Statewide Mathematics
Placement Testing Project***

Steve Newman of Northern Kentucky University, Sue Cain of Eastern Kentucky University, and Paul Eakin of the University of Kentucky led a discussion of Kentucky's mathematics placement testing project. Over the past 18 months, a group of about 70 people have worked to develop the Kentucky early mathematics placement assessments for developmental mathematics, college algebra, and college calculus. Representatives working on the project include staff from the mathematics departments at all eight state universities, 11 of the 16 community and technical colleges, and two independent institutions, along with CPE and Kentucky Adult Education staff. Previous work leading to the development of this initiative include the Kentucky Early Mathematics Testing Program and the postsecondary placement policy and college readiness standards established by the CPE. A secure online system has been constructed by UK to support the testing. The developmental math test and the college algebra test have been online since June 2007. The calculus test will be online soon.

The Kentucky Early Mathematics Testing Program is a significant part of the exam structure. KEMTP has provided free online testing to high school students since 2001. KEMTP is a collaboration of NKU (which administers the program) and UK (which supplies online support). Commissioner Draud authored and sponsored HB 178, creating KEMTP in 2000. In writing the bill, he had the foresight to mandate that school systems make the test available in all schools through the link: www.mathclass.org.

Placement tests and the online placement system are offered free of charge to any educational institution in the state. Several state universities are using or will use the system. ECU, MoSU, NKU, UK, and Elizabethtown Community College have used the system extensively. KSU, Thomas More College, Hazard Community College, and WKU plan to begin using the test this year. Many other colleges are considering it, including Berea College. Some of the independent institutions are not yet aware of the exam or realize that it is offered free-of-charge. If an institution prefers, it can post its own tests online.

In 2007, the mathematics college readiness standards in mathematics rose from 18 to 19 on the ACT. According to the standards, any student scoring below 19 will be required to take remediation course(s) and will be required to take a placement test.

By fall 2009, it is hoped that this system will serve this assessment need in a comprehensive and unified way that is agreed upon by all the state institutions. If that goal is met, Kentucky will be the first

state in the nation to offer a common set of placement exams used by all its postsecondary institutions and will be the first in the nation to offer such tests online. The essential algebra and arithmetic skills necessary to succeed in college will be conveyed to K-12 partners.

Sue Cain said that ECU has been using the online test for developmental mathematics placement. Over 450 students have taken the test since last June. The students enjoy taking the online test. The testing staff appreciate the ease of administering the test and the fact that students immediately know their score and placement. The process is simple. The student does not have to pre-register. There are no particular computer skills needed. The student needs to know the place, time, and the exam to be taken. The student needs paper and pencil to work the problems, and sometimes a calculator is permitted. Cut-off scores must be adjusted to account for calculator use.

Dr. Wattier asked if the assessment could be commercialized for use in other states. Dr. Eakin said that would be complicated because the work is supported by federal grants. The KEMTP program was initially funded at \$100,000 annually but currently receives \$50,000 annually.

Dr. Eakin gave a demonstration of the online test. The placement test will give a clear and consistent message to incoming students, whether traditional or adult learners, on what it means to be ready for placement into credit-bearing mathematics courses at the postsecondary level, regardless of the varying admissions standards and diverse institutional missions among Kentucky's colleges and universities.

***Fourth-Year High School
Mathematics
Transition Courses***

Elaine Farris, Faith Thompson, and Jamie Spugnardi of the KDE led a discussion of the fourth-year high school transition courses and provided an update on the recommendations of the KDE Dual Credit Task Force Report, particularly recommendations 1, 3, and 4 that deal specifically with the content and purpose of transitional courses. The KDE formed a workgroup to pursue the development of content that can be delivered during the high school senior year to provide an opportunity for students who meet certain achievement benchmarks to go straight into credit-bearing courses as college freshmen.

Discussion included the type of rigor and programs and interventions needed to be in place for all students to have access

to this type of highly rigorous coursework and be able to enroll in dual credit courses.

The next step is for the workgroup to invite school district personnel and postsecondary representatives to meet together and dually present about what is working in their current programs.

Challenges included no funding and the need to examine existing resources.

Commissioner Draud asked whether postsecondary education institutions communicate to secondary personnel the standards that need to be met for students to be successful in college level work. Dr. Bazell said that specific knowledge and skills needed for English and mathematics have been published since November 2004 in the *Statewide Placement Policy*. Michael Miller said that the KDE revised the Kentucky Core Content for Assessment standards in 2006 in response to the Kentucky's college readiness standards, which are a distillation of the American Diploma Project benchmarks in English and mathematics. Dr. Bazell noted that Kentucky was one of the pilot states that participated in formulating the ADP benchmarks, and KDE staff as well as faculty were involved in their development.

Although Kentucky Adult Education could not change the GED, they could change the adult education curriculum. Just as the KDE began revising its core content standards for assessment and programs of study, KYAE began revising its curriculum, guided by the placement policy's standards for what every incoming college student needs to know.

Mr. Miller asked why the remediation rates had not been reduced, given this alignment of standards. Kentucky Core Content Test data show a similar number of students who are not yet reaching proficiency on that measure. Dr. Bazell noted that it is not known whether these are, in fact, the same students—whether students reaching proficiency need postsecondary remediation or those not reaching proficiency need postsecondary remediation. If data from the CPE could be linked with data from the KDE and KHEAA (KEES), a report could be made identifying which high school students are entering college underprepared and needing remediation. Dr. Farris said that opportunity and access must be included. Many students in the achievement gap must be considered—have they had equal opportunity to access the same courses?

Dr. Bazell suggested that, for that reason, Senate Bill 130 was a significant piece of civil rights legislation to close the achievement gap because it gives all students, beginning in eighth grade, mandatory free access to assessments that are calibrated to college readiness standards. Kentucky is the only state with an assessment framework aligned from middle school to college placement, and questions about what is effective could be more readily answered if each Kentucky student had a unique identifier, with data for all students going into the unified data system.

Dr. Rogers reported that the EPSB is forming a committee to examine preparation for elementary teachers in mathematics. Most of the mathematics courses taken by Kentucky's elementary teachers are in mathematics education and are more related to methods than to content. The committee's recommendations will be presented in spring 2008.

***Work of the Dual
Credit Task Force***

In August 2007, the Interagency Dual Credit Task Force delivered a final report and recommendations to the KBE. In June 2007, the P-16 Council reviewed the preliminary report. Its recommendations involve issues under the authority of at least three boards—the KBE, the CPE, and the EPSB—so disposition of the recommendations cannot be accomplished through a single organizational structure. The eight recommendations as presented in the agenda book were reviewed.

Ms. Thompson asked members to address the two questions posed at the conclusion of the agenda item:

- Does the P-16 Council wish to undertake responsibility for coordinating disposition of the task force recommendations?
- If so, does the task force need to be engaged in further work or should a reconstituted task force be given further assignments?

Motion by Mark Wattier:

That responsibilities of implementing the recommendations of the Dual Credit Task Force be directed to the responsible partner agencies of the P-16 Council and that appropriate legislation be proposed as needed.

Motion seconded by Phyllis Maclin.

Motion passed without discussion.

P-16 Data Initiatives

An update was provided on the CPE and KDE data initiatives that will interface and ideally form a P-20 data system or warehouse. Information was provided by: Al Lind, CPE vice president for information and technology; Mark Wiljanen, senior associate in

the same division; Bob Hackworth, KDE secondary and virtual learning and the Kentucky Instructional Data System (KIDS); and Terry Hibpshman of the EPSB.

Mr. Hackworth reported on the KIDS project, a federally funded grant to enable a state to assemble data in such a way as to view student performance and progress over time, rather than just a snapshot in time, as is currently the case. It is the second year of the grant. The data warehouse is up and running. The focus is to make the data useful to educators. The project has moved from development to testing to production, but it is not yet ready for use. Data are still being clarified, and several sources need to be incorporated. To date, KIDS is getting data from only 12 different sources. Beginning January 2008 and continuing throughout the year, data will be pulled from the Student Information System (SIS). Training for phase one (functionality) will conclude in January 2008. Later phases in 2008 will include more in-depth student data, financial, teacher certification, and postsecondary data. Appearance enhancement will occur in later phases.

Microsoft Sharepoint, which is a portal product, is a part of the package that allows collaboration and shared documents over the internet or over internal networks. This is part of the larger plan following the KIDS initiative so teachers can collaborate with one another across the state and within districts and KDE personnel can reach more people using fewer resources.

Marketing and training will be provided to every teacher—for both the KIDS tool and for using and reporting data. The quality of the data that are provided from the district level and up to the state level is crucial. The goal is that students and parents have access to KIDS. A lot of work still needs to be done in identity management.

Dr. Lind said that in the previous biennium \$50 million was allocated from the legislature specifically to put updated work stations in K-12 classrooms through the Office of Education Technology. Information regarding significant computer upgrades can be found on the KDE Website.

Dr. Wiljanen said that at the postsecondary level there is a fairly detailed database on each student participating in postsecondary education. The data have been housed in a somewhat antiquated database structure that is not especially user-friendly. The staff has been involved in a program to establish the Kentucky Postsecondary Education Data System (KPEDS). One of the central goals is to restructure this database in a more modern

database warehouse and to put in place user-friendly interface that allows everyone (including the public) to query this database and extract the needed or requested data.

Dr. Wiljanen said that the project is on schedule. The hardware, servers, and software have been installed. A data dictionary is in the final stages of development. All of the data will be in this new database by fall 2008. Postsecondary institutions have been asked to start submitting data into the new KPEDS database as of fall 2008. The user interface for the postsecondary institutions will be set up by fall 2008.

Dr. Lind said these are two major developments that are on schedule and very successful. What Kentucky does not have scheduled or funded, however, is linking the two together. A joint budget request was made two years ago to create a P-20 data warehouse.

Dr. Wattier said that a motion was passed at the September 2007 State P-16 Council meeting that asked for a report at the December P-16 Council meeting.

With the transition of new people in various positions, the meeting to discuss the P-20 data warehouse did not occur.

Motion by Dr. Wattier.

That the state P-16 Council request the Secretary of Education convene the appropriate agency heads to develop a plan, including funding, for creating a P-20 data warehouse/repository in Kentucky and a strategy for promoting support for the plan in the 2008-10 biennium. The Secretary of Education shall prepare a report and report back to the State P-16 Council at its March 2008 meeting.

Motion seconded by Judith Gibbons.

Motion passed without discussion.

CPE and KDE staff will continue to work together to align both systems and to assure that needs of both agencies are taken into account as both systems are developed.

Conceptually, both systems will be ready to merge if the funding to do so is provided.

Dr. Lind pointed to a handout from the National Data Quality Campaign, which is a good summary of all the reasons why P-20

data systems are needed. Kentucky is on the leading edge of many P-16 initiatives.

Dr. Lind said that in the federal FERPA regulations there is enough ambiguity that different lawyers interpret ability to share data at the state level differently. Kentucky policymakers should review the regulations and, if legislation is needed to clarify the regulations at this level, it should be enacted at the upcoming session.

Forum on Adult Learners

Melissa Bell, CPE senior associate for academic affairs, reported on the Adult Learner Initiative. Kentucky needs to double the number of bachelor's degree holders in the state by 2020 in order to meet the educational attainment goals of HB 1. The focus must go beyond the traditional college-age students because there are not enough students in the pipeline to meet the goals. Adult learners include those who started college but did not complete a bachelor's degree, adults with an associate degree who want to complete a bachelor's degree, high school graduates with no postsecondary experience, and GED completers with no postsecondary experience.

This adult learner initiative will be funded in part by a \$500,000 grant from the Lumina Foundation for Education.

This multi-year initiative will begin with a statewide summit to be held February 4-5, 2008. The conference will feature national speakers with expertise in best practices in adult learning. Afterwards, policy subcommittees will examine different policy issues. The ultimate goal is to create a comprehensive policy framework to guide postsecondary education in Kentucky, which will include both recommendations to institutions and a legislative package for the next General Assembly.

The Adult Learner Initiative is in conjunction with the marketing effort for Project Graduate, which is targeting Kentuckians with 90 or more credit hours to get them back to school.

Dr. Bell said that developmental education for adult learners will be a major issue for this initiative. Ninety-one percent of the adult learners coming from the adult education services require developmental education. It was suggested that university or KCTCS faculty volunteer to mentor and teach developmental courses to adult learners—not for credit, but to prepare the adult learner for college level learning.

Other Business

Motion by Chair Ferguson

That at the March 12, 2008, P-16 Council meeting the local P-16 councils share their best practices and indicate how they are working with business groups in their communities.

Dr. Wattier seconded the motion.

The motion passed without discussion.

Dr. Wattier suggested that a review of the Kentucky Chamber report be brought to the P-16 Council.

Chair Ferguson asked members to suggest issues or events for discussion at future P-16 Council meetings.

Motion by Chair Ferguson

That the State P-16 Council endorse the funding of local P-16 councils in the next state budget.

Motion seconded by Mark Wattier.

Motion passed without discussion.

Phil Rogers thanked Terry Hibpshman for his service to the Commonwealth. Terry has worked with KDE and EPSB for 30 years.

Since KBE meets June 11-12, the June P-16 Council will meet June 10, 2008.

The next State P-16 Council meeting is March 12, 2008.

Adjournment

The meeting adjourned at 2 p.m.

Dianne M. Bazell, Assistant Vice President
Academic Affairs
Council on Postsecondary Education

Jerry Ann Warmouth, Executive Secretary
Academic Affairs
Council on Postsecondary Education