

Roll Call

The P-16 Council convened September 9, 2003, in the Falcon Room of Mastersons' Restaurant, Louisville, Kentucky. Dr. Henson called the meeting to order at 8:45 A.M., thanking the University of Louisville for graciously hosting the Council meeting in order to accommodate those who would attend Dr. James Ramsey's inauguration as president of the University of Louisville.

The following members were present: *Peggy Bertelsman, Barton Darrell, Dr. Richard Freed, Dr. Gail Henson, Dr. Thomas D. Layzell, Hilma Prather, Paul Whalen. (Kathy Bothun represented Willie Lile; Marilyn Troupe represented Susan Leib).*

The Council on Postsecondary Education and the Kentucky Department of Education staff present were: *Linda France, Dr. Dianne Bazell, and Dr. Jim Applegate.*

Approval of Minutes

The June 10, 2003, minutes were approved by acclamation.

***NASH Conference
and Work Priorities***

Dr. Henson opened the discussion of using data to document and improve patterns of student achievement and research that would lead the Council and member agencies to action in upcoming meetings. Dr. Bazell reported on the annual meeting of K-16 State Leaders that was held last July in Chicago and sponsored by the National Association of System Heads.

At this conference a team representing stakeholders from across the Commonwealth presented some of Kentucky's initiatives and learned of other successful initiatives undertaken in other states across the country. They identified policy issues and possible activities key to raising the level of student achievement in Kentucky. Some of these include implementing the state plan for the American Diploma Project, reducing education achievement and opportunity gaps, increasing transfer and dual credit opportunities, developing school leadership, advocating for education funding, promoting P-16 collaboration across the state, modifying the high school feedback report, and developing competency standards. The Council staff and the state team asked the Council to review these issues in light of data presentations and the Council's vision and mission statements and to establish priorities for the Council staff during the December P-16 Council meeting.

Dr. Applegate added that all the issues are important and urgent, but perhaps the most urgent is the Council's advocacy in the upcoming legislative session for education funding and advocacy for P-16 across the state. He asked the

Council to prioritize the aforementioned issues and determine how they should fit into the overall vision statement.

Ms. Bertelsman wondered how the Council staff could add any more to their agenda and asked the staff how the NASH priorities fit into the P-16 vision and action agenda. Dr. Applegate suggested that focusing on achievement gaps in poor and minority students and developing strategies for improving teacher quality and equity could be objectives that support the goal of effectively teaching and retaining students.

Dr. Freed asked how the Council planned to use the data, noting that the information is not new. Dr. Henson directed the Council to think about the issues and to prepare for a focused discussion in December about how well they are integrated with the vision and action agenda.

***Adult Education
Reorganization***

Dr. Layzell reported that transfer of adult education to the Council on Postsecondary Education, as approved by vote of the Council at its July meeting, is one of the more important things Kentucky has done. Having proven remarkably successful since the passage of Senate Bill 1 in 2001, adult education will become more fully integrated into Kentucky's postsecondary education efforts. Dr. Henson noted that Dr. Cheryl King, vice president for adult education and literacy, and her staff will be using the ADP benchmarks to upgrade adult education curriculum so Kentucky's adult learners will be better prepared to meet postsecondary education requirements.

***Using Data to
Address the
Achievement Gap:
The Education Trust***

Dr. Henson called on Kati Haycock, Director of The Education Trust, to present research findings on how to increase opportunities for all students. Ms. Haycock noted that Kentucky stands out in the nation for the amount of progress made in the educational achievement of its students, but that achievement gaps continue to widen between middle-class/affluent children and the poor, as well as between white students and minority groups, specifically blacks and Hispanics. She reviewed the contours of this achievement gap nationally, provided some data on Kentucky's performance on national assessments, such as the National Assessment of Educational Progress (NAEP), and then recounted some examples of what successful schools and districts are doing to close achievement gaps.

She began by noting that the years between 1970 and 1988 showed great improvement by African American and Hispanic students, but that from the late 1980's through the late 1990's, the gap between white and non-white students widened. The achievement gap shows demographic differentiation beginning with the demonstration of reading at grade level by fourth grade, and the disparity continues to show between those who have mastered the fundamentals of mathematics by grade eight and those who have not. By the end of high school, in the two skill areas that are fundamental to accessing all

other kinds of learning, Latino and African American students (as well as students from low-income families) nationally have skills that are indistinguishable in both mathematics and reading from those of other youngsters at the end of middle school

Ms. Haycock observed that the trend continues into college. Although more students in every demographic category are going to college, the retention gap is significant. Reviewing NCAA Division 1 graduation rates, college going among white students over the last 20 years is up by 19 percentage points; college completion is up by only 10 points. College going among African Americans, however, is up 21 percentage points over the past 20 years, but college completion is up only 7 percentage points. For Hispanics there is no significant change in either college going or completion. Many of these students do not make it into their sophomore year of college. In fact, many who were never prepared for college in the first place enrolled in remedial courses when they entered college and dropped out before ever making it into college-level, credit-bearing work. The gaps persist with respect to graduation rates. Nearly two-thirds of white and Asian college freshmen obtain a bachelor's degree within six years, but substantially fewer African American, Latino, or Native American college freshmen earn a bachelor's degree within that time. Even after eight to ten years, the gap persists. When Dr. Freed inquired whether this NCAA data referred only to athletes, Ms. Haycock noted that it referred to all students from (in this case) NCAA Division I institutions. Data from other NCAA divisions is available, but the NCAA is the only source for obtaining retention and graduation data reported by all institutions because other institutions are not required to publish this data. She expressed hope that in the future more information from non-NCAA institutions will be publicly available for analysis.

Turning to Kentucky data, she showed that Kentucky fourth-graders as a whole actually are performing slightly better than the national average on the NAEP reading test, with more students scoring in the proficient category and fewer scoring below basic. But when analyzed by race, Kentucky data reflects more closely the national picture, with about twice as many African American fourth-graders scoring below basic as white children. The pattern holds for eighth-grade mathematics. Viewing the data for trends over time, in reading, mathematics, and science, she observed that young African American Kentuckians are not gaining as much from Kentucky's reform efforts as non-African American students. With respect to higher education, taking the case of the University of Kentucky (the state flagship), African American freshmen graduate in six years at a 38 percent rate, compared with 58 percent of white freshmen. Ms. Haycock hoped for better results for both groups in the future.

She noted that state and national policy makers have passed legislation with a focus on lessening or eliminating these achievement gaps and that this action

demonstrates an understanding, at least on the part of some, that these gaps are not inevitable and that schools and institutions can indeed make a bigger difference for students than they currently do. Unfortunately, she added, many educators do not share that view, but instead promulgate the idea that the gaps are inevitable, offering up the following excuses for the gaps: the kids are poor; their parents don't care; they come to school without breakfast; they don't have enough books in their homes; they don't have both parents in their homes, et cetera. However, data show that very poor and minority kids are performing at very high levels in some places. For example, Mount Royal Elementary School in Baltimore, Maryland, with a 99 percent African American student population and a 73 percent poverty rate, is not only performing in the top 10 percent in the state of Maryland on that state's elementary reading assessment, but it also is the number one performing elementary school in the entire state of Maryland on that state's mathematics assessment. In fact, these children are performing better than the most affluent elementary school in the most affluent suburb of Montgomery County, Maryland.

Ms. Haycock observed that some acknowledge the success of individual schools but are still convinced that these are exceptions, that performance inevitably follows a regression line of poverty, and that knowing the poverty level of a school allows one to predict accurately its performance level. When she removed the regression line from a scatter plot diagram measuring poverty and performance levels in Kentucky, however, she showed both that high poverty schools exhibit the full range of performance levels and that high performing schools span the gamut of income levels, from 0 to 100 percent poverty.

She noted that not only individual schools are countering the link between poverty and performance, but that entire school districts are showing themselves as "exceptional." The Aldine district in Houston reduced its achievement gaps between groups from 30 percentage points in passing the state assessment in 1994 to less than 5 percentage points this year. Even entire states are showing far greater gains in reducing their achievement gaps than the national average would predict. African American fourth-graders improved more than twice as much in NAEP reading scores in North Carolina and Texas than did African Americans in the nation as a whole. African American eighth-graders in North Carolina and Illinois showed more than twice as much growth as did African American eighth-graders in the country as a whole. So looking only at the national average does not reveal the full picture. In fact, the difference between states where African American students perform highest (such as Connecticut and Virginia) and the states in which they perform lowest (such as California, Florida, and Arkansas) is wider than the black/white gap in any state. In other words, the black/black achievement gap between the states is wider—more than two grade levels in some cases—than the black/white gap within any single state. The gap is

significant enough that poor students and minority students in some states are outperforming non-poor, non-minority kids in other states. Examining NAEP scores state-by-state, African American eighth-graders in Texas write as well or better than white children in seven other states. In Virginia, Latino fourth-graders are reading better than their white counterparts in 17 other states. Ms. Haycock observed that if Arkansas transported African American students from Texas into Arkansas to take the NAEP tests, there would still be an achievement gap, but it would be one in which black students outperformed all others.

Thus, Ms. Haycock affirmed, the “achievement is not forever inscribed on the DNA of certain groups of students.” What schools, districts, and states do has a profound and measurable effect on the lives of students, and the results are surprising to many, but not to students themselves. She said that students are aware of how little they are challenged. Acknowledging that sometimes they do not try as much as they should, and family and neighborhood difficulties are real and challenging, students still are aware that teachers often do not know the subjects they’re assigned to teach. When interviewed, students describe counselors who underestimate their potential and assign them to low-level courses. Most of all they describe a curriculum and set of expectations they perceive to be so low-level that it often bores them out school. Some schools, however, including some here in Kentucky, are tackling achievement gaps head on and getting results. While some educators believe that the few students with special academic challenges should be put into special programs, successful schools do not meet those challenges with special programs. Instead, they are systematic about grade-appropriate goals, assessments, and timely assistance to students who need extra help. Successful schools also are systematic about implementing a curriculum that is challenging and appropriate for college readiness. They begin with state standards, but they develop more detailed standards about what teachers should teach and when they should teach it, and their strongest teachers develop model lessons and assignments to make sure there is consistency across the district. As Kentucky considers ways to make education more systematic, Ms. Haycock advised that we establish clear and high goals for teachers and students and that we consistently support and place students in a curriculum that is aligned with these goals. We know from data that the single biggest predictor of college success is the quality and intensity of the high school curriculum. Students not only learn more, but they fail less often in a rigorous curriculum, and they are better prepared for college and the workplace. So she advocated that the college-preparatory curriculum be the default curriculum for all students, allowing exceptions only when students, their parents, and the schools agree that something else is better in particular cases.

Ms. Haycock concluded by saying that the issue of quality teachers remains the most significant factor in the achievement/opportunity gap challenge.

Data demonstrate that students who have a strong teacher for three years in a row show significant increases in learning growth. She advised that we focus attention on faculty development that supports curriculum development, lesson planning, teaching strategies, and classroom coaching. Beyond that, we must provide incentives for strong teachers to work in minority and poor areas, and we must work to change the mindset of too many educators that Kentucky is inevitably academically challenged because Kentucky is economically challenged and has large groups of minorities in its schools. It is vitally important how we communicate regarding the achievement gaps, the reasons for them, and the priorities for addressing them.

K-16 Data Flow Project

Dr. Henson thanked Ms. Haycock for the presentation and welcomed Dr. Christina Whitfield to report on the K-16 Data Flow Project.

The K-16 Data Flow Project was organized and sponsored by NASH and The Education Trust and involved staff from the Council, the Kentucky Department of Education, and the school districts of Elliott, Morgan, and Pike Counties. The staffs also used data from the Education Professional Standards Board and worked closely with Morehead State University.

Kentucky was one of six states selected for this project, with Arkansas, Georgia, Louisiana, Tennessee, and Texas also participating. The project analyses ultimately narrowed to three broad questions:

- What is the impact of remediation on student success?
- What is the impact of high school preparation on postsecondary readiness and success?
- What do we need to know about regional flow and teacher preparation programs?

Impact of Remediation on Student Success

Of the 5000 students graduating from Kentucky high schools in spring 2000 who entered two-year colleges, the majority of them (67 percent of the white students and 86 percent of the black students) enrolled in at least one remedial course. About 32 percent enrolled in remedial math only, and about 27 percent enrolled in more than one remedial subject. In four-year institutions, there is a smaller proportion (26 percent of the white and just under 50 percent of the black students). About 16 percent of students enrolled in remedial math alone. At both the two-year and four-year institutions the study showed that students who did not enroll in remedial courses earned higher grades in every entry level course, they had higher cumulative GPAs at the end of the first year, they earned more credit hours, and they were more likely to return for the sophomore year. Sixty percent of students who took more than one remedial course at two-year institutions returned for their sophomore year, compared with 75 percent of those who took no remedial course. At the four-year institutions, 68 percent of those with more than one remedial course returned, compared with 84 percent with no remedial course.

Regarding the impact of remediation on completion rates, the study examined students graduating from Kentucky high schools in 1995. In this group, 60 percent who did not take a remedial course graduated from Kentucky universities within six years, compared with just 17 percent of those enrolled in more than one remedial subject. The same pattern exists at the two-year institutions for obtaining an associate degree within three years.

What is clear from the study is that enrolling in remedial courses is a negative indicator for entering students. In fact, they are less likely to remain enrolled, to succeed, and to graduate if they enroll in remedial courses. So, the related question is, “What sort of high school curriculum is likely to lead to enrollment in remedial courses?”

Impact of High School Preparation on College Readiness and Success

The KDE is working on the MAX data system, which will have the capacity to house a statewide database of high school transcripts, but as of now this capacity does not exist. So the study used ACT data, some of which is self-reported by students who indicate which high school courses they have taken or intend to take. The study included 11,000 students from the 2000 class, and from that data it was concluded that students who completed the ACT core (ACT recommended pre-college curriculum) were 30 percent less likely to enroll in remedial courses in college. Dr. Whitfield also reported that regardless of their high school curriculum black students enrolled in remedial courses at higher rates than white students. However, those who completed the ACT core showed greater relative gain than white students. The study showed that of students who completed the core, fewer than 20 percent enrolled in one or more remedial courses, as compared with 27 percent of those who did not complete the ACT core. The study found that white students who took the ACT core were about 18 percent less likely to enroll in remedial math than those who did not, and black students were about 22 percent less likely to enroll in remedial math. And turning to the most at-risk college-goers, that is, those who took more than one remedial subject, students who had completed the core were half as likely to enroll in more than one subject as those who did not. The study expanded the analysis to include students who took courses beyond the ACT core, such as calculus. Of these students, only 5 percent enrolled in remedial math.

Regional Flow and Teacher Preparation Programs

Ed Trust and NASH began this project with a premise regarding regional relationships in urban areas wherein high school districts send the majority of their students to particular colleges, and teachers prepared at those colleges return to these same districts. Kentucky requested permission to study this relationship in a rural setting. Three Kentucky counties (Elliott, Morgan, and Pike) volunteered to participate, and a regional flow pattern in this context was confirmed. The majority of students from those districts were enrolling in a limited number of postsecondary institutions, and the majority was

attending Morehead State University. In Elliott County, for instance, 24 percent of their graduating class from 2000 went to MoSU. The pattern was even clearer when focusing on the institutions preparing teachers: Over 80 percent of the teachers in Elliott and Morgan counties received their baccalaureate degrees from MoSU. About 25 percent of the teachers in Pike County obtained their baccalaureates from MoSU, and at the graduate level, 80 percent of the teachers in Pike County earned their master's degrees from MoSU. Since this study, the superintendents from these three districts and staff from MoSU have begun to talk about what to do with this regional flow study. Their intent is to identify and create or expand the kind of partnerships that will help to ensure that students who leave these high schools are prepared when they enroll at MoSU and that the teachers who leave MoSU are sufficiently prepared to meet the challenges they will find when they begin teaching in those districts.

Dr. Henson asked Dr. Whitfield and Ms. Haycock for a couple summary points to take to the Southern Regional Education Board meeting on how prepared Kentucky students are for postsecondary education. Dr. Whitfield responded that all students should be enrolled in a pre-college curriculum and that there should be a method of ensuring that curricula across the state are consistently defined and are rigorous.

Dr. Freed noted that this is a good time to start gathering data on Hispanics because that population is small now but growing tremendously. He also suggested that it is not surprising that developmental students do not do as well as those who take a rigorous curriculum. The real issues are the causes for remediation and what to do about them. Ms. Haycock responded that in Kentucky, as well as across the nation, reducing remediation is a feasible goal. A consistent and rigorous curriculum would dramatically reduce the need for remediation.

Ms. Prather noted that two policy issues sharpened the focus on reducing achievement gaps in Kentucky: the statutory requirement of Senate Bill 168 and the No Child Left Behind Act, both of which mandate that we examine and disaggregate appropriate data and reduce the gaps among sub-populations of students. She suggested that there should be a formal effort on the part of universities to reduce the achievement gap among minorities. Referring to Dr. Freed's remarks, Ms. Prather responded that while it is true that students enrolled in developmental or remedial classes are less likely to be retained as sophomores and to proceed to graduation, we have learned that there is a wealth of things that colleges can do to increase the chances of success for these students, including mentoring programs.

Dr. Troupe addressed the fact that educators and their administrative counterparts have studied the achievement gap data, college curricula, and consistency of course content for a while. She asked Ms. Haycock to address

the issue of why the data still show an achievement gap between black, white, Asian, and Hispanic students who are in the same grades with the same teachers, the same content, and the same advantages. Why, she asked, do black students end up behind their white counterparts coming through the same school district and the same school system? She suggested that the curriculum offered minority students be addressed. Ms. Haycock replied that rarely are all things equal. Minority students are often taught separately from other students because of a false idea that they are less able to learn. Minority students are often more dependent on the quality of the teacher. Successful schools do not segregate minority and poor students from others, and they consistently monitor each student's progress, responding immediately to specific needs.

Bart Darrell asked what incentives were offered to Kentucky teachers to induce them to teach in impoverished or minority areas. Ms. Haycock mentioned Chattanooga as one area where the superintendent involved local and city government and civic associations to provide monetary and personal incentives for successful teachers to relocate from schools in the suburbs to schools downtown. They have experienced tremendous success not only in rebalancing the workforce of their schools but also in raising the effectiveness of each teacher.

ACT

Dr. Henson recognized and thanked Representative Joe Barrows for being present at this P-16 meeting and invited Linda France to introduce the guests from ACT, Joe Dell Brasell, senior consultant with ACT, and Jim White, acting director of the regional ACT systems. Ms. France noted that more Kentucky students are taking the ACT and that at the same time Kentucky's average ACT score has risen. She suggested that Kentucky's increased participation in the ACT, along with increased enrollment in rigorous coursework, be taken into account in relation to student accountability and student interest.

Ms. Brasell reported that nationally about 75 percent of high school graduates enroll in college, but that nearly 50 percent of them are placed in remedial classes. Kentucky's scores have shown improvement over the past five years and actually rose two-tenths of a point this past year, a significant increase that cannot be explained simply by rounding off figures. The percentage of Kentucky's students taking the ACT core courses had risen from about 30 percent about 14 years ago to more than 59 percent this year. Looking more closely at specific subject areas, 90 percent of Kentucky's students taking the ACT report taking three or more years of core mathematics courses, that is, algebra I, algebra II, and geometry. Ms. Brasell noted that students who take four full years of high school mathematics do better in college than those who do not, and she added that the ACT supports Kentucky's efforts to encourage four years of mathematics in high school.

Ms. Brasell observed that a simple increase in scores does not mean that all are prepared for college-level work, however. ACT prediction research indicates that, nationwide, a student would need a score of 18 on the English test to earn a D or better in freshman English. In Kentucky, 63 percent of students taking the ACT were “prepared” by that standard. A score of 22 typically correlates with a D or better in college algebra, but only 31 percent of Kentucky students are performing at that level. And Kentucky’s remedial placement rate in mathematics is much higher than its remedial placement rate in English. In science, a score of 24 indicates readiness for a college biology class, but only about 21 percent of Kentucky’s students are “ready” by that standard.

Yet, students indicate that they want careers in fields that are math and science intensive. The highest career area of interest reported by Kentucky students is in the area of health sciences, including medicine, nursing, and dentistry. So students need academic and career advice—not to discourage them from these fields, but to inform them of how to prepare to enter them. The ACT offers the Educational Planning and Assessment System (EPAS) program that is based on grade-appropriate assessments—Explore in eighth grade and PLAN in tenth grade—to let students and their teachers know whether students are on track for being ready to take the ACT. With these assessments, the ACT offers an instructional component, “Standards for Transition,” so that teachers will know exactly what kinds of skills the ACT scores indicate. The “Pathways” component of the standards gives teachers ideas of how to guide their students to the next score range. A set of posters with the transition and pathways indicators is sent to each school. Dr. Troupe inquired about the instructional support workshops for teachers, Ms. Brasell said that she works with consortia and regional groups and holds workshops every year in Kentucky, adding that she is working with Kentucky’s state GEAR UP program to explain the EPAS program.

Dr. Applegate reiterated the fact that postsecondary education has to make sure we have quality teachers in every classroom, one goal of the October Teacher Quality Summit. He emphasized the urgent need to lessen or eliminate the achievement gap for minority and poor students in Kentucky, remarking that the P-16 approach may very well be the best way to accomplish that goal.

Governor’s Literacy Summit

Dr. Bazell reported on this year’s Governor’s Literacy Summit and the fact that under the direction of Marlene Helm, P-16 councils provided the summit organizational foundation. She noted the growing and nationally recognized infrastructure of Kentucky’s local P-16 councils.

This year’s summit was titled “Literacy by the Numbers” and featured Ron Crouch, director of the Kentucky State Data Center. He presented an array of census, student performance, college enrollment, and other data organized to

highlight the educational attainment and workforce development needs of Kentucky's local P-16 councils. Over 270 community leaders, educators, and literacy advocates participated in this day-long working session to take a regionally focused look at literacy attainment and its implications for Kentucky. The data confirmed again the disjunction between what our students are planning to do with their lives and how they are being prepared to do it. Dr. Henson attended the Literacy Summit and confirmed its success. She noted that Council member Hilma Prather had facilitated one of the local council group discussions.

ADP Benchmarks

Dr. Henson introduced Sheila Byrd, director of the American Diploma Project, to present the near-final version of the benchmarks. The ADP is a research-based project involving Kentucky, Indiana, Massachusetts, Nevada, and Texas, to articulate the knowledge and skills required to succeed in credit-bearing college coursework and the high-skills workplace. After synthesizing the expectations in mathematics and English language arts that postsecondary faculty expect entering students to meet, the ADP researchers compared these expectations with those of employers in sectors that demand skilled employees and pay them well. Finding near agreement between the two groups, the ADP staff synthesized these expectations into a set of competency benchmarks in mathematics and English language arts and circulated them among national panels of content experts in academia and the workplace. The benchmarks are organized in strands and include competencies pertaining to language, communication, writing, research, logic, informational and technical text, literature, and media (within the competencies pertaining to English language arts) and number sense and numerical operations, algebra knowledge and skills, geometry knowledge and skills, and data statistics, interpretation, and probability (within the competencies pertaining to mathematics). The benchmarks are accompanied by sample tasks illustrating various applications of these benchmark competencies that high school graduates typically will encounter either as college students or employees. The ADP report will include labor market and earnings data, along with the requisite skills associated with various professions.

The ADP goal is to make the benchmarks accessible on the Web, with hyperlinks between the benchmarks and work samples. The ADP staff also is comparing these benchmarks with National Assessment of Educational Progress (NAEP) 12th grade benchmarks, ACT Standards for Transition, the SAT, and the “Standards for Success” project developed by the American Association of Universities and The Pew Charitable Trusts.

After incorporating feedback from the member states and content experts from groups such as the National Association of Manufacturers and other “critical friends,” the benchmarks will be finalized and presented to a national audience at the November Education Trust meeting in Washington, D.C.

***Report: Local
P-16 Councils***

Dr. Henson invited Gary Wiseman and David Howarth to report on the status of local P-16 council development. Mr. Wiseman mentioned that Kentucky has gained national attention regarding the formation of local councils. He and Dianne Bazell were invited to New Jersey in October to present what Kentucky has learned about the development of local councils and to advise state organizers in New Jersey as they begin this process. Kentucky's priority remains the creation of a Web site where local councils across the state can share projects, reports, and questions.

David Howarth reported on the Greater Louisville Workforce Education (WE) Initiative and its efforts to expand into nearby counties. He welcomed the P-16 Council on behalf of the chair of the WE Initiative, Joan Riehm, deputy mayor of the newly consolidated Louisville/Jefferson County metropolitan government. The Greater Louisville WE Initiative has gained recognition with government and business in the forefront. It is targeting the more than 50,000 people in the region between the ages of 25 and 34 who have some college, but no degree, and is actively working to interest them in some form of postsecondary education.

Dr. Applegate thanked the P-16 Council for its wisdom in developing local councils across the state and the Council on Postsecondary Education for its support, acknowledging it as one of the state's most important initiatives. He congratulated Dr. Bazell and others on the staff for success in making this happen.

Next Meeting

The next meeting was scheduled December 9, 2003, at the Council on Postsecondary Education office suite in Frankfort.

The meeting was adjourned at 11:15 A.M.

Dianne M. Bazell
Assistant Vice President, Academic Affairs
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Peggy Brandenburg
Executive Secretary I, Academic Affairs
Council on Postsecondary Education