

**Securing Kentucky's Future:
A Plan for Improving College
Readiness and Success**

DRAFT

**Kentucky Developmental Education Task Force
January 18, 2007**

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College Readiness and Success

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Securing Kentucky's Future: A Plan for Improving College Readiness and Success

Statement of Transmittal from the Kentucky Developmental Education Task Force

Kentucky educators, policy makers, and community leaders have been working to improve the quality of life for all Kentuckians by helping more students prepare for college and succeed once they enroll. This report is our contribution to that work. We offer our analysis of the current issues and prioritized recommendations as a foundation for continued progress to the Council on Postsecondary Education's Quality and Accountability Policy Group.

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EXECUTIVE SUMMARY

Kentucky shares the national challenge to (a) reduce the number of traditional and non-traditional students coming to postsecondary education underprepared and (b) improve the success rates of underprepared students admitted to Kentucky institutions. For Kentucky there is bad news and there is more bad news. More than half of the first-time freshmen entering Kentucky's colleges are underprepared in at least one subject. Even worse, for those underprepared students, the first-year college drop-out rate is twice the rate of academically prepared freshmen.

Kentucky has set aggressive goals to double the numbers of college-educated citizens by 2020. It cannot achieve that goal if it does not address both of the challenges defined by this task force. And if we do not double the numbers we will remain below the national averages for educational attainment. As a result, our per capita income will remain below the national average. The tax revenues needed to address public problems, including education, will stagnate. Our health care and criminal justice costs will remain staggeringly high. Individually, the students we fail to educate will be less healthy, live shorter lives, be three times more likely to be unemployed, and live on the economic margins of a 21st century information economy.

Kentucky must reduce the number of underprepared students coming to college and increase the effectiveness of its programs to help students who do enroll underprepared if we are to secure Kentucky's future and the future of these students. We cannot double the numbers of college graduates and achieve the benefits of accomplishing that goal if we continue on our current trajectory. The consequences of failure are dramatic and call for dramatic actions.

Kentucky's 18-member Developmental Education Task Force worked with state and national experts and reviewed current practices and research on best practices. From that work the task force developed six core recommendations that define the dramatic actions the state and its education community must take to secure its future. They address both the challenge of reducing the number of underprepared students and increasing the success of colleges with the underprepared students they admit.

(1) Update College Admissions Regulations

The state's policy on college admissions, 13 KAR 2:020, should be revised to (a) clearly and consistently define standards for college readiness as reflected in current research and (b) require implementation of best practices in college's developmental student support (e.g. common statewide placement exams, developmental interventions in the first semester, a variety of developmental interventions tied to differing student needs). Regulation revisions will also refine required data for improved reporting and assessment of program effectiveness.

(2) Create an Integrated Accountability System Tied to Performance Funding

The first part of the accountability system should link colleges, adult education providers, and area K-12 districts. In a radical departure from current budgeting practices, these partners should be held jointly accountable for working together to reduce the number of underprepared students entering college. The second part of the accountability system should focus on colleges' success, over time, in achieving success rates with enrolled underprepared students that are comparable to that of prepared students. Some estimates suggest Kentucky spends \$25 million each year on developmental education. That investment must pay greater dividends for students and the state. These systems should particularly address improved outcomes for nontraditional, low income, and minority students.

(3) Fund Infrastructure Improvement

While colleges must do more with current developmental education funds, the task force recognizes that fully implementing the best practices called for will require additional support. Implementing these best practices is the only way the performance goals outlined in recommendation two can be achieved. The Council on Postsecondary Education currently is studying new funding models for the 2008-2010 postsecondary education budget. This provides an opportunity to incorporate funding methods and programs that require and strategically support these improvements in developmental education programs. Funding should include direct support for infrastructure improvements and heavily weighted institutional allocations for underprepared students.

(4) Align College Readiness Standards and Tie to Educator Professional Development

Current college developmental educators, adult educators, and K-12 teachers must receive high quality professional development tied to a common understanding of current standards for college readiness and aimed at increasing their ability to produce college ready students. The recommendation calls for a collaborative effort to define those standards across the sectors and marshal the professional development resources available in mathematics, English, and reading (the three major areas of remediation) to create the focused, high quality professional development needed to allow educators to prepare all students for college-level content.

(5) Better Link Educator Preparation to College Readiness

K-12 educator preparation programs should include components explicitly designed to prepare K-12 teachers and school leaders to effectively use assessments to diagnose and address learner problems in literacy and

mathematics that stand in the way of college readiness. To ensure this preparation is provided, the task force recommends that accreditation of teacher and principal preparation programs require inclusion of programs targeting K-12 educators' ability to link teaching practice to student's college readiness.

(6) Develop Early Student Interventions

Kentucky has made great strides in its efforts to address college readiness issues in its K-12 system. It has raised high school graduation requirements and, most importantly, implemented a college readiness assessment system beginning in middle school (the ACT Educational Planning and Assessment System, EPAS) that requires students to take the ACT in their junior year in high school. Reinforcing the requirements of SB 130, passed in the 2006 session of the General Assembly, the task force recommends extensive collaboration between colleges and middle and high schools to use the EPAS assessments to design effective interventions, beginning in middle school, for students whose scores suggest they are not on track for college. Special attention should be given to senior year interventions for high school juniors whose ACT scores are below college readiness thresholds in mathematics, English, and reading. EPAS has been used in the GEAR Up programs since 2000. Knowledge from EPAS use in this federal program for Kentucky's low-income and minority students should be used in developing new interventions. This must be part of a focused commitment to developing interventions that address the needs of low income, minority students and adult learners who suffer disproportionately from opportunity gaps in their college preparation.

The full report defines the comprehensive policy changes and initiatives, involving state political leadership and education agencies, K-12 educators, adult educators, teacher educators, and postsecondary institutional leaders, which are needed to improve college readiness and student success. It includes a number of subsidiary recommendations that support the core recommendations and deserve the attention of policy makers. Finally, it identifies the responsibilities of various groups in implementing the recommendations and includes a timeline calling for implementation of the majority of recommendations by 2008. The longer we delay action the more students we put at risk and the more Kentucky's future is at risk.

For that reason, the task force also recommends that the Council report to the 2008 General Assembly on the progress of the various organizations assigned responsible for implementing the recommendations of the task force. The task force members realize that, while the CPE has an important role to play, it will require the combined efforts of the K-12 system, adult education, those responsible for teacher preparation and professional development, Kentucky colleges and universities, and Kentucky's

political leadership to fully implement these recommendations. Nevertheless, as the task force was created by the Council, it is the appropriate reporting body.

The task before us is great. Serious problems call for serious measures. The recommendations of this task force cannot gather dust on a shelf. We must all be held accountable for our part in securing Kentucky's future and the futures of thousands of its citizens.

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1. INTRODUCTION

Double the Numbers. The long-term goal of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) is to significantly improve the quality of life and standard of living for all Kentuckians. Achievement of this goal is dependent on increasing the educational attainment level of the Commonwealth to at least the national average by 2020, from 19 percent in 2000 to a projected 32 percent in 2020. To do this, Kentucky needs to double the number of baccalaureate degree holders over the next 14 years, from roughly 400,000 in 2000 to nearly 800,000 in 2020. With no changes to current degree production levels, Kentucky will fall short approximately 211,000 degree holders in 2020 and thus give up many of the benefits that come with increased educational attainment.

Undoubtedly, we will need more resources to reach this goal but we also must do things differently, more efficiently, and urgently. The Council has developed a five-step plan demonstrating how additional bachelor's degrees of Kentucky students could be produced by aggressive and purposeful interventions. Three of these five important steps depend on improvements in the level of college readiness and success of Kentucky's students. The aggressive goals of the Double the Numbers strategy can only be met through planning and initiatives, like the work of the Developmental Education Task Force.

Importance of Academic Preparation. Academic preparation is powerfully linked to success in college. The conclusion from the U.S. Department of Education's (Adelman, 1999) study of long-term bachelor's degree completion found that academic resources, or the academic intensity and quality of the high school curriculum, is a "a dominant determinant of degree completion". High levels of academic preparation were particularly important for minority student success. Giving prospective students the best preparation before and in the early stages of their postsecondary education is critical to student success. Kentucky also has a significant obligation to the high numbers of adult learners enrolled in GED programs to improve their workplace readiness and gain access to postsecondary education.

Urgency of Kentucky's Academic Preparation Challenge. Kentucky shares with the nation a challenge to (a) reduce the number of traditional and non-traditional students coming to postsecondary education underprepared and (b) improve the success rates of underprepared students admitted to Kentucky institutions. These findings were evident in the Council's October 2006 report, *Developmental Education Update: The Preparation of Students Entering Kentucky's Public Colleges and Universities in 2002 and 2004*. More than half of the first-time freshmen entering Kentucky institutions were underprepared in at least one subject in both years of the study. Furthermore, the first-year drop-out rate of underprepared students was twice the rate of academically

prepared freshmen. This final report of the Developmental Education Task Force is a serious effort to address these challenges.

2. COUNCIL'S RESPONSE

Early Progress. Since the passage of House Bill 1 and the development of the Council's first Public Agenda in 1998, efforts have been made to improve both the college readiness of postsecondary students and success of the students in completing their college education. The first question of Kentucky's Public Agenda for Postsecondary Education, "Are more Kentuckians ready for college?" was an early acknowledgement of the responsibility that colleges and universities play in the educational success of incoming postsecondary students.

Kentucky and the Council have been recognized as a national leader for the Public Agenda that was set and for the progress made in developing the collaborations, both formal and informal, that align standards between preparation, either in high school or adult education, and the admission to postsecondary programs. Statewide implementation of EPAS in 2007 and of a more rigorous high school curriculum in 2008 are fundamental improvements needed to ensure Kentucky's high school graduates are ready for work and college.

Implementation of the College Admissions Guidelines (13 KAR 2:020) in 2000 recognized the importance of proper academic preparation to success in college, requiring a Pre-College Curriculum. It also recognized the importance of effectively supporting students who arrive on campus with potential deficiencies (Section 6, Assessment and Placement of Students). The reports issued to comply with this administrative regulation, (*Developmental Education Update: The Preparation of Students Entering Kentucky's Public Colleges and Universities in 2002 and 2004*, and *The Developmental Education of Kentucky's Entering Public Postsecondary Class of 2004*), provided the first set of comprehensive measures of college readiness in Kentucky and of the college performance of underprepared students. In response to the initial results of these studies a statewide conference was held in March 2006 inviting postsecondary developmental educators and campus leaders to begin to focus on success of underprepared students in postsecondary education.

Task Force Development. The Council's Quality and Accountability Policy Group monitored these events closely and in May 2006 requested that a task force be appointed to review issues related to developmental education and to improve developmental student success in college. This task force was given the following charge:

The Postsecondary Developmental Student Success Task Force is charged with constructing a comprehensive plan for improving the outcomes of

developmental education with accountability measures, goals, and timelines for improvement to be reviewed by the Council for implementation in 2007. To the extent possible, standards for institutional and state level services and outcomes for underprepared students should be identified based on national developmental education research.

3. FINDINGS

Problem Statements. Members initially developed a framework of seven problem statements to organize 36 detailed recommendations (see Appendix B) that emerged from the discussions with experts and state leaders.

Problem Statement 1: Wide variability exists in institutional delivery of developmental education services in postsecondary education, and there are varying degrees of developmental student success.

Evidence: Recent findings from the Council's developmental education report, highlighting developmental education of the 2004 cohort, showed that the proportion of undergraduates underprepared in mathematics who received developmental education services ranged by institution from 64 percent to 96 percent. Also, first-year retention rates of underprepared mathematics students who received developmental services ranged from 59.7 percent to 78.9 percent, and the proportion of students who received a C or higher in their first college-level mathematics course ranged from 52 percent to 83.4 percent.

Problem Statement 2: Collaborations between postsecondary education and P-12 have not yet resulted in a significant reduction in the proportion of underprepared freshmen who were recent high school graduates.

Evidence: Kentucky has been recognized nationally for the high-level collaborations in state P-16 and adult education policy development. However, recent research on incoming freshmen to Kentucky's public institutions showed that 46 percent of recent high school graduates were underprepared for college in 2004, only slightly down from 48 percent in 2002. In 2006, there were two very important advances to improve, in the long term, the preparation of high school graduates for college: (1) a more rigorous curriculum for high school students was approved by the Kentucky Board of Education and (2) the passage of Senate Bill 130 supporting statewide implementation of ACT's college readiness assessment system, EPAS, and requiring administration of the ACT to all high school juniors.

Problem Statement 3: Strengthening Kentucky's teacher educator programs to improve K-12 teacher preparation and professional development can increase the college readiness of the state's high school graduates.

Evidence: Emerging research from Louisiana demonstrates that student achievement is an effective way to measure teacher preparation programs. In five out of eight higher education regions in the state, more than half of the public school teachers were trained by a Kentucky public institution teacher preparation programs. Consequently, improvements in Kentucky's teacher educator programs can have a significant impact on student preparation for college.

Problem Statement 4: A targeted strategic funding and accountability system is needed to support postsecondary institutions in promoting the success of underprepared students.

Evidence: Well-designed developmental education programs require funding to provide enhanced services (e.g., summer programming and supplemental instruction). Although students have received mathematics, English, and reading instruction in high school, the relative cost of developmental education services is a smaller investment compared to the cost of not remediating students and reducing the educational attainment of Kentucky's adults. Institutions must be required to increase degree output at higher rates than at any other time to meet the goals of the Council's "Double the Numbers" plan, and underprepared students will need to receive services to get them on track for success. The recent release of two reports on developmental education services and outcomes, in compliance with the Council's Mandatory Placement Policy, have provided preliminary data on which to build a more sophisticated and appropriate accountability system for strategic investments in developmental education.

Problem Statement 5: Collaboration between adult education and postsecondary education must be directed toward reducing the proportion of underprepared GED graduates.

Evidence: Among the 2004 first-time college cohort, 92 percent of Kentucky's GED graduates entered postsecondary underprepared in one or more subjects. The Council's "Double the Numbers" plan requires more adults to enter college and to earn a baccalaureate degree. Successful college readiness programs for adult education students and professional development for adult educators are essential to effectively increase the state's educational attainment of adults.

Problem Statement 6: Large opportunity gaps exist in the preparation levels of first-time freshmen by race/ethnic group and by nontraditional status.

Evidence: For the first-time college students entering public postsecondary institutions in Kentucky in 2004, 77 percent of the African American students and 90 percent of the students over 25 years of age were underprepared. The benefits of improved educational attainment must reach across all demographic groups.

Problem Statement 7: State-level assessment and placement policies do not consistently reflect current best practices to support student success.

Evidence: The current student assessment and placement regulations were established in 2000 for fall 2001 implementation. Since then extensive work has been done by Kentucky's faculty members and developmental educators to better align student preparation measures with postsecondary placements and to measure underprepared student progress.

Six Core Recommendations. At the January 8, 2007 meeting the group consolidated the larger set of 36 recommendations into a single list of core recommendations that reach across the problem statements and provide a central focus for improving college readiness and the success of underprepared students.

(1) Update College Admissions Regulations

The state's policy on college admissions, 13 KAR 2:020, should be revised to (a) clearly and consistently define standards for college readiness as reflected in current research and (b) require implementation of best practices in college's developmental student support (e.g. common statewide placement exams, developmental interventions in the first semester, a variety of developmental interventions tied to differing student needs). Regulation revisions will also refine required data for improved reporting and assessment of program effectiveness.

The task force reviewed research, current policies, and heard from national experts who made clear that the Council's current regulations, established in 2000, set thresholds for underpreparation that are too low, especially in mathematics (an ACT score of below 18 in mathematics, English, and reading). A review of the Council's admission regulation is called for to ensure that students who are truly underprepared receive the developmental education needed to succeed in college credit courses. Mathematics thresholds, for example, should be raised to at least a score of 19 on the ACT and, perhaps, to 22 if we are concerned about students' ability to succeed in college algebra.

The task force also recognizes that, although the ACT exam is a valid method for identifying students who are underprepared generally, it is not fine-grained enough to identify the specific level and areas of underpreparation for an individual student.

Currently, a variety of institutional placement exams are used for this purpose. The task force recommends, as a part of Kentucky's effort to clearly define standards and implement best practice, that common state-wide placement exams should be developed.

These common exams would allow collaborative development of multiple forms of developmental interventions that are adapted to individual student needs (e.g., self-paced, brief, online modules for students with minimal developmental needs, pre-semester summer workshops, and supplemental instruction in credit bearing courses). These alternative delivery formats will reduce the time-to-degree for many students.

The common placement exams also will allow postsecondary institutions to enhance the information provided to high schools in the current High School Feedback Report. High schools currently receive data showing the number of graduates attending college, their need for developmental education, grades, and retention rates. Feedback from common placement exams will inform high schools about their students' specific areas of deficiency in mathematics, English, and reading (e.g., linear equations in mathematics, grammar problems in English).

The data from the Council's study of underprepared students in Kentucky and testimony from developmental educators in Kentucky also made clear that there is wide variability in the way students are provided (or in some cases not provided) necessary developmental support. For example, a significant percentage of students who enter Kentucky postsecondary institutions underprepared in mathematics never enroll in any mathematics course their first year in college, which is a recipe for failure.

Best practice, as implemented in the Council's admission regulation, would require that underprepared students: (a) receive developmental help in their first semester of college (or perhaps before that in summer workshops); (b) be required to stay in developmental education until they successfully complete the course(s); and (c) take the appropriate credit-bearing course(s) immediately following completion of developmental work. Implementing these changes will require improved (and more directive) advising, revisions in course registration procedures, and additional resources to increase the availability of development education in the first semester for all students in need.

(2) Create an Integrated Accountability System Tied to Performance Funding

The first part of the accountability system should link colleges, adult education providers, and area K-12 districts. In a radical departure from current budgeting practices, these partners should be held jointly accountable for working together to reduce the number of underprepared students entering college. The second part of the accountability system should focus on colleges' success, over time, in achieving success rates with enrolled

underprepared students that are comparable to that of prepared students. Some estimates suggest Kentucky spends \$25 million each year on developmental education. That investment must pay greater dividends for students and the state. These systems should particularly address improved outcomes for nontraditional, low income, and minority students.

Kentucky has received national recognition for its progress in P-16 alignment and collaboration. However, funding for K-12 and postsecondary education has remained, for the most part, in separate silos. The first part of this recommendation calls for a dramatic shift from this approach. If student success is the shared responsibility of the entire educational system then accountability and funding for student success should be shared as well. The task force calls for the Council on Postsecondary Education and the Kentucky Board of Education to forge an accountability system with shared rewards and consequences for colleges and K-12 districts, and adult education providers in the postsecondary institutions' designated areas of geographic responsibility based on their success in collaborating to improve the college readiness of high school graduates and graduates of adult education programs.

The second component of the accountability system should focus specifically on the performance of postsecondary institutions with the underprepared students they enroll. Currently underprepared students drop out at twice the rate of prepared students despite the investment of an estimated \$25 million in developmental education. The task force recommends tying performance funding to improvements in underprepared student success. The goals and timeline for improvement should require institutions to bring success rates for underprepared students to levels at or near that of prepared students using an aggressive timeline. If developmental education works as it should comparable success rates should be expected. Measures for success could include a variety of indicators suggested to the task force: (a) grades in appropriate credit-bearing courses immediately following developmental work; (b) retention to the second year of college; or perhaps, most importantly, (c) successful attainment of an associate or baccalaureate degree.

Institutions that improve and meet goals established in the system would be rewarded with additional funding. The consequences for those that do not meet the goals could include not only loss of the additional performance funding but requirements for changes in programs and reallocation of resources to achieve their goals.

(3) Fund Infrastructure Improvement

While colleges must do more with current developmental education funds, the task force recognizes that fully implementing the best practices called for will require additional support. Implementing these best practices is the only way the performance goals outlined in recommendation two can be achieved. The

Council on Postsecondary Education currently is studying new funding models for the 2008-2010 postsecondary education budget. This provides an opportunity to incorporate funding methods and programs that require and strategically support these improvements in developmental education programs. Funding should include direct support for infrastructure improvements and heavily weighted institutional allocations for underprepared students.

Testimony before the task force provided sometimes disturbing evidence about the current state of developmental education in Kentucky. In our postsecondary institutions problems include: high percentages of courses are taught by part-time and adjunct instructors who are provided limited professional development to help them address the needs of these students who need our help most; a general lack of consistent high quality professional development opportunities for developmental educators; too much reliance on a one-size-fits-all approach to meeting student needs that places most students in semester-long courses taught with traditional methods; limited use of innovative technologies in the design and delivery of developmental content; lack of a clear focus and mission for developmental education programs within the institution; inadequate funding; and limited data collection efforts preventing assessment of program effectiveness and student success.

Adult education centers share issues around teacher credentialing and professional development. More support also is needed to provide adequate content and effective delivery of that content to ensure adults who complete the GED or otherwise leave the programs are college-ready. The most recent Council report indicated 90 percent of adults entering college need some form of developmental education.

The infrastructure funding program, modeled after the guidelines of the Council's regional stewardship infrastructure funding program, will provide initial support to institutions to raise the quality of their programs to best practice standards and position them to meet the goals established in the new accountability system described in recommendation two. Continued weighted funding for institutions that enroll and graduate more underprepared students will address needs for continuing support of high quality programs.

To receive initial infrastructure funding institutions will be required to submit plans for improving their developmental education infrastructure that conform to best practice. Those plans will be reviewed by developmental education experts and approved by the Council. Full implementation of approved plans should be required before infrastructure money is provided to the institutions on a recurring basis. The requirement for matching funds from postsecondary institutions reflects the task force's belief that institutions, while needing additional funds, are, nevertheless, under-investing current resources in developmental education.

The task force believes that the infrastructure funding and weighted allocations for underprepared students combined with the recommended accountability system and performance funding programs will have a dramatic impact on the ability of institutions to serve this population in Kentucky. It urges the appropriate agencies (see Appendix B) to develop this clear and demanding accountability/funding program and state political leaders to fund that system.

(4) Align College Readiness Standards and Tie to Educator Professional Development

Current college developmental educators, adult educators, and K-12 teachers must receive high quality professional development tied to a common understanding of current standards for college readiness and aimed at increasing their ability to produce college ready students. The recommendation calls for a collaborative effort to define those standards across the sectors and marshal the professional development resources available in mathematics, English, and reading (the three major areas of remediation) to create the focused, high quality professional development needed to allow educators to prepare all students for college-level content.

Professional development for educators has been called, by some, the “Achilles heel” of education reform in Kentucky. The funding streams are various, the responsibility for accountability is diffuse, and much of the content is weak and loosely, if at all, tied to Kentucky’s primary educational goals.

The task force recommends the Education Cabinet bring the players involved in professional development together around the issue of college readiness for adult and traditional students and develop a professional development initiative that directly addresses the needs of educators working with underprepared populations. This effort should clearly identify the standards for college readiness for K-12, adult, and underprepared college students, develop high quality professional development materials and programs tied to those standards, and articulate a strategy for ensuring these programs are effectively delivered to all involved educators.

While general reform in Kentucky’s educator professional development efforts may be called for, in the interest of meeting our urgent problem with college readiness the task force recommends a more targeted, though still difficult, initiative to address the professional development needs of those educators who touch the lives of underprepared students.

(5) Better Link Educator Preparation to College Readiness

K-12 educator preparation programs should include components explicitly designed to prepare K-12 teachers and school leaders to effectively use

assessments to diagnose and address learner problems in literacy and mathematics that stand in the way of college readiness. To ensure this preparation is provided, the task force recommends that accreditation of teacher and principal preparation programs require inclusion of programs targeting K-12 educators' ability to link teaching practice to student's college readiness.

Educator preparation programs are under pressure to address a variety of issues surrounding quality. Newly prepared educators are to be expected to effectively teach to Kentucky's K-12 standards. They must understand classroom management and pedagogy. They also must master content and understand how to best use new technologies to address the needs of students with diverse learning styles. However, the work of this task force and recent research are better identifying the particular deficiencies that result in so many students leaving high school underprepared for college. Kentucky has recently implemented a new set of college readiness assessments beginning in middle school (the ACT EPAS system). It is crucial that new educators be explicitly prepared to use these and other K-12 assessments to identify the deficiencies that stand in the way of college readiness and address those issues effectively. Doing this is not unrelated to the other areas of educator preparation but deliberate attention must be paid to the issue of teaching to college readiness.

The Education Professional Standards Board approves new programs and re-accredits existing programs in Kentucky. Given its continuous involvement with these programs, an EPSB-led initiative to incorporate this component into all educator preparation programs in Kentucky through the accreditation process is the best way to ensure consistent and high quality implementation of the recommendation.

(6) Develop Early Student Interventions

Kentucky has made great strides in its efforts to address college readiness issues in its K-12 system. It has raised high school graduation requirements and, most importantly, implemented a college readiness assessment system beginning in middle school (the ACT Educational Planning and Assessment System, EPAS) that requires students to take the ACT in their junior year in high school. Reinforcing the requirements of SB 130, passed in the 2006 session of the General Assembly, the task force recommends extensive collaboration between colleges and middle and high schools to use the EPAS assessments to design effective interventions, beginning in middle school, for students whose scores suggest they are not on track for college. Special attention should be given to senior year interventions for high school juniors whose ACT scores are below college readiness thresholds in mathematics, English, and reading. EPAS has been used in the GEAR Up programs since 2000. Knowledge from EPAS use in this federal program for Kentucky's low-income and minority students should be used in developing new interventions. This must be part of a focused

commitment to developing interventions that address the needs of low income, minority students and adult learners who suffer disproportionately from opportunity gaps in their college preparation.

Because the development of effective interventions requires the full commitment of various education agencies, the task force again calls on the Education Cabinet to convene these players and ensure that effective interventions are developed and put into practice so that all students have the chance to enter college on equal footing. With this recommendation the task force asks that the mandate of SB 130 (enacted in 2006 to put the ACT EPAS in place) be fulfilled and the spirit of SB 1 (passed in 2000 to improve the education of adult learners) be honored.

The full and timely implementation of these six recommendations is a necessary, if not sufficient, requirement for Kentucky to reach its education attainment goals. Moreover, the task force believes all 36 recommendations that emerged from the group's deliberations (Appendix A) deserve attention. In fact, it expects that, in addition to the core recommendations, many of the remaining recommendations will be completed by the appropriate agencies and staff in their work to improve student readiness and success.

4. PARTNER RESPONSIBILITIES

Implementing the six core recommendations will require the efforts of a broad range of Kentucky institutions and leaders. Complex solutions involving multiple partners too often lead to diffused or weak accountability. In Appendix B tangible results, or deliverables, for each recommendation have been tied to the agency or group responsible for their accomplishment. Everyone must do their part, or we will not address the problem of underprepared students in Kentucky.

5. TIMELINE

Kentucky cannot delay in addressing this problem. Appendix C provides a timeline identifying when the task force would expect the groups identified in Appendix B to accomplish their work. Some recommendations should be implemented this year (2007) with the majority of the recommended changes in place by 2008. Some results may not be available for reporting until after that time when funding and programs are fully implemented and data is collected to assess their impact. Clearly the timelines developed in the proposed accountability system for significantly reducing the number of underprepared students entering college and improving the success of colleges of underprepared students will identify goals at least through 2012. Kentucky did not create this problem in a biennium and it will not solve it in a biennium.

However, Kentucky must make significant progress in the next five years if it is to achieve its 2020 education goals.

6. CONCLUSION

The full report defines the comprehensive policy changes and initiatives, involving state political leadership and education agencies, K-12 educators, adult educators, teacher educators, and postsecondary institutional leaders, which are needed to improve college readiness and student success. It includes a number of subsidiary recommendations that support the core recommendations and deserve the attention of policy makers. Finally, it identifies the responsibilities of various groups in implementing the recommendations and includes a timeline calling for implementation of the majority of recommendations by 2008. The longer we delay action the more students we put at risk and the more Kentucky's future is at risk.

For that reason, the task force also recommends that the Council report to the 2008 General Assembly on the progress of the various organizations assigned responsible for implementing the recommendations of the task force. The task force members realize that, while the CPE has an important role to play, it will require the combined efforts of the K-12 system, adult education, those responsible for teacher preparation and professional development, Kentucky colleges and universities, and Kentucky's political leadership to fully implement these recommendations. Nevertheless, as the task force was created by the Council, it is the appropriate reporting body.

The task before us is great. Serious problems call for serious measures. The recommendations of this task force cannot gather dust on a shelf. We must all be held accountable for our part in securing Kentucky's future and the futures of thousands of its citizens.

6. RESOURCES

Adelman, C. (1999). Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment. Washington, DC: U.S. Department of Education.

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Appendix A. January 8, 2007 Recommendations

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**Council on Postsecondary Education
Developmental Education Task Force
Final Report Recommendations**

The task force is developing recommendations to improve the success of Kentucky's underprepared college students. These recommendations will emerge from seven problem statements identified through the work of the task force.

1. Wide variability exists in institutional delivery of developmental education services in postsecondary education, and there are varying degrees of developmental student success.
2. Collaborations between postsecondary education and P-12 have not yet resulted in a significant reduction in the proportion of underprepared freshmen who were recent high school graduates.
3. Strengthening Kentucky's teacher educator programs to improve K-12 teacher preparation and professional development can increase the college readiness of the state's high school graduates.
4. A targeted strategic funding and accountability system is needed to support postsecondary institutions in promoting the success of underprepared students.
5. Collaboration between adult education and postsecondary education must be directed toward reducing the proportion of underprepared GED graduates.
6. Large opportunity gaps exist in the preparation levels of first-time freshmen by race/ethnic group and by nontraditional status.
7. State-level assessment and placement policies do not consistently reflect current best practices to support student success.

Each problem statement is supported with evidence drawn from the information and presentations at the task force meetings. Each set of recommendations, responding directly to the problem statement, are supported by rationale statements and estimated time horizons for implementation. From the meeting discussions, it is clear that there are many effective and local projects underway that are making a difference to underprepared students. These recommendations are designed to offer systematic statewide support for postsecondary student success and provide a foundation for the Council's developmental education plan.

Problem Statement 1: Wide variability exists in institutional delivery of developmental education services in postsecondary education, and there are varying degrees of developmental student success.

Evidence: Recent findings from the Council’s developmental education report, highlighting developmental education of the 2004 cohort, showed that the proportion of undergraduates underprepared in math who received developmental education services ranged by institution from 64 percent to 96 percent. Also, first-year retention rates of underprepared math students who received developmental services ranged from 59.7 percent to 78.9 percent, and the proportion of students who received a C or higher in their first college-level math course ranged from 52 percent to 83.4 percent..

Recommendations Overview: These recommendations reflect institutional practices, beyond state-level policy, that are strongly associated with student success. Extensive research is available on the principles of best practice in developmental education from resources such as the National Center for Developmental Education (NCDE) and Achieving the Dream. Furthermore, the Kentucky Association for Developmental Education (KADE) serves as a resource providing leadership to help individual programs assess the effectiveness of developmental education

Recommendation	Time Horizon	Rationale
1-A. Require the use of the Kentucky Association for Developmental Education’s Faculty Training Outline as part of the orientation for all postsecondary and adult developmental educators. Available at: http://www.devedtraining.eku.edu/outline/#topofpage	Short (2007)	Kentucky's developmental education professionals have prepared a training outline that is available to institutions hiring new developmental educators.
1-B. Require posting of mission statements for developmental education on institutional Web sites.	Short (2007)	NCDE research supports the process of developing a mission statement for developmental education offices as one of several key components for success.
1-C. Require institutional developmental education program leaders to complete interim reports on underprepared students, with descriptions of the cohort and first-year enrollment patterns and performance.	Short (2007)	Formative evaluations used within the institution to monitor developmental student progress are recommended by the National Center for Developmental Education as a key feature of effective delivery of developmental education.
1-D. Evaluate Jefferson county’s success in contracted remedial course delivery and underprepared student matriculation between Jefferson County Adult Education, Jefferson Community and Technical College and the University of Louisville as a possible model for other universities with nearby community and technical colleges.	Mid-range (2008-2010)	Underprepared students can have access to developmental instruction expertise that may be available from a nearby two-year institution or adult education program.
1-E. Collect developmental education staffing data, including part-time/full-time status and earned credentials and set timelines/goals for increasing the use of full-time faculty in developmental education courses.	Mid-range (2008-2010)	Underprepared students need specialized teaching expertise that may not be available with the use of part-time or adjunct faculty. Determining the extent of use of part-time and adjunct instructors hired to teach developmental students will help institutions set standards.

Recommendation	Time Horizon	Rationale
1-F. Implement a statewide effort to develop online and alternative technologies to deliver developmental education courses in multiple formats that meet distance education standards of best practice.	Long-range (through 2020)	Kentucky has extensive technological resources, including the KY Virtual Campus and KY Virtual Adult Education, and expertise that should be used to provide innovative solutions to expand efficient and effective delivery of developmental education and adult education course content.
1-G. Require universities to submit a document describing what they are currently doing to address the issue of underprepared students coming to college in the area of mathematics and literacy and what are their plans in the near future to address this issue.	Short (2007)	Mathematics and literacy skill development review and planning can improve college readiness of incoming students.
1-H. Establish a collaborative, statewide research program for the purpose of analyzing P-20 data to facilitate understanding of the etiology of low student achievement in Kentucky and the efficacy of implementation strategies designed to improve teacher preparation, student learning, and baccalaureate degree attainment. The center will be charged with devoting significant intellectual and statistical resources to the evaluation of statewide policies, procedures and plans designed to reduce the need for developmental education and increase student retention and graduation rates in postsecondary education.	Long-range (through 2020)	A central source for undergraduate student research can provide analytical support and expertise in design and evaluation of interventions and policies.

Problem Statement 2: Collaborations between postsecondary education and P-12 have not yet resulted in a significant reduction in the proportion of underprepared freshmen who were recent high school graduates.

Evidence: Kentucky has been recognized nationally for the high-level collaborations in state P-16 and adult education policy development. However, recent research of incoming freshmen to Kentucky's public institutions showed that 46 percent of recent high school graduates were underprepared for college in 2004, down from 48 percent in 2002. In 2006, there were two very important advances to improve, in the long term, the preparation of high school graduates for college: (1) a more rigorous curriculum for high school students was approved by the Kentucky Board of Education and (2) the passage of Senate Bill 130 supporting statewide implementation of ACT's college readiness assessment system (Educational Planning and Assessment System).

Recommendations Overview: These recommendations direct current collaborations toward improving college readiness. Existing assets, the High School Feedback Report, and local P-16 councils will continue to be important resources to address the challenge of increasing college readiness of Kentucky's high school and GED graduates.

Recommendation	Time Horizon	Rationale
2-A. Develop accountability systems that provide meaningful rewards and consequences for postsecondary institutions and P-12 districts for the performance of high schools in their region in graduating college-ready students as defined by statewide college readiness standards.	Mid-range (2008-2010)	Integrated plans, that identify measures of developmental education success and set goals with appropriate timelines, are essential to improving student preparation and success.
2-B. Implement strategies using dual enrollment programs to improve the college readiness of high school students, including senior year interventions for junior year students scoring below ACT readiness thresholds.	Short (2007)	Research from Columbia University's Community College Research Center suggests that "credit-based transition programs" can be used to support developmental needs of high school students. The current Interagency Dual Credit Task Force's review of state policy should explore meeting developmental student needs through dual enrollment programs.
2-C. Improve the usefulness of the existing High School Feedback Report by ensuring full participation from independent postsecondary education institutions and by preparing similar reports on GED graduates and on high school dropouts who enrolled in Kentucky Adult Education.	Short (2007)	The 2002 High School Feedback Report included student data from just two independent institutions, down from 13 independent schools that participated in the 2000 report. Data from all independent institutions and Kentucky Adult Education provides a more complete and accurate assessment of college readiness of all Kentucky high school graduates and adult education students who are high school graduates and non high school graduates.
2-D. Restore funding for local P-16 councils as formal channels to expand college readiness issues centered on High School Feedback Reports, EPAS (Educational Planning and Assessment System) results, and the Kentucky Early Mathematics Testing Program (KEMTP) and GEAR	Mid-range (2008-2010)	Several information resources exist to measure college readiness of middle and high school students. Data alone will not help students unless interventions and programs are

<p>UP. Tie continued funding to improvements in the college readiness of adult and traditional students in the local P-16 council's area of responsibility.</p>		<p>implemented to address the findings. Locally managed P-16 councils can serve as an effective vehicle to achieve greater results from available information and to facilitate collaborations with public school teacher and adult educator professional development.</p>
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Problem Statement 3: Strengthening Kentucky's teacher educator programs to improve K-12 teacher preparation and professional development can increase the college readiness of the state's high school graduates.

Evidence: Emerging research from Louisiana demonstrates that student achievement is an effective way to measure teacher preparation programs. In five out of eight higher education regions in the state, more than half of the public school teachers were trained by Kentucky public institution teacher preparation programs. Consequently, improvements in Kentucky's teacher educator programs can have a significant impact on student preparation for college.

Recommendations Overview: These recommendations build on existing teacher education improvement initiatives in renewing the commitment to college readiness.

Recommendation	Time Horizon	Rationale
3-A. Provide postsecondary, secondary, and adult education collaborations on alignment of college readiness standards and professional development opportunities using resources such as those provided by the Kentucky Center for Mathematics and the Collaborative Center for Literacy Development.	Short (2007)	Kentucky's strategic investments in math and reading development are available to prepare the teaching workforce to improve college readiness. Targeted alignment standards collaborations and professional development are essential in minimizing the need for developmental education
3-B. Provide funding for the K-16 student data warehouse to support teacher preparation program assessment.	Mid-range (2008-2010)	Student cohort data are needed as the first step in implementation of the Value-Added Teacher Preparation Model.
3-C. Require teacher preparation program compliance with the EPSB-led Master's Degree Program Redesign Committee.	Mid-range (2008-2010)	Extensive work has already been completed to strengthen the curriculum for experienced teachers.
3-D. Require the KDE, EPSB, and CPE to identify a strategy and implement the Value-Added Teacher Preparation Model research project with the availability of public school student performance data.	Long-range (through 2020)	As other states show the student achievement benefits of assessing teacher preparation programs, Kentucky also should be prepared to incorporate this model.
3-E. Require universities to submit a document describing what they are doing in their teacher preparation programs to ensure that graduates are prepared to diagnose and address learner problems in the areas of literacy and mathematics and what are their plans in the near future to further address this issue.	Short (2007)	Teacher preparation programs can help new public school teachers prepare early interventions in the academic skill areas, math and literacy, that have historically been subject areas of low college readiness.
3-F. Require the EPSB to include criteria for program approval and continuing accreditation that assess program components designed to ensure teachers can diagnose and address learner problems in literacy and mathematics to improve college readiness in these areas.	Mid-range (2008-2010)	Adding developmental education diagnostic components to teacher preparation programs will improve college readiness by giving new teachers better skills to assist students.

Problem Statement 4: A targeted strategic funding and accountability system is needed to support postsecondary institutions in promoting the success of underprepared students.

Evidence: Well-designed developmental education programs require funding to provide enhanced services (summer programming and supplemental instruction). Although students have received math, English, and reading instruction in high school, the relative cost of developmental education services is a smaller investment compared to the cost of not remediating students and reducing the educational attainment of Kentucky's adults. Institutions will be required to increase degree output at higher rates than at any other time to meet the goals of the Council's "Double the Numbers" plan, and underprepared students will need to receive services to get them on track for success. The recent release of two reports on developmental education services and outcomes, in compliance with the Council's Mandatory Placement Policy, have provided preliminary data on which to build a more sophisticated and appropriate accountability system for strategic investments in developmental education.

Recommendations Overview: These recommendations acknowledge the higher funding needs for sound developmental education program delivery and offer direction for funding and accountability program proposals. Additional funds to enhance instructional services will also require corresponding demands for accountability of underprepared student outcomes.

Recommendation	Time Horizon	Rationale
4-A. Fund infrastructure support for postsecondary institutions that is dependent upon institutional matching funds to implement a plan for delivery of underprepared student services that reflect best practice and that include assessment of current services, workforce professional development needs, collaborations with area adult education programs, and goals for underprepared student performance, including opportunity gaps.	Mid-range (2008-2010)	Provide resources to assess and strengthen developmental education infrastructure according to best practice research.
4-B. Establish timelines and performance funding for institutional progress toward achieving the goal of having the retention and graduation rates for underprepared students equal to or approaching that of prepared students.	Mid-range (2008-2010)	Carefully constructed incentive funding programs will serve to increase the importance of underprepared student success at the institutional level. Unintended consequences must be avoided.
4-C. Provide weighted funding in institutional budget development that provides greater support for the enrollment of underprepared students.	Mid-range (through 2008-2010)	The current development of a new higher education funding policy is an opportunity to incorporate long-term support for delivery of supplemental services in proportion to the institution's population of underprepared students.

Problem Statement 5: Collaboration between adult education and postsecondary education must be directed toward reducing the proportion of underprepared GED graduates.

Evidence: Among the 2004 first-time college cohort, 92 percent of Kentucky's GED graduates entered postsecondary underprepared in one or more subjects. The Council's "Double the Numbers" plan requires more adults to enter college and to earn a baccalaureate degree. Successful college readiness programs for adult education students and professional development for adult educators are essential to effectively increase the state's educational attainment of adults.

Recommendations Overview: These recommendations include both new programs and enhancements of existing efforts to improve college readiness of Kentucky's adult learners.

Recommendation	Time Horizon	Rationale
5-A. Provide funding for county-level pilot projects to implement college-bound GED curricula aligned with college-level courses, including the ADP-based content standards, and collaborating with postsecondary institutions.	Mid-range (2008- 2010)	Adult and postsecondary education should collaborate to promote preparation of GED graduates to minimize the need for developmental education. County-level pilots capitalize on existing partnerships and provide best practices for statewide implementation.
5-B. Develop and fund strategies that expand current university professional development partners in adult education (Morehead State University, Northern Kentucky University, University of Kentucky, and Western Kentucky University) and other partners to improve/upgrade teaching skills of adult educators. Provide funding for adult and college developmental educators tuition reimbursements for postsecondary courses in core content areas.	Mid-range (2008- 2010)	Efforts to improve instructor preparation will improve college readiness of GED graduates.
5-C. Institute a time limit for degree completion for adult education instructors and program directors without a baccalaureate degree that are grandfathered into the system.	Long-range (through 2020)	Six percent of adult education instructors and program directors do not have a bachelor's degree.
5-D. Work with postsecondary institutions to identify courses and internships for a bachelor's degree in adult education.	Mid-range (2008- 2010)	Formal education opportunities improve adult educator skills and introduce developmental teaching content in the curriculum.
5-E. Work with ACT and ACE/GED Testing Service to develop score comparisons between ACT and GED. Identify GED scores that indicate college readiness.	Short (2007)	Readiness standards based on the GED results will help early diagnosis of GED students who are preparing for college.
5-F. Establish relevant instructor assessments for adult educators, such as PRAXIS 1 and KEMPT, to determine professional development needs.	Short (2007)	Assessment scores serve as a helpful indicator of system professional development needs.

Problem Statement 6: Large opportunity gaps exist in the preparation levels of first-time freshmen by race/ethnic group and by nontraditional status.

Evidence: For the first-time college students entering public postsecondary institutions in Kentucky in 2004, 77 percent of the African American students and 90 percent of the students over 25 years of age were underprepared. The benefits of improved educational attainment must reach across all demographic groups.

Recommendations Overview: These recommendations include both new programs and enhancements to existing efforts to improve college readiness of Kentucky's diverse populations.

Recommendation	Time Horizon	Rationale
<p>6-A. Use the postsecondary education statewide diversity study framework and subsequent institutional diversity plans as a way to identify strategies that reduce the number of underprepared students of color.</p>	<p>Mid-range (2008- 2010)</p>	<p>The Council's commissioned report to establish a platform for diversity planning presents an opportunity to make college readiness and developmental education a systemwide initiative. The framework would address the role of recruitment, admission, financial aid, retention, support services and integration of diversity values with academics, the role of K-12 in closing the achievement gaps among groups of students, and improving the readiness of public school graduates for postsecondary education.</p>
<p>6-B. Expand funding for the Council on Postsecondary Education's GEAR UP and Governor's Minority Student College Preparation Program (GMSCPP) to accommodate a broader spectrum of students.</p>	<p>Mid-range (2008-2010)</p>	<p>The GMSCPP is currently offered at each of the eight universities and 10 institutions of the KCTCS. Academic enrichment activities offered to student participants include: communication, computer technology, history and culture, math, science, research, public speaking, reading, writing, vocabulary and foreign language.</p>
<p>6-C. Use the EPAS (Educational Planning and Assessment System) diagnostic data to develop collaborative interventions between postsecondary institutions and middle/high schools to target and assist significantly underprepared demographic groups to eliminate opportunity gaps by the junior year of high school.</p>	<p>Mid-range (2008-2010)</p>	<p>Implementation of EPAS (Educational Planning and Assessment System) provides a way to address opportunity gaps early. Again, the data are a necessary but insufficient condition for improving college readiness of high school graduates.</p>

Problem Statement 7: State-level assessment and placement policies do not consistently reflect current best practices to support student success.

Evidence: The current student assessment and placement regulations were established in 2000 for fall 2001 implementation. Since then extensive work has been done by Kentucky's faculty members and developmental educators to align student preparation measures with postsecondary placements and to measure underprepared student progress.

Recommendations Overview: These recommendations reflect state level policy changes that will support institutional best practice programs and are based on research of underprepared student success.

Recommendation	Time Horizon	Rationale
7-A. Convene annual meetings of Kentucky's developmental education program leaders, adult education leaders and academic leaders to share best practices and assess progress in college readiness in Kentucky.	Short (2007)	The Council sponsors annual conferences to address teacher quality, faculty development and trustee orientation. Convening a similar conference for campus leaders, adult educators, and developmental education professionals will provide an important forum for the exchange of best practice information until improvements are evident in underprepared student success.
7-B. Refine the data needed to continue measuring the preparation and outcomes of incoming students.	Short (2007)	The release of two studies of developmental education services and outcomes revealed gaps in the data collections that need to be addressed. Initial assessments, advising, course placements, and student learning outcomes are all essential to building effective and efficient developmental education programs, that prepare students for college level coursework in a minimum amount of time. Collected measures of these efforts will help direct future improvements.
7-C. Increase the current system-wide standard of readiness for admission (13 KAR 2:020) to 19 in mathematics to be consistent with the findings of the American Diploma Project.	Mid-range (2008- 2010)	The work of several postsecondary institution faculty members to align high school standards with postsecondary placement is evident in the Statewide Public Postsecondary Placement Policy that was adopted by the Council in November 2004. The state regulation should be consistent with this articulated agreement among postsecondary institutions.
7-D. Revise current guidelines for admission (13 KAR 2:020) to require that underprepared students begin developmental coursework in the first semester of enrollment and continue coursework until required proficiencies are established.	Mid-range (2008- 2010)	The National Center for Developmental Education cites immediate enrollment in developmental education courses as a best practice contributing to student success. Among the 2004 first-time college students who were underprepared in math 20 percent did not complete developmental coursework during their first two years, jeopardizing their chance for success.

7-E. Revise current guidelines for admission (13 KAR 2:020) to require that underprepared students begin college entry-level coursework in the semester that immediately follows completion of developmental courses in that subject area.	Mid-range (2008- 2010)	The National Center for Developmental Education cites immediate enrollment in college-level courses following completion of developmental education courses as a best practice contributing to student success.
7-F. Require development and use of statewide placement tests in mathematics, English, and reading, and use them to provide specific feedback to high schools about underprepared students' proficiency gaps.	Mid-range (2008- 2010)	Faculty members are currently developing a standardized placement test in math. The availability of an effective diagnostic will improve accuracy of math course placements.

Appendix B. Partner Responsibilities

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Kentucky's Plan for Improving College Readiness and Success: Partner Responsibilities

	1. Update College Admissions Regulations	2. Integrated Accountability System	3. Fund Infrastructure Improvement	4. Professional Development that Targets Readiness	5. Educator Preparation Linked to Readiness	6. Develop Early Student Interventions
DELIVERABLES	Revise 13 KAR 2:020 College Admissions Administrative Regulation that reflects task force recommendations	An Accountability Plan for each postsecondary institution and area secondary institutions that includes college readiness and underprepared student success measures and goals and performance funding	Funding proposal and guidelines for use of infrastructure funds for postsecondary institutions and adult education to implement best practice in developmental education. Include a matching requirement and a component of CPE funding model that includes weighted funding for support of underprepared students for postsecondary institutions	An integrated professional development plan for K-12 teachers, adult educators, and college developmental educators that targets programs/funding on using assessments to ensure college readiness and success	Approved criteria for teacher preparation program approval and accreditation that includes preparation of teachers to recognize and address learner problems in literacy and math that reduces college readiness. Approved criteria for preparing adult educators to recognize and address learner problems in literacy and math that reduces college readiness	A catalogue of teacher support and student learning materials based on EPAS and Kentucky K-12 assessments (including online modules) targeting interventions in middle school, early high school, and the high school senior year to accelerate learning by students scoring below college readiness standards and a plan for effective use of those materials involving K-12 and postsecondary partners
Council	Draft proposed changes according to task force direction; Manage revision process;	Include funding in budget proposal; Manage planning process; Develop guidelines for plans; Measure student performance; Report results; Distribute funding according to student performance outcomes	Prepare funding proposal and infrastructure fund guidelines; Evaluate institutional proposals; Manage distribution of funds and assessment of outcomes;	Stakeholder in plan development; Ensure full participation by postsecondary institutions		Ensure full postsecondary and Kentucky GEAR UP participation in the development and implementation of interventions
Kentucky Adult Education	Evaluate proposed revisions	Set measures and goals	Submit infrastructure plan for funding	Implement PD components for adult educators and manage current county-level pilot project development and submissions	Collaborate to design criteria; Implement criteria for adult educators	
Secondary Educators	Evaluate proposed revisions	Collaborate with area postsecondary institutions to identify measures and establish goals;				Participate in groups developing intervention materials and participate in training to implement
EPSB				Stakeholder in plan development; support to implementation as appropriate given agency role in K-12 teacher PD	Manage the criteria development and changes in accreditation process	Participate in groups developing intervention materials particularly related to teacher education programs

Kentucky's Plan for Improving College Readiness and Success: Partner Responsibilities

	1. Update College Admissions Regulations	2. Integrated Accountability System	3. Fund Infrastructure Improvement	4. Professional Development that Targets Readiness	5. Educator Preparation Linked to Readiness	6. Develop Early Student Interventions
Kentucky Department of Education	Evaluate proposed revisions	Assist CPE in developing high/middle school accountability/funding component. Integrate college readiness measures into K-12 accountability system. Monitor and report results		Stakeholder in plan development; support implementation per agency role in K-12 teacher PD		Manage EPAS implementation. Promote and support implementation of interventions in districts, with special attention to schools with high proportions of low income and minority students
Postsecondary Institutions	Evaluate proposed revisions	Collaborate with area high schools to identify measures and establish goals; Submit high quality data	Identify funds to be matched; Submit plan for funding. Implement improvements according to plan and provide high quality/data-based assessments of the impact of plans	Stakeholders in plan development; Implement components for college educators. Collaborate with area adult education providers and K-12 districts to provide PD targeted for adult educators and teachers	Implement programs to meet accreditation criteria	Provide faculty and program support to implement interventions
Executive Branch	Support proposed revisions	Include Council funding proposal in 2008 budget	Include Council funding proposal in 2008 budget	Education Cabinet convenes stakeholders. Promotes cross agency development and implementation of PD plan. Support changes as needed in current PD infrastructure/funding to support plan		Lead in convening agencies to design, implement, and evaluate interventions
General Assembly	Support proposed revisions	Support funding of accountability plans	Support funding of infrastructure plans. Support funding of weighted budget model	Support any changes in PD funding policies/regulations as needed; Review progress in plan development/implementation	Promote and support as needed changes in accreditation process	Provide oversight for progress
State and Local P-16 Councils	Evaluate proposed revisions	Secure timeline for plan development. Provide leadership for promoting plans		Provide oversight for progress	Provide oversight for progress	Provide oversight for progress and evaluation of effectiveness of interventions

Appendix C. Timeline for Recommendation Implementation

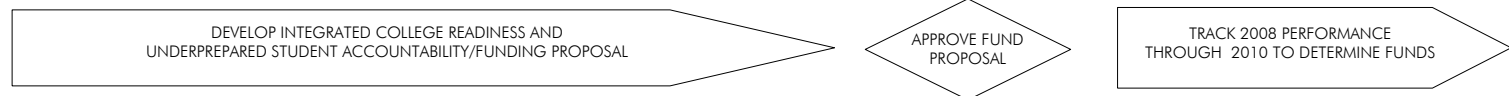
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Timeline for Recommendation Implementation

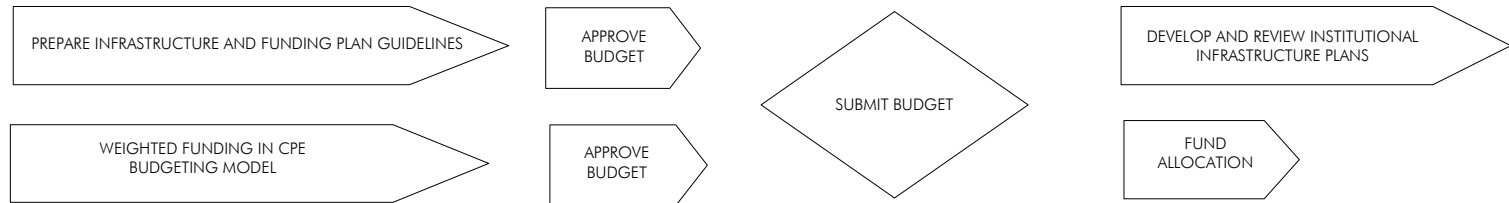
1. UPDATE ADMISSIONS REGULATION



2. INTEGRATED ACCOUNTABILITY



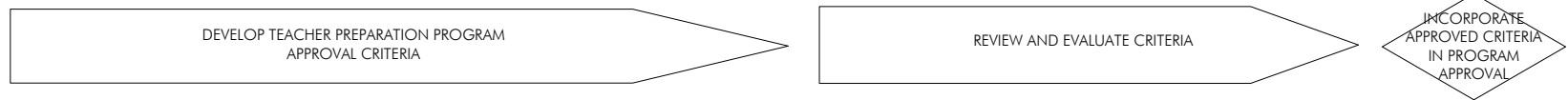
3. FUND INFRASTRUCTURE IMPROVEMENTS



4. PROFESSIONAL DEVELOPMENT FOR READINESS



5. EDUCATOR PREPARATION FOR READINESS



6. EARLY STUDENT INTERVENTIONS

