

AGENDA
Council on Postsecondary Education
 November 13, 2000

10:15 a.m. (ET), Crager Room, Adron Doran University Center, Morehead State University, Morehead, KY

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I.	Next Meeting – February 4-5, 2001, Frankfort (joint meeting with the Kentucky Board of Education)	
J.	Adjournment	

MINUTES
Council on Postsecondary Education
September 18, 2000

The Council on Postsecondary Education met September 18, 2000, at 1:30 p.m. at the University Plaza Hotel in Bowling Green, Kentucky. Chair Whitehead presided.

ROLL CALL

The following members were present: Norma Adams, Walter Baker, Peggy Bertelsman, Ron Greenberg, Merl Hackbart, Philip Huddleston, Shirley Menendez, Kevin Noland, Charlie Owen, Joan Taylor, Lois Weinberg, and Charles Whitehead. Steve Barger, Hilda Legg, Kevin Listerman, and Lee Todd did not attend.

*REPORT FROM
WKU PRESIDENT*

Gary Ransdell, President of Western Kentucky University, gave a presentation on Western's contributions to advance the Council's 2020 Vision and Action Agenda. He said that Western's strategic plan, *Challenging the Spirit*, articulates the institution's aspirations, ambitious goals, and measures of success, and is aligned with Council activities.

APPROVAL OF MINUTES

The minutes of the July 17 meeting were approved as distributed.

*SCOPE
SUBCOMMITTEE*

Mr. Whitehead announced that appointments have been made to the Strategic Committee on Postsecondary Education subcommittee to review the operating budget guidelines used in developing the 2000-02 budget recommendation. Members of the subcommittee are Governor Paul Patton, Crit Luallen, Jim Ramsey (Governor's appointments); David Williams, Dan Kelly, Gerald Neal (Senate appointments); Jody Richards, Harry Moberly, Johnnie Turner (House appointments); Charles Whitehead, Walter Baker, Lois Weinberg (Council appointments). The subcommittee plans to meet the first Wednesday of October, November, and December. All Council members and presidents are invited to attend.

*PRESIDENT'S
REPORT*

In addition to the written report from the Council president included in the agenda book, Mr. Davies announced that the Council staff worked collaboratively with the Kentucky Department of Education staff to develop a proposal for a federal GEAR UP grant. The grant has been funded at about \$20 million over the next five years, \$10 million from federal funds and an additional \$10 million matched from within the state. The grant will be used to reach children in middle or high school grades at selected schools throughout Kentucky, helping them set higher educational objectives. The Council will serve as the fiscal agent for the grant, and the grant director will be housed at the Council.

Mr. Davies said that the Kentucky Community and Technical College System enrolled 50,000 students this fall, an increase of 6,000. He congratulated President McCall and his colleagues for this achievement.

REPORT FROM

Kevin Noland gave a report on activities of the Kentucky Board of

*COMMISSIONER OF
EDUCATION*

Education. Gene Wilhoit, the new Commissioner of Education, will begin his duties October 1. Mr. Noland discussed the department's goal to help all students reach the proficiency level by 2014, the work of the Minority Student Achievement Task Force, and results of the Commonwealth Accountability Testing System.

*OPERATING
BUDGET REVIEW*

An information item was presented on the operating budget review. Ron Carson said that at the July meeting the Council directed the Finance Committee to conduct a review of the operating budget guidelines used in developing the Council's 2000-02 budget recommendation. The major issues that surfaced during the 2000 legislative session include the benchmark system, operating incentives, and capital. The Finance Committee began its work August 31 and will work alongside the SCOPE subcommittee. The first meeting of the SCOPE subcommittee is October 4. At that time the subcommittee will review the model used for the 2000-02 budget process, especially the benchmark system, including its development and the base-funding target. Dennis Jones, President of the National Center for Higher Education Management Systems, will provide a national perspective on models used to finance higher education systems around the country. At the second subcommittee meeting, scheduled for November 1, the group will review ways in which postsecondary education budgeting in Kentucky can be improved. At the third meeting, December 6, the subcommittee will attempt to reach consensus on a set of recommendations to be sent to the SCOPE for review and then sent back to the Council to consider as work begins in calendar year 2001 toward the 2002 legislative session. Concurrent with the SCOPE subcommittee work, the Finance Committee wants to gain a fuller understanding of these issues, determine the degree to which the issues are valid, and identify adjustments or modifications that might be necessary in the existing system. The Finance Committee members are asked to attend all meetings of the SCOPE subcommittee. Mr. Davies will be pursuing the same issues in his monthly meetings with the presidents, and Council staff will continue to work through these issues with the chief budget officers group.

KYVU UPDATE

Mary Beth Susman gave an update on the activities of the Kentucky Virtual University. After three semesters, the KYVU is enrolling 2,592 students and offering 240 courses. Dr. Susman shared results of a recent statewide public opinion poll of Kentucky adults about educational interests, Internet access, and onsite versus online learning. Mr. Whitehead asked that regional poll results be shared with the Council members.

*2001 MEETING
DATES*

The 2001 Council meeting dates were included in the agenda book. A joint meeting with the Kentucky Board of Education is scheduled for February 4-5.

*NEW PROGRAM
PROPOSALS*

RECOMMENDATION: That the Associate Degree in Liberal Studies proposed by Northern Kentucky University be approved and registered in CIP 24.0101 (Liberal Arts and Sciences/Liberal Studies).
MOTION: Mr. Greenberg moved that the recommendation be approved.

Mr. Baker seconded the motion.

VOTE: The motion passed.

RECOMMENDATION: That the Doctor of Philosophy in Civil Engineering proposed by the University of Louisville be approved and registered in CIP 14.0801 (Civil Engineering, General).

MOTION: Ms. Adams moved that the recommendation be approved. Ms. Weinberg seconded the motion.

VOTE: The motion passed.

RECOMMENDATIONS:

- That the Council accept the memorandum of agreement from the University of Kentucky related to the cooperative implementation and advancement of the Kentucky School of Public Health with the University of Louisville.
- That the Doctor of Public Health proposed by the University of Kentucky be approved and registered in CIP 51.2201 (Public Health, General) with the understanding that continued approval depends on fulfillment of the obligations defined in the memorandum of agreement.

Mr. Davies said that the original agreement concerning public health between the University of Kentucky and the University of Louisville called for a collaborative school administratively housed at UK but including both UK and UofL programs. However, the accreditation guidelines of the Council on Education in Public Health make it very difficult to construct a school of public health that is responsible to more than one university governing board. Approval of the doctoral program allows UK to seek accreditation for the Kentucky School of Public Health. The University of Louisville will seek accreditation for its graduate programs and be affiliated with the Kentucky School of Public Health under conditions set forth in the memorandum of agreement. Mr. Davies suggested that eventually Kentucky should seek accreditation of a Kentucky School of Public Health governed by the two universities as full and equal partners.

MOTION: Ms. Weinberg moved that the recommendations be approved. Ms. Adams seconded the motion.

VOTE: The motion passed.

*KENTUCKY EARLY
MATHEMATICS
TESTING PROGRAM*

RECOMMENDATION: That the Council authorize the staff to award a contract to Northern Kentucky University to administer the Early Mathematics Testing Program. The staff will develop a memorandum of

agreement with Northern Kentucky University defining the specific process for test development and making the test available on the Web that best connects to our other testing efforts in college placement and adult education.

House Bill 178 directed the Council, in consultation with the Department of Education, to select a public university to develop and administer a Web-based training program to reduce the number of students who require remedial mathematics in college. In June, the Council requested proposals from the institutions. One proposal was submitted, from Northern Kentucky University.

MOTION: Ms. Menendez moved that the recommendation be approved. Mr. Huddleston seconded the motion.

VOTE: The motion passed.

*GOVERNANCE BOARD
OF THE LUNG CANCER
RESEARCH PROJECT*

RECOMMENDATION: That the Council nominate Hilda Legg, Joan Taylor, Ron Greenberg, and Phil Huddleston for the Governor's consideration in filling the Council on Postsecondary Education's two slots on the Governance Board of the Lung Cancer Research Project.

House Bill 583 of the 2000 Session of the General Assembly established the Lung Cancer Research Project to be implemented through the Governance Board. The statute requires that two members of the Council serve on the board. The other members of the board are two members of the faculty of the UK School of Medicine, two members of the UofL School of Medicine, and three at-large members.

MOTION: Mr. Hackbart moved that the recommendation be approved. Mr. Barger seconded the motion.

VOTE: The motion passed with the nominees abstaining from voting.

*CAMPUS
SECURITY ACT*

RECOMMENDATION: That the Council approve 13 KAR 2:100. The Campus Security Act and 13 KAR 1:030. The Campus Security Act. The Council staff will report on any changes in the proposed administrative regulation after a public hearing and review.

House Bill 322, adopted by the 2000 General Assembly and in effect since July, requires public and private postsecondary education institutions to report on crime, to make those reports available to the public within 24 hours, and to file an annual crime report to the Council. The Council staff filed two emergency administrative regulations to comply with the time requirements of the law. The filing of these ordinary administrative regulations must accompany the filing of the emergency administrative regulations.

MOTION: Ms. Bertelsman moved that the recommendation be approved. Ms. Weinberg seconded the motion.

*GUIDELINES FOR
STUDENTS WITH
DISABILITIES*

VOTE: The motion passed.

RECOMMENDATION: That the Council approve the Guidelines for Students with Disabilities.

House Bill 321, adopted by the 2000 General Assembly, requires that postsecondary education institutions with dormitories adopt policies that provide students with disabilities a safe environment in which to live and study. The Council is required to develop guidelines for those institutional policies.

MOTION: Ms. Weinberg moved that the recommendation be approved. Mr. Hackbart seconded the motion.

VOTE: The motion passed.

*BOND POOL
PROJECTS*

RECOMMENDATIONS:

- That the Council approve the allocation of the 2000-02 Capital Renewal and Maintenance Program for projects at the Kentucky Community and Technical College System and the universities. Bond funds will be allotted as institutions certify to the Finance and Administration Cabinet that matching funds have been committed to eligible projects. Council action represents a recommendation to the Secretary of the Finance and Administration Cabinet for final action.
- That the Council approve the allocation of the 2000-02 Agency Bond Pool, to be used in part to complete fire safety projects in student housing. Council action represents a recommendation to the Secretary of the Finance and Administration Cabinet for final action.

MOTION: Mr. Baker moved that the recommendations be approved. Mr. Hackbart seconded the motion.

VOTE: The motion passed.

*UK CAPITAL
PROJECT*

RECOMMENDATION: That the Council approve the University of Kentucky's request for a \$1,300,000 capital project from agency funds and federal funds to improve the space for research animals at the Medical Center's Department of Laboratory Animal Research.

MOTION: Mr. Baker moved that the recommendation be approved. Mr. Barger seconded the motion.

VOTE: The motion passed.

*WORKFORCE
DEVELOPMENT
TRUST FUND*

RECOMMENDATION: That the Council approve the Kentucky Community and Technical College System proposal requesting \$12 million from the Workforce Training Program in the 2000-02 Postsecondary Workforce Development Trust Fund – \$6 million from each

of 2000-01 and 2001-02. The KCTCS will use the entire \$12 million to support its Kentucky Workforce Investment Network System (KY WINS), the name now given to the worker training strategy begun with funding from the 1998-2000 Postsecondary Workforce Development Trust Fund allocation.

MOTION: Mr. Greenberg moved that the recommendation be approved. Ms. Weinberg seconded the motion.

VOTE: The motion passed.

NEXT MEETING

The next meeting will be November 12-13 at Morehead State University.

ADJOURNMENT

The meeting was adjourned at 3:30 p.m.

Gordon K. Davies
President

Phyllis L. Bailey
Secretary

**INCENTIVE TRUST FUND GUIDELINES:
FACULTY DEVELOPMENT**

ACTION
Agenda Item D-1
November 13, 2000

Recommendation:

The staff recommends that the Council approve the attached guidelines for distribution of the Faculty Development Program funds available in 2001-02 from the Technology Initiative Trust Fund.

Background:

The Council recommended and the 2000 General Assembly approved allocation of \$1 million from the technology trust fund to support faculty development efforts across the state. The new demands placed on faculty to address goals of the Action Agenda require increased attention to faculty development. The guidelines define the types of programs needed and the method for distributing funds. Guidelines require plans for use of the funds and assessment of the effectiveness of funded programs. The guidelines encourage institutions to devote additional funds to supplement support from the Faculty Development Program.

**UPDATE:
1998-2000 ENDOWMENT MATCH PROGRAMS**

**Agenda Item D-2
November 13, 2000**

All institutions have reported to the Council on the Research Challenge and Regional University Excellence endowment match programs for the 1998-2000 biennium.

- The University of Kentucky matched \$66.7 million (100 percent of its biennial allocation), endowing 45 chairs, 81 professorships, 47 fellowships, and 34 endowments for research support. Using the Research Challenge endowment match, the University of Kentucky during the biennium more than tripled the number of endowed chairs (from 21 before 1998 to 66 now) and nearly tripled the number of endowed professorships (from 45 to 126). 29.3 percent of the endowed funds are in the health sciences, 15.3 percent in life sciences, 8.7 percent in engineering, 6.6 percent in technology and computer science, 0.3 percent in math and physical sciences, and 39.7 percent in other fields or for general purposes such as library support.
- The University of Louisville matched \$33.3 million (100 percent of its biennial allocation), endowing 20 chairs and 4 professorships. Using the Research Challenge endowment match, the University of Louisville during the biennium nearly doubled the number of endowed chairs (from 26 before 1998 to 46 now) and increased the number of professorships from 10 to 14. 76 percent of the endowed funds are in health-related fields, 9 percent in entrepreneurial studies, 7.5 percent in logistics and distribution studies, and 7.5 percent in other fields.
- Eastern Kentucky University matched \$2.46 million (99 percent of its biennial allocation), endowing its first three chairs ever and two endowments for mission support. The chairs are in Occupational Therapy, Natural and Mathematical Sciences, and Human Environmental Science.
- Northern Kentucky University matched \$1.2 million (100 percent of its biennial allocation), endowing one chair, two professorships, four scholarships, and two endowments for mission support. The endowments primarily support entrepreneurial studies, integrative science, law, and biocomputing.
- Western Kentucky University matched \$2.3 million (100 percent of its biennial allocation), endowing six professorships in engineering, business, and music.
- Morehead State University matched \$1.475 million (100 percent of its biennial allocation), endowing its first five fellowships ever, its first five professorships ever, and its first chair ever, as well as endowing an additional scholarship. The endowments primarily support health and life sciences and educational leadership studies.

- Murray State University matched \$1.7 million (100 percent of its biennial allocation), endowing one chair, four professorships, and three scholarships. The endowments support life sciences, business, English, and education.
- Kentucky State University matched \$100,000 (13 percent of its biennial allocation), endowing a professorship in education.

The reports submitted by the institutions in June (for fiscal year 1999) and October (for fiscal year 2000) are quite detailed. The Council staff is continuing its detailed review of them. It is too early to gauge the full effects of the endowment programs on the universities, their communities, and the Commonwealth. Building on the financial review presented in this update, the Council staff will review the academic and economic development aspects of the programs this fall and winter. The Council staff expects to issue the second annual program report at a spring 2001 Council meeting (for the first annual review, see Agenda Item C-3 from the Council's January 24, 2000, meeting).

KCTCS EVALUATION OF WORKFORCE DEVELOPMENT TRUST FUND 1998-2000

**Agenda Item D-3
November 13, 2000**

At its September 27, 1999, meeting, the Council approved the Kentucky Community and Technical College System proposal requesting \$12 million from the 1998-2000 Postsecondary Workforce Development Trust Fund. The Postsecondary Workforce Development Trust Fund criteria approved by the Council November 9, 1998, required the KCTCS to match the state's money dollar for dollar. At the September 18, 2000, Council meeting, the KCTCS stated that it would present performance measures for projects funded by the Postsecondary Workforce Development Trust Fund to the Council by November 1, 2000. The KCTCS has reported on the use of the 1998-2000 Postsecondary Workforce Trust Fund money and on the performance of the trust fund projects funded to date.

The KCTCS proposed to use the \$12 million to fund four initiatives:

Industry-initiated workforce development and educational programs	\$4 million
College-initiated workforce development and educational programs	\$3.5 million
Statewide implementation and integration of information systems	\$4 million
Establishment of an external fundraising software system	\$0.5 million

The KCTCS reports that it has obligated \$9.9 million of the trust fund appropriation and provided \$12.6 million in matching funds since September 1999. It has obligated \$1,924,300 (48 percent) of the allotment for industry-initiated workforce development and educational programs, \$3,452,800 (99 percent) of the allotment for college-initiated workforce development and educational programs, \$4 million (100 percent) of the allotment for statewide implementation and integration of information systems, and \$500,000 (100 percent) of the allotment for the fundraising program.

While moving swiftly on the other three allotments, the KCTCS has deliberately taken more time creating the infrastructure needed for the complex industry-initiated training projects. The KCTCS calls this infrastructure the Kentucky Workforce Investment Network System (KY WINS). The KCTCS is building a network of KY WINS field positions and has created workforce training data collection and tracking systems. Collaboration with other state agencies was a cornerstone of the KCTCS' September 27, 1999, proposal; it has executed a memorandum of agreement with the Cabinet for Workforce Development and is negotiating a memorandum of agreement with the Cabinet for Economic Development. Working with the Cabinet for Workforce Development, the Department of Education, and Empower Kentucky, the KCTCS is engaged in a statewide job profiling and assessment project using a nationally recognized system produced by the not-for-profit educational company ACT Inc.

The first five industry-initiated training projects—all referred to the KCTCS by local or state economic development agencies—are with companies relocating to Madisonville (two firms), Hazard, Russell Springs, and Henderson. KY WINS played an important role in the decision of these companies to move or start up in Kentucky and to create 1,283 jobs paying 34 percent

more on average than the prevailing wage in the relevant counties. KY WINS assessed and trained 2,337 individuals for those jobs at an average cost per trainee that the KCTCS believes is consistent with similar programs in other states. KY WINS is discussing assessment and training projects with six other companies that could produce another 1,200 new jobs in the Commonwealth involving the assessment of some 3,200 job applicants.

Another cornerstone of the KCTCS' September 27, 1999, proposal was that workers would learn transferable skills set to national or state standards and that earned workplace credentials could also be applied toward academic credit at the KCTCS. Progress has been made in both areas. For example, one of the pilot projects used a teamwork module based on the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) competencies, and the KCTCS is developing a "lean manufacturing" certification system based on SCANS competencies. Effective July 1, 2000, the KCTCS is providing academic credit, upon course-by-course evaluation, for satisfactory completion of its workforce training courses.

The college-initiated workforce development and educational programs generated great interest at the campuses. The KCTCS office received 88 proposals totaling \$13 million for the \$3.5 million funding available and selected 27 projects. Twelve community and 12 technical colleges participated, as did Lexington Community College, the University of Kentucky, and Midway College; eight of the selected projects were joint efforts. The KCTCS office gave priority to projects that used distance technology, that used customized and any time-any place delivery, that focused on entry or re-entry into the workforce, and that created partnerships with business and labor. The KCTCS was particularly interested in projects that might have statewide application.

The KCTCS had to develop a new information technology system when the community and technical colleges left the University of Kentucky and state government systems, respectively. The KCTCS used \$4 million of the 1998-2000 Workforce Development Trust Fund money to partially fund the implementation of fundamental administrative operating systems. It also used \$500,000 of the trust fund money to acquire and implement a software system to administer its systemwide fundraising (advancement) efforts.

OPERATING BUDGET REVIEW

At its July 17 meeting, the Council adopted a recommendation calling for a review of the operating budget guidelines used in developing the Council's 2000-02 budget request. The Council's action directed its Finance Committee to conduct the review. In addition, the Council requested that the Strategic Committee on Postsecondary Education (SCOPE) establish a subcommittee to advise the Council during the review process.

At a meeting August 31, the Council's Finance Committee established the parameters for the Council's operating budget review by focusing on the benchmark system (development process and base/55th percentile), operating incentives (trust funds and special incentives), and capital (space planning guidelines and research space). SCOPE convened September 6 and authorized a 12-member subcommittee to undertake SCOPE's review. September 18, the Council again considered the operating budget review as an agenda item.

Since the last Council meeting, several important meetings have taken place on the operating budget review.

- October 4 meeting of the institutional presidents with the Council president and Dennis Jones, president of the National Center for Higher Education Management Systems
- October 4 meeting of the SCOPE Operating Budget Review Subcommittee with Dennis Jones
- October 4 meeting of the Council Finance Committee
- October 19 meeting of the Chief Budget Officers
- October 31 workshop with the institutional presidents, Council president, and Dennis Jones
- November 1 meeting of the SCOPE Operating Budget Review Subcommittee

In each of these sessions, the state government elected and appointed leadership of the executive and legislative branches, the Council membership, the institutional leadership, and the Council staff have continued to work to achieve consensus on the postsecondary education budget process for the 2002-04 biennium.

At the October 31 meeting with the institutional presidents and Council president, Dennis Jones facilitated a four-hour workshop where the major issues of the Operating Budget Review were discussed in detail. What emerged from that session was a "Points of Consensus" document (attached) which establishes a set of principles to help guide the 2002-04 postsecondary education budget process. This document was reviewed with the SCOPE Operating Budget Review Subcommittee November 1. There was general agreement from most Subcommittee members that the consensus document represented significant progress for moving forward the Operating Budget Review.

Finally, Council members have been provided, under separate cover, the Operating Budget Review Data Book to assist in this process.

Points of Consensus Among Presidents and Council Staff Concerning the 2002-04 Funding Methodology

October 31, 2000

I. Base Funding

Provision 1: In recognition of the Commonwealth's commitment to an excellent system of postsecondary education and postsecondary education's linkage to economic development growth, recommendations for funding to be appropriated to the base budgets of the universities and the Kentucky Community and Technical College System will provide the following:

- a) Base funding increases will include an inflationary increase as provided to other agencies of state government.
- b) Maintenance and operation funds to support new educational and general buildings approved by the General Assembly.
- c) Changes in debt service requirements for institutional bond issues supported from state appropriations and to be paid by the institution.
- d) The benchmarking concept should be retained as a procedure for establishing base levels of funding for the institutions. However, the current model will be supplemented and strengthened. Institutions will have the opportunity to negotiate replacement of up to five institutions on their current lists. The benchmark method is one of several acceptable approaches to creating a starting point to determine the base; however, it should be augmented by addressing the differential costs related to new undergraduate and graduate enrollments.

Provision 2. Tuition should not be an offset against general fund appropriations. Additional discussion needs to occur about the role of tuition in educational and general funding.

Provision 3. The Council on Postsecondary Education and the institutions should identify mandated public service and research programs having no student enrollments or instructional function. These will be factored out of benchmark funding evaluations.

II. Trust Funds

Trust funds should be maintained. The Enrollment Growth and Retention Trust Fund should recognize differentiated costs of undergraduate and graduate instruction. Funding amounts should be based on benchmark funding objectives and upon enrollment and retention objectives negotiated with each institution.

III. Special and Meritorious Funding

Funding of special and meritorious initiatives may be designated by the Council on Postsecondary Education for flow-through funding, however, guidelines will be promulgated well in advance and evaluations of all requests from the institutions will be open and objective.

IV. Endowment Trust Fund

The Endowment Trust Fund should be retained at least through 2002.

V. Space Planning Guidelines

The space planning guidelines will be further reviewed as to coding of research space, quality of space, and fitness for purpose.

STATUS REPORT ON KEY INDICATORS

Staff work continues on schedule for developing measures to monitor progress toward postsecondary reform. In March 2000, the Council informally endorsed the use of five questions to frame a brief set of key indicators:

- Are more Kentuckians ready for college?
- Are more students enrolling?
- Are students advancing through the system?
- Are Kentuckians prepared for life and work?
- Are Kentucky's communities and economy benefiting?

Activities

Since the last status report in May 2000, the Council staff has:

- Sought advice and provided status reports at monthly meetings of the Council of Chief Academic Officers.
- Convened a special workshop for Chief Academic Officers, Chief Budget Officers, and campus institutional research staff in August to discuss the national report card being prepared by the National Center for Public Policy and Higher Education, draft key indicators, and the Web-based consumer information system under development. The workshop was conducted by Dennis Jones, President of the National Center for Higher Education Management Systems.
- Held five meetings of the Survey Advisory Group (campus representatives working on the National Survey of Student Engagement and the alumni and employer satisfaction surveys).
- Met with staff of the Kentucky Department of Education, the Education Professional Standards Board, the Workforce Development Cabinet, the State Data Center, the Kentucky Long-Term Policy Research Center, the Department for Employment Services, and ACT, Inc. staff. The meetings explored ways to draw useful data from all these sources.
- Made presentations to and sought advice from the P-16 Council and the Congress of Senate Faculty Leaders.
- Featured the "five questions" at the annual trusteeship conference in September.
- Compiled a data book describing the proposed metrics and goal projections for statewide and institutional indicators.
- Scheduled campus visits with chief academic officers and institutional research staff to review the data book and seek advice on the staff's work to date (six completed as of mailout; all completed by the Council meeting).
- Discussed the draft key indicators with the Governor's Cabinet, in the context of broad statewide performance indicators tied to the Governor's strategic agenda.

Attachment A is the latest discussion draft of key indicators. Conversations with institutional representatives have been fruitful. The Council staff will issue a revised draft upon their completion and after the November Council meeting.

Next Steps

In early December, the staff will incorporate fall 2000 actual data into the data book and will propose statewide and institutional goals for 2002 for most indicators. The Council staff will meet with staff from each of the institutions in January 2001 to negotiate goals (a process similar to the one used to set enrollment goals in 1999).

Meanwhile, the Council staff will seek advice throughout December, January, and February about proposed key indicators and the companion consumer information system from other interested individuals and groups, including the P-16 Council, the Prichard Committee, the Kentucky Innovation Commission, community and business leaders, labor groups, faculty and students, legislators, and the Governor's Office.

Council members will review and discuss proposed indicators and goals at their February meeting. The staff anticipates Council action in March. For some indicators, such as those taken from alumni and employer surveys, baseline data will not be available until the surveys have been developed and administered. This work will continue into 2001. The staff will seek Council approval for these indicators and goals when work on them is complete.

The Council staff also will continue development of the broader consumer information system and the unbundling of Kentucky's data from the national report card (scheduled to be released in late November). The intent is to enable government and campus leaders to make informed decisions about postsecondary education in Kentucky. For example, comparative data will be accessible on the Internet to show how college participation or graduation rates differ across counties within the state or across subgroups of the population, such as race or gender. It will tell us whether retention rates differ for high school graduates compared to GED completers, how underprepared students advance through the system compared to students who are ready for college, and whether transfer students are more or less likely than native students to complete their bachelor's degrees. Work on the consumer information system will continue into 2001.

Common Application/Registration Form Completed

As directed by the Council in fall 1999, admissions directors and registrars have constructed common application and registration forms for all the public and independent institutions of Kentucky for students applying and registering at KYVU. Also students registering through KYVU all pay the same admissions fee. The forms can be viewed on the KYVU Web site.

Inauguration of the KYVU Professional Training Division

KYVU has developed a noncredit division directed by Dr. Randolph Hollingsworth whose mission is to provide online just-in-time training and professional certification for Kentuckians. The content for this training is developed by Kentucky institutions, national professional organizations, and commercial training enterprises. Except for content developed and delivered by Kentucky institutions, KYVU receives revenues from these partners to cover the cost of administration, registration, and database use.

The current offerings include six professional development programs (all of which will allow state employee students reimbursement):

- Public Safety Communications Training (911 dispatchers) from the Association of Public Safety Communications Officials
- Kentucky Firefighters Certificate, from the KCTCS and Kentucky Firefighters Association
- Certified Public Accounting Continuing Education courses for re-certification from Magellan University
- Paralegal and Legal Assistant Training courses from Paralegal and Legal Assistant Training Online
- Information Technology courses, such as Networks, Windows, MCSE certification, Lotus Notes from Magellan University and TechWizard
- Travel and Tourism Training from Education Systems

The following courses and partnerships are being negotiated:

- Management Skills (e.g., accounting, statistics, management, math, computers, business) from QUASIC.
- Acceptable Work Behaviors from the Department of Energy.
- OSHA Training/re-certification for Hazardous Waste Operations from Kelly Scientific Resources.
- AIDS/HIV and domestic violence courses across the health professions from the Institute for Continuing Education, Inc.

In addition, KYVU is working with:

- The Education Professional Standards Board, the Kentucky Department of Education, and KVHS to provide online professional development for teachers
- AIKCU to provide online self-paced studying for students studying for the PRAXIS teachers exam
- The Governor's Office for Technology, the Governmental Services Center, the Department for Adult Education and Literacy, the Governor's Personnel Cabinet, and Kentucky State University to determine a core curriculum for the professional development of all state employees

KYVU and Monterrey Technical Virtual University, Monterrey, Mexico

KYVU is partnering with Monterrey Technical Virtual University in Mexico (Universidad Virtual del Sistema Tecnológico de Monterrey). It is fully accredited in the U.S. by SACS and is the largest privately run university in Latin America with 85,000 students and 30 campuses in Mexico offering undergraduate and graduate programs.

The partnership with Monterrey Tech will provide opportunities to Spanish-speaking citizens of Kentucky to study in their native language, for Kentuckians to attend school "abroad" from their own home, and to develop transfer agreements between Kentucky universities and colleges and Monterrey Tech; e.g., KCTCS AA online degree transfer to Monterrey or Monterrey undergraduate degrees transfer to Kentucky universities offering graduate degrees online. In addition, this international partnership with Mexico, one of the targeted countries of Governor Patton's trade initiative, will be highlighted at the Kentucky Latin America Conference being conducted by the Cabinet for Economic Development in January.

Fall 2000 Enrollment

As described at the September Council meeting, the institutions have marked another significant increase in online enrollments for the fall 2000 semester.

Army Online University Initiative

The Kentucky Virtual University institutions have been invited to partner with possible prime contractors who are responding to the Army Online University request for proposal (RFP). The U.S. Army is committing some \$600 million to provide every soldier a laptop, Internet service provider (ISP), and asynchronous degree programs. Several Fortune 500 companies are responding to the RFP and are seeking partnerships with universities. KYVU has been asked to partner with Science Applications International Corporation, Computer Sciences Corporation, IBM, and Arthur Anderson on behalf of Kentucky institutions who provide degree programs online. We have completed the documents required of these companies on behalf of the University of Louisville, the KCTCS, Murray State University, and Sullivan University for their degree programs, and submitted course information for all courses offered by all institutions through KYVU.

A precedent setting requirement of the eArmy initiative is that the prime contractors will submit a single tuition rate for all technical certificates, another for all AA, BA, and graduate programs.

One of the hopeful prime partners, Computer Science Corporation, has selected one of Kentucky's online courses as one of its four required demonstration courses to the Army: a biology course offered by Dr. Robert Wyatt of Western Kentucky University, selected for its exemplary use of the technology.

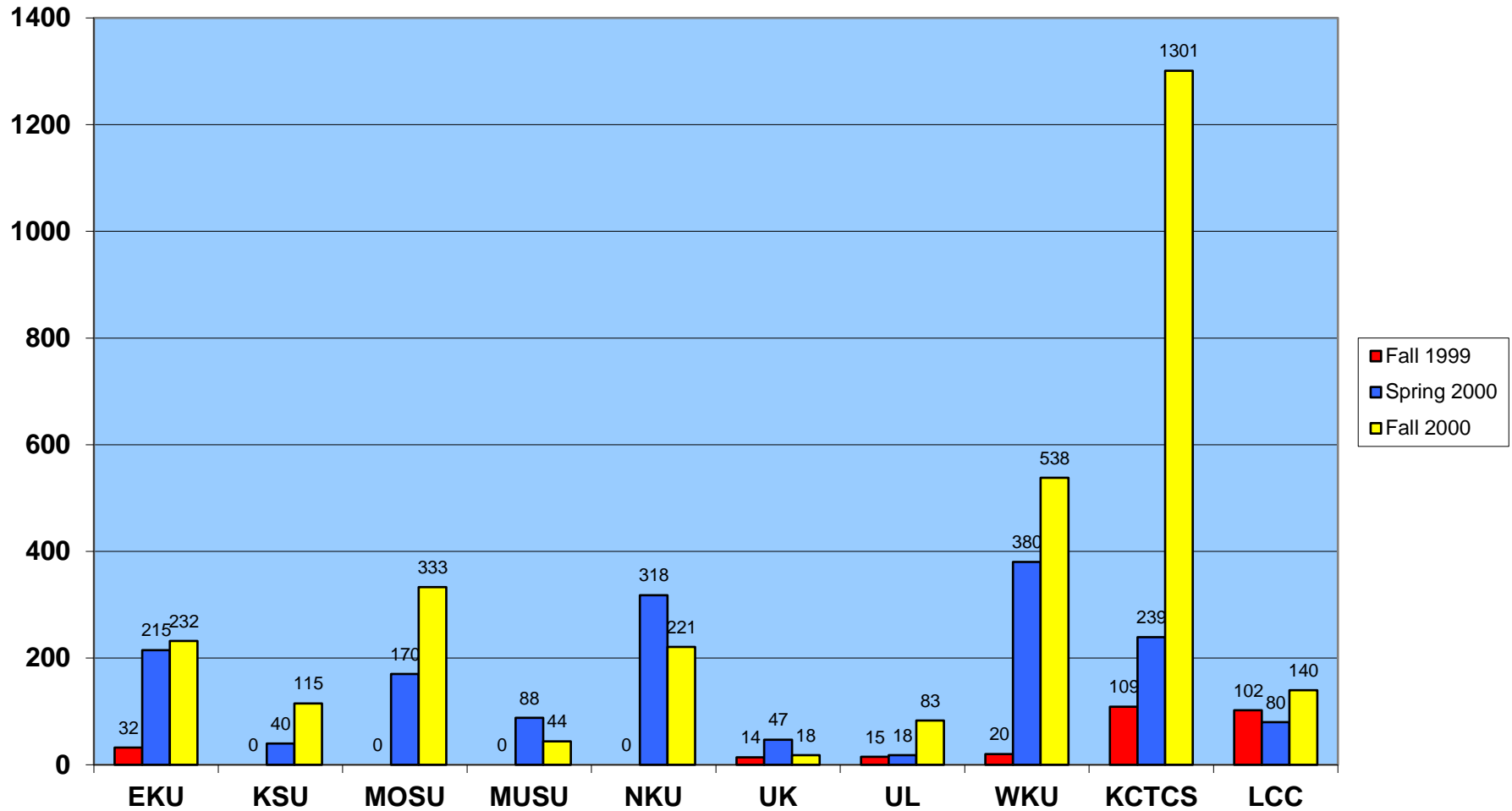
Virtual Football League

KYVU is starting a program to increase community-building opportunities for online learners. While students have ample opportunities to get to know their classmates in individual courses, they do not have a chance to interact with students across classes and institutions. To that end, we are creating opportunities for them beyond their classrooms. The first was the establishment of a Virtual Football League; the KYVU team is the @vengers. KYVU has formed this fantasy league with seven other virtual universities around the U.S., and our "games" are reported on www.virtualcollegesports.com.

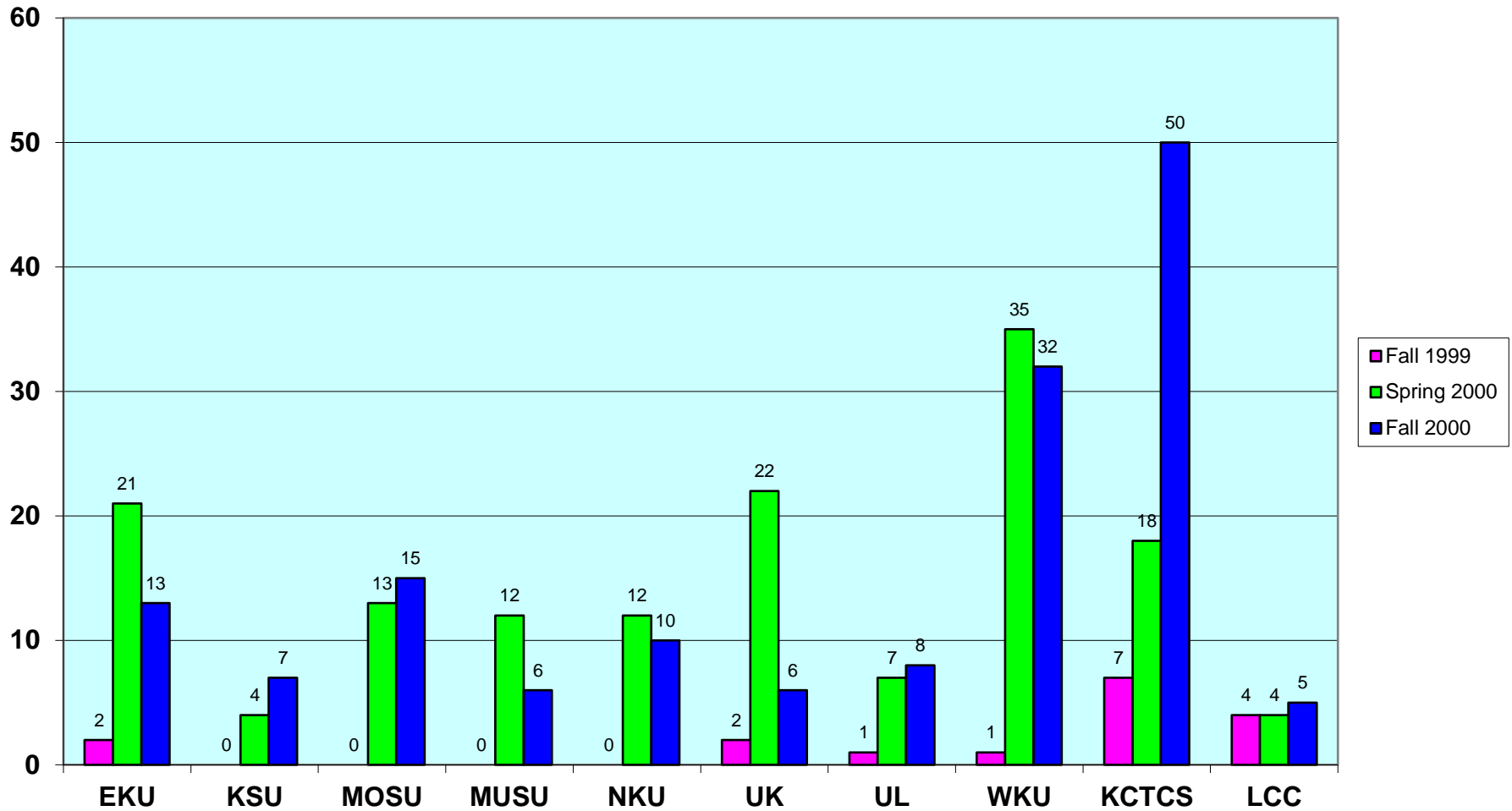
KYVU has received wide press for this small initiative, appearing in the Chronicle of Higher Education, the Courier-Journal, the Herald-Leader, the Philadelphia Inquirer, the Atlanta Journal, and will soon be in Time Magazine. We're waiting for the call from Sports Illustrated.

Staff Preparation by Mary Beth Susman

KYVU Class Enrollments by Institution by Term Fall 1999-Fall 2000



KYVU Courses Offered by Term by Institution Fall 1999-Fall 2000





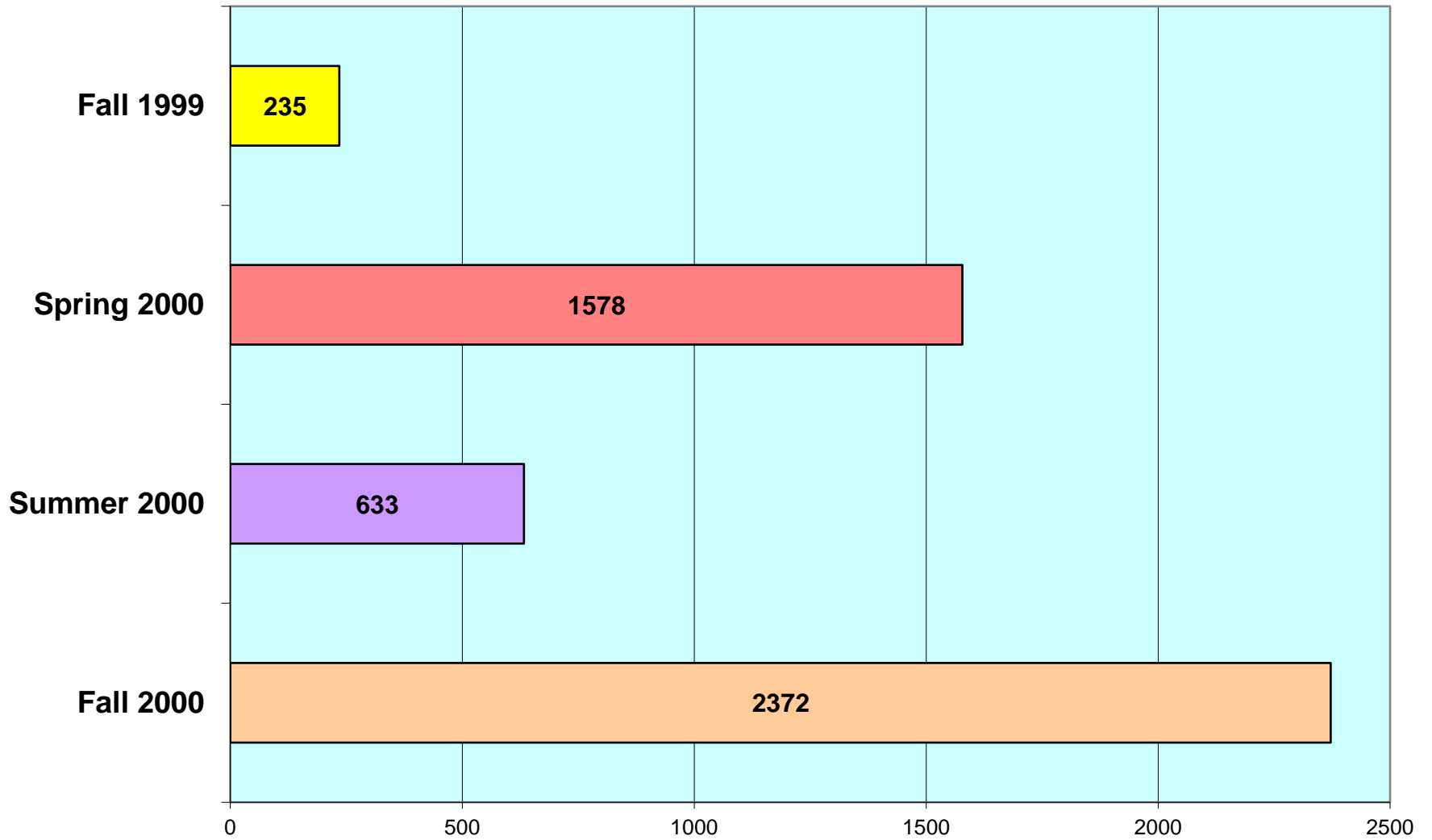
SPRING 2000

INSTITUTION	COURSES OFFERED	CLASS ENROLLMENTS	CLASS AVERAGE
Eastern Kentucky University	21	215	10
Kentucky State University	4	40	10
Morehead State University	13	170	13
Murray State University	12	88	7
Northern Kentucky University	12	318	27
University of Kentucky	22	47	2
University of Louisville	7	18	3
Western Kentucky University	35	380	11
Kentucky Community and Technical Colleges	18	237	13
Lexington Community College	4	80	20
Totals	<u>148</u>	<u>1593</u>	<u>11</u>

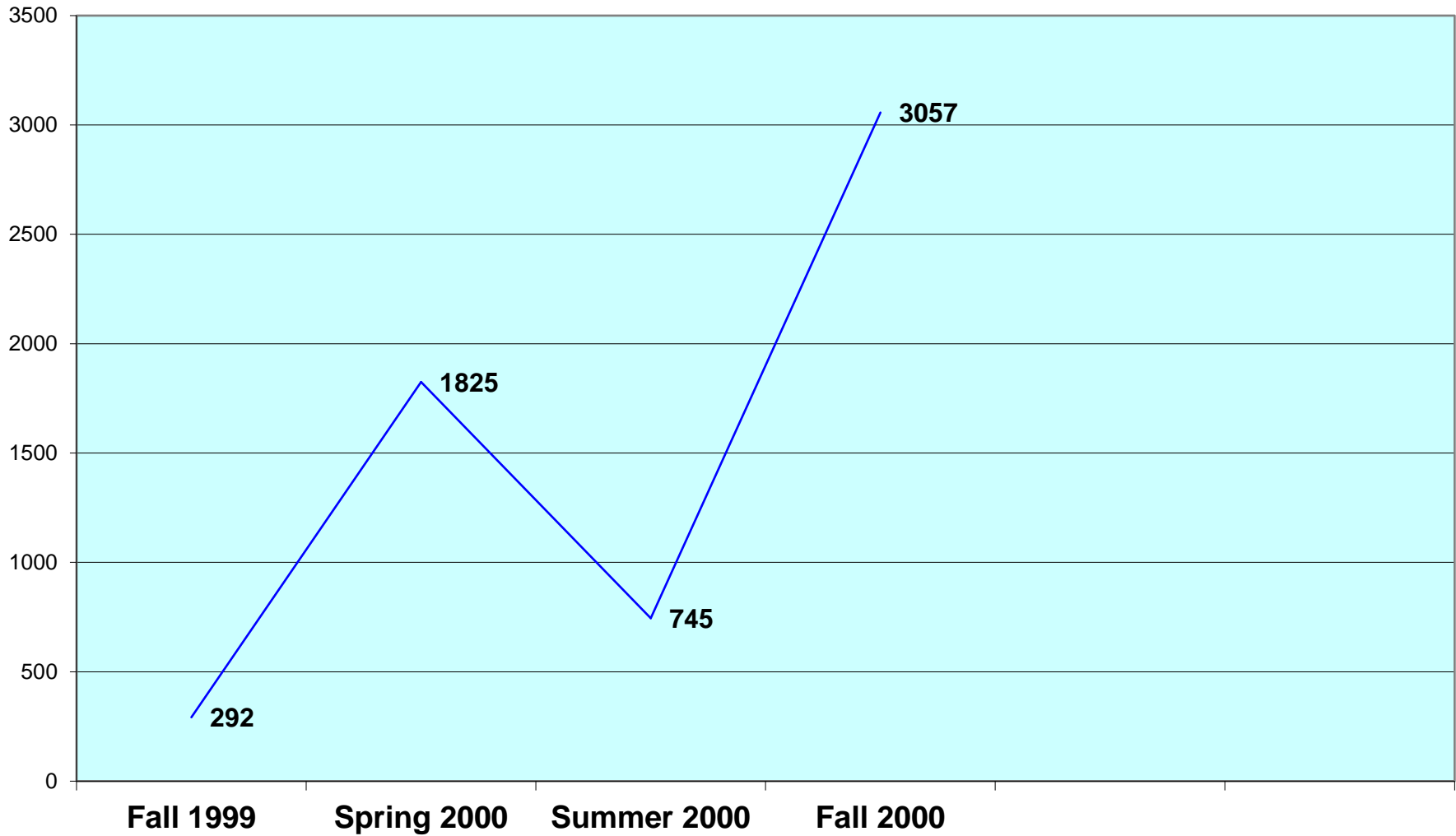
FALL 2000

INSTITUTION	COURSES OFFERED	CLASS ENROLLMENTS	CLASS AVERAGE
Eastern Kentucky University	13	232	18
Kentucky State University	7	115	16
Morehead State University	15	333	22
Murray State University	6	44	7
Northern Kentucky University	10	221	22
University of Kentucky	6	18	3
University of Louisville	8	83	10
Western Kentucky University	32	538	17
Kentucky Community and Technical Colleges	50	1301	26
Lexington Community College	5	140	28
Totals	<u>152</u>	<u>3025</u>	<u>20</u>

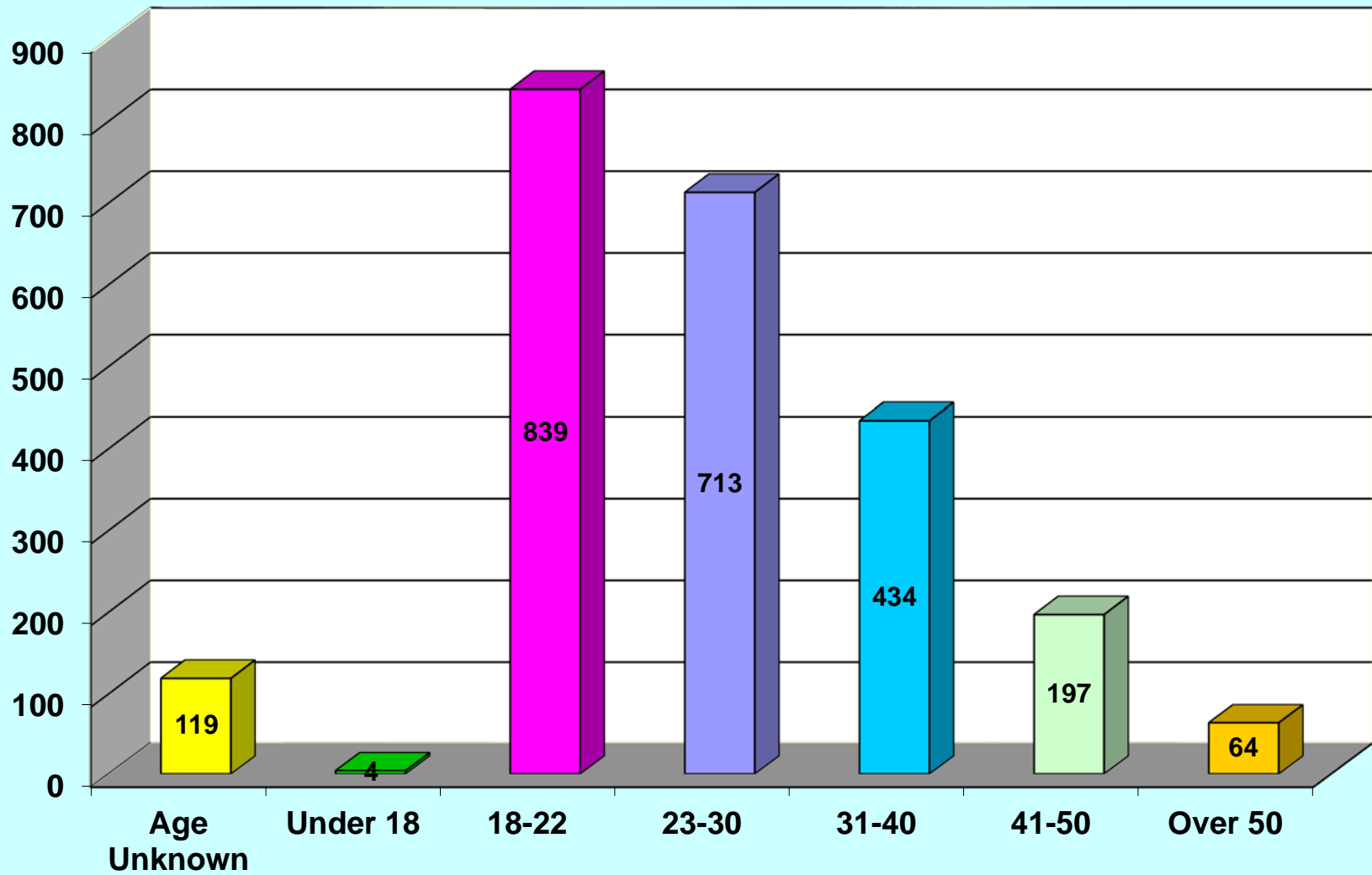
KYVU Unduplicated Student Headcount Enrollment



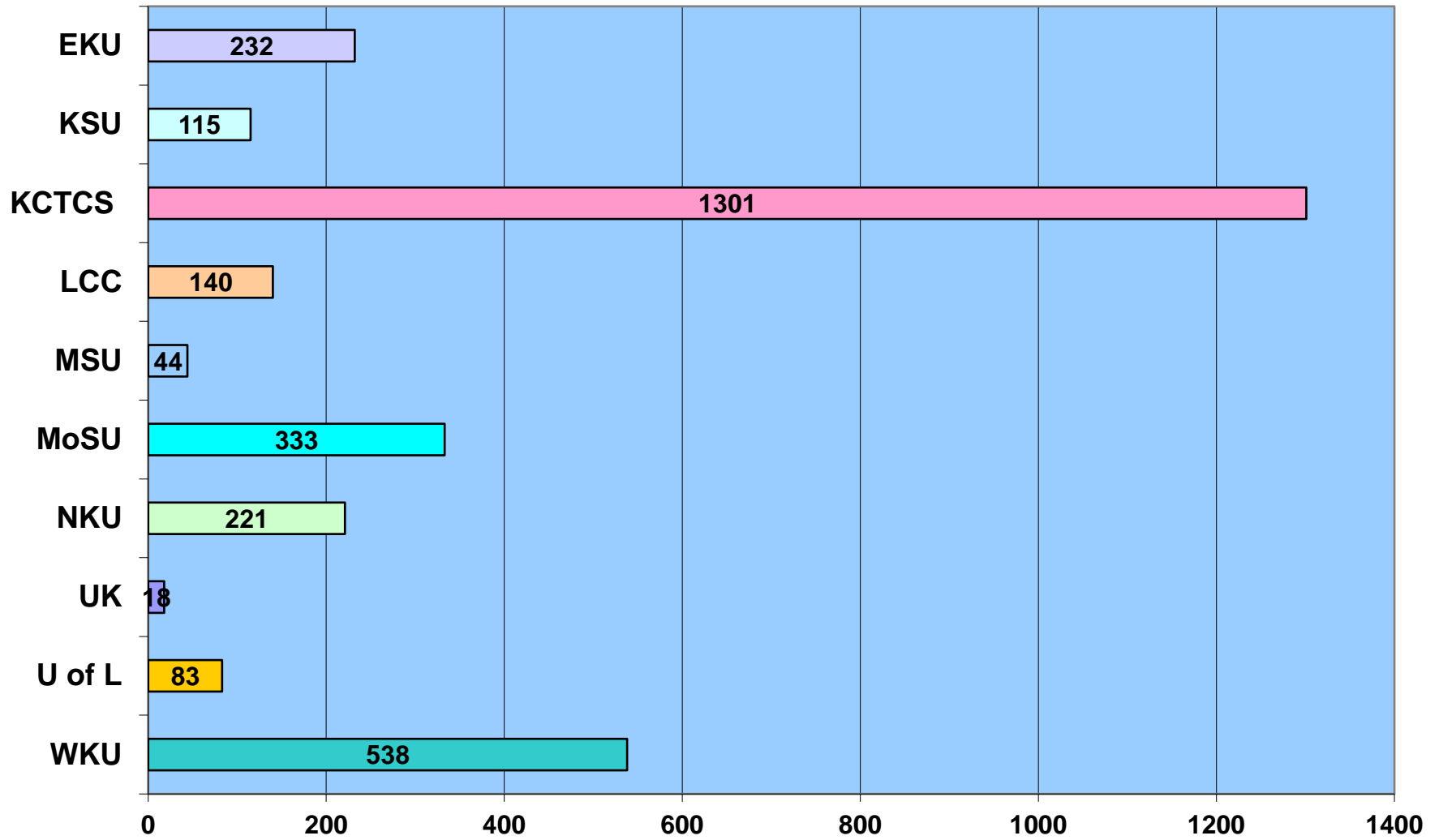
KYVU Class Enrollments



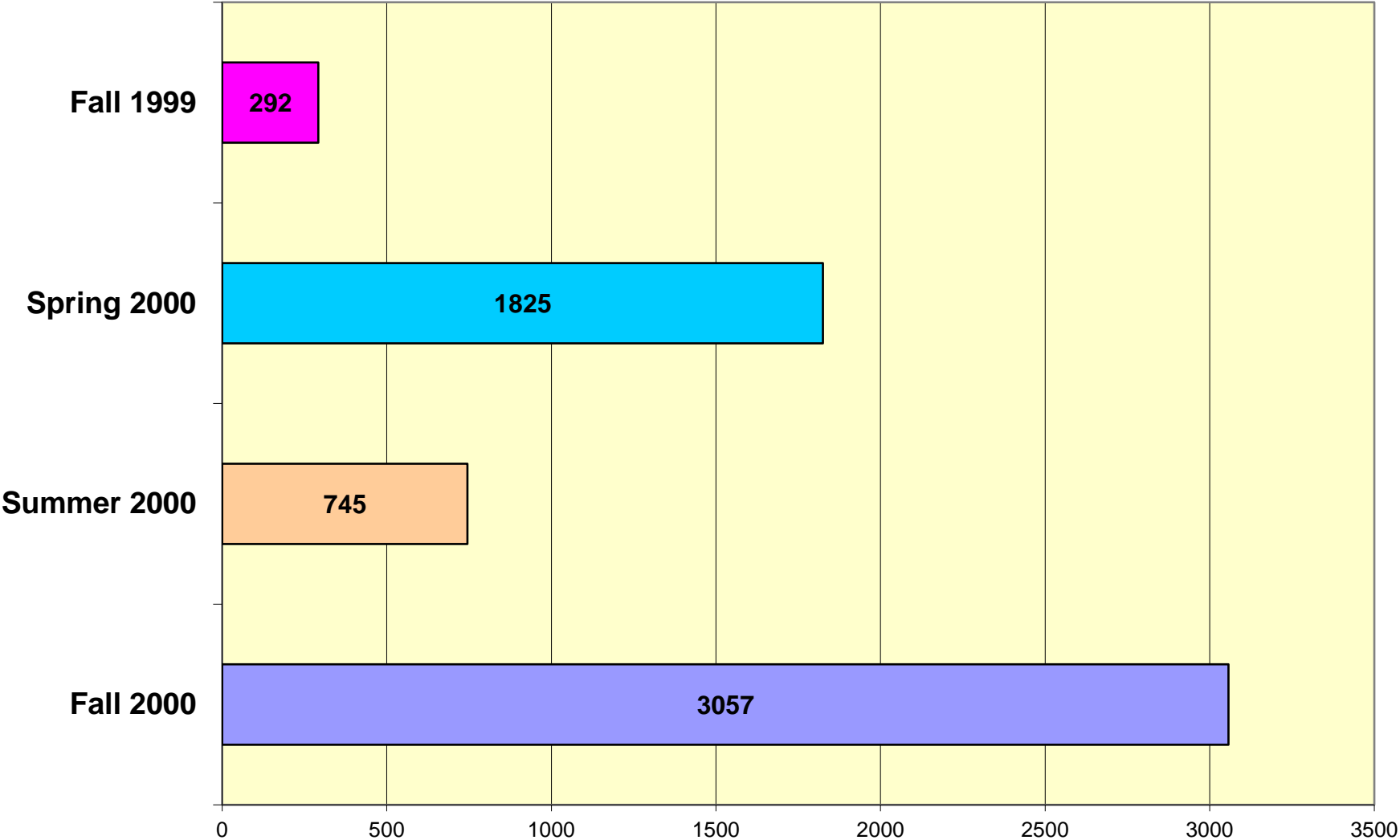
KYVU Students-Fall 2000 Age Range Distribution



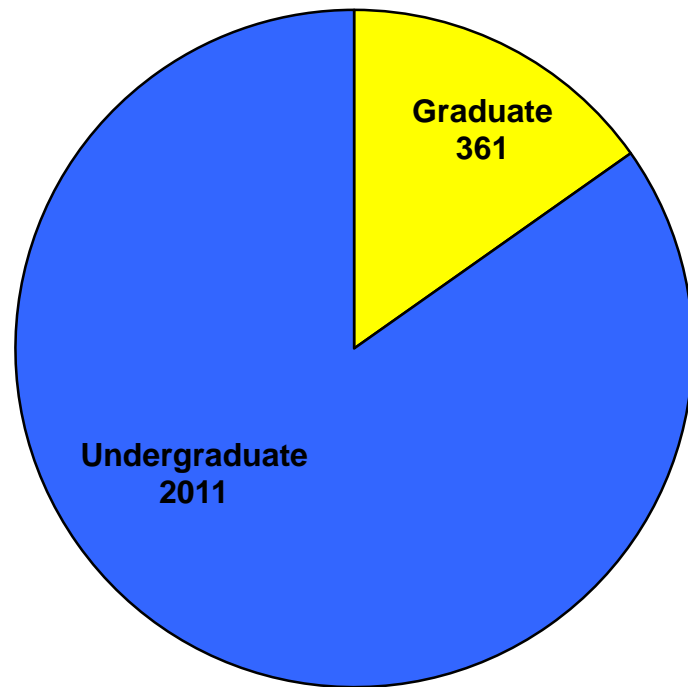
KYVU Class Enrollments By Institution Fall 2000



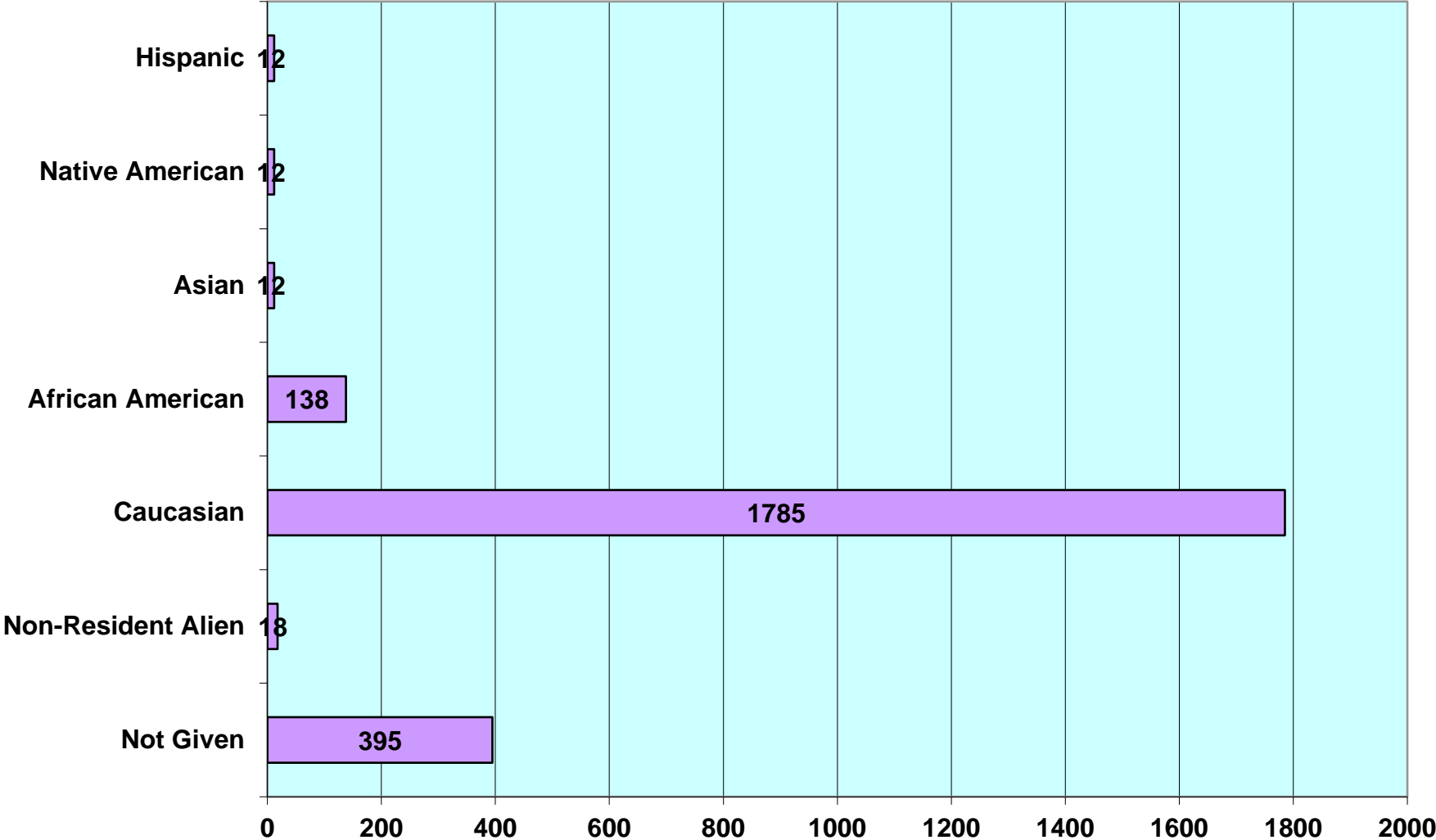
KYVU Class Enrollments



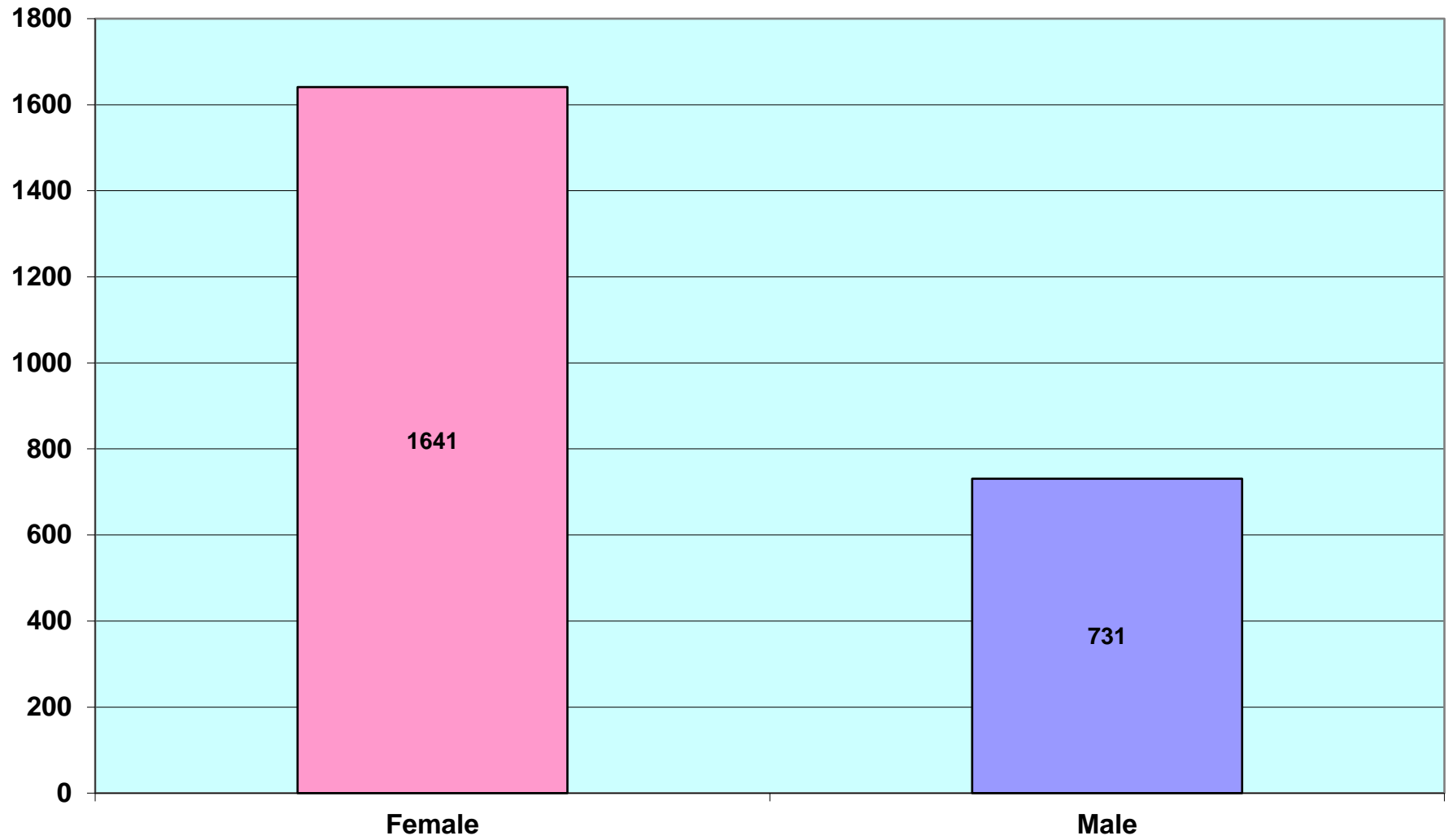
KYVU Fall 2000 Graduate-Undergraduate Enrollment



KYVU Fall 2000 Student Ethnicity



KYVU Fall 2000 Student Gender Distribution



ADULT EDUCATION ACTION PLAN

Recommendation:

- The staff recommends that the Council approve in concept An Agenda for Adult Education in Kentucky (Attachment A). This will meet the directive of Senate Bill 1, which is to establish a statewide mission for adult education and to develop a 20-year strategy in partnership with the Department for Adult Education and Literacy.
- The staff recommends that the Council approve the Adult Education Action Plan (Attachment B), authorizing the release of the designated portion of the Adult Education and Literacy Trust Fund for Fiscal Year 2000-01.
- The staff recommends that the Council authorize the staff to implement the Adult Education Action Plan (Attachment B).

Background:

The Kentucky Adult Literacy Survey reports that 1 million Kentuckians, age 16 to 65, function at low levels of literacy. This represents approximately 40 percent of the state's workforce. State and federal funds administered by the Department for Adult Education and Literacy served 51,000 people in FY 99-00, about 5 percent of the target population. Senate Bill 1 calls for a multi-faceted strategy to improve significantly the knowledge and skills of Kentucky's citizens and to improve the health and well being of Kentucky's families and communities.

A general fund appropriation of \$7 million in fiscal year 2000-01 and \$12 million in fiscal year 2001-02 was made to the Council's Adult Education and Literacy Trust Fund to finance the various mandates, initiatives, and activities set forth in Senate Bill 1. The Council approved a Preliminary Action Plan at the July 17, 2000, meeting with the directive that the staff develop an Adult Education Action Plan allocating the Trust Fund according to two criteria: a) all investments should be scalable, that is, capable of expanding to increase the number of participants in adult education programs; and b) all investments should help to build community adult education capacity. This Adult Education Action Plan has been developed accordingly.

In creating this action plan, the Council staff has consulted and collaborated with approximately 20 agencies, organizations, and institutions. This plan is shaped on the premise that all initiatives should be assessable, accountable, and avoid duplication of services to leverage and maximize resources.

Attachment A

An Agenda for Adult Education in Kentucky

The Vision

In the year 2020, we envision a community-focused adult education system in which:

- Communities embrace life-long learning, and take responsibility for meeting their own learning needs.
- Public and private partnerships help communities to meet education goals.
- Resources for life-long learning are available for everyone.
- Pathways to educational advancement are clear and achievable.
- Attainment of educational goals is recognized and rewarded.
- Adult educators are devoted to meeting the needs of a diverse learner community and are well equipped with varied techniques.
- Literacy goals are achieved efficiently through partnerships and collaboration.
- Adult education is available, accessible, affordable, and accountable.

In accomplishing this vision, Kentucky will be a Commonwealth in which:

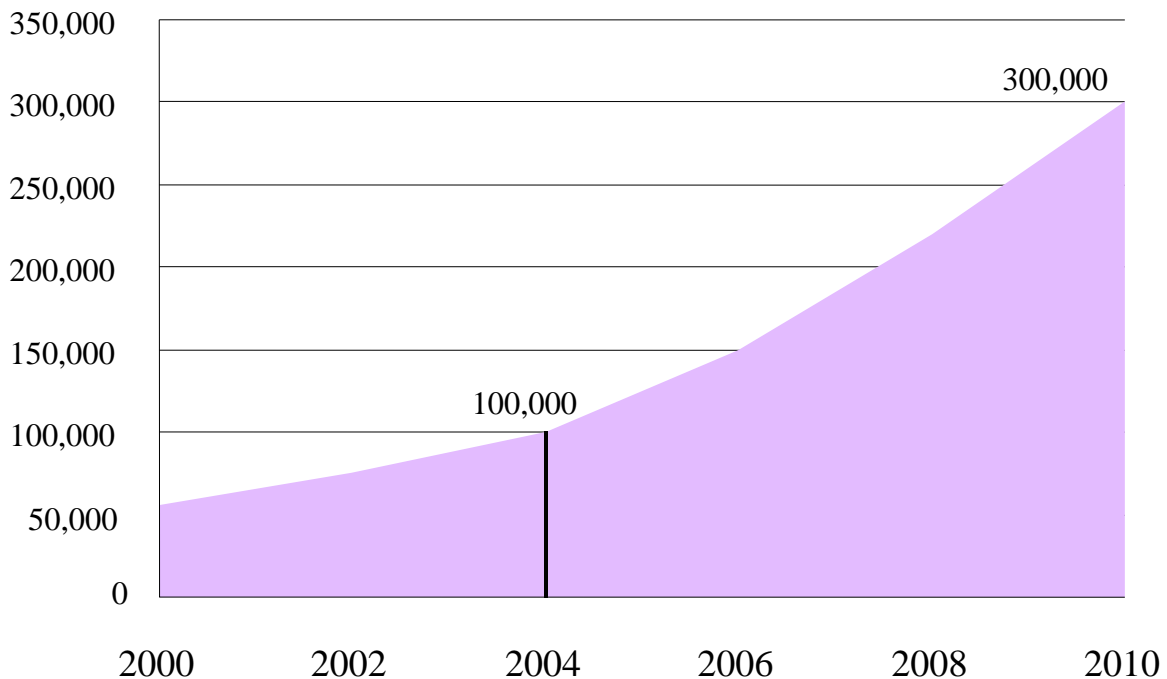
- A culture of learning is valued in the family and in the workplace.
- Children are successful in school and advance through the system.
- The workforce is well trained, knowledgeable, and confident.
- Citizens are knowledgeable about their health and well being.

Kentucky will become more literate and economically viable as more adults are actively engaged in life-long learning. We will increase the proportion of Kentuckians served in adult education programs from 5 percent of those needing help (50,000 learners) to 30 percent (300,000 learners) by achieving the following (see graph on the following page):

- Year 2000-01: 6 percent or 60,000 people
- Year 2001-02: 7.5 percent, or 75,000 people
- Year 2002-03: 9 percent, or 90,000 people
- Year 2003-04: 10 percent, or 100,000 people
- Year 2010: 30 percent of the target population, or 300,000 people

Adult education will focus on family literacy and workplace learning. We will concentrate on helping people learn basic skills so they can help their children succeed in school, do their jobs, and achieve economic self-sufficiency.

Enrollment Goals in Adult Education and Literacy



The Call for Change

Kentucky's need for more and better adult education is urgent. Nearly 1 million adults, 40 percent of the 2.4 million in the workforce, read poorly if at all. Yet only 51,000 of these citizens are in literacy and skills improvement programs.

Kentucky ranks last in the nation in the percentage of adults with a high school diploma. In 1990, 31 Kentucky counties reported that at least 52 percent of the population age 25 and older did not have a high school education. In 25 percent of the counties, the proportion of the adult population with eight years of education or less exceeded 35 percent.

Without a high school diploma, the chance of obtaining adequate employment in Kentucky is steadily decreasing. Approximately 90 percent of the adults in literacy levels 1 and 2 are working, yet they find it difficult to compete for good jobs at good wages or to participate in workplace training to maintain or improve their skills. As the job market tightens, employers become reluctant to expand or relocate in Kentucky, fearing a shortage of trainable employees.

Too few Kentuckians prepare for and enter college. Once they enroll, too few stay and graduate. Of 20 students who enter the ninth grade, only 14 finish high school. Of those, only half go to college, and only three of those enrolled in public universities earn

degrees within six years. Nearly 80,000 more undergraduates are needed – a 50 percent increase – for Kentucky to reach the national average in college going.

The disease of adult illiteracy is at the base of every major challenge facing Kentucky. It contributes to all other problems:

- Children’s literacy levels are strongly linked to the educational attainment of their parents, especially their mothers. The annual Kids Count survey of the condition of children in each state ranks Kentucky 40th.
- Prisoners have significantly lower literacy skills than the general population.
- Welfare recipients require literacy and education skills to be self-sufficient.
- Individuals functioning at the lowest levels of literacy are least likely to vote and participate in civic activities.

There is a strong relationship between Kentucky’s low educational attainment and the Commonwealth’s comparatively low per capita income. About 82 percent of the difference between Kentucky’s per capita income and the average of other states’ per capita income is due to educational deficiencies.

To improve the quality of life for all Kentuckians, adults have to be persuaded to overcome barriers to becoming life-long learners. The cycle of low educational expectations has to be broken. Kentucky can afford no less.

The Five Critical Questions

A galvanized effort by many partners representing government, business, education and volunteer organizations will be required to make the changes necessary. Each contributor should use the following five questions to guide the progress:

1. Are more Kentuckians participating in adult education programs?
2. Are these adult learners meeting their educational goals?
3. Are more adult learners advancing on to postsecondary education?
4. Are more adult learners being prepared for the continually changing workplace?
5. Are Kentucky’s communities and economy benefiting?

Local, regional, and state economic and cultural assets have to converge to reduce illiteracy. There should be a fundamental shift from state-driven programs to locally driven initiatives tailored to the needs of each community. This powerful combination of state capacity and local resources can propel us toward a more literate Commonwealth.

The Leadership Challenge

Success requires leadership at all levels.

Effective partnerships of public, private, statewide, and local organizations will be necessary to meet this daunting challenge. Centralized support and resources emphasizing responsible local initiatives and opportunities will provide a flexible delivery system to meet diverse needs. For its part, the Council on Postsecondary

Education is charged with establishing an effective and efficient approach while drawing upon rich resources of adult education in Kentucky. The Department of Adult Education and Literacy is charged with implementing that approach, using and fostering collaborations among employers, educational agencies and institutions, local, state, and federal governments, the faith community, community-based organizations, and citizen volunteers.

Community leadership is especially critical. Communities can influence citizens to improve their individual lives, while making their communities better places to work and live. One of the greatest barriers to economic development in Kentucky is the absence of a literate workforce. The lack of literacy skills is interconnected with unemployment, poverty, welfare, crime, health, and substance abuse. When literacy becomes a community-wide commitment, a broad array of community resources can be mobilized to promote and support literacy training.

The call for action is clear. In meeting the requirements of Senate Bill 1, An Agenda for Adult Education in Kentucky offers a vision and a challenge for our Commonwealth and our communities to lead our citizens to a better economic and civic life. The need is great and the challenge is daunting. As we look to 2020, we will continually re-examine our goals, reassess our vision and strategy, redesign the programs as needed, and emphasize results-driven accountability.

Attachment B
Adult Education Action Plan
Fiscal Year 2000-2001

This proposed nine-point Adult Education Action Plan for 2000-2001 is the foundation for An Agenda for Adult Education in Kentucky, the 20-year statewide effort to improve and expand adult education in Kentucky as required in Senate Bill 1. The Council's acceptance of the plan will release the Adult Education and Literacy Trust Fund for fiscal year 2000-01. The Trust Fund totals \$7 million for fiscal year 2000-01, and \$12 million for fiscal year 2001-02. This plan calls for \$ 6.1 million. Unallocated funds will be carried forward to fiscal year 2001-2002.

The fund would be allocated according to the chart below. The Council approved up to \$1 million from the Trust Fund for the Public Communication Plan at the July 2000 meeting. No further funding is sought for this component at this time.

Plan Components:	2000-01 Allocation Requested:
1. Public Communication Plan	Up to \$ 1,000,000
2. New Opportunity Grants	Up to \$ 1,500,000
3. Economic Development and Workforce Training Matching Program	Up to \$ 500,000
4. Local Needs Assessment and Community Development	FY 2002
5. Professional Development	FY 2002
6. Statewide Information Technology and Distance Learning	Up to \$ 700,000
7. Tuition Discounts and Employer Tax Credits	Up to \$ 100,000
8. Statewide Competency-Based Certification for Workplace Skills	FY 2002
9. Base Funding, Performance, and Rewards	Up to \$ 2,300,000
Total Allocation Requested	\$ 6,100,000

1. Public Communication Plan

Up to \$1 Million (previously allocated)

Two groups are assisting with the development of a public communication campaign to promote life-long learning opportunities in Kentucky. An 18-member Oversight Committee is crafting a research-based communication strategy. The committee is working with the Office of the Governor to build on the work of the “Education Pays” campaign. Targeted messages will show how and why “education pays” for various segments of the adult audience. A community awareness effort will accompany the statewide media campaign to customize messages. Campaign strategies target not only individual change in attitude and behavior, but also change in the agenda of communities and employers to engage adult learners in a greater variety of programs.

Focus group research in metropolitan areas will be conducted to supplement existing rural area research (*Reasonable Choices: Understanding why Under-Educated Individuals Choose Not to Participate in Adult Education* by committee member Jane Jensen, UK College of Education). When complete, the communication strategy statement will define target audiences and messages to serve as the basis of a request for proposal to media vendors (planned for December 2000). The anticipated initial focus will be people who have recently left school and mid-career adults who need to upgrade their education and skills.

The Oversight Committee focuses on campaign design. Members are experienced in design, implementation, and assessment of multiple multi-million dollar national campaigns that effectively changed individual attitudes and community agendas on important public issues. The committee includes representatives from the Office of the Governor, the Cabinet for Workforce Development, the Kentucky Department of Education, the Long-Term Policy Research Center, the KCTCS, and Kentucky’s universities.

A second, more extensive group of Campaign Partners will identify local partnership opportunities, dissemination strategies, and in-kind support that will significantly expand the resources available to the campaign. The Partners include representatives from adult education programs, KET, local Workforce Investment Boards, the National Center for Family Literacy, and numerous state agencies and professional associations. The number of partners currently stands at 40 and recruitment is ongoing.

2. New Opportunity Grants

Up to \$ 1.5 Million

The purpose of the New Opportunity Grants is to fund model adult education programs that are replicable in other localities or serve as statewide delivery models. Successful proposals will meet the following criteria:

- Be scalable; projects should reach more Kentuckians affordably.
- Use instructional materials and service delivery strategies based on best practice and research-based models.
- Emphasize collaboration with other local, state, or private agencies.

- Include an adequate local assessment of the current challenge being addressed as well as budget and personnel necessary to meet that challenge.
- Include an adequate plan for the assessment of the program, focusing on the number of learners meeting their goals and on the ability to replicate the program in other Kentucky localities.

New Opportunity Grants are non-recurring with varying disbursement periods of 12 to 24 months.

A committee of representatives from DAEL, the Council staff, and experts from the public and private sectors will make recommendations for funding. Proposals will be sought immediately and funds will be available for distribution by January 2001.

3. Economic Development and Workforce Training Matching Program

Up to \$ 500,000

The purpose of the Economic Development and Workforce Training Matching Program is to stimulate workforce-focused partnerships among local, regional, and state agencies. The program will be guided by the Workforce Alliance, a collaborative committee representing the Council on Postsecondary Education, the Department for Adult Education and Literacy, the Department for Technical Education, the Cabinet for Workforce Development, the KCTCS, and the Economic Development Cabinet. Additional partners may be included in fiscal year 2001-02.

The Workforce Alliance will coordinate the workforce education and training services provided by Kentucky's public agencies. The purpose of the Alliance is to provide a responsive, coordinated system with the ability to leverage new and existing resources to maximize the number of adults and employers served. The Alliance's responsibilities include workplace distance learning, and establishing skill standards and assessment.

Leadership for the Workforce Alliance will be a Management Committee and a Steering Committee. The Management Committee will set policies and identify funding parameters for the Alliance. The Steering Committee will administer the policies and make recommendations to the management team. The Steering Committee will identify funding sources and opportunities for leveraging resources. Resources may include funds from a variety of state and state-administered federal programs.

Successful Economic Development and Workforce Training Matching Fund proposals submitted to the Alliance will meet the following criteria:

- Emphasize collaboration between state and local agencies and Kentucky business and industry employers.
- Include a well-developed assessment plan for reviewing local workforce challenges and clarify partnership roles, pre-match budgetary needs, and personnel needs.
- Include an adequate assessment method to determine program success.

4. Local Needs Assessment and Community Development

Funding is not requested for this component at this time. The elements of this plan are under development. A plan and funding recommendations will be presented at the Council's February meeting.

5. Professional Development

Funding recommendations for adult educators' professional development will be presented at the Council's May meeting. A team representing various state and local professional development experts is preparing a statewide comprehensive program.

6. Statewide Information Technology and Distance Learning Up to \$ 700,000

The Kentucky Virtual University will provide a centralized Web-based system that will improve access to adult literacy programs. Adult educators will be able to supplement their current instruction with Web-based applications rich in content and visual impact. These services will include:

- Licensing and hosting Web-based curriculum products, both instructor led and self-paced. These products will include assessment and testing components; be aligned to standardized tests and competency-based certifications; and include reading, writing, math, science, social studies, life skills, and work skills.
- The development, licensing, and distribution of an online reading literacy course. Special subject matter experts will create courses to address the developmental reading needs of adult learners and instructional needs of facilitators. It will also include online materials to help facilitators.
- Access to KYVU's instructional software, which supports threaded discussion forums, chatrooms, email and listserves, whiteboards, shared-browser software, and streaming audio and video.
- Access to more than 30 electronic databases, 4000 journals, and a dozen library catalogs. The Kentucky Virtual Library serves as the hub for libraries to share materials throughout the state. The KYVL Courier Service delivers print materials among 183 libraries. There are 1,500 participating libraries: eight public universities, 28 community and technical colleges, 19 private colleges and universities, 116 public libraries, 1,300 grade schools, and 21 special libraries.
- Electronic database devoted to adult educator and learner needs.
- On-line registration, call center, reference librarians, technical support, and record keeping. Funds will support expansion of the KYVU/VL call center to address the particular needs of adult learners, particularly those who need support at non-traditional times.
- An adult education Web site fully integrated into the KYVU and KYVL Web sites. A Web designer/programmer will create and maintain a Web site that uses a "high-tech/high-touch" experience.

In support of the implementation of the above services, the Council on Postsecondary Education Adult Education and Literacy Trust Fund will provide for:

- An annual statewide license for on-line instructional curriculum; up to \$500,000.
- The first phase of an online reading literacy course; \$200,000.

The Department for Adult Education and Literacy will fund:

- Adult education call center support.
- A database applications programmer.
- A Web programmer/designer.

Partnership with KET will continue with “GED on TV” and Workplace Essential Skills video series programming. Efforts are underway to provide adult learners with access to the Kentucky Department of Education’s Virtual High School.

7. Tuition Discounts and Employer Tax Credits **Up to \$ 100,000**

Senate Bill 1 requires that tuition discounts be provided to full-time employees who complete a high school equivalency diploma program within one year, and tax credits be given to businesses that assist their employees with this goal. The Cabinet for Workforce Development is submitting the regulations for the tuition discounts and employer tax credits to the Administrative Regulation Review Subcommittee for approval. An allocation of \$100,000 is requested for tuition discounts sought in Fiscal Year 2000-2001. This account may increase substantially in future years.

8. Statewide Competency-Based Certification for Workplace Skills

The Council on Postsecondary Education, in partnership with the Cabinet for Workforce Development, the KCTCS, KDE, BellSouth, and EMPOWER Kentucky, is developing a competency-based workplace skills certification model that will help to develop and improve the skills of Kentucky’s workforce. This model will identify needed job skills and target additional training required for a high performance workforce. The model will also use the Employ Kentucky Operating System as a data bank. Finally, the model will help link secondary education to postsecondary and adult education. No allocation of funds is requested during this developmental stage.

9. Base Funding, Performance, and Rewards **Up to \$2.3 Million**

This component contains four parts: foundation funding, performance measures, program performance, and rewards.

A. Foundation Funding **Up to \$1.8 Million**

Senate Bill 1 requires services be targeted to communities with the greatest need based on the number of adults at literacy levels 1 and 2 as defined by the 1997 Kentucky Adult Literacy Survey. Historically, there has been a lack of data available reflecting individual county literacy levels. This issue has contributed to funding inequities across counties. In

response to this difficulty, a county-focused performance measures and key indicator system has been developed, as well as an online data system to collect and report data.

The objective of foundation funding for adult education and literacy is to ensure that every Kentucky citizen has access to quality adult education in their county of residence.

Each Kentucky county is entitled to a base funding level determined by formula. The formula is determined by multiplying a per learner cost by the total number of people residing in the county functioning at Literacy Levels 1 and 2. The per learner cost is calculated by the amount of state and federal funds awarded to the Department for Adult Education and Literacy minus required set aside programs and costs for administration, divided by 1,000,000 people in the target population.

Foundation funding will be achieved by increasing the allocation to the counties' base formula level (appendix 1). Counties allocated above the base will not lose funds. Additional funding required to bring the 64 less-funded counties to the base is approximately \$1,800,000. The Council on Postsecondary Education's Adult Education and Literacy Trust Funds for 2001-02 will be used for this purpose. The formula for the base foundation funds is effective July 1, 2001.

Foundation funding is allocated to county program providers through a request for proposal process, determined by the Department for Adult Education and Literacy. Providers must meet performance goals to qualify for and to maintain funding.

B. Performance Measures

Title II, Section 212, of the Workforce Investment Act requires a state adult education and literacy comprehensive performance accountability system. Kentucky piloted the development of the Performance Measurement, Reporting, and Improvement System in 1993, which led to the National Reporting System of 2000. The U.S. Department of Education, Office of Vocational and Adult Education, approved Kentucky's State Plan in early 2000.

To measure the success of adult education and literacy programs, key indicators have been developed to address five critical questions:

Question 1. Are more Kentuckians participating in adult education programs?

Key indicator: The number of Kentuckians served in adult education programs will increase from 5 percent of the target population (50,000 learners) to 30 percent (300,000 learners) by achieving the following:

- Year 2000-01: 6 percent or 60,000 people
- Year 2001-02: 7.5 percent, or 75,000 people
- Year 2002-03: 9 percent, or 90,000 people
- Year 2003-04 : 10 percent, or 100,000 people
- Year 2010: 30 percent of the target population, or 300,000 people

Question 2. Are these adult learners meeting their educational goals?

Key Indicator: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills, receipt of a secondary school diploma or its recognized equivalent.

Question 3. Are more adult learners advancing on to postsecondary education?

Key Indicator: Placement in, retention in, or completion of postsecondary education.

Question 4. Are more adult learners being prepared for the continually changing workplace?

Key Indicator: Participation in workplace specific training, unsubsidized employment, or career advancement.

Question 5. Are Kentucky's communities and economy benefiting?

Key Indicator: Employer and participant satisfaction surveys; labor market analysis.

Quantitative goals will be set for these indicators by late spring 2001.

C. Program Performance

County adult education and literacy providers must meet enrollment and performance goals based in the key indicators in Section B. Programs not meeting enrollment and performance goals will develop a Program Improvement Plan including specific timelines for achieving improvement goals. The Department for Adult Education and Literacy will coordinate all necessary technical assistance and approve the Program Improvement Plans. Failure to meet performance criteria may result in termination of contract.

D. Rewards

Up to \$500,000

Rewards are based on a percentage of a county's level of foundation funding. To qualify for a reward, county adult education programs must meet or exceed annual enrollment goals and a percentage of the key indicators of performance. If enrollment goals are met, programs are eligible for a reward based on achieving a percentage of performance goals as illustrated below.

Percentage (%) of Key Indicators Achieved	Reward (% of Foundation Fund Level)
50% - 59%	5%
60% - 69%	6%
70% - 79%	7%
80% - 89%	8%
90% - 99%	9%
100%	10%

The Council on Postsecondary Education's Adult Education and Literacy Trust Fund will fund rewards. The Department for Adult Education and Literacy is responsible for maintaining the data collection system, and the coordination and implementation of the rewards. Estimated cost for the reward program for fiscal year 2000-01 is \$500,000.

Special programs such as family literacy, Jobs for America's Graduates, corrections, new opportunity grants, and workplace education are not available in every county. Therefore, these programs are not included in the reward program or in calculating rewards.

Staff Preparation by Cheryl D. King and Ben Boggs

KCTCS PROGRAM APPROVAL AUTHORITY REAFFIRMATION

ACTION
Agenda Item F-2
November 13, 2000

Recommendation:

The staff recommends that the Council reaffirm the delegation of program approval authority to the Kentucky Community and Technical College System Board of Regents for all new certificate, diploma, and associate programs offered by the KCTCS technical and community colleges.

Background:

In April 1999, the Council delegated authority to approve new academic programs at technical and community colleges to the KCTCS Board of Regents effective until December 31, 2000. As part of the delegation, the Council established a "Timeline for Implementation and Review of KCTCS New Program Approval Authority." This timeline included a series of steps for the implementation, review, and audit of program approval policies at the KCTCS. The KCTCS developed four goals for the program-approval responsibilities as well as performance indicators to measure the efforts of the KCTCS to achieve those goals.

The KCTCS central office staff and the Council staff met in August 2000 to review and evaluate these obligations. As part of that process, the KCTCS staff submitted a packet of information about procedures, outcomes, and institutional, central office, and KCTCS Board of Regents Programs Committee member roles. The Council staff conducted an on-site review of program approval procedures and records and met with the chair of the KCTCS Board of Regents Programs Committee to assess the committee's role and its evaluation of the process. This review indicates that the KCTCS has fulfilled the expectations and requirements of the Council as established in April 1999. The KCTCS board members, institutional faculties and administrators, and the KCTCS central office staff have demonstrated the capacity to continue the responsibility for developing and approving academic programs.

The Council staff reviewed a 400-page notebook containing documentation of KCTCS compliance. This documentation is available for review upon request.

Staff Preparation by Barbara Cook

REACTIVATION OF SUSPENDED PROGRAMS

ACTION
Agenda Item F-3
November 13, 2000

Recommendation:

The staff recommends that the Council approve the following:

- That effective June 1, 2001, academic programs suspended for longer than five years be subject to the Council's program approval policies when proposed for reactivation. (Programs suspended in response to the Council's current program productivity review already are subject to the new program approval process and action by the Council before reactivation.)
- That to reactivate suspended programs before June 1, 2001, institutions must submit information about them to the Kentucky Postsecondary Program Proposal System for a 45-day review.

Background:

Council policy allows reactivation of any suspended program after consultation with Council staff. It does not require formal Council approval, regardless of the length of the suspension. Decisions to suspend programs give institutions flexibility to put a program on hold for a variety of reasons and then reactivate the program while the faculty, equipment, and facilities are still in place. But a program that has been suspended for more than five years is unlikely to have essential resources still in place. The program-approval process used today is less burdensome and faster than the previous one. It encourages communication among institutions about the need for a program. To avoid unnecessary duplication, programs suspended for more than five years should be subject to public review before possible reactivation.

The proposed process change was shared with the Chief Academic Officers. Their suggestions were incorporated into the recommendation.

**PROGRAM APPROVAL:
MASTER OF EDUCATION
IN EDUCATION ADMINISTRATION**

**ACTION
Agenda Item F-4
November 13, 2000**

Recommendation:

The staff recommends that the Council change the approval status from provisional to regular for the Master of Education in Education Administration programs at Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, the University of Kentucky, the University of Louisville, and Western Kentucky University.

Background:

In 1996, the Education Professional Standards Board formally adopted a new regulation that required completion of a master's degree for certification of individuals as school principals and assistant principals.

At the May 1998 meeting, the Council gave provisional approval for four new Master of Education in Education Administration programs (at Eastern Kentucky University, Murray State University, the University of Kentucky, and the University of Louisville). The approval was based on the condition that administrators and faculty involved in these programs work toward coordinated and collaborative program delivery that meets the goals outlined in the *Kentucky Postsecondary Education Improvement Act of 1997*.

At its September 1998 meeting, the Council requested a single, collaboratively prepared biennial report in October 2000 on the status of all master's programs in education administration being delivered or developed by Kentucky's public universities. The report was to evaluate program delivery during the 1998-99 and 1999-2000 academic years in terms of the statewide goals outlined in *2020 Vision*, the strategic agenda for postsecondary education, and the program-specific goals identified by the Commonwealth Collaborative for School Leadership Preparation (CCSLP). The CCSLP is composed of representatives of the master's programs in education administration in Kentucky who meet approximately once a month to continue to work toward joint program development and delivery.

The Council gave provisional approval to education administration programs at Western Kentucky University (July 1998), Morehead State University (November 1998), and Northern Kentucky University (March 2000) on the condition that they be fully involved in this initiative.

The attached report provides evidence that the Council's conditions for approval have been met. The report is written by the Commonwealth Collaborative for School Leadership Preparation.

Report to the Council on Postsecondary Education

**Prepared by Members of the
Commonwealth Collaborative for School Leadership**

**Status of the Master of Education in Educational
Administration**

October 26, 2000

Commonwealth Collaborative for School Leadership Preparation

Report to the Council on Postsecondary Education
Status of the Master of Education in Educational Administration
October 26, 2000

Introduction

The purpose of this report is to provide feedback to the Council on Postsecondary Education (CPE) regarding how institutions in the Commonwealth are coordinating administrative preparation programs and to describe the status of the master's degree programs. It is important to note that this is a formative account of the progress made by Kentucky Universities during the initial three (3) year period on the collaboration and implementation of Master's Degrees for administrative preparation programs.

A faculty member, usually a chair, from each public and private institution that offers an administrative preparation program is invited to meet about once a month to discuss how the institutions collaborate in the delivery of these programs. These institution representatives formed the Commonwealth Collaborative for School Leadership Preparation (CCSLP) with the purpose of meeting the goals outlined in the Kentucky Postsecondary Improvement Act of 1997, the outcomes listed in the "Statewide Plan for Review of Master's Programs in Education Administration (Agenda Item E-3, September 14, 1998), and the statewide goals summarized in "2020 Vision."

Prior to the Fall of 1998, students desiring administrative certification enrolled in post-master's degree programs to become eligible to seek principalships. Beginning with the 1998 Fall Semester, the Educational Professional Standards Board approved regulations that enabled educators to obtain principal certification upon completion of a master's degree. This change in regulations commenced in the Fall of 1998 and as a result of these changes, universities developed and submitted Master's Degree Programs to the Council on Postsecondary Education for approval. The institution and date of master's degree approval follow in chronological order:

Eastern Kentucky University; May, 1998;
Murray State University; May, 1998;
The University of Kentucky; May, 1998;
The University of Louisville; May, 1998;
Morehead State University; Spring, 1999;
Western Kentucky University; Spring, 1999; and
Northern Kentucky University; Spring, 2000.

Upon approval of these Master's Degree programs, the Council on Postsecondary Education (CPE) requested that the above mentioned institutions provide a report about the status of these programs. The members of CCSLP received questions from CPE to assist in the preparation of a report that describes administrative preparation programs during the 1998-99 and 1999-2000 academic years. These questions provide the framework for the sections that include: (1) Activities that support statewide priorities,

(2) Goals for the 2000-2001 and 2001-2002 academic years, and (3) Progress toward meeting the statewide need for additional principals.

Although a purpose of initiating the Master's Degree programs was to increase the pool of administrative applicants (in particular, principals), there were several reasons that might preclude students from enrolling in these programs. First, it was a tradition in Kentucky that students seeking administrative positions would complete a post-master's degree program through a Rank I curriculum or a combination Rank I/Specialist in Education Degree (Ed. S.) program. This tradition was based on the premise that students should initially receive curriculum and instruction knowledge via a Master's Degree from Curriculum and Instruction Departments prior to completing administrative preparation.

Second, students did not know if they would be employable as principals by completing a Master's Degree in administration. These students would be entering the market place early and would be competing against candidates that had more teaching experience than they did.

Although there were reasons to question the utility of a Master's Degree with emphasis on administration, there are also reasons that students might find this degree attractive. For example, students could complete a Master's Degree and obtain a pay raise as well as principal certification. The remaining sections in this report describe how Kentucky's Universities collaborated to implement this degree and some formative information on enrollment and employment.

Activities that support statewide priorities

This section consists of four (4) parts: (1) What is the role of distance learning in program delivery? (2) How have individual institutions specialized? (3) How has program delivery become more efficient? (4) How have independent colleges and universities been involved in this effort?

What is the role of distance learning in program delivery?

Distance learning plays a major role in the delivery of administrative programs. CCSLP institutions already use distance learning technologies and plan other initiatives that incorporate these technologies with the purpose of increasing student access to quality principal preparation programs. The following examples of program delivery provide evidence of how the universities take advantage of unique faculty strengths, develop innovative approaches to preparing principals, and decrease unnecessary program offerings.

- Eastern Kentucky University, Western Kentucky University, and Murray State University use KTLN to deliver courses at several sites.

- The University of Louisville, Western Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, and Eastern Kentucky University use the web to deliver courses or to supplement course instruction.
- The University of Kentucky and Eastern Kentucky University collaborate with Northern Kentucky University and Morehead State University to deliver courses.
- Murray State and Western Kentucky Universities cross enroll low demand courses.

The CCSLP institutions plan to implement other initiatives to incorporate distance learning technologies to increase student access to programs. Listed below are some examples of plans for future endeavors:

- Western Kentucky University and Murray University use the compressed video to share the expertise of professors teaching law.

How have individual institutions specialized?

The CCSLP institutions make decisions to take advantage of unique faculty strengths and to decrease unnecessary duplication of program offerings. The following are examples of the collaboration efforts:

- The University of Louisville decided not to offer two (2) of the four- (4) superintendent certification courses, but rather to collaborate with other institutions in the delivery of this program.
- Western Kentucky University and Murray University are sharing the expertise of their law professors.
- Eastern Kentucky University delivered KTLN School Finance courses in collaboration with Northern Kentucky University in Pendleton County.

How has program delivery become more efficient?

The response to this question must be preceded by the interpretation of the term efficient. A representative from the Council on Postsecondary Education indicated that it may not be feasible to deliver every course through distance learning due to the nature of the course or that it may be justified to offer similar courses when sufficient numbers of students are enrolled at each campus. Nonetheless, there are numerous examples of universities sharing the expertise of professors and using the web, compressed video, and satellite technologies to deliver courses to improve efficiency (see response to the question on “What is the role of distance learning in program delivery?”).

The members of CCSLP discussed how to make program delivery more efficient for students who transfer from one institution to another. This discussion led to the development of a matrix (see attached) that provides students and advisors with information on how courses align between institutions. Students who transfer from one institution to another and advisors find this information helpful in selecting course work for program completion.

Another example of how members of CCSLP make program delivery more efficient is through faculty members sharing their expertise. The CCSLP initiated a meeting of faculty in the Commonwealth to exchange syllabi and curriculum delivery ideas. This first meeting was held in Fall 1999 and a second in the Fall 2000. The Fall 2000 program included similar sessions as the first as well as an open session that focused on web-based classes, distance TV, and off campus courses.

CCSLP members plan to involve the College and Graduate Deans in a conversation regarding the development of common policies to simplify visiting student admission. Members are working to develop visiting student and transfer student policies, which might be adopted by all institutions to simplify both processes.

How have independent colleges and universities been involved in this effort?

The independent colleges and universities receive invitations to each CCSLP meeting and receive minutes of those meetings. These institutions attend selected meetings as their schedules permit.

Goals for the 2000-2001 and 2001-2002 academic years

How will you measure the level of success in continuing to achieve the goals for CCSLP?

The response to these questions will be put in a framework of process, outcomes, and impact.

Process

Prior to the formation of the CCSLP, faculty from the administrative preparation institutions served on ad hoc committees to address identified issues of administrative preparation. It became clear that it would be easier to have a continuing committee charged with the identification and resolution of these issues. Thus, this change in philosophy evolved into the development of the CCSLP. This group meets on a monthly basis with the purpose of finding ways to coordinate the delivery of administrative preparation programs. In the first year of existence, the members developed short-, middle-, and long-term goals to guide the collaboration and coordination efforts.

Briefly, short-term goals include a common numbering system, common course titles, announcing and coordinating schedules, simplifying visiting student admission, program, instructional, and technical assistance for compressed video usage, seek agreement on acceptance of transfer credits, develop inter-institutional course and program development, seek involvement and support of local school districts, work with KCVU, and inter-institutional sharing of faculty.

Middle-term goals include developing a statewide superintendent certification program, developing a matrix of equivalent courses (by content and/or reflection of

Interstate Leadership Licensure Consortium (ISLLC) Standards), developing KCVU offerings, prepare for mandated tests by compressed video, and work with relevant agencies to offer professional development opportunities for administrators.

Finally, long-term goals include collaborating with the Kentucky Department of Education for state training in preparation programs, and access to technology. In early 2000, CCSLP members adopted a revised approach to mission and goals.

Outcomes

There are several goals that have been met. These are the development of a statewide superintendent certification program and the agreement upon a matrix of similar courses. Some goals have been partially met: common course titles; announcing and coordinating schedules; and equivalent courses through discussions at the Fall Conference sessions.

Table 1 presents the number of students who enrolled and the number of students who completed a Master's Degree in Educational Administration from each public institution. It should be noted that the figures indicate that the number admitted (N=511) significantly exceeds the number of graduates (N=113). This difference should be interpreted given the circumstances surrounding the infancy of the Master's Degree program and the way in which education students complete graduate degree programs. As noted, the Master's Degree program in Educational Administration commenced in the Fall of 1998; thus, one might expect to find a larger enrollment than number of graduates. Secondly, the majority of students in education complete graduate degree programs while pursuing teaching careers; thus they are part-time students as opposed to full-time students. Thus, it takes longer than two years to complete a graduate degree.

Impact

The figures in Table 1 suggest that the Master's Degree will have a significant impact on a predicted shortage of administrators in the future as there are a large number of administrative candidates preparing for principalships. In fact, many students are already beginning administrative careers as reported by faculty from Kentucky's public institutions. These reports indicate that Eastern Kentucky has ---- graduates holding an administrative position; Morehead State University, 18; Murray State University, 9; University of Louisville, 3; and Western Kentucky University, 14.

What specific performance indicators are being assessed and what mechanisms are being used for that assessment?

There are three ways in which students from the public and private institutions are assessed upon completion of a Master's Degree Programs School Administration. These include the School Leadership Licensure Assessment (SLLA), the Kentucky Specialty Test of Instructional and Administrative Practices, and the Kentucky Principal Internship Program.

The SLLA is a measure of the Interstate School Leadership Licensure Consortium (ISLLC) Standards. There are six (6) standards and they roughly correspond to the ideals of vision, instructional leadership, management, involving community and families in schooling, ethics, and being proactive economically, socially, or politically. This test is administered (3) times a year and consists of a six (6) hour block of time for students to write their responses the open-ended questions. Presently, students from the universities in Kentucky have the highest passing rate of the 34 states that require students to take the SLLA test. Although the data could not be disaggregated by Master's Degree and Rank I, 272 out of 279 (97% passing rate) successfully completed this competency test.

A second way students are assessed is through the Kentucky Specialty Test of Instructional and Administrative Practices. This test consists of 100 multiple choice items that cover various items found in the Kentucky State Statutes and Regulations that relate to education. Students successfully pass the test if they correctly answer 85% of the items.

The third assessment measure is the Kentucky Principal Internship Program (KPIP). Although designed as a mentoring and developmental process, students may not be certified unless they pass this program; thus, there is an indication of how students perform on the job. KPIP is designed to provide feedback to an intern from three-committee members. These members include a mentor (practicing principal), a superintendent or superintendent designee, and an administrator educator (a university faculty member). There are three cycles that must be completed and these cycles consist of at least a three- (3) hour visit by each committee member at separate times. The cycles are followed by a conference between the committee members and intern. Although official records are not available, students with Master's Degrees in Education are successfully completing this program.

What are the enrollment figures/projections for 1998-2002?

The CCSLP needs to obtain resources for a study to address this question. Data may be available to respond to this question from the Kentucky Department of Education or the Kentucky State Retirement System.

What is the anticipated need for additional principals in 2005 and 2010?

Presently, CCSLP does not have data to accurately respond to this question. The Educational Professional Standards Board hired a technician to link data sets between universities, Kentucky State Department of Education, and the Kentucky State Retirement System. When this system is complete, it may be possible to collect data that begin to answer this question.

Given that there are retirements each year and that practicing principals may move to other positions, a need exists for a pool of administrative applicants, particularly for principal candidates. Superintendents, who anecdotally report on the shortage of

applicants, especially in the rural regions and remote corners of the Commonwealth, express the need for a candidate pool. Even in highly populated counties, reports of principal shortages exist. Still other anecdotal evidence suggests that many principals are at or near retirement and should these administrators chose to retire, there could be an immediate shortage of administrators. Finally, there are various reports of districts using interim principals to administer a school until a principal can be hired.

Table 1

The number of students admitted to and graduated from Master's Degree Programs in Kentucky's Public Institutions (see Note below)

University	YEAR															TOTALS	
	1998				1999						2000						
	Summer		Fall		Spring		Summer		Fall		Spring		Summer		Fall		
	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Admit	Grad
Eastern Kentucky University	0	0	37	0	13	2	11	4	12	3	15	4	10	2	17	115	15
Morehead State University					14	0	27	5	34	0	14	2	23	26		112	33
Murray State University			42	0	16	3	16	0	20	5	20	14	20	4	9	143	26
Northern Kentucky University													17	0	15	32	
University of Kentucky	6	0	1	0	3	0	3	0	0	0	5	1	1	0	6	25	1
University of Louisville	7	0	2	0	3	1	6	3	2	1	2	0	10	1	2	34	6
Western Kentucky University							10	10*	19	2	8	7	14	13		51	32
TOTALS	13	0	82	0	49	6	73	22	87	11	64	28	95	46	49	512	113

* Students completed course work prior to degree approval or switched Master Degree emphasis.

Note: The number admitted includes students who were fully and conditionally admitted from some institutions.

**CENTER FOR MIDDLE SCHOOL
ACADEMIC ACHIEVEMENT**

ACTION
Agenda Item F-5
November 13, 2000

Recommendation:

The staff recommends that the Council select Eastern Kentucky University and Murray State University as the site for the Center for Middle School Academic Achievement.

Background:

Senate Bill 77 (2000 regular session) directed the Council, in consultation with the State Department of Education, to select one or more postsecondary institutions to house a Center for Middle School Academic Achievement to improve teaching. The purpose of the Center is to improve the subject knowledge and instructional practice of middle school teachers by coordinating professional development programs, providing technical assistance, and disseminating information and research on effective teacher models. Senate Bill 77 calls for funding for the Center from the Department of Education's Teacher Professional Growth Fund for the 2000-2002 biennium.

The Council issued a request for proposals with advice from the State Department of Education and the Education Professional Standards Board. Reviewers included representatives from these agencies as well as out-of-state consultants experienced in middle-school reform. Three proposals were submitted and reviewed. Reviewers selected the proposal submitted jointly by Eastern and Murray State. It provided a comprehensive approach to professional development for middle school teachers across the state.

**EISENHOWER MATHEMATICS AND
SCIENCE EDUCATION FUNDS**

ACTION
Agenda Item F-6
November 13, 2000

Recommendation:

The staff recommends that the Council award federal Dwight D. Eisenhower Mathematics and Science Education funds in the amount of \$742,409 to support the projects listed in the attachment for October 1, 2000 – September 30, 2001.

Background:

The Dwight D. Eisenhower Mathematics and Science Education Grant Program supports activities in schools to improve teaching and learning in mathematics, the sciences, and other curriculum areas. This year, the Council requested proposals targeting development of curricula in mathematics, the sciences, and technology preparing students for careers in engineering and the new economy.

A panel of 18 reviewers from across the Commonwealth—including K-12 teachers, postsecondary faculty in mathematics and the sciences, and representatives from the private sector—evaluated the 23 proposals. One of the largest funded projects is for professional development as part of the Kentucky Department of Education’s Teacher Academy Program.

ATTACHMENT

Eisenhower Mathematics and Science Education Grant Program Projects Recommended for Approval for Federal Fiscal Year 2001

Eastern Kentucky University: \$50,358

Project Maywoods: Middle School Teachers Applying Science Care Content Through Environmental Inquiry

Veteran middle school science teachers in south central Kentucky will conduct environmental investigations with novice science teachers at the Maywoods Environmental and Educational Laboratory at EKU. Participant activities will include an eight-day workshop offered as a four-hour graduate course, follow-up sessions, on-site school visits, field trip planning, and presenting a paper at the Kentucky Science Teachers Association.

Kentucky Community and Technical College System: \$53,802

Introductory Algebra for All

The project targets teachers of introductory algebra courses (Pre-Algebra, Algebra I, Technical Math, and Applied Math) in 17 Appalachian school districts. It will provide an intensive week-long workshop for 60 participants at two locations (Morehead State University and Prestonsburg Community College). The project also provides on-site team teaching through the Appalachian Rural Systemic Initiative Teacher Partners (ARSI) and on-line collegial listserv support.

Murray State University: \$47,211

Connections: Math/Science Across the Curriculum Using the Environment

Murray State's Center for Environmental Education and Western Kentucky University's Center for Math, Science, and Environmental Education will offer a residential summer institute, with two follow-up sessions, at Land Between the Lakes. The project will select up to 30 participants to use environmental studies to connect mathematics and science concepts across the curriculum.

Northern Kentucky University: \$46,339

Reading the River

The project title is taken from the conservationist Aldo Leopold's concept of "reading the landscape" to discover and understand the natural and human forces that shape the environment. Twenty teachers will go on a river journey from the headwaters to the mouth of the Licking River. They will focus on water quality in relation to natural history, land use, and culture. The project will address all major areas of the elementary and secondary curriculum.

Ohio Valley Educational Cooperative: \$54,000

Project SMART (Science and Mathematics Achievement Revived Through Technology)—an Expansion

The project will provide a summer institute, mentoring assistance, and teaching equipment to an anticipated 43 middle and high school math and science teachers in 25 schools in six counties. The project will be led by University of Louisville faculty.

Southeast Community College: \$44,418

Development of Inquiry-Based Integrated Math and Science Experiments for the Schools in the Southeast Community College Service Area

Southeast Community College will sponsor a week-long math and science workshop for approximately 36 teachers in grades 5-9 in southeast Kentucky. Working in small groups, teachers will develop units of study focusing on practical everyday objects as teaching tools for math and science. They will receive guidance in organizing science fair projects that utilize mathematical concepts. Face-to-face and listserv follow-up activities will continue throughout the year.

Transylvania University: \$53,675

Supporting Appalachian Teachers of Chemistry (SAT-Chem)

Through week-long summer institutes and support provided by ARSI Teacher Partners, 40 teachers of high school chemistry in 17 Appalachian school districts will increase their scientific knowledge, acquire greater understanding of inquiry-based learning, and develop better quality classroom materials.

Union College: \$25,504

Properties of Matter: Teaching Middle Grades Chemistry in a KERA Environment

The project will provide a summer workshop and follow-up activities that prepare teachers to address the concepts of chemistry found in the Department of Education's assessments and the National Science Education Standards for grades 5-9.

University of Kentucky: \$141,772

Kentucky Middle School Mathematics Academies—Year 2

The project will continue into a second year eight five-day Mathematics Academies focusing on mathematics content for middle school teachers across the state. Activities will build the content knowledge of 240 middle school mathematics teachers, improve their instructional abilities, and raise student achievement as measured by classroom, district, and state assessments.

University of Kentucky Research Foundation: \$51,148

Understanding Scientific Process Through Modeling Past and Present Causes in the Earth, Life, and Environmental Sciences for Middle and High School Teachers

The project builds on summer professional workshop opportunities to offer to 22 middle and high school teachers increased understanding of concepts in the earth, life, and environmental sciences. Through a week-long field trip to San Salvador and follow-up, geological comparisons will be drawn between the limestone sediment, fossils, deposits, and landforms of Kentucky and analogous formations in San Salvador.

University of Louisville: \$48,693

Mathematics and Science Teacher Development, Education, and Research Center

The University of Louisville Arts and Sciences and Education faculty will work with mathematics and science teachers at Atherton High School to improve high school teachers' disciplinary knowledge and postsecondary faculty's appreciation of classroom teaching outside the university. This high school-university partnership of teaching, laboratory demonstrations,

seminars, research exchange, science fairs, and curricular planning will continue on-site throughout the academic year guided by the needs of the high school faculty.

Western Kentucky University \$50,540

Raising Achievement in Middle School Science

The project will expand current work in curriculum development and unit planning for an estimated 46 middle school science teachers to meet Department of Education standards and National Science Standards.

Western Kentucky University \$53,084

The River: A Resource for Improving Math and Science Content

The project extends a well-received project to south central Kentucky. A projected 28 middle school mathematics and science teachers will use scientific experiments—some conducted on a week-long canoe trip in Mammoth Cave National Park—to evaluate the physical, biological, and chemical quality of water systems. They will learn to use technology and mathematical concepts to make predictions and to analyze the data they collect.

Western Kentucky University \$21,866

Teaching and Learning Science Core Content Using Astronomy and Space Science Activities

University faculty will work with an estimated 20 middle and high school faculty to improve teachers' knowledge of basic concepts in astronomy and to help teachers meet the standards of the Department of Education. Teachers will develop curriculum and unit and lesson plans, engage in astronomical observations, and learn about computer space simulation, telescope construction, spectroscopic analysis of light, and model rocketry.

Total Awarded: \$742,409

During its first year, the P-16 Council implemented a three-part agenda to improve education from pre-kindergarten through the baccalaureate. It supported efforts to improve teacher preparation and professional development, align P-12 and postsecondary curriculum and competency standards, and increase the college-going rate of Kentuckians.

Teacher Quality

- The Kentucky Department of Education created teacher academies in mathematics, science, and social studies.
- The Kentucky Virtual University extended access to Kentucky Department of Education mathematics and science teacher academies with Eisenhower Higher Education Grant Program funding.
- Eastern Kentucky University and the Council on Postsecondary Education co-sponsored a statewide symposium for arts and sciences and education deans to encourage institutions to make teacher education a college-wide responsibility.

Alignment

- Statewide teams of P-12 and postsecondary educators were created to reduce the high rate of postsecondary remediation in English and mathematics. Chaired by Peggy Bertelsman and Lydia Carol Gabbard, respectively, these Literacy and Mathematics Alignment Teams are setting standards for college-readiness in writing and mathematics and suggesting curricular modifications to lower the need for college remediation. The teams are seeking advice from focus groups of employers and parents organized by the Prichard Committee as well as other educators from across the state.
- Northern Kentucky University and the Council are administering a statewide high school diagnostic test in mathematics. The Kentucky Early Mathematics Testing Program was enacted in the 2000 General Assembly.
- The Kentucky Virtual High School was created to offer pre-college students greater access to challenging courses not available in their local high schools.
- A statewide conference was held to allow postsecondary institutions to share practices that help incoming undergraduates in need of developmental education stay in school and graduate.

College-Going

- The Council on Postsecondary Education and Kentucky Department of Education staff worked with school systems, the Kentucky Higher Education Assistance Authority, and postsecondary institutions to develop a successful \$20 million federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant to prepare economically disadvantaged middle and high school students for college.
- The Council on Postsecondary Education is launching a statewide public communications campaign to increase college-going rates targeted at P-12 students, their parents, and adults needing to upgrade their education.
- The Council on Postsecondary Education and Kentucky Department of Education began planning a summer institute to provide professional development for school guidance counselors to support their role as college coaches.

Other Initiatives

- The Teacher Data System Improvement Project, led by the KDE, with participation from the Council on Postsecondary Education and the Education Professional Standards Board, initially focused on tracking the preparation and placement of teachers. Databases of the three agencies will be connected to the greatest extent possible.
- Throughout its first year, the P-16 Council examined exemplary local P-16 initiatives involving one or more public universities, private colleges, schools, and private organizations. The P-16 Council asked the Council on Postsecondary Education to identify effective local collaborative initiatives and lay the groundwork for local P-16 councils.
- Finally, the P-16 Council kept itself abreast of similar efforts throughout the nation. It sought policy advice from The Education Trust, a Washington-based organization that works with policymakers, parents, educators, and community and business leaders to improve schools and colleges.

Future Work

- This year, the P-16 Council is focused on the development of local P-16 councils throughout the state. It also is studying the changes necessary to implement a curriculum that will prepare high school students for postsecondary education. It has enlisted a consultant from the National Association of System Heads and The Education Trust to assist in its work and to link Kentucky's effort to the national P-16 agenda.

Staff Preparation by Dianne M. Bazell

PROGRAM APPROVAL UPDATE

**Agenda Item F-8
November 13, 2000**

At the April 1999 meeting, the Council delegated approval authority for new academic programs in the Kentucky Community and Technical College System to the KCTCS Board of Regents. At the November 1999 meeting, the Council delegated program approval within selected program bands to university governing boards.

As part of the November 1999 action, the Council approved the development of a Web-based advisory and consultation process to support the delegated authority for approving new programs. In April 2000, the Kentucky Postsecondary Program Proposal System (KPPPS) was instituted. All proposals for new academic programs are posted on the Web system for a 45-day public review. If essential criteria are met and if there is no unresolved opposition to a program within an institution's band following the review, the Council staff notifies the institution that it may complete its approval process and implement the program. For programs outside an institution's band, institutional approval is followed by submission of the program to the Council for final review and approval. The KCTCS Board of Regents retains final authority over the approval of new academic programs for its community and technical colleges following the 45-day review.

Since delegation of limited program approval authority to university and KCTCS governing boards, 18 university programs and 36 technical college programs have been submitted for review. Nearly two-thirds of the university proposals are for programs that may be approved without additional review and approval by the Council. Approximately half of the proposals submitted to the Web-based system have been added to the Council's *Registry of Degree Programs* following completion of the review process. The remaining programs are completing institutional approval processes.

A chart of programs submitted to KPPPS follows.

**Program Approval Activity
April - October 2000**

UNIVERSITY	PROGRAM TITLE	DEGREE	BAND	ADDED TO <i>REGISTRY</i>
EKU	Criminal Justice	Baccalaureate	Inside	June 26, 2000
EKU	Emergency Medical Care	Baccalaureate	Inside	July 10, 2000
EKU	Industrial and Organizational Psychology	Master's	Inside	July 5, 2000
EKU	Applied Computing	Master's	Outside	July 17, 2000
EKU	Medical Practice Management	Baccalaureate	Inside	June 8, 2000
KSU	Nursing, General	Baccalaureate	Outside	--
MoSU	Computer Science	Baccalaureate	Outside	--
MoSU	Industrial Technology (MSIT)	Master's	Inside	--
MuSU	Public Administration	Baccalaureate	Inside	--
MuSU	School Psychology	Specialist	Outside	--
NKU	Liberal Studies	Associate	Inside	September 18, 2000
NKU	Master of Arts in Teaching	Master's	Outside	--
NKU	Information Systems	Master's	Inside	--
NKU	Traditional Nursing	Baccalaureate	Inside	--
UK	Chemical Engineering	Baccalaureate	Inside	--
UK	Mechanical Engineering	Baccalaureate	Inside	--
UK	Physician Assistant Studies	Master's	Outside	--
WKU	Applied Technology	Baccalaureate	Inside	--

Kentucky Community and Technical College Programs

PROGRAM TITLE	DEGREE	ADDED TO <i>REGISTRY</i>
Air Conditioning Technology (MayoTC)	Associate	--
Apprenticeship Studies (OCC, OwnTC)	Associate	--
Automotive Technology (MayoTC)	Associate	July 7, 2000
Aviation Maintenance Technology (SomTC)	Associate	July 7, 2000
Computer Aided Drafting (Mayo TC)	Associate	--
Diesel Technology (Mayo TC)	Associate	--
Entry – Level Respiratory Care Practitioner (CVTC)	Associate	June 16, 2000
Entry – Level Respiratory Care Practitioner (Rowan TC)	Associate	July 7, 2000
Entry – Level Respiratory Care Practitioner (WKTC)	Associate	July 7, 2000
Fire/Rescue Training (15 Technical Colleges)	Associate	July 7, 2000
Industrial Maintenance Technology (NKTC)	Associate	July 7, 2000
Instrumentation and Process Control Technology (WKTC)	Associate	July 7, 2000
Law Enforcement Technology (Laurel TC)	Associate	--
Law Enforcement Technology (Somerset TC)	Associate	--
Machine Tool Technology (MayoTC)	Associate	July 7, 2000
Medical Office Technology (RowanTC)	Associate	--
Network & Information Systems Technology (HazTC)	Associate	--
Network and Information Systems Technology (Owensboro CC)	Associate	--
Paramedic (MayoTC)	Associate	--
Surgical Technology (MayoTC)	Associate	--
Surveying and Mapping (MayoTC)	Associate	--
Welding Technology (MayoTC)	Associate	July 7, 2000

STRATEGY FOR STATEWIDE ENGINEERING EDUCATION IN KENTUCKY

**Agenda Item F-9
November 13, 2000**

At its March 2000 meeting, the Council requested that the postsecondary institutions design a proposal to expand engineering education in Kentucky. At its July 2000 meeting, the Council approved a “Strategy for Statewide Engineering Education in Kentucky” and asked that the institutions provide regular updates on their progress in implementing the strategy.

Institutional representatives will report to you on the status of their collective work. The Council staff will report on the engineering education workshop hosted by the Council November 6. The workshop is built around four segments: accreditation, distance learning, math and science preparation of middle and high school students, and best practices for encouraging interest in engineering, particularly among women and minorities.

**NEW ECONOMY
PRELIMINARY ACTION PLAN UPDATE**

**Agenda Item G-1
November 13, 2000**

At its July 17, 2000, meeting, the Council approved the New Economy Preliminary Action Plan as the framework for carrying out the Council's duties under House Bill 572, the Kentucky Innovation Act. In the plan, the Council directed its staff to execute legal agreements with the Kentucky Science and Technology Corporation relating to the latter's creation and management of the Kentucky Science and Engineering Foundation, coordination of the Kentucky Experimental Program to Stimulate Competitive Research (EPSCoR), and performance of the entrepreneurial audit called for in House Bill 572.

The Council staff expects to present three memoranda of understanding covering the items above with the Kentucky Science and Technology Corporation to the Legislative Research Commission's Contract Review Committee at the Committee's November 14 meeting.

The staff expects to present to the Contract Review Committee at its December meeting a fourth memorandum of understanding with the Kentucky Science and Technology Corporation, covering administration of the Research and Development Voucher Program, the Commercialization Fund Program, the Rural Innovation Program, and the regional technology corporations called for in House Bill 572.

**BOND POOL PROJECTS
2000-02 EQUIPMENT REPLACEMENT PROGRAM**

**ACTION
Agenda Item G-2
November 13, 2000**

Recommendation:

The staff recommends that the Council approve the allocation of the 2000-02 Equipment Replacement Program projects at the Kentucky Community and Technical College System and the universities (Attachment 2). Bond funds will be available to purchase instructional equipment in January 2001. Bond funds should be available in January 2001 to purchase research equipment as institutions certify to the Finance and Administration Cabinet that matching funds have been committed to eligible research equipment projects. Council action represents a recommendation to the Secretary of the Finance and Administration Cabinet for final action.

Background:

- House Bill 502 includes authorization for a \$20 million, seven-year bond issue to upgrade and replace instructional and research equipment. The 2000-02 Equipment Replacement Program is part of the Council's Technology Initiative Trust Fund. Debt service for these bonds is in the Technology Initiative Trust Fund appropriated to the Council.
- Institutions have identified the equipment to be purchased using funds from this pool. For research equipment purchases, each institution is required to match state funds dollar for dollar.
- Institutions have certified that at least their 1999-2000 level of actual unrestricted instruction and research expenditures for instructional and research equipment replacement will be maintained.

The Equipment Replacement Program was established by HB 502 to allow postsecondary institutions to have a substantial investment in instructional and research equipment that needs to be routinely upgraded and replaced. These funds will be used to upgrade and replace instructional and research equipment with an expected life of five years or less. The pool contains \$20 million in bond proceeds that are allocated proportionally among institutions based on 1998-99 actual unrestricted instruction and research expenditures. Institutions plan to expend 89 percent (\$18,226,500) of the pool to purchase instructional equipment and the remaining 11 percent (\$1,773,500) from the pool to acquire research equipment.

Only one institution, the University of Louisville, will use trust funds to acquire research equipment. The University of Louisville will expend \$3,547,000 (\$1,773,500 from the pool and \$1,773,500 from matching funds) to purchase research equipment. Institutions replacing research equipment are required to match trust funds dollar for dollar. The availability of research equipment matching funds must be certified by the institution prior to the release of the trust funds. Matching funds may be from sponsored research funds or other sources but may not be from the Research Challenge Trust Funds or any other state-funded trust fund. Specific items of equipment to be funded from the pool are included as Attachment 2.

Access to the 2000-02 Equipment Replacement Program requires institutions to maintain at least the 1999-2000 level of actual unrestricted instruction and research expenditures for instructional and research equipment replacement. Each institution has agreed to that stipulation (see Attachment 1).

**Technology Initiative Trust Fund
2000-02 Equipment Replacement Program
Actual 1999-00 Unrestricted Instruction and Research Equipment Expenditures**

Institution	Instructional Equipment	Research Equipment	Total 1999-2000 Expenditures
Research Universities			
University of Kentucky	\$ 1,441,205	\$ 1,214,461	\$ 2,655,666
University of Louisville	1,006,302	1,318,004	2,324,306
Comprehensive Universities			
Eastern Kentucky University	1,207,250	-	1,207,250
Kentucky State University	82,508	-	82,508
Morehead State University	540,782	2,241	543,023
Murray State University	372,349	73,390	445,739
Northern Kentucky University	2,129,600	7,500	2,137,100
Western Kentucky University	1,243,360		1,243,360
KCTCS			
Community and Technical Colleges	1,259,400		1,259,400
System Total - All Equipment Requests	\$ 9,282,756	\$ 2,615,596	\$ 11,898,352

Note:

The universities and KCTCS have agreed to expend the same amount of institutional funds to replace or acquire new instructional or research equipment in FY 2000-01. These expenditures are in addition to any funds expended from the CPE Equipment Replacement Pool.

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Project Implementation									
Equipment Item Name	College	Dept.	Brief Description of Equipment	Vendor	Unit Price	Quantity	Total Cost	Life Expect Years	Date of Acquisition
Instructional Equip Proj									
Overhead Projector	BGCC	BGCC	Horizon table top overhead projector	Cardinal Office Supply	\$182	4	\$728	7	Fall 2000
Portable Multimedia Projector	BGCC	BGCC	Features 700ANSI lumens of on-screen brightness & true SVGA 800x600	Cardinal Office Supply	4,252	2	8,504	7	Fall 2000
36" Television	BGCC	BGCC	36" Television. Supertube color TV	Cardinal Office Supply	1,105	2	2,210	7	Fall 2000
IV Injection Arm	BGCC	AD Nursing	IV Injection arm that allows for realistic IV training	Nasco Health Care	389	2	778	10	Fall 2000
Laptop Computers *	BGCC	BGCC	Latitude CPX -- Pentium #174; III 500MHZ processor, 14.1" XGA TFT Display	Dell Marketing Group	3,000	2	6,000	7	Fall 2000
Analytical Balance	BGCC	Arts & Sciences	Weighing device accurate to 0.01g	Fisher Scientific	955	1	955	10	Fall 2000
P.H. Meter	BGCC	Arts & Sciences	Device which measures acidity / alkalinity of substance	Fisher Scientific	975	1	975	10	Fall 2000
Hospital Bed	BGCC	AD Nursing	Electric bed double cross bar construction	National Health Supply	1,495	1	1,495	7	Fall 2000
Mattress for Hospital Bed	BGCC	AD Nursing	All electric bed 6 button control	National Health Supply	1,699	2	3,398	7	Fall 2000
Refractometer	BGCC	Arts & Sciences	Measuring device for specific gravity	Fisher Scientific	281	2	561	10+	Fall 2000
DI H2O Still	BGCC	Arts & Sciences	Device which deionizes water from tap water - needed for bio/chem lab	Fisher Scientific	2,000	1	2,000	10	Fall 2000

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Equipment Item Name	College	Dept.	Brief Description of Equipment	Project Implementation				Life Expect Years	Date of Acquisition
				Vendor	Unit Price	Quantity	Total Cost		
Circulating Water Bath w/Cover	BGCC	Arts & Sciences	Unit that heats via water - allows one to maintain constant temperatures	Fisher Scientific	2,000	1	2,000	10	Fall 2000
Smart Cart	BGCC	BGCC	Portable multimedia presentation equipment including projector, VCR & cart	Nat'l Learning Sys.	8,000	1	8,000	7	Fall 2000
Multimedia for Auditorium	CEBS	Educational Technology	Projection units, podium, wireless system, wiring, touch screen control	MCSI	35,000	1	35,000	7	Spring 2001
Linknet	CEBS	Educational Technology	Instructional system that allows projection of computer output on any screen	Applied Computer Systems	16,000	1	16,000	7	Spring 2001
Console	CEBS	Educational Technology	Console to house Linknet and CPU	Constructed	4,000	1	4,000	10+	Spring 2001
CPU for Educational Technology Center	CEBS	Educational Technology	CPU to work with Linknet	Dell	4,000	1	4,000	5	Spring 2001
Computers with Monitor	CEBS	Educational Technology	Dell pentium III 660 MHZ for each department	Dell	1,700	6	10,200	5	Spring 2001
Computers with Monitor	CEBS	Educational Technology	Dell pentium III 660 MHZ Educational Technology Center	Dell	1,700	20	34,000	5	Spring 2001
Commercial Cookware	CEBS	Cons & Family Science	Pots, pans, utensils, baking sheets, pyrex dishes, colanders, knives	Restaurant supply	625	8	5,000	10	ASAP

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Equipment Item Name	College	Dept.	Brief Description of Equipment	Project Implementation				Life Expect Years	Date of Acquisition
				Vendor	Unit Price	Quantity	Total Cost		
Tents	CEBS	Recreation	Outdoor equipment for Recreation classes	NATS	240	8	1,918	7	Spring 2001
Computer and Proxima / Document Camera *	GFCB	Marketing	Computer and Proxima / Document Camera	CCS Inc.	8,000	1	8,000	5	ASAP
Proxima & Document Camera	GFCB	Accounting	Proxima & Document Camera	CCS Inc.	3,000	2	6,000	5	ASAP
Proxima & Document Camera	GFCB	Finance	Overhead projector used for classroom instruction	The Projector Superstore	4,000	1	4,000	5	January 2001
Smart Classroom *	GFCB	Marketing	Ceiling mounted projector, computer w/wireless keyboard, VCR, etc.	Consolidated Media	20,000	1	20,000	10	January 2001
Smart Classroom *	GFCB	Economics	Ceiling mounted projector, computer w/wireless keyboard, VCR, etc.	Consolidated Media	20,000	1	20,000	10	January 2001
Tables and Chairs	GFCB	Accounting	Classroom Tables and Chairs	Cardinal Office Supply	5,500	4	22,000	10	ASAP
Tables and Chairs	GFCB	Economics	Classroom Tables and Chairs	Cardinal Office Supply	5,000	4	20,000	10	ASAP
Student Instruction System (Server)	INF TECH	Academic Technology	System to provide access to instructional services for students	Sun / Dell	85,000	1	85,000	5	ASAP
Student Directory System	INF TECH	Academic Technology	On-line student assignment access system: instructional services	Sun / Dell	60,000	1	60,000	5	ASAP

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Project Implementation									
Equipment Item Name	College	Dept.	Brief Description of Equipment	Vendor	Unit Price	Quantity	Total Cost	Life Expect Years	Date of Acquisition
SAS Software File and Database Server	INF TECH	Academic Technology	Server will administer SAS site license and provide SAS software to faculty	Dell or IBM	18,000	1	18,000	5	4th Qtr 2000
Linear Video Editor	INF TECH	Educational TV	Edit broadcast and video productions	Sony	45,000	1	45,000	10	January 10, 2001
Computers with Monitors *	INF TECH	Educational Telecomm	Dell pentium III 660 MHZ for Distance Learning classrooms	Dell	3,000	14	42,000	5	May 1, 2001
Virus Protection System	INF TECH	Academic Technology	Support for computers in all units (component of previously requested projects)	Norton	24,000	1	24,000	5	ASAP
Hydraulic Universal Tester	OCSTH	Engineering	Hydraulic Universal Tester	Instron	82,986	1	82,986	10+	Spring 2001
Instron Wilson Rockwell Hardness Tester	OCSTH	Engineering	Instron Wilson Rockwell Hardness Tester	Instron	12,760	1	12,760	10+	Spring 2001
Instron MicroHardness Tester	OCSTH	Engineering	Instron MicroHardness Tester	Instron	25,247	1	25,247	10+	Spring 2001
Pendulum Tester	OCSTH	Engineering	Instron Charpy Izod Pendulum Tester	Instron	30,885	1	30,885	10+	Spring 2001
Computer with Monitor *	OCSTH	Engineering	Dell latitude Laptop	Dell	1,955	1	1,955	5	Spring 2001
Fluid / Thermal Systems Laboratory	OCSTH	Engineering	Basic instructional tool key to Mech. Engineering Curriculum	Hampden	61,925	1	61,925	10+	Spring 2001
Circuits Laboratory	OCSTH	Engineering	Circuits Laboratory	Rixan Assoc., Newark Elec.	14,792	1	14,792	10+	Spring 2001

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Equipment Item Name	College	Dept.	Brief Description of Equipment	Project Implementation				Life Expect Years	Date of Acquisition
				Vendor	Unit Price	Quantity	Total Cost		
Concrete Cylinder Testing Equipment	OCSTH	Engineering	Equipment to test concrete	Forney	24,000	1	24,000	10+	Spring 2001
Dental Clinic / Laboratory	OCSTH	AHHS	Lighting, Intra-oral Camera system, Cabinetry, Monitors, Simulation Manikins	Various	62,700	1	62,700	10+	Immediate
Skills Laboratory	OCSTH	Nursing	Laboratory for basic and advanced nursing skills	National Health Supply	37,440	1	37,440	15+	Spring 2001
Physical Assessment Laboratory	OCSTH	Nursing	Laboratory for advanced physical assessment skills, instruction & practice	National Health Supply	11,260	1	11,260	15+	Spring 2001
X-Ray Diffraction Spectrometer	OCSTH	Chemistry	X-RayDiffraction (XRD) Spectrometer	Rigaku XRD	170,000	1	170,000	10+	ASAP
Avid / Softimage DS Editing System	PCAHSS	Journ & Broad	An Avid non-linear video editing system bundled with Softimage	Roscor, Inc.	84,615	1	84,615	7	Immediate
Timpani (set of 5)	PCAHSS	Music	Five Timpani in various sizes (32",29",26",23",20")	Royal Music Company	26,760	1	26,760	22	Immediate
Stacker (Lift)	PCAHSS	Theatre & Dance	Unit to lift materials from the scene shop level up to the stage level	Lift-Rite Stackers	10,000	1	10,000	20	Fall 2000
Tech Classroom Unit	PCAHSS	Sociology	Toshiba TYG3 LCD Data Projector, Smart cart for DELL Computer,	Toshiba,Dell, HP	5,700	1	5,700	6+	January 2001
Tech Classroom Unit	PCAHSS	Sociology	Toshiba TYG3 LCD Data Projector, Smart cart for DELL Computer,	Toshiba,Dell, HP	5,700	1	5,700	6+	January 2001

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Equipment Item Name	College	Dept.	Brief Description of Equipment	Project Implementation				Life Expect Years	Date of Acquisition
				Vendor	Unit Price	Quantity	Total Cost		
Laser Surveying Field Equipment with Total Station	PCAHSS	MLIS	Topcon GTS-602 AF/Laser Pro Series Total Station, Ni-Cad Charger, etc.	Forestry Suppliers	17,278	1	17,278	7	Fall 2000
Tech Classroom Unit	PCAHSS	Sociology	Toshiba TYG3 LCD Data Projector, Smart cart for DELL Computer,	Toshiba,Dell, HP	5,700	1	5,700	6+	January 2001
Tech Classroom Unit	PCAHSS	Sociology	Toshiba TYG3 LCD Data Projector, Smart cart for DELL Computer,	Toshiba,Dell, HP	5,700	1	5,700	6+	January 2001
Nikon DI Digital Camera	PCAHSS	Journ & Broad	3.11 MB Digital Camera	B&H Photo	4,900	1	4,900	5	ASAP
Table Saw (Unisaw)	PCAHSS	Theatre & Dance	An industrial quality table saw for the scene shop	Delta Unisaw	1,720	1	1,720	15	Fall 2000
Band Saw	PCAHSS	Theatre & Dance	18" Power band saw	Jett Saw Company	1,099	1	1,099	15	Fall 2000
Dell Optiplex GSI 10/T Computer *	PCAHSS	Journ & Broad	Desktop computer with extra 1 28 MB DIMM, Added a HP I 0/4/32x	Microcomputing / Best Buy	2,546	1	2,546	5	ASAP
Apple G4 Desktop Computer *	PCAHSS	Journ & Broad	Multimedia Desktop Computer	Apple	7,498	1	7,498	5	ASAP
Apple Multimedia Package *	PCAHSS	Journ & Broad	Apple Multimedia Package (incl Power Mac G4 with 500 MHZ processor)	MacMall	3,494	1	3,494	5	ASAP
Pentium III Instructional / Public Access PC's *	UNIV LIB	Univ Lib / Dean's Office	Pentium III Instructional / Public Access PC's	Dell	1,315	73	95,995	5	June 2001
Pentium III Laptop System *	UNIV LIB	Univ Lib / Dean's Office	Instruction Pentium III Laptop System	WKU Bookstore	3,000	2	6,000	5	June 2001

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Equipment Item Name	College	Dept.	Brief Description of Equipment	Vendor	Unit Price	Quantity	Project Implementation		
							Total Cost	Life Expect Years	Date of Acquisition
LCD Projection Panel Units	UNIV LIB	Univ Lib / Dean's Office	Instructor LCD Projection Panel Units	CTX Opto, Inc	3,000	2	6,000	5	June 2001
Classroom Instructional Media									
TV	GRAD STU	Ext Campus/ Women Stu	TV for classrooms	Best Buy	400	9	3,600	5	ASAP
VCR	GRAD STU	Ext Campus/ Women Stu	VCR for classrooms	Best Buy	300	9	2,700	5	ASAP
Carts	GRAD STU	Extended Campus	Carts	Cardinal Office Supply	300	6	1,800	5	ASAP
Overhead Projectors	GRAD STU	Extended Campus	Overhead Projectors	Cardinal Office Supply	300	10	3,000	5	ASAP
Overhead Stands	GRAD STU	Extended Campus	Overhead Stands	Cardinal Office Supply	250	3	750	5	ASAP
Proxima	GRAD STU	Extended Campus	Proxima Projector for use in classrooms	The Projector Superstore	4,000	1	4,000	5	ASAP
Slide Projectors	GRAD STU	Extended Campus	Slide Projectors	Cardinal Office Supply	300	2	600	5	ASAP
Smart Classroom	GRAD STU	Women's Studies	Smart Classroom	Office Furniture USA / WKU	2,234	1	2,234	15	Summer 2001
Computer with Monitor *	ACAD PRG	Ctr for Teach & Learn	Laptop Computer	Dell	3,000	1	3,000	7	Fall 2000
Dell Optiplex Computer *	ACAD PRG	Honors	Dell Optiplex GX I I O T Pentium III Computer	Dell	2,116	1	2,116	5	November 2000
Computer with monitor and printer *	ACAD PRG	International Program	Desktop computer with monitor and color inkjet printer plus internet	Dell	2,000	1	2,000	5	Spring 2001
Disabled Students Lab *	STU SVCS	EEO / ADA Compliance	Audiotech Personal Educational System w/ neckloop, Braille Embosser, etc.	Audiotech, Humanware, etc.	15,519	1	15,519	7	ASAP

**2000-02 Enacted Budget (HB 502)
Equipment Replacement Pool**

Institution Name: Western Kentucky University

Project Implementation

Equipment Item Name	College	Dept.	Brief Description of Equipment	Vendor	Unit Price	Quantity	Total Cost	Life Expect Years	Date of Acquisition
Computers with Monitors *	STU SVCS	Minority Student Svcs.	Dell computers with Network Cards & Modems - Minority Students Lab	Dell	2,152	2	4,304	5	ASAP
Total Request - WKU							\$ 1,394,000		

* Virus Protection will be pooled

**Research
Equipment Only
Source Of Match**

**Research
Equipment Only
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**2000-02 CAPITAL PROJECTS
AGENCY BOND POOL AUTHORITY**

ACTION
Agenda Item G-3
November 13, 2000

Recommendation:

The staff recommends that the Council approve the authorization of \$3,672,000 from the unused 2000-02 Agency Bond Pool authority. The allocation addresses the need for student housing and includes one other facility. The Council action is a recommendation to the Secretary of the Finance and Administration Cabinet for final action. Increased project amounts to be authorized are listed in Attachment A.

Background:

The 2000-02 Appropriations Bill (House Bill 502) enacted by the 2000 General Assembly authorized a \$35 million agency bond pool to complete projects using bond proceeds with debt service supported totally by non-state General Fund revenues for postsecondary education institutions. Projects are to be recommended by the Council to the Secretary of the Finance and Administration Cabinet.

At its September 2000 meeting, the Council approved an allocation of \$35 million and directed that any residual or unused agency bond authority be allocated later in the biennium. The Council was informed at the September meeting that Kentucky State University might not use its full Agency Bond authority (\$3,672,000) to renovate the Young Hall dormitory. Also, the Council was informed that the \$35 million Agency Bond Pool authorized by the General Assembly was not sufficient to fund all project amounts requested by institutions. Therefore, bond authority for new construction projects at Eastern Kentucky University, Morehead State University, and the University of Kentucky had to be reduced to keep the Council recommendation within the legislatively authorized bond authority amount.

KSU requested that the agency bond authority designated for renovation of the Young Hall dormitory be deferred. The deferral by KSU makes the \$3,672,000 agency bond authority available for reallocation to increase the bond authority for the projects at Eastern, Morehead State, and UK that were reduced to keep the Council recommendation within the available bond authority.

The source of debt service for the Greek Row project at EKU is housing revenue; for the Family Housing Complexes project at MoSU, housing and dining revenue; and for the Cooling Plant #1 Expansion project at UK, education and general revenues.

**2000-02 Enacted Budget (HB 502)
Agency Bond Projects Pool**

Institution and Project Title	Project Type	Total Project Scope	2000-2002 Agency Bond	Other Funds	Planned Date of Issuance	Project Date of Completion	Source of Debt Service
Eastern Kentucky University							
Greek Row	New Facility	4,000,000	3,000,000	200,000	07/01/01	07/01/04	Housing Revenue
	New Allocation of Agency Bonds		800,000 *				
EKU Subtotal - Greek Row Project		4,000,000	3,800,000	200,000			
Morehead State University							
Construct Family Housing Complexes	New Facility	4,000,000	3,000,000	200,000	01/01/01	09/01/01	H&D Revenue
	New Allocation of Agency Bonds		800,000 *				
MoSU Subtotal - Family Housing		4,000,000	3,800,000	200,000			
University of Kentucky							
Cooling Plant #1 Expansion	ME-UT	14,755,000	12,063,000	620,000	11/01/00	06/01/02	E&G Revenues
	New Allocation of Agency Bonds		2,072,000 *				
UK Subtotal - Cooling Plant #1		14,755,000	14,135,000	620,000			
Subtotal - Allocation of New Agency Bonds			3,672,000				
Total		\$22,755,000	\$21,735,000	\$1,020,000			

Note:

* These amounts represent additional agency bond authority for projects at Eastern Kentucky University, Morehead State University, and the University of Kentucky which previously were reduced in order that the Council's recommendation not exceed the legislatively-established total Agency Bond authorization amount.

**INSTITUTIONAL CAPITAL PROJECT:
UNIVERSITY OF LOUISVILLE –
HEALTH SCIENCES CAMPUS FITNESS FACILITY**

ACTION
Agenda Item G-4
November 13, 2000

Recommendation:

The staff recommends that the Council approve the University of Louisville's request for a \$1,660,000 capital project from agency funds and private funds to remodel and realign space on the first floor of the Health Sciences Campus parking garage into a recreation and wellness facility for students.

Background:

The Council has the statutory responsibility to review and approve postsecondary education capital construction projects costing \$400,000 or more regardless of the source of funds. The University of Louisville Board of Trustees has approved this project.

The remodeling and realignment of the first floor of the HSC parking garage will support the university's need to provide recreation, health, and wellness opportunities at the Health Sciences Campus. The project is on the first floor of a parking garage constructed by the university in 1994.

The project will convert 7,900 square feet of the first floor of the HSC parking garage, eliminating 20 parking spaces. Sufficient parking is available at other locations on the Health Sciences Campus. When completed, the space will meet all Americans with Disabilities Act, environmental, air quality, and OSHA requirements. Basic telecommunications infrastructure, including computer wiring and Internet access, will be installed. Provisions also will be made to accommodate future improvements in telecommunications.

The University of Louisville has certified that funds necessary for the completion of the capital project are available from a combination of institutional (\$830,000) and private (\$830,000) funds. Operating costs will come from a special student fee implemented in fall 1999. The Office of Student Affairs will operate the facility when complete.

Following Council action at its November 13 meeting, the staff will forward the Council's recommendation to the Secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

Information:

Western Kentucky University established the Student Life Foundation to fund and renovate student housing. May 21, 1999, the WKU Student Life Foundation Inc. was incorporated as a nonprofit, non-affiliated, tax-exempt Kentucky corporation. The Internal Revenue Service granted the Student Life Foundation 501(c)(3) tax-exempt status in December 1999.

Kentucky law does not specify a process for providing for on-campus student housing through a nonprofit, non-stock Kentucky corporation such as the WKU Student Life Foundation. Representatives of the university, the Finance and Administration Cabinet and other key executive agencies, and members of the General Assembly and legislative staff have discussed procedural requirements and oversight. The Capital Projects and Bond Oversight Committee approved WKU's proposal in March 2000. The Finance and Administration Cabinet worked with WKU and the foundation to establish a management agreement to protect the interests of the university and the Commonwealth. Also, the Council agreed to work with the Secretary of the Finance and Administration Cabinet to develop a procedure to review any similar proposals from other institutions.

Policy Issues and Discussions

Western Kentucky University appeared before the Council at its July meeting and before the Capital Projects and Bond Oversight Committee at its September meeting along with the Council on Postsecondary Education, the Finance and Administration Cabinet, and the Auditor of Public Accounts. Some members of the Committee expressed concerns about aspects of the management agreement between WKU and the foundation. But the opinion of a majority of the members of the Committee was favorable. The approach by WKU was seen as an innovative way for universities to address significant needs such as fire safety, renovations, and other auxiliary enterprise activities.

The oversight committee was assured that:

- The transaction does not affect the state's bond capacity or rating.
- The Commonwealth is protected in case of default. The debt service payment is secured by a letter of credit from First Union National Bank of Charlotte, North Carolina.
- Bid practices are not identical to the state process but the university and the foundation can ensure fair bid practices.
- WKU President Gary Ransdell will ask that the foundation remove language in the management agreement shielding the foundation from the Kentucky Open Records Act and the Kentucky Open Meetings Law.
- The Council agreed to work with the Finance and Administration Cabinet to develop a general process to review any proposals similar to WKU's.

Current Status of the Project

The foundation purchased, for the independently appraised value of \$21.5 million, 17 of the 18 residence halls at WKU through the sale of \$65 million in tax-exempt bonds. The foundation has contracted with the university to manage the residence halls. The project involves completely renovating seven buildings and providing mid-level renovations to seven others. Any upgrades in the remaining three would be considered later. All construction will be complete by summer 2005. The construction schedule will complete the installation of fire sprinkler projects two years earlier than previously anticipated. A project schedule is attached.

The Commonwealth's Department of Housing, Buildings and Construction retains jurisdiction over any new construction, installation of sprinkler systems or general renovation, additions, and related work. Construction plans are required to be submitted to the department for its review and inspection. Renovations to the facilities are subject to the Kentucky prevailing wage law. The foundation maintains insurance coverage of the property. Comprehensive general public liability insurance is provided by an insurer rated at least "A" by AM Best. The foundation may also self-insure.