

**CPE Retreat
August 15-16, 2004**

**Shaker Village of Pleasant Hill
Harrodsburg, Kentucky**

Sunday, August 15

3:00-4:30 **Open Discussion** (CPE members and Tom)
*West Family Wash
House*

4:30-4:45 Break
*West Family Wash
House*

4:45-6:30 **Comprehensive Funding Model Review**
(CPE members, Tom, and admin staff)
*West Family Wash
House*

6:30-7:30 Reception
*West Family
Dwelling House
1st floor*

7:30-9:00 Dinner
*Trustees' Office
Dining Room*

Monday, August 16

7:30 Breakfast
*Trustees' Office
Dining Room*

8:30-11:30 **Planning Discussion**
*West Family Wash
House*
*Steve Kay (facilitator for regional forums and trusteeship
conference) and other CPE staff involved in planning process will
attend.*

- timelines
- trusteeship conference agenda & IEG
- regional forums
 - schedule and sites
 - format and questions
 - outline of remarks for CPE members

- data analysis
 - powerpoint of 2020 projection model
 - general outline of data book and examples of slides to be presented at regional forums
- strategic planning package
- key indicators
- open discussion about public agenda, statewide action agenda, mission parameters

11:30-12:30
West Family Wash House

Lunch

12:30-2:00
West Family Wash House

Planning Discussion (continued, if needed)

Governor's Education Goals

2004-05 CPE Plan of Work

- Planning Process
- Comprehensive Funding Model Review
- Affordability Policy Group
- Seamlessness Policy Group
- Workforce/Economic Development Policy Group

Other Issues

- 2004-05 Meeting Calendar

2:00

Adjourn

Overnight lodging registration – Ministry's Workshop

Overnight lodging rooms – West Family Dwelling House & West Family Sisters' Shop

**Strategic Planning Process & Comprehensive Funding Model Review
CPE Oversight, Consultation with Presidents, SCOPE, & CEO
Detailed Timeline**

Month	CPE Study Session & Mtg	Executive Committee Mtg	Presidents' Mtg	SCOPE Mtg	Committee on Equal Opportunities Mtg	Other
May-04	(5/23): Overview of planning process & comprehensive funding model review (see agenda items)					
Jun-04						Update/advice from CPE chair and vice chair on planning process
Jul-04	(7/19): Discuss revised planning process and timeline (see agenda item); update on funding model review	(7/1): Discuss planning process, timeline, regional forums; discuss funding model review process, objectives, principles				
Aug-04			(8/4): Discuss revised timeline, regional forums, trusteeship conference			(8/15-16) CPE Retreat: Discuss revised planning timeline, forums, trusteeship conference, data analysis/2020 projections, planning issues; discuss status of funding model review
Sep-04	(9/19): Measuring Up 2004 presentation; 2020 projections; update on funding model review		(9/13): Discuss trusteeship conference; preliminary discussion on development of mission parameters; regional forums; update on funding model review	(9/19-20): Planning discussion at trusteeship conference		(9/19-20) Trusteeship Conference: Planning kickoff - discussions with SCOPE members, board members, presidents, CPE members (9/29): Regional forum in Covington

Month	CPE Study Session & Mtg	Executive Committee Mtg	Presidents' Mtg	SCOPE Mtg	Committee on Equal Opportunities Mtg	Other
Oct-04			(10/6): Planning update; update on funding model review		(10/18-19): Update on planning; information on regional forums	(10/4-27): Regional forums in Louisville, Prestonsburg, Manchester, Lexington, Ashland, Paducah, Madisonville, Glasgow
Nov-04	(11/7-8): Discuss forum results, draft public agenda, statewide action agenda, regional priorities	(11/3): Review regional forums results & discuss draft public agenda; update on funding model review	(11/3): Review regional forum results & discuss draft public agenda; update on funding model review			
Dec-04		(12/1): Discuss draft public agenda, statewide action agenda, regional priorities, key indicators; discuss mission parameters, action plan guidelines; update on funding model review	(12/6): Discuss draft public agenda, statewide action agenda, regional priorities, key indicators; discuss mission parameters, action plan guidelines; update on funding model review	(12/6 tentative): Discuss draft public agenda, statewide action agenda, key indicators, regional priorities; discuss preliminary proposal for funding model		

Month	CPE Study Session & Mtg	Executive Committee Mtg	Presidents' Mtg	SCOPE Mtg	Committee on Equal Opportunities Mtg	Other
Jan-05	<p><i>(dates and locations tbd)</i>: Regional Campus Forums</p> <p><i>(1/31)</i>: Discuss mission parameters, guidelines for campus and Council action plan development; approve new funding model</p>	<p><i>(1/12)</i>: Continue discussion of draft public agenda, statewide action agenda, regional priorities, key indicators; discuss mission parameters, guidelines for development of campus and Council action plans; update on funding model review</p>	<p><i>(1/5)</i>: Continue discussion of draft public agenda, statewide action agenda, regional priorities, key indicators; discuss mission parameters, guidelines for development of campus and Council action plans; update on funding model review</p>			
Feb-05	<p><i>(dates and locations tbd)</i>: Regional Campus Forums</p>		<p><i>(2/2)</i>: Update on draft public agenda, statewide action agenda, regional priorities, key indicators; discuss mission parameters, guidelines for development of campus and Council action plans</p>		<p><i>(tbd)</i>: Update on planning</p>	

Month	CPE Study Session & Mtg	Executive Committee Mtg	Presidents' Mtg	SCOPE Mtg	Committee on Equal Opportunities Mtg	Other
Mar-05	(3/21): Approve public agenda, statewide action agenda, regional priorities, key indicators; approve mission parameters; issue guidelines for campus and Council action plan development; update on 2006-08 budget process	(3/2): Discuss results of regional campus forums	(3/2): Continue discussion of draft public agenda, statewide action agenda, regional priorities, key indicators; update on campus and Council action plans & mission parameters; update on 2006-08 budget process	(tbd): Continue discussion of draft public agenda, statewide action agenda, regional priorities, key indicators; update on campus action plans & mission parameters; discuss funding model		
Apr-05		(4/13): Advice on Council action plan; update on campus action plan development	(4/6): Update on Council action plan and discuss campus action plan development		(tbd): Update on planning	
May-05	(5/22): Discuss draft Council action plan; update on campus action plan development; update on 2006-08 budget process		(5/4): Update campus action plan development; discuss IEG spring board development seminar; update on 2006-08 budget process			(5/22-23 IEG Spring Board Development Seminar): Discuss action plans/mission parameters (response to public agenda, action agenda, regional priorities); overview of new funding model

Month	CPE Study Session & Mtg	Executive Committee Mtg	Presidents' Mtg	SCOPE Mtg	Committee on Equal Opportunities Mtg	Other
Jun-05		(6/5): Update/advice on planning process & budget development	(6/1): Update on planning process & budget development	(tbd): Update/advice on planning process & budget development	(tbd): Update on planning	(6/5-6 CPE Retreat): Discuss planning process, trusteeship conference
Jul-05	(7/18): Approve campus and Council action plans; preliminary discussion of budget priorities, other budget matters		(7/6): Finalize campus action plans; preliminary discussion of budget priorities, other budget matters			
Aug-05		(8/3): Discuss budget development process; discuss trusteeship conference	(8/3): Discuss budget development process; discuss trusteeship conference	(tbd): Update/advice on planning & budget priorities	(tbd): Update on planning	
Sep-05	(9/18): Final endorsement of planning package; discuss 2006-08 funding priorities based on public and statewide action agendas, institutional action plans		(9/7): Discuss trusteeship conference; update on planning; discuss 2006-08 funding priorities based on public and statewide action agendas, institutional action plans			(9/18-19 Trusteeship Conference): Distribution of strategic plan package; discuss implementation (what's it gonna take?)

Month	CPE Study Session & Mtg	Executive Committee Mtg	Presidents' Mtg	SCOPE Mtg	Committee on Equal Opportunities Mtg	Other
Oct-05		(10/5): Continued discussion of funding priorities based on public and statewide action agendas, campus and Council action plans	(10/5): Update on planning & budget priorities	(tbd): Update on planning and budget priorities	(tbd): Update on planning	
Nov-05	(11/7): Approval of 2006-08 biennial budget recommendation		(11/2): Discuss 2006-08 biennial budget recommendation			

CPE and Executive Committee meeting dates are tentative.

Institute for Effective Governance
2004 Governor's Conference on Postsecondary Education Trusteeship
September 19-20, 2004
Sloan Convention Center, Bowling Green, KY

Can We Talk?
What's Next in Kentucky Postsecondary Reform?

Sunday, September 19, 2004

11:30-12:30 Brunch for CPE members

12:30-2:15 CPE meeting

2:30-6:00 Opening plenary session

Welcome (Greenberg, Governor Fletcher, President Williams, Speaker Richards)

Conference/planning process overview (Layzell)

Are We Measuring Up? What the Numbers Tell Us

Measuring UP 2004 plus student learning pilot & selected KY stats

(Peter Ewell, Vice President, National Center for Higher Education Management Systems)

Break

What's Next? - A Conversation with State Policy Leaders

(SCOPE members facilitated by Steve Kay)

6-7:00 Reception (cash bar)
Entertainment provided by Western Kentucky University

7-9:00 Dinner
Entertainment provided by Western Kentucky University

Opening remarks (Layzell)

Presentation of Kentucky Advocates OAK and Acorn Awards

Introduction of Governor Fletcher (Greenberg)

Keynote address – Governor Fletcher (invited)

Monday, September 20, 2004

7-8:00 Breakfast buffet

7-8:00 Breakfast meeting with new board and Council members – What it means to be an effective board member
(facilitated by Rich Novak, Association of Governing Boards)

7-8:00 Breakfast meeting with board chairs and vice chairs, CPE members, and presidents

- 8:15-9:45 **What's Next? – A Conversation with Presidents**
(presidents plus Layzell, Gary Cox, & Peter Ewell re: national context)
- 9:45-10:00 Break
- 10-12:00 **What's Next? – Let's All Talk!**
plenary discussion about the needs of the state and what postsecondary education can do to address (public agendas/statewide action agenda)
(facilitated by Steve Kay w/table work)
- 12-1:00 Lunch
- Doing More for Many More with Less**
Ewell speech on statewide and institutional strategies for increasing capacity across the system in an era of constrained resources – models across the states *ala* Educause academic transformation project
- 1-2:00 Orientation/board development sessions – What board members need to know about:
- Student Learning in Kentucky**
National Forum College Level Learning project (Ewell)
 - Effective Board Behavior** (Novak)
 - Keeping College Affordable** (McCormick, Gary Cox, Woodley)
 - Shared Governance** (hosted by Coalition of Senate and Faculty Leadership)
 - A History of American Higher Education**
(book author John Thelin, UK Educational Policy Studies Department)
 - Roundtable on Kentucky Postsecondary Reform: An Overview**
(Layzell, Moore, Carson, Taulbee, Jackson)
 - Roundtable on Kentucky Postsecondary Reform: Focus on P-16**
(Fox, Wilhoit, Applegate, King, local school superintendent)
- 2-3:00 Repeat orientation/board development sessions or break up 1:00 sessions into two groups (or some combination)
- 3:00 Adjourn

Trusteeship Conference Panel Questions

What's Next? – A Conversation with State Policy Leaders

(SCOPE members facilitated by Steve Kay)

- What stands out for you from the data presentation?
- Does any of it surprise you?
- What do the data suggest about the challenges facing postsecondary education in each of the areas covered by the Five Questions?
- What would you most like to hear about from the people who attend the regional forums?
- Audience questions.

What's Next? – A Conversation with Presidents

(Presidents plus Layzell, Gary Cox and Peter Ewell facilitated by Steve Kay)

(Start with general response from Ewell)

- Given the data presentation and what you heard from the first panel, what else is important about the data?
- How can the individual institutions help meet the needs of the overall state agenda?
- What, besides providing more money, do we need to be doing to meet the needs?
- What would you most like to hear about from the people who attend the regional forums?
- Audience questions.

What's Next? – Let's All Talk!

(Plenary session facilitated by Steve Kay with table work)

(First two questions, in modified form, to give a preview of the regional forums.)

- What do you see as the state needs in the areas of economic development, workforce development, growth and vitality?
- What are the challenges facing postsecondary education in each area covered by the Five Questions?
 - Are more Kentuckians ready for postsecondary education?
 - Are more students enrolling?
 - Are more students advancing through the system?
 - Are we preparing Kentuckians for life and work?
 - Are Kentucky's communities and economy benefiting?
- Given what your experience is as a trustee, or your understanding of the trustees' role, what should trustees be doing to help meet those challenges?
- What would you most like to hear about from the people who attend the regional forums?

(Give directions about using the large Post-it notes for most important points from each table, and for individual comments.)

Council on Postsecondary Education

2004-05 Strategic Planning Process Regional Forums

Date	Time	City	Area Development Districts	Site
9-29-04	6:30-9 pm (ET)	Covington	Northern Kentucky: Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, Pendleton Buffalo Trace: Bracken, Fleming, Lewis, Mason, Robertson	Holmes High School 2500 Madison Avenue Covington
10-4-04	6:30-9 pm (ET)	Louisville	KIPDA: Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, Trimble	duPont Manual High School 120 W. Lee Street Louisville
10-12-04	6:30-9 pm (ET)	Prestonsburg	Big Sandy: Floyd, Johnson, Magoffin, Martin, Pike	Prestonsburg High School 825 Blackcat Boulevard Prestonsburg
10-13-04	6:30-9 pm (ET)	Manchester	Cumberland Valley: Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, Whitley Kentucky River: Breathitt, Knott, Lee, Leslie, Letcher, Owsley, Perry, Wolfe	Clay County High School 415 Clay Co. High Road Manchester
10-14-04	6:30-9 pm (ET)	Lexington	Bluegrass: Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Nicholas, Powell, Scott, Woodford	Henry Clay High School 2100 Fontaine Road Lexington
10-19-04	6:30-9 pm (ET)	Ashland	FIVCO: Boyd, Carter, Elliott, Greenup, Lawrence Gateway: Bath, Rowan, Menifee, Montgomery, Morgan	Paul Blazer High School 1500 Blazer Boulevard Ashland
10-25-04	6:30-9 pm (CT)	Paducah	Purchase: Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Marshall, McCracken	Lone Oak High School 225 John E. Robinson Avenue Paducah
10-26-04	6:30-9 pm (CT)	Madisonville	Pennyrite: Caldwell, Christian, Crittenden, Hopkins, Livingston, Lyon, Muhlenberg, Todd, Trigg Green River: Daviess, Hancock, Henderson, McLean, Ohio, Union, Webster	Madisonville North Hopkins High School 4515 Hanson Road Madisonville
10-27-04	6:30-9 pm (CT)	Glasgow	Barren River: Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, Warren Lake Cumberland: Adair, Casey, Clinton, Cumberland, Green, McCreary, Pulaski, Russell, Taylor, Wayne Lincoln Trail: Breckinridge, Grayson, Hardin, Larue, Marion, Meade, Nelson, Washington	Barren County High School 507 Trojan Trail Glasgow

8/16/04

Regional forum format and questions

Welcoming remarks from Council member and/or Dr. Layzell

6:30-6:45 p.m.

Community/regional needs discussion with audience, facilitator led

6:45-7:15 p.m.

1-2 scribes at flipcharts (and/or electronic note-taking in case of a large audience)

{SCRIBES ARE TO BE RECRUITED FROM POSTSECONDARY INSTITUTIONS IN EACH REGION}

- What do you see as your community/regional needs in the areas of economic development, workforce development, growth and vitality?
- How can postsecondary help you meet those needs?
 - What is the postsecondary system doing right?
 - What does your community/region need that postsecondary is not providing?

Next is a data presentation that includes statewide information as well as regional analyses. During the presentation, think about your community's needs and whether what we're tracking rings true for your area.

Data presentation

7:15-7:45 p.m.

Facilitator-led discussion (small audience)

OR

Group work at round tables (large audience)

7:45-8:45 p.m.

Scribes/CPE staff take notes; questions could be divided among groups with overlaps.

Groups would be asked to prioritize responses but scribe would provide all notes to CPE.

If they wish, participants can use large Post-it notes for most important points from each table and/or for individual comments.

- What about this data presentation do you most strongly agree with?
- What do we need to know about this region that we haven't concluded from the analyses that were just presented?
- What are the barriers (policy, cultural, etc.) that get in the way of improving?
- Here are the Five Questions that the Council formulated to guide postsecondary reform across Kentucky. What are the challenges facing postsecondary education in each area covered by the Five Questions?
 - Are more Kentuckians ready for postsecondary education?
 - Are more students enrolling?

- Are more students advancing through the system?
- Are we preparing Kentuckians for life and work?
- Are Kentucky's communities and economy benefiting?
- What are the barriers that keep Kentuckians from enrolling in and advancing through the postsecondary education system?
 - High school students
 - Low-income students
 - Minority students
 - Non-traditional, adult students
- The proportion of African American students who graduate from college is low compared to the proportion of African Americans in the population (will have data on this in presentation). What ideas do you have for increasing the number of minority students who enroll in postsecondary education and graduate with a degree?
- Is the system producing enough graduates to fill the jobs in your region? Enough in the right fields?
- Beyond preparing graduates for the workforce, in what other ways does the postsecondary education system support the needs of your communities and employers? How can we do it better? What else should we be doing?

Concluding remarks from Council member and/or Dr. Layzell

8:45-9 p.m.

8/16/04

**Council Member Talking Points
Regional Forums
September and October 2004**

➤ ***Welcome***

- As a member of the Council on Postsecondary Education, welcome and thank you for coming out tonight in support of postsecondary education and in support of your community.

➤ ***Self-introduction***

- *Name*
- *Personal interest in postsecondary education*

➤ ***Recognition of host agency (superintendent, principal, etc.) and special thanks for meeting site***

➤ ***Brief historical context***

- In 1997, the Kentucky General Assembly passed the Postsecondary Education Improvement Act. This landmark legislation started the reform of Kentucky's postsecondary education system.
- Known as House Bill 1, this legislation recognized that Kentucky must invest in postsecondary education in order for her people to reach their full potential. To do otherwise was, pure and simple, a disservice to our Commonwealth and to our future.
- The legislation charges the Council on Postsecondary Education with moving Kentucky's postsecondary system toward meeting the goals articulated in the House Bill 1 (see handout of 6 goals).
- To meet these goals, the Council formulated Five Questions that have guided postsecondary reform for several years (see handout of 5 questions).
- By focusing on this public agenda, Kentucky has made much progress. In a little while, you will see the evidence of the Commonwealth's achievements in a presentation that looks at the state as a whole and at our region in specific.

➤ ***Format for forum***

- House Bill 1 also required the Council to develop and periodically update its public agenda and action agenda. That's why we're here tonight – as part of updating the Council's strategic plan, we want to hear from you.
- Another of the Council's responsibilities is development and implementation of an Equal Educational Opportunity Plan, so we also want your thoughts on access and opportunity for minority students.
- We want to know what's on your mind – what are the burning issues in your region, in your communities, in your schools and in your homes.
- We also want to take a look at the Five Questions. What challenges face us in each of the areas covered by the Five Questions? Are they still the right questions? What else should we be looking at?
- We have a facilitator who will lead us through some of these issues now and then we'll look at data on the progress of postsecondary reform across the state and in your region.

➤ ***Introduce facilitator***

2020 Projection Analysis

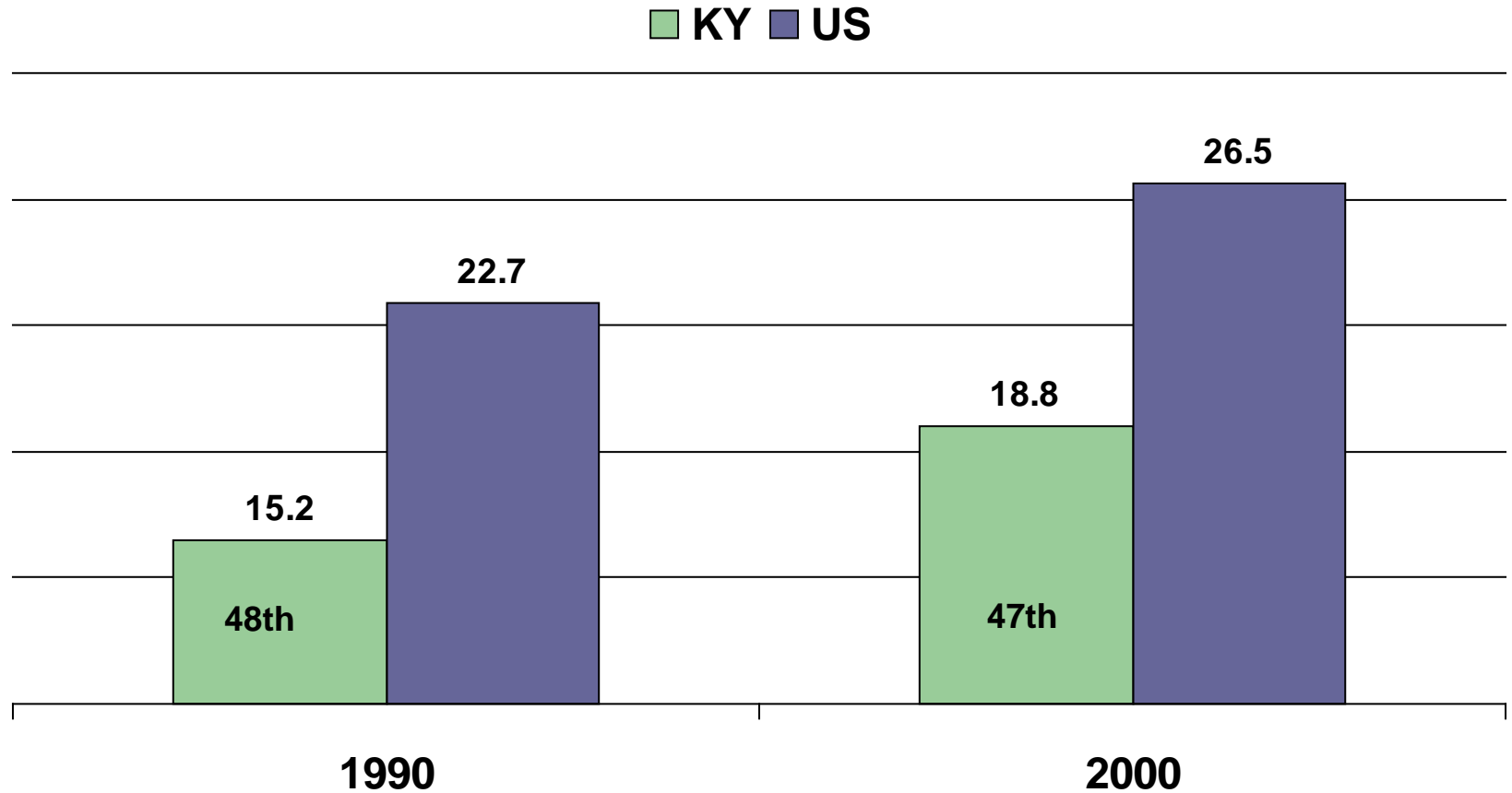
Kentucky Council on Postsecondary
Education Retreat

August 16, 2004



Kentucky's Educational Attainment

25 to 64, Bachelor's Degree or Higher



Source: US Census Bureau

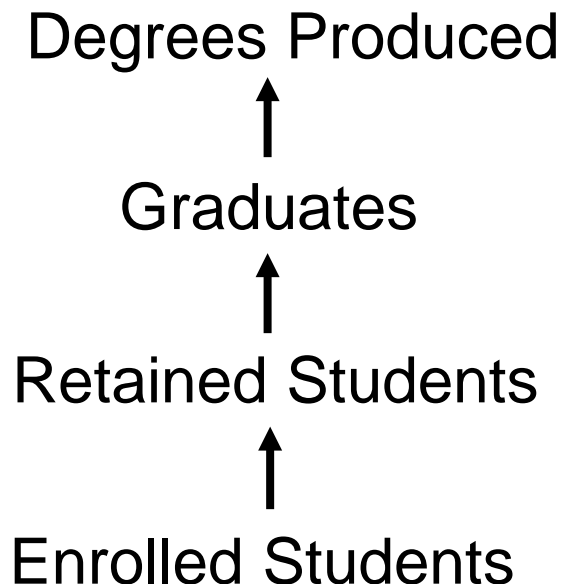
2020 Projection Analysis

- Long term projections help set short term goals
- Calculate degrees that are needed
- Use enrollments, college-going rates, retention and graduation rates to produce enough degrees
- Set institutional goals

2020 Projection Analysis Model

Goal: More Adults with Baccalaureate Degrees or Higher

Keep Adults in Kentucky



In-Migration
of Educated
Adults to
Kentucky

2020 Projection Steps

1. Project the U.S. educational attainment average in 2020
 - KY 2020 population estimate
 - Number of degree holders needed
2. Use historic data to model degree production:
 - Graduation rates
 - Retention rates
 - Transfers
 - College-going rates
 - Enrollment mix

2020 Projection in 1998

- Additional 80,000 undergraduate students in the system by 2020 (Rand)
- Increase from 160,000 in 1998 to 240,000 by 2020
- 39,700 more undergraduates since 1998 with productivity improvements
- Enrollment target alone was ambiguous

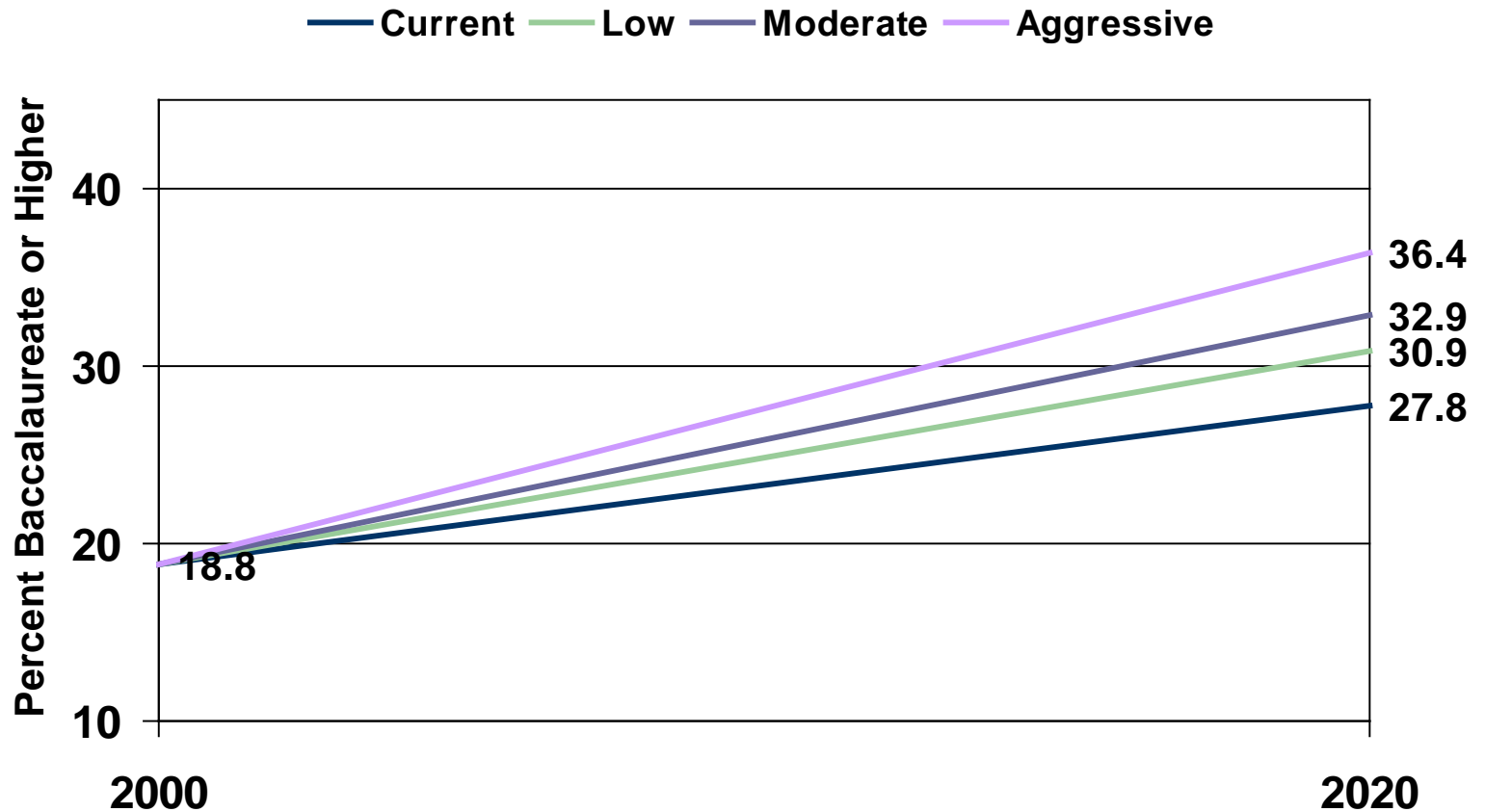
2020 Projection in 2004

- Degree target is more precise
- Enrollment target can be flexible
- Depends on type of students, and where they enroll
- Degree targets can be met with smaller enrollment increases with improved system productivity

2020 Educational Attainment Projections

	Current Attainment	Low 2020 US Projection	Moderate 2020 US Projection	Aggressive 2020 US Projection
Adults with BA or Higher	26.5% (US) 18.8% (KY)	30.9% (US) 30.9% (KY)	32.9% (US) 32.9% (KY)	36.4% (US) 36.4% (KY)
Source	US Census 2000	US Census Bureau 2028 projection	US Census Bureau 2028 projection, adjusted	US rate of increase from 1990 to 2000 applied through 2020

2020 KY Educational Attainment Projections



2020 KY Degree Projections

	Population (25-64)	Degrees Needed in Population	Degrees Available at Current Rate*	Additional Degrees Needed by 2020
2000 Rate (18.8%)	2,142,729	402,094		
Low (30.9%)	2,495,114	771,000	693,000	78,400
Moderate (32.9%)	2,495,114	821,000	693,000	128,300
Aggressive (36.4%)	2,495,114	908,200	693,000	215,700

*Includes degrees added from in-migration.

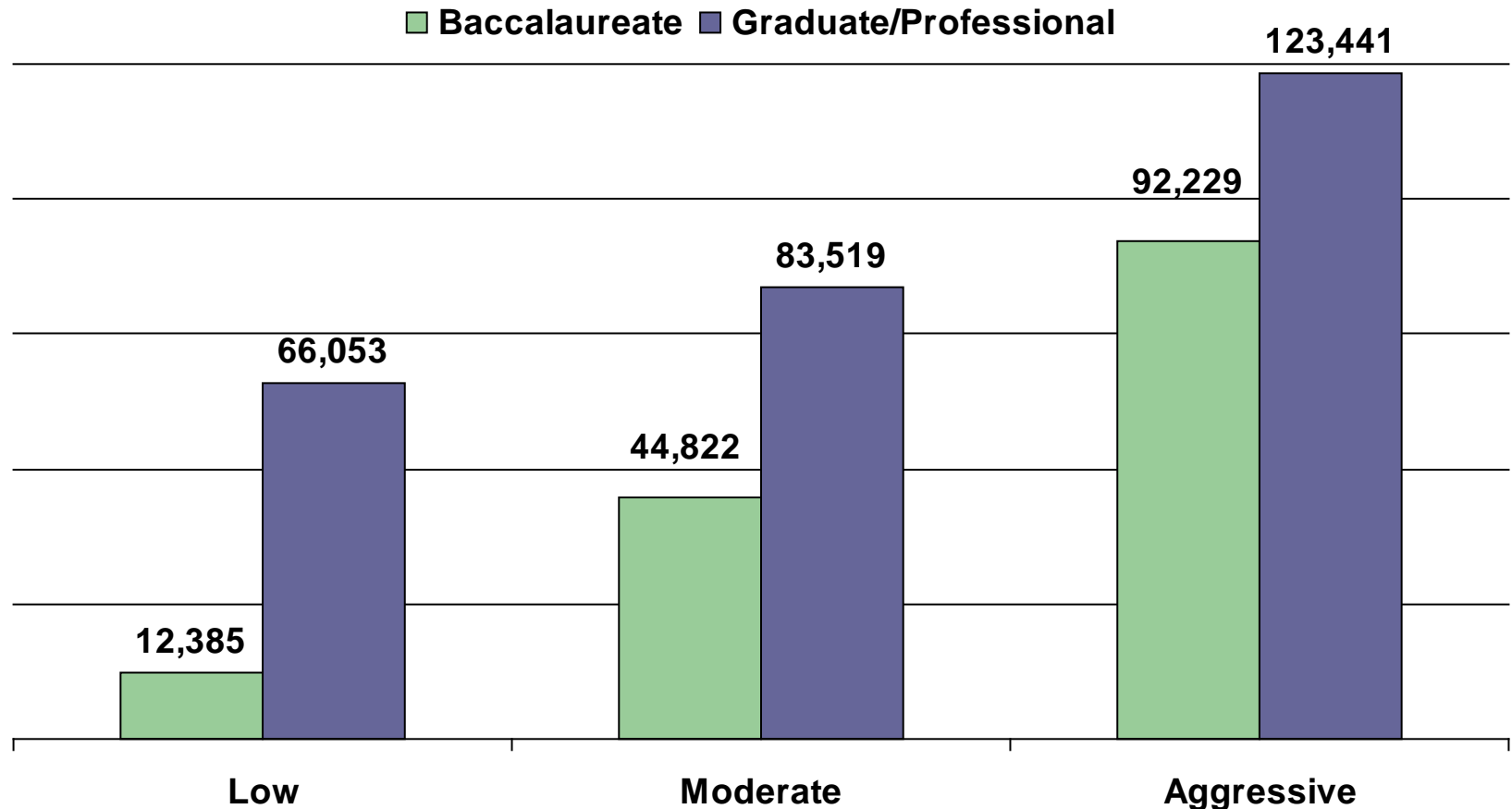
Annual Increase in Degree Production

	Degrees Produced Each Year (Current 3-Year Average)	Additional Degrees Needed	Percent Increase (Over Current Average)
Low (30.9%)	22,136	3,900	17.7%
Moderate (32.9%)	22,136	6,400	29.0%
Aggressive (36.4%)	22,136	10,700	48.5%

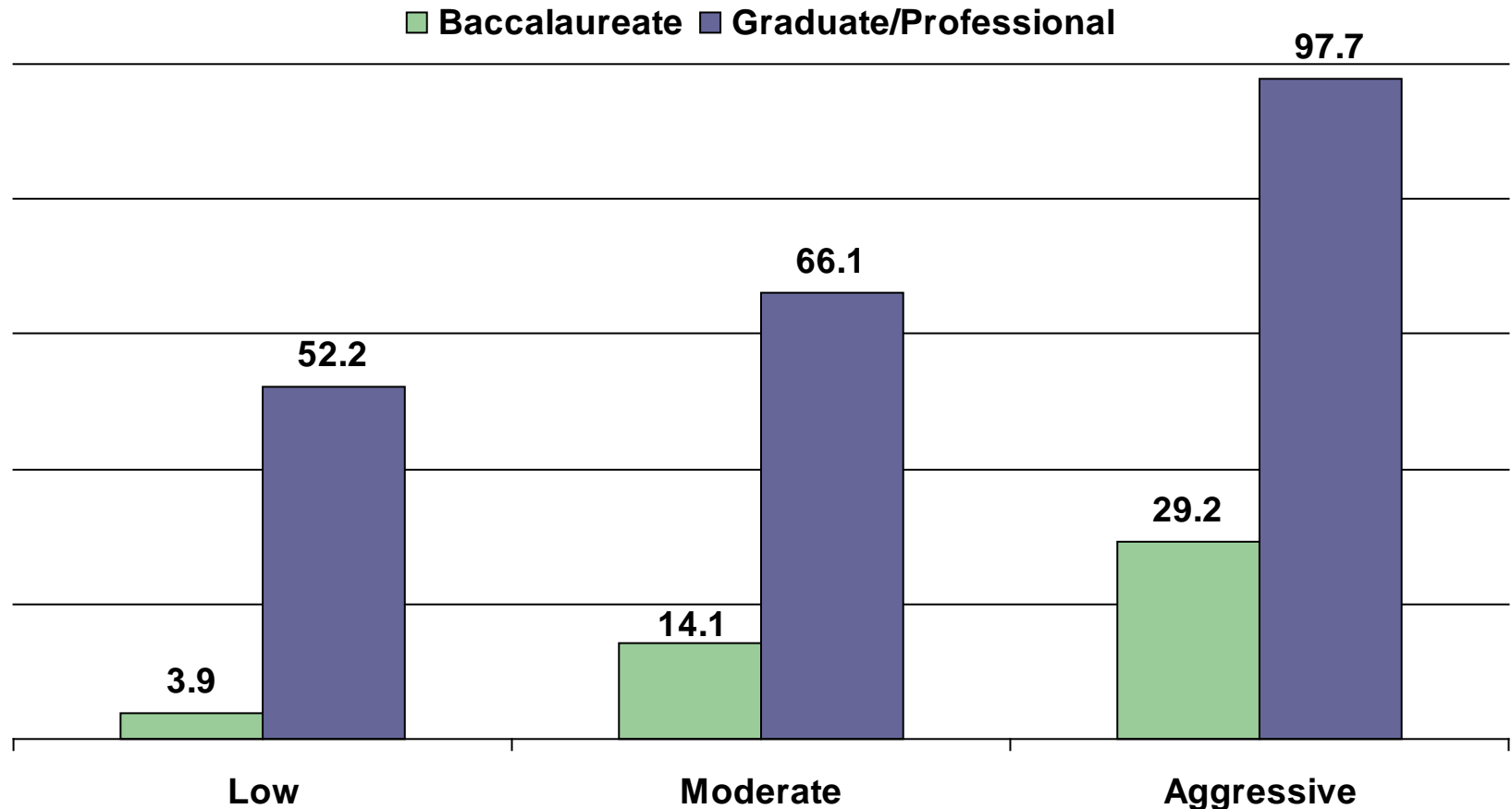
2020 Graduate and Professional Projections

- Baccalaureate and higher measure includes graduate and professional degrees
- Graduate and professional degree production will need to increase more than baccalaureate
- Many current graduate and professional degree-holders are 45-64 years old
- This cohort will need to be replaced in 20 years

Total Increase in Degree Production Needed Through 2020



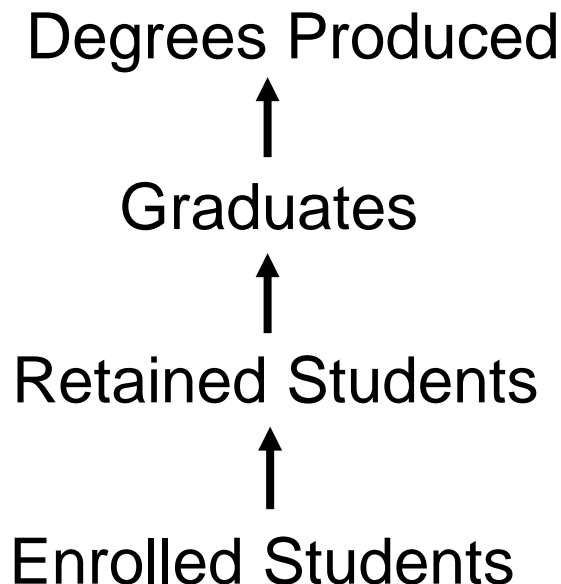
Annual Percent Increase in Degree Production Needed Through 2020



2020 Projection Analysis Model

Goal: More Adults with Baccalaureate Degrees or Higher

Keep Adults in Kentucky



In-Migration
of Educated
Adults to
Kentucky

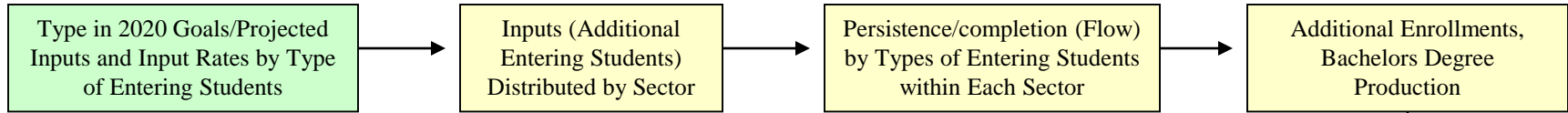
2020 Projections and Student Flow Model

- Used for institutional goal setting
- Determine baccalaureate degrees produced
- Set enrollment goals:
 - High School Graduates
 - GED Recipients
 - Transfers
 - 25-49 Year Old Adults
 - Other Freshmen
- Set performance goals:
 - College-Going Rates
 - First-year Retention
 - Six-year Baccalaureate Graduation
- Grouped by five sectors:
 - UK
 - UL
 - Independent Institutions
 - Comprehensive Institutions
 - KCTCS

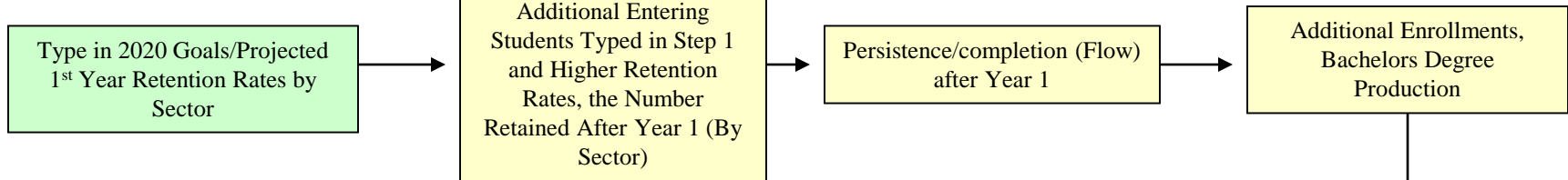
Kentucky Enrollment, Retention and Graduation Impact Model

Steps and Logical Order

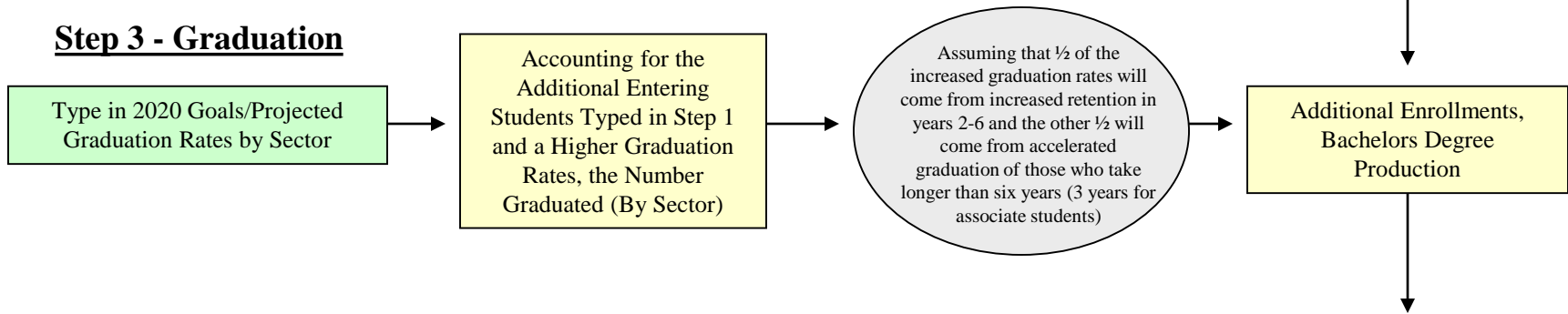
Step 1 - Inputs



Step 2 - Retention



Step 3 - Graduation



Result = System Total Bachelors Degree Production by 2020

Next Steps

- Selection of 2020 attainment target
- Careful attention to the mix of degrees needed
- Use Student Flow to study enrollments and productivity rates
- Key indicator goal setting

Data Book Contents

- Statewide data book comparing Kentucky to other states and comparing sub-groups within the state
- ADD district data summarized for regions along with Occupational Outlook and Workforce Investment Area employment information
- Maps and graphs showing measures of:
 - Population
 - Adult Education
 - Income
 - Educational Attainment
 - Research Indicators

Cumberland Valley Area Development District Data Book

D R A F T



Table of Contents

(Note: County maps of many of these measures will be included in the State Data Book. Custom ADD maps will be included.)

- Executive Summary of Bullets from maps comparing ADD district to state average:
 - Population
 - Income (KYSDC)
 - Adult Education
 - Educational Attainment and Participation
 - Postsecondary Enrollment and Degrees
 - Economic factors from WIA Summer 2003 Data Series (unless there are updates)
- Page of Highlights From Occupational Outlook to 2012 (July, 2004, Dept for Workforce Investment)
- ADD specific maps (listed on next page)
- Enrollment Tables

Map Listing

- **Population**

- Population Percent Change 1990 to 2000 (KYSDC)
- African American Population Percent Change 1990 to 2000 (KYSDC)
- Hispanic Population Percent Change 1990 to 2000 (KYSDC)
- Population Change Projections 2000 to 2020

- **Income**

- Percent Change in Median Household Income 1989 to 1999 (KYSDC)
- Percent with Income Below Poverty Level, 1999 (KYSDC)

- **Adult Education**

- Percent of Working Age Population at Literacy Level 1 and 2 (KYSDC)

- **Educational Attainment and Participation**

- Percent of Adults 25 and Over with Less than a High School Diploma, 1990
- Percent of Adults 25 and Over with Less than a High School Diploma, 2000
- Percent of Adults 25 and Over with a Baccalaureate Degree or Higher, 1990
- Percent of Adults 25 and Over with a Baccalaureate Degree or Higher, 2000

- **Postsecondary Enrollment and Degrees**

- Postsecondary Education Institutions, Main Campus
- Percent of Population Enrolled in Kentucky Postsecondary Institutions, Fall 2002

Cumberland Valley Region Executive Summary

- Percent increase in population growth between 1990 and 2000 was higher/lower than the state average
- Projected population growth through 2020 is higher/lower than the state average
- Median household income growth between 1989 and 1999 was higher/lower than state average
- Percent of population with income below the poverty level was higher/lower than the state average
- Percent of adults with high school diploma or equivalent was higher than the state average
- Percent of adults with a baccalaureate degree or higher was higher/lower than the state average
- Percent of adults enrolled in postsecondary education was higher/lower than state average
- There are four postsecondary education institutions in the district

Cumberland Valley Area Occupational Outlook to 2010

- Employment is expected to grow from 83,513 to 98,270 between 2000 and 2010, a gain of 17.7 percent.
- Between 2000 and 2010, the total annual job openings are expected to be about 3,519.
- Growth in employment will make available about 1,476 job openings annually.
- The largest growth rates between 2000 and 2010 are expected to be in the Computer and Mathematical Occupations (56%), the Healthcare Support Occupations (53%) , and the Healthcare Practitioners and Technical Occupations (47%).
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Kentucky's Postsecondary Education System - The Impact of Increasing Participation, Retention, and Graduation

Step 1	Inputs	Most Recent	Goal 2020	Additional Entering Students
	High School Graduates*	40,397	40,397	0
	GED Recipients	13,240	13,240	0
	25 to 49 Year Olds*	1,508,311	1,521,990	123
	Transfers from KCTCS to 4-Year Institutions	2,951	5,195	2,244
	Other First-Time Freshmen	2,909	2,909	0

Cells to Enter New Values

* 2020 Projected (WICHE - 42,600 and The KY State Data Center)

Input Rates	KY	US	75th Percentile	Goal 2020
College Going Rates Directly Out of High School	58.7%	56.7%	62.2%	58.7%
College Going Rates of GED Recipients (2Y)	21.7%	NA	NA	21.7%
Participation Rates of 25 to 49 Year Olds	3.6%	3.7%	4.0%	3.6%

Throughput Rates	Step 2 First-Year Retention Rates				Step 3 Graduation Rates			
	KY	US Average	75th Percentile	Goal 2020	KY	US	75th Percentile	Goal 2020
University of Kentucky*	87.7%	NA	NA	87.7%	57.7%	71.3%	79.7%	57.7%
University of Louisville*	81.4%	NA	NA	81.4%	32.8%	45.6%	53.8%	32.8%
Comprehensive Universities**	78.9%	73.6%	80.4%	78.9%	35.4%	41.5%	47.0%	35.4%
Community and Technical Colleges	56.8%	54.8%	55.0%	56.8%	29.2%	29.1%	37.5%	29.2%
Private Institutions***	78.3%	73.6%	80.4%	78.3%	48.3%	58.2%	66.7%	48.3%

* Average and 75th percentile are of benchmark institutions.

** US average and 75th percentile are of all four-year institutions for retention rates and public bachelor's and masters institutions for graduation rates.

** US average and 75th percentile are of all four-year institutions for retention rates and independent bachelor's and masters institutions for graduation rates.

US and 75th percentile retention rates are based on full-time degree-seeking students only (within the same institution)

- KY's rate for this calculation is 69.5% for four-year institutions and 55.0% for two-year institutions

Results	Change in Undergraduate Enrollments and Completions in 2020
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Sector	Fall Enrollment Increase - System*	Additional Bachelor's Degrees Annually	Additional Associates Degrees Annually
University of Kentucky	1,796	434	54
University of Louisville	866	160	34
Comprehensive Universities	3,098	685	153
Community and Technical Colleges	261		24
Private Institutions	881	178	54
Total System	6,901	1,457	318

* Includes enrollment within the above sectors and enrollments that transfer from the above sectors to other sectors

Additional Undergraduate Enrollment and Degree Production from 2004 to 2020*
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Year	Fall Enrollment Increase	Additional Bachelor's Degrees	Additional Associates Degrees
2004	0	(0)	(0)
2005	431	91	20
2006	863	182	40
2007	1,294	273	60
2008	1,725	364	79
2009	2,157	455	99
2010	2,588	547	119
2011	3,019	638	139
2012	3,451	729	159
2013	3,882	820	179
2014	4,313	911	199
2015	4,745	1,002	218
2016	5,176	1,093	238
2017	5,607	1,184	258
2018	6,038	1,275	278
2019	6,470	1,366	298
2020	6,901	1,457	318
Cumulative Total		12,388	2,700

* Assumes Linear Progress Toward the Above Goals

Strategic Plan Documents Discussion Outline

(All document names are working titles only.)

Public Agenda *(4-year shelf life, 4-6 pages in length)*

The public agenda will communicate the critical set of state issues and challenges requiring the sustained attention and capacity of Kentucky's postsecondary education system. It will demonstrate the system's ongoing commitment to improving the lives of Kentuckians and the economic prosperity of the state. The public agenda satisfies the requirement in House Bill 1 (HB 1) for a strategic agenda, which must be reviewed every four years. The document will consist of:

- An introduction explaining its purpose
- A brief history of reform (HB 1)
- The major themes (that will revise or replace the 5 questions)
- Conclusion

To be successful, the public agenda should:

- Be long-term, transcending terms of office, political divisions, institutional loyalties
- Engage all Kentucky colleges and universities – public and independent and two-year and four-year
- Build on current statewide efforts for education reform and on current adult and postsecondary education initiatives directed by the current public agenda
- Encourage a collaborative approach to addressing problems to avoid divisive battles about turf and politics
- Have easily understood benchmarks to gauge progress

Statewide Action Agenda *(4-year shelf life, 14-16 pages in length)*

The statewide action agenda will provide more specifics on how the system will implement postsecondary reform over the next four years, at which time the agenda will be reviewed (in accordance with HB 1). The document will consist of:

- An introduction explaining its purpose
- 2020 Projections (as determined by the NCHEMS analysis)
- For each major theme in the public agenda (e.g., question), a list of key accomplishments since 1998, challenges facing the system, strategies and policy issues to be addressed, and key indicators of progress
- Conclusion which segues to the campus action plans

Regional Priorities *(2-4 year shelf life, 1 per region/ADD, 1 page each)*

These working documents will synthesize key indicator data, information from the regional forums, and other relevant demographic data to highlight the strengths and challenges unique to each region. They will be used to inform the development of the campus action plans and may or may not be published as part of the strategic plan package.

Campus Action Plans for Public Universities & KCTCS *(2-4 year shelf life, 1 per university, 1 for the KCTCS system, 4 pages in length each)*

The campus action plans will outline what the universities and KCTCS will do to achieve the public agenda and statewide action agenda. The action plans satisfy the requirement in HB 1 for a strategic implementation plan, which must be reviewed every 2 years. These documents will consist of:

- An introduction explaining the purpose
- Mission parameters
- Priorities for action, in response to the public agenda's major themes (e.g., the 5 questions) and HB 1 goals
- Performance measures relevant to the public agenda (i.e., key indicators) and HB 1 goal (campus specific measures)

Independent Sector Action Plan *(2-4 year shelf life, 1 for the system, 4 pages in length)*

The action plan for the independent sector describes how the independent institutions will help advance the public agenda and statewide action agenda. The document will consist of:

- Introduction explaining its purpose
- Priorities for action, in response to the public agenda and institutional goals
- Performance measures (if applicable)

Council Action Plan *(2-4 year shelf life, 6 pages in length)*

The Council action plan will describe what the Council units will do to advance the goals of the public agenda and statewide action agenda. The document will consist of:

- Strategies and initiatives of the CPE over the next 2-4 years
- Strategies and initiatives of the KYVU/VL over the next 2-4 years
- Strategies and initiatives of Kentucky Adult Education over the next 2-4 years

8/16/04

Kentucky Council on Postsecondary Education
Key Indicators of Progress Toward Postsecondary Reform

Question 1: Are more Kentuckians ready for postsecondary education?

- A Percentage of adults with at least a high school diploma or GED
- B Average ACT scores of high school graduates
- C Number of college-level courses per 1,000 HS juniors and seniors
- D *Measuring Up* affordability measures

Question 2: Are more students enrolling?

- A Number of undergraduates
- B Number of graduates/professionals
- C Percentage of 9th graders enrolling in college within 4 years in any state
- D College-going rates of GED completers within two years

Question 3: Are more students advancing through the system?

- A One-year retention rates of first time freshmen
- B Number of community and technical college transfers
- C Percentage of adults with a bachelor's degree or higher
- D Six-year graduation rates of bachelor's degree students

Question 4: Are we preparing Kentuckians for life and work?

- A Undergraduate experience - National Survey of Student Engagement
- B Civic engagement - Selected indicators from NSSE
- C Degrees conferred
- D Degrees conferred in priority areas

Question 5: Are Kentucky's communities and economy benefiting?*

- A Total research and public service expenditures - three-year average
- B Extramural research and development expenditures
- C Federal research and development expenditures

*Fourth indicator under Question 5 to be determined.
November 2003

Goals for Kentucky Postsecondary Education

The Goal

Improve the standard of living and quality of life of Kentuckians and the economic prosperity of the Commonwealth

The Means

Increase the educational capital of the Commonwealth

Create more and better jobs for the state's citizens through research, innovation, and ideas.

The Agenda

Preparation: High school graduates and adults prepared for postsecondary education and the workforce

Access and Affordability: Opportunity for more Kentucky's citizens to have access to affordable postsecondary education

Participation and Completion: More Kentuckians enrolling in postsecondary education, advancing seamlessly through the system, acquiring credentials, and engaging in life-long learning

Student Learning: More Kentuckians with the knowledge and skills needed to succeed in the global knowledge economy and to become involved in their communities

Research and Commercialization: A strong research base that generates new ideas and innovations that, in turn, lead to more jobs and economic growth

Regional Stewardship: Postsecondary institutions committed to improving the intellectual, social, economic, cultural, and civic vitality of all regions of the Commonwealth

Efficiency and Collaboration: A well coordinated, integrated system that uses resources and technology effectively, partners with others, performs at a high level and is accountable for results through the use of data and measurement.

Education Goals & Initiatives

*of the
Fletcher Administration*

The *re-designed* Education Cabinet, formed by Executive Order of Governor Fletcher, places all relevant educational entities in one cabinet for the first time in the history of Kentucky state government. This new seamless structure will foster communication, cohesiveness and a more effective and efficient delivery of educational services to the citizens of the Commonwealth.

Our focus will be on developing life-long learners, with a particular attention on P-16+ so that Kentucky learners get the best, earliest start possible. We remain convinced that increased educational opportunity and increased economic development opportunity are inextricably linked.

We will bridge from our recent successes, such as Read to Achieve and offering local Superintendents more spending flexibility to meet their local needs, to make fact-based decisions on how best to apply our taxpayer's resources to better prepare our citizens for the New Economy. New, sophisticated data bases are being developed which will not only provide decision-making data on schools, but individual students, as well.

Much of this work isn't glamorous. It requires careful and detailed coordination, cooperation and collaboration between and among P-16+, economic development/commerce, and health agencies in Kentucky.

We are prepared for this enormous task. Our discussions with parents, students, teachers, principals, superintendents, business leaders and community leaders convince us that Kentuckians are hungry for these educational goals and initiatives.

Our Vision

for Education in Kentucky

Students will have:

- Early screening and remediation of health and language skills problems to ensure a successful launch into school and life.
- School environments and communities that inform, encourage and model healthy life choices.
- Curriculum, courses and assessments that are consistent with postsecondary education and workplace expectations, and include the arts, languages, physical development and practical living skill opportunities they'll need for living a balanced and well-rounded life in a global, technological society.
- Places of learning that are safe, caring and staffed by the finest professionals in the nation because their training, evaluation and compensation packages are centered upon student achievement.
- Access to affordable postsecondary education.

Teachers will have:

- Salaries competitive with the seven surrounding states and commensurate with other professionals.
- Postsecondary preparation, licensing, induction, mentoring, evaluation, continuing education, compensation and recertification policies that are centered on student achievement.
- A safe working environment.
- Administrators who have the instructional, interpersonal, administrative and leadership skills that research shows maximize student achievement.
- Options and paths with incentives to increase their leadership role(s) while remaining a teacher.
- Career opportunities and compensation that develop appropriate leadership skills should they choose to become an administrator.

Leaders will have:

- Competitive salary and compensation packages centered on student achievement.
- Administrative support that allows them to focus on instructional leadership.
- Licensing, induction, mentoring, evaluation, continuing education, compensation and recertification policies that are centered on student achievement, staff leadership, strategic planning and best practices.
- Highly honed skills that promote active involvement of parents, businesses and the community in assuring that all students are prepared for a successful and wonderful life.
- Ongoing, active communications plans that inform parents and caregivers of their key roles and responsibilities in children's learning and achievement.

Parents & Community will have:

- Welcoming schools that are safe, caring, and actively engaged with parents and caregivers.
- A commitment to be informed, involved and supportive of all children.
- Consistent and persistent information on how classes and individual learning and graduation plans for students relate to and predict their likelihood of success in postsecondary education and the workforce.
- Password protected access to weekly updated data that shows their child's progress in Kentucky's core content areas as indicated by performance based assessments, ongoing and end of course.

Parents & Community will have:

- Access to data and accompanying tools that spell out and compare student performance and resources expended by P-16+ institutions with comparable student profiles.
- Boards that are focused on stewardship of education and best use of the public's dollar in education.
- Boards that are trained in the use of data for strategic planning and development of policies that support economic development, student achievement and increase secondary and postsecondary graduation rates.
- Businesses and other employers who are confident in competencies of prospective employees through use of the American Diploma Project, Employability Certificates, and statewide implementation of the Kentucky Scholar's Program.

Parents & Community will have:

- More Kentuckians enrolling in postsecondary education, advancing seamlessly through the system, acquiring credentials and engaging in life-long learning.
- Postsecondary institutions committed to improving the intellectual, social, economic, cultural and civic vitality of all regions of the Commonwealth.

Initiatives

K-12 Initiatives

- Reinvent and re-energize Individual Graduation Plans to insure appropriate course selection and placement.
- Develop and adopt aligned P-16+ content and assessment standards for math, language arts and science.
- Develop and implement longitudinal performance based assessment(s) of students, teachers and school leaders.
- Evaluate and improve the relevance, rigor and relationships of Kentucky high schools to postsecondary education and the workplace.

K-12 Initiatives

- Reclaim Kentucky's status as a national leader in educational technology.
- Increase professional salaries to a level that is competitive with surrounding states and centered on student achievement.
- Achieve the goal of a National Board Certified Teacher in every school.

Postsecondary Education Initiatives

- Improve the standard of living and quality of life of Kentuckians and the economic prosperity of the Commonwealth.
- Create more and better jobs for the state's citizens through research, innovation, and ideas.
- Create a strong research base that generates new ideas and innovations that, in turn, lead to more jobs, economic growth and increased educational capital.
- Create a well coordinated, integrated system that uses resources and technology effectively, partners with others, performs at a high level and is accountable for results through the use of data and measurement.

Postsecondary Education Initiatives

- Make regional stewardship the highest priority of our comprehensive universities, with particular emphasis on economic development, and the preparation, development and performance of P-14 school teachers and leaders.
- Develop a comprehensive strategy for commercialization of intellectual properties.
- Develop and adopt aligned P-16+ content and assessment standards for math, language arts and science.
- Increase the number of adults with the education and skills to be their child's first teacher, earn a GED and enroll in postsecondary education and be prepared for the workplace.

Postsecondary Education Initiatives

- Develop standards, measures and incentives for increasing the achievement of GED's, certificates, associate, baccalaureate, professional and graduate degrees.
- Develop institutional reward and scholarship standards for non-traditional students.
- Provide incentives for all faculty who:
 - Support school districts in the identification, preparation, induction, mentoring, professional development and recertification of teachers and school leaders;
 - Support businesses, civic groups and local officials in community and economic development.

Department for Workforce Investment Initiatives

- Collaborate with P-16+ in the development and adoption of uniform, high quality, performance based standards for technical centers, employment services, vocational rehabilitation and training/re-employment.
- Increase training and opportunity for disabled and/or displaced workers.
- Implement community-driven and performance-driven technical centers.

Multi-Cabinet Initiatives

- Promote ongoing collaboration/cooperation between and among P-16+, economic development/commerce and health agencies in Kentucky.
- Develop shared technology, access and use policies that facilitate the collection, mining and analysis of data warehoused by Kentucky education, workforce, economic development/commerce and health agencies while insuring student, patient and family confidentiality.
- Direct appropriate state and local governing bodies to develop policies that use the data shared by Kentucky education, workforce, economic development/ commerce and health in strategic planning and decision making but ensure student, patient and family confidentiality.

Education Cabinet Initiatives

- Encourage and monitor statewide implementation of the American Diploma Project (ADP) by all P-16 agencies and institutions.
- Increase shared planning and accountability across systems. Higher education provides the professionals for all schools and institutions. P-12 schools provide the students for higher education. P-16+ provides the workforce for all business and industry. Business and industry provide the tax base that finance P-16+.

Education Cabinet Initiatives

- Encourage and monitor the work of all P-16+ agencies and institutions in:
 - developing and adopting aligned content and assessment standards in math, language arts, and science;
 - developing sustained collaborative projects;
 - following students over time;
 - infusing age-appropriate links between education and economic development in curriculum and communications;
 - using technology to increase efficiency, effectiveness and collaboration;
 - closing the achievement and opportunity gap for minorities and the disabled;

Education Cabinet Initiatives

- Encourage and monitor the work of all P-16+ agencies and institutions in:
 - reducing remediation at the postsecondary level;
 - expanding opportunities for foreign language instruction;
 - expanding opportunities for instruction in the arts;
 - encouraging the creation of standards and measures for efficiency and safety;
 - encouraging the creation of student service components P-16+;
 - encouraging lifelong learning;
 - developing active learning communities;
 - developing shared access to and use of data for strategic planning and decision
 - making with policies that protect student and family confidentiality.

**Council on Postsecondary Education
2004-05 Plan of Work
CPE Discussion Draft**

1. Planning and Accountability
 - Strategic Agenda-Setting Process
 - Revised Key Indicators
2. Funding Initiatives
 - Comprehensive Funding Model Review
 - Affordability Policy Group
3. “Pipeline” Policy Issues
 - Seamlessness Policy Group
 - Transfer
 - ADP
 - Workforce/Economic Development Policy Group
 - E-learning Strategy/KYVU
4. Communications/Outreach/Political Support
5. Board Development
 - IEG Fall Trusteeship Conference – planning theme
 - IEG Spring Seminar

DRAFT

2004 Meeting Calendar

September 19-20	12:30 – 2:15 pm (CT)	CPE meeting & IEG fall trusteeship conference
November 3	2:30 – 4:30 pm	Executive Committee meeting
November 7-8	10 am – 12 noon	CPE meeting
December 1	10 am – 12 noon	Executive Committee meeting

2005 Meeting Calendar

January 12	10 am – 12 noon	Executive Committee meeting
January 30-31	10 am – 12 noon	CPE meeting
March 2	10 am – 12 noon	Executive Committee meeting
March 20-21	10 am – 12 noon	CPE meeting
April 13	10 am – 12 noon	Executive Committee meeting
May 22-23	12:30 – 2:15 pm	CPE meeting & IEG spring board development seminar
June 5-6	2:00 – 4:00 pm	Executive Committee meeting & CPE retreat
July 17-18	10 am – 12 noon	CPE meeting (AIKCU annual report)
August 3	10 am – 12 noon	Executive Committee meeting
September 18-19	12:30 – 2:15 pm	CPE meeting & IEG fall trusteeship conference
October 5	10 am – 12 noon	Executive Committee meeting
November 6-7	10 am – 12 noon	CPE meeting

All times are tentative.