AGENDA
Council on Postsecondary Education
Sunday, September 16, 2007
12 noon (ET)
The Gallery (16th Floor)
The Brown Hotel
335 West Broadway
Louisville, Kentucky

CPE meeting materials are available on the Council Web site at http://cpe.ky.gov/about/cpe/meetings/.

The Council Business

Other Business
Next Meeting
Adjournment

CPE meeting materials are available on the Council Web site at http://cpe.ky.gov/about/cpe/meetings/.

MINUTES
Council on Postsecondary Education
Study Session
July 15, 2007

The Council on Postsecondary Education held a study session Sunday, July 15, 2007, at 3:30 p.m. (ET) at the Marriott Griffin Gate in Lexington, Kentucky.

ROLL CALL

The following members attended: Walter Baker, Dan Flanagan, John Hall, Phyllis Maclin, Ryan Quarles, Jim Skaggs, John Turner, and Mark Wattier.

Peggy Bertelsman, Kevin Canafax, Ron Greenberg, Alois Moore, Joan Taylor, and Kevin Noland did not attend.

DISCUSSION

Discussion topics included the development of the 2008-10 budget recommendation framework, Kentucky's 2020 Double the Numbers Plan, funding model development, and review of Ed.D. proposals and programs.

No action was taken.

ADJOURNMENT

The study session adjourned at 6 p.m.

_____
Thomas D. Layzell
President

_____
Phyllis L. Bailey
Senior Associate, Executive Relations

The Council on Postsecondary Education met July 16, 2007, at 10 a.m. (ET) at the Marriott Griffin Gate Resort in Lexington, Kentucky. Chair John Turner presided.

NEW MEMBERS

Casey Arnold with the An-Dor Court Reporters administered the oath of office to three members appointed by Governor Ernie Fletcher July 13, 2007.

Virginia G. Fox, of Frankfort, retired in fall 2006 as secretary of the Kentucky Education Cabinet. She previously served as executive director and chief executive officer of Kentucky Educational Television and as president and chief executive officer of the National Educational Telecommunications Association. Ms. Fox holds a bachelor's degree in elementary education from Morehead State University and a master's degree in library science from the University of Kentucky. She has received honorary degrees from the University of Kentucky, Kentucky State University, Centre College, Pikeville College, and Morehead State University. She was appointed to serve on the Council until December 31, 2012. She replaced Joan Taylor whose term had expired.

Suvas G. Desai is a Lexington urologist. He is a former assistant professor of urology at the University of Kentucky College of Medicine. He is past president of the American Association of Physicians from India and a member of the Kentucky Urological Association, the American Urological Association, the Kentucky Medical Association, the American Medical Association, the American Association of Clinical Urologists, the American College of Surgeons, and the International College of Surgeons. Dr. Desai received a pre-medical degree and a doctor of medicine degree from the University of Baroda in Baroda, India, and holds a master of business administration from the University of South Florida. He replaced Susan Guess and will serve her unexpired term ending December 31, 2007.

Joseph S. Weis of Louisville is plant manager for Jones Plastic and Engineering. He holds a bachelor's degree in business from the University of Louisville and is a member of the national and local chapters of the Society of Human Resource Management. He replaced Bonita K. Black and will serve the remainder of her term which expires December 31, 2011.

Ryan Quarles was reappointed as the Council's student member and will serve for a term expiring June 30, 2008.

Mr. Turner said that another new member will be sworn at a later date.

Bryan A. Blavatt, superintendent of Boone County Schools, was appointed to replace Ron Greenberg. His term, effective July 31, 2007, will expire December 31, 2007. [Note: Mr. Blavatt resigned from the Council August 11, 2007, for medical reasons.]

ROLL CALL

The following members were in attendance: Walter Baker, Peggy Bertelsman, Suvas Desai, Dan Flanagan, Virginia Fox, Ron Greenberg, John Hall, Phyllis Maclin, Alois Moore, Ryan Quarles, Jim Skaggs, John Turner, Mark Wattier, and Joe Weis. Kevin Canafax and Kevin Noland did not attend.

APPROVAL OF MINUTES

The minutes of the May Council meeting were approved as distributed.

DOUBLE THE NUMBERS – THE NONTRADITIONAL STUDENT

The meeting began with a presentation on "Double the Numbers" which focused on the nontraditional student. John Hayek, the Council's interim vice president for finance, shared specifics on the importance of this target audience in doubling the number of bachelor's degrees in Kentucky. To close this gap, these strategies need to be accomplished:

- Increase adult college participation rate from 3.6 percent to 4.5 percent
- Increase college-going of GED graduates from 19 percent to 36 percent
- Increase annual number of GED graduates from 9,000 to 15,000
- Increase number of students transferring from KCTCS to four-year universities from 3,100 to 11,334

Dr. Hayek pointed out that Kentucky has 550,000 adults with some college and no bachelor's degree and provided that information broken out by service region for each four-year institution. Also, since 1989, approximately 11,000 Kentuckians have 90+ credit hours and no bachelor's degree in the system. The College Access Outreach Initiative is addressing this growth opportunity.

Another growth opportunity is transfer. Dr. Hayek said that about 50 percent of all college graduates in Kentucky across the system do not start at the institution from which they eventually graduate. Over the last 10 years the number of transfers to the public four-year institutions has remained relatively flat, although the independent sector has increased during that time period.

Kentucky has almost 800,000 people without a high school diploma or GED. The college-going rate of GED graduates has increased slightly over the last several years and a greater number of these people must be brought into the postsecondary pipeline if the 2020 goal is achieved.

Dr. Hayek said that in Kentucky, to raise the educational attainment rate by about 1 percent, an additional 20,000 bachelor's degree holders are needed.

The staff will continue to monitor the short-term goals related to nontraditional students, making sure they are prevalent in the Double the Numbers plan and that there is an opportunity to include the importance of transfer and other types of nontraditional students in the funding policy. The staff is working on new policies and strategies on accelerating a greater number of these students into the pipeline. The Council staff also will work collaboratively with KHEAA, K-12, and economic development partners to achieve these goals.

2008-10
BUDGET FRAMEWORK

Mr. Flanagan, chair of the Budget and Finance Policy Group, presented an initial draft of the 2008-10 budget recommendation framework. The framework differs from past years in several respects which should improve the transparency and clarity of the request. The framework has been developed with conversations with the chief budget officers, members of the Budget and Finance Policy Group, and executive and legislative leadership. The timeline calls for institutional budget hearings in the fall and opportunities for the Council members to review subsequent drafts in August, September, and October, with final action taken at the November 5 Council meeting.

2020 DOUBLE THE
NUMBERS PLAN

Mr. Flanagan said that the staff continues to work with the chief budget officers and the Budget and Finance Policy Group on the 2020 Double the Numbers Plan. The plan will articulate for the General Assembly the long-term investments and outcomes needed to achieve the goal to double the number of bachelor's degree holders in the state by 2020 as well as the expected return on investment. In exchange for stable, consistent funding, the institutions will be accountable for meeting performance targets and finding operating efficiencies through reinvestment, reallocation, or cost avoidance. The plan will project the cost of meeting performance targets in 2008-10, 2012-14, and 2018-20, assuming various levels of state support, tuition revenue, and financial aid.

2007-08 AGENCY
OPERATING BUDGET

RECOMMENDATION: The staff recommends that the Council approve the fiscal year 2007-08 agency operating budget.

MOTION: On behalf of the Budget and Finance Policy Group, Mr. Flanagan moved that the recommendation be approved. Mr. Quarles seconded the motion.

Mr. Wattier questioned the reduction in advertising money from $65,000 in FY 06-07 to $40,000 in FY 07-08. Diann Donaldson with the Council staff said that this is due to a lesser number of vacancies in personnel.

Ms. Maclin asked about the difference in the listings for restricted funds. Ms. Donaldson explained that the difference is between what has been appropriated and what the staff expects to expend throughout the year from appropriations plus money from other revenues. It was suggested

that in the future the categories be labeled "current operations" and "expected appropriations."

VOTE: The motion passed.

QUALITY & ACCOUNTABILITY POLICY GROUP REPORT	Mr. Wattier presented a report from the Quality and Accountability Policy Group meeting earlier in the day.

REVIEW OF UK METHODS FOR MEASURING PROGRESS TOWARD ITS HB 1 GOALS

UK President Lee Todd presented information and results for the measures that are monitored to assess progress as UK becomes a major comprehensive research institution ranked nationally in the top 20 public universities. Mr. Wattier asked that the full Council rather than the Executive Committee consider the measurement systems proposed by the institutions in their individual business plans.

NEW FRAMEWORK FOR ADULT EDUCATION

The policy group heard a presentation on the new framework being used by Kentucky Adult Education in its mission to raise the educational attainment levels of the Commonwealth's adults. The new framework has a greater focus on the core business of helping adults gain academic skills they need for postsecondary education and highly skilled jobs. It places a greater emphasis on quality student outcomes, more flexibility in providing adult education services, lower emphasis on enrollment goals coupled with new definitions for enrollments and higher performance expectations, a revised funding formula, and new opportunities for programs to earn performance funding.

KY PRINCIPALS' ACADEMY & DATA QUALITY POLICY

The policy group also received information on the Kentucky Principals' Academy, the creation of the working group on access to academic programs, and the data quality policy draft.

Ed.D. PROPOSALS AND PROGRAMS

RECOMMENDATION: The staff recommends that proposals to create new Ed.D. programs or initiatives to redesign current doctoral programs at the University of Kentucky and the University of Louisville be reviewed pursuant to the proposed criteria and process.

MOTION: Mr. Wattier moved on behalf of the Quality and Accountability Policy Group that the recommendation be approved. Mr. Flanagan seconded the motion.

Dr. Layzell said that five comprehensive institutions have posted proposals for an Ed.D. program in the Kentucky Postsecondary Program Proposal System (KPPPS). In addition, the University of Kentucky and the University of Louisville have been selected to participate in a Carnegie Foundation initiative to redesign the education doctorate. They were two of 20 programs nationally selected to participate in the initiative. Dr. Layzell said that the purpose of this recommendation is to put a process in place for reviewing those and other future proposals to offer new doctorates in educational leadership. These five general questions will guide the review

of Ed.D. proposals, which is at a much greater level of specificity than the current requirements for other program proposals.

- Is the proposal consistent with Kentucky's Public Agenda for Postsecondary and Adult Education?
- Is there a need for new doctorates?
- Does the proposing institution have the programmatic and fiscal capacity to offer the program?
- Can the program be more effectively delivered by another institution?
- Can the program be offered in collaboration with another institution?

In addition, the Education Professional Standards Board Education Leadership Redesign Task Force (organized at the mandate of House Joint Resolution 14 passed by the 2006 Kentucky General Assembly) developed additional criteria that will be used to review Ed.D. proposals. These criteria provide for certain standard features applicable to all programs that will ensure effective coordination of program delivery, maximum flexibility for students in scheduling and course-taking, and efficient use of resources.

Mr. Greenberg said he is concerned that the more rigorous standards will result in fewer Ed.D. proposals and may exclude some institutions from submitting proposals.

President Votruba said that these standards are not too rigorous and will provide the guidelines that will require the institutions to address certain conditions before bringing a proposal to the Council for consideration.

Ms. Bertelsman expressed a concern that the Council may be doing things out of order. The Council should be looking at the redesign of the master's and bachelor's teaching programs and then look at the doctoral programs. She said that there is no demand for Ed.D. programs in the state and that, according to the background information provided, the primary demand will be the P-12 community. She questioned whether a P-12 teacher will spend the extra money to get an Ed.D. rather than a master's degree. Ms. Bertelsman said that the Council has on its table at the current time a hefty agenda and it is not the right time to consider Ed.D. programs.

Dr. Layzell said that there are already five proposals submitted by the institutions. Asserting the criteria to judge these proposals will allow the Council to take control of this issue. This action is not intended to create new Ed.D.s under the current design but rather to create a new educational doctorate that meets the needs of today's classroom.

VOTE: The motion passed with Ms. Bertelsman and Mr. Greenberg voting

no.

**RESEARCH, EC DEV, &
COMMERCIALIZATION
POLICY GROUP REPORT**

Mr. Hall gave a report from the Research, Economic Development, and Commercialization Policy Group.

**STEM TASK FORCE,
TRANSLATIONAL
RESEARCH CONFERENCE,
BUCKS FOR BRAINS
10-YEAR ASSESSMENT**

The Council's STEM Task Force created eight study groups to develop specific and detailed strategic action plans for each of the eight original task force recommendations. A draft report is expected to be available at the September Council meeting. In addition, the Council staff is working with the University of Louisville to plan a statewide translational research conference in October and is preparing a ten-year assessment report on Bucks for Brains. The draft report will be distributed to the Council members for review.

**2006-08 COLLEGE
ACCESS OUTREACH
INITIATIVE**

Jim Applegate and Bruce Brooks with the Council staff discussed the 2006-08 college access outreach initiative. Due to the success of the initial outreach campaign in 2001-03, the "Go Higher Education" campaign, the 2006 General Assembly awarded $800,000 to continue college access efforts. In addition, the Council has obtained over $1 million in additional funding through grants and partnerships. The 2006-08 initiative seeks to provide streamlined and relevant college-going information to traditionally underserved Kentuckians. In alignment with the Council's Double the Numbers plan to add bachelor's degrees to meet 2020 goals, this effort will initially target four key audiences with the following goals and activities:

- *Returning adults* - Increase the number of returning adults enrolling in college and completing a bachelor's degree. Returning adults are defined as Kentucky residents aged 25-50 not currently enrolled with some college but no bachelor's degree. The Council has identified 233,000 potential returning adults who attended a Kentucky public institution and still reside in the state. In partnership with the institutions, the Council will coordinate a direct mail effort and media efforts to reach the more than 11,000 of these adults who have 90 or more credit hours but have not earned a bachelor's degree. A telephone survey of potential returning adults is underway to identify market segments of adults who could be motivated or would be receptive to incentives to reenroll in college and earn a bachelor's degree.
- *At-risk middle and high school students* – Encourage 14,000 low-income, at-risk middle and high school GEAR UP students to enroll in algebra by the ninth grade and take a rigorous curriculum throughout high school. Outreach efforts will encourage parents to stay involved with their child's academic life and help them plan early for college. Using creative resources from the national American Council on Education college-going campaign, "Know How 2 Go," outreach efforts will include direct mail, print, and statewide television and radio ads.
- *Potential transfer students* – In partnership with KCTCS and the

Kentucky Association of Collegiate Registrars and Admissions Officers (KACRAO), this effort will target approximately 47,000 potential transfer students to encourage them to transfer to a four-year postsecondary institution to complete a bachelor's degree. Outreach efforts include radio ads encouraging transfer, support of annual transfer fairs at KCTCS institutions, and development and distribution of printed and online transfer student toolkits and transfer brochures to KCTCS students.

- *Potential GED students and GED graduates* – In partnership with Kentucky Adult Education, the initiative will target approximately 800,000 Kentucky adults without a high school diploma or GED for recruitment purposes and 9,500 Kentucky adults with a GED who are not currently enrolled in college. Toolkits will be distributed to adult educators to aid in the development of recruiting adults to complete their GED and transitioning GED graduates to college.

P-16 COUNCIL

A report on activities of the P-16 Council was included in the agenda book. Jeanne Ferguson, a member of the Kentucky Board of Education, will serve as chair for the coming year. Mr. Turner thanked Mr. Wattier for serving as chair this year. At its March meeting, Dr. Layzell outlined the 2006 joint P-16 budget proposal that resulted in $8.9 million of funding for the Kentucky Education Network, a high speed, education-dedicated network to connect every college, university, and school district in the Commonwealth, along with the agencies of the Education Cabinet and other education-related offices. Also proposed during the 2006 legislative session was funding for a P-16 Seamless Data Warehouse; a P-16 Learning Systems Integration Initiative to support a coordinated administrative structure, a common course-management system, and the development and acquisition of sharable instructional content modules for technology-enhanced learning; and funding to support and sustain local P-16 councils. The need for each of these initiatives is increasingly apparent, and both Dr. Layzell and Kevin Noland, KDE interim commissioner, agreed to work together and with their respective boards on these initiatives during the coming budget planning process.

COMMISSIONER OF EDUCATION REPORT

A report from the Kentucky Board of Education was distributed for information.

NEW PROGRAMS

RECOMMENDATION: The staff recommends that the Council approve the master of science in nutrition services (CIP 19.0501) proposed by Murray State University.

RECOMMENDATION: The staff recommends that the Council approve the master of science in health informatics (CIP 51.2706) proposed by Northern Kentucky University.

MOTION: Mr. Greenberg moved that the two programs be approved.

Mr. Flanagan seconded the motion.

VOTE: The motion passed.

CEO REPORT

Mr. Baker called attention to the report from the Committee on Equal Opportunities. He said that the Council is contracting with the Harvard Civil Rights Project to conduct a statewide diversity study. The HCRP will incorporate any relevant points from the U.S. Supreme Court decision regarding the Louisville/Jefferson County public school system case argued in December 2006. He said that the recent decision seems to say that race may be considered as one of many factors in the distribution of students.

CAPITAL PROJECTS

RECOMMENDATION: The staff recommends that the Council approve the request of the University of Kentucky to consolidate two M. I. King Library South projects for a combined scope of $2.83 million to be completed concurrently. The consolidation does not change the overall original project intent.

RECOMMENDATION: The staff recommends that the Council approve the request of the University of Kentucky to use the HB 380 authorization to design an expansion of the Chemistry-Physics Building to also complete limited renovations to provide additional research and teaching labs. The estimated renovation project cost is $2.25 million. The total authorized project scope is $5 million.

MOTION: Mr. Greenberg moved that the two projects be approved. Mr. Baker seconded the motion.

VOTE: The motion passed.

COMMITTEE
ASSIGNMENTS

Mr. Turner appointed Virginia Fox to the P-16 Council and will make additional committee assignments in the next few weeks.

RESOLUTIONS

Mr. Turner read resolutions honoring and commending Joan Taylor and Ron Greenberg for their service to the Council.

MOTION: Mr. Flanagan moved that the resolutions be accepted. Ms. Bertelsman seconded the motion.

VOTE: The motion passed unanimously.

Mr. Turner read a resolution honoring and commending Sandy Woodley for her service to the Council. Dr. Woodley, vice president for finance, is leaving the Council to become the chief financial officer with the Arizona Board of Regents in Phoenix.

MOTION: Mr. Flanagan moved adoption of the resolution. The motion

was seconded by Mr. Baker.

VOTE: The motion passed.

STUDENT BODY   Mr. Quarles announced that the student members who serve on the
PRESIDENTS   university and KCTCS governing boards have been appointed. These
                     students also serve as the Board of Student Body Presidents, and David
                     Fifer from EKU is serving as the board's president for the coming year. He
                     said that the students look forward to working with the Council.

NEXT MEETINGS   The next Council meeting is Sunday, September 16, at The Brown Hotel in
                     Louisville. The meeting is being held in conjunction with the 2007
                     Governor's Conference on Postsecondary Education Trusteeship
                     September 16 and 17.

                     The Council will meet in retreat August 26-27 in Lexington.

CPE PRESIDENTIAL   Ms. Bertelsman reported that the Presidential Search Committee is
SEARCH   interviewing a candidate later in the day.

                     Mr. Greenberg said that, given the Council's task of developing a budget
                     recommendation for 2008-10, the primary work ahead is meeting with the
                     members of the General Assembly to gain support for that
                     recommendation. He suggested that if a candidate is not found, the
                     Council should consider appointing an interim president to meet with the
                     legislators on behalf of the Council members. He said what has
                     happened recently with the candidates for the position of Commissioner of
                     Education is another reason to consider an interim. This will allow ample
                     time for vetting and scrutiny of potential candidates for CPE president.

                     Mr. Baker said that it is premature to discuss an interim when a candidate
                     is scheduled to be interviewed later in the day.

                     Mr. Turner suggested that this discussion be held until after today's
                     interview. Mr. Turner asked for a motion to go into executive session to
                     discuss legal matters and a personnel matter and stated that there may be
                     action taken when the Council returns to open session later in the day.

                     MOTION: Ms. Bertelsman moved that the Council go into executive
                     session. Mr. Flanagan seconded the motion.
                     VOTE: The motion passed.

                     The Council went into executive session at 12:05 p.m.

                     The Council returned to open session at 2:55 p.m.

                     MOTION: Mr. Baker moved that the Council terminate the search for
                     CPE president. Mr. Quarles seconded the motion.

VOTE: The motion passed.

MOTION: Mr. Skaggs moved that the Council authorize the CPE chair and two members selected from the Executive Committee to identify and hire an interim president of CPE expecting to end early April 2008. The motion was seconded by Mr. Weis.

VOTE: The motion passed with Mr. Wattier voting no.

Mr. Turner asked Mr. Baker and Mr. Flanagan to serve with him on the interim search committee. He said they would identify someone as soon as possible and will report back to the Council when a person has been identified and has agreed to serve.

ADJOURNMENT   The meeting adjourned at 3 p.m.

_____
Thomas D. Layzell
President

_____
Phyllis L. Bailey
Senior Associate, Executive Relations

<div align="center">

MINUTES
Council on Postsecondary Education Retreat
August 26-27, 2007

</div>

The Council on Postsecondary Education met in retreat August 26 and 27, 2007, at the Radisson Plaza Hotel in Lexington, Kentucky. Chair Turner presided.

ROLL CALL

The following members attended Sunday, August 26: Walter Baker, Peggy Bertelsman, Suvas Desai, Dan Flanagan, Virginia Fox, Phyllis Maclin, Alois Moore, Ryan Quarles, Jim Skaggs, John Turner, and Joe Weis.

These members attended Monday, August 27: Walter Baker, Suvas Desai, Dan Flanagan, Virginia Fox, Alois Moore, Jim Skaggs, John Turner, and Joe Weis.

Kevin Canafax, John Hall, Mark Wattier, and Kevin Noland did not attend the retreat.

TRANSITION TO
INTERIM PRESIDENT

The retreat began at 1:30 p.m. Sunday with a session with Tom Layzell, Interim CPE President Brad Cowgill, and the Council members to discuss the leadership transition and the Council's plan of work and strategic priorities through April 2008.

At 4:00, the presidents, other institutional staff, and the Council senior staff joined. The presidents or their representatives were: Doug Whitlock (EKU), Mike McCall (KCTCS), Jim Chapman (KSU), Wayne Andrews (Morehead), Becky Watts (Murray), Jim Votruba (NKU), Lee Todd (UK), and Gary Ransdell (WKU). Jim Ramsey (UofL) joined at dinner.

CPE POWERS
& DUTIES

Dennis Taulbee led a discussion and presentation about the powers and duties of the Council.

2020 DOUBLE THE
NUMBERS PLAN
&
FUNDING
STRATEGIES FOR
NEXT BIENNIUM

John Hayek reviewed the handout of the draft 2008-10 budget recommendation framework.

Peggy Bertelsman asked when the numbers will be added, how many additional drafts the Council members will review, and about the timeline for completing the work.

Dr. Hayek responded that the Council members will have several opportunities during September and October leading up to action at the November 5 Council meeting. The Budget and Finance Policy Group will hold several meetings during this time period and institutional budget hearings will be held in October. There may be a need for a special Council meeting in October to give the Council members another opportunity for input and feedback on the proposed funding model.

ROLES &

Following dinner, the Council members and presidents heard from John

RESPONSIBILITIES OF BOARD MEMBERS	Turner and Richard Bean, chair of the Kentucky Community and Technical College System board of regents, about the roles and responsibilities of college and university board members. Mr. Turner discussed his recent visits with board chairs and proposed strategies for strengthening board relations.
UPDATE ON KY CHAMBER TASK FORCE ON POSTSECONDARY EDUCATION	The retreat resumed Monday morning at 8:30 a.m. with an update from Dave Adkisson, president of the Kentucky Chamber of Commerce, on the work of the task force appointed by the Chamber to review Kentucky's progress toward achieving its goal of bringing the state to the national educational attainment average by 2020. The Chamber had just completed a series of nine public forums held across the Commonwealth to help gather data from business leaders and educators about changes in enrollment, degrees granted, and related statistics. The information will be used as the Chamber's Task Force on Postsecondary Education finalizes a study which will be presented to the 2008 General Assembly.
LEGISLATIVE LEADERSHIP – THE 2008 GENERAL ASSEMBLY	House Speaker Jody Richards and Senate President David Williams joined the retreat and gave an overview of key budget and policy issues facing the General Assembly in the upcoming legislative session. They shared their perspectives and expectations regarding postsecondary education and adult education as the state moves into the second decade of reform.
EDUCATION-ECONOMIC DEVELOPMENT PARTNERSHIP	John Hindman, the new secretary of the Economic Development Cabinet, discussed his strategies for building Kentucky's economic infrastructure and the key role that postsecondary and adult education will play in the success and strength of the Commonwealth's economy.
COUNCIL STAFF ACTIVITIES & INITIATIVES	The Council staff provided brief updates on selected key activities and initiatives. Jim Applegate gave an update on the work of the Developmental Education Task Force. Allyson Handley spoke about the work of the STEM Task Force, the ten-year assessment of the Bucks for Brains program, the translational research conference to be held in Louisville in October, and the status of Kentucky proposals to the National Math and Science Institute for advanced placement and UTeach programs. Sherron Jackson gave an update on the activities of the Committee on Equal Opportunities and the diversity plan underway.
ADJOURNMENT	The retreat adjourned at 12 noon Monday, August 27, 2007.

_____

Thomas D. Layzell
President

_____

Phyllis L. Bailey
Senior Associate, Executive Relations

FIVE QUESTIONS
ONE MISSION
BETTER LIVES FOR KENTUCKY'S PEOPLE

Kentucky
UNBRIDLED SPIRIT

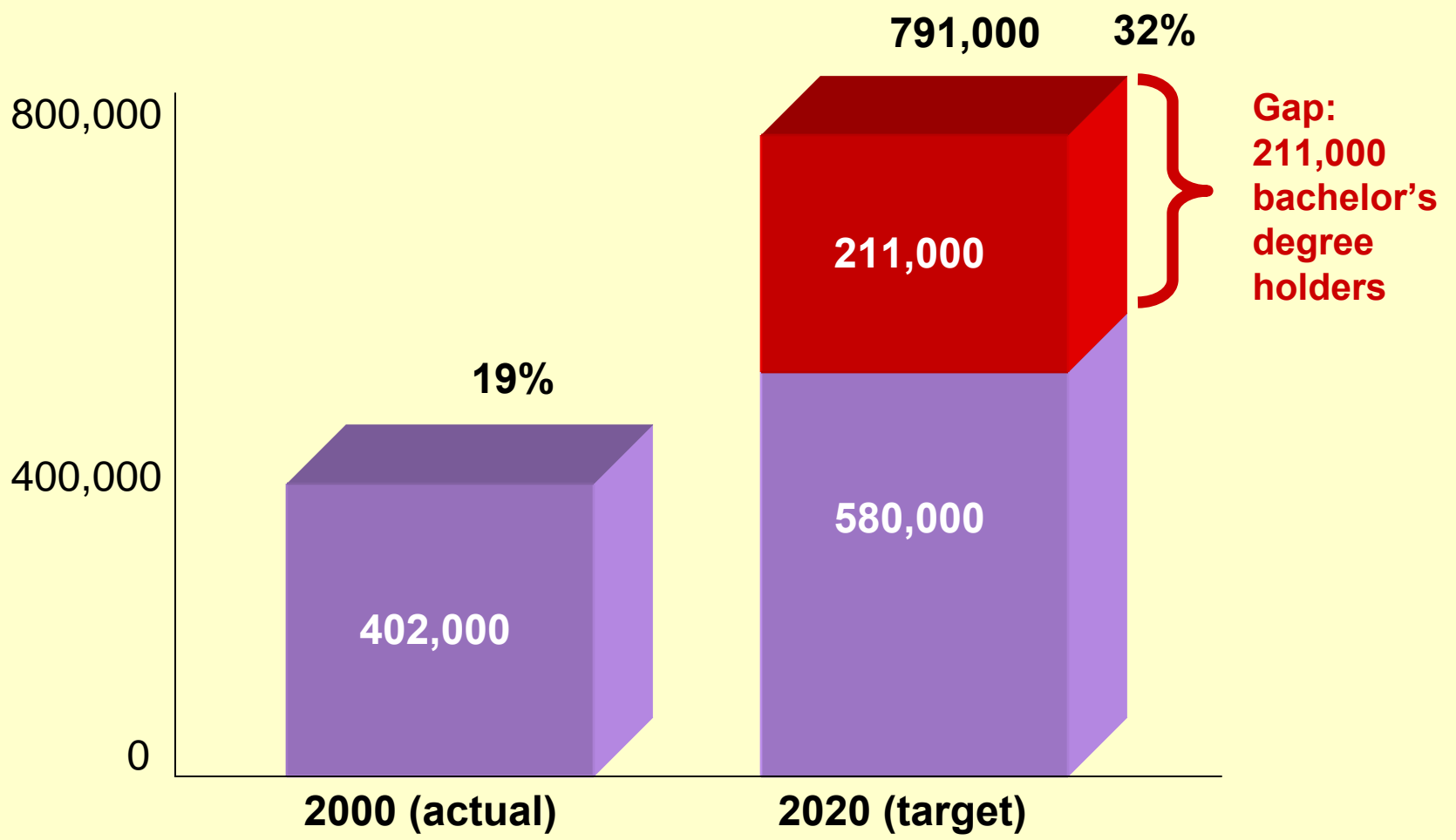# KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

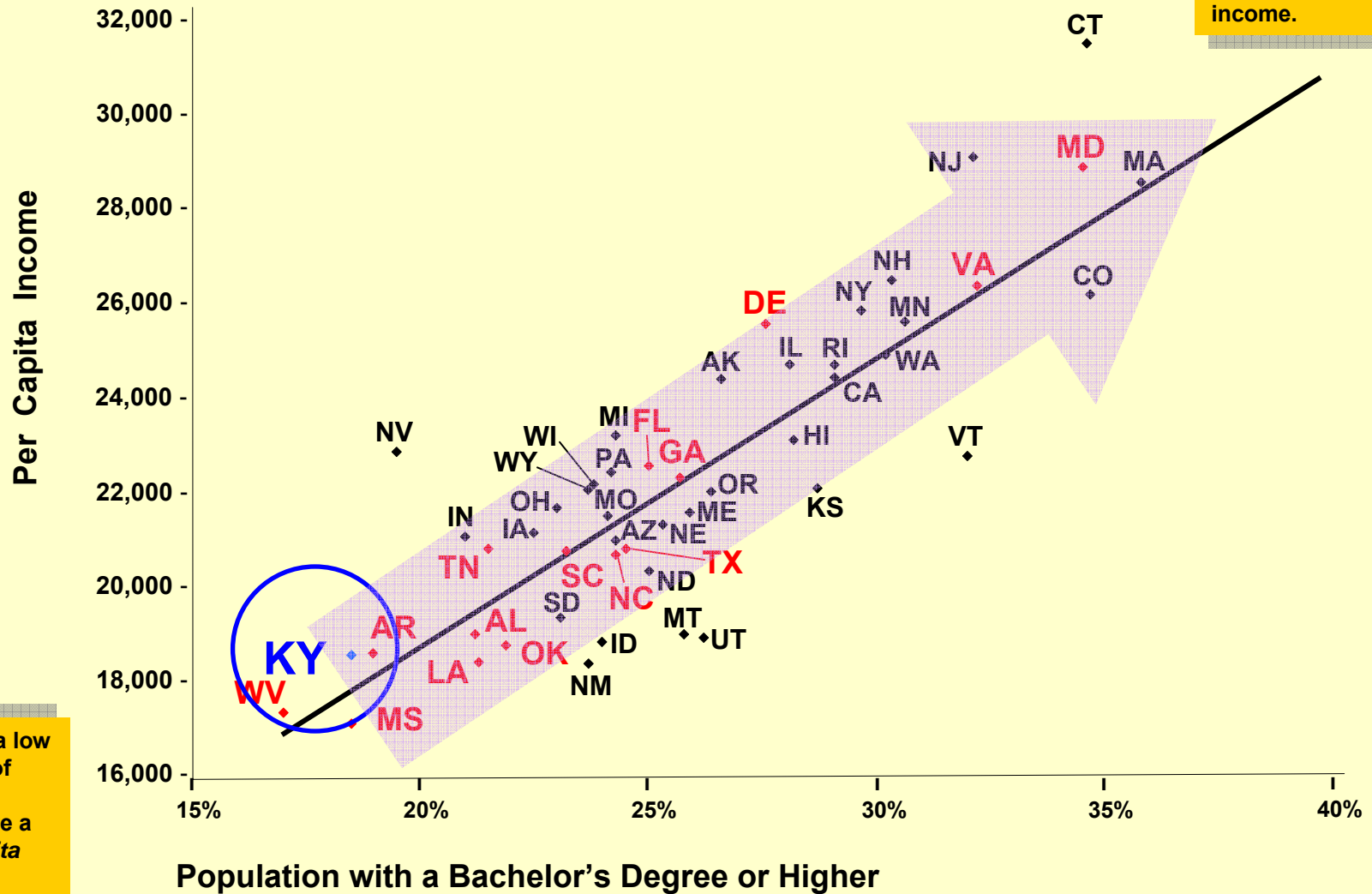# Double The Numbers

Council Meeting
September 16, 2007

KENTUCKY
Council
on Postsecondary Education

What Does it Mean?

791,000 32%

800,000

Gap: 211,000 bachelor's degree holders

211,000

19%

400,000

580,000

402,000

0

2000 (actual)   2020 (target)

GOAL: To achieve postsecondary education reform goals, Kentucky must double the number of people with at least a bachelor's degree by 2020.

Why is it Important?

Per Capita Income

32,000 –
30,000 –
28,000 –
26,000 –
24,000 –
22,000 –
20,000 –
18,000 –
16,000 –

CT

MD MA
NJ

NH VA
NY CO
DE MN

AK IL RI WA
CA

MI FL
WI GA HI VT
WY PA
OH MO OR
IN IA ME KS
AZ NE
TN SC TX
NC ND
SD MT
AR AL ID UT
KY OK
LA NM
WV
MS

15%   20%   25%   30%   35%   40%

Population with a Bachelor's Degree or Higher

Source: U.S. Census Bureau, ACS 2003

Closing the Gap: Double the Numbers Plan

Intervention	Strategies to 2020	Add'l Degrees
Increase postsecondary participation & quality	• Increase high school college-going rate from 62% to 74% • Increase adult college participation rate from 3.6% to 4.5% • Raise postsecondary system's graduation rate from 44% to 56%	66,000
Improve GED to college transitions	• Increase college-going of GED graduates from 19% to 36% • Increase annual number of GED graduates from 9,000 to 15,000	4,000
Enroll more first-time students at KCTCS	• Improve general education credit transfer • Keep KCTCS affordable • Increase number of students transferring from KCTCS to four-year universities from 3,100 to 11,334	26,000
Raise high school graduation rates	• Enhance guidance counseling/support services • Improve teacher preparation programs • Increase high school graduation rate of 9th graders from 72% to 81%	36,000
Increase migration and economic development	• Create new jobs to attract college-educated, out-of-state residents • Keep college graduates working in Kentucky • Increase number of jobs requiring at least a bachelor's degree	79,000
Additional Degrees Current Production Level TOTAL		211,000 580,000 791,000

Closing the Gap: Double the Numbers Plan

Intervention	Strategies to 2020	Add'l Degrees
Increase postsecondary participation & quality	• Increase high school college-going rate from 62% to 74% • Increase adult college participation rate from 3.6% to 4.5% • Raise postsecondary system's graduation rate from 44% to 56%	66,000
Improve GED to college transitions	• Increase college-going of GED graduates from 19% to 36% • Increase annual number of GED graduates from 9,000 to 15,000	4,000
Enroll more first-time students at KCTCS	• Improve general education credit transfer • Keep KCTCS affordable • Increase number of students transferring from KCTCS to four-year universities from 3,100 to 11,334	26,000
Raise high school graduation rates	• Enhance guidance counseling/support services • Improve teacher preparation programs • Increase high school graduation rate of 9th graders from 72% to 81%	36,000
Increase migration and economic development	• Create new jobs to attract college-educated, out-of-state residents • Keep college graduates working in Kentucky • Increase number of jobs requiring at least a bachelor's degree	79,000
Additional Degrees Current Production Level TOTAL		211,000 <u>580,000</u> 791,000

Growth Opportunity:
Six-Year Graduation Rates

Six-Year Graduation Rates at
Public 4-Year Universities

Source: CPE Comprehensive Database, 2020 Projections

Growth Opportunity: Six-Year Graduation Rates

	Fall 2000 Full-time First-Year Degree Seeking Students	Transferred	Still Enrolled	Graduated by Fall 2006	Six-Year Graduation Rate	Number of Additional Degrees Needed to Increase Six-Year Graduation Rate by 1%	Number of Additional Degrees Needed to Increase Six-Year Graduation Rate to 60%
EKU	1,791	430	110	634	35%	18	441
KSU	315	41	17	100	32%	3	89
Morehead	1,134	251	62	484	43%	11	196
Murray	898	115	41	505	56%	9	34
NKU	1,103	125	126	442	40%	11	220
WKU	2,098	328	120	1,030	49%	21	229
UK	2,944	538	112	1,740	59%	29	26
UofL	2,238	439	158	909	41%	22	434
TOTAL	12,521	2,267	746	5,844	47%	125	1,669

Growth Opportunity: Six-Year Graduation Rates

	Fall 2000 Full-time First-Year Degree Seeking Students	Transferred	Still Enrolled	Graduated by Fall 2006	Six-Year Graduation Rate	Number of Additional Degrees Needed to Increase Six-Year Graduation Rate by 1%	Number of Additional Degrees Needed to Increase Six-Year Graduation Rate to 60%
EKU	1,791	430	110	634	35%	18	441
KSU	315	41	17	100	32%	3	89
Morehead	1,134	251	62	484	43%	11	196
Murray	898	115	41	505	56%	9	34
NKU	1,103	125	126	442	40%	11	220
WKU	2,098	328	120	1,030	49%	21	229
UK	2,944	538	112	1,740	59%	29	26
UofL	2,238	439	158	909	41%	22	434
TOTAL	12,521	2,267	746	5,844	47%	125	1,669

Source: CPE Comprehensive Database, 2020 Projections

Growth Opportunity:
2020 Preliminary Bachelor's Degree Targets

2006 pie chart labels:
- Independents, 3,801
- EKU, 1,980
- KSU, 198
- Morehead, 1055
- Murray, 1,521
- NKU, 1,584
- WKU, 2,313
- UK, 3,519
- UofL, 2,253

2020 pie chart labels:
- EKU, 3,397
- KSU, 542
- Morehead, 1,799
- Murray, 2,834
- NKU, 3,149
- WKU, 4,324
- UK, 6,349
- UofL, 3,043
- Independents, 8,231
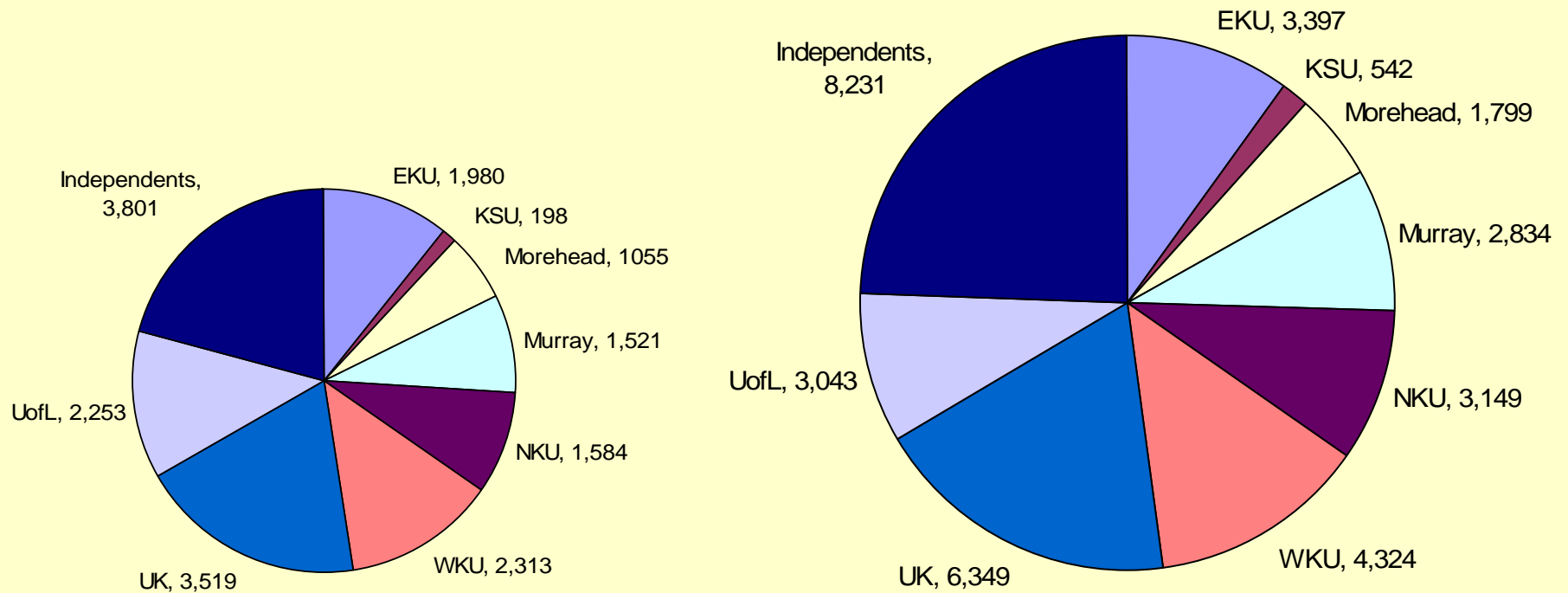
2006

Bachelor's Degrees: 18,679

2020

Bachelor's Degrees: 33,669

Source: CPE Comprehensive Database, 2020 Projections

What's Next

- Monitor short-term goals
- Finalize Double the Numbers Plan
- Revise funding policy to promote degree completion
- Focus new policies and strategies on accelerating improvement
- Work collaboratively with KHEAA, K-12, and Economic Development

Kentucky
UNBRIDLED SPIRIT

Budget and Finance Policy Group Report

A schedule of meetings related to the Council's 2008-10 budget recommendation is included on the following page. Highlights include several meetings with institutional representatives to discuss the funding model and review business plans in September, two institutional budget hearings and an additional Council meeting to review the 2008-10 budget recommendations in early to mid-October, and ending with the Council taking action on the 2008-10 budget recommendation on November 5.

Staff preparation by John Hayek

CPE BUDGET DEVELOPMENT
TENTATIVE SCHEDULE OF MEETINGS 9/10/07

SEPTEMBER 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 Presidents mtg	6	7	8
9	CBO mtg 10 (Institutional business plans due)	11	12	13	Status report 14 Budget & Finance PG	15
16 CPE mtg Trusteeship Conf	17 Trusteeship Conf	18	19	CBO mtg 20 (Review institutional business plans)	21	22
23	24	25	26	CBO mtg 27 (Review template for budget hearings)	28	29
30						

OCTOBER 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	Presidents mtg 3 Budget & Finance PG mtg (Budget hearings-excludes capital)	4	5	6
7	8	9	10	11	12 CBO mtg	13
14	15	16	17 Possible CPE mtg	18	Budget & 19 Finance PG mtg (Budget hearings-includes capital)	20
21	22	23 Hold: Presidents mtg	24	25	26 Mailout for CPE mtg	27
28	29	30	31			

CPE BUDGET DEVELOPMENT
TENTATIVE SCHEDULE OF MEETINGS   9/10/07

NOVEMBER 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 CPE mtg (Adopt budget Recommendation)	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

New Framework for Adult Education

Kentucky Adult Education is entering a new phase in its mission of raising the educational attainment levels of the Commonwealth's adults. After extensive consultation with adult education providers and examination of trends in student outcomes, the core business of adult education was affirmed and policies revised to increase student results and thus, the benefits to Kentucky. Central to the New Framework for Adult Education is a greater focus on the core business of helping adults gain academic skills they need for postsecondary education and highly skilled jobs. The New Framework places a greater emphasis on quality student outcomes, more flexibility in providing adult education services, lower emphasis on enrollment goals coupled with new definitions for enrollments and higher performance expectations, a revised funding formula, and new opportunities for programs to earn performance funding.

At the July 16 Quality and Accountability Policy Group meeting, Sarah Hindman Hawker, vice president for KYAE, presented detailed information about the development and implementation of the New Framework for Adult Education. Policy group members recommended Ms. Hawker brief the Council on the New Framework for Adult Education at the September Council meeting.

Staff preparation by Janet Hoover

KENTUCKY
ADULTEDUCATION
LEARNINGFORLIFE

A New Framework for Adult Education
May 2007

Kentucky Adult Education's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills and GED attainment, which are the gateways to postsecondary education and highly skilled employment.

Table of Contents

Dear Colleagues

Kentucky Adult Education is entering a new and exciting phase in our shared mission of raising the educational attainment levels of the Commonwealth's adults. Central to "A New Framework for Adult Education" is a greater focus on our core business of helping adults gain the academic skills they need for postsecondary education and highly skilled jobs.

This framework includes more emphasis on quality student outcomes, more flexibility in providing adult education services, lower enrollment goals, a revised funding formula and new opportunities for programs to earn performance funding. One of the most exciting parts of introducing this new framework to the field is that it's what you have been requesting for some time. We listened and we responded!

Over the past year, we have engaged providers in conversations in many ways – regional meetings, focus groups, informal conversations, e-mails and the KYAE Advisory Committee. Taking into consideration feedback from these discussions, KYAE staff developed a New Framework for Adult Education, which is articulated in sections on Data, Core Services Grant Funding, Compelling Reasons for Change, Enrollment Goals, Performance Funding and Core Services.

We are very much aware that this new framework may necessitate changes in your program design, service delivery and staffing needs. To give you time to think through adjustments that will make the students in your program successful, 2007-08 will be a transitional year. There will be no sanctions for not meeting enrollment goals or performance during this transitional year.

This will also be a transitional year for KYAE as our next steps are to revise the accountability policy, or tiers, to reflect our new goals and directions; continue developing and strengthening the Program Support Team to work with you; develop a Curriculum and Instruction Unit; redesign AERIN; and provide professional development in these areas.

We truly appreciate all the provider comments we've had over the past year and the hard work that KYAE staff members have put into this effort. We have re-energized the partnership between local adult educators and KYAE and together are poised to become ever more strong and effective.

Sincerely,

Sarah Hindman Hawker
Reecie Stagnolia
B.J. Helton
Janet Hoover
Sandy Kestner
Marilyn Lyons
Terry Pruitt
David Walters

Literacy Survey

Since 2000, KYAE has used the 1997 literacy survey and U.S. Census data to determine county funding and enrollment goals.
- As previously communicated to adult educators, KYAE had planned to use finalized 2003 literacy survey county data along with updated U.S. Census information as the basis for county funding and enrollment goals.
- Adult educators were notified that with conversion to new data, funding levels could shift as a natural consequence of adopting updated information.
- KYAE received the preliminary state literacy data in December 2005 and expected the county data in spring 2006.

In early 2007, KYAE received the comprehensive state literacy survey report and county data. While the state report has a great deal of very useful information, unfortunately, the county-level data are not reliable enough to use for setting funding and enrollment goals. There are several reasons:
- At the county level, the credible intervals are too broad to use with confidence.
- The new survey provides county percentages for one literacy level (Below Basic); the old provided county-level data for Literacy Levels 1 and 2 and a combined Levels 3, 4 and 5.
- The new survey has four literacy levels; the old survey had five levels and the adult education population could be clearly defined as the two lowest levels. There is no crosswalk from the old survey to the new one, so it's impossible to clearly identify the pertinent adult education target population.
- Because of new definitions and levels, the new and old survey data are not comparable; therefore, progress cannot be determined.

Census

After much deliberation and consideration, KYAE has adopted U.S. Census data as the basis for determining county enrollment goals and core services grant funding beginning in 2007-08.
- Specifically, KYAE will use 2000 U.S. Census county-level data, 18 years and older without a high school credential data set.
- The population of 18 years and older will be used because most 16 and 17 year olds are or should be in high school.
- Reasons for using census data rather than literacy data:
    - Census data have a high degree of credibility and are the basis for many government programs.
    - Census data are regularly updated with no cost to KYAE.
    - The data are valid at national, state and county levels.
    - The data are comparable across the state and nation.
    - Census data are comparable across years; therefore, tracking progress is possible.

Core Services Grant Funding

Starting in 2007-08, the core services grant integrates funding for adult literacy, adult basic education, GED preparation/adult secondary education, family literacy, English as a second language, corrections education and workplace education into one single county allocation. (For definitions, see pages 8-11.)

- KYAE is basing funding on the 2000 U.S. Census county-level data, 18 years and older without a high school credential; previously, funding was based on the 1997 U.S. Census and Kentucky Adult Literacy Survey, Levels 1 and 2.
- An additional $2 million appropriated in the 2006 session of the General Assembly has been infused into the 2007-08 formula.
- Minimum county funding has been increased to $60,000. Three counties are at this funding level.
- Workforce Alliance and EL/Civics funding remain separate grants.

Due to the natural consequences of converting to a new data set, 31 counties have lower formula funding levels. KYAE will implement a three-year phase-in for these 31 counties so that all counties will be in formula funding by 2010-11.
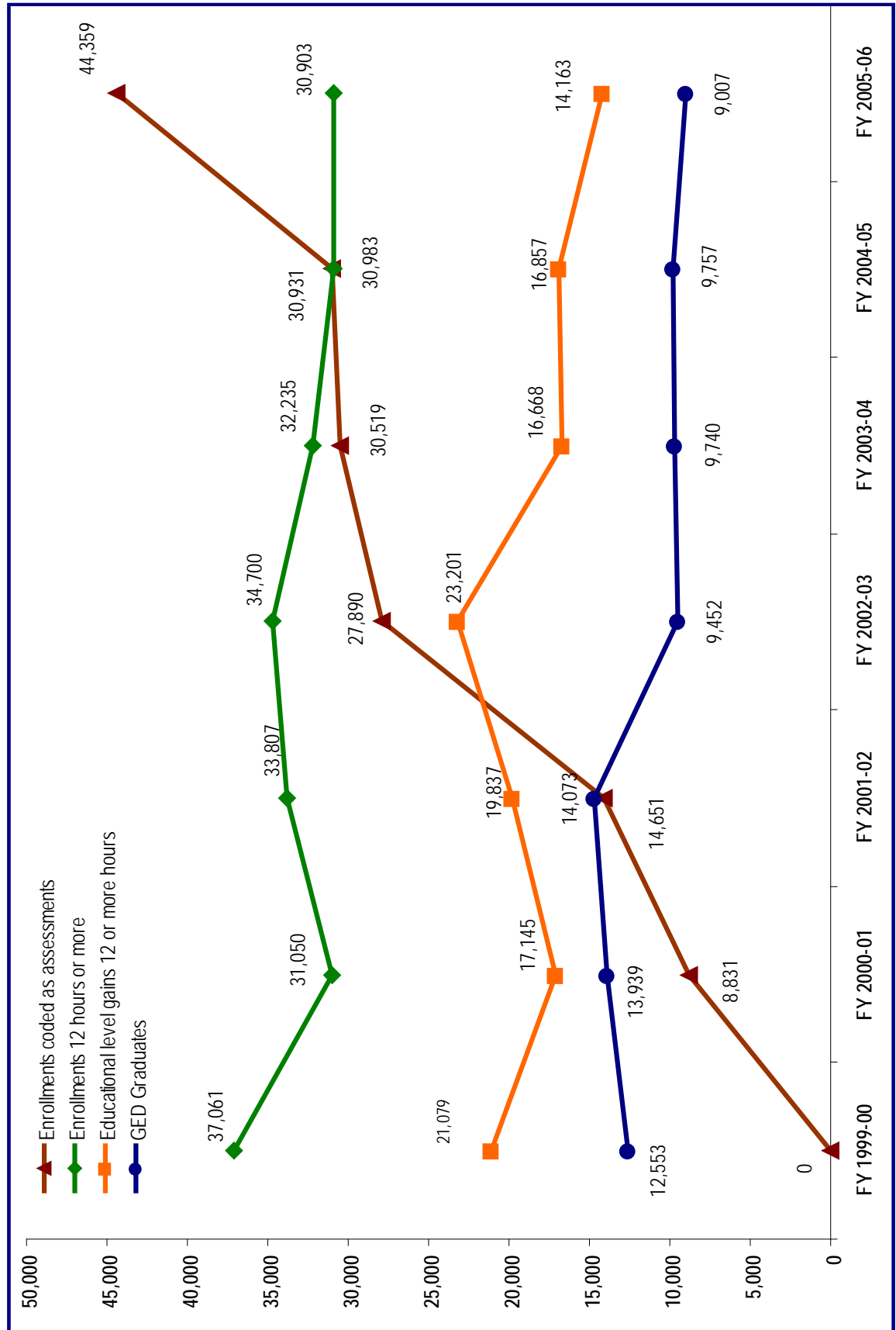
- Funding used for the three-year phase-in will <u>not</u> be deducted from the formula pool; therefore, other counties' funding levels are not affected.
- The phase-in of formula funding allows programs to reduce staff through attrition. It also allows programs to identify efficiencies and to work with program support staff to adjust their program design.
- KYAE will submit a request for additional funding to raise allocations for all counties, thereby mitigating the effect on these 31 counties.

New budget line item
KYAE will include a new line item in the budget to allow programs to use up to 0.5 percent of their core services grant for GED ceremonies and refreshments for student activities.

Compelling Reasons for Change

Adult Education Data Analysis
FY 1999-00 to FY 2005-06

Legend:
- Enrollments coded as assessments
- Enrollments 12 hours or more
- Educational level gains 12 or more hours
- GED Graduates

Enrollments coded as assessments:
- FY 1999-00: 0
- FY 2000-01: 8,831
- FY 2001-02: 14,651
- FY 2002-03: 27,890
- FY 2003-04: 30,519
- FY 2004-05: 30,983
- FY 2005-06: 44,359

Enrollments 12 hours or more:
- FY 1999-00: 37,061
- FY 2000-01: 31,050
- FY 2001-02: 33,807
- FY 2002-03: 34,700
- FY 2003-04: 32,235
- FY 2004-05: 30,931
- FY 2005-06: 30,903

Educational level gains 12 or more hours:
- FY 1999-00: 21,079
- FY 2000-01: 17,145
- FY 2001-02: 19,837
- FY 2002-03: 23,201
- FY 2003-04: 16,668
- FY 2004-05: 16,857
- FY 2005-06: 14,163

GED Graduates:
- FY 1999-00: 12,553
- FY 2000-01: 13,939
- FY 2001-02: 14,073
- FY 2002-03: 9,452
- FY 2003-04: 9,740
- FY 2004-05: 9,757
- FY 2005-06: 9,007

continued on page 5

4

Compelling Reasons for Change (Bullets in color below correspond to chart on page 4.)

Average attendance hours for adults enrolled 12 or more hours

- Kentucky's average attendance hours for FY 2004-05 was 53; national average was 114.
- Kentucky's average attendance hours for FY 2005-06 was 49; national average was 113.

Educational level gains for adults enrolled 12 or more hours

- Kentucky had a 33% decline in educational level gains from FY 1999-00 to FY2005-06.
- In FY 2005-06, 45% or 14,163 adults enrolled 12 or more hours made an educational level gain.
- In FY 2005-06, 59% or 18,240 adults enrolled 12 or more hours were pre- and post-tested.

GED

- As a measure of success in Kentucky, the 924,063 population 18 and older without a high school diploma/GED from the 1990 U.S. Census decreased by 15% to 785,651 according to the 2000 U.S. Census.
- According to the 2000 U.S. Census, Kentucky ranks 49th in the nation in the percentage of adults 18 and older without a high school diploma or GED.
- There was a 28% decline in GED graduates from FY 1999-00 to FY 2005-06.
- The state GED goal for FY 2005-06 was 10,040; KYAE missed reaching the state GED goal by 1,033 GED graduates.
- The state GED goal for FY 2006-07 is 10,331 and for FY 2007-08 is 10,631.

Transitions of GED graduates to postsecondary education

- There was a slight decrease in the state transitions rate from FY 2004-05 to FY 2005-06, from 22% to 21%.
- The state transitions goal for FY 2005-06 was 22%; KYAE missed reaching the state transitions goal by 1%.
- The state transitions goal for FY 2006-07 is 23% and for FY 2007-08 is 24%.

Enrollment

- In FY 1999-00, 72% of all enrollments (51,177) were 12 or more hours (37,061).
- In FY 2005-06, 24% of all enrollments (126,548) were 12 or more hours (30,903).
- There was a 402% increase in enrollments coded as assessments from FY 2000-01 to FY 2005-06. Of all enrollment types, as-sessments had the largest growth from FY 2000-01 to FY2005-06.
- Kentucky experienced a 43% increase in enrollments coded as assessments from FY 2004-05 to FY 2005-06.
- Kentucky experienced a 15% decrease in English as a Second Language enrollments from FY 2001-02 to FY2005-06.
- Kentucky experienced a 6% decrease in Family Literacy enrollments from FY 2004-05 to FY 2005-06.
- Kentucky had a 17% decline in enrollments 12 or more hours from FY 1999-00 (37,061) to FY 2005-06 (30,903).
- Enrollment growth of 61% (from 51,177 to 82,189) occurred from FY 1999-00 to FY 2005-06, excluding enrollments coded as assessments.

Enrollment Goals

Beginning in 2007-08, KYAE is basing enrollment goals on the 2000 U.S. Census county-level data, 18 years and older without a high school credential; previously, goals were based on the 1997 U.S. Census and Kentucky Adult Literacy Survey, Levels 1 and 2.

- The 2007-08 statewide enrollment goal is 70,000 students. To determine the county enrollment goals, this total was distributed across counties according to their share of the total state population and their percentage of residents without a high school credential.
- The 2007-08 year is a transitional year, and there will be no sanctions for not meeting enrollment goals or performance measures during the transitional year.
- Some student activities that were previously counted in the enrollment goal will no longer count. Others that haven't counted in the past will now count.

Which enrollments count toward meeting the goal?

- Students assessed and enrolled in adult literacy, adult basic education, GED preparation/ adult secondary education, family literacy, English as a second language, workplace education funded through the core services grant, and corrections education count toward the county's enrollment goal.
- A student whose only service is taking the OPT counts toward the county's enrollment.
- A student receiving targeted instruction and taking the Kentucky Paraeducator Assessment counts toward the county's enrollment.

Which enrollments do not count?

- Students enrolled in Workforce Alliance-funded projects do <u>not</u> count toward the county's enrollment goal.
- Students who are "workplace assessment only" do <u>not</u> count toward the county's enrollment goal. Workplace assessments may be provided through Workforce Alliance funding – see the Workplace Education section (page 9-11).

What are the next steps?

- KYAE will revise the accountability policy, or tiers, to reflect new goals and directions.
- KYAE will conduct a competitive RFP for 2008-09 regardless of the reauthorization of the Workforce Investment Act.
- *In 2008-09, only students who have 12+ hours will count as an enrollment. Postponing this action to the 2008-09 year will allow programs to carefully think through issues such as program design, recruitment strategies, retention strategies and staffing needs.*

Performance Funding

Beginning in 2007-08, Performance Funding consists of two parts – Program Performance Funding and Student Performance Funding.
- County programs may receive both Program Performance Funding and Student Performance Funding.
- County programs that are not eligible for Program Performance Funding may still qualify for Student Performance Funding for students achieving the outcomes described below.

Program Performance Funding
- Program Performance Funding is nearly identical in definition to funding that has been known as "incentives."
- As in the incentive funding policy, NRS performance indicators are used to determine Program Performance Funding. The indicators are:
  - o   Completing NRS educational levels (beginning literacy, beginning ABE, low intermediate ABE, high intermediate ABE, low adult secondary, ESL beginning literacy, ESL low beginning, ESL high beginning, ESL low intermediate, ESL high intermediate and ESL advanced)
  - o   Entering postsecondary education/training
  - o   Earning a GED
- Family literacy enrollment is no longer an indicator because family literacy does not have a separate enrollment goal.
- County programs must meet their enrollment goals and at least **70 percent** of NRS performance indicators to qualify for Program Performance Funding. As in the incentive policy, this means 70 percent of the levels or goals in which programs have students enrolled.
- The increase from 50 percent to 70 percent of NRS performance indicators as one of the gateways to performance funding reflects a new focus on quality and student outcomes.

Student Performance Funding
- Student Performance Funding provides a new opportunity for programs to increase their funding through specific student outcomes.
- Programs will be able to earn Student Performance Funding for the following:
  - o   Each GED attainment.
  - o   Each family literacy student making a learning gain or earning a GED and meeting an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.
  - o   Students making multiple level gains.
  - o   Each GED graduate transitioning to postsecondary education.
  - o   Each Kentucky Employability Certificate (KEC) and Kentucky Manufacturing Skill Standards (KMSS) certificate attainment.

Core Services

KYAE core services are defined as adult literacy services, adult basic education, GED preparation/ adult secondary education, English as a second language instruction, family literacy, corrections education and workplace education. Major policy changes have been made in family literacy, corrections and workplace education, all of which are addressed below. Also included in this section are descriptions of core services for which there are no policy changes.

Adult Literacy – A program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving or computation.

Adult Basic Education – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, in the workforce or in the family.

GED Preparation/Adult Secondary Education – A program of instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential. Students with a high school credential may be served in core services if they score 11.9 or below on the TABE.

English as a Second Language – A program of instruction designed to help adults with limited English proficiency achieve competence in the English language.

Family Literacy – A program designed to break the intergenerational cycle of undereducation by providing opportunities for parents and their children to learn simultaneously in adult education, PACT, parenting and children's education.

Beginning in the 2007-08 fiscal year, family literacy is an optional service. Family literacy funds are integrated in the core services grant, and no county will lose funding based on a decision not to continue providing family literacy.
- Counties are asked to indicate during the 2007-08 grant continuation process if they plan to continue providing family literacy. Those electing <u>not</u> to continue offering family literacy are required to submit a new scope of work to explain how they are reprogramming their budget and staffing to achieve other student outcomes.

Family literacy policy changes allow programs to have great flexibility in how they design and offer family literacy. For example, programs may choose to operate a 12-month program, a summer program, or even a series of short, but intensive, family literacy classes. Before making a decision about the continuation of family literacy, programs should consider:
- Family literacy does not have a separate enrollment goal. Each family literacy student counts toward the county's enrollment goal.
- Family literacy students are included in Program Performance Funding and the new Student Performance Funding.
- Family literacy programs must be based on a four-component model – adult education, PACT, parenting and children's education.
- Family literacy students are expected to participate an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.

- Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well being and who is consistently an influence on the child's development. The adult student must meet the eligibility requirements for participation in adult education.
- The child education component is to be provided by other local educational agencies. Kentucky Adult Education funds may be used to provide the other three components. Facilities, programs and services shall comply with local, state and federal regulations for serving children.

KYAE and the Kentucky Institute for Family Literacy (KIFL) have worked together to redesign its partnership. Among KIFL's activities in support of family literacy for 2007-08 are:
- Developing various models for delivering the four components of family literacy with at least one addressing strategies for middle school to high school students and one addressing managed entry/exit.
- Developing a Family Literacy Handbook with specific strategies and best practices for implementing the models.
- Developing a DVD based on the handbook to demonstrate best practices for PACT and parenting.
- Revamping the Foundations of Family Literacy training to include the handbook and DVD best practices.
- Transitioning the responsibilities for technical assistance to KYAE's regional program support associates.

Corrections Education – A program of instruction in adult literacy, adult basic education, GED preparation/adult secondary education, and/or English as a second language for adult criminal offenders in correctional institutions. Beginning in 2007-08, the delivery of corrections education in full-service jails will be determined by local need as assessed by the county program in conjunction with the local jailer.
- Corrections education funding has been integrated into the core services grant; therefore, corrections education students will count toward the county's enrollment goal. There is no separate corrections education goal.
- Corrections education students count toward Program Performance Funding and Student Performance Funding.
- Corrections expenditures are reported as a line item on invoices to KYAE.

The 2007-08 grant continuation process will require counties with full-service jails to indicate if they will provide services at the local jail.
- If a county with a full-service jail elects not to provide corrections education and the local jailer wants adult education services in the jail, KYAE will broker services for that jail.
- The corrections education students will count toward the enrollment goal of the county providing services in the jail.

Workplace Education – A program designed to improve the productivity of the workforce through improvement of literacy and workplace essential skills needed in the workplace.

KYAE has developed three models for workplace education funded through the core services grant – Adult Education at the Workplace, Short-term Workplace Learning and Workplace Project Learning.

Adult Education at the Workplace *(Workplace Education Model 1)*
This model consists of providing usual and customary adult education services at a workplace site instead of the typical adult education center.
- All projects **must** include one of these required components:
  - o Academic instruction (reading, writing, mathematics or English as a second language)
  - o Instruction leading to GED attainment
  - o Instruction leading to the Kentucky Employability Certificate
  - o Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- NRS-/KYAE-approved pre- and post-assessments are required to determine eligibility, inform instruction and assess progress.
- All students must be eligible for adult education services.
- All students must be entered in AERIN and will be in NRS educational levels.
- Students enrolled in Adult Education at the Workplace count in the enrollment goal and in Program and Student Performance Funding.

Short-term Workplace Learning, 6-11 hours *(Workplace Education Model 2)*
Workplace Project Learning, 12-30 hours *(Workplace Education Model 3)*
These two workplace learning models differ from Adult Education at the Workplace because the curriculum is customized to address specific employer needs. For example: Instead of comprehensive math instruction required for the GED, the curriculum might consist of teaching only fractions due to a specific workplace need.
- All projects **must** include one of these required components:
  - o Customized academic instruction (reading, writing, mathematics or English as a second language)
  - o Instruction leading to the Kentucky Employability Certificate
  - o Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- Projects **may** also include one or more of these optional components:
  - o Communication
  - o Problem solving
  - o Critical thinking
  - o Team building
  - o Computer literacy (introduction to the computer, spreadsheets, word processing, e-mail, Internet)
- An NRS-/KYAE-approved pre-assessment is required to determine eligibility and inform instruction.
  - o At least 75 percent of the participating students must be eligible for adult education services as determined by an NRS-/KYAE-approved assessment. Only adult education-eligible students should be entered in AERIN.
- The program and employer/agency or partner must sign an agreement describing the project. The agreement and final class roster must be submitted to the regional program support associate.
- Students enrolled in Short-term Workplace Learning and Workplace Project Learning count toward the county's enrollment goal but not in Program or Student Performance Funding.
- *Beginning in 2008-09, workplace project learners with less than 12 hours will not count toward the county's enrollment goal.*

Accommodating other employer workplace education requests

The models described above do not include all workplace education projects that may be requested by employers. To accommodate employer requests and facilitate good local partnerships, providers may apply for Workforce Alliance grants for projects outlined below. KYAE is streamlining the process for applying for grants and will communicate this process to adult educators.

- Workplace assessments – Beginning in 2007-08, "workplace assessment onlys" do not count toward the county's enrollment goal. If an employer requests an assessment for employees, providers may apply for a Workforce Alliance grant to fund the service.
- Computer literacy – Beginning in 2007-08, all stand-alone computer literacy classes must be funded through Workforce Alliance funds. Classes that integrate academics and computer literacy may be offered through the core services grant.
- Soft skills – Beginning in 2007-08, all stand-alone soft skills projects (communication, problem solving, critical thinking or team building) must be funded through Workforce Alliance funds.
- Less than 6 hours – Beginning in 2007-08, workplace projects less than 6 hours must be funded through Workforce Alliance funds.
- Other projects – Providers may continue to develop other workplace education projects, regardless of the number of hours in the project, and apply for Workforce Alliance funding.

A New Framework for Adult Education
May 2007

Kentucky Adult Education's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills and GED attainment, which are the gateways to postsecondary education and highly skilled employment.

Table of Contents

Dear Colleagues

Kentucky Adult Education is entering a new and exciting phase in our shared mission of raising the educational attainment levels of the Commonwealth's adults. Central to "A New Framework for Adult Education" is a greater focus on our core business of helping adults gain the academic skills they need for postsecondary education and highly skilled jobs.

This framework includes more emphasis on quality student outcomes, more flexibility in providing adult education services, lower enrollment goals, a revised funding formula and new opportunities for programs to earn performance funding. One of the most exciting parts of introducing this new framework to the field is that it's what you have been requesting for some time. We listened and we responded!

Over the past year, we have engaged providers in conversations in many ways – regional meetings, focus groups, informal conversations, e-mails and the KYAE Advisory Committee. Taking into consideration feedback from these discussions, KYAE staff developed a New Framework for Adult Education, which is articulated in sections on Data, Core Services Grant Funding, Compelling Reasons for Change, Enrollment Goals, Performance Funding and Core Services.

We are very much aware that this new framework may necessitate changes in your program design, service delivery and staffing needs. To give you time to think through adjustments that will make the students in your program successful, 2007-08 will be a transitional year. There will be no sanctions for not meeting enrollment goals or performance during this transitional year.

This will also be a transitional year for KYAE as our next steps are to revise the accountability policy, or tiers, to reflect our new goals and directions; continue developing and strengthening the Program Support Team to work with you; develop a Curriculum and Instruction Unit; redesign AERIN; and provide professional development in these areas.

We truly appreciate all the provider comments we've had over the past year and the hard work that KYAE staff members have put into this effort. We have re-energized the partnership between local adult educators and KYAE and together are poised to become ever more strong and effective.

Sincerely,

Sarah Hindman Hawker
Reecie Stagnolia
B.J. Helton
Janet Hoover
Sandy Kestner
Marilyn Lyons
Terry Pruitt
David Walters

Literacy Survey

Since 2000, KYAE has used the 1997 literacy survey and U.S. Census data to determine county funding and enrollment goals.

- As previously communicated to adult educators, KYAE had planned to use finalized 2003 literacy survey county data along with updated U.S. Census information as the basis for county funding and enrollment goals.
- Adult educators were notified that with conversion to new data, funding levels could shift as a natural consequence of adopting updated information.
- KYAE received the preliminary state literacy data in December 2005 and expected the county data in spring 2006.

In early 2007, KYAE received the comprehensive state literacy survey report and county data. While the state report has a great deal of very useful information, unfortunately, the county-level data are not reliable enough to use for setting funding and enrollment goals. There are several reasons:

- At the county level, the credible intervals are too broad to use with confidence.
- The new survey provides county percentages for one literacy level (Below Basic); the old provided county-level data for Literacy Levels 1 and 2 and a combined Levels 3, 4 and 5.
- The new survey has four literacy levels; the old survey had five levels and the adult education population could be clearly defined as the two lowest levels. There is no crosswalk from the old survey to the new one, so it's impossible to clearly identify the pertinent adult education target population.
- Because of new definitions and levels, the new and old survey data are not comparable; therefore, progress cannot be determined.

Census

After much deliberation and consideration, KYAE has adopted U.S. Census data as the basis for determining county enrollment goals and core services grant funding beginning in 2007-08.

- Specifically, KYAE will use 2000 U.S. Census county-level data, 18 years and older without a high school credential data set.
- The population of 18 years and older will be used because most 16 and 17 year olds are or should be in high school.
- Reasons for using census data rather than literacy data:
  - Census data have a high degree of credibility and are the basis for many government programs.
  - Census data are regularly updated with no cost to KYAE.
  - The data are valid at national, state and county levels.
  - The data are comparable across the state and nation.
  - Census data are comparable across years; therefore, tracking progress is possible.

Core Services Grant Funding

Starting in 2007-08, the core services grant integrates funding for adult literacy, adult basic education, GED preparation/adult secondary education, family literacy, English as a second language, corrections education and workplace education into one single county allocation. (For definitions, see pages 8-11.)

- KYAE is basing funding on the 2000 U.S. Census county-level data, 18 years and older without a high school credential; previously, funding was based on the 1997 U.S. Census and Kentucky Adult Literacy Survey, Levels 1 and 2.
- An additional $2 million appropriated in the 2006 session of the General Assembly has been infused into the 2007-08 formula.
- Minimum county funding has been increased to $60,000. Three counties are at this funding level.
- Workforce Alliance and EL/Civics funding remain separate grants.

Due to the natural consequences of converting to a new data set, 31 counties have lower formula funding levels. KYAE will implement a three-year phase-in for these 31 counties so that all counties will be in formula funding by 2010-11.

- Funding used for the three-year phase-in will <u>not</u> be deducted from the formula pool; therefore, other counties' funding levels are not affected.
- The phase-in of formula funding allows programs to reduce staff through attrition. It also allows programs to identify efficiencies and to work with program support staff to adjust their program design.
- KYAE will submit a request for additional funding to raise allocations for all counties, thereby mitigating the effect on these 31 counties.

New budget line item

KYAE will include a new line item in the budget to allow programs to use up to 0.5 percent of their core services grant for GED ceremonies and refreshments for student activities.

Compelling Reasons for Change

Adult Education Data Analysis
FY 1999-00 to FY 2005-06

Legend:
- Enrollments coded as assessments
- Enrollments 12 hours or more
- Educational level gains 12 or more hours
- GED Graduates

FY	Enrollments coded as assessments	Enrollments 12 hours or more	Educational level gains 12 or more hours	GED Graduates
FY 1999-00	0	37,061	21,079	12,553
FY 2000-01	8,831	31,050	17,145	13,939
FY 2001-02	14,651	33,807	19,837	14,073
FY 2002-03	27,890	34,700	23,201	9,452
FY 2003-04	30,519	32,235	16,668	9,740
FY 2004-05	30,983	30,931	16,857	9,757
FY 2005-06	44,359	30,903	14,163	9,007

Compelling Reasons for Change (Bullets in color below correspond to chart on page 4.)

Average attendance hours for adults enrolled 12 or more hours

- Kentucky's average attendance hours for FY 2004-05 was 53; national average was 114.
- Kentucky's average attendance hours for FY 2005-06 was 49; national average was 113.

Educational level gains for adults enrolled 12 or more hours

- Kentucky had a 33% decline in educational level gains from FY 1999-00 to FY2005-06.
- In FY 2005-06, 45% or 14,163 adults enrolled 12 or more hours made an educational level gain.
- In FY 2005-06, 59% or 18,240 adults enrolled 12 or more hours were pre- and post-tested.

GED

- As a measure of success in Kentucky, the 924,063 population 18 and older without a high school diploma/GED from the 1990 U.S. Census decreased by 15% to 785,651 according to the 2000 U.S. Census.
- According to the 2000 U.S. Census, Kentucky ranks 49th in the nation in the percentage of adults 18 and older without a high school diploma or GED.
- There was a 28% decline in GED graduates from FY 1999-00 to FY 2005-06.
- The state GED goal for FY 2005-06 was 10,040; KYAE missed reaching the state GED goal by 1,033 GED graduates.
- The state GED goal for FY 2006-07 is 10,331 and for FY 2007-08 is 10,631.

Transitions of GED graduates to postsecondary education

- There was a slight decrease in the state transitions rate from FY 2004-05 to FY 2005-06, from 22% to 21%.
- The state transitions goal for FY 2005-06 was 22%; KYAE missed reaching the state transitions goal by 1%.
- The state transitions goal for FY 2006-07 is 23% and for FY 2007-08 is 24%.

Enrollment

- In FY 1999-00, 72% of all enrollments (51,177) were 12 or more hours.
- In FY 2005-06, 24% of all enrollments (126,548) were 12 or more hours (30,903).
- There was a 402% increase in enrollments coded as assessments from FY 2000-01 to FY 2005-06. Of all enrollment types, assessments had the largest growth from FY 2000-01 to FY2005-06.
- Kentucky experienced a 43% increase in enrollments coded as assessments from FY 2004-05 to FY 2005-06.
- Kentucky experienced a 15% decrease in English as a Second Language enrollments from FY 2001-02 to FY2005-06.
- Kentucky experienced a 6% decrease in Family Literacy enrollments from FY 2004-05 to FY 2005-06.
- Kentucky had a 17% decline in enrollments 12 or more hours from FY 1999-00 (37,061) to FY 2005-06 (30,903).
- Enrollment growth of 61% (from 51,177 to 82,189) occurred from FY 1999-00 to FY 2005-06, excluding enrollments coded as assessments.

Enrollment Goals

Beginning in 2007-08, KYAE is basing enrollment goals on the 2000 U.S. Census county-level data, 18 years and older without a high school credential; previously, goals were based on the 1997 U.S. Census and Kentucky Adult Literacy Survey, Levels 1 and 2.

- The 2007-08 statewide enrollment goal is 70,000 students. To determine the county enrollment goals, this total was distributed across counties according to their share of the total state population and their percentage of residents without a high school credential.
- The 2007-08 year is a transitional year, and there will be no sanctions for not meeting enrollment goals or performance measures during the transitional year.
- Some student activities that were previously counted in the enrollment goal will no longer count. Others that haven't counted in the past will now count.

Which enrollments count toward meeting the goal?
- Students assessed and enrolled in adult literacy, adult basic education, GED preparation/ adult secondary education, family literacy, English as a second language, workplace education funded through the core services grant, and corrections education count toward the county's enrollment goal.
- A student whose only service is taking the OPT counts toward the county's enrollment.
- A student receiving targeted instruction and taking the Kentucky Paraeducator Assessment counts toward the county's enrollment.

Which enrollments do not count?
- Students enrolled in Workforce Alliance-funded projects do <u>not</u> count toward the county's enrollment goal.
- Students who are "workplace assessment only" do <u>not</u> count toward the county's enrollment goal. Workplace assessments may be provided through Workforce Alliance funding – see the Workplace Education section (page 9-11).

What are the next steps?
- KYAE will revise the accountability policy, or tiers, to reflect new goals and directions.
- KYAE will conduct a competitive RFP for 2008-09 regardless of the reauthorization of the Workforce Investment Act.
- *In 2008-09, only students who have 12+ hours will count as an enrollment. Postponing this action to the 2008-09 year will allow programs to carefully think through issues such as program design, recruitment strategies, retention strategies and staffing needs.*

Performance Funding

Beginning in 2007-08, Performance Funding consists of two parts – Program Performance Funding and Student Performance Funding.
- County programs may receive both Program Performance Funding and Student Performance Funding.
- County programs that are not eligible for Program Performance Funding may still qualify for Student Performance Funding for students achieving the outcomes described below.

Program Performance Funding
- Program Performance Funding is nearly identical in definition to funding that has been known as "incentives."
- As in the incentive funding policy, NRS performance indicators are used to determine Program Performance Funding. The indicators are:
    - Completing NRS educational levels (beginning literacy, beginning ABE, low intermediate ABE, high intermediate ABE, low adult secondary, ESL beginning literacy, ESL low beginning, ESL high beginning, ESL low intermediate, ESL high intermediate and ESL advanced)
    - Entering postsecondary education/training
    - Earning a GED
- Family literacy enrollment is no longer an indicator because family literacy does not have a separate enrollment goal.
- County programs must meet their enrollment goals and at least **70 percent** of NRS performance indicators to qualify for Program Performance Funding. As in the incentive policy, this means 70 percent of the levels or goals in which programs have students enrolled.
- The increase from 50 percent to 70 percent of NRS performance indicators as one of the gateways to performance funding reflects a new focus on quality and student outcomes.

Student Performance Funding
- Student Performance Funding provides a new opportunity for programs to increase their funding through specific student outcomes.
- Programs will be able to earn Student Performance Funding for the following:
    - Each GED attainment.
    - Each family literacy student making a learning gain or earning a GED and meeting an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.
    - Students making multiple level gains.
    - Each GED graduate transitioning to postsecondary education.
    - Each Kentucky Employability Certificate (KEC) and Kentucky Manufacturing Skill Standards (KMSS) certificate attainment.

Core Services

KYAE core services are defined as adult literacy services, adult basic education, GED preparation/ adult secondary education, English as a second language instruction, family literacy, corrections education and workplace education. Major policy changes have been made in family literacy, corrections and workplace education, all of which are addressed below. Also included in this section are descriptions of core services for which there are no policy changes.

Adult Literacy – A program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving or computation.

Adult Basic Education – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, in the workforce or in the family.

GED Preparation/Adult Secondary Education – A program of instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential. Students with a high school credential may be served in core services if they score 11.9 or below on the TABE.

English as a Second Language – A program of instruction designed to help adults with limited English proficiency achieve competence in the English language.

Family Literacy – A program designed to break the intergenerational cycle of undereducation by providing opportunities for parents and their children to learn simultaneously in adult education, PACT, parenting and children's education.

Beginning in the 2007-08 fiscal year, family literacy is an optional service. Family literacy funds are integrated in the core services grant, and no county will lose funding based on a decision not to continue providing family literacy.
- Counties are asked to indicate during the 2007-08 grant continuation process if they plan to continue providing family literacy. Those electing <u>not</u> to continue offering family literacy are required to submit a new scope of work to explain how they are reprogramming their budget and staffing to achieve other student outcomes.

Family literacy policy changes allow programs to have great flexibility in how they design and offer family literacy. For example, programs may choose to operate a 12-month program, a summer program, or even a series of short, but intensive, family literacy classes. Before making a decision about the continuation of family literacy, programs should consider:
- Family literacy does not have a separate enrollment goal. Each family literacy student counts toward the county's enrollment goal.
- Family literacy students are included in Program Performance Funding and the new Student Performance Funding.
- Family literacy programs must be based on a four-component model – adult education, PACT, parenting and children's education.
- Family literacy students are expected to participate an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.

- Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well being and who is consistently an influence on the child's development. The adult student must meet the eligibility requirements for participation in adult education.
- The child education component is to be provided by other local educational agencies. Kentucky Adult Education funds may be used to provide the other three components. Facilities, programs and services shall comply with local, state and federal regulations for serving children.

KYAE and the Kentucky Institute for Family Literacy (KIFL) have worked together to redesign its partnership. Among KIFL's activities in support of family literacy for 2007-08 are:
- Developing various models for delivering the four components of family literacy with at least one addressing strategies for middle school to high school students and one addressing managed entry/exit.
- Developing a Family Literacy Handbook with specific strategies and best practices for implementing the models.
- Developing a DVD based on the handbook to demonstrate best practices for PACT and parenting.
- Revamping the Foundations of Family Literacy training to include the handbook and DVD best practices.
- Transitioning the responsibilities for technical assistance to KYAE's regional program support associates.

Corrections Education – A program of instruction in adult literacy, adult basic education, GED preparation/adult secondary education, and/or English as a second language for adult criminal offenders in correctional institutions. Beginning in 2007-08, the delivery of corrections education in full-service jails will be determined by local need as assessed by the county program in conjunction with the local jailer.
- Corrections education funding has been integrated into the core services grant; therefore, corrections education students will count toward the county's enrollment goal. There is no separate corrections education goal.
- Corrections education students count toward Program Performance Funding and Student Performance Funding.
- Corrections expenditures are reported as a line item on invoices to KYAE.

The 2007-08 grant continuation process will require counties with full-service jails to indicate if they will provide services at the local jail.
- If a county with a full-service jail elects not to provide corrections education and the local jailer wants adult education services in the jail, KYAE will broker services for that jail.
- The corrections education students will count toward the enrollment goal of the county providing services in the jail.

Workplace Education – A program designed to improve the productivity of the workforce through improvement of literacy and workplace essential skills needed in the workplace.

KYAE has developed three models for workplace education funded through the core services grant – Adult Education at the Workplace, Short-term Workplace Learning and Workplace Project Learning.

Adult Education at the Workplace *(Workplace Education Model 1)*

This model consists of providing usual and customary adult education services at a workplace site instead of the typical adult education center.

- All projects **must** include one of these required components:
  - o Academic instruction (reading, writing, mathematics or English as a second language)
  - o Instruction leading to GED attainment
  - o Instruction leading to the Kentucky Employability Certificate
  - o Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- NRS-/KYAE-approved pre- and post-assessments are required to determine eligibility, inform instruction and assess progress.
- All students must be eligible for adult education services.
- All students must be entered in AERIN and will be in NRS educational levels.
- Students enrolled in Adult Education at the Workplace count in the enrollment goal and in Program and Student Performance Funding.

Short-term Workplace Learning, 6-11 hours *(Workplace Education Model 2)*
Workplace Project Learning, 12-30 hours *(Workplace Education Model 3)*

These two workplace learning models differ from Adult Education at the Workplace because the curriculum is customized to address specific employer needs. For example: Instead of comprehensive math instruction required for the GED, the curriculum might consist of teaching only fractions due to a specific workplace need.

- All projects **must** include one of these required components:
  - o Customized academic instruction (reading, writing, mathematics or English as a second language)
  - o Instruction leading to the Kentucky Employability Certificate
  - o Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- Projects **may** also include one or more of these optional components:
  - o Communication
  - o Problem solving
  - o Critical thinking
  - o Team building
  - o Computer literacy (introduction to the computer, spreadsheets, word processing, e-mail, Internet)
- An NRS-/KYAE-approved pre-assessment is required to determine eligibility and inform instruction.
  - o At least 75 percent of the participating students must be eligible for adult education services as determined by an NRS-/KYAE-approved assessment. Only adult education-eligible students should be entered in AERIN.
- The program and employer/agency or partner must sign an agreement describing the project. The agreement and final class roster must be submitted to the regional program support associate.
- Students enrolled in Short-term Workplace Learning and Workplace Project Learning count toward the county's enrollment goal but not in Program or Student Performance Funding.
- *Beginning in 2008-09, workplace project learners with less than 12 hours will not count toward the county's enrollment goal.*

Accommodating other employer workplace education requests

The models described above do not include all workplace education projects that may be requested by employers. To accommodate employer requests and facilitate good local partnerships, providers may apply for Workforce Alliance grants for projects outlined below. KYAE is streamlining the process for applying for grants and will communicate this process to adult educators.

- Workplace assessments – Beginning in 2007-08, "workplace assessment onlys" do not count toward the county's enrollment goal. If an employer requests an assessment for employees, providers may apply for a Workforce Alliance grant to fund the service.
- Computer literacy – Beginning in 2007-08, all stand-alone computer literacy classes must be funded through Workforce Alliance funds. Classes that integrate academics and computer literacy may be offered through the core services grant.
- Soft skills – Beginning in 2007-08, all stand-alone soft skills projects (communication, problem solving, critical thinking or team building) must be funded through Workforce Alliance funds.
- Less than 6 hours – Beginning in 2007-08, workplace projects less than 6 hours must be funded through Workforce Alliance funds.
- Other projects – Providers may continue to develop other workplace education projects, regardless of the number of hours in the project, and apply for Workforce Alliance funding.

Senate Bill 1

Kentucky Adult Education Act of 2000

"**Adult illiteracy is a fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development, and improving the health and well-being of Kentucky's families and communities**"

Adult Education

Adults who:

- live and work in Kentucky

- are not enrolled or required to be enrolled in secondary school; and who

- do not have a high school diploma or its recognized equivalent, or

- have not achieved an equivalent level of education, or

- lack mastery of basic educational skills, or

- are unable to speak, read or write the English language.

The Scope

Percent of population 18 and older without a high school diploma or GED

- 14%-25%
- 26% (state average)
- 27%-50%
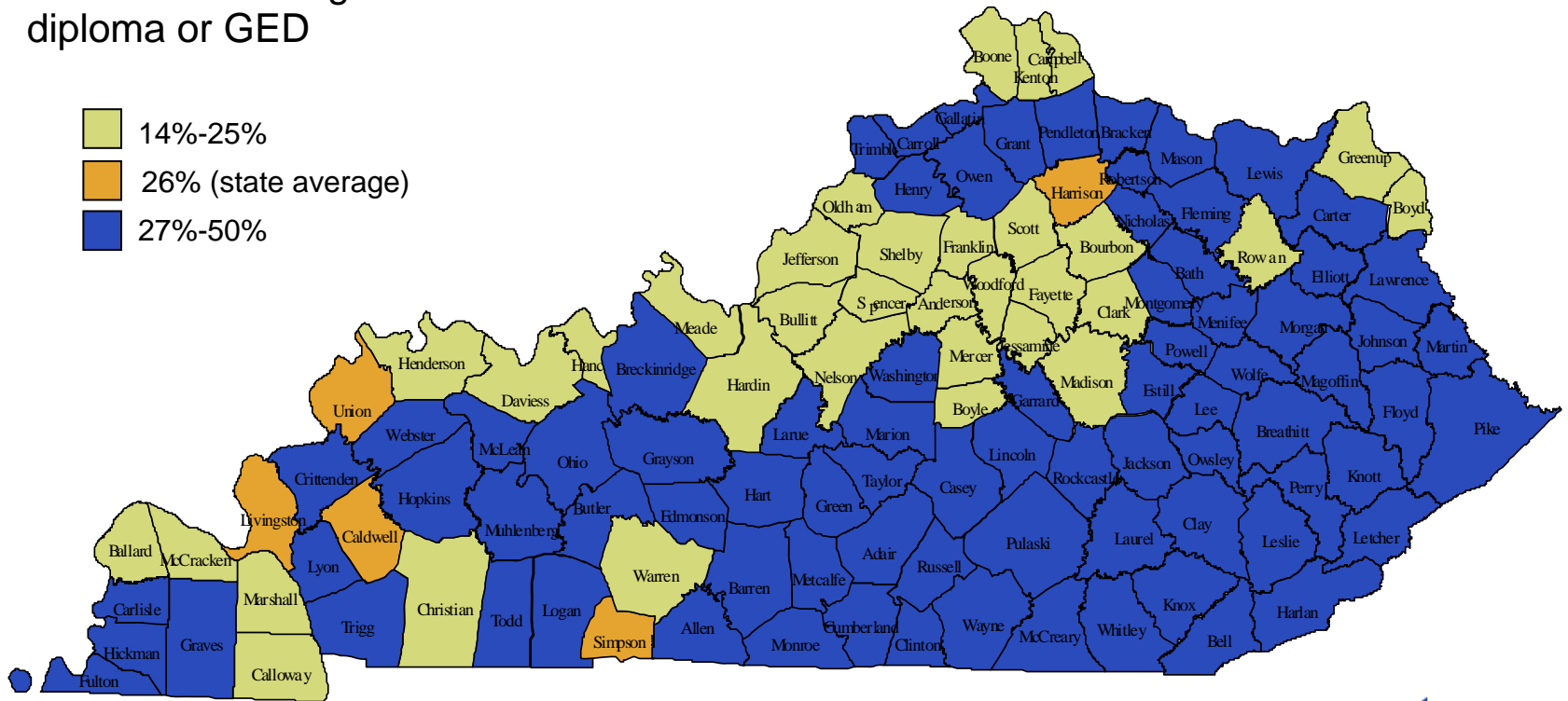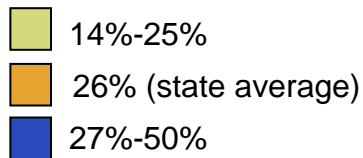
Source: 2000 US Census

Access for Kentuckians

Students Served

51,177	62,734	86,413	109,880	120,051	124,801	126,548
FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006

Compelling Reasons for Change

Student Achievement

Legend:
- GED Graduates
- Educational level gains of 12 or more hours
- Enrollments 12 or more hours
- Students Served

FY 2000: 12,553 | 21,079 | 37,061 | 51,177
FY 2001: 13,939 | 17,145 | 31,050 | 62,734
FY 2002: 14,651 | 19,837 | 38,807 | 86,413
FY 2003: 9,452 | 23,201 | 34,700 | 109,880
FY 2004: 9,740 | 16,668 | 32,235 | 120,051
FY 2005: 9,757 | 16,857 | 30,931 | 124,801
FY 2006: 9,007 | 14,163 | 30,903 | 126,548
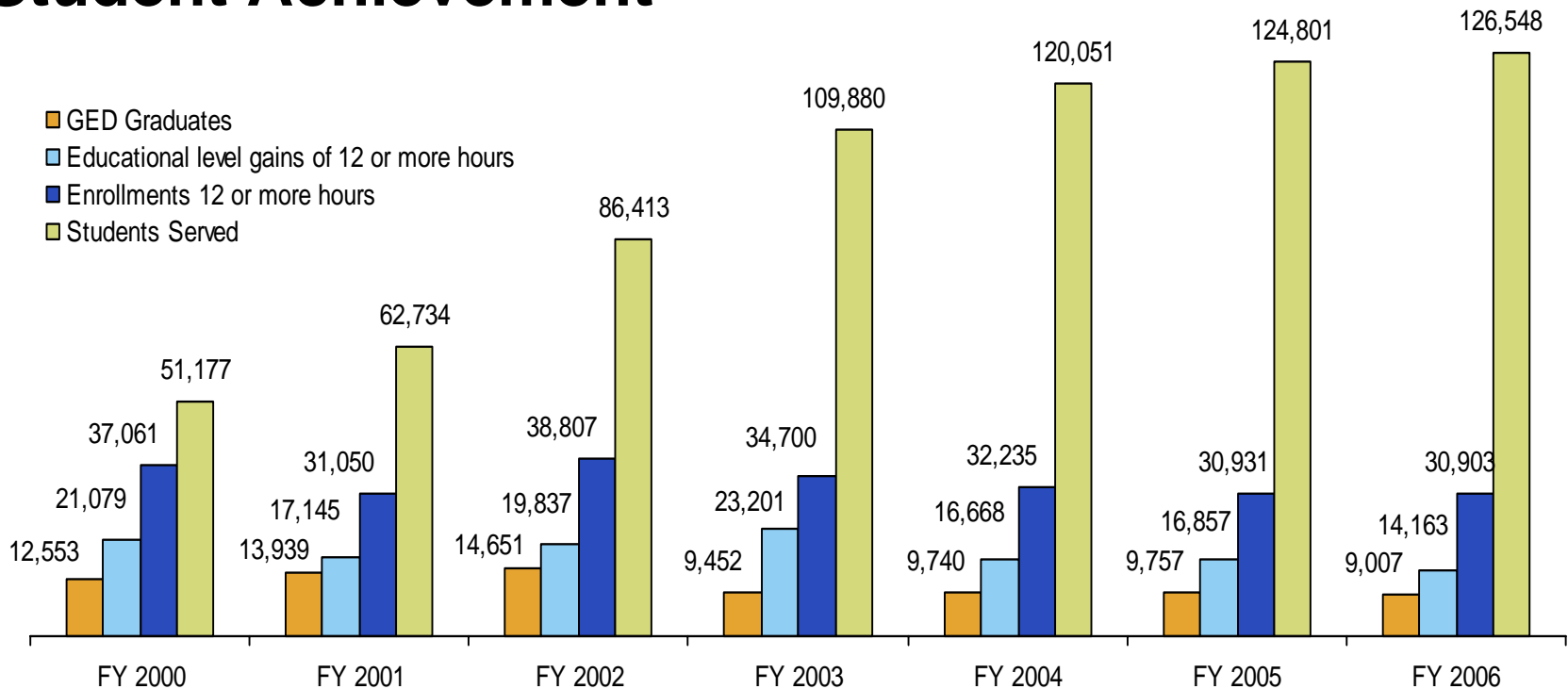
Changes from FY 1999-00 to FY 2005-06
- 28% decrease in GED graduates
- 33% decrease in educational level gains 12 or more hours
- 17% decrease in enrollments 12 or more hours
- 147% increase in state enrollments

Source: Kentucky Adult Education, Council on Postsecondary Education

6

Compelling Reasons for Change

State Educational Level

- Just under 800,000 or 26 percent of the total Kentucky 18 and older population does not have a high school diploma or GED.

- Only 32 percent of those without a high school diploma or GED are employed.

- Kentucky ranks 49th in the nation in the percentage of adults 18 and older without a high school diploma or GED.

Source: 2000 U.S. Census

Compelling Reasons for Change

Not Prepared for Postsecondary Education

- 54 percent of students entering certificate and degree programs at Kentucky's public postsecondary institutions in fall 2002 were underprepared in at least one subject.

- 92 percent of GED graduates were underprepared

- 90 percent of returning adult students 25+ were underprepared.

Action

Core Mission

Kentucky Adult Education's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills and GED attainment, which are gateways to postsecondary education and highly skilled employment.

New Policy and Funding Strategies

- Increase expectations and set goals for greater educational gains by students in every program

- Reduce high enrollment goals so programs can refocus on teaching

- Restructure workplace education policies to focus on academic skills

- Develop stronger teachers by delivering more and better professional development

New Policy and Funding Strategies

- Focus on reducing the need for remediation through higher GED test scores and GED-to-postsecondary programs

- Streamline funding formula based on most recent Census data

- Establish expanded performance-based funding for educational gains, GED completions and transitions to postsecondary education

KENTUCKY
ADULT EDUCATION
LEARNING FOR LIFE

Implementation

- Established statewide Adult Education Advisory Committee to increase communication with field

- Created new Program Support Section

- Created new Curriculum and Instruction Section

- Implementing curriculum content standards to increase consistency and rigor and align more closely to postsecondary expectations

Implementation

- Undertaking Teacher Quality and Math Initiatives

- Redesigned professional development delivered by the Collaborative Center for Literacy Development (UK), Morehead State University, and the Kentucky Institute for Family Literacy to support new goals

- Redesigning accountability system to collect more data and have greater reporting capabilities for local program improvement and state level monitoring

Alignment with Postsecondary Education

Public Agenda for Postsecondary and Adult Education

Key Indicators:

- Annual and 2020 goals for the number of GEDs awarded

- Annual and 2020 goals for the number of GED graduates transitioning to postsecondary education

KENTUCKY ADULT EDUCATION
LEARNING FOR LIFE

Alignment with Postsecondary Education

Double the Numbers

Relying solely on high school graduates will not allow Kentucky to achieve the 2020 imperative of nearly doubling the number of working-age residents with a bachelor's degree; therefore, the adult education and returning adult populations must be reengaged in learning and better prepared for college-level work.

Alignment with Postsecondary Education

- Local and State P-16 Councils

- Developmental Education Task Force and initiatives

- American Diploma Project – Curriculum alignment effort between secondary and postsecondary included adult education.

- Teacher Quality Initiative

- Mathematics Initiative

What does KY gain from Adult Education?

- Better jobs and higher wages for more Kentuckians.

- Better educated and skilled workforce for businesses and economic development.

- Adults and parents who model educational attainment to young people breaking the intergenerational cycle of low achievement and illiteracy.

- Improved health for children and reduced reliance of families on public assistance.

- In other words, improved quality of life across the Commonwealth.

College Access Grant

The Council on Postsecondary Education, in partnership with the Prichard Committee, has successfully competed for a $500,000 grant from the Lumina Foundation which, when combined with matching in-state funds, will provide over $1 million to promote college-going in Kentucky. GEAR UP Kentucky is a major in-state partner for the grant. A significant part of the grant will support the new Kentucky College Access Network (KentuckyCAN). KentuckyCAN was launched on August 9, 2007, at a statewide inaugural event held at the Council offices. KentuckyCAN members include local business, civic, and faith-based organizations, as well as leaders of other state and federally funded programs focused on helping more students prepare for and attend college. The grant's primary focus is on increasing college-going by underrepresented groups.

The grant support will allow KentuckyCAN to expand its membership, coordinate and support college access efforts across the state, seek other grants and financial resources, and provide grassroots support for the Council's broader College Access Initiative: *Go Higher Kentucky*. The network's goal is to promote a college-going culture in Kentucky with the help of state leaders and leaders in communities across the state.

A second component of the grant focuses on engaging business leadership in the Council's college access initiatives. The grant will support the creation of a business advisory council and strategic initiatives that involve employers in promoting and supporting college-going among their employees and the children of their employees.

Status Report on Implementation of
Developmental Education Task Force Recommendations

The Developmental Education Task Force was charged by the Council's Quality and Accountability Policy Group with developing a comprehensive plan to reduce the number of underprepared students and to better support and retain students who enter the institutions underprepared. The plan, "Securing Kentucky's Future: A Plan to Improve College Readiness and Success," was adopted by the Council on April 4, 2007.

The task force recommended six core recommendations to improve the college readiness and success of students in Kentucky. Since the report was approved in April, the Council has been working with many of its education partners to implement the recommendations. Program designs to improve developmental education and to increase the number of high school graduates and adult learners who are ready to meet Kentucky's college readiness standards are making successful progress. The many partners who invested their time and expertise in developing the plan are effectively supporting the implementation. A significant budget request, being developed by the Council, will support the broad scope of the plan's recommendations and will include accountability mechanisms for underprepared student success. The status of the six priority recommendations is as follows:

1. **Update college admissions regulations** – Revisions to the current mandatory assessment and placement guidelines were approved by the Council in May 2007. A public hearing was held in July, and all submitted comments were addressed. The revised regulation is currently scheduled to be reviewed by the Administrative Regulation Review Subcommittee in October. All related materials are available at: http://cpe.ky.gov/.

2. **Create an integrated accountability system tied to performance funding** – CPE plans to propose institutional funding in the next biennium to reward increases in underprepared student success.

3. **Fund infrastructure improvement** – CPE plans to propose incentive funding, to be matched by institutional funds, for the redesign of developmental education programs.

4. **Align college readiness standards and tie to educator professional development** – Secretary of the Education Cabinet Laura Owens has convened a working group to review K-12 professional development and develop stronger linkages to college readiness. CPE

is developing an incentive program to match local district professional development funds to support teachers' efforts to make all students college ready.

5. **Better link educator preparation to college readiness** – CPE and the Education Professional Standards Board staff are meeting to review teacher education certification guidelines to explicitly include preparation for effective use of P-12 assessments to help all students meet college readiness standards.

6. **Develop early student interventions** – CPE's Improving Educator Quality federal grants will distribute $1 million for proposals that support the Early Planning and Assessment System implementation. Current discussions with the Collaborative Center for Literacy Development are focused on expanding the existing Kentucky Reading Project to middle and high school students. GEAR UP, ACT, and the Kentucky Center for Mathematics will be consulted for educator resources to improve college readiness based on Explore, Plan, and ACT test scores.

Detailed descriptions, deliverables, and responsible partners are noted for each recommendation in the final report. A timeline for implementation of the core recommendations also is included. The report is available on the Council's Web site at http://cpe.ky.gov/committees/develop_ed/default.htm.

Staff preparation by Jim Applegate and Sherri Noxel

Project Lead the Way

The Council received $700,000 from the General Assembly during the 2006 session to collaborate with the Kentucky Department of Education in implementing Project Lead the Way® in Kentucky. PLTW is the model P-12 pre-engineering program cited in The National Academies' report, *Rising Above the Gathering Storm*.

Council and KDE staff awarded $650,000 of Council funding to 13 pilot school districts across the Commonwealth to implement or expand the PLTW curriculum. Another 25 school districts have expressed interest in implementing a PLTW curriculum. Expanding to these districts would require approximately a $2 million increase in program funding in the next biennium.

A key component of this initiative involves identification of a lead in-state university in each participating state to assist in the professional development of PLTW teachers. In June 2007, the University of Kentucky was selected as Kentucky's national affiliate institution. With an award of $50,000, UK faculty have begun the affiliate university's responsibilities of providing summer institutes for PLTW master teachers, technical consultation, graduate credit articulation, pipeline assessment, and engineering education leadership. In partnership with the Council and KDE, UK also will support and conduct an annual school counselor awareness conference.

Project Lead The Way®
Funded Districts
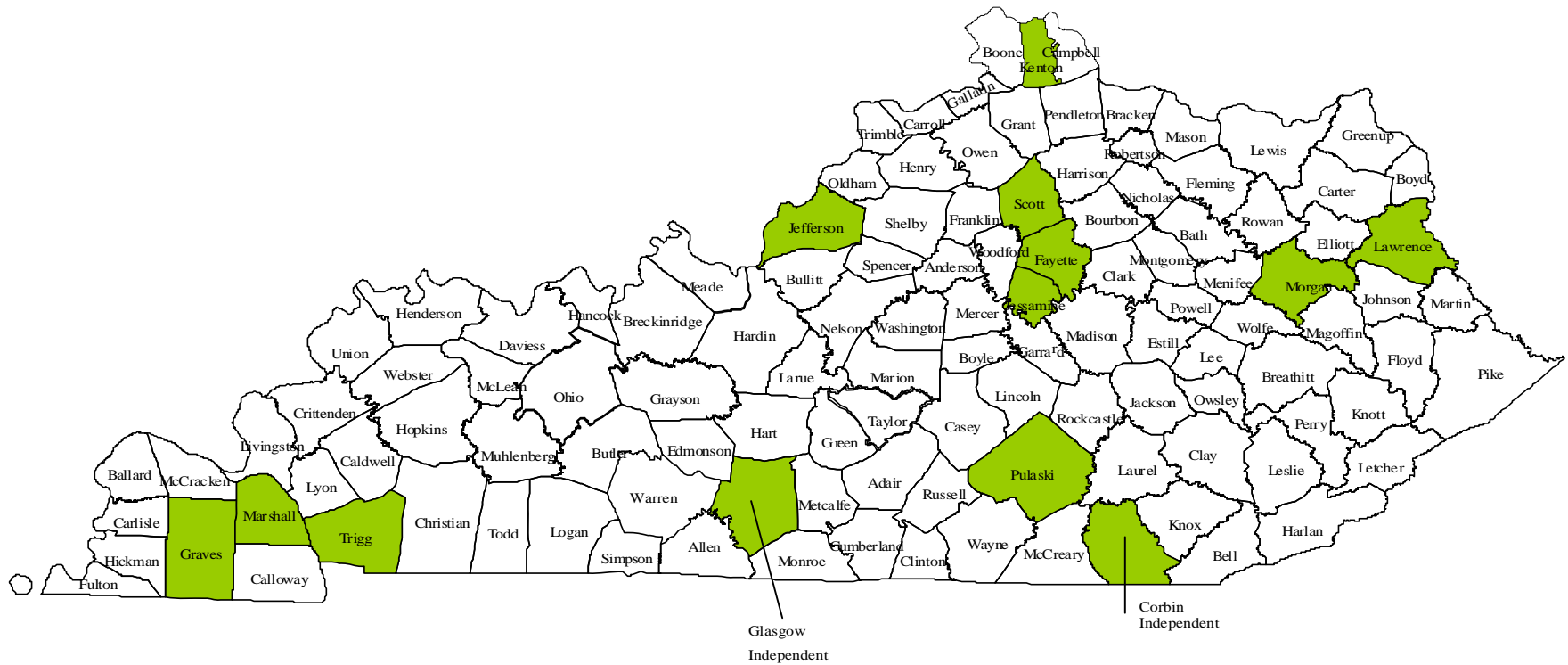
Local P-16 Councils

In March 2001, the Council on Postsecondary Education, with the endorsement of the State P-16 Council, began funding the development of local P-16 councils to create a seamless system of education meeting the needs of students and the Commonwealth. These partnerships of school districts, universities and community and technical colleges, adult education providers, early childhood educators, employers, and civic groups carry the agenda of the State P-16 Council to the level of individual institutions, school districts, chambers of commerce, and workforce/economic development organizations.

Local councils support significant local high school and GED-to-college and workplace transition initiatives (including dual enrollment; early diagnostic assessment; curriculum alignment; and business support of professional development opportunities for P-12, postsecondary, and adult educators). The results of their work have informed development of state-level P-16 programs. Kentucky's state and local P-16 councils are nationally recognized, particularly in Kentucky's participation in the American Diploma Project. Representatives from Kentucky have been invited to assist other states in their P-16 council efforts. Twenty local or regional councils serve approximately two-thirds of the Commonwealth (see attached map).

Local councils received limited funding in the budget of the 2002 General Session, but since that session the amount has been reduced and no additional state funding has been allocated. Continued support has come from limited funding provided by the Council and Kentucky Adult Education. The most successful councils are those having the support of at least one half-time staff person designated to run the operations of the council, seek external grants and funding, direct local initiatives, and convene regular meetings of local stakeholders. The State P-16 Council has discussed how additional funding would allow the State P-16 Council to convene the network of local councils more frequently and support and monitor local initiatives linked to the Commonwealth's educational and economic agenda of increased postsecondary completion and workplace readiness.

Staff preparation by Dianne M. Bazell

Kentucky Local P-16 Councils

Big Sandy Regional P-16 Council

Bluegrass P-16+ Council

Central Kentucky Area P-16 Council

Coalition for Academic Progress

FIVCO Area P-16 Council

Greater Louisville Workforce Educational Initiative

Henderson Area P-16 Council

Kentucky River P-16 Council

Kentucky State University Area P-16 Council (planning)

Lincoln Trail Area P-16 Council

Madisonville Area P-16 Council

Maysville Area Partners for School Success

Northern Kentucky Council of Partners in Education

Owensboro Regional Alliance

Pennyrile Area P-16 Council

Pulaski Area P-16 Council

Purchase Area P-16 Council

Southeast Area P-16 Council

Warren Area P-16 Council

Appalachian Regional P-16+ Council

Murray State University Regional P-16 Council
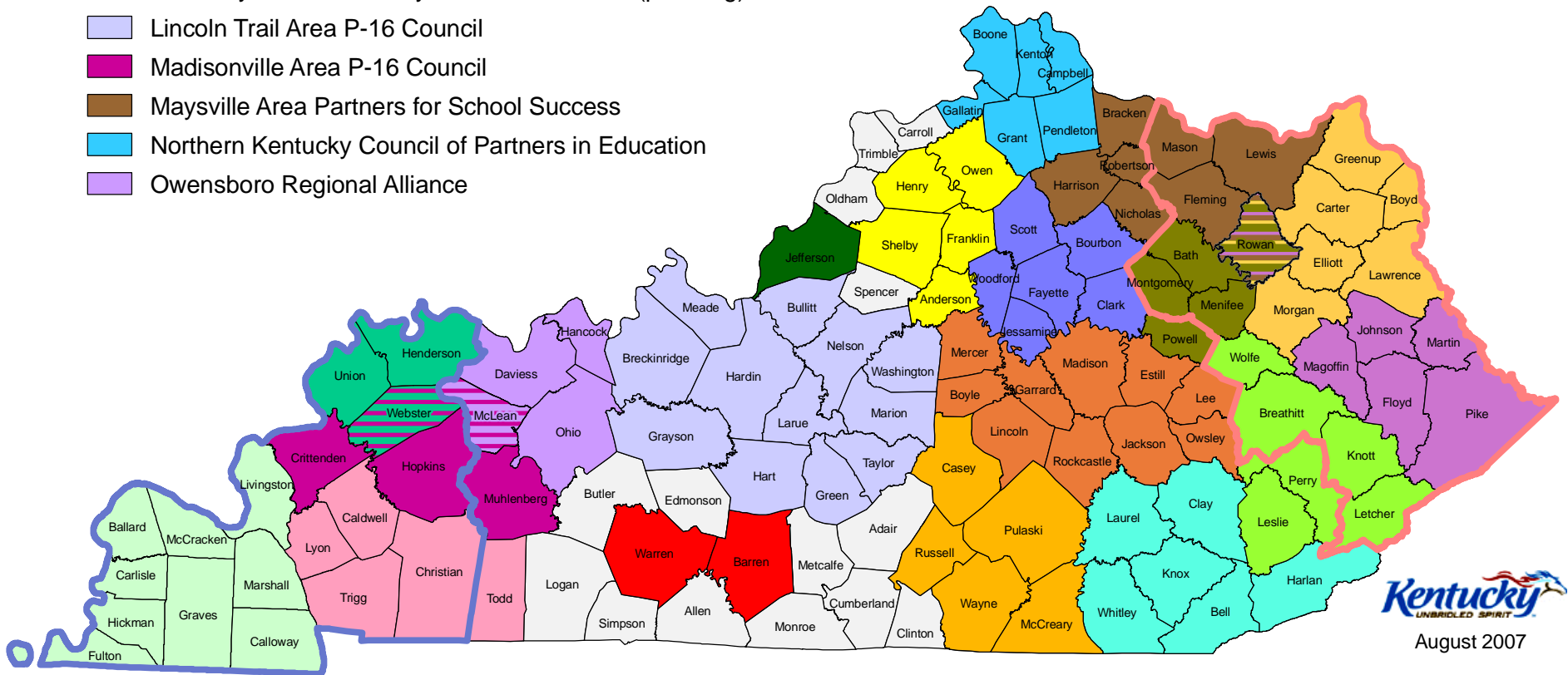
August 2007

National Math and Science Initiative Grant for AP and Pre-AP Courses

On August 31, Governor Fletcher announced that Kentucky was awarded a highly sought and intensely competitive grant to fund training and incentives for advanced placement (AP) and pre-AP mathematics, science, and English courses in Kentucky's high schools.

The grant from the National Math and Science Initiative (NMSI) will provide up to $13.2 million over six years to fund extensive training of teachers, identification and cultivation of lead teachers, extended time on task for students, and financing incentives based on academic performance. The Advanced Placement Enterprise of Kentucky (APEK) was formed by the Kentucky Science and Technology Corporation (KSTC) in partnership with the Kentucky Department of Education, the Council on Postsecondary Education, and the Partnership for Kentucky Schools.

NMSI was created in March 2007 in response to the urgent call to action by the National Academies of Science 2005 report entitled *Rising Above the Gathering Storm*. That report documented the need to increase the United State's global competitiveness by improving the math and science performance of America's students.

Earlier this year, a special CPE task force issued a report – *The Science, Technology, Engineering, and Mathematics Imperative: Competing in the Global Economy*. The report presented eight interrelated recommendations to improve the math, science, and engineering performance of Kentucky's students.

NMSI was launched with major backing from ExxonMobil Corporation, which committed $125 million. The Bill and Melinda Gates Foundation and the Michael and Susan Dell Foundation also have provided funding for this initiative.

Staff preparation by Allyson Handley

August 8-9, 2007, Kentucky Board of Education Meeting, Frankfort, KY

Highlights of the meeting were as follows:

➢ *BOARD DISCUSSES STRATEGIC WORK PRIORITIES AND BUDGET PRIORITIES*

In order to provide a focus to the work leading to proficiency, the state board discussed both strategic work priorities and budget priorities. The strategic work priorities were grouped under the three goals from the Board's strategic plan (high student performance, high quality teaching and strong and supportive environment for each school and every child) and an added fourth goal, high performing schools and districts. For budget purposes, initiatives were discussed under the headings of mandated increases by statute/budget instructions, mandated increases by federal or state statute, essential increases and discretionary increases.

The Board gave Department staff input on revisions to the strategic work priorities and asked for more information on budget initiatives. Both of these will come back to the Board for a final decision.

For more information on this topic, contact Mary Ann Miller at (502) 564-3141 or via email at MaryAnn.Miller@education.ky.gov.

➢ *BOARD ELECTS OFFICERS*

As part of the August 8-9, 2007, meeting, the Kentucky Board of Education elected its officers for 2007-08. Those officers were:

- Chair – Joe Brothers of Elizabethtown, KY
- Vice Chair – Bonnie Lash Freeman of Louisville

The officers began their duties immediately and will serve for one year. For more information on the election of officers, contact Mary Ann Miller at (502) 564-3141 or via email at MaryAnn.Miller@education.ky.gov.

➢ *STATE BOARD TO CONTINUE SEARCH FOR NEXT COMMISSIONER*

The Kentucky Board of Education set forth its plan for moving forward with the search for the next Commissioner of Education as follows:

- the full board will serve as the screening committee for reviewing applications
- the position will be advertised both statewide and nationally

- the review of applications will begin after September 30
- the Kentucky Board of Education will meet October 3 to screen the applications and develop a short list of 3 to 7 candidates
- following background checks, the names still under consideration from the short list will be publicly released and opportunity for public input through the Kentucky Department of Education website will occur
- on November 13, the Kentucky Board of Education will interview finalists

For more information on the search process, contact Mary Ann Miller at (502) 564-3141 or via email at MaryAnn.Miller@education.ky.gov.

> ➢ *ELEMENTARY AND MIDDLE SCHOOL NORM-REFERENCED TEST DISCUSSED*

The Kentucky Board of Education continued the discussion on norm-referenced testing at the August meeting. Specifically, the Board examined, beginning with the new biennium in 2008-2009, adding a single uniform elementary norm-referenced test and including this elementary test and middle school EXPLORE results in school accountability calculations. In order for this to occur, during 2007-2008 the following must occur:

- Continue to administer district-selected elementary norm-referenced tests allowing flexibility and following the current regulation
- Administer EXPLORE to 8th grade students
- Report norm-referenced test and EXPLORE results publicly, discuss individual results with parents and use results in the development of the Individual Learning Plan
- Release a Request for Proposals (RFP) and negotiate a contract for a uniform single elementary norm-referenced tests
- Secure a reserved form of EXPLORE for state administration
- Revise the regulation titled 703 KAR 5:020, The formula for school accountability

Kentucky Department of Education (KDE) staff consulted the members of the School Curriculum, Assessment and Accountability Council on issues related to these changes. They then made the following recommendations to the Board:

- Administer the single uniform elementary norm-referenced test in grade 3.
- Do not administer the single uniform norm-referenced test during the KCCT spring testing window.
- Continue to research and discuss with stakeholders issues related to the best time for administering the single uniform elementary norm-referenced test.
- Seek vendor bids for either a fall (September/October) or winter (January/February) administration.
- Include the single uniform elementary norm-referenced test for 5% of school accountability.

- The School Curriculum, Assessment and Accountability Council (SCAAC) will continue to work on a recommendation on the percentage of school accountability that should be derived from the middle school norm-referenced test (EXPLORE) as regulatory language is developed.
- Reduce reading and mathematics from 22% each to 20% each and reduce science and social studies from 14.5% each to 14% each. (SCAAC's recommendation)
- Seek the advice of the Office of Education Accountability.
- Bring revised regulatory language to the Kentucky Board of Education for its first reading.

For more information on this topic, contact Ken Draut at (502) 564-2256 or via email at Ken.Draut@education.ky.gov.

September 4-5, 2007, Kentucky Board of Education Meeting, Louisville, KY

Highlights of the meeting were as follows:
- ➢ On the evening of September 4, the Board hosted a reception for area superintendents, area local board of education chairs and area higher education officials.
- ➢ On the morning of September 5, the Board visited several schools in the Jefferson County School District and that afternoon met with Jefferson County staff to discuss getting to proficiency by 2014.
- ➢ Following the meeting with Jefferson County staff, the Board held a short meeting to finalize its strategic work priorities and give Kentucky Department of Education staff input on budget priorities.

Next Meeting: October 3-4, 2007, Frankfort, KY

2006-07 Degree Completions

More degrees and other credentials were awarded at Kentucky's public postsecondary institutions in 2006-07 than in any previous year. As one of the primary measurements of success toward the 2020 goals, it is important to note that the number of bachelor's degrees awarded increased by more than 2 percent. The average per-year increase over the past three years has been 4 percent, which is below the 4.3 percent needed to meet the 2020 goals.

Overall, the majority of institutions conferred more bachelor's degrees than they had in any previous year. There were also record numbers of certificates, diplomas, and associate degrees awarded at KCTCS.

The completion data from the independent institutions are not yet available and will be distributed at a future Council meeting.

Highlights:

- 2006-07 was the largest graduating class in the history of Kentucky postsecondary education with 43,902 degrees and credentials conferred at the public institutions. This represents a 3.3 percent increase over the number awarded in 2005-06 and a 70.8 percent increase over 2000-01.
- In 2006-07, 14,742 bachelor's degrees were awarded, an increase of 2.2 percent over the previous year and a 23.5 percent increase since 2000-01.
- KCTCS awarded 20,970 credentials in 2006-07. This is a record class for the system and represents an overall increase in awards of 5.9 percent compared to the previous year with increases of 8 percent in diplomas, 4.6 percent in certificates, and 7.5 percent for associate's degrees. At the same time, the universities conferred fewer associate's degrees than in previous years.
- The University of Louisville awarded 2,328 bachelor's degrees in 2006-07, which represents a 3.3 percent increase over the previous year. This is the highest growth in bachelor's degrees awarded from Kentucky's public universities.
- Western Kentucky University and Kentucky State University virtually tied for the greatest increase in credentials awarded with an increase of 3.5 percent overall compared to 2005-06.
- The University of Kentucky conferred 3,613 bachelor's degrees, which is the largest number awarded in a single year by any institution in the state's history.

- Eastern Kentucky University conferred 6.4 percent fewer credentials in 2006-07 than they did in 2005-06. The number of bachelor's degrees awarded only dropped by one degree but the number of master's/specialists degrees decreased by 17.7 percent and the number of associate's degrees awarded decreased by 16.7 percent compared to the numbers awarded in 2005-06.
- Kentucky State University also conferred 5 fewer bachelor's degrees in 2006-07 than they did in 2005-06, which represents a 2.5 percent decrease. This is the second consecutive year of declining bachelor's degree awards at this institution.

Staff preparation by Charles McGrew

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Universities										
Eastern Kentucky University										
Certificates	1			17	7	5	2	1		1
Associate	225	237	226	201	181	195	241	241	252	210
Baccalaureate	1,717	1,762	1,663	1,639	1,572	1,664	1,678	1,787	1,980	1,979
Post-Baccalaureate Certificate			2		11	4	7	5	12	6
Master's/Specialist	442	405	437	390	373	462	623	657	835	687
Total Degrees Awarded	*2,385*	*2,404*	*2,328*	*2,247*	*2,144*	*2,330*	*2,551*	*2,691*	*3,079*	*2,883*
Kentucky State University										
Associate	92	69	71	62	74	70	66	50	51	50
Baccalaureate	226	193	222	207	219	210	214	229	198	193
Master's/Specialist	25	29	23	29	40	41	42	52	31	47
Total Degrees Awarded	*343*	*291*	*316*	*298*	*333*	*321*	*322*	*331*	*280*	*290*
Morehead State University										
Associate	146	137	136	136	143	145	123	125	143	128
Baccalaureate	954	911	971	927	907	887	991	1,038	1,055	1,072
Master's/Specialist	283	267	288	319	322	398	359	373	406	408
Total Degrees Awarded	*1,383*	*1,315*	*1,395*	*1,382*	*1,372*	*1,430*	*1,473*	*1,536*	*1,604*	*1,608*
Murray State University										
Certificates					3	1	1			
Associate	30	27	31	31	22	31	32	38	20	19
Baccalaureate	1,064	1,057	1,274	1,225	1,284	1,290	1,440	1,373	1,521	1,550
Master's/Specialist	446	478	458	502	550	583	573	570	570	566
Total Degrees Awarded	*1,540*	*1,562*	*1,763*	*1,758*	*1,859*	*1,905*	*2,046*	*1,981*	*2,111*	*2,135*
Northern Kentucky University										
Certificates	1	1	2			1		1	1	4
Associate	234	223	202	222	267	287	214	237	272	258
Baccalaureate	1,122	1,163	1,142	1,186	1,259	1,374	1,421	1,529	1,584	1,624
Post-Baccalaureate Certificate							8	3	8	22
Master's/Specialist	207	211	229	196	210	292	352	380	376	383
Post-Master's Certificate							7	14	12	17
Subtotal	*1,564*	*1,598*	*1,575*	*1,604*	*1,736*	*1,954*	*2,002*	*2,164*	*2,253*	*2,308*
Law	111	112	112	81	93	101	102	137	136	141
Total Degrees Awarded	*1,675*	*1,710*	*1,687*	*1,685*	*1,829*	*2,055*	*2,104*	*2,301*	*2,389*	*2,449*

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07 (continued)

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
University of Kentucky										
Baccalaureate	3,247	3,285	3,187	3,239	3,488	3,338	3,373	3,285	3,519	3,613
Master's/Specialist	1,133	1,134	1,067	1,055	924	1,061	1,269	1,358	1,350	1,371
Doctoral	232	204	249	219	216	208	233	276	256	292
Subtotal	*4,612*	*4,623*	*4,503*	*4,513*	*4,628*	*4,607*	*4,875*	*4,919*	*5,125*	*5,276*
Law	141	134	139	129	108	126	127	137	141	122
Medicine	92	93	90	103	88	88	86	96	91	93
Dentistry	45	48	47	45	49	52	49	51	49	50
Pharm D	85	90	93	98	98	97	110	110	97	96
Subtotal	*363*	*365*	*369*	*375*	*343*	*363*	*372*	*394*	*378*	*361*
Total Degrees Awarded	***4,975***	***4,988***	***4,872***	***4,888***	***4,971***	***4,970***	***5,247***	***5,313***	***5,503***	***5,637***
University of Louisville										
Certificates	108	116	117	117	118	117	112	109	68	38
Associate	73	77	80	63	70	38	45	48	51	22
Baccalaureate	1,694	1,734	1,750	1,819	1,851	1,825	1,890	2,148	2,253	2,328
Post-Baccalaureate Certificate	24	16	11	12	32	31	25	16	78	105
Master's/Specialist	1,127	1,209	1,122	1,357	1,313	1,206	1,322	1,373	1,368	1,395
Post-Master's Certificate							3	4		4
Doctoral	76	78	76	65	90	89	106	112	144	135
Subtotal	*3,102*	*3,230*	*3,156*	*3,433*	*3,474*	*3,306*	*3,503*	*3,810*	*3,962*	*4,027*
Law	152	136	123	103	114	111	120	115	111	132
Medicine	130	133	127	145	131	133	137	145	139	142
Dentistry	63	71	60	67	76	79	73	73	77	72
Subtotal	*345*	*340*	*310*	*315*	*321*	*323*	*330*	*333*	*327*	*346*
Total Degrees Awarded	***3,447***	***3,570***	***3,466***	***3,748***	***3,795***	***3,629***	***3,833***	***4,143***	***4,289***	***4,373***
Western Kentucky University										
Certificates	1				2		44	73	99	64
Associate	322	248	273	273	270	276	315	299	300	258
Baccalaureate	1,716	1,909	1,753	1,695	1,903	1,878	2,116	2,166	2,313	2,383
Post-Baccalaureate Certificate										30
Master's/Specialists	528	527	514	514	517	658	774	797	724	822
Total Degrees Awarded	***2,567***	***2,684***	***2,540***	***2,482***	***2,692***	***2,812***	***3,249***	***3,335***	***3,436***	***3,557***

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07 (continued)

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Total Universities										
Certificates	111	117	119	134	130	124	159	184	168	107
Associate	1,122	1,018	1,019	988	1,027	1,042	1,036	1,038	1,089	945
Baccalaureate	11,740	12,014	11,962	11,937	12,483	12,466	13,123	13,555	14,423	14,742
Post-Baccalaureate Certificate	24	16	13	12	43	35	40	24	98	163
Master's/Specialist	4,191	4,260	4,138	4,362	4,249	4,701	5,314	5,560	5,660	5,679
Post-Master's Certificate							10	18	12	21
Doctoral	308	282	325	284	306	297	339	388	400	427
Subtotal	*17,496*	*17,707*	*17,576*	*17,717*	*18,238*	*18,665*	*20,021*	*20,767*	*21,850*	*22,084*
Law	404	382	374	313	315	338	349	389	388	395
Medicine	222	226	217	248	219	221	223	241	230	235
Dentistry	108	119	107	112	125	131	122	124	126	122
Pharm D	85	90	93	98	98	97	110	110	97	96
Subtotal	*819*	*817*	*791*	*771*	*757*	*787*	*804*	*864*	*841*	*848*
Total Degrees Awarded	***18,315***	***18,524***	***18,367***	***18,488***	***18,995***	***19,452***	***20,825***	***21,631***	***22,691***	***22,932***
Lexington Community College										
Certificate							5			
Associate	363	396	384	438	488	601	656			
Total	***363***	***396***	***384***	***438***	***488***	***601***	***661***			
UK Community Colleges										
Ashland	159	121	122							
Elizabethtown	315	309	303							
Hazard	250	272	271							
Henderson	131	127	116							
Hopkinsville	186	245	185							
Jefferson	559	496	513							
Madisonville	218	194	175							
Maysville	108	116	107							
Owensboro	201	205	250							
Paducah	324	327	312							
Prestonsburg	216	177	129							
Somerset	236	229	258							
Southeast	343	320	321							
Total UK Community Colleges	***3,246***	***3,138***	***3,062***							

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07 (continued)

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Kentucky Community and Technical College System										
Ashland Community and Technical College										
Diploma				101	112	115	143	108	126	136
Certificate				100	108	172	137	252	756	693
Associate				156	188	195	227	231	279	307
Total				*357*	*408*	*482*	*507*	*591*	*1,161*	*1,136*
Big Sandy Community and Technical College										
Diploma				116	133	43	240	178	248	108
Certificate				526	1,310	365	722	676	697	572
Associate				157	105	181	198	282	281	306
Total				*799*	*1,548*	*589*	*1,160*	*1,136*	*1,226*	*986*
Bluegrass Community and Technical College										
Diploma								433	311	364
Certificate								754	1,242	1,604
Associate								895	838	923
Total								*2,082*	*2,391*	*2,891*
Central Kentucky Technical College										
Diploma				222	158	183	317			
Certificate				13	46	329	493			
Associate				48	70	124	203			
Total				*283*	*274*	*636*	*1,013*			
Bowling Green Technical College										
Diploma				103	168	203	199	243	138	116
Certificate				151	92	324	281	260	633	888
Associate				2	12	48	94	115	123	138
Total				*256*	*272*	*575*	*574*	*618*	*894*	*1,142*
Elizabethtown Community and Tech College										
Diploma				81	93	86	77	73	105	71
Certificate				379	349	416	161	411	626	310
Associate				304	352	368	408	432	472	459
Total				*764*	*794*	*870*	*646*	*916*	*1,203*	*840*

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07 (continued)

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Gateway Community and Technical College										
Diploma				111	132	77	102	72	54	49
Certificate				99	177	94	189	389	397	357
Associate				11	21	22	23	43	94	123
Total				*221*	*330*	*193*	*314*	*504*	*545*	*529*
Hazard Community and Technical College										
Diploma				83	79	41	93	89	98	98
Certificate				47	63	106	399	533	532	439
Associate				259	313	272	306	336	324	354
Total				*389*	*455*	*419*	*798*	*958*	*954*	*891*
Henderson Community College										
Diploma							1			14
Certificate					18	43	81	72	129	142
Associate				87	124	139	165	154	164	163
Total				*87*	*142*	*182*	*247*	*226*	*293*	*319*
Hopkinsville Community College										
Diploma					14	26	11	29	21	6
Certificate				36	205	114	207	251	356	311
Associate				200	238	322	298	327	331	320
Total				*236*	*457*	*462*	*516*	*607*	*708*	*637*
Jefferson Community and Technical College										
Diploma				54	117	159	165	268	288	238
Certificate				72	178	427	586	982	1,574	1,525
Associate				392	422	470	631	691	847	854
Total				*518*	*717*	*1,056*	*1,382*	*1,941*	*2,709*	*2,617*
Madisonville Community College										
Diploma				114	28	132	67	73	93	72
Certificate				12	56	198	384	297	347	481
Associate				231	263	312	336	348	394	404
Total				*357*	*347*	*642*	*787*	*718*	*834*	*957*
Maysville Community and Technical College										
Diploma				129	100	64	145	138	120	243
Certificate				16	62	270	432	550	895	1,066
Associate				110	154	156	186	157	132	200
Total				*255*	*316*	*490*	*763*	*845*	*1,147*	*1,509*

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07 (continued)

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Owensboro Community and Technical College										
Diploma				83	73	38	91	100	82	135
Certificate				60	274	160	250	269	610	709
Associate				225	224	251	259	350	333	397
Total				*368*	*571*	*449*	*600*	*719*	*1,025*	*1,241*
Somerset Community College										
Diploma				133	110	153	140	122	106	144
Certificate				40	122	252	456	555	856	914
Associate				405	416	484	446	435	475	536
Total				*578*	*648*	*889*	*1,042*	*1,112*	*1,437*	*1,594*
Southeast Ky. Community and Tech. College										
Diploma				126	88	151	107	141	108	166
Certificate				48	333	259	250	648	537	381
Associate				345	371	419	417	445	435	434
Total				*519*	*792*	*829*	*774*	*1,234*	*1,080*	*981*
West Ky. Community and Technical College										
Diploma				153	203	234	328	243	232	341
Certificate				240	315	400	720	809	1,460	1,796
Associate				390	433	466	567	482	506	563
Total				*783*	*951*	*1,100*	*1,615*	*1,534*	*2,198*	*2,700*
Total KCTCS										
Diploma				1,609	1,608	1,705	2,226	2,310	2,130	2,301
Certificate				1,839	3,708	3,929	5,748	7,708	11,647	12,188
Associate				3,322	3,706	4,229	4,764	5,723	6,028	6,481
Total				*6,770*	*9,022*	*9,863*	*12,738*	*15,741*	*19,805*	*20,970*

Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1997/98 - 2006/07 (continued)

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Total Public Institutions										
Diploma				1,609	1,608	1,705	2,226	2,310	2,130	2,301
Certificates	111	117	119	1,973	3,838	4,053	5,912	7,892	11,815	12,295
Associate	4,731	4,552	4,465	4,748	5,221	5,872	6,456	6,761	7,117	7,426
Baccalaureate	11,740	12,014	11,962	11,937	12,483	12,466	13,123	13,555	14,423	14,742
Post-Baccalaureate Certificate	24	16	13	12	43	35	40	24	98	163
Master's/Specialists	4,191	4,260	4,138	4,362	4,249	4,701	5,314	5,560	5,660	5,679
Post-Master's Certificate				0	0	0	10	18	12	21
Doctoral	308	282	325	284	306	297	339	388	400	427
Subtotal	*21,105*	*21,241*	*21,022*	*24,925*	*27,748*	*29,129*	*33,420*	*36,508*	*41,655*	*43,054*
Law	404	382	374	313	315	338	349	389	388	395
Medicine	222	226	217	248	219	221	223	241	230	235
Dentistry	108	119	107	112	125	131	122	124	126	122
Pharm D	85	90	93	98	98	97	110	110	97	96
Subtotal	*819*	*817*	*791*	*771*	*757*	*787*	*804*	*864*	*841*	*848*
Total Degrees Awarded	***21,924***	***22,058***	***21,813***	***25,696***	***28,505***	***29,916***	***34,224***	***37,372***	***42,496***	***43,902***

Notes:

 - Includes certificates of less than one year, one but less than two years, and two but less than four years.

 - The UK Community Colleges awarded only Associate degrees.

 - Data for the Technical Colleges was not available prior to 2000/01.

 - Beginning with 2004/05, Lexington Community College and Central Kentucky Technical College are reported as Bluegrass Community and Technical College.

Source: Kentucky Council on Postsecondary Education Comprehensive Database.

September 7, 2007

Kentucky Transfer Feedback Report 2006-07

Council staff has been working with KCTCS and representatives from their institutions to develop feedback reports for students who transferred to public or independent four-year institutions in Kentucky. The finished reports are available as a separate document.

The reports provide information about where students transfer, what majors they pursue, and how well they perform academically including average grades as well as retention and graduation rates.

This represents the first step in providing important information back to KCTCS institutions much in the same way that the High School Feedback Reports provide needed information back to school districts.

Staff preparation by Charles McGrew

Kentucky State University
Purchase of Land-Grant Program Tour Bus

The following interim project recommendation will authorize Kentucky State University to use federal land grant funds to purchase a tour bus to support the university's land grant program and other university activities/programs.

ACTION: The staff recommends that the Council approve the request of Kentucky State University to use federal funds to purchase a tour bus to support the university's land grant program. The estimated purchase price is $400,000.

Kentucky State University proposes to use federal funds provided by the United States Department of Agriculture to purchase a tour bus to support the cooperative extension program and other land grant activities at the university. The cost of the proposed acquisition is $400,000. The Kentucky State University Board of Regents approved the project.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing $600,000 or more and major items of equipment costing $200,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under the requirements established by KRS 45.760(14).

This acquisition will provide a reliable mode of transportation for the land grant program and other university activities/programs. The project will acquire a 2008 model MCI, 56-passenger tour bus. The purchase is scheduled to be completed by November 2007. The project meets the requirement set forth by KRS 45.760(14). The Kentucky State University Division of Purchasing will implement the project, and the university will pay the cost of operations and maintenance.

Following Council approval, 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.

Staff preparation by Sherron Jackson

Northern Kentucky University
Regional Stewardship Grant Proposal

Northern Kentucky University is seeking Council approval of its regional grant proposal. With that approval, NKU will qualify to receive $300,000 in 2007-08 regional grant funds to support efforts to build intellectual capacity in stewardship priority areas.

ACTION: The staff recommends that the Council approve Northern Kentucky University's regional grant proposal.

According to Council guidelines, regional grant funds are to be used to recruit and retain full-time faculty or professional staff in areas of strategic benefit to the area of geographic responsibility or the state, as identified in an institution's strategic plan for regional stewardship and its regional grant proposal, and as endorsed by a region's stewardship advisory committee. Appropriate uses for these funds include start-up costs, salaries, benefits, travel, and other professional expenses as permitted by university policy for new faculty or professional staff positions in targeted priority areas. It is anticipated that the addition of newly hired faculty or staff within a given Council approved priority area will result in reduced departmental teaching loads and increased release time, so that participating faculty will have more time to engage in regional stewardship activities.

At the September 17, 2006, meeting, the Council approved NKU's proposal to use its 2006-07 infrastructure pool allocation to build intellectual capacity in three priority areas–early childhood development, informatics, and public health and health education. This was allowable under program guidelines since NKU had demonstrated that sufficient levels of personnel and resources were already committed to supporting core stewardship functions. With this regional grant proposal, NKU is requesting money to further expand intellectual capacity to address the identified needs and priorities of the region.

As required by Council guidelines, NKU has submitted two documents: (1) a strategic plan (Attachment A), produced in collaboration with, and approved by, an institution's advisory committee, which identifies regional needs, opportunities, and stewardship priorities; and (2) a proposal that identifies targeted areas of impact at the university and contains a proposed budget for faculty and staff salaries and operating expenses in those areas (Attachment B). The Council approved Vision 2015, NKU's regional stewardship strategic plan, at its September 17, 2006, meeting.

NKU's work is guided by the work of the region's Vision 2015 effort. The executive committee of the Regional Stewardship Council, which is part of the region's Vision 2015

effort and serves as NKU's regional stewardship advisory committee, has endorsed NKU's regional grant proposal (Attachment C).

NKU proposes that regional grant funds be used to support the following four initiatives that are tied to the goals of Vision 2015. The initiatives focus on early childhood development and literacy, mathematics education, mental health, and technology assistance.

1. **Early Childhood and Literacy: One of the goals of the Vision 2015 plan is to** *"exceed national education performance standards at every level."* With regional grant funds, NKU will focus on early childhood development and literacy in its work with STRIVE, a regional education effort.

NKU proposes to employ one full-time faculty member, one half-time faculty member, a full-time administrative assistant, and one graduate assistant. The funding from the regional grant fund ($90,000) will cover about half of the costs of salaries and benefits, and the balance of the funding will be covered from existing university funds.

Some of the projects these new faculty and staff will implement include:
- Development of a school readiness assessment measure.
- Technical assistance workshops for directors of early childhood centers.
- Expansion of success by six teams to every county in NKU's area of geographic responsibility.
- Creation of a regional plan to provide a caring adult in the life of each child in the region.
- Creation of a database to document the early childhood experiences of children and connect to their performance in kindergarten.

2. **Mathematics Education: This second initiative also relates to** *education excellence,* **specifically to the Vision 2015 goal to** "*challenge students with a rigorous curriculum necessary for furthering their education and career goals and for strengthening our region's workforce.*" NKU will focus on mathematics education because of the importance of STEM-related disciplines to economic development and to expand upon the university's work as the home of the Kentucky Center for Mathematics.

These funds ($57,618) will be used to support 50 percent of the salary and benefits of a mathematics educator. One-half of this person's time will be used in researching mathematics education and attracting grant money that will support mathematics education in the region. The balance of this person's time, supported by university funds, will be spent in the university classroom preparing mathematics teachers. The university will do a national search to fill this position for the 2008 fall semester. For the 2007-08 academic year, two current mathematics faculty will each contribute 25 percent of their time to advance the proposed work.

Some of the proposed work in this area includes:

- A literature review of studies related to high school mathematics education that will provide information on effective curricula for grades 9-12, pedagogy, and other mathematics programs; professional development opportunities for high school teachers; and other statewide programs and resources for the support of grades 9-12 mathematics teaching and learning. This information will be posted to the Kentucky Center for Mathematics' Web site.
- A plan for offering mathematics-related professional development for adult educators based on a literature review and needs assessment to identify the professional development needs of adult educators in the region.
- Workshops that emphasize the use of technology in the teaching of mathematics and the applications of mathematics.
- Consultations with the newly formed Northern Kentucky Teaching and Learning Network.
- A report identifying the resources needed to scale-up the Kentucky Center for Mathematics' existing intervention programs and coaching programs to meet both the region's and the state's needs for the services provided by these programs.

3. **Mental Health Clinic: This initiative relates to the Vision 2015 goal of ensuring that northern Kentucky is a livable community by "***conduct(ing) ongoing health and social needs assessments and implement a comprehensive regional approach to meet and fund those needs.***"** To meet the mental health needs of low-income residents, NKU is working closely with two existing community agencies (the *Life Learning Center* and *Community Solutions)* to establish an NKU clinic in the poorest part of Covington. The clinic will provide low- or no-cost treatment for a full spectrum of behavioral and emotional problems. The clinic will also serve as a training center for university students enrolled in counseling and social work programs. The counseling and social work interns working in the clinic will be supervised by their faculty, by the clinic director, and by other licensed professionals working in the building.

The regional grant funding ($96,359) will support two positions. The first is a faculty member, who is a licensed, doctorally prepared, professional counselor, to serve as the director of the clinic, to teach an internship class in the graduate counseling program, and to serve as director of clinical studies. The second position is for a receptionist/secretary for the NKU clinic. The regional stewardship funds will provide about 80 percent of the salaries and benefits, and NKU will cover the balance.

In addition to providing mental health services, NKU will:
- Administer the *Behavior Symptom Checklist* and the *Beck Depression Inventory* before and after treatment to determine effectiveness of services.
- Assess client satisfaction, using a third party, by using the *Interpersonal Process Recall*, a technique developed at Michigan State University to assess client satisfaction and improve the interns' counseling skills.
- Survey interns and their administrators regarding the quality of the clinic internship and the placement rates of the counselors and social workers prepared in the program.

4. **Technology Assistance: Strengthening the regional economy is a major focus of the Vision 2015 report with its goal** *"to create 50,000 new jobs in the next decade."* The region's focus is on growing small- and medium-size companies as well as supporting start-ups. Companies of this size often lack in-house technology expertise at the level needed to implement their ideas and grow their businesses. This initiative advances one of the Vision 2015 economic competitiveness strategies, which is to *"align our college and university programs and resources to support our overall economic competitiveness."*

The regional stewardship funding ($56,023) will enable NKU's Infrastructure Management Institute (IMI) each semester to hire seven or eight interns who will work 20 hours per week. The work of the interns will be overseen by NKU faculty, a few of whom are supported with the first round of regional stewardship money.

The IMI will:
- Work with companies in the region to assess and address their technology needs.
- Complete Web development projects for private companies and nonprofit organizations.
- Develop a database repository for tracking performance metrics for preschool children in the region, which overlaps with NKU's early childhood/literacy efforts.
- Develop a Web-based application system for promoting volunteer activities within northern Kentucky.

NKU will, as will all comprehensive universities, provide regular reports to the Council on the outcomes of its regional stewardship work, including documentation of completeness of the deliverables outlined in their plan. They also will provide information on the number of clients served, quality assessments, and outcomes of the services provided as outlined in the plan (e.g., number and satisfaction levels of mental health clients served; number of companies served through the IMI initiative, etc.).

REGIONAL STEWARDSHIP
AT NORTHERN KENTUCKY UNIVERSITY

PHASE 2 FUNDING REQUEST
August 7, 2007

During the 2006-07 academic year, Northern Kentucky University has shown continued growth and commitment to regional stewardship. Before describing NKU's plan for the second round of regional stewardship funding ($300,000), we are providing a review of how we met the terms of the *Regional Stewardship Fund Agreement between the Council on Postsecondary Education and Northern Kentucky University* (dated February 2007).

Accountability for Infrastructure Plans

The section of the *Regional Stewardship Fund Agreement* titled **Infrastructure Plan** lists 17 items. Each one is repeated below, followed by a short update on the relevant work we did this year.

1. Continue to involve local business, education, government, and community leaders in discussions that shape the vision, core values, and priorities of the institutions.

   NKU has continued to do this. As an example, this year the Department of Business Informatics revised its Masters of Science degree in Information Systems. As part of the review process, they conducted focus groups with local employers. Their review led to changes in the curriculum, the inclusion of more electives, the addition of new courses that better match the employers' needs, a name change to Masters of Science in Business Informatics, the creation of masters-level certificates in Business Informatics, Health Informatics, and Enterprise Resource Planning. The results would likely have been very different were it not for the input from local employers.

   We continue to have 43 advisory councils that provide advice and assistance to the various units of the university. These councils are comprised of leaders from business, education, government and the local community.

   Vision 2015, the region's 10-year strategic plan that positions our region to compete in a global, knowledge-based economy, was a significant influence in the university's recent development of a new 5-year strategic plan that will guide the university until 2013. (See question #3 below.)

   President James Votruba and Associate Provost Carole Beere regularly attend the meetings of Visions 2015's Regional Stewardship Council and its Executive Committee; the latter meets at least monthly.

2. Enhance communication with various publics through an improved Web presence.

    The university continues to work with an external consulting firm (STAMATS) on the redesign of our web site. The launch of the new web site is anticipated in 8-12 months, but some sections have already been designed. One of those is "public engagement." Our design for the public engagement section is patterned after the comparable section on the University of Minnesota's web site. There will be a link on the NKU home page, labeled *Community, Business, P-12*, and it will take the user to a second page which lists and defines four categories: *P-12 Education*, *Centers & Institutes*, *Arts & Culture*, and *Business, Government & Non-profits*. Each of these four sections will link to another page that lists all of the units that fit under the category, briefly defines the purpose of each unit, and links to the web page of the unit. In addition, *Community Focus* has been added as a topical navigation area that will carry through all interior pages of NKU's new web site and will direct a web user to the same page as the *Community, Business, P-12* audience page.

3. Use the Vision 2015 document and regional advisory committee input to guide the university's regional stewardship effort over the next decade.

    The university continues to use the Vision 2015 document as a guide for its regional stewardship work. As evidence of this, the university's recently approved 5-year strategic plan includes four major priority areas, one of which is "Engage in Effective Regional Stewardship," which states:

    > *To support our region, particularly the **six focal areas of Vision 2015** – economic competitiveness, educational excellence, livable communities, urban renaissance, effective governance, and regional stewardship – we will:* (Emphasis added here and in the two items below.)

    This is followed by eight bulleted items, two of which specifically mention Vision 2015:

    > *Contribute to the realization of **Vision 2015** by building faculty/staff capacity and academic programs in needed areas, preparing graduates in disciplines that advance the vision, and partnering with various community entities to address regional challenges.*

    > *Deepen our regional commitment to P-12 education, economic development, local government planning, non-profit capacity building, environmental preservation and enhancement, and health care, particularly in ways that complement **Vision 2015**.*

    This year's RFP for University-Community Partnership grants – supported with more than $200,000 of NKU base funding – required applicants to relate their proposed projects to the

goals of Vision 2015, and the review committee considered this as an important factor in the selection of projects for funding.

The next round of regional stewardship fund requests, explained in the last section of this proposal, was reviewed and approved by the Executive Committee of Vision 2015's Regional Stewardship Council.

4. Continue to align the institutional resources, priorities, and infrastructure to support regional stewardship, and monitor progress toward achieving that alignment.

    This is an on-going process. Two events, initiated during this academic year, provide tangible evidence of our continuing emphasis on regional stewardship. In August, the Office of the Associate Provost for Outreach sponsored *First Friday*, an event featuring poster presentations of public engagement activities. The faculty who prepared the posters were present at the event and explained their work to the hundreds of faculty and staff who attended. Attendance greatly exceeded our expectations and the feedback from the event was extraordinarily positive. As a result, another event was held at the end of the academic year. Titled *Final Friday*, the event began with the announcement of outstanding faculty awards: two in teaching, two in research and creative work, and two in public engagement work. One award in each category recognized a specific project; the other recognized on-going achievement in the category. After the awards ceremony, the audience adjourned to a large ballroom to view poster presentations of faculty work, with one-third of the posters featuring public engagement work.

    A second indication of the university's alignment to support regional stewardship is the current reorganization. Until now, one person held the position of *Associate Provost for Outreach and Dean of Graduate Studies*. That individual had responsibility for eight units of the university, three of which were quite time-consuming and unrelated to public engagement. The incumbent's upcoming retirement provides an opportunity to divide the responsibilities among two academic administrators. The university intends to hire an *Associate Provost for Regional Stewardship* who will have responsibility for a portion of the incumbent's portfolio, but not for the three units that are unrelated to public engagement.

    Our recently approved strategic document (see #5 below) includes a goal to: *Develop and implement processes to assess the quality and impact of our public engagement and outreach work.* This was carefully worded to recognize that processes to assess regional stewardship work are yet to be developed. We know how to count what we do, but that is not the same as assessing its quality and impact.

5. Continue to feature regional stewardship prominently in the university's vision statement, core values, and strategic priorities.

At its May meeting, NKU's Board of Regents approved a 5-year strategic planning document including new mission and vision statements, slightly revised core values, and a new set of strategic goals. Regional stewardship is prominent in all of them, as reflected in the excerpts provided below. (Emphasis added in each instance below.)

From the mission statement: *The university embraces its **regional stewardship** role as reflected in its significant contribution to the intellectual, social, economic, cultural, and civic vitality of the region and the commonwealth. . . **Regional stewardship** informs every dimension of the university's mission.*

From the vision statement: *Northern Kentucky University will be nationally recognized as the premier comprehensive, metropolitan university that prepares students for life and work in a global society and **provides leadership to advance the intellectual, social, economic, cultural, and civic vitality of its region and of the commonwealth**.*

From the core values: *NKU is committed to . . .**public engagement** that advances the progress of the region and commonwealth.*

From the strategic priorities (one of only four major priorities): *Engage in Effective **Regional Stewardship** – Northern Kentucky University is vital to the economic and social progress of this region. To support our region, particularly the six focal areas of Vision 2015 – economic competitiveness, educational excellence, livable communities, urban renaissance, effective governance, and regional stewardship – we will:* This is followed by eight specific bullets, two of which are given in the response to item #3 above.

6. Incorporate an expectation of public engagement into the mission, vision, and goals of every college and academic department.

   Little emphasis was placed on this during the 06-07 academic year, because the university was revising its overall mission, vision, and strategic priorities. Now that those have been approved, the colleges will begin looking at how their mission, vision, and goals will fit within the broader picture.

7. Maintain a stronger, more overt role for public engagement in university reappointment, promotion, and tenure guidelines.

   Revised RPT guidelines – with greater emphasis on regional stewardship – were approved by the Faculty Senate and the NKU Board of Regents in the spring of 2006. Those revised policies remain in effect.

8. Continue to find ways to elevate the importance of public engagement and stewardship activities in institutional budget processes, such as explicit consideration of how internal requests for new or additional money relate to the university's regional stewardship mission. In this year's budget expansion process, the university continued its recent practice of requiring that budget requests relate to the university's strategic agenda in which regional stewardship is prominently featured. The *budget principles* document which began the annual budget process specifically stated:

> *The budget development process shall be guided by the vision and strategic priorities outlined in NKU's strategic plan. . . .The budget development process shall consider the distinctive character of NKU as a metropolitan university committed to student success and the economic and social progress of the northern Kentucky region.*

9. Maintain the current policy that advertising for faculty positions contain a statement reflecting the university's commitment to regional stewardship.

    This policy has continued. The following statement appears in advertisements for NKU faculty positions:

> *NKU, located seven miles from downtown Cincinnati in an area offering an outstanding quality of life, is a nationally recognized metropolitan university **committed to active engagement with the Northern Kentucky/Greater Cincinnati region** of nearly two million people. Our institution is built on core values that emphasize multidimensional excellence, learner-centered education, access across the lifespan, **civic engagement**, diversity and multiculturalism, innovation, collegiality, and collaboration across disciplines and professional fields. NKU is committed to recruiting and retaining faculty members who have both the interest and ability to work across the full breadth of the university's teaching, research, and **public engagement mission**.* (Emphasis added.)

10. Where appropriate, incorporate similar wording about the importance of stewardship into advertisements for administrative positions.

    Here are a few examples of administrative searches showing how regional stewardship has been incorporated into the posting for the position. The relevant portion has been emphasized below in bold type.

> Excerpt from the posting for a Dean for the College of Business: *Since 1997, NKU has become nationally recognized for its strategic planning, **public engagement**, and innovative programs and services designed to meet the lifelong learning needs of the region.*

Excerpt from the posting for a Dean of Graduate Studies: *Northern Kentucky University is a nationally recognized metropolitan university **committed to active engagement with the Northern Kentucky/Greater Cincinnati region** of nearly two million people.*

Excerpt from the posting for an Associate Dean for Interdisciplinary Studies in the College of Arts and Sciences: *Northern Kentucky University is a dynamic regional institution which has gained national recognition for its **admirable record of engagement with our community**.*

11. Continue to reflect a commitment to public engagement and stewardship in university publications, such as annual magazines, reports, surveys, and catalogs.

    The university continues to publish the annual magazine titled *Engaging with Our Region* and has added to the publication information about specific faculty. Last August, the center two pages featured four faculty who are very engaged in regional stewardship work. Photos of the faculty were accompanied by a description of the work they are doing and a brief statement by each faculty member commenting upon their work. In the next issue of this publication, which will be forthcoming this August, the center two pages will feature the two faculty who won the outstanding faculty awards for public engagement work. (See #4 above.)

    The university continues to issue an *Annual Report of Outreach and Public Engagement*, and three issues per year of *Community Connections*. We also provide information about public engagement activities in *NKU at a Glance*.

    NKU's Scripps Howard Center for Civic Engagement and Nonprofit Development devoted its April 2007 newsletter to recognizing a number of graduating seniors whose public engagement activities impacted the local and regional communities, as well as poverty stricken communities in Mexico. This reflects our commitment to including public engagement work in a variety of NKU publications geared towards a variety of audiences.

12. Continue to recognize outstanding achievement in public engagement through awards, ceremonies, and publications.

    We have continued to do this, as reflected in responses to several of the items above. *First Friday* and *Final Friday* both recognized faculty achievements in public engagement work through poster displays of their specific projects; the center of our annual magazine now features specific faculty and their public engagement work; and the new faculty awards program recognized two faculty for their public engagement work. The Scripps Howard Center recognized students for their public engagement activities.

13. Solicit frequent input from regional leaders through continued and expanded use of academic program Advisory Councils.

NKU's various academic program advisory councils continue to provide valuable input from regional leaders. Since our previous proposal, an additional academic program advisory council has been created for NKU's Masters in Public Administration program. Other previously existing academic program advisory councils, such as the Fifth Third Entrepreneurship Institute Advisory Board, continue to attract high profile regional leaders who provide valuable expertise to the university.

14. Continue to support programs that strengthen the stewardship infrastructure, such as the University-Community Partnership grant program and taking the arts to rural service-region counties.

In 2007, ten proposals requesting more than $656,000 were submitted for the University-Community Partnership Grant program. Each proposal described a collaborative project which linked some unit of the university with one or more community organizations. As the result of the selection process, the following four proposals were funded for a total of $225,000:

Coalition for the Prevention and Treatment of Lead Poisoned Children in Northern Kentucky, directed by Judi Frerick (School of Nursing and Health Professions) in partnership with the Northern Kentucky Independent District Health Department and several other organizations, will implement community-based, primary and secondary prevention strategies designed to reduce and ultimately eliminate the presence of lead in local areas designated as high risk for lead poisoning.

Redwood Computer Learning Center Project, directed by Steven Smith (Kinesiology, Health and Educational Foundations) in partnership with Redwood, a nonprofit organization serving persons with multiple and severe disabilities, will develop, launch, and evaluate a *Computer Learning Center* to meet the educational and training needs of teens and adults with severe physical and sensory disabilities.

Iluminado Caminos para Estudiantes: Illuminating the Path to Success for Hispanic Students, directed by Holly Riffe (Social Work and Director, Latino & Multicultural Center for Regional Development), in partnership with Centro de Amistad, will address the persistence and graduation rate of Hispanic students in the Northern Kentucky/Greater Cincinnati region with three unique programs.

Northern Kentucky Mental Health Court, directed by Julie Raines and Amy Thistlewaite (Political Science and Criminal Justice) and Gregory Hatchett (Counseling, Human Service and Social Work) in partnership with the 17th Judicial District and other judicial

services, will assist in establishing a regional mental health court serving Boone, Campbell and Kenton counties as one step toward alleviating jail overcrowding in these three counties.

NKU continued to take the arts to the rural service region counties with the following programs:

Twenty-nine NKU faculty and staff members plus 156 NKU students participated in full-day *Spirit Day* events in Bracken and Pendleton counties. These events included open and closing performing arts assemblies and four to five interactive workshops focusing on performing arts throughout the day. These programs served nearly 450 students.

Ten NKU faculty and staff members plus 95 NKU students participated in half-day performing arts *Spirit Day* events in Owen, Carroll, Grant and Gallatin counties. These programs served 1,250 students.

Ten NKU faculty members and 226 NKU students participated in six *ArtReach* days which included ten performances serving approximately 3,300 individuals of various ages.

15. Continue to collect, compile, and disseminate annual survey data concerning faculty and staff outreach and public engagement activities.

We continued our annual faculty/staff survey of outreach and public engagement activities in the same manner as in prior years. Early in 2007, we requested that faculty and staff complete an online survey of their activities for calendar year 2006. We are in the final stages of gathering data from the "stragglers," and we anticipate the report will go to the printer by July 1. In future years, we will incorporate the survey into Digital Measures, our new database of faculty résumés, which will allow faculty to submit and update their information 24/7, rather than compiling it all at a single time after the year has ended.

16. Work with CPE staff and other participating institutions to help develop a uniform set of indicators for reporting the nature and extent of university-community interactions to the Council, Governor, and General Assembly.

As requested, we have participated in these discussions with CPE and the other Kentucky universities. In addition, we have hosted people from Western Kentucky on our campus to give them the opportunity to learn about our regional stewardship work, and we will be talking with them about how we plan to use Digital Measures.

17. Continue to provide expanded professional development opportunities for faculty in engagement-related areas and find creative ways of integrating public engagement into teaching and research activities.

In the area of professional development for faculty, two workshops were offered to NKU faculty in the fall of 2006: *Introduction to Service Learning* and *Using Your Service Learning Class for Research*. In addition, NKU's Director of Service Learning consulted on an individual basis with faculty members about ways of integrating engagement activities into their classes. Finally, the Scripps Howard Center at NKU created a Civic Engagement library with a variety of books and publications for faculty use.

Twenty faculty and administrators attended the first annual Kentucky Engagement Conference held on November 29, 2006 in Lexington, Kentucky. In addition, a number of faculty attended a regional K-16 Service Learning Conference which was held on April 20, 2007, cosponsored by NKU's Scripps Howard Center and Kentucky Campus Compact.

There are many examples of our faculty integrating public engagement into their teaching and research activities. A few are described here.

An interesting and valuable project that was completed this year was a complex study of the *State of Northern Kentucky/Greater Cincinnati Nonprofit Sector*. Conducted by an NKU faculty member with the help of about a dozen NKU students, this study, the first of its kind for our region, is of great interest to, and will prove very valuable for, Vision 2015.

As for course-related projects, Sociology of Education (Soc 520) worked with New Hope Center (which received a federal grant to teach abstinence education) to create a pre-post-test survey to evaluate the parent seminar which was given prior to presenting the abstinence curriculum to middle-school and high school age children. As part of this project, the students conducted focus groups to test the surveys, administered surveys to parents attending four seminars, wrote a report and reassessed the survey instrument.

The Mayerson Student Philanthropy Project at NKU teaches students about human service needs and philanthropy by giving each Mayerson class funds that students can donate to local nonprofit agencies. Partnering with Citigroup this past year allowed for new models of giving. Three classes participated in a direct giving model during spring 2007, distributing a total of $11,000. Four other classes participated in an indirect giving model by reviewing over two dozen grant proposals received by Citigroup and then making recommendations to the Citigroup Community Impact Board for up to $40,000 of their giving.

Accountability for Priority Area Proposal Elements

The section of the *Regional Stewardship Fund Agreement* titled **Priority Area Proposal** lists ten items. Each one is repeated below, followed by a short update on the relevant work that NKU did this year.

1. Incorporate consideration of regional priorities into future planning processes.

   This is so much a part of our thinking at NKU that it is difficult to isolate just a few activities to describe here. Consider, for example, the area of education. A major priority of the region, as reflected in Vision 2015, is *Educational Excellence*. In a typical year, NKU is represented on about 80-90 boards that deal with P-12 education, and our faculty and staff are engaged in more than 200 initiatives intended to impact P-12 education in our region. NKU is strongly committed to, and very involved in, STRIVE, a regional effort to create the best education system in the world so every child in Cincinnati and Northern Kentucky thrives and succeeds from birth through college and into a meaningful career. On the Kentucky side, STRIVE is focused on two communities: Newport and Covington. As part of its commitment to STRIVE, NKU recently announced a new scholarship program that guarantees Newport and Holmes High School (Covington) graduates up to $3,000 a year in need based tuition assistance for four years, after students have taken advantage of all the other financial aid for which they are eligible.

2. Collaborate with community partners to help achieve the goals of Vision 2015.

   There are so many ways in which NKU is collaborating with community partners to help achieve the goals of Vision 2015. A few are discussed below.

   The university is actively involved with Vision 2015, its Regional Stewardship Council, and its Executive Committee. As stated earlier, the university president and associate provost attend their meetings. In addition, NKU faculty and students are involved with various aspects of the implementation of Vision 2015. For example, the university, through the creation and funding of a graduate student internship, is assisting with the preparation of business plans for the various Vision 2015 initiatives planned for implementation by the community.

   NKU is also working with community partners to achieve the goals of Vision 2015. STRIVE, discussed in #1 above, is a good example of this. STRIVE involves corporate leaders, elected officials, heads of major philanthropic organizations, school administrators, the Northern Kentucky P-16 Council, community leaders, and postsecondary faculty and administrators. NKU is represented on the STRIVE Steering Committee and is involved in most of its initiatives. Our early childhood education team (discussed below) has been very involved in advancing the goals of STRIVE.

Last September, NKU held a meeting with many of the non-profit leaders and funders in the region to share with them a report on the *State of the Northern Kentucky/ Greater Cincinnati Nonprofit Sector*. As a follow-on to this study, NKU has been working with Fidelity Investments and Citigroup to map the non-profits in the region onto the goals of Vision 2015. When completed, this project will provide the Vision 2015 Regional Stewardship Council with information about the region's assets vis á vis the goals of Vision 2015.

The university is developing an Institute for Nonprofit Capacity Building which will greatly enhance the ability of local nonprofit organizations to meet the needs of the region. This initiative, the planning for which was started several years ago, has a commitment of $175,000 from United Way to hire a director and support staff to launch the institute.

The work of the Institute for Public Leadership and Public Affairs significantly contributes to achieving the outcomes outlined in the final Vision 2015 report in the areas of regional stewardship, urban renaissance, and livable communities. What follows are several examples of the Institute's work in regards to the goals of Vision 2015.

In the area of *regional stewardship*, the NEW Leadership™ Kentucky and the anticipated Women and Girls Political Leadership program will increase the number of women and minorities in key leadership roles and prepare young people for leadership positions while expanding leadership development opportunities throughout the region.

As a member of the Advisory Committee of the Brent Spence Bridge Study, the Institute Director is participating in the planning of the Brent Spence Bridge, and as such can influence replacement of the Brent Spence Bridge with an internationally acclaimed design. This will benefit the *urban renaissance* of the region.

As a member of the Southwest Ohio Regional Transit Authority Board, the Institute Director is able to assist in achieving the expanded use and reach of our non-rail transit system throughout our region to meet the needs of all residents, especially those of workers, the elderly and the disabled. This, too, benefits the *urban renaissance* of the region.

An integrated Regional Tourism project with the six southern county Judge Executives will assist in establishing a Northern Kentucky system of nine regional parks, green spaces and tourist destinations and contribute to creating *livable communities*. The emerging focus of the Institute's technical training and education program is high performing and sustainable planning, design, building and development to enhance quality of life by addressing our infrastructure and environmental needs with a balanced approach to our region's growth.

Further contributing to both *urban renaissance* and *livable communities*, the Institute organized the visit of a nationally recognized real estate development expert and the originator of the catalytic development corporation concept in response to the Vision 2015 strategy to create a catalytic development corporation to stimulate redevelopment of urban areas. *The Building a Future: Sustainable Urbanism and Green Development* speaker series featured nationally recognized experts in green building, high performance infrastructure, and new urbanism. The planned Great Streets symposium will educate and train planners and community members in techniques and approaches to reinforce urbanity.

3. Build institutional capacity in areas needed by the region, including the hiring of two new faculty in early childhood education, two new faculty in informatics, and one new faculty member in public health and health education with $200,000 in recurring infrastructure funds provided through the stewardship program.

Because it takes considerable time to conduct national searches for new faculty positions, the decision was made to fill these positions with faculty and other professionals hired on temporary contracts for the past year, with the understanding that we would conduct national searches to hire *regular* faculty who will begin in August of 2007. In this way, we could conduct national searches to identify strong candidates for the positions while still making significant progress this year on accomplishing our regional stewardship goals.

During the 06-07 academic year, we hired temporary faculty and professional staff as follows:
  - In the early childhood area, we hired one full-time faculty member, two half-time faculty members, and one graduate assistant. These were all temporary positions. Those hired did not teach classes which allowed them to devote all of their time to regional stewardship work.
  - In the informatics area, we hired two full-time faculty and two part-time professionals; together they covered the general informatics area and the health informatics area. One of those hired in informatics taught half-time and engaged in regional stewardship work half-time; one taught only one course and spent the balance of his time in regional stewardship work; and the two professionals worked on the development of a new master's degree in health informatics and established partnerships with hospitals and members of the medical community who will be involved in some way with the new program.

Simultaneously with employing temporary faculty and professional staff in the 06-07 academic year, NKU conducted searches to permanently fill the five faculty positions. The results of the searches are as follows:

- In early childhood education, two tenure-track faculty members have been hired and they will begin in August, spending half of their time teaching and half engaged in regional stewardship work.
- Two faculty – one tenure-track and one long-term contract – have been hired in informatics; one begins in August and the other has already begun;
- Two part-time professionals in health informatics have been hired for the coming year. Another search will be conducted for a full-time tenure track faculty member in health informatics.

4. Assign each of the five new faculty members half-time to teaching (supported with existing University funds) and half-time to public engagement work (supported with Regional Stewardship Program funds).

For those hired on a temporary basis over the past year, greater emphasis was placed on the regional stewardship work as not all of the hires were academically prepared for the teaching role. The details about time spent teaching and time spent engaged in regional stewardship work is given in the response to #3 above.

5. Provide the community with expert consulting help, technical service, continuing education, and applied research in the area of early childhood education.

The university has excelled in providing these services over the past year. Appendix A documents the work that was accomplished since the temporary faculty were hired last October 1. It is a most impressive list and a testimony to the dedication of those who were hired.

The university's outstanding work in early childhood education was recently recognized by Children, Inc (CI), the region's best known and most highly respected provider of traditional and Montessori programs for young children and their families. CI operates nine centers in Northern Kentucky and is nationally recognized for its work. At its annual community luncheon on May 15, 2007, CI presented a beautiful award to NKU, engraved with: *To Northern Kentucky University for outstanding support for Success by 6, STRIVE, and an exemplary commitment to Northern Kentucky's youngest students.*

Success by 6 is a major regional effort to improve the school readiness of our region's children. STRIVE is a collaboration of the education, business, non-profit, civic, and philanthropic sectors of our region, all working together to support students, families, and educators academically and socially.

6. Prepare a talented and skilled workforce, help attract and retain high-technology companies, and provide research and consulting expertise in the area of informatics.

During the past year, 15 students were engaged in a series of regional projects that provided them with the knowledge and expertise to graduate from NKU as part of the much needed talented and skilled workforce in technology-related areas. Under the supervision of faculty, they provided research and consulting expertise for a variety of projects in the area of informatics. For example:

They worked with a company to enhance the company's usability and functionality of a sports-themed website.

They provided assistance to help enhance the web presence of an IT-based service provider for United Way of Greater Cincinnati.

They performed research for a company around HIPPA and related research regarding IT transactions. Research included standards, vendors, and software solutions.

They worked on the Transportation Logistics and Security project that is a partnership with the Transit Authority of Northern Kentucky (TANK). The students performed research on mobile/wireless technology, assisted in acceptance testing of proposed hardware and software solutions, and provided graphic design and public relations assistance.

In spring of 2007, a different group of business informatics students, working under the supervision of a temporary faculty member paid with regional stewardship funds, conducted an IT audit for St. Claire Medical Center in Morehead Kentucky. The students visited St. Claire to analyze strategic information technology issues. One group of students looked at the issues around St. Claire's planned move and upgrade of their data center. The second group looked for potential information security issues relating to patient record administration and HIPAA. The groups collected data and made recommendations to the St. Claire administration who would make the ultimate decisions on their adoption.

7. Conduct ongoing health and social needs assessments and work with community partners to develop and implement a comprehensive approach for meeting public health and health education needs.

With the support of regional stewardship funding, NKU developed a master's degree in Health Informatics. The curriculum was approved by the university's Graduate Council on January 25, 2007 and by the Board of Regents on May 2, 2007. The first class will begin in fall of 2007. The program proposal is included in Appendix B.

The development of the program, which included interviews with CIO's, CEO's, and directors within the local health care industry, is described in Appendix C. This is a reprint

of an article that appeared in the May, 2007 issue of the *Communications of the Association for Information Systems*, one of the top 20 journals for the field.

8. Develop goals, timelines, and regional indicators of progress for achieving improvement in identified regional stewardship priority areas.

    During the past academic year, NKU developed a new 5-year strategic document including mission and vision statements, core values, and a lengthy list of priorities, many of which relate to regional stewardship. This work was completed in May when the Board of Regents approved the document. The next step will be the development of unit plans, in which the university's various units, including academic departments, will develop their individual plans and assessment measures for how they will contribute to achieving the university's strategic agenda. From the unit plans, we will develop realistic goals, timelines, and regional indicators of progress for the identified regional stewardship priority areas.

9. Develop goals, timelines, and indicators of progress for ongoing activities of the five faculty supported with stewardship program funds.

    During the past year, the temporary faculty and professional staff focused on "doing" regional stewardship work, with the understanding that it will be the regular faculty who will establish the goals, timelines, and progress indicators. Thus, the goals, timelines, and regional indicators of progress will be developed in the coming year when the newly-hired, regular faculty are in place. Because the university has not yet identified the candidate to fill the health informatics position on a long-term basis, the program director for the new master's degree in health informatics will participate in the goal-setting work.

10. Report annually to the Council on the region's progress toward achieving the goals of Vision 2015 and on university progress toward meeting the goals set in items number 8 and 9 above.

    This document constitutes NKU's report on the use of regional stewardship funding and the resultant regional stewardship work that was completed by NKU over the past nine months.

Regional Stewardship Request – Phase 2 – $300,000

The second allocation of regional stewardship funding – $300,000 – will support four initiatives that are tied to the goals of Vision 2015, the region's recently approved 10-year strategic plan that positions our region to compete in a global, knowledge-based economy. Vision 2015 serves as the guidepost for NKU's regional stewardship planning. The Executive Committee of the Regional Stewardship Council serves as the university's regional stewardship advisory group.

They have reviewed and approved the four-part plan detailed below. Their letter of support is attached as Appendix D.

Education Initiatives. The Vision 2015 focal area that is most closely tied to NKU is *Educational Excellence*, where there is a goal to *"exceed national education performance standards at every level."* A major initiative to achieve the Educational Excellence goals is STRIVE, a broad-based, regional effort to create the best education system in the world so every child in Cincinnati and Northern Kentucky thrives and succeeds from birth through college and into a meaningful career. In Northern Kentucky, STRIVE focuses on two communities: Newport and Covington. STRIVE has adopted five highly ambitious goals: every student will be prepared for school through early childhood education; be supported inside and outside the school walls; succeed academically; enroll in college and graduate; and enter a career. NKU has committed to supporting these goals.

NKU has adopted the early childhood years as a major focus of its contribution to the educational goals of Vision 2015 and STRIVE. We have done this in recognition of the fact that the preschool years are a crucial time for children and their future educational performance. Brain research has shown that a portion of the brain's capacity and brain development takes place in these critical preschool years. Forty years of research has documented that low income, disadvantaged children who have quality preschool experiences do better in school and beyond. Despite this overwhelming evidence, many preschool children are in sub-par programs. Preschool "teachers" in settings outside of public schools are often poorly trained and poorly paid. If we can impact early childhood education, we will, in the long run, positively impact the educational attainment level of Kentucky's citizens, particularly in Northern Kentucky.

A secondary focus for NKU's contribution to the educational goals of Vision 2015 and STRIVE will be in the area of literacy. Universal literacy is critical to the region, not only because of what it means in terms of the current and future educational attainment levels of our citizens, but also because of its importance to the economic development of the region. There are few jobs for those who are not fully literate, and those who are illiterate tend to be a drain on the community's resources rather than a contributor to them.

The initial round of regional stewardship funding enabled us to hire two new faculty members who will spend 50% of their time doing regional stewardship work. We will use the new funds to expand their work, focusing on early childhood education and literacy. While the team will emphasize the STRIVE-focused communities of Newport and Covington, their work will not be limited to those two cities but will address the education issues of the entire region.

What follows is a description of, and rationale for, the activities that the team will undertake during the year.

- There is currently no universal assessment tool for judging the kindergarten readiness of children about to enter kindergarten. As a result, it is difficult to make judgments

about progress over time or to make comparisons between communities. The NKU early childhood team will convene a group of early childhood educators in our region and assist them in evaluating and then choosing an assessment tool for kindergarten readiness. The NKU team will provide consulting help throughout the process.

- Directors of early childhood centers are often underpaid and under-prepared for leading their centers. They may, in fact, have no formal education for their positions. Kentucky offers a director's credential, but it is not mandatory. The NKU early childhood team will conduct workshops to enhance the performance of directors of childcare centers and encourage more directors to seek the director's credential.

- Despite having limited formal preparation for their positions, providers of early childhood education are often eager to learn how to perform their jobs better, and they need this training to maximize their effectiveness. The NKU early childhood team will continue to offer courses and workshops on the following topics: strategies for parental engagement; conducting home visitations; aligning early care and education programs with kindergarten; and implementing Kentucky's Early Childhood Standards. In addition, once the kindergarten readiness measure is identified (see first bullet above), the team will offer workshops on its administration and interpretation.

- While workshops and courses are valuable approaches to enhancing the preparation of early childhood educators, they may not address the needs of a particular center. The NKU early childhood team will be available to consult with individual centers, on a one-to-one basis, as needed.

- *Success by 6* is being adopted as our regional approach to improving the kindergarten readiness of the region's preschoolers. Success by 6 is the nation's largest network of early childhood coalitions, focused on improving school readiness through community change. Operating with support from local United Way organizations, Success by 6 programs operate in more than 350 communities or states. The NKU early childhood team will contribute to implementing Success by 6 in Northern Kentucky by assisting in the creation of Success by 6 teams in each county of the region.

- As part of our contribution to Success by 6, NKU will establish a database and collection system to track the characteristics of children's readiness for kindergarten. The database, developed by NKU and located on an NKU server, will enable educators to identify the preschool experiences of children who are successful in school and track the sources of barriers for those who are not successful. This will enable the region to use performance data and its correlates from our own youngsters to continually improve the quality of preschool experiences in the region. This initiative is a collaborative effort with IMI, discussed later in this proposal.

– Research has shown that having a caring adult in the life of a child can make a significant difference in the direction of that child's life. The Education Action Team (one of the Vision 2015 action teams) is committed to ensuring that every child in the region has a caring adult in his/her life. The NKU team will assist the Action Team in developing the plan, to be completed by summer, 2008, that will lead to providing a caring adult in each child's life.

– An educational summit will be held on November 14 at the Northern Kentucky Convention Center. The summit, conceived and led by the Education Action Team (part of Vision 2015), is a collaborative, broad-based effort on the part of the region's educators and is expected to attract between 600-800 educators and business, community and government leaders from the region. Working hand in hand with the Education Action Team, the NKU team is participating in the planning of the conference and will make a presentation on the educational goals and accomplishments of Northern Kentucky.

– To support and emphasize the importance of increasing literacy rates in our region, we will re-establish the Northern Kentucky Chapter of the International Reading Association and plan regular regional meetings of the group beginning in October, 2007.

– To attract more people to the field of early childhood education and to increase the professionalism and level of professional activity of those involved in early childhood education, we will start a student chapter of the Kentucky Association for Early Childhood Education/ National Association of Young Children. This will be planned in collaboration with Gateway Community and Technical College.

Outcome Measures. The following outcomes will result from the initiatives listed above:

– A school readiness assessment measure will be selected for use in Northern Kentucky.

– At least two workshops will be held each semester to strengthen the skills of directors of early childhood centers. The end-of-workshop surveys will attest to the quality of the workshops.

– At least four other workshops will be held each semester for those who work in early childhood education. The end-of-workshop surveys will attest to the quality of the workshops.

– During the year, the early childhood team will consult with providers of early childhood education on at least six occasions, and those receiving the consultation help will assess the consultations as "valuable" through surveys and other reports.

- There will be Success by 6 teams in each county of our region.
- The database will be established to document the early childhood experiences of children and their performance in kindergarten.

- By the summer of 2008, there will be a plan for how the region will provide a caring adult in the life of each child in the region.

- NKU's role in the planning and implementation of the November education summit will be judged positively by the leaders of Vision 2015.

- There will be an active Northern Kentucky Chapter of the International Reading Association and they will hold regular regional meetings.

- There will be a chapter of the Kentucky Association for Early Childhood Education, created in collaboration with Gateway Community and Technical College, and they will hold at least one conference each year.

Mathematics Educator. The second initiative we are proposing to fund with this round of regional stewardship money also relates to *Educational Excellence*, specifically to the Vision 2015 goal to *"Challenge students with a rigorous curriculum necessary for furthering their education and career goals, and for strengthening our region's workforce."* Although this goal relates to the curriculum in general, we are proposing to focus on mathematics for two reasons. First, if Kentucky is to prosper economically and achieve the quality of life we want for our citizens, we must achieve a competitive position in mathematics and science education relative to the rest of the United States. The importance of this for economic growth has been recognized repeatedly at the national level and the state level. Second, as the home of the Kentucky Center for Mathematics, NKU is already well positioned to contribute in the area of mathematics education.

These funds will be used to support 50% of the salary and benefits of a mathematics educator who will spend half of his/her time contributing to research in mathematics education and attracting grant money that will support mathematics education in the region. The balance of his/her time, supported by university funds, will be spent in the university classroom preparing mathematics teachers. The university will do a national search to fill this position for the fall semester of 2008. For the 07-08 academic year, two current mathematics faculty will each contribute 25% of their time to the work outlined here.

There are three major emphases to the work that will be conducted in the first year, all of which will contribute to providing a better mathematics education in our region and in the state. One of the emphases will be to improve the quality of mathematics education in the high schools of Northern Kentucky and the state. This will be done by conducting a thorough literature search

of the published research on mathematics education to identify what is high quality and useful for secondary mathematics teachers and to filter out what is irrelevant or of poor quality. Teachers lack both the time and the educational background to evaluate the research literature on mathematics education. They need to know what is valuable to read or adopt. Those who have been teaching for a umber of years are unlikely to be familiar with the most recent pedagogical tools and unlikely to know which have proven valuable. They may be bombarded with advertisements from vendors who are pushing their own materials without regard for their effectiveness. They may have had some in-service training, but like all professionals, they need the tools to stay current in their field of teaching. The literature search that is conducted under this program will (a) identify best practices and best materials for teaching mathematics at grades 9-12; (b) document that which aligns with Kentucky's standards for high school mathematics; and (c) promote the findings on the web site of the Kentucky Center for Mathematics. Whenever feasible, the web will contain links to the recommended literature.

The second major initiative relates to adult education and mathematics. We know that adult educators, unlike K-12 educators, are not required to be credentialed teachers. They have no requirements regarding content knowledge or knowledge of pedagogy. We also know that Kentucky adults who take the GED score low on the mathematics portion of the test. Even those who "pass" the math portion of the GED may still only qualify for remedial college math, not for a regular mathematics course. If we are going to increase the mathematics performance of GED test takers, we need to strengthen the quality of the mathematics education they are receiving. We need to help adult educators learn "how" to teach mathematics to adults. To do this, we will simultaneously (a) conduct a literature review of studies that analyze professional development programs for adult educators, and (b) conduct a needs assessment to identify the professional development needs of adult educators in our region. Using the results from these two steps, we will develop a proposal, including associated program costs, for offering professional development in mathematics for adult educators. After the proposal is finalized, we will seek funding to support the program.

The third initiative to be undertaken in the first year of this funding is to conduct workshops for mathematics educators to update their knowledge of the use of technology in effective mathematics pedagogy. With technology changing so rapidly, it is not surprising that teachers have difficulty in keeping current on this subject. Some workshops will be conducted under the auspices of the *Northern Kentucky Council for Teachers of Mathematics*; others may be through the *Northern Kentucky Teaching and Learning Network*, through our own *Center for Integrated Natural Science and Mathematics* (CINSAM), or through direct arrangements with local school districts.

Outcome Measures. The two mathematics faculty who will be working part-time in the Kentucky Mathematics Center for 07-08 will:

- Conduct the literature review of studies that relate to high school mathematics education. Then, using the results of the literature review, make available, on the Kentucky Center for Mathematic's web site, information about (a) effective 9-12 curricula, pedagogy, and other mathematics programs, (b) professional development opportunities for 9-12 teachers to implement these programs, and (c) other statewide programs and resources for the support of grades 9-12 mathematics teaching and learning.

- Develop a plan (including associated costs) for offering professional development for adult educators based on first completing (a) a literature review of studies that analyze professional development programs for adult educators programs, and (b) a needs assessment to identify the professional development needs of adult educators in our region.

- Conduct workshops for teachers in grades 9 -12. These workshops will emphasize the use of technology in the teaching of mathematics and the applications of mathematics.

In addition to the major initiatives described earlier, the mathematics educators will also:

- Consult with the newly formed Northern Kentucky Teaching and Learning Network. The NKTLN's initial focus is on the teaching and learning of algebra.

- Provide a report of the resources needed to scale-up the Kentucky Center for Mathematic's existing intervention programs and coaching programs to meet both the region's and the state's needs for the services provided by these programs.

NKU Clinic. Vision 2015 articulates seven strategies for ensuring that the Northern Kentucky region is a *livable community*. One strategy states: "*Conduct ongoing health and social needs assessments and implement a comprehensive regional approach to meet and fund those needs.*" One area of urgent need is for low-cost mental health counseling in the poorest areas of our region.

The National Institute of Mental Health estimates that one out of every five Americans suffers from a diagnosable mental illness. Those with comprehensive health insurance or with adequate personal resources may be able to access treatment for mental illness, but for those of limited means, it is extraordinarily difficult to obtain treatment. NorthKey Community Care serves low income persons in Northern Kentucky with a comprehensive continuum of mental health, developmental disability and substance abuse care, but they are unable to meet the ever increasing demand for services.

In 2000, NorthKey conducted a major survey, personal interviews and focus groups regarding mental health services in Cincinnati and Northern Kentucky. One of the major conclusions was,

"Limited availability and shortages of staff create unrealistic waiting times for placement. The shortage and quality of personal care attendants is a major issue for the region." The availability of services has not improved since 2000; if anything the situation has become more critical. Presently NorthKey serves more than 8,200 mentally ill people in Northern Kentucky, but the agency has a major shortage of professional and para-professional staff. On their website they are advertising 38 professional positions that need to be filled and 10 para-professional and support staff vacancies. NorthKey reports long waiting lists – at least 3 months and often longer – for those needing long term therapy. This shortage of services for low income persons presents a major challenge for the Northern Kentucky region.

It is clear that the region needs immediate help in addressing the needs of low income persons suffering from mental illness or facing challenges that are a function of mental health issues. And in the long run, the region needs a larger supply of properly trained professionals to fill the large number of vacant positions. Northern Kentucky University is working collaboratively with existing community agencies to address the immediate need, and in the process, is addressing the long term need for more professionals.

NKU is working closely with two existing community agencies – the *Life Learning Center* and *Community Solutions* – to establish an NKU clinic in the poorest part of Covington, an area that faces numerous challenges including the presence of drug dealers. The focus of the *Life Learning Center* is workforce development. They help adults who have been out of the workforce, often due to incarceration, to get back into the workforce. The *Life Learning Center* requires that their clients pass a drug test, have reliable housing and some previous work experience. The people who come to the *Life Learning Center* often have multiple problems and may not be able to meet the criteria for services. Often they face mental health issues. Thus, in addition to sharing space with the NKU clinic, the *Life Learning Center* will be referring clients to NKU's clinic, and the clinic can refer clients to the *Life Learning Center* when they are ready to return to the workforce.

Community Solutions provides case management – also called wrap-around services – for those with multiple problems. They will take referrals from NKU's clinic as well as from the *Life Learning Center*, and they will coordinate the various services needed by those with multiple problems. *Community Solutions* has a licensed MSW on site.

NKU is staffing its counseling and social work clinic with a full-time, doctorally-prepared, licensed, professional counselor as director and with support personnel. The clinic will provide low- or no-cost services to those in need, and serve as a training center for university students enrolled in counseling and social work programs. The counseling and social work interns working in the clinic will be supervised by their faculty, by the clinic director, and by other licensed professionals working in the building.

The clinic will provide treatment for a full spectrum of behavioral and emotional problems, including, for example, career counseling, marriage and family counseling, play therapy, anger management programs, addictions treatment, and mental health counseling. If after reviewing the intake report on a client, the clinic director concludes that the client's presenting problems are beyond the skill level of the interns, the director will refer the client to NorthKey or elsewhere, as appropriate. With the NKU clinic handling a portion of the region's caseload, the demands on NorthKey, and hence the length of their waiting list, should be significantly reduced. The NKU clinic will operate on a sliding fee scale, but the expectation is that services will be free for most clients.

As a result of its collaboration with the *Life Learning Center* and *Community Solutions*, NKU is being granted clinic space rent free. That is, the other two agencies have agreed to absorb the entire cost of rent for the Covington facility. In addition, an estimated $20,000 is needed for building renovation to create counseling rooms. A $10,000 grant will pay 50% of the renovation cost, and the three collaborating agencies are seeking an additional $10,000 to cover the balance of the renovation costs. Clearly the community is eager to have the NKU clinic in the physical space with the *Life Learning Center* and *Community Solutions*.

In summary, NKU is working with two existing community agencies to create a clinic in a very low income neighborhood in Covington, Kentucky. The region receives both short-term and long-term benefits. In the short term, there will be additional service providers available for low income residents to receive valuable counseling services. In the long run, the region will have a larger cadre of well-trained counselors who have received quality supervision and experiences that better prepare them to work with low income persons. During the first year of operation, we estimate that 10 counseling interns will be working at the clinic, each contributing 240 hours of direct service. Within a few years, we will have 50 interns working in the clinic.

Outcomes Measures: While the long term goals for the clinic and its collaborating partners are to make the community a more livable place, decrease the unemployment rate, and reduce crime and drug abuse, there are more modest goals for the first year. These goals are to:

- Establish the clinic as described above.

- Provide counseling and social work services to referrals received from the *Life Learning Center*, *Community Solutions*, and *NorthKey*, as well as to other residents of the Northern Kentucky region who cannot afford private-pay services.

- Administer the *Behavior Symptom Checklist* and the *Beck Depression Inventory* as part of the intake process for all clients who seek services at the clinic. Administer the same measures upon service termination to determine effectiveness of services. At least 75% of the clients will show improvement.

- At the time of service termination, clients will be interviewed by a third party using the *Interpersonal Process Recall*, a technique developed at Michigan State University to assess client satisfaction and improve the interns' counseling skills. At least 75% of the clients will report improvement as a result of the counseling services.
- Program completers and their administrators will be surveyed regarding the quality of the clinic internship and the placement rates of the counselors and social workers prepared in the program. Data from the survey will be used for continuous quality improvement.

Infrastructure Management Institute. Strengthening the regional economy is a major focus of the Vision 2015 report which lists as a goal: *"to create 50,000 new jobs in the next decade."* The region's focus is on growing small and medium companies as well as supporting start-ups. Companies of this size often lack in-house technology expertise at the level needed to implement their ideas and grow their businesses.

The Infrastructure Management Institute (IMI), a unit within NKU's new College of Informatics, is committed to supporting the region's economic expansion. IMI's mission is to "foster a collaborative research and learning environment . . . to understand the evolution of technology infrastructure and **promote innovative IT management solutions**." (Emphasis added.) Specifically, as part of its regional stewardship obligation, IMI will contribute to growing local companies by providing high level consulting services to compensate for the lack of technology expertise in small and mid-sized businesses as well as in start-ups. Last year, the leadership of IMI met with many entrepreneurs and business leaders who had "great ideas" but lacked the technology capability to implement their ideas. If – and this is a critical "if" – these businesses can obtain the technology support they require for implementation, they can move their ideas from the concept stage to being flourishing business activities. And this will mean more jobs within these growing companies.

Last year was IMI's first year of operation, and the leadership quickly discovered that they could not handle all of the work being brought to them by local businesses. They needed operating funds in order to hire student interns who could dramatically increase the productivity of IMI and, hence, allow IMI to serve a larger number of client companies. As a result, IMI created the *Student Advanced Technology Program*, a unit within IMI, to recruit the best and brightest students from NKU's College of Informatics (Computer Science, Computer Information Technology, Information Systems, and Communications) to serve as interns, functioning as IMI professional staff who deliver on private sector and community outreach initiatives. These talented interns work under the direction of university faculty and IT professionals to address technology challenges facing IMI's client companies.

During the coming year, it is anticipated that IMI, with the critical assistance of the interns, will focus on three areas. The interns will conduct research with small and mid-sized companies in the region to learn about their technology needs for the next 3 years. They will take what they

learn from the companies and work with their faculty supervisors to solve the businesses' technology challenges, particularly in terms of (a) handling the increasing flow of information due to increased bandwidth and (b) taking advantage of the new mobile technology that is becoming so prevalent today. The interns will also be prepared to assist in the areas of healthcare informatics, business continuity, and IT security. The interns will do research on behalf of their client companies, design systems they will need, and develop plans for mobile applications for their businesses. The interns will identify existing software to meet the needs of their client companies, develop prototypes for them, and even write software when nothing appropriate exists.

A second focus of the interns will be the design and development of web sites for their client companies. In some instances, the entrepreneurs and business leaders will know they need help with web applications, but in other cases, they may be unaware of how a sophisticated, high quality web application can boost their business. In the process of learning about the needs of their client companies (see paragraph above), the interns will identify web application needs of their clients.

The majority of the work done by IMI interns will serve businesses in the region. However, as part of being a good regional steward, they will also serve the education and non-profit sectors. At this time, they are committed to two projects. First, to contribute to the Vision 2015 education goals, they will develop a database to track the performance metrics for preschoolers in the region. This project is a collaborative effort with the early childhood initiatives that are described elsewhere in this document. Second, to serve the non-profit community, the IMI interns will develop a database to promote volunteer opportunities within Northern Kentucky.

The regional stewardship funding will enable IMI to hire 7-8 interns who will work 20 hours per week. It is anticipated that the demand for IMI services will necessitate that NKU supplement the regional stewardship funding to hire additional interns. The work of the interns will be overseen by 10-12 NKU faculty, a few of whom are supported with the first round of regional stewardship money.

In summary, this initiative assists regional businesses with their technology challenges and provides students with hands-on, real world technology experience which assures the region of a steady stream of highly skilled technology graduates to meet the region's needs. Clearly this initiative advances one of the Vision 2015 economic competitiveness strategies which states: *"Align our college and university programs and resources to support our overall economic competitiveness."*

Outcome Measures. There are three factors to consider in assessing this initiative:

- Did the project get done?

- Were the clients satisfied?

- Did the business grow?

During the 07-08 year, the interns will complete the projects listed below and will assess client satisfaction for each project. It is unrealistic to expect business growth in the first year, so that will not be measured in the coming year.

- Work with at least four client companies in the region to assess and address their technology needs.

- Complete at least six web development projects for private companies or nonprofit organizations.

- Develop a database repository for tracking performance metrics for preschool children in the region.

- Develop a web-based application system for promoting volunteer activities within Northern Kentucky.

Phase 2 - Budget Overview

Category	Education Initiatives	Mathematics Educator	NKU Clinic	Infrastructure Management Institute	Grand Total
Personnel					
Salaries	$ 66,600	$ 47,390	$ 75,000		
Benefits	23,400	10,228	21,359		
Operating				$56,023	
TOTAL	$ 90,000	$ 57,618	$ 96,359	$ 56,023	$300,000

Education Initiatives. For this initiative, NKU will employ one full-time faculty member, one half-time faculty member, a full-time administrative assistant, and one graduate assistant. The total estimate of salaries and benefits for these individuals is $181,359. The funding from CPE

will cover just about half of that. The balance of the funding for salaries and benefits plus the operating expenses will be covered from existing university funds.

Mathematics Educator. The university intends to hire a mathematics educator into a tenure track position at the associate or full professor level. The search will be conducted jointly by the Department of Mathematics and the Department of Teacher Education and School Leadership. The credentials and expertise of the person hired will determine whether the person hired is housed in one of those two departments or given a joint appointment. The current estimate for salary and benefits for the mathematics educator is about $130,000. The funding for the balance of the position will be provided from other sources.

Because it is impossible to hire someone to begin this August, the mathematics department will use the regional stewardship money, **for 07-08 only,** to provide two faculty who will each contribute one-quarter of their time to the public engagement work. The full-time mathematics educator as described in this proposal will begin in August of 2008.

NKU Clinic. The funding will support two positions. The first is for a licensed, doctorally prepared, professional counselor, a faculty member who will serve as the director of the NKU clinic, will teach the internship class in the graduate counseling program, and will be director of clinical studies. The second position is for a receptionist/secretary for the NKU clinic. The total funding for these two positions is $116,550. As with the other positions, the balance of the salaries and benefits will be covered from other university funds. Rent for the clinic space is being paid by the two agencies that are sharing the space; NKU will not contribute to the rent.

Infrastructure Management Institute. The funding will support seven or eight interns each semester. Each intern will work approximately 20 hours per week in collaboration with IT professionals and under the supervision of faculty members to complete technology-related projects for the region's private and nonprofit sectors. The interns will be paid between $10-$12 per hour.

Teaching Loads

Education Initiatives. The faculty of the College of Education are involved in numerous outreach and public engagement activities, but they do not necessarily relate directly to the educational initiatives contained in this proposal or to STRIVE, which is actually a relatively new regional initiative. Using the first year's regional stewardship money, 1 FTE was devoted exclusively to the early childhood goals of STRIVE. Those hired with this round of regional stewardship funding (i.e., one full-time faculty member, one half-time faculty member, one administrative assistant and one graduate assistant) will contribute all of their time to working on the initiatives described herein. Their work will be in addition to the 1 FTE that will continue to be devoted to this work.

Mathematics Educator. There is currently 1.5 FTE of math educator time reassigned to public engagement work. With this additional support, there will be 2.5 FTE assigned to public engagement.

NKU Clinic. There are currently no FTE assigned to the NKU clinic. With the new regional stewardship funding, there will be .75 faculty time devoted to this work. In addition, as part of this cooperative venture, other agencies will share their professional staff to provide supervision for field experiences. These professionals would allow the equivalent of at least one faculty FTE in the Department of Counseling to be involved in regional stewardship work.

Infrastructure Management Institute. There are currently 1.5 faculty FTE assigned to the Infrastructure Management Institute. The interns hired with regional stewardship money will support the work of these faculty as well as the work of about 10 other faculty who will contribute their time to the Infrastructure Management Institute.
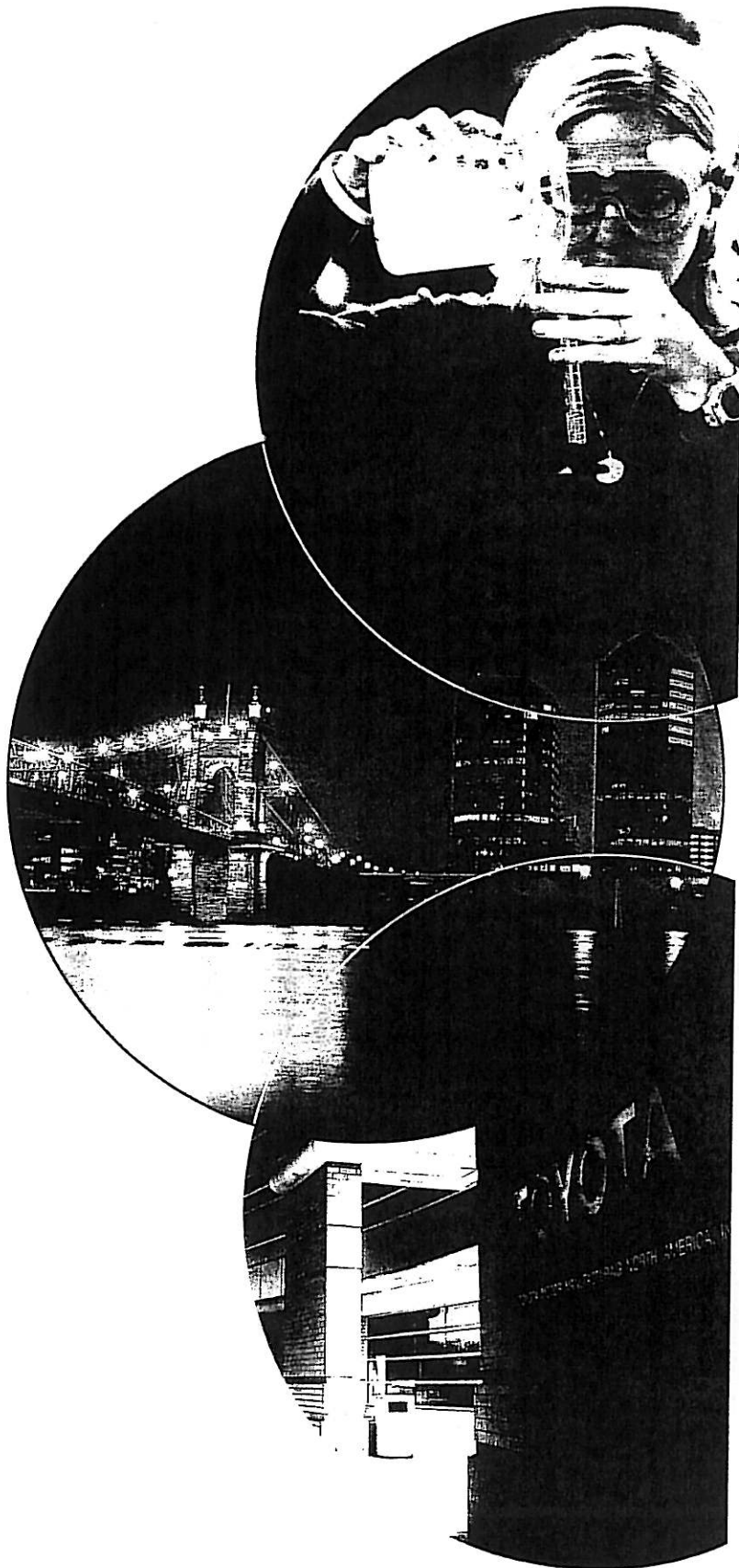
Standing on the Shoulders of Others
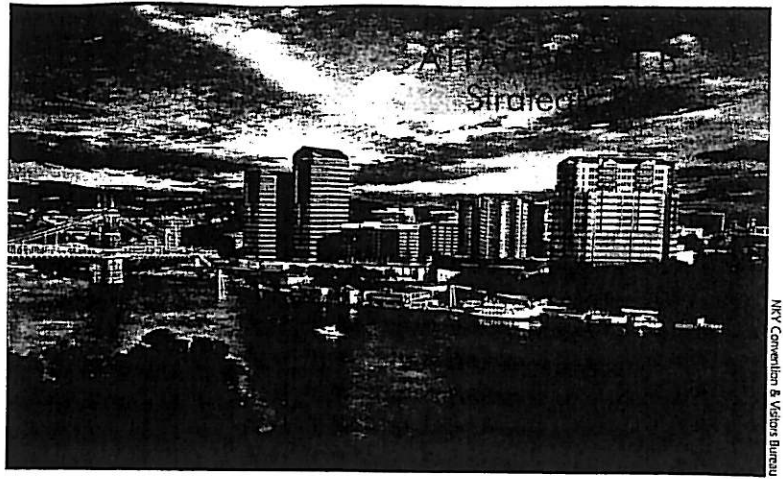
Northern Kentucky's focus on strategic planning came into full view 25 years ago - when Governor John Y. Brown charged a group of business and civic leaders with developing regional advances that would shape economic development for the community.

These leaders responded by delivering one of the boldest agendas in Northern Kentucky's history. Among other achievements, their work was the catalyst for the formation of a single Tri-County Economic Development Agency (Tri-Ed), the consolidation of water and sanitation districts, investment in the urban core, and the mapping of a congressional district completely distinct from Louisville and Lexington.

While this far-reaching agenda had profound impact, the Northern Kentucky Chamber of Commerce and Tri-Ed weren't content to rest on the region's earlier success. In 1995, they launched a second community planning effort - enlisting 14 task forces and more than 1,000 participants and adding human development to their economic development initiatives.

The result was *Quest: A Vision for Northern Kentucky*. Within this document were 44 goals to be accomplished over 25 years, in areas ranging from economy, education and human resources, to governance, culture and regionalism. To help implement these goals, Forward Quest was formed in 1996. Working together, this ambitious group - consisting of a small staff, 60 community partners and hundreds of volunteers - led numerous regional initiatives in its first 10 years, including:

• The Northern Kentucky Fund & Family of Funds
• The Urban Learning Center, an inner-city college program
• Legacy, a young leaders organization
• Community Solutions - an integrated multi-service partnership for children and families
• Select Education and Governance Studies

To maintain this momentum into the next decade, Forward Quest recommended the *Quest* vision be re-visited to launch a new community planning initiative. *Vision 2015* began on March 4, 2005. This 10-year strategic blueprint builds upon the original 1995 vision and will be used to define and transform the future of Northern Kentucky.

Vision 2015, a community planning initiative that will define the future of Northern Kentucky by producing a 10-year strategic blueprint that builds upon the Quest Vision launched in 1995.

Letter from Leadership

There's no denying Northern Kentucky is a special place. Over the past 25 years, our region has repeatedly proven our ability to dream big dreams, overcome challenges, and unite around a shared vision for our future.
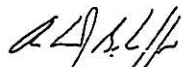
But much has changed since our *Quest* Visioning process began 10 years ago. Today, we're part of a global knowledge-based economy where regions compete based on their access to talent and capacity for innovation. As we strive to shape our future, we encounter these two important questions: Can we compete in this new global economy? And can we recruit, nurture and retain the talent necessary for driving this innovation? This much is true: 10 years from now, as regions work to position themselves in this new world, there will be winners and losers. *Vision 2015* is our strategic blueprint for guaranteeing that Northern Kentucky remains firmly planted in the winners' column.

What will it take to attract a talent pool able to compete on this global level? We know that today's knowledge workers make decisions on where to live based on two considerations: professional opportunity and quality of life reflected by a combination of physical, social and cultural assets. In other words, great jobs are not enough. Regions that win in this new economic environment will offer the whole package.

Over the past year, we've had the honor of leading a region-wide strategic planning process we call *Vision 2015*. Our Leadership Team, representing a partnership of more than 100 leaders from every regional sector, guided our efforts as we identified six key directions designed to propel Northern Kentucky forward ... each of them dependent on the other and vital for helping us achieve our vision of a more competitive, thriving economy.

The following report paints a picture of the future we hope to attain. It's a bright picture where all are invited to participate and none are left behind. A picture where each of our nine counties are aligned around a collaborative, shared vision. A picture where cooperation reigns across the Tri-State and the Ohio River is viewed as a connector, rather than a divider. We hope you'll gain much insight from our *Vision 2015* report, and we thank you for your interest in our common journey.

James C. Votruba
President
Northern Kentucky University

Andrew J. (A.J.) Schaeffer
Attorney
Greenebaum Doll & McDonald PLLC

Imagine if you will....

A booming regional economy based on targeted industry clusters that have generated 50,000 new high wage jobs.

Post-secondary education that is both aligned with the needs of the region and funded to support what the region needs to thrive.

A culture of entrepreneurship and innovation that is nurtured throughout the educational system from pre-school through post-secondary.

A regional talent strategy in which we perform at or above national standards at every level of the education continuum.

An urban core that excites, attracts and benefits the entire region.

A region that moves beyond jurisdictional boundaries to consolidate governmental services and speak with one voice.

A region that finds its competitive edge through healthy lifestyles, parks and green space, enhanced air and water quality, affordable housing, great schools, an international perspective and orientation, and a culture of inclusion in which all are welcomed and strength is found in our differences as well as our similarities.

A region in which regional stewardship is deeply imbedded in our fabric ... where all citizens embrace their responsibility to help ensure not only their own bright future, but also the bright future of all who call Northern Kentucky home.

A region that combines a comprehensive vision of its future with a well-defined economic plan and strategy for achieving it.

The following report reflects what we believe must be accomplished in order for our region to thrive and all of our citizens to benefit. It has been a great honor for the two of us to co-chair this effort. We offer our deepest thanks to Forward Quest, the members of our Leadership Team, our Steering Committee, the members of our five Action Teams, Doug Henton and the Alliance for Regional Stewardship, Roxanne Qualls, and Mike Hammons for their steadfast commitment to this process. A special thanks as well to our funders who made this process possible.

The full report is available on our Web site.
www.Vision2015.org
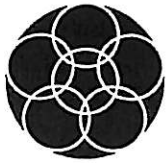
Vision 2015
Shaping our Future

In the spirit of partnership, it was crucial that *Vision 2015* represent a cross-section of civic, business and government stakeholders. It was also important that our leadership be intergenerational – with active participation from Legacy, a group of young professionals who cut across all employment sectors.

Initially, five action teams were formed to address these critical areas: Competitive Economy, Educational Excellence, Livable Communities, Urban Renaissance and Effective Governance. From the beginning, cross–sector collaboration guided the visioning effort – with the five focus areas interlocked by shared values of responsibility, community and commitment. But as the work progressed, it became clear the vision would only succeed if citizens became stewards of the community. As a result, Regional Stewardship was added to the vision agenda.

With almost 2,000 community members participating, the *Vision 2015* process was broadly inclusive. Each action team convened to identify priority goals within their respective focus areas – seeking advice from neighborhood and community groups, local and state officials, academic experts and leaders from the southern counties and Cincinnati.

Six strategic directions emerged as a result of these efforts ... each of them sharing one common purpose: To ensure Northern Kentucky is capable of competing in a global economy, with our citizens benefiting from the prosperity and opportunity this creates.

Leading the Way with Six Strategic Directions

- **Competitive Economy.** The Northern Kentucky region will reinvent its economy and create new jobs that ensure continued growth and prosperity.

- **Educational Excellence.** Our educational system will promote talent and innovation and prepare children and adults to successfully compete in the global knowledge-based economy.

- **Livable Communities.** All Northern Kentucky residents will have the opportunity to access and fully participate in the civic, cultural, and social life of the community.

- **Urban Renaissance.** The urban center of the region will leverage its unique assets to add economic and social value to the community and to make the region more competitive in the global economy.

- **Effective Governance.** Local government will enhance the economic competitiveness of the region by ensuring that high-quality public services are efficiently provided.

- **Regional Stewardship.** Our community's leaders and citizens are collaborating and working together to achieve a shared vision of our future.

Over the past 25 years, Northern Kentucky has seen progress in each of these areas. However, *Vision 2015* leadership has believed from the very beginning that our future must focus less on comparing ourselves to our past ... and more on comparing ourselves with other competing regions.
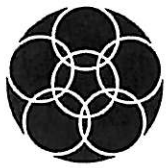
Raising the Bar for a *Competitive Economy*
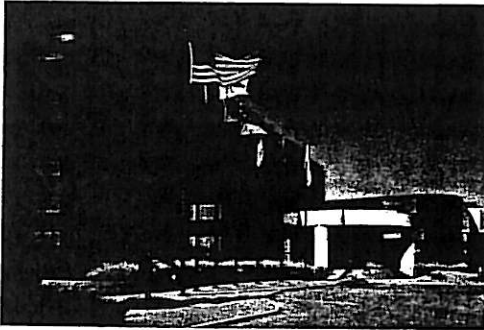
A Region in Motion

As a whole, Northern Kentucky grew faster than the United States during the 1990s. As the growth in real median household incomes and disposable income outpaced the nation, our prosperity increased right along with it. In the 1990s, our population grew by more than 16%, faster than both the US and the Commonwealth.

Since 2000, our population has continued to grow faster than the metropolitan region – 4.7%, compared to 2.4%. Northern Kentucky is now a place where almost 420,000 people live, work and receive an education. People like it here ... because they can find high-quality housing, good neighborhoods, and plenty of opportunity.

Between 1990 and 2000, 34,000 new jobs were added to our region's economy – and every county except for one saw the proportion of its population with a bachelor's degree or higher increase. Today, we have a wealth of institutions deeply involved in partnerships addressing community challenges and advancing regional progress. Northern Kentucky University now educates more than 14,000 students, and works alongside Gateway Community and Technical College and Thomas More College to ensure students are prepared to succeed.

In addition, Northern Kentucky has become a location of major national and international corporate activity. Fidelity Investments chose Covington as the location of its regional headquarters – bringing in more than 3,500 jobs with the plan to add another 1,500 jobs soon – and Toyota Motor Manufacturing NA chose Northern Kentucky as the site of its North American headquarters. Companies such as Ashland Inc., Omnicare, General Cable, Citi and Regent have chosen to locate their headquarter operations in our region as well, complementing home-grown companies such as The Drees Company, Griffin Industries, Xanodyne, Pomeroy Select IT Solutions and Corporex. Indeed, our economy has certainly held its own recently, but we still cannot forget our success will always be connected to the Greater Cincinnati metropolitan region.

The Northern Kentucky/Greater Cincinnati International Airport has become an engine of growth, evolving from a small regional airport to Delta Air Lines' second largest hub. Consistently ranked as one of the top airports in North America, this expansion has attracted jobs and investment to our region – with an estimated impact of $4 billion annually. As access to and appeal of the Ohio River have increased, our urban centers are also regaining vibrancy – maintaining the intimacy of 19th century walkable communities while adding new development by internationally acclaimed architects. Additionally, many of our suburban neighborhoods are receiving national recognition for their quality of life and amenities.

A Look at Who We Are

Over the last decade, the nine counties of Northern Kentucky have experienced an extraordinary transformation. Boone County has been the location of most of our population growth – increasing by almost 50% and drawing in more than three quarters of all newcomers to the region since 2000. The six counties to the south have also grown, accounting for 25% of the region's population gains in the 1990s and 21% of the growth since.

When it comes to Baby Boomers in the 45-54 age group, Northern Kentucky is similar to the rest of the nation. This age group has increased the most, by 57.2%. Other age groups have also increased, most of them higher than the US average.

Much of this growth is a result of residents within the metropolitan Cincinnati region relocating to Northern Kentucky. As Cincinnati and Hamilton County populations decline, Northern Kentucky gains – but the metropolitan region, of which we are a part, suffers. In addition, we continue to see many 25 to 34 year olds leaving their home counties for education and job opportunities. This is not an uncommon trend, but it does reflect the need for us to continue pursuing job growth – a proven way to enhance our appeal to young people who offer much talent, ambition and skill.

While our suburban communities receive national attention for their livability, the increase in our developed land has outpaced the increase in population – a trend that puts pressure on the budgets of fast-growing communities. In addition, only a small portion of our population is racially or ethnically diverse, a growing concern considering that the world economy is diverse, multi-lingual and multi-cultural.

As a whole, Northern Kentucky residents experienced a significant rise in median household income and increased prosperity in the 90s. In every county, household income increased a minimum of 40% and in some counties, such as Bracken and Carroll, income increased by more than 75%. However, not all of our region's residents shared in this prosperity. According to the 2000 Census, the rate of poverty among our nine counties ranges from a low of 5.6% in Boone County to a high of 15.5% in Owen County. While the rate was better among the three northern counties, both Campbell and Kenton counties have poverty rates at 9% – with the most significant concentrations of poverty in the cities of Covington, Newport and Dayton.

Northern Kentucky
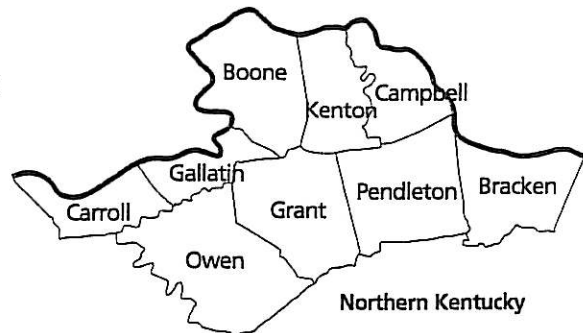
Current Population 420,000

Growth increase since 2000 - 2004
NKY grew   4.7%
Metro Cincinnati grew   2.4%

Source: Hamilton County Regional Planning Commission. 2004 Population Estimate
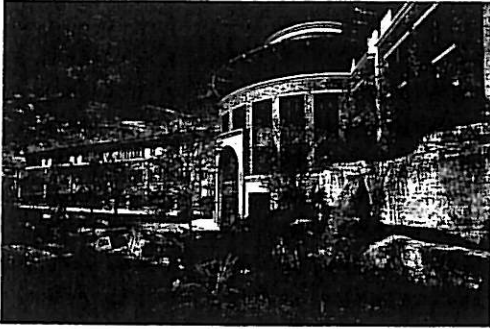
Our Ever-Changing World

There's no denying the world has changed rapidly since 1990. Telecommunication, technology and transportation innovations have dramatically altered relationships among people, businesses and countries. And thanks to the Internet and computer and software innovations, we can now communicate and collaborate with each other 24/7 anywhere in the world.

Needless to say, these advances have also combined to make it possible for companies to outsource work or go offshore - tapping cheaper labor pools in emerging economies. The barriers to sharing in the prosperity of the world's economy have dropped, allowing billions of people to enter the global marketplace and vie for jobs, income, wealth and talent worldwide. We are now competing on a level playing field with countries like India, China and Russia.

Looking forward to the next 10 years, we see new forces reshaping the world and demanding new responses from us. If Northern Kentucky residents are to enjoy continued prosperity and opportunity, we must secure a competitive advantage in our new knowledge-based economy. We have come so far, so quickly ... and it's imperative that we respond to these global challenges with vision, imagination, stewardship and action.

Rising to the Challenge

Northern Kentucky no longer simply consists of Boone, Kenton and Campbell counties. Just as telecommunications, technology and transportation have created global interdependence, they have also created regional interdependence. We are now a nine-county region ... the future and fate of which are determined by and dependent upon collaboration among residents, leaders and institutions.

Our educational gains since 1990 are impressive, but they are not enough. In an era when regions compete based on talent and innovation, education must be at the core of our economic development strategy. For example, only five Kentucky counties today meet national averages on college attainment – and not one of these counties is in Northern Kentucky. And while our economy has boomed, the six southern counties of our region continue to fall behind in job growth. Our income and job gains are significant, but there are still some fellow citizens who remain in poverty.

In order for our region to thrive, we must compete. And in order to compete and win, we must raise expectations and transform ourselves. The best way to achieve this is by relying on our six interconnected strategic directions – each of them dependent on the other and designed to foster a community in which:

- Every child is prepared to learn and able to meet national educational standards throughout his or her life.

- The number of students graduating with degrees in science, math and engineering is significantly higher.

- The unique and intimate neighborhoods of our urban centers thrive as true destinations – entertainment venues offering convenient access to the riverfront and a network of parks, bike paths and bridges linking them.

- High wage, advanced manufacturing and service industries are clustered in Northern Kentucky – making it unnecessary for our youth to leave to secure high paying jobs in growing businesses.

- Innovation and entrepreneurship are woven into the fabric of our region.

- Local governments collaborate to support economic development and enhance community identity – while ensuring that community services are delivered efficiently and effectively to all of our citizens.

- Our region is characterized by an international perspective, a climate of tolerance, and a culture of openness and inclusion that welcomes and finds strength in differences.
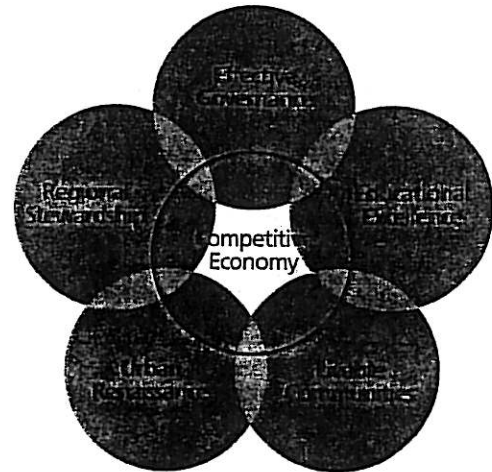
The Power of Six
Our six strategic directions will help us pursue and attain our vision of a more competitive economy. Each of these areas is dependent on the other and crucial for propelling our community forward and transforming our region. Interconnected, none of them can stand alone or in isolation.
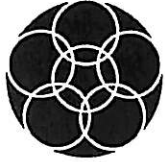
Competitive *Economy*

Our economy will exceed the national growth rate in new jobs and average household income.

A Call for Action

In our knowledge-based global economy, talent, clusters, inclusion and connectivity provide the foundation for a true competitive advantage.

Companies move where talented, skilled workers are found. So to attract high-tech companies and advanced manufacturing and services firms, it will be crucial to have many of these workers in our region. Because jobs in these sectors typically pay higher wages, but also require advanced education, we must work to improve educational opportunities within these fields. Fortunately, Northern Kentucky offers many appealing assets to help us compete for this highly educated talent - including our low cost of living, easily accessible airport, and wide array of entertainment and recreation venues. One way to leverage our assets and become more competitive is to improve this unique value proposition and market it more broadly and effectively.

In the competition for jobs and business, we should consider focusing on high-growth clusters - similar companies that accelerate innovation and stimulate new business by locating close to each other. However, we should also be careful not to neglect those businesses and industries that continue to employ large segments of Northern Kentucky's population. In the end, to achieve higher wage rates, job growth that exceeds the national average and increased regional investment, it will take a community-wide effort that goes beyond the business sector.

Inclusive, culturally literate communities are most successful at attracting highly skilled and ambitious people. Growing, dynamic regions have become the new "melting pots" of the United States and have done so by adapting to new cultures and languages. Northern Kentucky can gain a competitive advantage by making it easy for those from other cultures and countries to assimilate into our community. As more individuals with English as a second language live and work among us, it is important that our schools, government and other community institutions overcome culture and language barriers. In order to have a world-class community, we must have a worldwide perspective.

Goal

Northern Kentucky will reinvent its economy to outpace the national economy and create new wealth in the region.

Throughout history, connectivity has determined the regions that thrive and those that wither. The digital highway is central to our international connection, and to our goal of growing advanced service firms and knowledge-based businesses. This requires that we be connected not just globally and nationally but locally – and we can do that by establishing an "e-community" to maximize our use of online communication and allow our businesses to efficiently access the global market. Additionally, extensive transportation connections are the physical equivalent of digital connections. Just as we must be able to move data and images efficiently, we must also be able to move people and goods. The Delta Air Lines hub, Interstates 71 and 75, rail and river transportation are key for our global economic success.

Strategies

Six strategies for achieving a competitive economy:

• Work to develop an economic competitiveness strategy that is fully integrated with Greater Cincinnati, leveraging the assets of both sides of the Ohio River.

• Focus our resources on targeted industry sectors with the highest growth potential for high-paying jobs – such as advanced manufacturing, financial, healthcare, business services and technology.

• Make entrepreneurship and innovation defining qualities of our region.

• Create and implement a marketing plan centered around our region's distinctive spirit, advantages and unique value proposition - promoting this consistently to both internal and external audiences.

• Connect our region by creating an electronic public platform (e-community) for commerce, education and communication that maximizes access and use of online opportunities and information.

• Align our college and university programs and resources to support our overall economic competitiveness strategy.
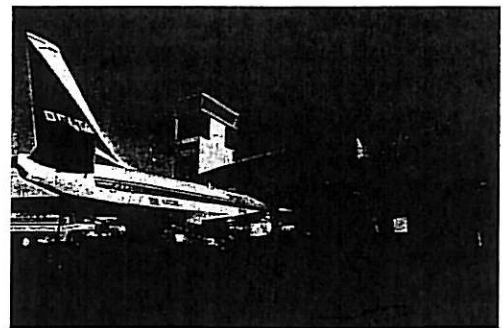
		Wages 2005	Disposable Income 2000-04
Northern Kentucky	Boone Campbell Kenton	Average Wage $39,729	Average Increase 15%
	Bracken Carroll Gallatin Grant Pendleton Owen	Average Wage $29,091	Average Increase 11%

Source for Wages: Redyn Economic Forecast Model
Source for Income: 2005 Economic report to the President, table B 31

Employment Increased 1990 - 2000

NKY (all 9 counties)	19.49%
Boone County	53.38%
Kentucky	12.6%

Source: Workforce Kentucky, Employment Data

Educational *Excellence*

Our children enter kindergarten with the skills necessary to succeed, and our elementary and middle school students are prepared to move to the next level. Our high school students are prepared for post-secondary education and work, and our post-secondary graduates are prepared for graduate education or careers. Overall, the number of college graduates in Northern Kentucky exceeds the national average.

Goal

Northern Kentucky will exceed national education performance standards at every level.

A Call for Action

Today, more than ever, a concentration of highly educated people is key to achieving a region's economic success. After all, regions prosper by virtue of their intellectual capital - their people - and businesses gather and grow in particular regions to capitalize on local labor pools. Places that cultivate, attract and retain the largest number of educated, skilled people will prosper ... while those that do not will decline.

Research has proven that children who are academically successful in their early years develop more confidence, enjoy more success, and are able to take advantage of more opportunities later. If Northern Kentucky is to be a place of continued opportunity and prosperity, achieving educational excellence must begin with early childhood and continue through to post-secondary school and adult education.

Our children must enter kindergarten with the necessary skills to succeed, and that positive start must continue throughout their entire education. At every critical point, each child must be prepared to move to the next level by demonstrating a mastery of reading and mathematics. Perhaps most importantly, a child's education cannot end prematurely due to dropping out or tuning out of our educational system. We must also make sure that young students who are prepared to go beyond their curriculum can do so through both summer and academic year enrichment programs offered by our colleges and universities.

In addition, it's imperative we attract the most highly qualified teachers through competitive salaries and proactive recruiting efforts that encourage outstanding young people to choose teaching as a profession in the first place.

Achieving educational excellence in Northern Kentucky will require both extra resources and attention. But in the global marketplace, no region can afford to leave members of its community behind ... whether they reside in the neighborhoods of our urban center or in our rural areas.

Strategies

Seven strategies for achieving educational excellence:

- Provide high quality, affordable early childhood programs for all children.

- Challenge students with a rigorous curriculum necessary for furthering their education and career goals, and for strengthening our region's workforce.

- Develop a nationally recognized "culture of contribution" – accomplished through service learning and full community engagement in schools.

- Exceed national standards for educator excellence in school systems that pay competitive salaries, reward performance and require accountability.

- Make post-secondary education and adult training accessible and affordable to all.

- As a region, lead in connecting our children's in-school and out-of-school development.

- Ensure all Northern Kentucky educational institutions have the financial resources and program alignment to reach these goals.
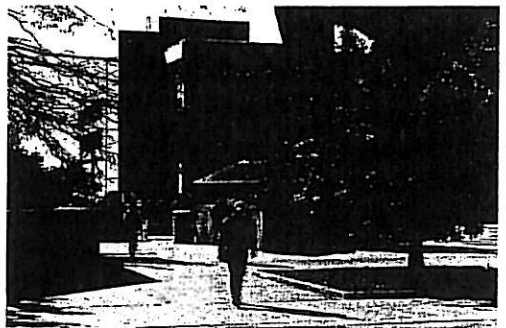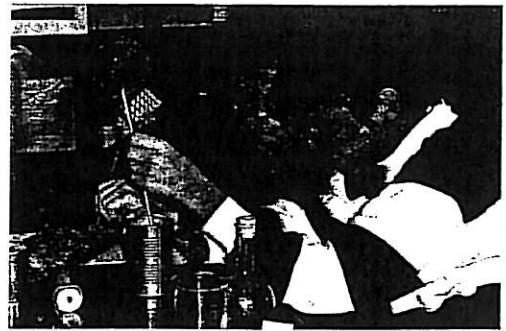
Education Completed

		High School Degree	Bachelor Degree	Master & Higher
Northern Kentucky	Boone Campbell Kenton	88.58%	22.23%	7.48%
	Bracken Carroll Gallatin Grant Pendleton Owen	79.53 - 83.86%	6.89 to 9.67%	2.38 to 4.05%
	U.S.	87.95%	24.4%	8.85%

Source: U.S. Census Bureau, 2000 census

Average Teachers Salary 2003-04

Kentucky	Ranks 34th	$39,831
Indiana	Ranks 16th	$45,791
Ohio	Ranks 14th	$47,719
U.S.		$46,597

Source: American Federation of Teachers 2004 Salary Survey

Livable
Communities

By expanding our parks, improving our lifestyles, protecting our environment, increasing diversity, and promoting arts and culture, *Vision 2015* builds upon our region's economic success, affordable cost of living, friendly neighborhoods, and vibrant recreational opportunities.

A Call for Action

With the advent of the digital age, some believed that computers and the Internet would eliminate the need for people to meet and work together. However, this quickly proved to be untrue. After all, advanced service businesses and high-tech companies cluster based on the availability of the human talent they require – and technology doesn't eliminate the desire of this human talent to gather in the most appealing communities.

It used to be that regions grew because of natural resources or trade routes. But today, regions also grow because of the availability of highly educated and productive people. These individuals are in demand and can choose where they work, for whom they work, and many times, when they work. To attract and retain people of talent and skill, Northern Kentucky must evolve and be recognized as a creative community with a full range of amenities.

A vibrant community of art and culture is a key competitive advantage. When talented people can increasingly choose where they live, the unique value attributes of a region will naturally drive their decision. A strong sense of place rooted in landscape and architecture, access to high quality outdoor recreational activities, and the presence of a diverse social scene are powerful attractors to the creative class ... not to mention significant factors for retaining home-grown talent.

Northern Kentucky has the distinct advantage of being located close to the long-standing and nationally recognized arts, cultural and sports organizations found in Cincinnati. In addition, we've recently built entertainment venues in Northern Kentucky – complimenting more traditional cultural activities while providing new amenities that appeal to the younger population.

Goal

Northern Kentucky is recognized internationally, nationally and regionally for its livability for all residents.

Just as our built environment is a key ingredient for competitive advantage, our natural environment is as well. Today, Northern Kentucky offers more than 7,000 acres of parks and green spaces. And the creative proposal to turn our six southern counties into an outdoor recreational center for our metropolitan region reinforces Northern Kentucky's competitive advantage. This will allow us to capitalize on our stunning landscape and environment, preserve unique natural resources, and foster further economic development.

Strategies

Seven strategies for achieving a livable community:

- Establish an integrated system of regional parks, green space and tourist destinations – promoting new venue development throughout our riverfront, and the urban and rural parts of our nine-county region.

- Promote the development of an international community that attracts, retains and celebrates people from diverse backgrounds, races, cultures, genders, ages, incomes and family structures.

- Promote the development of a vibrant arts, cultural and entertainment community – including a Northern Kentucky regional school of creative, visual and performing arts.

- Conduct ongoing health and social assessments and implement a comprehensive regional approach to meet and fund those needs.

- Replace Brent Spence Bridge with an internationally acclaimed design.

- Enhance our quality of life by addressing our infrastructure and environmental needs for water, sewer, air quality and transportation with a balanced approach to our region's growth.

- Expand our non-rail transit system and its use throughout our region to meet the needs of all residents – especially our workers, the elderly and the disabled.

NKY Convention & Visions Bureau
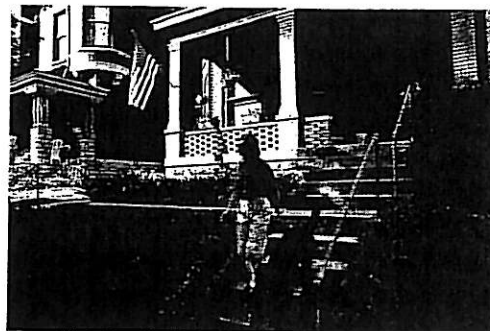
Homeownership

Boone Campbell Kenton	Homeownership equal or exceeds the nation's rate of 66%
NKY	Renter housing costs are lower than the national average

Source: 2000 U.S. Census, American Fact Finder

NKY Median Household Income
Increased 40% from 1990 - 2000

Boone (the highest)	$57,609
Kentucky	$36,663
U.S.	$43,318

40% Increased Source: 2000 U.S. Census
Boone, Kentucky & U.S. Source: U.S. Census, 2003 estimate
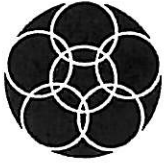
Urban *Renaissance*

Leveraging our assets to increase economic and social value within our regional and global marketplace, our urban core is enhanced through collaborative relationships with our suburbs. As the heart of Northern Kentucky, our urban core is a place where civic pride is celebrated and economic diversity is embraced – the "location of choice" for businesses, residents and entertainment venues.

Goal

Northern Kentucky will restore our urban core to a position of prominence.

A Call for Action

Revitalization of Northern Kentucky's urban center is important for maintaining the competitive advantage of our region. As we strive to capitalize on our history, architecture and neighborhood experience, our urban communities are among our most significant assets.

Close proximity to Cincinnati's arts, entertainment and cultural institutions provides a distinct advantage as a residential community, and access to the river only enhances this. The social and aesthetic expectations of our 25 to 34 year-old knowledge workers, combined with the lifestyle changes of our baby boomers, have created a new demand for safe, walkable communities close to art and cultural institutions, restaurants and other urban amenities.

However, this increasing demand for urban lifestyles must also be balanced with recognition and respect for existing residents. This requires balanced development allowing current residents to participate in and benefit from the redevelopment of their neighborhoods. For example, our urban centers can stimulate a renaissance by building more mixed-rate housing that complements the existing character of our neighborhoods – including rental and owner-occupied, new and renovated, single-family and multi-family. A number of residential development projects are beginning to address this goal of increased market-rate and affordable housing.

Lastly, this increased choice in housing must be complemented by enhancing the walkability and connectivity among our river communities, implementing zoning and building codes that respect our historic fabric while facilitating development, and offering diverse options that appeal to different income and lifestyle markets. At the same time, eliminating vacant buildings, improving lax building code compliance, and investing in infrastructure improvements are needed to support these investment activities.

Strategies

Seven strategies for achieving urban renaissance:

- Increase the availability of new and rehab market rate housing by 3,000 units in 10 years.

- Create a catalytic development corporation to stimulate redevelopment of the urban areas.

- Increase home ownership rate and quality affordable housing options.

- Expand arts, retail, dining and entertainment opportunities for people of diverse races, cultures, ages, abilities, incomes and family structures.

- Provide greater access to and use of the Ohio and Licking rivers – accomplished through a network of parks and green space with walkways and bikeways that connect the river cities.

- Reduce crime and improve safety through collaboration among law enforcement agencies in the tri-state area.

- Ensure each neighborhood has a strong, active association that increases civic engagement.
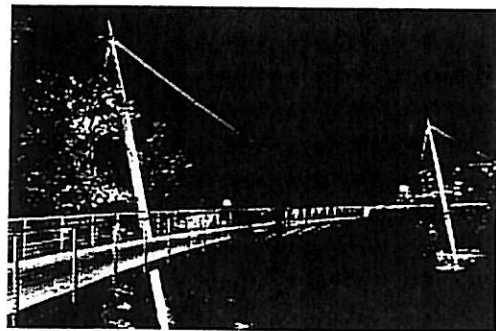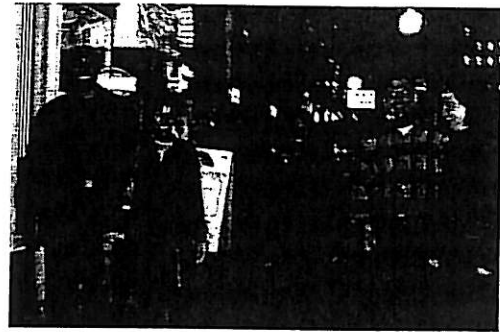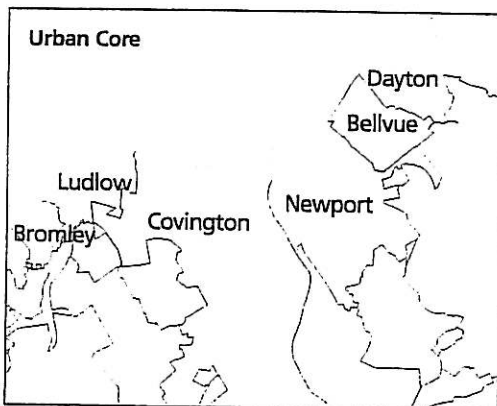
Homeownership Rates in the Urban Core

Newport	44.2%
Covington	50%

Source: 2000 U.S. Census Bureau, American Fact Finder

Poverty Rates

Boone, Campbell & Kenton	7% Average
Newport	22.3%
Covington	18.4%
Dayton	16.3%

Source: 2000 U.S. Census Bureau, American Fact Finder

Urban Core

Dayton
Bellvue
Ludlow
Newport
Bromley
Covington

Effective *Governance*

Local governments in Northern Kentucky work together to improve the effectiveness of government services, maximize efficiency in utilizing resources, and improve the quality of life and economic well-being of our region.

A Call for Action

Northern Kentucky is challenged to maximize the use of our public dollars for public services, while at the same time preserving and enhancing the unique identity and intimacy of our communities. More than ever, we must streamline the efficiency of our government services. Along with that, we must create mechanisms that allow us to evaluate costs and preferred service delivery methods. A few possible ways to conserve public resources while improving services include joint planning for shared improvements and cohesive regional development, establishing a "one-stop shop" for business licensing and taxation, and reducing public sector administrative costs.

We are also challenged to change our current system of constitutionally prescribed taxes – providing one that gives local government flexibility to respond to new service demands and eliminate competition among different jurisdictions. For example, we could collect and distribute occupational taxes based on a revenue-sharing formula that provides uniform rates across the region. Doing so would ensure a level playing field among local governments, prevent communities from competing with one another, and make it easier for businesses to comply.

In addition, only by speaking with a strong unified voice in Frankfort and Washington will our region overcome some of our most significant barriers to competitiveness. But a strong unified voice requires strong citizen involvement and support.

Goal

Northern Kentucky becomes a model for "networked governance" by retaining and enhancing the benefits of small government - including a sense of community, responsiveness and local voice - while identifying ways to deliver services more efficiently and effectively.

These steps are crucial for ensuring Northern Kentucky's ability to compete in a global arena. Economic competitiveness, educational excellence and livable communities know no jurisdictional boundaries. At a minimum, how we spend our public dollars must promote quality development. If we are to continue to enjoy a strong economy that creates opportunity and sustains a high quality of life for all of our residents, global forces demand that we must effectively govern our region.

Strategies

Six strategies for achieving effective governance:

- Establish the Northern Kentucky Effective Governance Commission – maximizing the effective delivery of government services through research and analysis.

- Develop a fair, equitable and flexible revenue system for local governments – removing competition for limited resources.

- Establish planning in all Northern Kentucky counties, united by a regional council of planning and zoning professionals.

- Transform the application, licensure and tax collection system to foster Northern Kentucky business retention, attraction and development.

- Eliminate outdated constitutional offices and convert certain partisan elections to non-partisan.

- Enhance communication between local governments and citizens, and establish one unified voice in Frankfort and Washington.
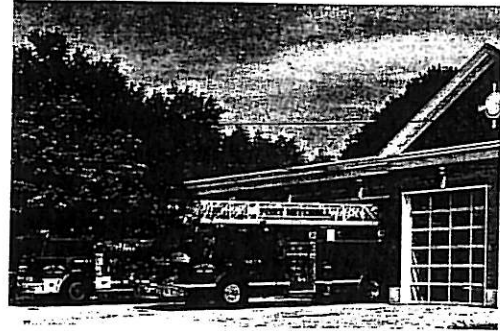
Property & Income Tax as % of Total

	Property Tax as % of Total	Income Tax as % of Total
NKY (all 9 counties)	42.84%	45.06%
Kentucky	48.25%	36.13%

Source: U.S. Dept of Commerce, Bureau of the Census, 2004. Federal state and local governments: State and local Government Finances, 2002 Census of Governments
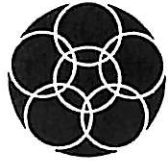
Regional *Stewardship*

Our region has benefited from a generation of leaders who built our community on behalf of not just themselves but the entire region. As we move to implement *Vision 2015*, we must cultivate the next generation of regional stewards who are civic entrepreneurs, integrators, boundary spanners and coalition builders ... leaders at every level and across every sector who care deeply about overall regional progress and are committed to turning *Vision 2015* into reality.

Goal

Northern Kentucky will cultivate regional stewardship as a defining quality of our region.

A Call for Action

Today, individual regions have emerged as the drivers of local, national and global economies. In a quest to remain competitive, regions that thrive will be united and capable of adapting to changing economic and social forces. *Vision 2015* emphasizes the need for a new breed of leader — or what we call "regional steward."

Regional stewards are leaders who are committed to the long-term well-being of places ... integrators who cross boundaries of jurisdiction, sector and discipline to address complex regional issues. They see the connection between economic, environmental and social concerns and they know how to "connect the dots" to create opportunities for their regions. Regional stewards are leaders who combine 360 degree vision with the ability to mobilize diverse coalitions for action.

The Alliance for Regional Stewardship - Regional Stewardship: A Commitment to Place. Monograph Series One, October 2000.

The *Vision 2015* process brought together citizens, elected officials, business people and civic leaders to ask difficult and important questions – exploring what it will take to ensure that Northern Kentucky is able to compete in a knowledge-based global economy and advance the standard of living for all. In the end, our success will depend on our ability to cultivate and mentor regional stewards who will shoulder the responsibility of advancing regional economic and social progress. Now, more than ever, we need to foster the next generation of leaders who are visionaries, risk takers and innovators – those who can mobilize collective action on behalf of regional progress. If we are successful, we can be assured of a bright future for our region.

Strategies

Four strategies for cultivating regional stewardship:

- Increase the number of women, minorities and young people in key leadership positions.

- Expand leadership development opportunities throughout the region.

- Build and sustain a culture of civic volunteerism and philanthropy.

- Create a regional stewardship council to lead the implementation of *Vision 2015*.
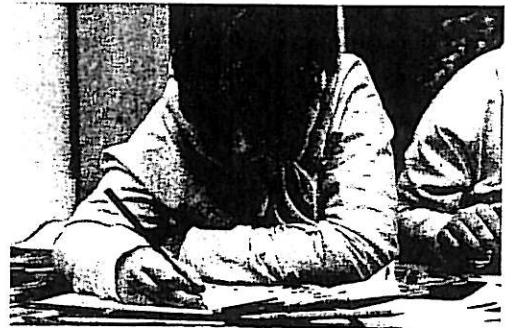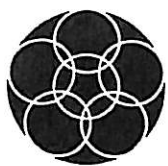
Next Steps: Implementing Vision 2015

The process of developing *Vision 2015* engaged people from throughout our region, at every level and across every sector. Meetings were conducted after work and on weekends, in large group settings and small, in schools, church basements and neighborhood centers with bus service provided. In addition, surveys were published in the newspaper and online and circulated at various local work sites to accommodate all who wanted to add to the visioning process.

Approximately 2,000 people participated. And our action teams considered every idea and concern presented – adopting many of them and only passing on those that, after careful deliberation, could not be supported by hard evidence.

The result is a vision that reflects the true values and aspirations of our entire region ... one that carries the weight and credibility that only broad public ownership can provide. Now we turn to implementation of *Vision 2015*, which involves an array of ambitious goals, along with strategies and measures of progress.

Drawing on the experience of several other regions throughout the nation, we recommend the formation of a Regional Stewardship Council comprised of 20 to 30 people who will be charged with overall implementation. Council members should have a deep commitment to the work, an understanding of what it will take to accomplish our goals, the capacity to think in systems terms, an openness to new ways of thinking, and the ability to mobilize support. The Council, supported by a small professional staff, will be responsible for:

- Serving as the voice of *Vision 2015* – answering to the various constituents and stakeholders who hold the key to successful implementation.

- Developing an economic plan and overall strategy for advancing the *Vision 2015* goals.

- Overseeing a united effort to raise funds in support of *Vision 2015* goals.

- Promoting understanding with organizations agreeing to implement *Vision 2015* goals and strategies – and working with those organizations to measure progress and assist in implementation.

- Monitoring goals and taking action when progress is below expectations, as well as publishing annual indicator reports that measure how well the region is moving toward major goal objectives.

The implementation of *Vision 2015* will transform our region – the benefits of which will be widely felt. A special call will be made to emerging young leaders to step forward and assume the tasks of leading this effort, just as they have done in the initial visioning process, and they will be joined and supported by those who are currently in major leadership roles.

Vision 2015 benefited from an inter-generational approach to leadership that was powerful beyond all expectations, and this approach will also drive our implementation process. Now let's embark on the journey of transforming our regional vision into reality. The stakes are high and we have no time to lose!

⊛ Vision 2015

Transforming Northern Kentucky Through
Talent, Innovation and Contribution

May 16, 2007

President James C. Votruba
Northern Kentucky University
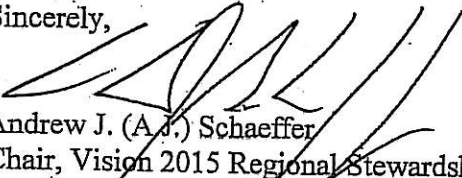Highland Heights, KY 41099

Dear Jim,

This letter is intended to serve as confirmation of the actions taken on Monday, May 7, 2007, by the Executive Committee of the Regional Stewardship Council. In our role as your Regional Advisory Committee, we reviewed the university's plans for the second round of regional stewardship funding. We read a brief overview of the plans, discussed them in some detail, and voted on them.

We heard about the plan to use $90,000 in support of early childhood education in the region; about $58,000 to support a mathematics educator who will help us improve math education in the region; about $96,000 to support the development and staffing of a storefront clinic in our urban region; and $56,000 to support the development of the Infrastructure Management Institute which will be an asset to the economic development in our region.

You will be pleased to know that the **Executive Committee voted unanimously to support the specific plan for use of the second allocation which will be $300,000.**

Thank you for allowing us to be a part of the process. Together, NKU and Vision 2015 can make a wonderful impact on our region.

Sincerely,

Andrew J. (A.J.) Schaeffer
Chair, Vision 2015 Regional Stewardship Council
50 East RiverCenter Blvd. Suite 1800
P.O. Box 2673
Covington, KY 41012-2673

Regional Stewardship Program Update

Program Background and Overview

Across the country, postsecondary institutions are being called upon to become more engaged with their local communities and regions. Economists like Richard Florida are providing convincing evidence of the powerful role these institutions can play in improving quality of life and bringing economic prosperity to their regions if they assume the role of a change agent and become an integral part of their physical location, rather than as an "ivory tower" whose interests stand apart from those of the community and region. National organizations such as the Alliance for Regional Stewardship are providing models for how postsecondary and regional interests and resources can be integrated for mutual benefit and are outlining the changes that must occur to maximize postsecondary institutions' impact on their regions.

While various local and regional models have developed in response to this challenge across the country, on April 24, 2006, with the enactment of House Bill 380 by the 2006 General Assembly, Kentucky became the first, and still only, state to define and fund a statewide effort to support stewardship among all of its comprehensive universities. The bill authorized funding of $1.2 million in 2006-07 and $3.6 million in 2007-08 for a Regional Stewardship Program. Kentucky is unique in its statewide commitment to directly support postsecondary efforts to address quality of life issues in its regions and, at the same time, help achieve the goals set forth in *The Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1) and the Public Agenda for postsecondary and adult education in Kentucky for 2005-2010.

Kentucky's stewardship work to date has received national recognition. In addition to invitations to present its approach at various national meetings, two of its institutions (Morehead State University and Northern Kentucky University), because of their commitment to outreach and partnerships, have been designated as engaged institutions by the Carnegie Foundation. In addition, all of Kentucky's comprehensive universities have received recognition as partners in the national American Democracy Project. The Regional Stewardship Program is a catalyst to support the institutions in their efforts to become valuable partners in their respective regions.

The overarching goal of the Regional Stewardship Program is to promote economic development, livable communities, social inclusion, improved P-12 schools, creative governance, and civic participation through public engagement activities initiated by comprehensive university faculty and staff. The Council on Postsecondary Education administers this program and distributes funding to the comprehensive universities. In order to

maximize the effectiveness of this program, the Council approved guidelines in July 2006. These guidelines describe requirements for accessing program funds and outline appropriate uses of program funds.

In order to accomplish this goal, the program provides funding for the comprehensive universities in three areas.

- Infrastructure funds support the development and maintenance of organizational structures, personnel, information systems, and community relationships necessary to sustain stewardship activities.
- Regional grant funds support comprehensive university efforts to build intellectual capacity in targeted priority areas.
- Stewardship initiative funds support specific public engagement activities at the universities that improve economic prosperity, quality of life, and civic participation in the region or state.

Accountability System

The Council's guidelines for the regional stewardship program build in several levels of accountability for results. First, the funding is phased and each institution must reach certain benchmarks in each phase to be eligible for funding in the next phase. For example, no institution can apply for the bulk of the funds to implement regional initiatives until they have a Council approved plan for redesigning their infrastructure (e.g., reorganize outreach efforts to create a one stop shop office for partnership creation and address promotion and tenure issues). Similarly they cannot apply for competitive stewardship grants until they have completed their environmental scans and had their capacity building proposals based on those plans approved and funded.

The Council retains control of the funds (not recommending their inclusion in institutional base budgets) until the institution provides a report demonstrating substantial progress in implementing promised work. Until that point the funds are made available through a Memorandum of Agreement that clearly outlines the goals that must be met to ensure continued funding. For example, the Council will not recommend allocation of the initial funds for infrastructure change to the institutional budgets on a recurring basis until the goals promised in those plans are accomplished with the funds currently provided through an MOA. While the enthusiasm and progress to date suggest that the institutions will qualify to receive the funds in a timely manner, these guidelines ensure accountability at every step of the way. In addition, institutions are required to submit annual updates on all items listed in the MOAs.

Finally, and most importantly, as the institutions launch their initiatives targeting regional challenges the Council requires regular reporting on progress in the metrics for improvement outlined in the funding proposals. For example, NKU has targeted improving participation in high quality early childhood programs in its region. Early childhood development was identified as a challenge by the northern Kentucky Vision 2015 regional plan. Reports to the

Council will measure and identify increases in the number of children participating in such programs and the improvement in the quality of early childhood centers in the region.

Program Implementation Process

In July 2006, the Council approved guidelines for the distribution and application of these program funds, and the Council staff hosted a two-day workshop of institutional representatives involved in the Regional Stewardship Program. The University of Kentucky, University of Louisville, and the Kentucky Community and Technical College System also participated in the workshop to support their own partnership work and to develop their roles in supporting the work of the comprehensive universities. At the workshop, Representative Frank Rasche and Kentucky Chamber of Commerce President Dave Adkisson spoke about the importance of regional stewardship in Kentucky. John Melville and Doug Henton, national experts in regional stewardship, took the institutional teams through practice runs of working with regional advisory councils. In addition, Mr. Melville and Mr. Henton shared their expertise from working with other universities and other regional stewardship efforts.

A part of the Kentucky Engagement Conference in November 2006 was dedicated to the Regional Stewardship Program. The session allowed program participants to interact with Council staff and learn more from one another. At this session, institutional representatives suggested that the Council create an informal working group to address program implementation issues. The Council created this group of representatives from each comprehensive university and the Kentucky Campus Compact, a coalition of college and university presidents dedicated to building civic engagement into campus and academic life. The group met in March and August 2007. The meetings provide valuable opportunities for institutions to discuss their progress and lessons learned, provide input into program implementation issues, and interact with Council staff.

The meetings have also been helpful in that representatives from NKU, who were involved in regional stewardship efforts before the state program was created, have been available to answer questions and share their expertise. NKU participated in the Making Place Matter regional stewardship pilot project sponsored by the Alliance for Regional Stewardship, the American Association of State Colleges and Universities, and the National Center for Higher Education Management Systems. This project supported the Vision 2015 regional planning effort that was already taking place in northern Kentucky. So NKU is unique among the comprehensive institutions in that it has been active in regional stewardship efforts since 2004. It already has made significant infrastructural changes to encourage regional stewardship efforts. In addition, the region's strategic plan, Vision 2015, is already in place to help guide the university's stewardship efforts.

Progress and Accomplishments

One of the first priorities during the infrastructure development process was for campus officials to assemble a regional advisory committee comprised of local government and community leaders, business and industry representatives, education leaders, policy professionals, interest groups, and citizens from across the university's area of geographic responsibility to assist in identifying regional needs, opportunities, and stewardship priorities. The regional advisory committees will help develop and approve strategic plans and proposals for stewardship funding aimed at building intellectual capacity and meeting regional needs. Council guidelines require the advisory committee's endorsement of funding proposals before Council consideration of those proposals.

The Vision 2015 steering committee serves as NKU's advisory board, and Kentucky State University has assembled a representative advisory board. The other institutions are in the process of creating these advisory boards. Because some of the universities' areas of geographic responsibility span more than 20 counties, the challenge is to both include the groups of people required by Council guidelines and assure that the committee represents the entire region.

Other specific activities outlined in the Council guidelines and progress to date include:

1. Develop a plan for aligning institutional priorities, resources, and infrastructure to support stewardship initiatives

To qualify to receive the initial phase of stewardship infrastructure funds, each participating institution was required to submit a comprehensive plan to the Council for making regional stewardship a campus priority consistent with Council-approved guidelines and indicating how program funds will be used to support implementation of that plan. Institutions submitted their infrastructure plans in the fall of 2006. The Council staff reviewed and evaluated the proposals, provided extensive feedback to the universities including campus visits with university leadership and stewardship teams, and worked with them to create revised proposals that met the Council guidelines.

All of the infrastructure plans were approved by the Council by April 2007 and are available on the Council's Web site. Among the most important features of these plans are strategies to better align institutional promotion, tenure, and faculty reward systems with regional stewardship work. To date, all comprehensive universities have received $200,000 in infrastructure funds for FY 2006-07 and a $50,000 allotment for FY 2007-08.

2. Modify organizational structures, institutional practices, and reward systems to support stewardship activities by faculty and staff.

The infrastructure plans submitted by the universities outline what organizational changes will be made and the process for these changes. Institutions were asked to address the following areas: mission, vision, and strategic priorities; planning and budgeting; engagement

infrastructure; recruitment and professional development; incentives and reward systems; learning environment; information and reporting systems; and campus-community interaction.

Highlights from these plans include:

Eastern Kentucky University is creating a Regional Stewardship Faculty Committee with faculty from each college. Committee members will serve as liaisons between the Office of Regional Stewardship and each of the colleges, provide information on funding opportunities for professional development activities, and monitor performance of regional stewardship projects in their respective colleges.

Kentucky State University has committed some of its own funds for competitive grants and faculty release time to promote stewardship activities. And, as part of the curriculum revision process, there will be a focus on incorporating service learning, which is a component of regional stewardship, into core classes of the Integrative Studies Program.

At *Morehead State University*, the Center for Regional Engagement was created as a component of the Institute for Regional Analysis and Public Policy, which is the university's Program of Distinction. MoSU, like KSU, has committed institution funds for a competitive grant pool for faculty to initiate regional engagement activities.

Because *Northern Kentucky University* has already made substantial infrastructure changes to support regional stewardship work, the institution used its 2006-07 infrastructure pool allocation to build intellectual capacity in three priority areas—early childhood education, informatics, and public health. Faculty and staff have provided technical service, continuing education, and applied research in early childhood education; provided research and consulting expertise in the area of informatics; and worked with community partners to develop and implement a comprehensive approach for meeting public health and health education needs. All of these activities directly support goals set out in the region's Vision 2015 plan.

Murray State University plans to emphasize stewardship in a number of ways. The institution will recognize engagement through an institutional award similar to those for teaching and research excellence. Campus leaders are also considering a new model for faculty workloads and evaluation based on differential roles for faculty that better allow a focus on stewardship work.

Western Kentucky University has refocused an existing center, the ALIVE Center (A Local Information and Volunteer Exchange), on stewardship work. WKU plans to include stewardship as an item of accountability in the deans' annual reports to the provost and will establish an "Engaged Department" grant program that provides awards for departments desiring to be engaged with at least one regional priority.

3. Identify key indicators of regional economic vitality, quality of life, and civic participation and configure information systems to collect and track these data.

The Kentucky Long-Term Policy Research Center has identified more than 100 benchmark indicators organized around the areas of communities, education, economy, environment, and government. In addition, the center has created a State of the Commonwealth Index, comprised of 26 quality of life indicators. Since these indicators have already been identified as important elements in quality of life, some of the data are available at the county level, and the data can be collected over time, the Council has asked universities to choose an appropriate subset of indicators developed by the KLTPRC to assess the impact of their regional stewardship programs.

4. Engage in environmental scanning activities, convene advisory committee meetings, and host public forums to identify regional or state needs, opportunities, and stewardship priorities.

NKU's environmental scanning activities are relatively well established. The other universities are ramping up their efforts in order to help inform the work of their regional advisory committees. The other universities are beginning the work of integrating current research and conducting additional scans to ensure regional stewardship initiatives are strongly linked to data-based definitions of regional needs.

5. Produce a planning document that highlights regional needs, opportunities, and priorities and recommends strategies for addressing needs or taking advantage of opportunities.

The Vision 2015 plan guides the stewardship work of NKU and its regional partners. Currently, this is the only fully developed regional plan submitted as part of the Regional Stewardship Program. The other comprehensive universities are in the process of working with regional partners to create these strategic plans.

6. Increase awareness among advisory committee members, the campus community, and regional stakeholders of university resources and how those resources can be directed to address identified needs or take advantage of identified opportunities.

Presidents and other campus leaders are emphasizing regional stewardship in both internal and external communications. For instance, President Mary Sias has provided reports on regional stewardship to the KSU Board of Regents. President Wayne Andrews at MoSU has repeatedly emphasized that engagement is a university-wide priority and responsibility. NKU's President Jim Votruba is known throughout the state and country for his institution's commitment to regional stewardship.

7. Establish partnerships with local and regional governments, P-12 schools, community and civic organizations, businesses, hospitals, foundations, and philanthropic organizations to garner financial or in-kind support for stewardship activities and increase program impact.

All the institutions had created partnerships with external organizations before the implementation of the Regional Stewardship Program, and the Council expects the number and impact of these partnerships to increase as a result of the Regional Stewardship Program. NKU provides a prime example of the goals of the Regional Stewardship Program. NKU is involved in a number of partnerships in the northern Kentucky/greater Cincinnati region that have provided financial support for regional stewardship activities. For instance, the university is creating an Institute for Nonprofit Capacity Building, and the United Way has committed funds to hire a director and support staff to launch the institute. The university is working with community partners to prepare business plans for the various Vision 2015 initiatives planned for implementation.

8. Encourage faculty members to generate proposals and engage in stewardship activities that promote regional or statewide economic development, livable communities, social inclusion, creative governance, and civic participation.

All the institutions have placed a great deal of emphasis on faculty buy-in for engagement activities and professional development activities to help faculty take advantage of stewardship opportunities. Proposed incentives to encourage faculty stewardship activity include competitive grant pools, formal awards and recognition, and release time to focus on stewardship activity.

9. Identify key indicators related to the nature and extent of institutional/community interactions and configure information systems to collect and track these data.

This topic was discussed at the August 2007 meeting of the implementation working group, and the Council is working with the institutions to identify these indicators. The Regional Stewardship Program indicators will be aligned with the Council's key indicators of university engagement. The Council is working with the institutions to identify a common statewide data collection system that can be most efficiently developed through a statewide contract with an appropriate vendor.

10. Provide professional development for faculty in engagement related areas and find creative ways of integrating public engagement into teaching and research activities at the institutions.

The universities are active in this area. Regional stewardship has been added to the agendas of faculty orientation and/or faculty development workshops at all the universities. For instance, at EKU, the interim director for regional stewardship chaired this year's New Faculty Orientation Committee, and regional stewardship was discussed several times throughout faculty orientation at the beginning of the fall semester. KSU will focus on regional stewardship in their fall and spring faculty institutes as well as special initiatives throughout the academic year. In addition, UK hosts the annual Kentucky Engagement Conference that features national experts in the field of engagement. Each comprehensive university co-sponsors the event and sends 20 faculty and administrators to participate in this professional development event.

Next Steps

With the infrastructure changes designed to improve the universities' ability to partner with their regions well underway, the institutions are focusing their efforts on working with partners to achieve a better quality of life in their regions. They will work with their regional advisory committees to identify regional issues, assess resources that can be applied to regional priorities, develop goal and success measures, and develop a stewardship roadmap of short-, medium-, and long-term actions that are needed to address regional priorities. The institutions will then submit these plans to the Council and identify funding priorities for their implementation to be supported by remaining regional stewardship funds.

The Regional Stewardship Program has created excitement on the campuses of the comprehensive universities, especially among the faculty, staff, and administrators who highly value applied research, teaching, and service. The program is helping provide resources and expertise to help the institutions make a long-term commitment to stewardship. And it is raising awareness that regional stewardship is fundamental to linking the resources and knowledge of the universities to the needs and challenges of their respective regions. By tackling these tough problems with the help and expertise of regional partners, the universities will ensure that Kentucky's people, community, and economy benefit from and understand the importance of the postsecondary education sector.

Staff preparation by Melissa Bell

Homeland Security Initiative

In 2004, a consortium of Kentucky's postsecondary educational institutions, facilitated by the Council on Postsecondary Education, prepared and submitted collaborative homeland security concepts to the national Department of Homeland Security to create a "virtual laboratory" to address homeland security priorities. Following a national review, awards totaling $4.3 million were awarded to the postsecondary institutions to investigate a number of homeland security priority areas, initiating collaborative institutional projects to provide economic and workforce development. A second round of funding was made available in 2005, with 12 awards of over $9.2 million to Kentucky's university consortium.

Currently, the Council is facilitating a consortium response to a third round of requests for proposals in the area of critical infrastructure protection, a program to be managed by the National Institute for Homeland Security. These proposals are to be focused on research, development, and transfer to practical utilization of technologies designed to protect the nation's community based critical infrastructures. As in past funding rounds, each project requires that a Kentucky based university serve as the lead institution for the research, development, and coordination activities. Each project must have participation by more than one Kentucky-based college or university and may also involve non-Kentucky universities and institutions. Private sector participation is also encouraged.

The Kentucky critical infrastructure program's success with the existing consortium projects has led the DHS to provide funding and support for a more advanced structure that is intended to allow for the production of more relevant and integrated technology solutions and to move the program toward national significance and long term stability. This experience and the national emphases on homeland security has also led Kentucky's postsecondary institutions to propose new degree programs in both applied and research sciences to respond to the nation's needs for an educated workforce in homeland security areas.

Currently the Council is working with the consortium to align the institutions developing degree programs with workforce needs as identified by the DHS consultants. These degrees are designed to instruct students in both applied and research science to adequately respond to the nation's homeland security workforce needs. Learning to secure borders, airports, waterways, and seaports; responding to natural disasters or terrorist assaults; analyzing intelligence; and providing research in the fields of the latest security technology are a few of the needs determined to be in high demand by the DHS. Professional science master's degree students with a knowledge base of business, science, and industry are also being developed to better respond to the growing needs of national security efforts.

Staff preparation by Linda Linville

Statewide World Language Strategy

Many recent national reports and initiatives have called for increased world language competence and internationalization of education to support economic competitiveness and national security. For Kentucky to respond to this opportunity it must address several challenges to increasing its world language capacity. In 2006, the Kentucky Board of Education cited a shortage of teachers as the reason for not requiring competence in a world language as a high school graduation requirement. The Council of Chief Academic Officers of Kentucky's public postsecondary institutions responded by asking the Council on Postsecondary Education to work with the institutions to develop a comprehensive statewide strategy focused not only on the preparation of P-12 teachers, but on expanding the opportunity for all Kentuckians to learn world languages and become better international citizens.

Kentucky's ability to attract international investment, engage in international tourism events (such as the 2010 Alltech FEI World Equestrian Games), and compete for homeland security contracts is dependent on development of critical world language programs and the integration of language competence and study abroad opportunities in both the P-12 and postsecondary systems.

Over the last year, the Council has convened a working group on world languages, including representatives from each of Kentucky's postsecondary institutions and from several state-level agencies and associations to develop recommendations supporting (1) an increase in the number of K-12 world language teachers, (2) an increase in the number of world languages taught at the K-12 and postsecondary and professional levels and in the quality of these offerings, and (3) an increase in and coordination of study abroad opportunities at both the K-12 and postsecondary levels. These recommendations and the funding incentives needed to implement them will be finalized by the Council's working group on world languages this fall.

Staff preparation by Dianne M. Bazell

2008 Meeting Calendar

ACTION: The staff recommends that the Council approve the 2008 meeting calendar.

Council study sessions will be scheduled on Sunday afternoons as needed. Policy groups will meet on Mondays from 8-10 a.m. prior to the start of the CPE meeting.

January 27, 2008	CPE study session	Sunday afternoon
January 28, 2008	Policy Groups & CPE meeting	8 am – 12 noon
March 2, 2008	CPE study session	Sunday afternoon
March 3, 2008	Policy Groups & CPE meeting	8 am – 12 noon
May 18, 2008	CPE study session	Sunday afternoon
May 19, 2008	Policy Groups & CPE meeting	8 am – 12 noon
July 13, 2008	CPE study session	Sunday afternoon
July 14, 2008	Policy Groups & CPE meeting	8 am – 12 noon
August 24-25, 2008	CPE Retreat	
September 14, 2008	CPE meeting	Prior to start of trusteeship conference
September 14-15, 2008	Governor's Conference on Postsecondary Education Trusteeship	
November 2, 2008	CPE study session	Sunday afternoon
November 3, 2008	Policy Groups & CPE meeting	8 am – 12 noon

Staff preparation by Phyllis Bailey