AGENDA
Council on Postsecondary Education
Friday, May 23, 2008

10 a.m. (ET)
CPE Meeting Room A, Frankfort, KY

Page

Roll Call

Cross-Cutting Issues

Question 1 – Are more Kentuckians ready for postsecondary education?
6. Commissioner of Education Report

Question 3 – Do more Kentuckians have certificates and degrees?

Question 4 – Are college graduates prepared for life and work in Kentucky?

The Council Business
9. Interim President Search Committee Report
10. Presidential Search Committee Report

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

Other Business

Next Meetings

- June CPE/CEO joint meeting regarding Diversity Study (date to be determined)
- July 17-18, 2008 (Berea College)

Adjournment

The Council on Postsecondary Education met for a dinner meeting Sunday, April 13, 2008, at Dudley's Restaurant, 380 South Mill Street, Lexington, Kentucky, at 6 p.m. (ET).

ROLL CALL	The following members attended: Dan Flanagan, Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs, John Turner, and Mark Wattier. At approximately 7:30 p.m., these members joined by telephone: Peggy Bertelsman, Kevin Canafax, Virginia Fox, and Alois Moore. John Hall, Phyllis Maclin, Joe Weis, and Jon Draud did not participate.

Council staff present: Brad Cowgill, Lee Nimocks, Ron Carson, Jim Applegate, Dennis Taulbee, Sue Patrick, and Phyllis Bailey.

Since only seven members attended in person, it was noted that a quorum was not present and no votes could be taken.

2008-10 BUDGET UPDATE	Mr. Cowgill gave an update on the 2008-10 budget passed April 2 by the 2008 General Assembly. The budget restored approximately 75 percent and 83 percent of the Executive Budget cuts in FY09 and FY10, respectively. With these funds restored, state funding for public colleges and universities is still 3 percent less than the current year (FY08) budget, which already received a 3 percent cut ($32.5 million) earlier this year. The budget also includes a 3 percent cut to the CPE budget, in addition to the 3 percent reduction earlier this year. The General Assembly designated $60 million for the Bucks for Brains program, with $33.3 million for UK, $16.7 million for UofL, and $10 million for the comprehensive universities. Mr. Cowgill noted that a significant portion of the additional revenue was designated to postsecondary education.
APRIL 14 CPE MEETING OVERVIEW	Lee Nimocks said that a particular item of interest is the transfer update. Increasing the number of students successfully transferring from the Kentucky Community and Technical College System to Kentucky's public and independent universities and colleges is a key part of the Council's Double the Numbers plan. At the April 14 meeting, the Council members will receive data updating the current status of transfer in Kentucky, including challenges and proposals to meet those challenges.
CPE PRESIDENTIAL SEARCH	Mr. Turner reviewed the recent events related to the selection of the CPE president. He asked Mr. Cowgill to give remarks.
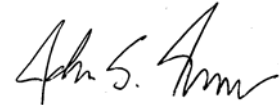
Mr. Cowgill discussed the Council's accomplishments since he became interim president September 1, 2007. He talked about his qualifications and his commitment to accomplishing the goals of House Bill 1.
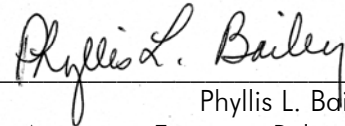
At the conclusion of his comments, Mr. Cowgill and the Council staff left the room. The Council members continued their discussion of the selection of a president.

ADJOURNMENT   The dinner meeting concluded at approximately 9:30 p.m. No action was taken.

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                                      John S. Turner
              Chair, Council on Postsecondary Education

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                                      Phyllis L. Bailey
              Senior Associate, Executive Relations

The Council on Postsecondary Education met Monday, April 14, 2008, at 10 a.m. (ET) at the Council offices in Frankfort, Kentucky. Chair Turner presided.

ROLL CALL

The following members attended: Kevin Canafax, Dan Flanagan, Virginia Fox (via Internet2 from the University of Arizona at Tucson), Phyllis Maclin (via Internet2 from West Kentucky Community and Technical College in Paducah), Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs, John Turner, Mark Wattier, and Joe Weis. Peggy Bertelsman, John Hall, Alois Moore, and Jon Draud did not attend.

QUARLES CONGRATULATIONS

Mr. Turner congratulated Ryan Quarles on his recent acceptance into Harvard's Education School to pursue a master's in higher education and also for being the recipient of a Zuckerman Fellowship. Mr. Turner said that only 25 of these fellowships are awarded so this is a great recognition for the state of Kentucky.

PRESENTATION OF UNIVERSITY LICENSE PLATES

Dan Glass, commissioner of the Department of Vehicle Regulation in the Kentucky Transportation Cabinet, presented framed Kentucky university license plates to the presidents or their representatives. He said that the license plate program in 2007 generated $437,040 for the state universities with $10 for each license plate going to the general scholarship fund of that university. The license plates are designed by university personnel.

APPROVAL OF MINUTES

MOTION: Mr. Wattier moved that the minutes of the February 1 and February 26 Council meetings be approved. Mr. Canafax seconded the motion.

VOTE: The motion passed.

2008-10 BUDGET UPDATE

John Hayek, the Council's interim vice president for finance, said that the Council members have been receiving regular updates on the discussions in the General Assembly about the 2008-10 budget. On April 2 the 2008 General Assembly passed the Executive Branch budget bill (HB 406), which restores approximately 75 percent and 83 percent of the Executive Budget cuts in FY09 and FY10, respectively. With these funds restored, state funding for public colleges and universities is still 3 percent less than the current year (FY08) budget, which already received a 3 percent cut ($32.5 million) earlier this year. The budget also includes a 3 percent cut to the CPE budget, in addition to the 3 percent reduction earlier this year. The General Assembly designated $60 million for the Bucks for Brains program, with $33.3 million for UK, $16.7 million for UofL, and $10 million for the comprehensive universities. A detailed preliminary summary was included in the agenda book. Governor Beshear could veto parts of the budget; this must be done by midnight April 14. The staff will receive the final budget memorandum with complete details of the

budget bill in a few days.

LEGISLATIVE SUMMARY

Since bills are still pending, a report on actions related to postsecondary education resulting from the 2008 legislative session will be communicated to Council members and provided at the next meeting.

P-16 COUNCIL REPORT

A report on P-16 Council activities was included in the agenda book. Mr. Wattier noted that at the December meeting the members heard a summary of the report of the Kentucky Chamber of Commerce Task Force on Postsecondary Education from Chamber president and CEO David Adkisson.

QUALITY & ACCOUNTABILITY POLICY GROUP REPORT

Mr. Wattier reported that the Quality and Affordability Policy Group met earlier in the day and heard a report on transfer.

TRANSFER UPDATE

A presentation was given on transfer by Jim Applegate (CPE vice president for academic affairs), Catharine Penfold (director of transfer programs with Bluegrass Community and Technical College), and Gary Brockway (MuSU provost and vice president for academic affairs). The report showed that a record number of students transferred from community or technical colleges to four-year colleges and universities in 2007. After a significant downturn in transfers following the restructuring of postsecondary education in 1997, the state has experienced steady but modest growth since 2003. The update indicated that transfer students succeed and get degrees at rates comparable to, if not better than, students who begin college at a four-year institution. Despite the record 4,479 students who transferred in 2007, the system must dramatically increase transfers to 11,334 by 2020 if it is to meet its goal to double the number of college graduates. The report focused on the major challenges the state must meet to reach that goal including the improvement of transfer advising, the expansion of financial aid programs for transfer students, and the communication of the benefits of earning a bachelor's degree to better motivate students to transfer. The report outlined CPE strategies to address these challenges and highlighted transfer best practices at Bluegrass Community and Technical College and Murray State University. BCTC is the lead source of transfers for four state universities and accounts for one quarter of all community college transfers in the state.

Mr. Wattier reported that the Quality and Accountability Policy Group also discussed funding for the institutions participating in the Statewide Engineering Education Strategy and the Council staff provided information on the change in calculations of full-time equivalent back to a model utilizing student credit hours instead of calculations based on full- and part-time enrollment.

COMMISSIONER OF EDUCATION REPORT

A written report from the Commissioner of Education was provided for information.

COLLEGE ACCESS INITIATIVES – KNOWHOW2GOKY WEB SITE &

Sue Patrick with the Council staff presented information on the KnowHow2GOKy Web site which will be launched in the near future. The site will provide college-going information and motivational messages aimed at at-risk middle and high school students in the GEAR UP program. The site also

KENTUCKY COLLEGE ACCESS NETWORK	incorporates the Council's outreach efforts to transfer students, GED students, and returning adults, including Project Graduate, a collaborative initiative with the institutions to target former students with 90 or more credit hours earned at a Kentucky institution. The launch of the Web site represents a convergence of several Council-sponsored college access initiatives, all accessible through a single Web site.
	Dr. Joe McCormick, executive director of the Kentucky College Access Network (KyCAN), explained that this is a statewide network funded by a $499,000 Lumina Foundation grant awarded to the Council and the Prichard Committee for Academic Excellence. One of the goals of the network is to support the grassroots component of the Council's college access initiative. Many KyCAN members are already coordinating or supporting existing college access programs that serve communities and target low-income, underrepresented, and first-generation college students. Currently over 130 organizations and 200 individuals are members of the network.
KENTUCKY ADULT LEARNER INITIATIVE	Representatives of Kentucky's public and independent colleges convened the first-ever Kentucky Adult Learner Summit February 4 and 5. As the kickoff event for the Kentucky Adult Learner Initiative led by the Council and funded by Lumina Foundation for Education, the summit addressed the barriers that prevent adult learners from reaching their educational potential. Throughout 2008, the Council will convene policy work groups consisting of representatives from postsecondary and adult education, the General Assembly, state government agencies, business and industry, and Council members to draft policy recommendations to encourage more adults to pursue degrees. In conjunction with these policy efforts, the Council will provide each public university with $50,000 to assess how adult-friendly their campuses are and make policy and organizational changes to address areas that need improvement.
COUNCIL COMMITTEE ASSIGNMENTS	Mr. Turner reported that he recently made these committee assignments: Budget and Finance Policy Group – Kevin Canafax and Ryan Quarles, Committee on Equal Opportunities – Lisa Osborne, and the Strategic Committee on Postsecondary Education – Donna Moore. The complete list of committee assignments was included in the agenda book.
CLOSED SESSION	Mr. Turner said that he would like the Council to go into closed session to discuss the appointment of an employee of the Council. He said that such a session is permitted under the Open Meetings Law, specifically KRS 61.810(1)(f).
	MOTION: Mr. Flanagan moved that the Council go into closed session to discuss the appointment of an employee of the Council as permitted under KRS 61.810(1)(f). The motion was seconded by Mr. Weis.
	VOTE: The motion passed.
	Mr. Turner said that the Council will reconvene to take any action that is

necessary and to complete the remainder of the meeting agenda. The Council recessed at 11:45 a.m. and moved to Meeting Room B for the closed session. These members joined the closed session by telephone: Virginia Fox, John Hall, Phyllis Maclin, and Alois Moore. Former Council member Walter Baker also joined by telephone.

RETURN TO OPEN SESSION

The Council reconvened in open session at 1:50 p.m.

MOTION: Mr. Flanagan moved that the Council come back into open session. Mr. Weis seconded the motion.

VOTE: The motion passed.

Virginia Fox, John Hall, and Phyllis Maclin joined the meeting via videoconferencing. Walter Baker, a former Council member, also joined via videoconferencing.

APPOINTMENT OF CPE PRESIDENT

MOTION: Mr. Flanagan moved that the Council conduct a search for CPE president. Donna Moore seconded the motion.

VOTE: The motion failed with only Mr. Flanagan and Donna Moore voting yes.

Mr. Turner said that over the course of the last eight months it has been a personal pleasure to work with Brad Cowgill who stepped in and served the Council on an interim basis during a very challenging time. He said that Mr. Cowgill has dispatched his duties and obligations very competently and with a tremendous amount of energy and has communicated very effectively. He said the Council asked Mr. Cowgill to do three things when he was named interim in July 2007: (1) be a strong advocate for postsecondary education, (2) work on the funding which was imperative in the budget for the 2008 legislative session, and (3) work towards aligning the public policy agenda more widely across the General Assembly and the executive branch of government. He said that Mr. Cowgill to a large degree has moved that forward very well and very effectively.
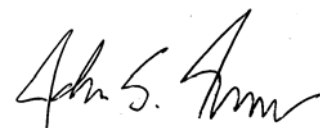
MOTION: Mr. Hall moved that Brad Cowgill be hired as the permanent president of the Council effective May 1, 2008. Mr. Skaggs seconded the motion.

VOTE: A roll call vote was taken. With 12 members voting, 10 voted in favor of the motion (Canafax, Fox, Hall, Maclin, Osborne, Quarles, Skaggs, Turner, Wattier, Weis) and two members abstained (Flanagan and Donna Moore). The motion passed.

Mr. Turner congratulated President Cowgill on his appointment as permanent president of the Council.

ADJOURNMENT

The meeting adjourned at 1:55 p.m.

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John S. Turner
Chair, Council on Postsecondary Education

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Phyllis L. Bailey
Senior Associate, Executive Relations

MINUTES
Council on Postsecondary Education
Special Meeting
April 30, 2008

The Council on Postsecondary Education met in a special meeting Wednesday, April 30, 2008, at 11:30 a.m. at the Council offices in Frankfort, Kentucky. Chair John Turner presided.

ROLL CALL

The following members attended: Peggy Bertelsman, Kevin Canafax, Dan Flanagan, John Hall, Phyllis Maclin (via videoconferencing from Paducah), Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs (by telephone), John Turner, Mark Wattier, Joe Weis, and Jon Draud.

[Alois Moore resigned from the Council April 15, 2008, and Virginia Fox's appointment expired April 15, 2008, due to not being confirmed by the 2008 General Assembly.]

CPE PRESIDENT

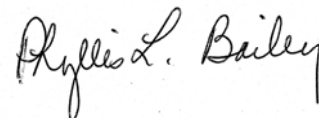Mr. Turner announced that Brad Cowgill has resigned as permanent president of the Council.

PRESIDENTIAL SEARCH COMMITTEE

MOTION: Mr. Wattier moved that the Council ask the Honorable John Turner to appoint a search committee to select a firm to engage the Council in a national search for a president of the Council on Postsecondary Education to help the Commonwealth of Kentucky achieve the goals of House Bill 1 and Senate Bill 1. The motion was seconded by Donna Moore.

VOTE: The motion passed.

Mr. Turner appointed the following members to the Presidential Search Committee – John Hall (chair), Donna Moore, Lisa Osborne, Phyllis Maclin, Mark Wattier, Joe Weis, and Gary Ransdell as convener of the Advisory Conference of Presidents.

FOX LETTER

Mr. Turner read the following letter received from Virginia Fox and asked that it be included in the official minutes of this meeting:

Mr. John Turner, Chairman
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

April 29, 2008

Dear Chairman Turner,

This letter is to state my disagreement with the conclusions of attorneys for the Council for Postsecondary Education and Governor Beshear as to my status on the Council. This was evidently based solely on the failure of the House to vote on my nomination. Section 93 of the Kentucky Constitution clearly states that only the consent of the Kentucky Senate may be required. The provisions of KRS 164.011(1) on its face violate Section 93. Further, KRS 164.011(2) violates my rights under the 14th Amendment to the U.S. Constitution.

I believe that I was confirmed, am still a member of the Council and that no vacancy exists for my position. Any action by the Council or the Governor to the contrary could be construed as acting under color of law to deprive me of my rights.

I wish to be very clear that my current non-participation in the Council's meetings is in no way a waiver of my rights under Section 93 of the Kentucky Constitution and under the U.S. Constitution.

Very truly yours,

Virginia G. Fox

CLOSED SESSION	MOTION: Mr. Flanagan moved that the Council go into closed session to discuss the appointment of an employee of the Council as permitted under KRS 61.810(1)(f). The motion was seconded by Mr. Quarles.
	VOTE: The motion passed.
	Mr. Turner said that the Council will reconvene and may take action. The Council recessed at 11:40 a.m. and moved to Meeting Room B for the closed session.
RETURN TO OPEN SESSION	The Council reconvened in open session at 1:15 p.m.
	MOTION: Mr. Flanagan moved that the Council come back into open session. Ms. Bertelsman seconded the motion.
	VOTE: The motion passed.
NEXT MEETINGS	Mr. Turner said that the Council will meet May 9 to consider the 2008-09 tuition

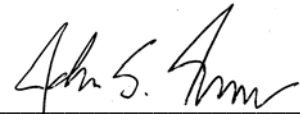and mandatory fees recommendations. The Council also is meeting May 23.

REMARKS BY MR. COWGILL

Mr. Turner said that since this is Mr. Cowgill's last day that he be given the opportunity to make a statement to his friends and colleagues on the Council.
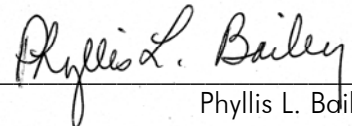
Mr. Cowgill said that he wanted to take advantage of the opportunity to tell everyone in this room what a genuine privilege it has been for him to work with the Council over the last eight months. He said that he is extremely thankful for that opportunity. He said there is not a person in this room that has not played an important role; this has been very much a team effort and he thanked everyone. He said that he was drawn to this business by his profound belief that if the Council does not do the job that was assigned to it by the laws passed in 1997, then the goals embedded in that law will not be achieved. He said this is an extremely important agency. It is an advocate for the statewide aspect of the goals. He said when seen through the eyes of a former budget director he feels that there is genuine reason for concern as to whether some of the goals can be achieved by 2020, for example the Double the Numbers goal, unless the always limited resources available are used at the highest level of production that can be achieved. He said that it is possible if everyone works together and with some measure of creativity to find better ways to do that and thereby to increase the probability that the goals will be achieved. He said that it has been a pleasure to work with the presidents and he has been inspired by their diligence. He said that it has been a pleasure to work with the Council members and its leadership.

Mr. Turner thanked Mr. Cowgill and said that he has been tireless and selfless in his service to the Commonwealth and postsecondary education in particular.

ADJOURNMENT

The meeting adjourned at 1:18 p.m.

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John S. Turner
Chair, Council on Postsecondary Education

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Phyllis L. Bailey
Senior Associate, Executive Relations

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MINUTES
Council on Postsecondary Education
Dinner Meeting
May 8, 2008

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The Council on Postsecondary Education met for a dinner meeting Thursday, May 8, 2008, at Serafini Restaurant, 243 West Broadway in Frankfort, at 7 p.m. (ET).
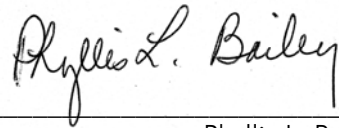
ROLL CALL   The following members attended: Peggy Bertelsman, Dan Flanagan, John Hall, Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs, Mark Wattier, and Joe Weis.

        Council staff present: Lee Nimocks, Ron Carson, John Hayek, Jim Applegate, Sue Patrick, and Phyllis Bailey.

        The members discussed the 2008-09 tuition recommendations that the Council will consider the following day.

ADJOURNMENT The dinner meeting concluded at approximately 9 p.m. No action was taken.

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Phyllis L. Bailey
Senior Associate, Executive Relations

The Council on Postsecondary Education met in a special meeting Friday, May 9, 2008, at 8:30 a.m. (ET) at the Council offices in Frankfort. Chair Turner presided.

ROLL CALL
The following members attended: Peggy Bertelsman, Kevin Canafax, Dan Flanagan, John Hall, Phyllis Maclin, Donna Moore, Lisa Osborne, Ryan Quarles, Jim Skaggs, John Turner, Mark Wattier, and Joe Weis. Jon Draud did not attend.

CAPITAL PROJECT
RECOMMENDATION: The staff recommends that the Council approve the request of Western Kentucky University to use private funds to remove existing bench seating and add club seating in a mezzanine area of Diddle Arena. The estimated project cost is $773,000 and is funded by the Hilltopper Athletic Foundation.

Sherron Jackson with the Council staff said the Council has the statutory responsibility to review and approve postsecondary education capital projects costing $600,000 or more, regardless of funding source, that have been approved by an institution's governing board. This project requires interim authorization to allow the work to be completed in a timely manner. The project will result in an improvement to state-owned property with ownership of the improvements to accrue to the university upon completion of the project. Upon approval by the Council, 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.

MOTION: Mr. Flanagan moved that the project be approved. Mr. Quarles seconded the motion.

VOTE: The motion passed.

INTERIM PRESIDENT
SEARCH COMMITTEE
Mr. Turner said he would like to appoint an Interim President Search Committee.

MOTION: Mr. Hall made a motion that Mr. Turner appoint an Interim President Search Committee. Ms. Moore seconded the motion.

VOTE: The motion passed.

Mr. Turner asked that these members comprise the committee – Jim Skaggs (chair), Peggy Bertelsman, and Kevin Canafax. He asked the committee if at

all possible to bring a recommendation of potential candidates to the May 23 Council meeting.

2008-09
TUITION AND
MANDATORY FEES

Mr. Flanagan said that the Budget and Finance Policy Group met May 8 to consider the 2008-09 tuition and mandatory fee recommendations. The Council staff shared a presentation about their recommendations and the policy group also heard from representatives from five of the institutions. The policy group approved a motion to recommend to the full Council the staff recommendations. He said that the policy group members have worked closely with the staff since the April 30 and May 1 tuition hearings to develop these recommendations.

Jim Applegate, the Council's vice president for academic affairs, said that these are the recommendations from the Council's senior professional staff. He said that in the nine years he has served the Council, the Council to this date has without exception approved institutional proposals for tuition requests for increases for various reasons. Ultimately the result has been an average double-digit increase and a significant reduction in the affordability of postsecondary education for Kentucky's citizens. He said that the proposals reflect a balanced, careful review of the institutions' written and oral proposals. He said that everyone is working for what is good for the postsecondary system and what is good for Kentucky. However, the Council is vested with the final authority to set rates because it must come to this task with a different perspective that includes not only what the institutions need but also what Kentucky needs both to achieve the goals of House Bill 1 and to keep postsecondary education accessible to its citizens, especially those middle- and lower-income groups that must come to college in far greater numbers than they have in the past if Kentucky is to achieve its Double the Numbers goals. He said that the staff has considered the institutional proposals in terms of a broader set of data about affordability and accessibility of postsecondary education in Kentucky, national market trends, and the ability of Kentucky's institutions to productively pursue the aggressive agenda that has been set for them. He said that the staff is fortunate to have Dr. Hayek lead this process because he brings significant experience with national trends in postsecondary education, institutional experience, and a deep commitment to Kentucky's postsecondary reform agenda.

John Hayek, the Council's interim vice president for finance, talked about the approach and the process that the staff took in developing the recommendations that were presented at the May 8 Budget and Finance Policy Group meeting. He said it was very much a data-driven and research-based approach. The staff has looked at data and information that were provided to the staff by the institutions during the two days of tuition hearings. The Council staff has looked at other data and information as well, related to affordability both at the state and national levels, but also individual student-level data that the Council has and continues to collect on an annual basis. He said that a number of national reports also show where Kentucky ranks in terms of affordability. Over the last year the staff has had the opportunity to have a number of national experts help the staff

understand the data from a national perspective and also in the context of where Kentucky stands currently in 2008 but also looking forward five to ten years from now in terms of whether Kentucky will have an affordable college system in the future. He said that the statewide data as a whole indicate that college is becoming less affordable in Kentucky. The tuition rates at Kentucky's public institutions have risen on average about 10 percent per year since reform began in 1997. The average over the last five years has been about 12 percent. At that rate of increase tuition will double in a six- to eight-year period. He said that if those trends continue, Kentucky will see a doubling of tuition in the state by approximately 2015 and another doubling of tuition by 2022. To put that in perspective, for a comprehensive university charging $6,000 today, that would be about $12,000 in the year 2015 and $24,000 by 2022. He said that if the income levels in Kentucky were growing proportionately to those rates, it would not be such a problem, but Kentucky's income levels over the last five years have grown at about the average rate of 3 percent. So the trends indicate that Kentucky has become less affordable over the last ten years and becomes a situation where the sustainability of those increases into the future is questioned if Kentucky is to remain an affordable place for Kentuckians to attend college.

Dr. Hayek said that data have also been looked at in relation to access. The enrollment trends in the state show that the system as a whole had some very aggressive enrollment growth in the first five years of reform. However, a dramatic slowdown has occurred on average over the last five years.

Dr. Hayek said that there is a challenge ahead in terms of productivity. The staff has talked often about the Double the Numbers goal to increase the level of educational attainment to the national average by 2020. This will require a significant ramp-up of baccalaureate degree production at the institutions. With the staff proposed rates, with no growth at all, an estimated additional $50-$60 million of new revenue will come into the system. If there is some enrollment growth and if that enrollment growth is on track with the enrollment growth needed to achieve the Double the Numbers goal by 2020, there will be significantly more of that tuition revenue on the table – nearly $80-$100 million in new money in 2008-09 that the institutions will have access to with the adoption of the staff recommended rates. He said that there are costs associated with that enrollment but most are marginal costs.

Dr. Hayek reviewed the tuition policy that the Council adopted in February 2008. It laid out several fundamental objectives to be considered during the tuition-setting process: advancing House Bill 1, Public Agenda, and Double the Numbers goals; ensuring college is affordable and accessible to all qualified Kentuckians; encouraging productive use of resources; balancing the current economic conditions with the need for adequate resources to achieve institutional and statewide priorities; and aligning tuition and financial aid policies to fulfill affordability commitments to students.

Dr. Hayek discussed the process for setting tuition. The tuition policy and

process was discussed at the February 1 Budget and Finance Policy Group meeting, and the Council approved the policy and process at its February 26 meeting. The institutions submitted tuition proposals April 25. These included each institution's proposed rate, use of funds, investment in institutional financial aid, and potential consequences of not approving the rates. Tuition hearings were held April 30 and May 1 at which time the presidents presented their tuition proposals to the Council's Budget and Finance Policy Group. The Council staff and policy group members evaluated each institution's request and prepared recommendations informed by data related to tuition policy objectives which the Council will take action on at this meeting.

Dr. Hayek said that the Council has produced three reports which provide a statewide context for tuition setting. The Double the Numbers document shows that enrollment must increase by 3.3 percent each year and degrees by 4.3 percent each year to 2020. The funding document for the 2008-10 postsecondary education budget request recommended base support and targeted new money to strategic priorities to advance the Double the Numbers initiative. The 2006-07 Accountability Report highlights a major challenge in the area of affordability; Kentucky is losing ground on three or four indicators.

Dr. Hayek discussed the historical rates of tuition increases. Over the past five years, tuition in Kentucky has increased at about four times the rate of inflation while the average five-year increase in Kentucky median family income is only 2.9 percent, lower than the rate of inflation. Kentucky is no longer a low-tuition state and is now above the national average. Since FY98, Kentucky's tuition rates increased between 150 and 200 percent.

Dr. Hayek reviewed the recommended rates for each institution. He noted that the staff is recommending approval of all of the institutions' proposed rates for nonresident students, graduate students, nonresident exceptions, and rates for online courses where applicable. He said that the staff is recommending the institution's proposed rate for resident tuition for four of the nine institutions – UK, UofL, Morehead, and Murray. The staff is recommending a revised resident rate for five institutions – EKU, KCTCS, KSU, NKU, and WKU. He said that each institution was considered in an individual manner. Staff was not interested in a "one size fits all" method but rather a balanced approach recognizing the various strengths of the institutions and looking to the future at where they may be in five to ten years.

Mr. Turner asked for comments from the institutions.

NKU President Votruba expressed concerns about the process and timeline leading up to the recommendations to the Council. The NKU board of regents has considered seriously the tuition recommendations which it forwarded to the Council. They considered affordability, data with reference to financial aid, and the need of the institution to support the metropolitan

region. He said that the reforms passed in 1997 were about the ability to compete in a world where talent rules and the ability to produce and retain talent is a key. He asked the Council to consider the tuition proposal submitted by NKU based on the institution's performance to date.

EKU President Whitlock also expressed concern about the process leading up to the recommendations. He said that the value of an education should be considered along with cost. He said that EKU looked at the realities that face the institution and what it will take to preserve access. Part of the institution's approach was to put more money into need-based aid. He said the institution looked at quality and value and what it would take to continue to actively pursue the House Bill 1 goals. He stated that no one at EKU is satisfied with the institution's persistence and graduation rates but said it will take resources to improve those. Through the years there have been increased state appropriations but there have been budget cuts as well which result in cuts in staff and faculty positions. He said that a critical factor in affordability is the total cost of attendance. While it is true that EKU's tuition is at the 75th percentile among the state institutions, EKU's total cost of attendance is below average. Despite the fact that over the last five-year period EKU's average tuition increase has been 14.1 percent, over the preceding years the tuition increases were below average.

Dr. James Chapman, KSU interim provost, discussed the student debt of KSU students. He said that a majority of KSU's entering students require remedial education. Because it will take longer for these students to graduate, most students will use up their financial aid and grants and will need to incur debt to complete their education. The institution is working with these students to avoid unnecessary debt. Among other things, KSU is looking at lowering the hours in degree programs so that students will have fewer hours for completion and is establishing a scholarship program for students who are close to completion to find ways that they can pay for their cost of instruction and keep their debt minimal as they complete their degrees. He pointed out that the net cost of attendance at KSU is the second lowest compared to the other institutions. KSU has tried to keep its tuition low in recent years. He said that the institution thinks that its tuition request is reasonable and asked the Council to consider its proposal.

WKU President Gary Ransdell also expressed concern about the process and timeline for the Council's approval of the tuition proposals. He said that WKU held campus forums to discuss the tuition recommendations prior to its board taking action. Once the board acts, the tuition increase goes into the budget process and it is now a very short time period to the start of the new fiscal year. He said that salary increases are already in place and notices about financial aid and scholarship awards have already been sent to students. If the Council's staff recommendation is approved, this will result in a $962,000 cut to WKU's budget for next year which will result in additional staff layoffs and decreased student services. He said the quality of what is offered the students will suffer if the tuition increase is reduced from 9 to 8 percent. He asked the Council to (1) work in cohesion with

WKU's governing board and approve its recommendation, (2) begin immediately setting tuition parameters or caps for next year, and (3) if the staff recommendation of 8 percent is approved, allow WKU to raise its nonresident rate 13.2 percent to cover the margin.

Dr. Hayek said that the Council's tuition policy states that nonresident undergraduate tuition and fee charges shall be not less than 1.75 times higher than Council-approved resident rates for the 2008-09 academic year. He said that there is no cap in percentage in the policy.

KCTCS President Mike McCall also expressed concern about the process and timeline for developing the tuition recommendations. He said that he would like to have more dialogue between the Council staff and the staff at the institutions prior to bringing the recommendations to the Council. Dr. McCall said that the real problem is the failure of the General Assembly to provide adequate funding for postsecondary education reform and to provide the resources that were needed in previous years but particularly this year. This resulted in putting the Council in a position of being faced with the public pressure of affordability that leaves a perception that the institutions are not concerned about tuition. He said that all of the institutions are concerned about tuition and would like to keep it low but have been forced into a situation that because of that failure and several years of budget cuts tuition has to be raised. He said that the students who enroll at KCTCS are choosing between going to another Kentucky institution or to a KCTCS institution. He said that the KCTCS tuition rate is compared against the other public institutions in the state. The KCTCS board of regents spent considerable time in deciding on the tuition rate. The $6 increase per credit hour will have a devastating impact on KCTCS which will result in capping enrollments and offering fewer courses. Dr. McCall requested that the Council consider something other than the $6 increase per credit hour that has been proposed.

There were no comments from UK, UofL, Morehead, and Murray.

Mr. Turner thanked the institutions and the staff for the amount of time they have spent in what clearly were stressful and very time-constrained conditions. He said that he will ask for an evaluation of the tuition-setting process and the budget development process. He said there needs to be better collaboration with the executive and legislative branches of government. If everyone is committed to the Double the Numbers initiative, a sustainable, predictable funding model is required for the next 12 years. The institutions are being charged with doubling the numbers and there is cost associated with that, so there needs to be some general agreement that those costs will be covered. Mr. Turner said that the Council and the institutional boards must work together and some things need to be looked at collaboratively such as means testing as a way of addressing an imbalance in subsidizing public education and back end loading tuition. He said that clearly students who complete the first year of college are retained at a much higher level. If they see the advantage in completing that

baccalaureate degree, there is a willingness to consider it an investment rather than a cost. He referenced the Blair Proposal where postbaccalaurate award earnings are taxed at a differential rate. Proposing per credit hour rates rather than fixed full-time rates like Morehead's proposal should be considered. He said that a different dialogue needs to be created in Frankfort about where the state wants to go with postsecondary education. There may be some tough policy decisions that need to be made. All of the issues should be put on the table for discussion and at least get an indication about the willingness of Kentucky's elected officials to support postsecondary education. He said that the Council members participate at great personal expense because they are interested and they want to see the Commonwealth of Kentucky move forward. He hopes that people understand that the Council members are the institutions' biggest supporters.

Mr. Weis said that he is concerned that the institutions did not come forward with what will be done differently as a result of these tuition increases. He asked that future tuition or budget requests include goals, such as methods for adequately transferring credits from the KCTCS institutions to the four-year institutions, comparable number of hours required for degree completion at all institutions across the state, and other methods that institute some sort of best practice. He said that the legislature should come forward to help. A strategy should be developed where the cost of the education is meeting the goals and the productivity needed. He said that the Council, the institutions, and the legislature should work together to get this accomplished.

Mr. Flanagan suggested that the Council approach each institution on its individual merits and vote on each individual recommendation.

Mr. Turner said that he will ask for a roll call vote on each motion.

VOTES ON 2008-09 TUITION AND MANDATORY FEE RATES

MOTION for UK: Mr. Hall moved that the Council accept the staff recommendation for the University of Kentucky [9 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Ms. Bertelsman.

VOTE: The motion passed unanimously.

MOTION for UofL: Mr. Canafax moved that the Council accept the staff recommendation for the University of Louisville [9 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Ms. Maclin.

VOTE: The motion passed unanimously.

MOTION for MoSU: Ms. Maclin moved that the Council accept the staff recommendation for Morehead State University [7.4 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion

was seconded by Ms. Osborne.

VOTE: The motion passed unanimously.

MOTION for MuSU: Mr. Wattier moved that the Council accept the staff recommendation for Murray State University [6.1 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Ms. Maclin.

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

MOTION for EKU: Ms. Bertelsman moved that the Council accept the staff recommendation for Eastern Kentucky University [7 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Mr. Flanagan.

VOTE: The motion passed unanimously.

MOTION for KSU: Mr. Hall moved that the Council accept the staff recommendation for Kentucky State University [7 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Mr. Canafax.

VOTE: The motion passed unanimously.

1st MOTION for NKU: Ms. Bertelsman moved that the Council accept the staff recommendation for Northern Kentucky University [8.5 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Ms. Osborne.

VOTE: The motion failed with six yes votes (Bertelsman, Hall, Osborne, Quarles, Skaggs, Turner), five no votes (Canafax, Flanagan, Moore, Wattier, Weis), and Phyllis Maclin abstaining.

2nd MOTION for NKU: Mr. Wattier moved that the Council approve the amount that Northern Kentucky University originally requested [9.7 percent for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Mr. Canafax.

VOTE: The motion passed with eight yes votes (Bertelsman, Canafax, Flanagan, Hall, Moore, Osborne, Turner, Wattier), three no votes (Quarles, Skaggs, Weis), and Phyllis Maclin abstaining.

MOTION for WKU: Mr. Skaggs moved that the Council accept the staff recommendation for Western Kentucky University [8 percent increase for 2008-09 resident undergraduate tuition and mandatory fees] and increase the nonresident rate to $18,670. The motion was seconded by Ms. Maclin.
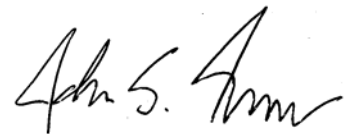
VOTE: The motion passed unanimously.

MOTION for KCTCS: Ms. Maclin moved that the Council accept the staff recommendation for the Kentucky Community and Technical College System [5.2 percent increase for 2008-09 resident undergraduate tuition and mandatory fees]. The motion was seconded by Ms. Moore.

VOTE: The motion passed with nine yes votes (Bertelsman, Canafax, Maclin, Moore, Quarles, Skaggs, Turner, Wattier, Weis) and three no votes (Flanagan, Hall, Osborne).

ADJOURNMENT   The meeting adjourned at 12:07 p.m.

_____
John S. Turner
Chair, Council on Postsecondary Education

_____
Phyllis L. Bailey
Senior Associate, Executive Relations

2008-10 Executive Branch Budget Bill (HB 406)
Enacted/Partially Vetoed/Amended Summary

Fiscal Environment

- On Wednesday, April 2, 2008, the Kentucky General Assembly passed its 2008-10 Executive Branch budget bill (HB 406). The bill benefits from approximately $187 million in FY09 and about $200 million in FY10 of additional General Fund revenue above the Executive Budget recommendation.
- The Governor exercised his partial veto authority April14, 2008, and the bill has now become law.
- HB 406 includes no new tax revenue, but does include $50 million from restructuring debt, $85 million per year from retirements, additional state operating efficiencies and transfers, as well as $7 million in FY09 and FY10 from the State Lottery.
- A significant portion of the additional revenue was designated to postsecondary education and other priorities, including salary increases for state employees and teachers and the retirement system.

Institution Operations

- HB 406 restores approximately $97 million or 70 percent of actual and recommended Executive Branch cuts, which would have totaled $140 million in FY09 if retained. (See **Attachment A-1**.)
- With the proposed restoration of funds, the net General Fund appropriation for postsecondary education institutions is $23.2 million short of the revised FY08 budget, which already had been cut 3 percent or $32.5 million in the current year from the original 2007-08 enacted GF base. (See **Attachment A-2**.)
- HB 406 recommends $60 million in Bucks for Brains funding, with $33.3 million for UK, $16.7 million for UofL, and $10 million for the comprehensive universities. HB 406 also includes language that provides greater flexibility regarding the use of these funds for both the research and comprehensive universities.
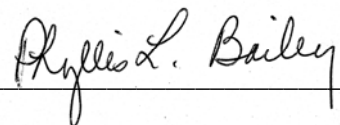- HB 514 amends HB 406 providing an additional $7.5 million of bond funds to support translational research at UofL. These additional funds do not have a match requirement.
- See **Attachment A** for details by institution.

Council Operations

- HB 406 includes a 3 percent cut to the Council's core agency operations for FY09 and FY10. This is in addition to the 3 percent reduction taken in the current year from its original FY08 GF appropriation.

- HB 406 does include an additional $1.5 million in KYAE funds above the Executive Budget recommendation, as well as $100,000 for the Washington, D.C., internship program. The increase in the contract spaces program also was preserved.
- All other pass-through program and strategic funding program cuts were maintained at the Executive Budget level, which eliminated Council pass-through funding completely for the Metroversity Consortium ($58,800), the Telecommunication Consortium ($177,200), and the Kentucky Rural Development Center ($677,300), and significantly reduced a number of pass-through programs including the Professional Education Preparation Program, the Minority Student College Preparation Program, the State Autism Training Center, and the SREB Doctoral Scholars Program.
- Most strategic initiatives and incentive funding programs also were significantly impacted by the budget cut, with substantial reductions to funding for faculty development (cut $43,900 from original FY08 enacted), college access (cut $103,800), college level learning assessment (cut $22,300), contracts for KYVC/KYVL (cut $140,000), a reduction in regional stewardship funding (cut by $600,000), a significant reduction in the Science and Technology Funding Program (cut over $1.4 million from original FY08 enacted, most of which goes to programs coordinated by the Kentucky Science and Technology Corporation), and a complete elimination of performance funding (cut $1 million) and funding for the new Principal's Leadership Institute (cut $500,000). (See **Attachment B**).
- HB 514 amends HB 406 providing additional General Funds of $377,000 for debt service in FY 2009-10 to support an additional $7.5 million of bond funds included in the Research Challenge Trust Fund for translational research at UofL.
- See **Attachment B** for details.

Capital
- HB 406 includes four state-funded capital projects as well as a $13.9 million capital renewal pool. The information technology pool and the research support/lab renovation and equipment pool were not authorized.
- HB 406 provides language to allow Murray State University to spend funds appropriated by the 2006-08 General Assembly to complete the Science Complex; and language to allow Eastern Kentucky University to spend accumulated program of distinction funds to renovate/expand the Stratton Building.
- HB 406 also includes 35 agency bond projects totaling approximately $400.9 million.
- HB 406 also includes a special provision authorizing one-half year's debt service ($5,157,000) to complete $103.8 million of vetoed/other projects if the General Fund grows at a rate greater than anticipated by the 2008-10 enacted/partially vetoed/amended budget.
- See **Attachment C** for details on the capital projects.

Financial Aid
- HB 406 recommends basically flat-funding for KEES, as well as both need-based aid programs, the College Access Program, and the Kentucky Tuition Grant Program in 2008-10.

Staff preparation by John Hayek, Sherron Jackson, and Jonathan Thompson

Analysis of HB 406 2008-10 Enacted Budget as Amended by HB 410 & HB 514
State General Fund Appropriations

Institutions	FY 2007-08 Enacted	FY 2007-08 Revised 3% Cut	FY 2008-09 Council	FY 2008-09 Governor's	FY 2008-09 Enacted	FY 2008-09 Percent of Council Recommendation	FY 2008-09 Percent of 2007-08 HB 380 Enacted	FY2009-10 Council	FY2009-10 Governor's	FY2009-10 Enacted	FY2009-10 Percent of Council Recommendation	FY2009-10 Percent of 2007-08 HB 380 Enacted
EKU	80,230,200	77,837,400	87,222,000	70,264,500	77,245,100	89%	96%	92,077,500	70,284,300	77,999,500	85%	97%
KSU	28,349,000	27,525,700	30,469,500	24,513,100	26,927,100	88%	95%	31,869,200	24,512,100	27,180,100	85%	96%
MoSU	48,697,600	47,251,500	52,968,200	42,456,600	46,682,100	88%	96%	55,645,800	42,331,800	47,002,000	84%	97%
MuSU	56,068,700	54,386,600	60,021,900	48,030,900	52,943,200	88%	94%	63,371,600	48,030,900	53,460,200	84%	95%
NKU	55,330,000	53,677,000	63,851,300	50,068,200	54,922,000	86%	99%	69,398,500	50,077,700	55,442,300	80%	100%
UK	335,016,500	326,964,400	359,544,800	290,879,100	321,252,600	89%	96%	375,412,800	290,912,400	324,366,500	86%	97%
UofL	191,346,100	186,288,900	207,528,100	172,600,700	185,423,000	89%	97%	220,332,400	172,406,400	186,787,700	85%	98%
WKU	86,396,200	83,842,700	93,360,100	74,815,500	82,296,300	88%	95%	98,372,900	75,103,600	83,371,600	85%	96%
KCTCS	228,704,900	221,843,800	253,051,300	196,246,900	219,317,600	87%	96%	278,978,900	196,246,900	224,429,700	80%	98%
Total	1,110,139,200	1,079,618,000	1,208,017,200	969,875,500	1,067,009,000	88%	96%	1,285,459,600	969,906,100	1,080,039,600	84%	97%
CPE	95,120,700	93,446,100	91,706,300	52,090,800	53,946,000	59%	57%	207,071,600	61,814,700	59,446,800	29%	62%
KHEAA	174,304,900	175,050,400	297,077,800	164,750,300	180,992,100	61%	104%	312,198,200	165,266,300	183,809,000	59%	105%
Grand Total	1,379,564,800	1,348,114,500	1,596,801,300	1,186,716,600	1,301,947,100	82%	94%	1,804,729,400	1,196,987,100	1,323,295,400	73%	96%

Notes:
1 All figures displayed are gross appropriations and include debt service and the University of Louisville Hospital Contract; in fiscal year 2009, transfers from the Council on Postsecondary Education for the MLK Jr. Scholarship, Regional Stewardship, Research Support, Engineering, and Workforce Transfer are included.
2 In the 2007 Special Session, the General Assembly appropriated $2 million of nonrecurring General Funds to UK for applied research of alternative fuels.
3 House Bill 406 Enacted includes an additional $1,000,000 of General Funds in each fiscal year for the Robinson Scholars Program.
4 General Funds in the amount of $1,992,300 for the Metropolitan College are transferred from the University of Louisville to the Economic Development Cabinet.
5 The University of Louisville Quality and Charity Care Trust Agreement contains a General Fund increase of $403,600 in fiscal year 2009 to fulfill its contractual obligation.
6 House Bill 406 Enacted provides KCTCS General Funds of $3,000,000 in fiscal year 2008-09 and $6,000,000 in fiscal year 2009-10 toward the maintenance and operation of new facilities. No other postsecondary institution received General Funds for M & O over the biennium.
7 House bill 514 provides CPE additional General Fund support of $377,000 in fiscal year 2009-10 for the additional debt service required to support bonds of $7.5 million for translational research at the University of Louisville.
8 House Bill 514 amends HB 406 Enacted providing UofL an additional $7,500,000 in endowment funds to support translational research. These funds do not require a match.

Analysis of HB 406 2008-10 Enacted Budget as Amended by HB 410 & HB 514
Net State General Fund Appropriations

| | FY 2007-08 | | FY 2008-09 | | | FY2009-10 | | |
	Net Enacted Appropriations	Revised Net for 3% Cut	Net Enacted Appropriations	Difference From 2007-08 Net Enacted	Percent of 2007-08 HB 380 Enacted	Net Enacted Appropriations	Difference From 2007-08 Net Enacted	Percent of 2007-08 HB 380 Enacted
Institutions								
Eastern Kentucky University	79,761,400	77,368,600	75,235,700	(4,525,700)	94%	75,970,300	(3,791,100)	95%
Kentucky State University	27,441,700	26,618,400	26,017,200	(1,424,500)	95%	26,271,200	(1,170,500)	96%
Morehead State University	48,202,100	46,756,000	45,541,500	(2,660,600)	94%	45,986,200	(2,215,900)	95%
Murray State University	56,068,700	54,386,600	52,943,200	(3,125,500)	94%	53,460,200	(2,608,500)	95%
Northern Kentucky University	55,099,500	53,446,500	52,313,500	(2,786,000)	95%	52,824,300	(2,275,200)	96%
University of Kentucky	333,071,000	323,018,900	316,603,500	(16,467,500)	95%	319,684,100	(13,386,900)	96%
University of Louisville	168,572,300	163,515,100	157,675,900	(10,896,400)	94%	159,234,900	(9,337,400)	94%
Western Kentucky University	85,115,600	82,562,100	80,626,300	(4,489,300)	95%	81,413,500	(3,702,100)	96%
KCTCS	228,704,900	221,843,800	219,317,600	(9,387,300)	96%	224,429,700	(4,275,200)	98%
Total Institutions	1,082,037,200	1,049,516,000	1,026,274,400	(55,762,800)	95%	1,039,274,400	(42,762,800)	96%

Notes:

1 All figures displayed are net appropriations and include debt service and the University of Louisville Hospital Contract; in fiscal year 2009, transfers
   from the Council on Postsecondary Education for the MLK Jr. Scholarship, Regional Stewardship, Research Support, Engineering, and Workforce Transfer are included.

2 In the 2007 Special Session, the General Assembly appropriated $2 million of nonrecurring General Funds to UK for applied research of alternative fuels.

3 House Bill 406 Enacted bill includes an additional $1,000,000 of General Funds in each fiscal year for the Robinson Scholars Program.

4 General Funds in the amount of $1,992,300 for the Metropolitan College are transferred from the University of Louisville to the Economic Development Cabinet.

5 The University of Louisville Quality and Charity Care Trust Agreement contains a General Fund increase of $403,600 in fiscal year 2009 to fulfill its contractual obligation.

6 House Bill 406 Enacted provides KCTCS General Funds of $3,000,000 in fiscal year 2008-09 and $6,000,000 in fiscal year 2009-10 toward the maintenance and operation of new facilities.
   No other postsecondary institution received General Funds for M & O over the biennium.

7 House bill 514 provides CPE additional General Fund support of $377,000 in fiscal year 2009-10 for the additional debt service required to support bonds of $7.5 million for translational
   research at the University of Louisville.

8 House Bill 514 amends HB 406 Enacted providing UofL an additional $7,500,000 in endowment funds to support translational research. These funds do not require a match.

Council on Postsecondary Education Operations
2008-10 General Funds Budget
(In Millions)

Council on Postsecondary Education	2007-08 Revised General Fund	2008-09 CPE Request	Executive Budget	House Budget	Senate Budget	Free Conference Budget	Enacted Amended Budget	2009-10 CPE Request	Executive Budget	House Budget	Senate Budget	Free Conference Budget	Enacted Amended Budget
Agency operations	$ 8.9	$ 10.4	$ 8.7	$ 7.7	$ 8.7	$ 8.7	$ 8.7	$ 11.0	$ 8.7	$ 7.7	$ 8.7	$ 8.7	$ 8.7
Pass-through programs	6.0	6.4	4.4	5.3	5.2	5.3	5.3	6.6	4.4	5.4	5.3	5.4	5.4
Strategic initiatives & incentive funding programs													
Kentucky Adult Education	24.2	27.0	22.0	23.5	22.0	23.5	23.5	29.0	22.0	23.5	22.0	23.5	23.5
Research Challenge Trust Fund								16.0	2.5	4.9	2.5	2.5	2.9
Regional University Excellence Trust Fund								4.2	0.5	0.9	0.5	0.5	0.5
Technology Initiative Trust Fund	5.9	10.1	6.8	6.8	6.8	6.8	6.8	19.4	6.8	6.8	6.8	6.8	6.8
Physical Facilities Trust Fund	22.5							67.1	6.7	6.8	1.7	1.9	1.9
Postsecondary Workforce Dev Trust Fund	1.2	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	1.1					
Science & Technology Funding Program	10.2	19.6	8.2	8.2	8.2	8.2	8.2	19.6	8.2	8.2	8.2	8.2	8.2
Regional Stewardship	3.5	2.1	1.5	1.5	1.5	1.5	1.5	2.1	1.5	1.5	1.5	1.5	1.5
Research Support	3.0	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred	Transferred
Special Initiatives Funding Program	0.9	9.1						9.1					
Performance Funding Program	0.8	6.0	0.5					21.0	0.5				
GEAR UP		1.0						1.0					
Subtotal	$ 72.2	$ 74.9	$ 39.0	$ 40.0	$ 38.5	$ 40.0	$ 40.0	$ 189.5	$ 48.7	$ 52.6	$ 43.2	$ 44.9	$ 45.3
Total	$ 87.1	$ 91.7	$ 52.1	$ 52.9	$ 52.3	$ 54.0	$ 54.0	$ 207.1	$ 61.8	$ 65.7	$ 57.2	$ 59.1	$ 59.5

COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS ENACTED/PARTIALLY VETOED/AMENDED (HB 406)

Revised: May 13, 2008

Institution/Project Name	State Bonds		Other Funds		Total
	2008-10 Enacted/Vetoed				
GENERAL FUND PROJECTS					
University of Kentucky					
1 Expand and Upgrade Livestock Disease Diagnostic Center-Phase II	$	20,000,000		$	20,000,000
2 Renovate 4-H Camps		2,000,000			2,000,000
Subtotal	$	22,000,000	$	- $	22,000,000
Morehead State University					
1 Replace Power Plant Pollution Control System & Boiler Tube (2)		5,700,000			5,700,000
Subtotal	$	**5,700,000**	$	**- $**	**5,700,000**
Kentucky Community and Technical College System (5) (6) (8)					
1 LCC Classroom/Lab Building (Additional) Rauth ($31.7 St Bonds) (2) (3)		4,000,000			4,000,000
Subtotal	$	**4,000,000**	$	**- $**	**4,000,000**
Statewide Pools - CPE					
1 Capital Renewal and Maintenance Pool (institutional match required)	$	13,927,000		$	13,927,000
Subtotal	$	**13,927,000**	$	**- $**	**13,927,000**
Total - General Fund Projects	$	**45,627,000**	$	**- $**	**45,627,000**

Notes:

1 Language is included HB 406 Enacted/Vetoed allow Murray State University to spend $15 million authorized by the 2006 G. A. to complete the chemistry building.

2 The MoSU Boiler Plant project is a 2007-08 authorization.

3 HB 406 HCS includes a project to move the LCC Cooper Drive campus to the current Eastern State Hospital campus and to build a new hospital campus on the UK Coldstream Research campus.

This action will be accomplished by using an LCC project from 2004-06 ($31.4 million) plus $4.0 million new for the renovation, funded new project for hospital, and allow UK to move into the old LCC facilities.

COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS ENACTED/PARTIALLY VETOED/AMENDED (HB 406)

Institution/Project Name	2008-10 Enacted/Vetoed		
	Agency Bonds	Other Funds	Total
AGENCY BOND PROJECTS			
University of Kentucky			
1 Renovate Blazer Hall Cafeteria	2,800,000		2,800,000
2 Renovate Student Center Food Court	2,675,000		2,675,000
3 Sanitary Sewer Expansion	10,000,000		10,000,000
Subtotal	**$ 15,475,000**	**$ -**	**$ 15,475,000**
University of Louisville			
1 Construct - HSC Research III (Additional)	$ 15,800,000	$	15,800,000
2 Construct - HSC Parking Structure II	30,700,000		30,700,000
3 Expand - Student Activities Center	9,960,000		9,960,000
4 Construct - Westside Dining Facility	5,370,000		5,370,000
5 Expand & Renovate Dental School	38,700,000	$ 4,000,000	42,700,000
Subtotal	**$ 100,530,000**	**$ 4,000,000**	**$ 104,530,000**
Eastern Kentucky University (6)			
1 Renovate Residence Hall	$ 10,000,000	$	10,000,000
2 Construct New Student Housing	21,000,000		21,000,000
3 EKU-UK Dairy Research Project -Meadowbrook Farm (4)	5,300,000		5,300,000
Subtotal	**$ 36,300,000**	**$ -**	**$ 36,300,000**
Kentucky State University			
1 Construct Parking Structure	$ 7,000,000	$	7,000,000
2 Expand and Renovate Betty White Nursing Building (4)	4,900,000		4,900,000
Subtotal	**$ 11,900,000**	**$ -**	**$ 11,900,000**
Morehead State University			
1 Capital Renewal & Maintenance Pool - Auxiliary		$	-
2 Construct Campus Recreation Center	39,000,000		39,000,000
3 Renovate Alumni Tower Residence Hall	4,631,000		4,631,000
4 Renovate Mignon Tower Residence Hall	5,682,000		5,682,000
5 Business Continuance Datacenter	2,500,000		2,500,000
Subtotal	**$ 51,813,000**	**$ -**	**$ 51,813,000**
Murray State University (7)			
1 Replace Franklin Hall	$ 15,000,000	$	15,000,000
2 Replace Richmond Hall - Add'l	1,923,000		1,923,000
3 Complete Capital Renewal: H&D Pool $600,000	7,617,000		7,617,000
4 Renovate Buildings H&D Pool $600,000	605,000		605,000
Subtotal	**$ 25,145,000**	**$ -**	**$ 25,145,000**

COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS ENACTED/PARTIALLY VETOED/AMENDED (HB 406)

Institution/Project Name	Agency Bonds	Other Funds	Total
Northern Kentucky University			
1 Acquire & Renovate Residence Halls (Current Year Auth)	$ 23,500,000		$ 23,500,000
2 Construct Parking Garage #4			0
3 Construct/Acquire New Residence Hall			0
4 Renovate/Expand Norse Commons	7,000,000		7,000,000
5 Renovate Old Science Building	27,500,000		27,500,000
6 Construct Health Innovations Center	43,650,000	4,850,000	48,500,000
Subtotal	$ 101,650,000	$ 4,850,000	$ 106,500,000
Western Kentucky University			
1 Van Meter Hall Renovation	$ 18,400,000	$ 2,760,000	$ 21,160,000
2 Ivan Wilson Fine Arts Center Expansion Ph I	9,200,000	1,380,000	10,580,000
3 Acquire Property and Construct Parking Lots	4,600,000	690,000	5,290,000
4 Expand Preston Center	11,500,000	1,725,000	13,225,000
5 Renovate Science Campus - Phase III (4)	9,000,000	6,000,000	15,000,000
6 Construct Materials Characterization Center (ICSET - Phase II) (4)	4,500,000	600,000	5,100,000
7 Replace Ford College of Business - Grise Hall Phase I (4)	5,800,000		5,800,000
Subtotal	$ 63,000,000	$ 13,155,000	$ 76,155,000
Total Agency Bond Authority	$ 400,913,000	$ 22,005,000	$ 422,918,000

Notes:

4 The source of funds for these projects has been changed from state general funds to agency. The bill notes that if there is a sufficient revenue increase the source of debt service may be changed to state general funds after certification by the Secretary of Finance.

5 While KCTCS projects were not changed to Agency Bonds, these projects are included to be authorized and funded if the Secretary of Finance certifies a sufficient increase in revenue to accommodate the debt service.

6 Allows accumulated program of distinction funds ($5.5 M) to be used to renovate and expand the Stratton Building to accommodate the EKU program of distinction.

7 Allows funds appropriated to construct New Science Complex Phase III, may be used for the chemistry building, the engineering/physics building, and to replace MuSU reserves spent on the project (not to exceed $2.250 M).

COUNCIL ON POSTSECONDARY EDUCATION
2008-10 CAPITAL PROJECTS - EACTED/PARTIALLY VETOED/AMENDED (HB 406)

Updated: May 13, 2008

Institution/Project Name	2008-10 Enacted/Vetoed		
	State Bonds	Other Funds	Total
Contingency Fund Projects (1)			
Eastern Kentucky University			
1 EKU-UK Dairy Research Project-Meadowbrook Farm	$ 5,300,000		$ 5,300,000
Kentucky State University			
1 Expand and Renovate Betty White Nursing Building	$ 4,900,000		$ 4,900,000
Western Kentucky University			
1 Renovate Science Campus-Phase III	$ 9,000,000	$ 6,000,000	$ 15,000,000
2 Construct Materials Characterization Center/ICSET-Ph II	4,500,000	600,000	5,100,000
3 Replace Ford College of Business-Grise Hall Phase I	5,800,000		5,800,000
Subtotal	$ 19,300,000	$ 6,600,000	$ 25,900,000
Kentucky Community and Technical College System			
1 Licking Valley Campus-Phase II-Maysville CTC	$ 1,000,000		$ 1,000,000
2 Construct Carrollton Campus-Jefferson CTC	12,000,000		12,000,000
3 Energy and Advanced Technology Center-Madisonville CC	4,000,000		4,000,000
4 Advanced Technology Center-Owensboro CTC - Completion	14,055,000		14,055,000
5 Advanced Manufacturing Facility - Bluegrass CTC (2)	22,000,000		22,000,000
6 Urban Campus - Gateway CTC (2)	21,319,000		21,319,000
Subtotal	$ 74,374,000	$ -	$ 74,374,000
Total - Contingency Fund Projects	$ 103,874,000	$ 6,600,000	$ 110,474,000

Note:
1 The Contingency Fund list does not include 3 projects that were VETOED in the 2006-08 budget.
2 These projects are not from the 2006-08 VETOED project list.

Legislative Summary
2008 Kentucky General Assembly

This is a report on non-budget actions related to postsecondary and adult education from the 2008 legislative session.

HB 2 – Promotes efficient use of energy
Sponsor – Representative Rocky Adkins (D)

- Establishes an energy efficiency program for state owned buildings.
- A High-Performance Buildings Advisory Committee shall be formed and shall include a representative from the Council on Postsecondary Education.
- Creates the Center for Renewable Energy Research and Environmental Stewardship. Partnerships are encouraged among public universities to pursue federal resources in this area.

HB 415 – Colon cancer screening program
Sponsor – Representative Tom Burch (D)

- Provides colon cancer screening for uninsured individuals who are 50-64 and other high risk uninsured individuals.
- Establishes a Colon Cancer Screening Advisory Committee that includes the directors of the Kentucky Cancer Programs at the University of Kentucky and at the University of Louisville.
- The Advisory Committee will establish and provide oversight for a colon cancer screening public awareness campaign. The Cabinet for Health and Family Services shall contract with the Kentucky Cancer Consortium at the University of Kentucky to provide the required support.

HB 470 – Kentucky Teachers' Retirement System
Sponsor – Representative Frank Rasche (D)

- A house cleaning bill for KTRS making adjustments to the system.
- Permits up to 4 companies from which postsecondary institutions can purchase contracts for optional retirement programs.

HB 484 – Purchasing of agricultural products
Sponsor – Representative Dwight Butler (R)

- Encourages governing boards of postsecondary institutions to purchase Kentucky-grown agricultural products.

HB 694 – Institutional eligibility for the Kentucky Tuition Grant
Sponsor – Representative Leslie Combs (D)

- Beginning with the 2011-2012 school year, private postsecondary institutions must be accredited by the Southern Association of Colleges and Schools or be reviewed and approved by the Council on Postsecondary Education to remain eligible as an institution in which a student may receive a Kentucky Tuition Grant.
- All costs associated with the institutional reviews shall be the responsibility of the institution seeking approval by the Council.

- Each postsecondary institution that provides in-state tuition for nonresident children of graduates may provide the same in-state tuition for nonresident siblings of graduates.

HB 759 – Kentucky Enterprise Fund
Sponsor – Representative John Tilley (D)
- Creates the Kentucky Enterprise Fund for the purpose of enabling small or medium-sized, Kentucky-based companies to undertake feasibility, concept development, research and development, or commercialization work in partnership with colleges and universities in the Commonwealth.
- If it is not practicable for a qualified company to partner with a college or university on a project for which all other requirements are met, then the partnering requirement may be waived.

HR 285 – Confirm appointment
Sponsor – Representative Frank Rasche (D)
- Confirms the appointment of Ms. Donna Moore Campbell to the Kentucky Council on Postsecondary Education for a term expiring on December 31, 2013.

HR 286 – Confirm appointment
Sponsor – Representative Frank Rasche (D)
- Confirms the appointment of Mr. Joseph S. Weis to the Kentucky Council on Postsecondary Education for a term expiring on December 31, 2011.

HR 291 – Confirm appointment
Sponsor – Representative Frank Rasche (D)
- Confirms the appointment of Mrs. Lisa Frazier Osborne to the Kentucky Council on Postsecondary Education for a term expiring on July 31, 2012.

SB 2 – STEM issues
Sponsor – Senator Ken Winters (R)
- Directs the Council to establish a STEM Initiative Task Force with legislative representation and establishes the membership of the STEM Initiative Steering Committee.
- The STEM Initiative Steering Committee provides oversight for the implementation of the STEM strategic and business plans and allocation of the KY STEM Initiative Fund.
- The Task Force is attached to the Council for administrative services, but may contract with a public or non-profit corporation to facilitate the public-private collaboration.
- The Task Force can receive funds and can determine use of funding, which shall not lapse.
- The Task Force or public or nonprofit corporation must submit an annual finance report by September 30 to the Governor, the LRC, the Commissioner of Education, and the President of the Council.
- The Task Force will develop a statewide strategic plan and a business plan, which will include measurable benchmarks for achieving goals. The initial business plan is due December 30, 2008.
- Creates the STEM initiative fund (not funded) to support the work of the Task Force.

SB 64 – Alternative certification of teachers
Sponsor – Senator Dan Kelly (R)

- Creates a certification incentive fund (but was not funded) to support the development of institutes for persons pursuing Option 7 of the alternative certification routes allowing persons with a bachelor's degree to earn certification.
- The Educational Professional Standards Board promulgates the regulations and administers the fund.
- Grant recipients may be universities, school districts, education cooperatives, and school district consortia.
- Priority institutes will certify teachers in high school math, chemistry, integrated science, physics, and middle school math and earth science.
- Institutes are three week summer programs and students will continue to get formal training throughout the first year of teaching.
- Students in the institutes will receive forgivable loans which will have to be repaid if they don't complete the institute or teach for one year. KHEAA will administer the loan program. The students also will receive a stipend on completion of the institute.

SB 65 – Optional retirement issues
Sponsor – Senator Ken Winters (R)

- Fixes the optional retirement percentage that institutions pay to KTRS to pay down the unfunded liability at 5.1%, which will increase the number of years that institutions have to pay the premium but it keeps the percentage from fluctuating.
- Allows people who have chosen the optional retirement plan a one time opportunity to change. If they choose to change plans within six years of their original election to participate in the optional retirement program, they can buy prior service credit. If the employees choose to change and become part of KTRS after the six-year period they cannot purchase prior service. Those who change can participate in disability and survivorship and health benefits except that prior conditions are not included.

SB 75 – KEES "on track to graduate"
Sponsor – Senator Ken Winters (R)

- Creates an incentive to encourage adequate progress toward graduation.
- Adds provision to KEES program that allows students who are "on track to graduate" to earn a 2.5, rather than a 3.0 to get their full KEES award.
- "On track to graduate" is determined by the institution as what is necessary for a full-time student to complete a bachelor's degree by the end of 8 academic terms (or 10 in a five-year program).
- New requirements start with students who enroll in college in the academic year 2009-10 or thereafter.
- Institutions are required to report students who are "on track" beginning in 2010-11.

SB 90 – Deaf interpreter programs
Sponsor – Senator Gary Tapp (R)

- Expands availability of deaf interpreter programs in the state to allow more than one institution to offer the programs. New programs will go through the Council's normal program approval process.

SB 100 – Bill relating to contracting
Sponsor – Senator Gary Tapp (R)
- The bill tightens the flexibility available to state agencies and institutions to award contracts under a best value option rather than the lowest bid. The amendment seeks to define in a broad sense how best value is applied (based on the specifications written in the bid). The definition will allow all interested parties to know what best value means and thus allows the bid to be structured to better meet the requirements.

SB 157 – Renaming of regional universities
Sponsor – Senator Vernie McGaha (R)
- Amends various statutes to rename regional universities as comprehensive universities.

SB 189 – Capital planning reporting
Sponsor – Senator Jack Westwood (R)
- Implements the recommendation of the Capital Planning Advisory Board that state agencies and postsecondary institutions budget for and implement projects that preserve the investment in capital infrastructure.
- Establishes a requirement for reporting of what has been done in the area of capital renewal, maintenance, and renovation. It does not require that additional funds be budgeted for this purpose.
- The requirement impacts only state-owned facilities, including facilities funded with non-General Fund dollars (i.e., housing, parking structures, and athletic facilities).
- This bill reflects the Council recommendation that institutions annually budget and spend 0.5 percent of the general fund operating amount to address capital renewal and maintenance needs on campus.

SJR 166 – Comprehensive statewide literacy plan
Sponsor – Senator Jack Westwood (R)
- Directs the Kentucky Department of Education, in consultation with the Adolescent Literacy Task Force, the Council on Postsecondary Education, the Educational Professional Standards Board, business, community, and other educational partners, to develop a cohesive and comprehensive statewide literacy plan that builds instructional and leadership capacity to support continuous improvement in literacy, especially adolescent literacy.
- A plan must be submitted to the Interim Joint Committee on Education no later than December 1, 2009.

SR 262 – Confirm appointment
Sponsor – Senator David Williams (R)
- Confirm the appointment of Ms. Donna Moore Campbell to the Council on Postsecondary Education for a term expiring on December 31, 2013.

SR 268 – Confirm appointment
Sponsor – Senator David Williams (R)
- Confirm the appointment of Mrs. Lisa Frazier Osborne to the Council on Postsecondary Education for a term expiring on July 31, 2012.

SR 269 – Confirm appointment
Sponsor – Senator David Williams (R)
- Confirm the appointment of Mr. Joseph S. Weis to the Council on Postsecondary Education for a term expiring on December 31, 2011.

SR 270 – Confirm appointment
Sponsor – Senator David Williams (R)
- Confirm the appointment of Mrs. Virginia G. Fox to the Kentucky Council on Postsecondary Education for a term expiring on December 31, 2012.

Regional Stewardship Program Regional Grants: Eastern Kentucky University

ACTION: The staff recommends that $300,000 in FY 2008 regional grant funds be granted to Eastern Kentucky University on the condition that EKU not expend any of these funds until successful completion of the regional grant process and that FY 2008-09 and FY 2009-10 regional grant money be conditional upon successful implementation of regional stewardship infrastructure plans, submission of a regional strategic plan approved by the area advising committee, and submission of a progress report on regional grant proposals approved by the advisory committee and the Council no later than the January 2009 Council meeting date.

Because Eastern Kentucky University has not yet hired a full-time regional stewardship director as required by the infrastructure plan approved by the Council in April 2007, their regional stewardship work has progressed more slowly than anticipated. EKU has not yet submitted a regional strategic plan. In addition, there was no letter of endorsement from the regional advisory committee stating agreement with the regional grant proposal.

Regional grant money should be used to address needs identified in the strategic plan, which is developed by the regional advisory committee. Since no strategic plan was submitted, the regional grant proposal submitted by EKU cannot be evaluated.

In the interest of promoting regional stewardship in eastern Kentucky and because the funds will lapse June 30, 2008, the Council staff recommends that the Council grant EKU $300,000 in 2008 regional grant money on the condition these funds not be expended until the following conditions are met:

- EKU must submit a regional strategic plan that clearly demonstrates regional input and consensus.
- EKU must submit a new regional grant proposal that is developed with input from the regional advisory committee and endorsed by the committee.
- EKU must provide specific metrics of success in terms of both outputs and proposed outcomes in the region.

Accountability

As part of House Bill 380 of the 2006 session of the General Assembly, the legislature requires an annual accountability report on the Regional Stewardship Program. The Council staff, working with university representatives, has developed guidelines for progress reports. In addition, all regional stewardship funds are made available through a memorandum of agreement that clearly outlines the goals that must be met to ensure continued funding.

In order to ensure accountability, future 2009-2010 regional grant funds will depend on successful implementation of the infrastructure plan submitted by the university as well as adequate progress on activities outlined in the revised regional grant proposal.

Staff preparation by Jim Applegate and Melissa Bell

Regional Stewardship Program Regional Grants: Morehead State University

> **ACTION: The staff recommends that the Council approve the regional grant proposal from Morehead State University and that FY 2008-09 and FY 2009-10 regional grant money be conditional upon successful implementation of the university's regional stewardship infrastructure plan, the identification of specific metrics of success for the regional grant proposal, and adequate progress on the regional grant proposal.**

Morehead State University conducted seven community forums throughout the regions. From this input, four common themes emerged: education, economic development/entrepreneurship, health, and community building. To address these needs, the university will use regional stewardship funds to provide the equivalent of 2.5 professors at half-time release to work on a pilot multi-year initiative with the Martin County School District; one full-time position and the equivalent of two professors at half-time release to promote economic development and entrepreneurship; one full-time faculty and release time for two current health professors to expand an existing health project in Martin County; and two graduate students and the equivalent of two professors with .25 release time for community building work in the region.

1. **Education**. MoSU will develop a 21st Century School Improvement project focused on embedded teacher professional development, 21st century skills, project-based learning, and the integration of digital media. The project will initially focus on the Martin County School District.
   - MoSU and the Martin County School District will form a team to conduct a comprehensive needs assessment; develop and implement an action plan using workshops, embedded professional development, a Web-based learning community, and assessment; and build capacity through coaching.
   - MoSU will hold a competition to encourage project-based learning skills and competitions.
   - MoSU will convene an expert panel to review project-based learning examples to be included in a 21st Century Skills Center digital repository.
   - MoSU will hold trainings to address the region's school drop-out problem.
   - The model developed will be used to assist additional districts in improving student success.

2. **Economic Development/Entrepreneurship**. In order to stimulate entrepreneurship and economic development in the region, the university will work with the Small Business Development Center to:

- Create a tourism/agri-tourism program to create a cluster of culture/heritage/ agriculture tourist businesses.
- Formalize efforts to identify specific industry clusters to focus on economic development efforts.
- Provide entrepreneurship training for youth.

3. **Health**. The university plans to enhance an existing program located in Martin County. University personnel will:
- Conduct health screenings in conjunction with Martin County health partners.
- Provide health education talks to elementary and secondary students.
- Provide drug education for elementary and secondary students.
- Create materials such as videos and software for a variety of venues and learners.
- Create positive reinforcement messages through various interactive media that will be suitable for all age levels.
- Lessons learned from the initiative will be used to promote effective health in other counties in the region.

4. **Community Building**. As part of its community building efforts, the university will:
- Provide leadership training materials for local government and nonprofit organizations.
- Offer leadership workshops for government officials and nonprofit staff.
- Develop and distribute educational materials for use in high schools and the university.
- Help schools with curriculum development through the university's Environmental Education Center.
- Conduct school workshops.

Accountability

As part of House Bill 380 of the 2006 session of the Kentucky General Assembly, the legislature requires an annual accountability report on the Regional Stewardship Program. The Council staff, working with university representatives, has developed guidelines for progress reports. In addition, all regional stewardship funds are made available through a memorandum of agreement that clearly outlines the goals that must be met to ensure continued funding.

In order to ensure accountability, future regional grant funds will depend on successful implementation of the infrastructure plans submitted by the universities, as well as adequate progress on activities outlined in these regional grant proposals. In addition, MoSU must respond to questions about the current proposal posed by staff via email on April 29, 2008. More specifically, MoSU must provide specific metrics of success for the projects identified in the regional grant proposal. After submitting these metrics and clarifications, MoSU must make adequate progress, as determined by the Council staff, on the proposed regional grant projects before additional regional grant funds will be disbursed.

Staff preparation by Jim Applegate and Melissa Bell

Regional Stewardship Program Regional Grants: Kentucky State University, Murray State University, and Western Kentucky University

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ACTION: The staff recommends that the Council approve regional grant proposals from Kentucky State University, Murray State University, and Western Kentucky University and that FY 2008-09 and FY 2009-10 regional grant money be conditional upon successful implementation of regional stewardship infrastructure plans and adequate progress on regional grant proposals.

The 2006 General Assembly authorized $4.8 million over the biennium for the Regional Stewardship Program for the state's six comprehensive universities. In July 2007, the Council approved guidelines for accessing and using program funds.

- 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.

All universities have received $400,000 over the biennium to implement the infrastructure plans (see Attachments A through F) that were approved by the Council in late 2006 and early 2007. Northern Kentucky University, because of its pioneering work with the Vision 2015 efforts in its region, already has received its $300,000 regional grant and was awarded $200,000 in stewardship initiative money for two projects: (1) technology assistance to schools, businesses, and government and (2) a series of summer youth programs focusing on technology, science, and world cultures.

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.

To qualify for $300,000 in regional grant funds, universities must submit and the Council must approve: (1) a strategic plan produced in collaboration with and approved by an institution's regional advisory committee, which identifies regional needs, opportunities, and stewardship priorities (see Attachments G-H); and (2) a proposal that identifies targeted areas of impact at the university to support priorities identified in the plan, including a proposed budget for faculty and staff salaries and operating expenses in those areas (see Attachments I-K).

Kentucky State University

Through its regional advisory committee, Kentucky State University identified priorities in the areas of innovative economy, livable communities, social inclusion, and collaborative governance. In order to address these priority areas, KSU proposes that regional grant funds be used to hire a full-time coordinator for a new Center for Engaged Learning, Workforce, and Community Development; two half-time positions for the new Institute in Mathematics, Science, and Technology; and four graduate assistants to work with the Office of Regional Stewardship and the Center for Engaged Learning, Workforce, and Community Development.

1. Center for Engaged Learning, Workforce, and Community Development. Regional grant funds will be used to hire a full-time coordinator. The work of the center will focus on economic development, education and engaged learning, livable communities, and collaborative governance. As part of this new center, KSU will:
   - Establish a Workforce Development Technical Assistance Institute to assist businesses in addressing the skill levels of their employees and to help businesses to apply for American Council on Education College Credit Recommendation Service, which deals with transferring organizational training into college-bearing credits.
   - Increase engaged learning and internship experiences for students.
   - Encourage the creation of networks of community leaders, educators, elected officials, business owners, and service providers to facilitate entrepreneurship education and create business incubators.
   - Provide seminars and public forums focused on the advantages of using a collaborative, regional approach to development.
   - Create an interdisciplinary institute to build on STEM area programs.

2. Education and Engaged Learning. In order to increase educational levels in the region, KSU plans to:
- Develop a pilot partnership with regional school districts to help prepare students for college, including offering site-based AP classes upon request.
- Develop an Institute on Teaching and Learning to identify teachers and students in need of academic support and to create teams to assist local schools with increasing student performance.

3. Livable Communities. To improve the livability of the region's communities, the university will:
- Maximize its existing environmental education initiatives through the schools.
- Develop a graduate program in environmental education.

4. Collaborative Governance. To address the needs of the governmental sector, KSU plans to:
- Create more structured leadership development courses, workshops, and programs for students.
- Provide professional development for staff of nonprofit organizations.

Murray State University

While the regional advisory committee identified four major priorities (educational attainment, job creation, collaborative partnerships, and quality of life), the committee decided to focus the university's regional grant funds on educational attainment to make a major impact in that area. Regional grant funding will be used to hire a coordinator for the Center for Educational Leadership Training, for salaries and expenses for faculty and graduate assistants to conduct cultural diversity events, and to hire a Project Lead The Way coordinator and two community liaisons focused on workforce development.

1. Develop a Center for Educational Leadership Training. In order to raise public school academic performance, the university will focus on education leadership development. As part of this effort, Murray State University will:
- Host a regional leadership academy in conjunction with the West Kentucky Educational Co-op.
- Develop a master's degree in educational leadership.
- Create a volunteer mentor program that matches retired superintendents and principals with existing personnel.

2. Provide opportunities for lifelong learning. In order to enhance learning opportunities in the region, the university will:
- Develop a cultural diversity awareness series to showcase regional and national artists and explore ways to promote cultural diversity.

3. Encourage students to pursue STEM education. In order to address the need for teachers in science, technology, engineering, and mathematics and increase interest in the STEM field, MuSU will:
- Hire an outreach coordinator to direct Project Lead The Way.
- Develop a mentoring program that allows university students to work with seventh and eighth grade students after school and during the summer.

4. Improve workforce skills. The university will take the lead in creating partnerships between business and educational institutions. As part of this process:
- Two community liaisons will focus on ways to utilize university faculty and staff expertise to address the needs of the region's employers, including business and industry, public schools, community colleges, and community agencies.

Western Kentucky University

Through the regional planning process, Western Kentucky University and its regional advisory committee identified four priorities: nurturing communities, education, health care, and economic development. WKU proposes to use its regional grant money to support three major initiatives to address these priorities. The university will hire a nurse practitioner for WKU's Institute for Rural Health Development and Research Mobile Health and Wellness Unit. The university will hire two full-time counselors dedicated to meeting the needs of adult students. It will use remaining funds to create an engaged department grant fund to allow for faculty release time to focus on engagement work in the region.

1. WKU Institute for Rural Health Development and Research Mobile Health and Wellness Unit. In order to enhance the institute's services, the university will hire a nurse practitioner to:
- Develop an adult immunization program (against influenza and pneumonia).
- Screen and provide treatment options for individuals with diabetes, elevated cholesterol, and high blood pressure.
- Develop lifestyle programs tied to diabetes management, heart disease prevention and maintenance, diet and exercise, and smoking cessation.
- Assist adults to determine eligibility for various programs and services and provide assistance with completion of required forms.

2. Adult Learner Counselors. Two new counselors will help assimilate adult learners into the campus and help them connect students to the offices and services they need. These counselors will:
- Serve as the primary point of contact for adult students and potential adult learners.
- Help current and potential adult learners with problems and questions.
- Work flexible hours to ensure services are accessible to working adults.
- Travel to WKU regional campuses to provide on-site assistance and consultation.
- Work with academic units to develop new programming for adult learners.

- Provide information to adult learners about the various program delivery modes available (e.g., face-to-face, online, and correspondence) and advise as to appropriate processes to best meet individual goals.

3. Engaged Department Grants. In order to stimulate engagement efforts and address regional needs, funds will be used for faculty release time to participate in specific projects identified by community partners.
- The staff of the ALIVE Center for Community Partnerships will conduct two workshops per semester for faculty, staff, and students to introduce the purpose, guidelines, and support structure for these grants.
- ALIVE Center staff will conduct two workshops per semester for community partners to explain the concept of these grants.
- An official designation of WKU ALIVE Center for Community Partnerships Fellow will be created for faculty and staff who exhibit exceptional efforts toward collaboratively addressing regional needs.
- The ALIVE Center will publish biannual reports that highlight campus-community partnerships.

Accountability

As part of House Bill 380 of the 2006 session of the Kentucky General Assembly, the legislature requires an annual accountability report on the Regional Stewardship Program. The Council staff, working with university representatives, has developed guidelines for progress reports. In addition, all regional stewardship funds are made available through a memorandum of agreement that clearly outlines the goals that must be met to ensure continued funding.

In order to ensure accountability, future regional grant funds will depend on successful implementation of the infrastructure plans submitted by the universities, as well as adequate progress on activities outlined in these regional grant proposals.

Staff preparation by Jim Applegate and Melissa Bell

Kentucky Commonwealth of Kentucky

PURCHASE ORDER

Doc Description: Regional Stewardship - Eastern Kentucky Univ 06/08	
Doc ID No: PO2 415 0700008047 1	Procurement Folder: 529509
Procurement Type: MOA/PSC Exception	
Administered By: Bill Payne	Cited Authority: KRS45A.690(1)(D)4
Telephone: 502-573-1555, X. 226	Issued By: FREDA DONALDSON

BILL TO

435834
COUNCIL ON POSTSECONDARY ED
1024 CAPITAL CENTER DR STE 320

FRANKFORT   KY 40601

SHIP TO

ORIGINAL

CONTRACTOR

EASTERN KY UNIV

CPO 3A 521 LANCASTER AVE

RICHMOND   KY 40475
US

Effective From: 2007-06-18   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
1	Infrastructure Funds - FY 06/07 and 0708		0.00		0.00000	400,000.00	400,000.00

Extended Description

The 2006 Appropriations Bill, House Bill 380, created the Regional Stewardship Funding Program to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives. The Council on Postsecondary Education (Council) is authorized to administer the Regional Stewardship Funding Program and has promulgated a set of guidelines to facilitate program implementation.

Eastern Kentucky University (University) has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program. The Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

ITEM 3 --- Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments

Effective From: 2007-07-01   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
2	Regional grant funds - FY 07/08		0.00		0.00000	300,000.00	300,000.00

Extended Description

ITEM 6 --- Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments.

Effective From: 2007-06-18   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
3	Stewardship Initiative Funds Pool		0.00		0.00000	600,000.00	600,000.00

Extended Description

ITEM 11 -- Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria.

This is a "pool" of funds which will be distributed to Kentucky's comprehensive universities on a competitive basis - based upon responses to the Council's annual Request For Proposals. This Agreement does not guarantee the University will receive any portion of said funds. However, should the University be awarded stewardship initiative funds, the University agrees to comply with the Council's "2006-08 Regional Stewardship Program Guidelines" approved on July 10, 2006 and with the information submitted in the corresponding proposal.

Total Order Amount:	1,300,000.00

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
EASTERN KENTUCKY UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Eastern Kentucky University, 521 Lancaster Avenue, Richmond, Kentucky 40475, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds appropriated during fiscal years 2006-07 and 2007-08.

Witnesseth:

Whereas, the 2006 Appropriations Bill, House Bill 380, created the **Regional Stewardship Funding Program** to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives; and

Whereas, the Council is an independent governmental agency of the Commonwealth of Kentucky created pursuant to KRS 164.010, is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation; and

Whereas, Eastern Kentucky University has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;
2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;
3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;
4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;
5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;
6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;
7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds becomes annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan as approved by the Council on April 4, 2007;
8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);
9. Receive and review University stewardship initiative requests for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;
10. Assemble an assessment team comprised of senior CPE staff, state agency representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;
11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and
12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any stewardship initiative funds not distributed by the end of the biennium are carried forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to emphasize the importance of Regional Stewardship in university planning documents and publications, such the 2006-2010 Strategic Plan;
2. Continue to solicit input from service region partners and constituents to inform the University's strategic planning process;
3. Require all units within the University to revise existing Action Plans to realign unit objectives with the 2006-2010 Strategic Plan, which includes goals and strategic directions for public engagement activities;
4. Continue to emphasize stewardship in strategic priorities, such as University goals to enhance student learning through excellence in community service, to implement academic programs that meet current and future workforce needs, and to increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky;
5. Continue to establish specific objectives for stewardship activity, such as increasing collaborative projects and partnerships with business, community, and educational entities, and developing and implementing a marketing and public relations plan that will increase and enhance engagement with external constituencies;
6. Revise the University's strategic planning process to include input from newly created Regional Stewardship Office and Regional Stewardship Advisory Committee;
7. Integrate development and reporting of measurable goals and objectives related to regional stewardship into the University's strategic planning infrastructure;
8. Continue to include regular allocations in the University's budget that directly support engagement activities through units such as the Division of Continuing Education and Outreach and the Office of Graduate Education and Research;
9. Utilize the University's existing infrastructure, such as the Division of Sponsored Programs, to assist faculty in identifying external sources of funding for projects that promote engagement within the service region;
10. Continue to incorporate financial incentives into programs or initiatives that encourage stewardship activity, such as class release time, project operations budgets, student assistance, and summer stipends associated with the QEP Service Learning Project;
11. Assign the Director for Regional Stewardship responsibility for assuring that regional stewardship budget priorities recommended by the Regional Stewardship Advisory Committee or other campus constituencies are included in the budget process;
12. Treat funding received from the Regional Stewardship Program as a restricted account, segregated from other appropriations for budgetary tracking (including ROI) and accountability purposes;
13. Continue to support public engagement activity through structural units housed within Academic Affairs, such as the Service Learning Initiative coordinated through the Office of the Vice President for University Programs;
14. Continue to support public engagement activity through centers, programs, and initiatives within the University's colleges, such as the Training Resource Center in the College of Justice and Safety, and the Institute for Government in the College of Arts and Sciences;
15. Appoint a Director for Regional Stewardship within a newly established Office of Regional Stewardship by October 1, 2007, to serve as the full-time senior administrator of the Regional Stewardship Program and carry out various duties as described in the University's infrastructure proposal;
16. Create a Regional Stewardship Advisory Committee, comprised of representatives from sectors such as business, industry, education, and government, whose members will identify

a set of focus areas for stewardship activity and review projects to be funded with stewardship initiative funds;

17. Have the University president convene the first meeting of the Regional Stewardship Advisory Committee and attend regularly thereafter along with other key personnel, such as the Provost, Director of Regional Stewardship, Dean of Continuing Education and Outreach, Associate Vice President for Research, and Faculty Advisory Committee members;

18. Form a Regional Stewardship Faculty Committee, comprised of at least one faculty member from each academic college (on quarter-time reassignment), whose members will coordinate stewardship activities within their respective colleges and carry out various duties as described in the University's infrastructure proposal;

19. Involve the Office of Regional Stewardship with the planning and execution of New Faculty Orientation by inviting a staff member of that office to serve on the orientation committee;

20. Continue to hold forums to solicit input from the University community and external constituencies as part of the search process for key administrative positions;

21. Revise search procedures for key administrative personnel to include input from the Regional Advisory Committee through participation in open forums and delivery of a collective evaluation of the candidate to the chair of the search committee;

22. Emphasize the public engagement component in advertisements and job descriptions for new University positions engaged in regional stewardship;

23. Continue to provide on-campus professional development training and forums on topics related to regional stewardship (e.g., service learning, grant writing, campus compact) through the University's Teaching and Learning Center;

24. Make professional development funding available in support of QEP-related activities, including service learning;

25. Assign the Office of Regional Stewardship responsibility for serving as a clearinghouse for funding additional professional development activities for faculty and staff;

26. Have members of the Regional Stewardship Faculty Committee from each college conduct a review of departmental tenure and promotion guidelines and provide input for explicit recognition of engagement activities within the next 12 months;

27. Make explicit recognition of engagement activities in promotion and tenure criteria an objective of the Regional Stewardship Office;

28. Continue to emphasize public engagement in the University learning environment through activities and initiatives such as adding community service and service learning language to the 2006-2010 Strategic Plan, elevating the standing of the Service Learning Committee, and including service learning in the Quality Enhancement Plan;

29. Use input from the Regional Stewardship Advisory Committee to strategically focus University service learning activities and identify regional constituents in need of assistance and interested in partnering with a service learning class;

30. Reinforce the connection between service learning and the stewardship program by including the Director of Regional Stewardship, faculty regional stewardship coordinators, and a member of the Regional Advisory Committee on the Service Learning Committee;

31. Hire a coordinator and service learning consultant to implement the Service Learning Quality Enhancement Plan beginning July 2007;

32. Work with Council staff and other partners to develop a uniform set of key indicators for tracking and assessing engagement activity, with data collection to begin as early as fall 2007;

33. Implement specific data collection and reporting activities for communication to the Regional Advisory Committee, the Council, and other important constituency groups;

34. Facilitate collection and dissemination of environmental data necessary to identify regional needs and opportunities that will guide development of a strategic plan for the Regional Stewardship initiative;

35. Revise the University's existing planning, assessment, and reporting infrastructure to incorporate specific reporting requirements to measure success in meeting regional needs as identified by the Council and Regional Advisory Committee;

36. Continue to involve external stakeholders in discussions and public forums that inform the strategic planning process;

37. Continue to use structured mechanisms such as the Board of Regents and program-specific advisory boards to gain input and guidance in developing departmental and unit-level plans aimed at service to the region;

38. Continue campus leader participation in the planning efforts of external constituents through involvement on regional boards or councils, and where appropriate, continue to provide facilities and secretarial support for meetings; and

39. Upon receipt of Regional Stewardship Program funds, implement a new, academically decentralized and administratively centralized internal structure to support stewardship program activities and begin screening candidates to serve on the Regional Advisory Committee (with appointments anticipated within two months).

General Provisions

1. Both parties understand and hereby acknowledge that up to $600,000 in 2007-08 stewardship initiative funds will be disbursed among participating comprehensive universities based on the relative merit of their proposals submitted to the Council prior to required deadlines, and as a result of using this competitive approach for awarding stewardship grants, funding of University proposals is not guaranteed.

2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:

   a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;

   b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;

   c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and

   d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority area proposal by June 1 each year thereafter to access funds allocated in subsequent years.

3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.

4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.

5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.

6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

If to the Council:
James L. Applegate
Vice President for Academic Affairs
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
(502) 573-1555, ext. 259
jim.applegate@ky.gov

If to the University:
Rodney Piercey
Provost & VP for Academic Affairs
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475
(859) 622-3884
rodney.piercey@eku.edu

Authorizing Signatures

We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

_____
Thomas D. Layzell, President

_6/13/07_____
Date

Approved as to form and legality

Dennis Taulbee, General Counsel

Eastern Kentucky University (2nd party)

_____   _____
Joanne K. Glasser, President   Date

Approved as to form and legality (optional)

_____
Legal or General Counsel

Approved as to form and legality

_____

Dennis Taulbee, General Counsel

Eastern Kentucky University (2nd party)

_____   _____

Joanne K. Glasser, President   6-8-07

                                                                        Date

Approved as to form and legality (optional)

_____

Legal or General Counsel

Kentucky Commonwealth of Kentucky

PURCHASE ORDER

IMPORTANT
Show Doc ID number on all packages, invoices and correspondence.

Doc Description: Regional Stewardship - Kentucky State University 06/08	
Doc ID No: PO2 415 0700008043 1	Procurement Folder: 529138
Procurement Type: MOA/PSC Exception	
Administered By: Bill Payne	Cited Authority: KRS45A.690(1)(D)4
Telephone: 502-573-1555, X. 226	Issued By: FREDA DONALDSON

BILL TO

435834

COUNCIL ON POSTSECONDARY ED

1024 CAPITAL CENTER DR STE 320

FRANKFORT   KY 40601

SHIP TO

ORIGINAL

CONTRACTOR

KENTUCKY STATE UNIVERSITY

400 EAST MAIN STREET
HUME HALL RM 102
FRANKFORT   KY 40601
US

Effective From: 2007-06-19   Effective To: 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
1	Infrastructure Funds - FY 06/07 and 07/08		0.00		0.00000	400,000.00	400,000.00

Extended Description

The 2006 Appropriations Bill, House Bill 380, created the Regional Stewardship Funding Program to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives. The Council on Postsecondary Education (Council) is authorized to administer the Regional Stewardship Funding Program and has promulgated a set of guidelines to facilitate program implementation.

Kentucky State University has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program. The Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

ITEM 3 - Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments

Effective From: 2007-07-01   Effective To: 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
2	Regional grant funds - FY 07/08		0.00		0.00000	300,000.00	300,000.00

Extended Description

ITEM 6 - Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments.

Effective From: 2007-07-01   **Effective To:**   2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
3	Stewardship Initiative Funds Pool		0.00		0.00000	600,000.00	600,000.00

Extended Description

ITEM 11 - Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria.

This is a "pool" of funds which will be distributed to Kentucky's comprehensive universities on a competitive basis - based upon responses to the Council's annual Request For Proposals. This Agreement does not guarantee the University will receive any portion of said funds. However, should the University be awarded stewardship initiative funds, the University agrees to comply with the Council's "2006-08 Regional Stewardship Program Guidelines" approved on July 10, 2006 and with the information submitted in the corresponding proposal.

Total Order Amount:	1,300,000.00

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
KENTUCKY STATE UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Kentucky State University, 400 East Main Street, Frankfort, Kentucky 40601, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds appropriated during fiscal years 2006-07 and 2007-08.

Witnesseth:

Whereas, the 2006 Appropriations Bill, House Bill 380, created the **Regional Stewardship Funding Program** to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives; and

Whereas, the Council is an independent governmental agency of the Commonwealth of Kentucky created pursuant to KRS 164.010, is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation; and

Whereas, Kentucky State University has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;
2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;
3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;
4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;
5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;
6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;
7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds becomes annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan as approved by the Council on April 4, 2007;
8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);
9. Receive and review University stewardship initiative requests for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;
10. Assemble an assessment team comprised of senior CPE staff, state agency representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;
11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and
12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any stewardship initiative funds not distributed by the end of the biennium are carried forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to emphasize stewardship of place, student engagement, and service learning as a priority in major policy speeches by campus leaders, through meetings with faculty, staff, and student leaders, and in campus publications;
2. Continue to require all University units to include public engagement in planning and budgeting processes and conduct budget hearings to identify possible revisions of departmental requests that fail to focus on stewardship and engagement activities;
3. As contained in KSU's 2008 budget, continue to provide incentives for engagement activity through annual budget allocations for a competitive grant program and faculty release time;
4. University funds for competitive grants and faculty release time to promote stewardship activities will be available by July 2007, and a plan for faculty release time will be devised by August 2007;
5. As part of the strategic planning process, review all areas within the University with outreach and engagement functions and resources that may be subsumed under the Regional Stewardship umbrella;
6. Subsequent to approval of the University's current strategic plan, incorporate regional stewardship into 2008 unit goals and performance measures;
7. Reflect a total integration of stewardship and engagement priorities throughout the University in a revised five-year Strategic Plan to be completed in draft form the end of July 27, 2007;
8. Include a mission and vision statement for a newly created Regional Stewardship and Public Engagement Office in the revised Strategic Plan;
9. Revise the KSU vision statement to focus on regional stewardship, on developing a strong regional advisory committee, and on engagement activities within the region by the end of the 2007 calendar year;
10. Incorporate regional stewardship and engagement into the mission and vision statements of all University units by the end of the 2007 calendar year;
11. Where appropriate, use targeted information received as outcomes from the regional advisory committee in five-year departmental plans;
12. Create a Regional Stewardship and Public Engagement Office to spearhead implementation of the stewardship program, staffed initially by a full-time director, archivist, and administrative assistant;
13. Designate the Regional Stewardship Director as the person responsible for working with deans, chairs, the faculty senate, and other campus leaders to modify campus by-laws, policies, and operating manuals to include goals, criteria, standards, and performance criteria related to regional stewardship and engagement by the end of the 2007 calendar year (this includes reappointment, tenure, and promotion policies, as well as, recruitment materials);
14. Appoint a Regional Advisory Committee that is representative of the community and convene a first meeting by June 29 2007;
15. Where appropriate, include representation of campus leadership on the Regional Advisory Committee and of faculty members and administrators on subcommittees;
16. Conduct community forums throughout summer and early fall 2007 to assess public sentiment and prioritize concerns and needs;
17. Conduct environmental scans to gather information about communities, threats, challenges, aspirations, needs and plans for the future, and work collaboratively with community

stakeholders in solving problems and developing capacity;

18. Develop survey instruments to gauge perspectives of members of the community on a number of issues;

19. Direct the Regional Stewardship Director and the Campus Stewardship Committee to work with human resources, deans, and department heads to ensure that recruitment materials, position descriptions, personnel performance evaluations, and professional development activities reflect the University's commitment to stewardship and public engagement by the end of the fall semester 2007;

20. Incorporate public service and engagement as a criterion in recruitment materials for advertised faculty positions beginning summer 2007;

21. Produce a plan for modifying University incentive and reward systems to encourage community engagement activity by the start of fall semester 2007;

22. When fiscally possible, increase monetary offerings to faculty and staff for outstanding service;

23. Take an amendment before the Board of Regents to change the tenure and promotion policy to include public engagement (the importance of faculty participation in civic engagement activities will be seen in explicit policy language coming from the Board by January 2008);

24. Ensure that all relevant systems of evaluation contain public engagement criteria as a component of performance and develop targets and levels of expectations during the fall semester, so that the engagement component will be fully integrated into University activities beginning July 1, 2008;

25. Provide ongoing professional development activities for faculty in the form of lecture, workshops, and departmental and faculty meetings;

26. Modify the curriculum revision process that is currently underway to include adapting service learning within the core Integrative Studies Program (IGS) curriculum;

27. Establish targets for increasing the number of service learning courses offered in University colleges during 2008;

28. Increase University participation in the National Survey of Student Engagement (NSSE) as a means of determining student participation in engagement activities;

29. Provide Integrative Studies Project training between March and May 2007 to allow faculty an opportunity to revise their curriculums in time for fall semester 2007;

30. Urge the faculty senate to adopt a policy that will further incorporate community service and civic engagement in course curricula, with targets for curriculum integration given to the various colleges during 2008;

31. Designate the Office of Institutional Research and Effectiveness as the department responsible for system development needed to document and account for civic engagement activities (this office will design the data collection and reporting systems utilized to account for the impact of the University's civic engagement programs); and

32. Develop performance indicators and utilize participant assessments to measure engagement program progress and effectiveness.

General Provisions

1. Both parties understand and hereby acknowledge that up to $600,000 in 2007-08 stewardship initiative funds will be disbursed among participating comprehensive universities based on the relative merit of their proposals submitted to the Council prior to

required deadlines, and as a result of using this competitive approach for awarding stewardship grants, funding of University proposals is not guaranteed.

2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:

    a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;

    b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;

    c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and

    d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority area proposal by June 1 each year thereafter to access funds allocated in subsequent years.

3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.

4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.

5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.

6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

If to the Council:
    James L. Applegate
    Vice President for Academic Affairs
    Council on Postsecondary Education
    1024 Capital Center Drive, Suite 320

If to the University:
    James Chapman
    Interim Provost
    Kentucky State University
    Hume Hall, 400 East Main Street
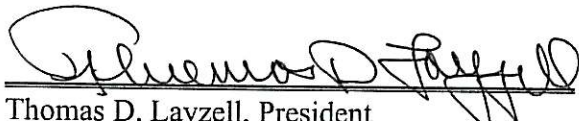
Frankfort, KY 40601
(502) 573-1555, ext. 259
jim.applegate@ky.gov

Frankfort, KY 40601
(502) 597-6442
james.chapman@kysu.edu

Authorizing Signatures

We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

Thomas D. Layzell, President	6/13/07
	Date

Approved as to form and legality

Dennis Taulbee, General Counsel

Kentucky State University (2nd party)

Mary E. Sias, President	*attached*
	Date

Approved as to form and legality (optional)

Legal or General Counsel

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
KENTUCKY STATE UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Kentucky State University, 400 East Main Street, Frankfort, Kentucky 40601, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds appropriated during fiscal years 2006-07 and 2007-08.

Whereas, the 2006 Appropriations Bi[ll] ~~...~~ [Regional Ste]wardship **Funding Program** to support public ~~...~~ [st]ewardship priorities related to collaboration wit[h] ~~...~~ [an]d regional economic development initiatives; ar[e]

Whereas, the Council is an independ[ent] ~~...~~ [Commonwea]lth of Kentucky created pursuant to KRS 1 ~~...~~ [Regio]nal Stewardship Funding Program, and [is responsible for] ~~...~~ [sta]te program implementation; and

Whereas, Kentucky State Universit[y] ~~...~~ [in acco]rdance with Council approved guidelines, and is ~~...~~ [cont]inued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its

infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;

2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;

3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;

5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;

6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds becomes annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan as approved by the Council on April 4, 2007;

8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);

9. Receive and review University stewardship initiative requests for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;

10. Assemble an assessment team comprised of senior CPE staff, state agency representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;

11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and

12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any stewardship initiative funds not distributed by the end of the biennium are carried forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to emphasize stewardship of place, student engagement, and service learning as a priority in major policy speeches by campus leaders, through meetings with faculty, staff, and student leaders, and in campus publications;
2. Continue to require all University units to include public engagement in planning and budgeting processes and conduct budget hearings to identify possible revisions of departmental requests that fail to focus on stewardship and engagement activities;
3. As contained in KSU's 2008 budget, continue to provide incentives for engagement activity through annual budget allocations for a competitive grant program and faculty release time;
4. University funds for competitive grants and faculty release time to promote stewardship activities will be available by July 2007, and a plan for faculty release time will be devised by August 2007;
5. As part of the strategic planning process, review all areas within the University with outreach and engagement functions and resources that may be subsumed under the Regional Stewardship umbrella;
6. Subsequent to approval of the University's current strategic plan, incorporate regional stewardship into 2008 unit goals and performance measures;
7. Reflect a total integration of stewardship and engagement priorities throughout the University in a revised five-year Strategic Plan to be completed in draft form the end of July 27, 2007;
8. Include a mission and vision statement for a newly created Regional Stewardship and Public Engagement Office in the revised Strategic Plan;
9. Revise the KSU vision statement to focus on regional stewardship, on developing a strong regional advisory committee, and on engagement activities within the region by the end of the 2007 calendar year;
10. Incorporate regional stewardship and engagement into the mission and vision statements of all University units by the end of the 2007 calendar year;
11. Where appropriate, use targeted information received as outcomes from the regional advisory committee in five-year departmental plans;
12. Create a Regional Stewardship and Public Engagement Office to spearhead implementation of the stewardship program, staffed initially by a full-time director, archivist, and administrative assistant;
13. Designate the Regional Stewardship Director as the person responsible for working with deans, chairs, the faculty senate, and other campus leaders to modify campus by-laws, policies, and operating manuals to include goals, criteria, standards, and performance criteria related to regional stewardship and engagement by the end of the 2007 calendar year (this includes reappointment, tenure, and promotion policies, as well as, recruitment materials);
14. Appoint a Regional Advisory Committee that is representative of the community and convene a first meeting by June 29, 2007;
15. Where appropriate, include representation of campus leadership on the Regional Advisory Committee and of faculty members and administrators on subcommittees;
16. Conduct community forums throughout summer and early fall 2007 to assess public sentiment and prioritize concerns and needs;

17. Conduct environmental scans to gather information about communities, threats, challenges, aspirations, needs and plans for the future, and work collaboratively with community stakeholders in solving problems and developing capacity;

18. Develop survey instruments to gauge perspectives of members of the community on a number of issues;

19. Direct the Regional Stewardship Director and the Campus Stewardship Committee to work with human resources, deans, and department heads to ensure that recruitment materials, position descriptions, personnel performance evaluations, and professional development activities reflect the University's commitment to stewardship and public engagement by the end of the fall semester 2007;

20. Incorporate public service and engagement as a criterion in recruitment materials for advertised faculty positions beginning summer 2007;

21. Produce a plan for modifying University incentive and reward systems to encourage community engagement activity by the start of fall semester 2007;

22. When fiscally possible, increase monetary offerings to faculty and staff for outstanding service;

23. Take an amendment before the Board of Regents to change the tenure and promotion policy to include public engagement (the importance of faculty participation in civic engagement activities will be seen in explicit policy language coming from the Board by January 2008);

24. Ensure that all relevant systems of evaluation contain public engagement criteria as a component of performance and develop targets and levels of expectations during the fall semester, so that the engagement component will be fully integrated into University activities beginning July 1, 2008;

25. Provide ongoing professional development activities for faculty in the form of lecture, workshops, and departmental and faculty meetings;

26. Modify the curriculum revision process that is currently underway to include adapting service learning within the core Integrative Studies Program (IGS) curriculum;

27. Establish targets for increasing the number of service learning courses offered in University colleges during 2008;

28. Increase University participation in the National Survey of Student Engagement (NSSE) as a means of determining student participation in engagement activities;

29. Provide Integrative Studies Project training between March and May 2007 to allow faculty an opportunity to revise their curriculums in time for fall semester 2007;

30. Urge the faculty senate to adopt a policy that will further incorporate community service and civic engagement in course curricula, with targets for curriculum integration given to the various colleges during 2008;

31. Designate the Office of Institutional Research and Effectiveness as the department responsible for system development needed to document and account for civic engagement activities (this office will design the data collection and reporting systems utilized to account for the impact of the University's civic engagement programs); and

32. Develop performance indicators and utilize participant assessments to measure engagement program progress and effectiveness.

General Provisions

1. Both parties understand and hereby acknowledge that up to $600,000 in 2007-08 stewardship initiative funds will be disbursed among participating comprehensive universities based on the relative merit of their proposals submitted to the Council prior to required deadlines, and as a result of using this competitive approach for awarding stewardship grants, funding of University proposals is not guaranteed.

2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:

   a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;

   b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;

   c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and

   d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority area proposal by June 1 each year thereafter to access funds allocated in subsequent years.

3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.

4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.

5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.

6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

If to the Council:
James L. Applegate
Vice President for Academic Affairs
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
(502) 573-1555, ext. 259
jim.applegate@ky.gov

If to the University:
James Chapman
Interim Provost
Kentucky State University
Hume Hall, 400 East Main Street
Frankfort, KY 40601
(502) 597-6442
james.chapman@kysu.edu

Authorizing Signatures

We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

_____
Thomas D. Layzell, President

6|13|07
Date

Approved as to form and legality

_____
Dennis Taulbee, General Counsel

Kentucky State University (2nd party)

_____
Mary E. Sias, President

06 -08 - 07
Date

Approved as to form and legality (optional)

_____
Legal or General Counsel

Page 6 of 6

Commonwealth of Kentucky

PURCHASE ORDER

Doc Description: Regional Stewardship - Morehead State Univ 06/08	
Doc ID No: PO2 415 0700008818 1	**Procurement Folder:**
Procurement Type: MOA/PSC Exception	
Administered By: Bill Payne	**Cited Authority:** KRS45A.690(1)(D)4
Telephone: 502-573-1555, X 226	**Issued By:** FREDA DONALDSON

B I L L T O

435834
COUNCIL ON POSTSECONDARY ED
1024 CAPITAL CENTER DR STE 320

FRANKFORT   KY   40601

S H I P T O

ORIGINAL

C O N T R A C T O R

MOREHEAD STATE UNIVERSITY

901 GINGER HALL

MOREHEAD   KY   40391-1689
US

Effective From: 2007-06-22   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
1	Infrastructure Funds - FY 06/07 and FY 07/08		0.00		0.00000	400,000.00	400,000.00

Extended Description

The 2006 Appropriations Bill, House Bill 380, created the Regional Stewardship Funding Program to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives. The Council on Postsecondary Education (Council) is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation.

Morehead State University (University) has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program. The Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

ITEM 3 -- Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments.

Effective From: 2007-07-01   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
2	Regional Grant Funds - FY 07/08		0.00		0.00000	300,000.00	300,000.00

Extended Description

ITEM 6 --- Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments.

Effective From: 2007-07-01   **Effective To:**   2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
3	Stewardship Initiative Funds Pool		0.00		0.00000	600,000.00	600,000.00

Extended Description

ITEM 11 --- Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria.

This is a "pool" of funds which will be distributed to Kentucky's comprehensive universities on a competitive basis - based upon responses to the Council's annual Request For Proposals. This Agreement does not guarantee the University will receive any portion of said funds. However, should the University be awarded stewardship initiative funds, the University agrees to comply with the Council's "2006-08 Regional Stewardship Program Guidelines" approved on July 10, 2006 and with the information submitted in the corresponding proposal.

Total Order Amount:	1,300,000.00

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
MOREHEAD STATE UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Morehead State University, 201 Howell McDowell Administration Building, University Boulevard, Morehead, Kentucky 40351, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds appropriated during fiscal years 2006-07 and 2007-08.

Witnesseth:

Whereas, the 2006 Appropriations Bill, House Bill 380, created the **Regional Stewardship Funding Program** to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives; and

Whereas, the Council is an independent governmental agency of the Commonwealth of Kentucky created pursuant to KRS 164.010, is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation; and

Whereas, Morehead State University has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its April 4, 2007 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;

2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;

3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;

5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;

6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds becomes annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan as approved by the Council on April 4, 2007;

8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);

9. Receive and review University stewardship initiative requests for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;

10. Assemble an assessment team comprised of senior CPE staff, state agency representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;

11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and

12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any stewardship initiative funds not distributed by the end of the biennium are carried

forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to emphasize the priority placed on public engagement in University documents, such as the strategic plan;
2. Continue to emphasize public engagement in University strategic goals, such as collaborating with new and existing partners to achieve livable communities, innovative economy, social inclusion, and collaborative governance (a component of the Productive Partnerships goal), and encouraging academic innovation through technology to enhance learning, internship programs, field experiences and active learning opportunities, and co-curricular cultural and scholarly activities (a component of the Academic Excellence goal);
3. Continue to demonstrate a commitment to regional cooperation and engagement through administrative unit goals, such as the Office of the Provost goal that each college/department will clearly articulate its role in meeting University's mission in stewardship and will document a designated increase in external engagement activities, including courses with service learning components;
4. Continue to require all academic departments to have goals focusing on community engagement, such as the Institute for Regional Analysis and Public Policy goal of connecting University faculty and students in partnerships with citizens, educators, political leaders, and policymakers to develop action plans that promote sustainable economic development in the region;
5. Continue efforts to articulate and implement an academic performance outcome indicator related to regional stewardship;
6. Continue to communicate the University's commitment to regional stewardship in major policy speeches to the campus community and in electronic media, web-based, and print marketing materials disseminated to community leaders throughout the service region (e.g., the president and provost have communicated to the campus community that regional engagement is a university-wide initiative and that all academic departments are expected to be involved and will be held accountable);
7. Develop brochures, news releases, and other publications that will highlight the University's role and activities in public engagement;
8. Develop a Regional Engagement Action Plan based on areas of need identified by a Regional Advisory Committee;
9. In light of the Regional Engagement Action Plan, review and modify strategic priorities, unit action plans, and resource allocations as necessary prior to June 2007, and reflect these changes in the University's 2007-08 operating budget;
10. Where appropriate, continue to dedicate institutional funds, and continue to seek external funding, to support institutional engagement with the region;
11. Establish an expectation that the Center for Regional Engagement will become a focal point for developing and securing extramural support for regional collaborative programs;
12. Through the Center for Regional Engagement, create and fund a $25,000 award pool

that provides competitive grant funding for new and recent faculty to initiate regional engagement activities;

13. Continue to support applicable community engagement activities with endowment funds, such as the Paul and Lucille Little Endowment that supports the Theatre in the Schools program, and the Appalachian P-16+ Endowment that supports outreach and collaboration with public schools, community organizations, and businesses to enhance P-16 education throughout eastern Kentucky;

14. Create a formal, dedicated category for regional stewardship program expenditures in the University's 2007-08 fiscal year operating budget;

15. Where appropriate, continue to engage the region through existing venues such as the Institute for Regional Analysis and Public Policy (providing applied research and public service to the service region), College of Business (providing workshops and one-on-one counseling for small business owners through the Small Business Development Center), and American Democracy Project (promotion and coordination of community engagement activities, including service learning);

16. Establish a Center for Regional Engagement, within the Institute for Regional Analysis and Public Policy, to expand and coordinate community engagement activities and initiatives throughout the University by June 2008;

17. Hire or assign staff to support the newly created Center for Regional Engagement in the form of a Director at the Associate Provost level (by May 2007), a Coordinator of Service Learning (by July 2007), a clerical support person, and five faculty/staff with .50 reassigned time to coordinate collaborative regional engagement and outreach, and plan for these positions as part of the 2007-08 budget development process;

18. Establish a Regional Advisory Committee comprised of education, community, business, and political leaders by August 2007 to help identify regional needs and programming priorities for the Center for Regional Engagement and assist in assessing the center's effectiveness;

19. Form a steering committee comprised of faculty and staff from the University and members of the Regional Advisory Committee to address best practices in bringing the resources of both groups to bear on the regional stewardship effort;

20. Assign the Associate Provost for Engagement and the Associate Provost for Research to the steering committee;

21. Include the Associate Provost for Engagement as a member of the Dean's Council and the President's Council to ensure that campus leaders become engaged and are well informed regarding stewardship activities;

22. Utilize the Regional Advisory Committee to inform the University's strategic planning process and to publicize and promote data gathering and an understanding of regional needs and opportunities that help shape the strategic plan;

23. Initiate internal environmental scanning with a systematic inventory of assets, along with identification of public engagement activities, and compile results into a database so that future opportunities for public engagement can be directed toward the appropriate unit and individual;

24. To assist the Regional Advisory Committee in determining regional issues and priorities, University staff will seek information and input from strategically placed individuals in local/state/federal government, Area Development Districts, and regional economic development organizations, and will review reports and documents produced by others that address regional issues, such as the Appalachian Regional Commission and the Long-Term Policy Research Center;

25. Continue to emphasize the importance campus leaders place on community engagement in faculty and staff recruitment materials, such as the University's recent decision (Spring 2007) to alter job announcement templates to include language reflecting interest in hiring professionals with expertise in regional partnerships and public engagement;

26. Continue to provide funding for engagement-related professional development, such as a multi-day conference to assist faculty in the development of courses focused on service learning and community engagement, and reflect increased budget allocations for faculty development in the area of public engagement in the 2007-08 operating budget;

27. Develop guidelines that more explicitly define the role of public engagement as a key criterion in faculty performance assessment by June 2007;

28. Continue to provide awards and recognition that encourage public engagement activity for faculty and staff, such as the annual Distinguished Faculty Service Award, Distinguished Staff Service Award, and Excellence in Civic Engagement Awards;

29. Continue discussions with the Faculty Senate with the objective of revising the University's salary and promotion and tenure systems to provide more comprehensive rewards to faculty for meritorious public engagement activities;

30. Create a Faculty Senate working committee to consider adjustments of faculty review processes that would reward and encourage regional engagement, and formalize suggestions of that committee in review, tenure, promotion, and merit pay policies by June 2007;

31. Continue activities and initiatives that integrate public engagement into the University learning environment, such as increasing the number of programs that incorporate learning outcomes based on student engagement into unit-level goals and annual reports, providing engagement opportunities in areas of research, leadership, internships, and studies abroad, and increasing the number and quality of service learning courses offered;

32. Within the current academic year (i.e., 2006-07), all departments will offer at least one service learning course or a course that incorporates public engagement as a major portion of course activities;

33. It is anticipated that the Regional Stewardship Program will provide resources to increase the range and scope of service learning offerings;

34. Track specific initiatives and activities associated with regional stewardship across all University units through a newly acquired Weave Online Assessment Management System scheduled for implementation Spring 2007;

35. Document the Center for Regional Engagement's strategic plan through the Weave Online system, including detailed mission, goals, objectives, key indicators, and actions that will be implemented to measure quality of life within the region and identify pressing regional problems and opportunities;

36. Continue University involvement in organizations that focus on regional issues and formalize campus/community interactions, such as the "New City: Morehead" organization; and

37. Where appropriate, continue to expand University interaction with citizens and institutions in the region, and complete a specific plan for community engagement by June 2007.

General Provisions

1. Both parties understand and hereby acknowledge that up to $600,000 in 2007-08 stewardship initiative funds will be disbursed among participating comprehensive universities based on the relative merit of their proposals submitted to the Council prior to required deadlines, and as a result of using this competitive approach for awarding stewardship grants, funding of University proposals is not guaranteed.

2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:

   a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;
   b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;
   c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and
   d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority area proposal by June 1 each year thereafter to access funds allocated in subsequent years.

3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.

4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.

5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.

6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

   If to the Council: If to the University:

James L. Applegate
VP for Academic Affairs
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY   40601
(502) 573-1555, ext. 259
jim.applegate@ky.gov

Michael Moore
Exec. VP for Academic Affairs
Morehead State University
205 Howell McDowell Building
University Boulevard
Morehead, KY 40351-1689
(606) 783-2002
m.moore@moreheadstate.edu

Authorizing Signatures

We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

_____   _____6/25/07_____
Thomas D. Layzell, President   Date

Approved as to form and legality

_____
Dennis Taulbee, General Counsel

Morehead State University (2nd party)

_____   _____6/19/07_____
Wayne D. Andrews, President   Date

Approved as to form and legality (optional)

_____
Legal or General Counsel

Kentucky Council on Postsecondary Education

October 31, 2007

Gary Brockway
Vice President for Academic Affairs
Murray State University
327 Wells
P. O. Box 9
Murray, KY 42071-0009

Dear Gary:

The Council received President Dunn's letter dated September 4, 2007, requesting that
Murray State University's regional stewardship program memorandum of agreement be
amended. Per that request, we have deleted item #5 on page 5 that previously read,
"Restructure budget tracking systems to bring all public engagement accounts under one
umbrella in a separately identified part of the budget in time for the 2007-08 budget
planning process."

Please mail this revised MOA back to me after President Dunn has the opportunity to
sign it.

Sincerely,

James L. Applegate, Ph.D.
Vice President for Academic Affairs

JLA: jaw

Enclosure

Kentucky
UNBRIDLED SPIRIT

Kentucky Commonwealth of Kentucky

PURCHASE ORDER

	IMPORTANT
	Show Doc ID number on all packages, invoices and correspondence.

Doc Description: Regional Stewardship - Murray State Univ 06/08	
Doc ID No: PO2 415 0700006398 2	**Procurement Folder:** 417838
Procurement Type: MOA/PSC Exception	
Administered By: Bill Payne	**Cited Authority:** KRS45A.690(1)(D)4
Telephone: 502-573-1555, X. 226	**Issued By:** DIANN DONALDSON

Reason For Modification: Change in language only - to remove item #5 under Infrastructure Plan

B I L L T O	435834 COUNCIL ON POSTSECONDARY ED 1024 CAPITAL CENTER DR STE 320 FRANKFORT KY 40601	S H I P T O	
C O N T R A C T O R	MURRAY STATE UNIVERSITY OFFICE OFFICE OF SPONSORED PROGRAMS 328 WELLS HALL MURRAY KY 42071-3318 US		

Effective From: 2007-04-10   **Effective To:**   2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
1	Infrastructure Funds - FY 06/07 and 0708		0.00		0.00000	400,000.00	400,000.00

Extended Description

The 2006 Appropriations Bill, House Bill 380, created the Regional Stewardship Funding Program to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives. The Council on Postsecondary Education (Council) is authorized to administer the Regional Stewardship Funding Program and has promulgated a set of guidelines to facilitate program implementation.

Murray State University (University) has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program. The Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its January 29, 2007 meeting.

ITEM 3 --- Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments

Effective From: 2007-07-01   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
2	Regional grant funds - FY 07/08		0.00		0.00000	300,000.00	300,000.00

Extended Description

ITEM 6 --- Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments.

Effective From: 2007-04-10   **Effective To:** 2008-06-30

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
3	Stewardship Initiative Funds Pool		0.00		0.00000	600,000.00	600,000.00

Extended Description

ITEM 11 -- Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria.

This is a "pool" of funds which will be distributed to Kentucky's comprehensive universities on a competitive basis - based upon responses to the Council's annual Request For Proposals. This Agreement does not guarantee the University will receive any portion of said funds. However, should the University be awarded stewardship initiative funds, the University agrees to comply with the Council's "2006-08 Regional Stewardship Program Guidelines" approved on July 10, 2006 and with the information submitted in the corresponding proposal.

Total Order Amount:	1,300,000.00

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
MURRAY STATE UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Murray State University, 218 Wells Hall, P.O. Box 9, Murray, Kentucky 42071-0009, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds appropriated during fiscal years 2006-07 and 2007-08.

Witnesseth:

Whereas, the 2006 Appropriations Bill, House Bill 380, created the **Regional Stewardship Funding Program** to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives; and

Whereas, the Council is an independent governmental agency of the Commonwealth of Kentucky created pursuant to KRS 164.010, is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation; and

Whereas, Murray State University has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its January 29, 2007 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council

agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;

2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;

3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;

5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;

6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds becomes annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan as approved by the Council on January 29, 2007;

8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);

9. Receive and review University stewardship initiative requests for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;

10. Assemble an assessment team comprised of senior CPE staff, state agency representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;

11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and

12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any

stewardship initiative funds not distributed by the end of the biennium are carried forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to underscore the importance of regional stewardship in University strategic goals and priorities, and in student learning outcomes;
2. Add a new declaration to Murray State University Value Statements that reinforces the importance of collaborative regional engagement within six months of Council approval of the University's infrastructure plan;
3. Continue to involve business professionals, educational partners, government leaders, and citizens from throughout the region in strategic planning processes that help shape the University's vision and strategic goals;
4. Require units across campus to develop strategies and action plans to advance strategic goals, including those related to public engagement activity, and to establish key indicators for measuring progress within nine months of infrastructure plan approval;
5. (deleted);
6. Where appropriate, continue to operate programs and offices which leverage intellectual capital and institutional resources to provide outreach services in domains such as education, business and economic development, health care, the environment, governance, and social services;
7. Establish a new Office of Regional Stewardship and Outreach on campus whose sole mission is to leverage institutional resources, volunteers, and expertise to promote the welfare of the region within one year of infrastructure plan approval;
8. Hire a Director of Regional Stewardship and Outreach who, working in conjunction with community partners and the Regional Stewardship Advisory Committee, will oversee the development and implementation of strategies to advance regional development within one year of infrastructure plan approval;
9. Continue to operate special centers and outreach programs that offer a wide array of services to the region, such as the Small Business Development Center, Purchase Area Health Education Center, and the Breathitt Veterinary Center;
10. Devise a statement regarding the university's commitment to regional engagement and include that statement in appropriate employment advertisements within six months of infrastructure plan approval;
11. Add an institutional definition of service to faculty and staff handbooks;
12. Create a pamphlet about MuSU's commitment to civic engagement to share with candidates for faculty and professional staff positions within six months of infrastructure plan approval;
13. Review employment policies and practices related to faculty and staff engagement, and modify as needed within one year of infrastructure plan approval;
14. Modify collegiate guidelines to ensure that service is a clear criterion for annual

evaluation, merit, tenure, and promotion within two years of infrastructure plan approval;

15. Address the need for release time and resources to support faculty and staff engagement within two years of infrastructure plan approval;

16. Recognize engagement through an institutional award similar to those for teaching and research excellence within two years of infrastructure plan approval;

17. Consider a new model for faculty workloads and evaluation based on differential roles, which will allow faculty to address specific challenges and be rewarded based on individualized departmental plans, rather than a set percent of teaching, research, and service;

18. Continue to provide ample opportunities for University students to be involved in community-based learning, through curriculum-based public engagement programs and the University's nationally recognized Service Learning Scholars Program;

19. Over the next three years, develop and implement a comprehensive institutionalized plan for integrating stewardship into the curriculum, including more engaged classroom teaching, directed course work and engagement strategies for students, new teaching materials, and a new tracking system;

20. Continue to provide outreach-related professional development opportunities, such as workshops to train faculty in best practices associated with service learning;

21. Enhance on-going faculty development and training for new learning/teaching methods directed at engagement within three years of infrastructure plan approval;

22. Over the next two years, inventory and catalog public engagement activities already occurring on campus conducted by individuals in both academic and administrative units, and develop a system for reporting and updating the public engagement inventory;

23. Create an Outreach Directory and publicize externally via website and other more traditional means within two years of infrastructure plan approval; and

24. Establish a Regional Advisory Council and begin the process of surveying citizens, meeting with business, education, and service representatives, conducting research, and hosting Town Hall Meetings to determine the long-term needs of western Kentucky within one year of infrastructure plan approval.

General Provisions

1. Both parties understand and hereby acknowledge that up to $600,000 in 2007-08 stewardship initiative funds will be disbursed among participating comprehensive universities based on the relative merit of their proposals submitted to the Council prior to required deadlines, and as a result of using this competitive approach for awarding stewardship grants, funding of University proposals is not guaranteed.

2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:

a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;

b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;

c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and

d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority area proposal by June 1 each year thereafter to access funds allocated in subsequent years.

3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.

4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.

5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.

6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

If to the Council:
James L. Applegate
VP for Academic Affairs
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
(502) 573-1555, ext. 259
jim.applegate@ky.gov

If to the University:
Gary Brockway
Provost & VP for Acad. Affairs
Murray State University
327 Wells Hall, P.O. Box 9
Murray, KY 42071-0009
(270) 809-6465
gary.brockway@murraystate.edu

Authorizing Signatures

We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

_____   _____
Bradford L. Cowgill, President   Date

Approved as to form and legality

_____
Dennis Taulbee, General Counsel

Murray State University (2nd party)

_____   _____
Randy Dunn, President   Date

Approved as to form and legality (optional)

_____
Legal or General Counsel

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
NORTHERN KENTUCKY UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Northern Kentucky University, 800 Administrative Center, Nunn Drive, Highland Heights, Kentucky 41099, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds received during fiscal years 2006-07 and 2007-08.

Witnesseth:

Whereas, the 2006 Appropriations Bill, House Bill 380, created the **Regional Stewardship Funding Program** to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives; and

Whereas, the Council is an independent governmental agency of the Commonwealth of Kentucky created pursuant to KRS 164.010, is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation; and

Whereas, Northern Kentucky University has submitted an infrastructure plan, strategic plan for its region, and priority area proposal in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, strategic plan for its region, and priority area proposal, and finding that these items meet guideline requirements for the stewardship program, approved said documents at its September 17, 2006 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;
2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;
3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;
4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;
5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;
6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;
7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds and $300,000 in 2007-08 regional grant funds become annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan and priority area proposal as approved by the Council on September 17, 2006 and has established goals, timelines, and indicators of progress for monitoring improvement in specified priority areas;
8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);
9. Receive and review University stewardship initiative proposals for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;
10. Assemble an assessment team comprised of senior CPE staff, state agency

representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;

11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and

12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any stewardship initiative funds not distributed by the end of the biennium are carried forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to involve local business, education, government, and community leaders in discussions that shape the vision, core values, and priorities of the institution;
2. Enhance communication with various publics through an improved Web presence;
3. Use the Vision 2015 document and regional advisory committee input to guide the University's regional stewardship effort over the next decade;
4. Continue to align institutional resources, priorities, and infrastructure to support regional stewardship, and monitor progress toward achieving that alignment;
5. Continue to feature regional stewardship prominently in the University's vision statement, core values, and strategic priorities;
6. Incorporate an expectation of public engagement into the mission, vision, and goals of every college and academic department;
7. Maintain a stronger, more overt role for public engagement in University reappointment, promotion, and tenure guidelines;
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;
9. Maintain the current policy that advertising for faculty positions contain a statement reflecting the University's commitment to regional stewardship;
10. Where appropriate, incorporate similar wording about the importance of stewardship into advertisements for administrative positions;
11. Continue to reflect a commitment to public engagement and stewardship in University publications, such as annual magazines, reports, surveys, and catalogs;
12. Continue to recognize outstanding achievement in public engagement through

awards, ceremonies, and publications;

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

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;

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

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; and

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.

Priority Area Proposal

In accordance with the priority area proposal submitted to, and approved by, the Council, the University agrees to:

1. Incorporate consideration of regional priorities into future planning processes;
2. Collaborate with community partners to help achieve the goals of Vision 2015;
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;
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);
5. Provide the community with expert consulting help, technical service, continuing education, and applied research in the area of early childhood education;
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;
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;
8. Develop goals, timelines, and regional indicators of progress for achieving improvement in identified regional stewardship priority areas;

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

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.

Regional Grants

In accordance with the regional grant proposal submitted to, and approved by, the Council, the University agrees to:

1. Hire one full-time faculty member, one half-time faculty member, one administrative assistant, one undergraduate assistant, and one graduate assistant who will work with the two faculty members who were hired with initial infrastructure fund to create an early childhood team.

2. Convene a group of early childhood educators in the region and assist them in evaluating and then choosing an assessment tool for kindergarten readiness.

3. Conduct at least two workshops per semester to enhance the performance of directors of childcare centers and encourage more directors to seek the director's credential. This initiative will include faculty and assistance from the College of Education under the direction of the 4C for Children organization whose mission is to improve the quality, effectiveness, and accessibility of early childhood education and care in the region northern Kentucky and Greater Cincinnati areas.

4. Continue to offer courses and at least four 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, the team will offer workshops on its administration and interpretation. This initiative will include faculty and assistance from the College of Education under the direction of 4C for Children.

5. Consult with individual centers, on a one-to-one basis, on at least six occasions. This initiative will include faculty and assistance from the College of Education under the direction of 4C for Children.

6. Contribute to implementing Success by 6, which is the nation's largest network of early childhood coalitions focused on improving school readiness through community change, in Northern Kentucky by assisting in the creation of Success by 6 teams in each county of the region.

7. 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. The College of Education will assist and facilitate this initiative.

8. Assist the Vision 2015 Education Action Team in developing the plan, to be completed by summer 2008, which will lead to providing a caring adult in each child's life.

9. Participate in the planning of and make a presentation on the educational goals and accomplishments of Northern Kentucky at an educational summit will be held on November 14, 2007 at the Northern Kentucky Convention Center.

10. Re-establish the Northern Kentucky Chapter of the International Reading Association and plan regular regional meetings of the group beginning in October 2007.

11. 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. This initiative will commence in 2008 with the chapter holding a conference in 2009.

12. Direct two current mathematics faculty to each contribute 25 percent of their time to the work outlined in the regional grant proposal for the 2007-08 academic year.

13. Hire a mathematics educator into a tenure track position at the associate or full professor level starting in the 2008-09 academic year.

14. 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 Mathematics' 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.

15. 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.

16. 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.

17. Consult with the newly formed Northern Kentucky Teaching and Learning Network.

18. Provide a report of 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.

19. Use funds to support two positions: 1) a licensed, doctorally prepared, professional counselor/faculty member who will serve as the director of a newly created mental health clinic, teach the internship class in the graduate counseling program, and serve as the director of clinical studies; 2) a receptionist/secretary for the clinic.

20. Establish a mental health clinic that 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.

21. 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.

22. 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.

23. Administer a validated instrument to assess client satisfaction with services provided and assess each intern's counseling skills.

24. Survey program completers and their administrators regarding the quality of the clinic internship and the placement rates of the counselors and social workers prepared in the program.

25. Use funds to support seven or eight interns per 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.

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

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

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

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

Stewardship Initiatives

According to Council guidelines, stewardship initiatives funding supports specific public engagement activities at the institutions that improve economic prosperity, quality of life, or civic participation in the region or state, while furthering the goals and mandates of House Bill 1 and the Public Agenda.

There are two rounds of stewardship initiative funding. The deadline for the first round of $200,000 was October 1, 2007. Proposals for stewardship initiative funds cannot be considered for funding until institution's strategic plan for stewardship activities and priority area proposal have submitted and approved, and its regional grant funds have been distributed. Northern Kentucky University is the only comprehensive university that met this requirement by the October 1, 2007, deadline.

NKU submitted proposals for two programs – one dealing with summer programs and one focusing on technology stewardship. These proposals were approved by the Council at its December 14, 2007 meeting.

Stewardship Initiative: Summer Programs in Technology, Science, and World Cultures for Talented Youth in Northern Kentucky

1. The Council agrees to disburse $83,500 to NKU to carry out the program activities and evaluation plans outlined in their proposal submitted to the Council, evaluated by Council staff and external reviewers, and approved by the Council.

2. NKU shall submit a report no later than June 15, 2008 outlining the activities undertaken as part of this initiative; lessons learned during the process, including all evaluation activities outlined in the proposal; future plans for the initiative; and a financial report on showing the proposed budget compared to actual expenditures.

Stewardship Initiative: Virtual CIO – Technology Stewardship for Small to Medium Organizations including K-12, City & County Government and Business

1. The Council agrees to disburse $116,500 to NKU to carry out the program activities and evaluation plans outlined in their proposal submitted to the Council, evaluated by Council staff and external reviewers, and approved by the Council.

2. NKU shall submit a report no later than June 15, 2008 outlining the activities undertaken as part of this initiative; lessons learned during the process, including all evaluation activities outlined in the proposal; future plans for the initiative; and a financial report on showing the proposed budget compared to actual expenditures.

General Provisions

1. *deleted*
2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:
   a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;
   b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;
   c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and
   d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority area proposal by June 1 each year thereafter to access funds allocated in subsequent years.
3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.
4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.
5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.
6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

If to the Council:
James L. Applegate
VP for Academic Affairs
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
(502) 573-1555, ext. 259
jim.applegate@ky.gov

If to the University:
Gail W. Wells
VP for Acad. Affairs & Provost
Northern Kentucky University
Lucas Administrative Center 830
Highland Heights, KY 41099
(859) 572-5360
wells@nku.edu

Authorizing Signatures

We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

_____

Bradford L. Cowgill, President

Date _____

Approved as to form and legality

_____
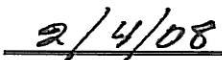
Dennis Taulbee, General Counsel

Northern Kentucky University (2nd party)

_____

James C. Votruba, President

2/4/08

Date

Approved as to form and legality (optional)

_____

Legal or General Counsel

Kentucky Commonwealth of Kentucky

PURCHASE ORDER

IMPORTANT
Show Doc ID number on all packages, invoices and correspondence.

Doc Description: Regional Stewardship - Western Ky Univ 06/08	
Doc ID No: PO2 415 0700006393 1	**Procurement Folder:**
Procurement Type: MOA/PSC Exception	
Administered By: Bill Payne	**Cited Authority:** KRS45A.690(1)(D)4
Telephone: 502-573-1555, X. 226	**Issued By:** FREDA DONALDSON

CONTRACTOR

WESTERN KY UNIVERSITY

1906 College Heights Blvd. #21084

BOWLING GREEN KY 42101
US

ORIGINAL

Effective From: 3/30/07 **Effective To:** 6/30/08

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
1.	Infrastructure Funds - FY 06/07 and 0708		0.00		0.00000	400,000.00	400,000.00

Extended Description

The 2006 Appropriations Bill, House Bill 380, created the Regional Stewardship Funding Program to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives. The Council on Postsecondary Education (Council) is authorized to administer the Regional Stewardship Funding Program and has promulgated a set of guidelines to facilitate program implementation.

Western Kentucky University (University) has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program. The Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its January 29, 2007 meeting.

ITEM 3 --- Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments

BILL TO

435834
COUNCIL ON POSTSECONDARY ED
1024 CAPITAL CENTER DR STE 320

FRANKFORT KY 40601
US

SHIP TO

Effective From: 7/1/07   **Effective To:** 6/30/08

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
2	Regional grant funds - FY 07/08		0.00		0.00000	300,000.00	300,000.00

Extended Description

ITEM 6 --- Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments.

B I L L T O	435834 COUNCIL ON POSTSECONDARY ED 1024 CAPITAL CENTER DR STE 320 FRANKFORT KY 40601 US	S H I P T O	

Effective From: 3/30/07   **Effective To:** 6/30/08

Line	CL Description	Due Date	Quantity	Unit Issue	Unit Price	Contract Amt	Total Price
3	Stewardship Initiative Funds Pool		0.00		0.00000	600,000.00	600,000.00

Extended Description

ITEM 11 -- Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria.

This is a "pool" of funds which will be distributed to Kentucky's comprehensive universities on a competitive basis - based upon responses to the Council's annual Request For Proposals. This Agreement does not guarantee the University will receive any portion of said funds. However, should the University be awarded stewardship initiative funds, the University agrees to comply with the Council's "2006-08 Regional Stewardship Program Guidelines" approved on July 10, 2006 and with the information submitted in the corresponding proposal.

B I L L T O	435834 COUNCIL ON POSTSECONDARY ED 1024 CAPITAL CENTER DR STE 320 FRANKFORT KY 40601 US	S H I P T O	

Total Order Amount: 1,300,000.00

REGIONAL STEWARDSHIP FUND AGREEMENT
between the
COUNCIL ON POSTSECONDARY EDUCATION
and
WESTERN KENTUCKY UNIVERSITY

This Agreement made and entered into by and between the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, hereinafter referred to as the "Council," and Western Kentucky University, Wetherby Administration Building, 1906 College Heights Boulevard, Bowling Green, Kentucky 42101-3576, hereinafter referred to as the "University," governs the distribution and application of Regional Stewardship Program infrastructure, regional grant, and stewardship initiative funds received during fiscal years 2006-07 and 2007-08.

Witnesseth:

Whereas, the 2006 Appropriations Bill, House Bill 380, created the **Regional Stewardship Funding Program** to support public comprehensive university efforts to pursue stewardship priorities related to collaboration with public elementary and secondary schools and regional economic development initiatives; and

Whereas, the Council is an independent governmental agency of the Commonwealth of Kentucky created pursuant to KRS 164.010, is authorized to administer the Regional Stewardship Funding Program, and has promulgated a set of guidelines to facilitate program implementation; and

Whereas, Western Kentucky University has submitted an infrastructure plan in accordance with Council approved guidelines, and is available, qualified, and has indicated continued interest in carrying out said program; and

Whereas the Council has received and reviewed the University's infrastructure plan, and finding that it meets guideline requirements for the stewardship program, approved the plan at its January 29, 2007 meeting.

Now, therefore, in consideration of the foregoing and the terms and conditions hereinafter set forth, the Council and the University do hereby mutually agree as follows:

Legislation and Guidelines

In accordance with House Bill 380 and CPE guidelines approved July 10, 2006, the Council agrees to:

1. Receive and review the University's plan for aligning institutional priorities, resources, and infrastructure to support and sustain stewardship initiatives (i.e., its infrastructure plan) for compliance with Council guidelines before disbursing the University's infrastructure funds;

2. Advise the University of any noncompliance or nonconformity within 30 days of receiving the infrastructure plan and work with campus officials to help them qualify for the grant;

3. Upon Council approval, disburse to the University $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

4. Receive and review the University's strategic plan for its region and priority area proposal for compliance with Council guidelines before disbursing the University's regional grant funds;

5. Advise the University of any noncompliance or nonconformity within 30 days of receiving the strategic plan and priority area proposal, and work with campus officials to help them qualify for the grant;

6. Upon Council approval, disburse to the University $300,000 in 2007-08 regional grant funds in as timely a manner as possible, given that program funds are available in quarterly allotments;

7. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that $200,000 in 2007-08 infrastructure funds becomes annually recurring to the University, beginning in fiscal year 2008-09, provided the University has fully implemented the actions and initiatives described in its infrastructure plan as approved by the Council on January 29, 2007;

8. Issue annual requests for proposals for stewardship initiative funds due to the Council by close of business October 1, 2007 (Round I) and June 1, 2008 (Round II);

9. Receive and review University stewardship initiative requests for compliance with proposal requirements, as specified in Council approved program guidelines, before presenting said proposals to an assessment team for evaluation;

10. Assemble an assessment team comprised of senior CPE staff, state agency representatives, and outside consultants with expertise in the stewardship of place arena to review and evaluate stewardship initiative proposals;

11. Disburse up to $600,000 in 2007-08 stewardship initiative funds for public engagement projects that meet minimum proposal requirements and receive the highest assessment team rankings based on Council approved evaluation criteria; and

12. Seek to have a provision added to the 2008-2010 Appropriations Bill, so that any stewardship initiative funds not distributed by the end of the biennium are carried forward in the funding program until guideline requirements have been satisfied.

Infrastructure Plan

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to emphasize the importance of public engagement in the Mission and Vision statements of the University and in principal documents guiding institutional actions and accountability, including statements of purpose, core values, strategic plans, and action plans;
2. Elevate regional priorities to the forefront of campus planning conversations in concrete ways and put these concerns into sharper focus;
3. Increase awareness of stewardship goals at all levels of the campus community and articulate specific, targeted initiatives and activities to achieve the objectives of a publicly engaged institution;
4. Articulate the connection between planning components and budgeting decisions with respect to public engagement;
5. Develop meaningful accountability systems to show value for stewardship program support;
6. Clarify roles that different University divisions have to play in supporting the public engagement mission;
7. Include community partners in planning and decision-making processes;
8. Use evidence of stewardship as an important determinant of accountability and reward for each unit;
9. Include stewardship as an item of accountability in the Deans' annual reports to the Provost;
10. Align reward and recognition systems with the University's public engagement mission;
11. Continue to fund a competitive grant program that provides seed money for projects that advance the University's student engagement and stewardship missions, such as the Provost's Initiatives for Excellence (PIE) program;
12. Refine university planning and budgeting processes to operationalize systems that will facilitate and support the university's public engagement agenda within two years;
13. Engage in focus group conversations with partners throughout the region to determine regional priorities by summer 2007;
14. Transform the ALIVE Center into the ALIVE Regional Stewardship Center by

           formulating a new mission and organizational goals to promote regional stewardship and by establishing additional partnerships with business and governmental sectors;

15.   Designate the ALIVE Regional Stewardship Center as the hub of the university's public engagement infrastructure and provide operational support for its mission to coordinate the University's regional stewardship effort;

16.   Dedicate a facility (i.e., approximately 2,100 square feet) and the expertise and energies of five professional positions (two funded by WKU and three funded with infrastructure funds) to the stewardship initiative;

17.   Using University funds, assign a half-time faculty member (i.e., 50 percent release time of an existing tenured faculty member) to the position of Stewardship Director to guide the transition of the ALIVE Center into the Regional Stewardship Center, to supervise the activities of the stewardship team, to provide oversight for planning and implementation processes associated with identifying and addressing regional needs, and to serve as a liaison to state and national leaders;

18.   Using University funds, assign a full-time professional staff person to the position of Service Learning Coordinator to serve as the primary interface with faculty and departments in developing service learning opportunities for students, to serve as the University representative to the Kentucky Campus Compact, to bridge community involvement and academic curriculum through service learning, internships, and volunteerism, and to deliver or sponsor workshops, seminars, and other training opportunities to help faculty incorporate community-based learning into their classes;

19.   Using infrastructure funds, hire a Community Engagement Coordinator by summer 2007 to serve as the primary interface with community partners in identifying regional needs and exploring opportunities for campus/community collaboration;

20.   Using infrastructure funds, hire a tenure-track Faculty Engagement Coordinator by August 15, 2007 to work with faculty in advancing projects that bring their disciplinary or interdisciplinary expertise to bear on projects that address identified regional priorities;

21.   Using infrastructure funds, hire a Communications and Marketing Coordinator by summer 2007 to serve as the primary point of contact for data and source material related to the university's regional stewardship mission;

22.   Invest $215,000 in recurring University base funding to complement the capacity established through state funding;

23.   Fund an Americorps VISTA volunteer to serve as the primary interface with in-need constituencies throughout the region, bringing their voice to the discussion of regional needs and priorities;

24. Provide recurring summer support for the Faculty Engagement Coordinator as a means of further advancing the professional development of faculty and staff in the area of Scholarship of Engagement;

25. Dedicate a portion of the effort of the Associate Vice President for Research and Economic Development, the Assistant Vice President for Institutional Planning and Assessment, and an Information Specialist in the area of Information Technology to support the initiatives of WKU's Regional Stewardship Plan;

26. Complete the regional strategic planning process, including identifying regional priorities and creating a Roadmap for Action, by January 1, 2008;

27. Provide faculty an opportunity to opt for reassigned time to reduce teaching loads and increase capacity to participate in stewardship initiatives;

28. Where appropriate, adopt more common language in advertisements and position descriptions identifying priorities related to the University's stewardship mission;

29. Continue to emphasize community engagement as a means of enhancing student learning through faculty and staff professional development;

30. Increase emphasis on working with community partners to conduct needs assessments and on building partnership programs that offer learning benefits to students, scholarly benefits to faculty and staff, and meaningful outcomes for the community and region;

31. Continue to promote student engagement and to influence academic unit curricular and co-curricular planning and assessment activities through Quality Enhancement Plan goals;

32. Conduct a campus-wide review of tenure, promotion, and merit pay policies to ensure that community-based scholarship and engagement activities are included for consideration to be completed by the end of the 2006-07 academic year;

33. Revise Faculty Handbook tenure and promotion guidelines to reflect the importance of community engagement as a scholarly activity by June 2008;

34. Review and revise promotion, tenure, and merit pay processes to ensure that reward structures are aligned with institutional priorities and a broad definition of scholarship that ensures the scholarship of engagement;

35. Create an equitable faculty rewards system (tenure, promotion, merit pay, and workload) that accepts alternative forms of scholarship and creative activity (e.g., scholarship of teaching, engagement, etc.) on an even par with traditional research;

36. Move to a more balanced model of scholarship that allows faculty who contribute to key regional priorities to do so within a system of tenure and promotion that recognizes and rewards those efforts;

37. Establish an "Engaged Department" grant program that provides awards for departments desiring to be engaged with at least one regional priority by 2007-08;

38. Develop recognition systems for faculty and staff that engage in stewardship and

outreach work (e.g., publications that highlight the work of both individual faculty and departments);

39. Over the next two years, fully integrate Quality Enhancement Plan outcomes, including the outcome of engaging students with individuals, groups, and issues beyond campus boundaries, into the curricular and co-curricular learning environment for all students;

40. Increase the number of courses put forward for review by the curriculum committees to add service-learning designations;

41. Implement a co-curricular transcript/e-portfolio system that will track and record student participation in diverse types of learning experiences, including service learning, study abroad, and leadership, and that will link activities to discrete learning goals (a working version of the transcript to be available Spring 2007);

42. Build a system that records and documents student engagement experiences as part of a student learning portfolio, and develop a database to achieve this indicator by fall 2007; and

43. Continue to make use of external advisory boards to provide reflective assessment of University performance, to guide the program review process, and to inform the strategic planning process.

General Provisions

1. Both parties understand and hereby acknowledge that up to $600,000 in 2007-08 stewardship initiative funds will be disbursed among participating comprehensive universities based on the relative merit of their proposals submitted to the Council prior to required deadlines, and as a result of using this competitive approach for awarding stewardship grants, funding of University proposals is not guaranteed.

2. The parties further acknowledge that the Council, acting in accordance with program guidelines, will:

   a. Transfer any infrastructure funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis;

   b. Provide any institution that does not qualify to receive its 2006-07 infrastructure pool allocation an opportunity to submit an infrastructure plan by June 1 each year thereafter to access funds allocated in subsequent years;

   c. Transfer any regional grant funds not distributed by the end of the biennium (i.e., close of business Monday, June 30, 2008) to the stewardship initiatives pool for distribution on a competitive basis; and

   d. Provide any institution that does not qualify to receive its 2007-08 regional grant pool allocation an opportunity to submit a strategic plan and priority

area proposal by June 1 each year thereafter to access funds allocated in subsequent years.

3. This Agreement shall remain in effect through June 30, 2008. All payments to the University are subject to the availability of funds.

4. The terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the successor and permitted assigns, respectively, of the parties. This provision shall not be construed to permit assignment by either party of any of its rights and duties, under this Agreement, which assignment shall be prohibited except with the prior written consent of all parties hereto.

5. The terms and conditions of this Agreement may be extended or amended in writing by mutual agreement of the parties.

6. All notices, requests, demands, waivers, and other communications given as provided in this Agreement shall be in writing and shall be addressed as follows:

If to the Council:
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Council on Postsecondary Education
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If to the University:
Barbara G. Burch
Provost & VP for Acad. Affairs
Western Kentucky University
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Authorizing Signatures
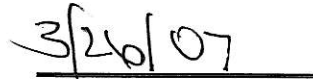
We, the undersigned, hereby acknowledge our agreement to the terms and conditions contained in this document and that we are authorized to obligate our respective organizations accordingly.

Council on Postsecondary Education (1st party)

(signature)

Thomas D. Layzell, President

3/26/07

Date

Approved as to form and legality

(signature)
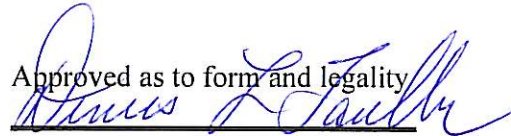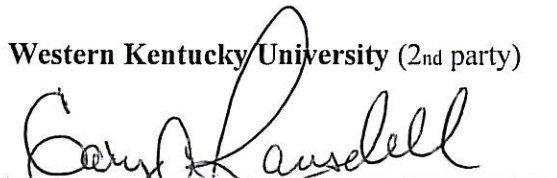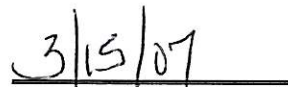
Dennis Taulbee, General Counsel

Western Kentucky University (2nd party)

(signature)

Gary A. Ransdell, President

3/15/07

Date

Approved as to form and legality (optional)

(signature)

Legal or General Counsel

<u>**Vision Statement:**</u>

The Murray State University Regional Stewardship Advisory Council shares a vision of a united west Kentucky changing its culture to succeed in the new century.

<u>**Four Strategic Goals:**</u>

1. Educational Attainment – A united west Kentucky will prepare its citizens to compete in the new global economy by increasing the number of degree holders at every level and raising academic performance to national standards, while providing opportunities for lifetime learning.

2. Job Creation/Entrepreneurial Spirit – A united west Kentucky will become a national leader in rural entrepreneurialism, thereby improving its existing labor markets and supporting the current workforce.

3. Collaborative Partnerships – A united west Kentucky will support local governments working together to improve effectiveness of services, maximize efficiency in utilizing resources, and improve the quality of life and economic well being of the region.

4. Quality of Life – A united west Kentucky will preserve its national reputation as a great place to live by promoting tourism, providing quality healthcare services, fostering cultural and recreational opportunities, and maintaining its natural resources.

<u>**Specific Goal Objectives:**</u>
Education:
1. Raise public school academic performance by further developing the knowledge and skills of educational leadership.

2. Keep everyone engaged in education by providing opportunities for life-long learning.

3. Reduce teacher shortages in high demand areas by developing a reward system that encourages more students to enter the target career fields.

4. Create partnerships between business and educational institutions to develop programs for critically needed job specific skills.

5. Develop a mechanism to certify individuals as teachers through proficiency tests and individualized work experience credentials.

Job Creation/Entrepreneurial Spirit:
1. Make entrepreneurship and innovation the centerpiece of economic development in the region.

2. Enhance regional economic development by aligning educational programs and resources to increase overall economic competitiveness.

3. Improve communication across the region to support economic development and job creation.

4. Develop economic competitiveness strategies centered on the region's natural resources and quality of life.

5. Create networking opportunities to discover synergies, partnerships and new clients both regional and worldwide.

Collaborative Partnerships:
1. Identify public and private programs throughout the nation and adapt for successful application in west Kentucky.

2. Connect successful public and private partnerships throughout the region.

3. Supply data and statistical analysis for local governments to improve decision making.

4. Track statistical trends for Murray State's eighteen county area of responsibility.

5. Develop ways to provide additional assistance for businesses, industry and governmental organizations.

Quality of Life:
1. Develop a regional approach to health awareness.

2. Create opportunities to share resources among counties for services such as public transportation, social programs, drug issues, and children's services.

3. Provide regional assistance with air/water quality issues, solid waste management/recycling and transportation infrastructure.

4. Develop a strategy for cooperative and coordinated development and promotion of cultural and recreational resources.

5. Promote and link tourism in the region.

Western Kentucky University

Regional Assessment & Strategic Plan

Prepared By:

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INTRODUCTION

What is the Regional Stewardship Program?

The Regional Stewardship Program is a new initiative that seeks to promote regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities initiated by comprehensive university faculty and staff. Its purpose is to link the resources and knowledge of our universities to the needs and challenges of their respective regions. Kentucky is the first state in the nation to launch a statewide stewardship program.

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 directed toward the identification of regional needs, opportunities, and stewardship priorities.

- *Regional grant funds* will be used to recruit and retain full-time faculty or professional staff in areas of strategic benefit to a service region, or the state, as identified in an institution's strategic plan for regional stewardship and its priority area 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.

- *Stewardship initiative funds* will be directed toward the creation of partnerships and the execution of engagement activities that promote regional or statewide economic development, livable communities, social inclusion, and creative governance, while helping to achieve the goals of House Bill 1 and the Public Agenda. Initiatives funded through the program will address critical regional needs, as identified in the strategic plan for regional stewardship and endorsed by a region's stewardship advisory committee.

What is Western Kentucky University's Regional Area of Responsibility?

EXECUTIVE SUMMARY

Kentucky's Regional Stewardship program has provided a unique opportunity to increase WKU's level of regional engagement. Like so many initiatives of this nature the lessons learned and relationships built through this process will long outlast this document. Nevertheless, this regional assessment and strategic plan represents a significant collaboration between WKU and community members throughout our 27-county service region. Great care was taken in listening to those willing to express needs and offer solutions to meet them.

In a continuing effort to become an effective steward of place, WKU has committed to a number of strategic initiatives. The character of these initiatives is determined by the university's mission statement:

> Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service, and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.

As evidenced by institutional Strategic Goal 4, "Improve the Quality of Life in Kentucky and Beyond," WKU is dedicated to "responding to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, research, public service, and innovative opportunities for life-long learning." In order to fulfill this obligation, WKU has committed to defining and expanding the role of regional stewardship by being accountable to the following performance indicators in the 2007/08 – 2011/12 Strategic Plan, *Challenging the Spirit*:

1. Number of partnerships with industry for workforce development and training developed through the Division of Extended Learning and Outreach (DELO)

2. Percentage of faculty involved in community partnerships and regional stewardship efforts

3. Percentage of academic departments with faculty involved in community partnerships and stewardship efforts

4. Percentage of regional counties impacted by WKU community partnerships and stewardship efforts

5. Number of DELO partnerships projects for education and training

Additionally, through the WKU Quality Enhancement Plan, "Engaging Students for Success in a Global Environment," we are committed to "engaging students with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society." To that end we are further accountable for the following *Challenging the Spirit* performance indicators:

1. Number of undergraduate students participating in learning activities designed to enhance their capacity as socially and culturally responsible citizens.

2. Total number of cultural, global, and diversity experiences reported by students.

3. Percentage of students indicating they are prepared to be socially and culturally responsible citizens.

4. Number of students involved in volunteerism and citizenship activities annually.

A lengthy process was undertaken to identify specific needs throughout the region. The process and results were reviewed by WKU's Regional Stewardship Advisory Council (RSAC), which consists of community leaders across our region. Under guidance from the RSAC, it was determined that WKU will initially address the following strategic priority need areas:

1. Healthcare
2. Education
3. Nurturing Communities

Given the priorities listed above, WKU has committed to the following initial strategic goals and related outcomes throughout our service region:

GOAL 1: Provide basic medical services for the under-served living in rural counties.

Plan: The WKU Institute for Rural Health Development and Research (IRHDR) has a long-standing commitment to providing services to the medically under-served and uninsured of rural Kentucky. In order to address these issues, the IRHDR Mobile Health and Wellness Unit was established to provide services including oral cleanings and screenings, dental sealants and oral radiology, as well as basic health screenings. The Kentucky Regional Stewardship Program has provided the opportunity to expand these services by allowing for the addition of a nurse practitioner (NP). This NP will supply the medical expertise necessary to create and maintain an adult immunization program, provide screening and treatment options for diabetes, high blood pressure, and heart disease, as well as develop lifestyle programs involving diet, exercise, and smoking cessation. In addition, the NP will assist adults to determine eligibility for further programs and services and provide assistance with the completion of required application materials.

Outcomes: (1) Reduce the risk of influenza and pneumonia in elder adult population.

(2) Diagnose, treat, and reduce the number of adults with untreated chronic diseases.

(3) Improve the overall general health of population by developing and implementing educational programs that stress the importance of diet, exercise, and smoking cessation.

(4) Decrease the number of uninsured and increase the number of people participating in medical and pharmaceutical assistance programs.

GOAL 2:   Provide increased opportunity and support for adult learners.

Plan: WKU is heeding the call to produce more baccalaureate-educated Kentuckians. Based on significant guidance from the Kentucky CPE and WKU's own Regional Stewardship Advisory Council, the decision has been made to increase outreach, recruitment, support, and programming efforts for non-traditional learners. Phase two regional grant funds will provide support for Adult Learner Counselors who will provide adult students with special attention and consideration. These counselors will help assimilate adult learners into the campus in a variety of capacities ranging from academic advising to childcare.

Outcomes: (1) Increase the number of adult learners at WKU.

(2) Increase the number of adults completing a degree at WKU.

(3) Implement an effective system for the utilization of the Adult Learner Counselors.

GOAL 3:   Provide an incentive program designed to increase the level of regional engagement across WKU's academic departments.

Plan: WKU recognizes the importance of regional engagement across a broad range of university faculty and staff. The staff of the WKU ALIVE Center for Community Partnerships worked alongside the Regional Stewardship Advisory Council to develop the "WKU Engaged Department Grant Program." The purpose of this initiative is to provide incentive and support to academic departments as they seek to address a wide variety of community-based needs throughout the region. Regional grant funds will be used to establish this program with the intent of generating viable campus-community partnerships throughout the region.

Outcomes: (1) Conduct information and training workshops for WKU faculty, staff and students.

(2) Conduct information and training workshops for community partners throughout the region.

(3) Develop role of "WKU ALIVE CCP Fellow" – This designation is reserved for faculty and staff that exhibit exceptional efforts toward collaboratively addressing regional needs.

(4) Produce a biannual (one per semester) publication that highlights campus/community partnerships throughout the region. The idea is to "shine the light" on exemplary collaborative work as well as to encourage increased participation in the grant program. This publication will be distributed to the campus and regional community.

(5) Increase the overall participation of WKU students, faculty, and staff in community-based projects and research activity.

Details concerning the above projects appear in WKU's Regional Grant Funds Proposal.

DESCRIPTION OF DOCUMENT

This document contains the summary of WKU ALIVE CCP activities directed toward determining regional need priorities. The first three sections deal explicitly with needs related to WKU's geographic region of responsibility. The first section, "Existing Needs Assessment Summary," represents input from social service organizations across the region. These needs assessments were not conducted for the purpose of informing the Regional Stewardship Initiative; however, service providers shared this information as a viable data source for county-level, regional needs.

The second section, "Regional Forum Participant Summary," represents the initial results from the Regional Stewardship Forums. This data source reflects the participant-level "coding" and prioritization process of the needs relative to their area of the region.

The third section, "Regional Forum Data Analysis," is a detailed analysis of the data set collected across the five regional forums. The four strategic areas were pre-determined based on consideration of categories identified by the Alliance for Regional Stewardship (ARS)[1] and the Kentucky Long-Term Policy Research Center (KLTPRC)[2]. Relevant subcategories along with detailed data records are listed below each strategic area. The priority rating was determined based on the frequency in which the need appeared across the data set. The section concludes with the list of relevant assets submitted by forum participants.

The final section of this document is a summary of existing Western Kentucky University resources directed toward addressing the identified regional needs. Following each program summary is a list of the strategic areas addressed by the initiative.

This document also includes three appendices supplying further information relevant to the Regional Stewardship process.

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[1] The ARS identifies four core principles as the bases for effective regional stewardship – (1) innovative economy, (2) livable community, (3) social inclusion, and (4) collaborative governance. For more see http://www.regionalstewardship.org.

[2] The KLTPRC designate five focus areas in order to track the quality of life across the state of Kentucky – (1) vibrant, nurturing communities, (2) lifelong, quality educational opportunities, (3) a sustainable, prosperous economy, (4) a clean, beautiful environment, and (5) honest, participatory government at all levels. For more see http://www.kltprc.net.

Existing Needs Assessment Summary

The following is a summary of some of the existing county-level needs assessments collected during WKU's Regional Stewardship Initiative process. These assessments have been gathered from a variety of sources including:

United Way of the Ohio Valley
United Way of Pennyrile
United Way of Southern Kentucky
Audubon Area Services
Community Action of Southern Kentucky
Community Action of Central Kentucky
Pennyrile Allied Services
Lake Cumberland Community Action
Green River Regional Educational Cooperative
Commonwealth of Kentucky Statistic Database
Kentucky State Data Center

The following pages include a summary of documented needs presented alphabetically by county, as well as a listing of the top five needs for the region based on these existing assessments.

County-Level Needs

ADAIR COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

ALLEN COUNTY

Community Action
1. Higher paying jobs
2. More jobs
3. Teen pregnancy programs
4. Medical health assistance programs
5. Affordable housing for the elderly

United Way (community residents)
1. Unemployment or underemployment
2. Illiteracy, not being able to read
3. Affordable medical care
4. Drug abuse
5. Public transportation

BARREN COUNTY

Community Action
1. Higher paying jobs
2. More jobs with benefits
3. More jobs
4. Teen pregnancy prevention programs
5. Free and/or reduced prescription programs

United Way
1. Drug abuse
2. Alcoholism
3. Affordable medical care
4. Domestic violence directed at adults
5. Domestic violence directed at children

BRECKINRIDGE COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

BUTLER COUNTY

1. More jobs
2. Higher paying jobs
3. More jobs with benefits
4. Safe and affordable housing
5. Drug/alcohol awareness, prevention and treatment programs

CLINTON COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

CUMBERLAND COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

DAVIESS COUNTY

Audubon
1. Employment
2. Education
3. Emergency needs
4. Housing
5. Self-sufficiency

United Way
1. Alcohol and drug programs
2. Youth development programs

3.   Sex education teens
4.   Dental care
5.   Medical care

EDMONSON COUNTY

1.   More jobs
2.   More jobs with benefits
3.   Higher paying jobs
4.   Medical health assistance programs
5.   Drug/alcohol awareness, prevention and treatment programs

GRAYSON COUNTY

1.   Free/reduced prescriptions programs
2.   Safe/affordable housing
3.   Homeless services/shelters
4.   Higher paying jobs, more jobs with benefits, more jobs
5.   Youth programs, teen pregnancy prevention programs

GREEN COUNTY

1.   Jobs that pay a living wage
2.   Affordable housing
3.   Emergency assistance
4.   Assistance with health concerns
5.   Youth programs

HANCOCK COUNTY

Audubon
1.   Employment
2.   Housing
3.   Education
4.   Emergency needs
5.   Self-sufficiency

United Way
1.   Alcohol and drug programs
2.   Youth development programs
3.   Sex education teens
4.   Dental care
5.   Medical care

HARDIN COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

HART COUNTY

1. Higher paying jobs
2. More jobs with benefits
3. More jobs
4. Safe and affordable housing
5. Medical health assistance programs

LARUE COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

LOGAN COUNTY

Community Action
1. Higher paying jobs
2. More jobs with benefits
3. Job training
4. Support and counseling to continue education
5. Rental assistance housing programs

United Way (community residents)
1. Drug abuse
2. Affordable medical care
3. Unemployment or underemployment
4. Illiteracy, not being able to read
5. Child neglect

MCLEAN COUNTY

Audubon

      1.   Employment
      2.   Emergency needs
      3.   Housing
      4.   Education
      5.   Health

United Way

      1.   Alcohol and drug programs
      2.   Youth development
      3.   Sex education teens
      4.   Dental care
      5.   Medical care

MEADE COUNTY

1.   Free/reduced prescriptions programs
2.   Safe/affordable housing
3.   Homeless services/shelters
4.   Higher paying jobs, more jobs with benefits, more jobs
5.   Youth programs, teen pregnancy prevention programs

METCALFE COUNTY

1.   Higher paying jobs
2.   More jobs with benefits
3.   More jobs
4.   Teen pregnancy prevention programs
5.   More affordable housing for the elderly

MONROE COUNTY

1.   More jobs
2.   Higher paying jobs
3.   More jobs with benefits
4.   Financial assistance to continue education
5.   Safer community

MUHLENBERG COUNTY

1.   Jobs that pay a living wage
2.   Affordable housing

3.   Emergency assistance
4.   Assistance with health concerns
5.   Youth programs

OHIO COUNTY

Audubon

1.   Employment
2.   Housing
3.   Education
4.   Emergency needs
5.   Health

United Way

1.   Alcohol and drug programs
2.   Youth development programs
3.   Sex education teens
4.   Dental care
5.   Medical care

RUSSELL COUNTY

1.   Jobs that pay a living wage
2.   Affordable housing
3.   Emergency assistance
4.   Assistance with health concerns
5.   Youth programs

SIMPSON COUNTY

Community Action

1.   Free and/or reduced prescription programs
2.   Higher paying jobs
3.   More jobs with benefits
4.   Safe and affordable housing
5.   Teen pregnancy prevention programs

United Way

1.   Drug abuse
2.   Affordable medical care
3.   Teenage pregnancy
4.   Recreational facilities
5.   Juvenile crime

TAYLOR COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

TODD COUNTY

Neighborhood Issues
1. Shortage of recreational facilities
2. Drug abuse
3. Lack of affordable medical care
4. Shortage of affordable housing
5. Alcoholism

Neighborhood Problems
1. Lack of affordable medical care
2. Shortage of affordable housing
3. Shortage of recreational facilities
4. Lack of affordable legal services
5. Shortage of affordable child care

WARREN COUNTY

Community Action
1. Free and/or reduced prescription programs
2. Higher paying jobs
3. More jobs with benefits
4. Safe and affordable housing
5. Financial assistance to continue education

United Way (community residents)
1. Affordable medical care
2. Child abuse
3. Drug abuse
4. Domestic violence directed at adults
5. Poverty

Existing Needs Assessments – Top Five Regional Needs (based on frequency)

1. Employment
2. Healthcare
3. Housing
4. Youth development
5. Substance abuse

Regional Forum Participant Summary

A key part of the stewardship process included the convening of regional forums held at five strategic locations throughout the region. The goal of these forums, or "listening sessions," was to gather important information from local leaders regarding needs specific to their area of Kentucky. The following strategic areas and rankings were determined by the forum participants.

Owensboro	
Strategic Area	**Ranking**
Education	1
Healthcare	2
Transportation	3
Economic Development	4
Employment	5
Community Perception	
Quality of Life	
Environmental Concerns	

Glasgow	
Strategic Area	**Ranking**
Education	1
Transportation	2
Healthcare	3
Housing	4
Youth Development	5
Technology	
Economic Development	
Infrastructure	
Recreation	

Bowling Green	
Strategic Area	**Ranking**
Healthcare	1
Education	2
Transportation	3
Public/Social Services	4
Aging Society	5
Economic Development	
Youth Services	
Housing	
Employment	
Substance Abuse	
Environmental Concerns	
Community Development	
Recreation	

Campbellsville	
Strategic Area	**Ranking**
Transportation	1
Education	2
Community Development	3
Healthcare	4
Employment	5
Substance Abuse	
Housing	
Recreation	
Economic Development	
Quality of Life	
Law Enforcement	
Tourism	

Elizabethtown	
Strategic Area	**Ranking**
Education	1
Economic Development	2
Transportation/Infrastructure	3
Healthcare	4
Youth	5
Technology	
Childcare	
Housing	
Recreation	
Environmental Concerns	

Region-wide Ranking	
Strategic Area	**Ranking**
Education	1
Transportation/Infrastructure	2
Healthcare	3
Economic Development	4
Employment	5
Youth Development	5

Regional Forum Data Analysis

The following summary is based on an analysis of the individual needs submitted by the participants of the regional forums. From the 745 total data samples there were 50 need categories identified.

This report summary will list the need categories in general and explore the six pre-determined strategic areas in detail. In addition, participant-identified assets will be listed for the strategic areas.

IDENTIFIED NEEDS CATEGORIES

Afterschool Programming
Art
Bike/Pedestrian
Buildings
Business
Children
Churches
Community Education
Community-Sustained Agriculture
Cultural Diversity
Early Childhood Education
Elderly
Elementary Education
Employment
Environment
Financial
Graduation Rate
Healthcare Coverage
Healthcare Research
Higher Education
Housing
Immigration
Industry
Infrastructure
Local Government
Medical Professionals
Mental Health/Disability
Neighborhood Development
Neighborhood Safety
Nontraditional Students
Nutrition
Opportunity for Higher Education
Physical Disability
Physical Fitness

Prenatal Healthcare
Prescription Medication
Preventive Healthcare
Public Transportation
Recreation
Roads
Secondary Education
Sexual Abuse
Social Services
Substance Abuse
Technology
Tourism
Utilities
Vocational Education
Volunteerism
Youth

STRATEGIC AREA PRIORITY LIST

1. Nurturing Communities
2. Education
3. Healthcare
4. Economic Development

NEED CATEGORY DETAIL

Nurturing Communities

Community Education (84)

- ➢ Education classes for small businesses (Owensboro)
- ➢ Language training for those entering country (Owensboro)
- ➢ Life/Living skills (Owensboro)
- ➢ Job/Work values - "Work habits" (Owensboro)
- ➢ Life-long learning (Owensboro)
- ➢ Literacy (Owensboro)
- ➢ Adult education (Owensboro)
- ➢ Empower community to make behavior changes, i.e. prevent obesity, smoking/tobacco (Owensboro)
- ➢ In-home training for parents (Owensboro)
- ➢ Parenting training (Owensboro)
- ➢ Adult education for people wanting to further their education (Owensboro)
- ➢ Encouragement & support groups for parents (esp. of teens & babies) (Owensboro)

- Understanding of medical plans (Owensboro)
- Increased awareness in civic engagement opportunities for all (Owensboro)
- Community cohesive activity (Owensboro)
- Library in Fordsville (Owensboro)
- A better self-image and promotion of positive community qualities (Owensboro)
- Stronger support for library services (Glasgow)
- More participation in continuing education (Glasgow)
- More work in the area of adult literacy (Glasgow)
- Increased incentives for obtaining GED (Glasgow)
- Increased GED success (Glasgow)
- Educate people what is offered to improve their life - Ex. YMCA, senior citizens, city bus, cultural center (Glasgow)
- I.D. theft education (Glasgow)
- Internet crime education (Glasgow)
- Lessen apathy among young voters (Glasgow)
- How to get more involvement in civic organizations (Glasgow)
- Find ways to keep alumni more involved and interested (Glasgow)
- Financial responsibility (Bowling Green)
- Improve the health of our citizens (promote living physically, active, smoking less) (Bowling Green)
- Increased community awareness and support of healthy lifestyles is physical activity (Bowling Green)
- Networking support for single mothers (Bowling Green)
- Financial counseling information/awareness that will help lead individuals to credible resources (Bowling Green)
- A way or better way or educating the public as to what is offered in our community (Bowling Green)
- Financial planning help (Bowling Green)
- Re introduction into the job market (Bowling Green)
- Implement the Greenhouse Project for LTC in our communities (Bowling Green)
- Increased opportunities for literacy education to ensure citizens can read and understand (Bowling Green)
- Consistent service-learning training more offer than twice a year for leaders of organizations (Bowling Green)
- Cultural recognition of importance of education for own sake (Bowling Green)
- Parenting classes for teen mothers (Bowling Green)
- Parent Education (especially about value of education) (Bowling Green)
- Employment education-job search assistance (Bowling Green)
- Employment training (Bowling Green)
- Life-long learning opportunities (Campbellsville)

- Educated more on taking responsibility of their life and family. Need to be taught that they need to take care of themselves financially by working (Campbellsville)
- More opportunities for adults to further education (Campbellsville)
- Activities to encourage community participation (Campbellsville)
- More activities to encourage community participation (Campbellsville)
- More libraries or more space in current (Elizabethtown)
- Learning Centers in every county not ABE or GED but full service learning centers (Elizabethtown)
- Adult classes in food preparation (new ideas & nutrition) (Elizabethtown)
- Early student education of "life skills" how to balance checkbook, how to check out a company, how to find a good employer (Elizabethtown)
- Education for young adults about credit, buying practices, buying a house, etc. (Elizabethtown)
- Consumer education as it relates to unethical behavior (scams) (Elizabethtown)
- Network of resources to protect our citizens - financial harm (Elizabethtown)
- Community awareness programs (Elizabethtown)

Children and Youth (83)

- More education for kids on how to be a good parent (Owensboro)
- Push youth toward higher education (Owensboro)
- Education on nutrition for kids (Owensboro)
- Grants for anti-smoking programs for kids (Owensboro)
- Reach Back Program – Mentoring (Owensboro)
- HIV/AIDS prevention programs for our youth (Owensboro)
- Drug/alcohol programs for our youth (Owensboro)
- Youth programs (Owensboro)
- Affordable day care facilities (Owensboro)
- Teen activity center at North Ohio County Park (Owensboro)
- More youth activities (supervised) (Owensboro)
- Political interest by young people (Glasgow)
- Teen Center - 15 to 19 year (Glasgow)
- Increased youth-focused services (Glasgow)
- Provide psychological treatment for children in foster care (Glasgow)
- Educational needs for children who "age out" while in foster care (Glasgow)
- Emotional needs assessments for children in foster care (Glasgow)
- Counseling services for troubled youth (Glasgow)
- Babysitting for high school students with children (Glasgow)
- Childcare facilities for students pursuing post-secondary education (Glasgow)
- Mandatory counselors for all kids in foster care system and going through transitions/different homes (Bowling Green)

- Low cost childcare (Bowling Green)
- Increased regulation of alcohol vendors selling alcohol to youth (Bowling Green)
- Childcare (Bowling Green)
- Increased physical activity for non-athletic children (Bowling Green)
- Improved diet available for school children and education for children and parents about healthy eating (Bowling Green)
- Childhood obesity (Bowling Green)
- Tobacco use in teens (Bowling Green)
- Underage drinking (Bowling Green)
- Transportation for youth to be able to participate in activities after school and on weekends (Bowling Green)
- Backpack program for disadvantaged youth in schools (Bowling Green)
- More opportunities for youth during out of school time (Bowling Green)
- Community (affordable) tutoring services for underprivileged populations (Bowling Green)
- At time to complete homework, additional tutoring (Bowling Green)
- Child mentoring opportunities-more volunteers so more children are served (Bowling Green)
- Parenting classes for teen mothers (Bowling Green)
- Support groups and education for children with LD, ADHD, and mental health (Bowling Green)
- Mentoring (Bowling Green)
- Job opportunities for youth 16-18 (Bowling Green)
- Fostercare homes (Bowling Green)
- Jobs for the youth (Campbellsville)
- Day care that is more affordable for low-income families so that they can afford to work (Campbellsville)
- Youth programs and activities (Campbellsville)
- Youth programs and a place for youth to gather (Campbellsville)
- Youth resources / activities w/in the communities (Campbellsville)
- Recreation for youth (Campbellsville)
- Youth programs that would allow for students to have a gathering place (Campbellsville)
- Programs for single Dads - support, assistance, financial, health, etc.
- Child care for families / single moms (Campbellsville)
- Activities for youth - where there is monitoring of attitude, language, alcohol & drugs (Campbellsville)
- Expanded entertainment venues for youth (Elizabethtown)
- More children's playgrounds in north Etown - South Radcliff (Elizabethtown)

Public Transportation (45)

- Public transport for families and senior citizens (Owensboro)

- Transportation of older citizens (Owensboro)
- Transportation in rural areas for people with health problems (Owensboro)
- Expanded hours for our city bus to aide people to get to jobs that don't work 8-4 - Bus pass for low monthly fee (Glasgow)
- Affordable countywide transportation (Glasgow)
- Commuter transit system between Glasgow & Bowling Green (Glasgow)
- More public transportation (Glasgow)
- Transportation to medical and groceries (Glasgow)
- Transportation to provide access to post secondary centers from outlying area/counties (Glasgow)
- Public transportation to job sites (Glasgow)
- Bus systems that travels throughout the city and county (Bowling Green)
- Mass Transit System (other than elderly & handicapped)-Needs (Bowling Green)
- The public transit system needs more expanded and made more accessible (Bowling Green)
- Expanded public transportation (Bowling Green)
- Additional funding to expand CART transportation (Bowling Green)
- Mass transit system (walking and biking paths) (Bowling Green)
- Simpson County-wide affordable transportation for seniors and students (Bowling Green)
- Public Transportation (Bowling Green)
- Widely available public transportation system (bus system) (Bowling Green)
- Public Transportation that is available 24 hours (Bowling Green)
- More stops at public transportation areas (Bowling Green)
- Increased forms of reasonable transportation for poverty to more around the cats (Bowling Green)
- Viable Transportation alternatives community wide (Bowling Green)
- Move stops on the current cart route (Bowling Green)
- I feel there is a need for better public transportation (Bowling Green)
- 24 hour 7 days per week transportation (Bowling Green)
- More alternative transportation options (Bowling Green)
- 24hour public transportation system (Bowling Green)
- Better public transportation (Bowling Green)
- Continue to improve availability of bus transport (public) in Bowling Green consider passes for multiple rides and transfers (Bowling Green)
- Public transportation for elderly (Campbellsville)
- Transportation for elderly (Campbellsville)
- Transportation for elderly (to get groceries, buy medicine, go to doctor, etc.) (Campbellsville)
- Public transportation such as a taxi service (Campbellsville)
- Local transportation for international students (Campbellsville)
- Transportation for retired seniors (Campbellsville)

- Transportation to jobs (Campbellsville)
- Public transportation for elderly in rural areas (Campbellsville)
- Public transportation between cities and within (Elizabethtown)
- Local transportation in Etown and surrounding areas to community college for classes (Elizabethtown)
- Public transportation (Elizabethtown)
- Additional public transportation (Elizabethtown)
- Taxi service (Elizabethtown)
- Public transportation (Elizabethtown)
- Public transportation - bus, tram, train, etc. (Elizabethtown)

Substance Abuse (37)

- Local inpatient juvenile drug treatment (alcohol) (Owensboro)
- Being more proactive to drug/alcohol issues (Owensboro)
- Facilities for drug and alcohol rehabilitation (Owensboro)
- Drug awareness and drug addiction prevention and education (Owensboro)
- Stronger substance abuse programs in community (Owensboro)
- Different approaches to combating drug problem (Glasgow)
- Drug awareness (Glasgow)
- Drugs – meth (Glasgow)
- More money to address illegal drugs (Glasgow)
- Substance abuse prevention (Bowling Green)
- Addressing drug problems with multiple modes-not only law enforced (Bowling Green)
- Government support of anti-drug efforts (visible leadership) (Bowling Green)
- Community Awareness of Anti-Drug Issue (Bowling Green)
- Better access to substance abuse treatment services (Bowling Green)
- Community Awareness of Anti-Drug Issue (Bowling Green)
- Early intervention, treatment for first offenses (alcohol and drugs) (Bowling Green)
- Drug/alcohol treatment (Bowling Green)
- Drug Awareness Prevention (Bowling Green)
- Treatment Facilities (Bowling Green)
- Illegal Rx Drugs (Bowling Green)
- Underage drinking (Bowling Green)
- Opportunity for people to call in and report drug related (manufacturing) activities in anonymous scenario (much like CrimeStoppers for crimes already committed) (Bowling Green)
- Assistance for individuals who are experiencing drug addiction/or likelihood (concern is with growing meth problems) (Bowling Green)
- Education for teens to prevent drug abuse that details the consequences and repercussions both physical and legal perhaps by recovering drug addicts (Bowling Green)

- ➢ Greater cooperation between law enforcement entities within the region against drug usage (Campbellsville)
- ➢ Drugs, illegals, school age access to drugs, Rx & non-Rx (Campbellsville)
- ➢ Drug intervention (Campbellsville)
- ➢ Rehab for released inmates (Campbellsville)

Housing (35)

- ➢ Affordable housing (Owensboro)
- ➢ More low rent housing (Owensboro)
- ➢ Affordable housing (Owensboro)
- ➢ Affordable housing (Owensboro)
- ➢ More affordable housing opportunities (Glasgow)
- ➢ Emergency temporary housing for homeless (Glasgow)
- ➢ More opportunities for low income housing (Glasgow)
- ➢ Housing closer to job sites (Glasgow)
- ➢ Affordable housing (Glasgow)
- ➢ Affordable housing (Glasgow)
- ➢ Affordable quality housing (Bowling Green)
- ➢ Avoid Sprawl (Bowling Green)
- ➢ Affordable mixed income housing (Bowling Green)
- ➢ Affordable stand-alone housing, not part of sprawling housing complex (Bowling Green)
- ➢ Affordable Housing (Bowling Green)
- ➢ Increase opportunities for affordable housing for retired/retiring seniors who have modest income and modest savings (much is becoming available for low income and high income already) (Bowling Green)
- ➢ Retiree Affordable Housing (Bowling Green)
- ➢ Decent, safe affordable housing (Bowling Green)
- ➢ Affordable housing for 1st time buyers (Bowling Green)
- ➢ More housing for the disabled and for the underprivileged (Bowling Green)
- ➢ More affordable housing (Bowling Green)
- ➢ Increased housing that is safe and affordable for poor and disabled (Bowling Green)
- ➢ Safe and affordable housing (Campbellsville)
- ➢ Housing for those who slip through the cracks (Campbellsville)
- ➢ It is hard for middle income families to purchase a home (Campbellsville)
- ➢ Housing to accommodate senior citizens - handicap accessible - assisted living, etc. (Campbellsville)
- ➢ Affordable housing for first-time buyers (Campbellsville)
- ➢ Affordable housing - assistance to low income individuals to obtain housing loans - credit counseling (Campbellsville)
- ➢ Affordable housing for the elderly (Campbellsville)

- ➢ Housing for single (or female) mothers who are felon's and struggling to care for families (Campbellsville)
- ➢ Safe, affordable housing (Campbellsville)
- ➢ Housing for Hispanics (Campbellsville)
- ➢ Affordable housing for everyone - majority of low income have bad credit (Campbellsville)
- ➢ Lack of affordable housing (Elizabethtown)
- ➢ Lack of transitional housing for people struggling to get back on their feet (Elizabethtown)

Elderly (34)

- ➢ Elderly issues (Owensboro)
- ➢ Senior Center for Fordsville community (Owensboro)
- ➢ Senior assisted living center (Owensboro)
- ➢ Elderly services with activities for them with prizes being fruit, household goods, bus tokens (Glasgow)
- ➢ Elder services - transportation, home repair, in-home care (Glasgow)
- ➢ Assistance for adults taking care of aging parents (Glasgow)
- ➢ Greater range of senior-care options (Glasgow)
- ➢ Home care for elderly (Glasgow)
- ➢ More opportunities for aging population (Bowling Green)
- ➢ More In-home help with eldercare (Bowling Green)
- ➢ More opportunities for seniors to begin computer skills. Basic level-low fee for classes it's so important to get senior computer savvy (Bowling Green)
- ➢ More involvement of colleges in working with seniors--gain credit and life experience (Bowling Green)
- ➢ We need facilities that transitions between private homes and the nursing homes (Bowling Green)
- ➢ Help for elderly to stay in their homes instead of being warehoused in nursing homes (Bowling Green)
- ➢ Need an alternative to traditional nursing home care (Bowling Green)
- ➢ Retirement facilities for average, middle class people who are retiring and sizing down (Bowling Green)
- ➢ Form a community of seniors to assist with planning of all senior projects and spending resources (Bowling Green)
- ➢ People being taken advantage of with medical bills and credit cards older retired usual target (Bowling Green)
- ➢ Job training for older folks (Bowling Green)
- ➢ Senior citizen services (Bowling Green)
- ➢ Education for seniors on how they can benefit the community (Bowling Green)
- ➢ Medical transportation for disabled and elderly (Campbellsville)

- Transportation for low income and elderly - doctor visits, grocery, community meetings (Campbellsville)
- Transportation for elderly to the grocery store (Campbellsville)
- Activities for elderly (retired people) - meet and greet (Campbellsville)
- More assistance to help elderly with heating expenses (Campbellsville)
- Activities for elderly (Campbellsville)
- Hot meals for single retirees (Campbellsville)
- Technology training for adult/senior citizens (Elizabethtown)
- Senior citizen activities - tours, hostel (Elizabethtown)
- Marketing to develop Central KY as a retirement community – destination (Elizabethtown)
- Elderly programs and transportation (affordable) (Elizabethtown)
- Improved services for a "graying" population (Elizabethtown)

Social Services (33)

- Social services (Owensboro)
- Broader financial resources for non-profit support (Owensboro)
- Food assistance in our rural areas (Owensboro)
- More emergency support for our communities (Owensboro)
- Increased opportunities for connecting people seeking services (Glasgow)
- Assistance to grandparents raising grandchildren (Glasgow)
- Increased youth-focused services (Glasgow)
- Counseling services for troubled youth (Glasgow)
- More support for child advocacy groups like CASA-justice system (Bowling Green)
- More funding for local clinics--than already help people (Bowling Green)
- Economic Assistance (Bowling Green)
- Accessibility to emergency services (food, shelter for a night) (Bowling Green)
- Funding for nonprofit agencies or groups (Bowling Green)
- Sustained funding for vital services (Bowling Green)
- Assistance in food programs (Bowling Green)
- Hunger/Ability to feed those who have no food (Bowling Green)
- Meet clothing needs (Bowling Green)
- Financial planning help (Bowling Green)
- Parenting classes for teen mothers (Bowling Green)
- More interaction between all nonprofits to ensure that the whole communities needs are met (Bowling Green)
- Budgeting resources to help clients better manage money (Campbellsville)
- Chapter of Salvation Army in the county (Campbellsville)
- Effective counseling services available and affordable for all citizens (Campbellsville)
- Big Brother Big Sister program (Campbellsville)

- ➢ Programs for single Dads - support, assistance, financial, health, etc. (Campbellsville)
- ➢ Adequate programs for those w/ socioeconomic needs (Campbellsville)
- ➢ More children's programs i.e. Big Brothers/Big Sisters (Elizabethtown)

Local Government (33)

- ➢ Local officials involved in school activities (Owensboro)
- ➢ City/County government cooperation (Owensboro)
- ➢ Cooperation between city and county governments (Owensboro)
- ➢ Less government (Owensboro)
- ➢ Open government (Owensboro)
- ➢ Better cooperation between local & city government (Owensboro)
- ➢ Less taxes (Owensboro)
- ➢ Public education of local governments (Glasgow)
- ➢ Way to pay for volunteer fire departments volunteers (Glasgow)
- ➢ Increased governmental financial support for community agencies (Bowling Green)
- ➢ Government support of anti-drug efforts (visible leadership) (Bowling Green)
- ➢ Promoting a group of civic and governmental leaders to lead/pave the way corporate and community pride (Bowling Green)
- ➢ Cut back on unfunded mandates from State especially jails (Bowling Green)
- ➢ Expense of duplication of services--city--county government (Bowling Green)
- ➢ Responsible accountable government (Bowling Green)
- ➢ We need better availability to our legislators (Bowling Green)
- ➢ Pass Right-to-work law (Bowling Green)
- ➢ More police (Bowling Green)
- ➢ Greater cooperation between law enforcement entities within the region against drug usage (Campbellsville)
- ➢ Drug Court (Campbellsville)
- ➢ Family Courts (Campbellsville)
- ➢ Drug Court (Campbellsville)
- ➢ Drug Courts (Campbellsville)
- ➢ County-wide building zoning
- ➢ Appointment of judge to family court for county as not yet have this in our county (Campbellsville)
- ➢ Involvement of more people in local government (Campbellsville)
- ➢ Closer working of relationships between city and county government (Campbellsville)
- ➢ Keeping the legislators accountable to all not just own benefit (Elizabethtown)
- ➢ Increased involvement of our local, state, federal representatives (Elizabethtown)
- ➢ Aid elected officials in developing more vision for community (Elizabethtown)
- ➢ Coordination among cities - not just on problems, but ongoing (Elizabethtown)

Environmental Concerns (28)

- Recycling opportunities (Owensboro)
- Better use of resources (something water??) (Owensboro)
- Recycling (Owensboro)
- Better utilization of KY's wood resources (Owensboro)
- Education that global warming does exist and is a serious problem (Owensboro)
- A commitment for all individuals, institutions and corporations to be more environmentally responsible (Owensboro)
- Alternative (non-petroleum based) forms of energy (Owensboro)
- Education about recycling and litter (Glasgow)
- Stronger focus on area beautification (Glasgow)
- Protect national resources (waterways, caves, forests) (Bowling Green)
- Recycling and protecting the environment by passing legislation for bottle-bill (glass, aluminum, plastic) (Bowling Green)
- No new coal/develop renewable (Bowling Green)
- Protection of green spaces, trees and prim agricultural land (Bowling Green)
- Not more energy but better/wiser use of energy/conservation, efficiency, retrofits, renewable resources (Bowling Green)
- Clean air for workers in their environment (Bowling Green)
- Clean air (Bowling Green)
- Indoor air quality specific to restaurants (Bowling Green)
- Recycling (Bowling Green)
- Wise use of resources and recycling (Bowling Green)
- Promotion of healthier lifestyles and local foods (Bowling Green)
- Wiser use of resources and recycling on environment awareness (Bowling Green)
- Preserve open space and natural beauty (Bowling Green)
- Improve and sustain greenway (Bowling Green)
- Clean environment (Bowling Green)
- Recycling (Campbellsville)
- Recycling requirement (Elizabethtown)
- Environmental protection (Elizabethtown)
- Environmental education (Elizabethtown)

Recreation (28)

- Continue to build Built Environment - Places to get physical activity within community (Owensboro)
- Entertainment district (Owensboro)
- Gambling (Owensboro)

- ➢ Skate Park (Glasgow)
- ➢ Build a skate park (Glasgow)
- ➢ Physical activity facilities in rural communities (Bowling Green)
- ➢ Increased funding support for developing recreation facilities and initiatives (Bowling Green)
- ➢ Public swimming pool (Bowling Green)
- ➢ Green River Lodge & Golf Course (Campbellsville)
- ➢ Land for new public park. 100 acres or more (Campbellsville)
- ➢ Public golf course (Campbellsville)
- ➢ Green River Lodge and Development (Campbellsville)
- ➢ Additional recreational facilities (Campbellsville)
- ➢ Activity center for county such as YMCA (Campbellsville)
- ➢ Recreation for all ages - skating, tennis courts, etc. (Elizabethtown)

Cultural Diversity (18)

- ➢ Language training for those entering country (Owensboro)
- ➢ A desire to help people understand others way of thinking (Owensboro)
- ➢ More meeting with of all colors and backgrounds to understand (Owensboro)
- ➢ African American History Museum Document BG African American History (Bowling Green)
- ➢ Respect for all citizens (Bowling Green)
- ➢ More arts/culture opportunities for youth and families (Bowling Green)
- ➢ Multi-cultural Integration and education (Attn: to hate crimes) (Bowling Green)
- ➢ Education cultural diversity/trans air travel access (Bowling Green)
- ➢ Increase awareness in Cultural Sensitivity (Bowling Green)
- ➢ Education on the diversity on culture in our community (Bowling Green)
- ➢ Regional racial and ethnic reconciliation programs (Campbellsville)
- ➢ Cultural lectures to attend (Elizabethtown)
- ➢ Theatre to improve culture (Elizabethtown)
- ➢ Community programs for Hispanic-Anglo, Japanese-Angloo, etc. Culture & language emphasis (Elizabethtown)

Neighborhood Development (13)

- ➢ Education classes for small businesses (Owensboro)
- ➢ Promoting a group of civic and governmental leaders to lead/pave the way corporate and community pride (Bowling Green)
- ➢ Safe Streets for Walking, Biking, Driving (Bowling Green)
- ➢ Taking care of our community (Bowling Green)
- ➢ Community gardens (Bowling Green)

- ➢ Community Pride Development (Bowling Green)
- ➢ Safe caring community (Bowling Green)
- ➢ Historic neighborhoods restoration (Bowling Green)
- ➢ Compact development to contain urban sprawl and overdependence on the private automobile and create attractiveness of neighborhoods and communities (Bowling Green)
- ➢ Community improvement that renovated old buildings and neighborhoods (Bowling Green)
- ➢ Equal access to all community resources (Bowling Green)
- ➢ Funding to meet needs of growing communities - not just sticking to a "list" (Elizabethtown)
- ➢ City beautification, especially - rip out 80% of parking lots in Radcliff and put in grass, trees, sidewalks and benches or trees (Elizabethtown)

Immigration (13)

- ➢ Language training for those entering country (Owensboro)
- ➢ Make sure migrant labor is legal (Owensboro)
- ➢ Increase in programs that target our migrant or ESL populations (Glasgow)
- ➢ Ability to get health information to migrants disp. Populations (Bowling Green)
- ➢ More assistance in providing ESL assistance to folks in the community (Bowling Green)
- ➢ Language offerings for immigrant population (Bowling Green)
- ➢ Community involvement for international students (Campbellsville)
- ➢ Volunteer opportunities for international students (Campbellsville)
- ➢ ESL for immigrants (Campbellsville)
- ➢ Legal workers (Elizabethtown)
- ➢ Community programs for Hispanic-Anglo, Japanese-Angloo, etc. Culture & language emphasis (Elizabethtown)

After School Programming (10)

- ➢ Affordable after school programs (Glasgow)
- ➢ Afterschool care/ more options (affordable) especially for working families (Bowling Green)
- ➢ Afterschool activities (Bowling Green)
- ➢ Afterschool supervision for youth (Bowling Green)
- ➢ Creation of age-specific regulation at state level for license afterschool and summer youth programs (Bowling Green)
- ➢ Simpson County afterschool learning opportunities for grades 6-12 (Bowling Green)
- ➢ Afterschool language development for students who do not speak English (Bowling Green)
- ➢ Continued assistance and education on importance of afterschool programs (Bowling Green)
- ➢ Tutoring afterschool programs (Bowling Green)
- ➢ After school facilities for children (Campbellsville)

Neighborhood Safety (6)

> Neighborhood watches in each community (Owensboro)
> Neighborhood watches - start! (Owensboro)
> Safe Streets for Walking, Biking, Driving (Bowling Green)
> More law enforcement manpower in rural communities (Bowling Green)
> Multi-cultural Integration and education (Attn: to hate crimes) (Bowling Green)
> More police (Bowling Green)

Opportunity for Higher Education (5)

> More post-secondary opportunities for students in the area (Owensboro)
> More accessibility for people seeking to move into trying for master degree (Owensboro)
> Incentives or programs for individuals to obtain higher education (Owensboro)
> More educational opportunity for workers in area (Owensboro)
> Advance degree opportunities locally (Elizabethtown)

Art (5)

> Art something??? Maybe appreciation or opportunities?? (Owensboro)
> More arts/culture opportunities for youth and families (Bowling Green)
> Arts in the community (Campbellsville)
> "Little" theater productions in which to participate (Elizabethtown)
> Theatre to improve culture (Elizabethtown)

Volunteerism (5)

> Volunteers and mentors in our school systems (Owensboro)
> Reach Back Program – Mentoring (Owensboro)
> Incentives for service (Owensboro)
> Child mentoring opportunities-more volunteers so more children are served (Bowling Green)
> More citizen involvement in our education needs (Elizabethtown)

Community-Sustained Agriculture (4)

> Stronger local farm/food economy (Bowling Green)
> Promotion of healthier lifestyles and local foods (Bowling Green)
> Farm (Bowling Green)
> More local agriculture resources that would provide local grown produce to residents (Elizabethtown)

Churches (1)

➢ Church members involved in school system (Owensboro)

Sexual Abuse (1)

➢ Sexual abuse prevention (Bowling Green)

Education

Higher Education (52)

➢ More 4 year degree programs (Public) (Owensboro)
➢ Addressing increased cost of education - Making it affordable in the future (Owensboro)
➢ Post high school education for full time employees (Owensboro)
➢ 4 year post secondary programs (Owensboro)
➢ More 2 + 2 programs between community colleges and four year institutions (Owensboro)
➢ Incentives or requirements that students stay in high school and complete college degrees (Owensboro)
➢ Less students needing remedial course upon entering college (Owensboro)
➢ Increased # of individuals who have obtained degrees/credentials (Assoc./2 year, 4 year) (Owensboro)
➢ Increasing # of high school students who go to college (Owensboro)
➢ Increase # of college graduates (Owensboro)
➢ High school students better prepared for workforce or higher education (Owensboro)
➢ # of B.S./B.A. graduates (Owensboro)
➢ Need for more adults to have bachelor's degrees (Owensboro)
➢ Promoting education (Owensboro)
➢ Educated work force (Owensboro)
➢ More highly skilled workforce (job skills / work ethics) (Owensboro)
➢ Bridge the gap between high school and college preparedness (Glasgow)
➢ Building expansion at WKU-Glasgow (Glasgow)
➢ Awareness to public about the financial aide and grants available for post secondary education (Glasgow)
➢ Help in the area of college costs (Glasgow)
➢ Qualified internship applicants (Masters & BA) (Glasgow)
➢ Affordable higher education (Glasgow)
➢ Increase preparedness for postsecondary - English & Math (Glasgow)
➢ Greater retention rate of WKU - Freshman class (Glasgow)
➢ More involvement with WKU and K-12 (Glasgow)
➢ Offering college-level certificate programs for special needs students to achieve (Bowling Green)

- Stricter Master Plan that restricts sprawl and seeks balance between development and preserving rural character of the regional (Bowling Green)
- More systematic collaboration among between public entities schools-university government (Bowling Green)
- WKU study possible access to grants to fund student involvement with seniors to help mental health, health, education (Bowling Green)
- Training students on what the needs are at employers (Bowling Green)
- Better prepared undergraduate students entering higher education (Bowling Green)
- Consortium of all the education providers (Bowling Green)
- Transitions to post-secondary education under prepared students (Bowling Green)
- Improved access to nursing education programs. Too many good students are turned away due to limited seats available (Bowling Green)
- Nurses in the schools (Bowling Green)
- More higher education programs available on-line - anywhere, anytime learning (Campbellsville)
- Education is expensive for those above poverty guidelines (Campbellsville)
- Skilled and better educated workforce (Campbellsville)
- Help for low income studens (Campbellsville)
- Post secondary education facility in Northern Hardin County (Elizabethtown)
- Educational opportunities in the human resource field (Elizabethtown)
- The expansion of Fort Knox as a result of BRAC will result in increased skills for our workforce (Elizabethtown)
- Educational opportunities in the information technology field (Elizabethtown)
- Educated workforce - constant re-training for new jobs (Elizabethtown)
- Opportunities to obtain 4-year degrees in various fields without having to leave region (Elizabethtown)
- Increased opportunities for scholarships for needy families (Elizabethtown)
- More 4 year college degree programs (Elizabethtown)
- More advance college programs (Elizabethtown)
- Additional bachelors degree programs offered through ECTC @ ECTC (Elizabethtown)
- College classes to meet needs of educators (who have not completed degrees) who will be stationed with husbands or wives stationed at Fort Knox (Elizabethtown)
- Additional 4 year degrees to be completed in Elizabethtown (Elizabethtown)
- Child care center at or near community college for students attending classes (Elizabethtown)

Secondary Education (52)

- More technology education opportunities for high schools (Owensoboro)
- Incentives or requirements that students stay in high school and complete college degrees (Owensoboro)

- Less students needing remedial course upon entering college (Owensoboro)
- Involvement of industry in daily activities of schools (Owensoboro)
- Assist local schools with pre-college curriculum and assess the school's graduates on their education quality through their abilities in college entry-level classes (Owensoboro)
- Increasing # of high school students who go to college (Owensoboro)
- Merge city and county school systems (Owensoboro)
- Smaller high schools - limit enrollment so teacher/student ratio is acceptable (Owensoboro)
- High school students better prepared for workforce or higher education (Owensoboro)
- High school graduation rate (Owensoboro)
- Teachers in special areas (math, science, special education, foreign languages) (Owensoboro)
- High school retention rate (Owensoboro)
- Incorporate "soft skill" into jr. & sr. year - high schools (Owensoboro)
- Educated work force (Owensoboro)
- Bridge the gap between high school and college preparedness (Glasgow)
- Awareness to public about the financial aide and grants available for post secondary education (Glasgow)
- Better Glasgow City School facilities (Glasgow)
- Expand ESL programs in all schools (Glasgow)
- All day preschool in all districts of public schools (Glasgow)
- Work skills for students not attending college (Glasgow)
- High school drug/alcohol education (Glasgow)
- Increase preparedness for postsecondary - English & Math (Glasgow)
- Geography taught in K-12 (Glasgow)
- More involvement with WKU and K-12 (Glasgow)
- K-12 Education for lifelong learning (Bowling Green)
- Later start dates for public schools (Bowling Green)
- More systematic collaboration among between public entities schools-university government (Bowling Green)
- Training students on what the needs are at employers (Bowling Green)
- Increase physical activity and health education in schools--reduce obesity, heart disease and other chronic diseases (Bowling Green)
- Better prepared undergraduate students entering higher education (Bowling Green)
- Consortium of all the education providers (Bowling Green)
- Transitions to post-secondary education under prepared students (Bowling Green)
- Transition of ESL students into P-12 (Bowling Green)
- Business P-12 Partnerships to address future needs (Bowling Green)
- More technology for local schools (Bowling Green)
- School transition assistance for professional transfers/area newcomers with children (Bowling Green)

- ➢ Health education promotion in schools (physical activity, etc.) (Bowling Green)
- ➢ More effective health education programs in schools (Bowling Green)
- ➢ Food preparation and nutrition education in schools (Bowling Green)
- ➢ Equitable fitness activities in schools for all children, not just the elite athletes (Bowling Green)
- ➢ Better understanding of the importance of policy of PE in schools (Bowling Green)
- ➢ Improvement in schools to work transition for special education students wanting to go to work after graduation (Bowling Green)
- ➢ To better educate teachers about dyslexia and how to treat it in the classroom (Campbellsville)
- ➢ Merger between Campbellsville Independent School and Taylor County School Systems (Campbellsville)
- ➢ Advanced placement classes in our high school (Campbellsville)
- ➢ Funding (Campbellsville)
- ➢ Certification programs for high school students not going to college. CU is in the planning stages on this, TTC (Technology Training Center) is doing employee gap analysis of needs (Campbellsville)
- ➢ School drop-out intervention (Campbellsville)
- ➢ Mandarin Chinese should be offered in local schools (Elizabethtown)
- ➢ Concentrated emphasis on high school student career development (Elizabethtown)
- ➢ Secondary Ed. Restructuring (Elizabethtown)
- ➢ Open up schools in the evening (Elizabethtown)

Elementary Education (31)

- ➢ Involvement of industry in daily activities of schools (Owensboro)
- ➢ Merge city and county school systems (Owensboro)
- ➢ Teachers in special areas (math, science, special education, foreign languages) (Owensboro)
- ➢ Better Glasgow City School facilities (Glasgow)
- ➢ Expand ESL programs in all schools (Glasgow)
- ➢ Foreign language elementary school (Japanese & Chinese) (Glasgow)
- ➢ Geography taught in K-12 (Glasgow)
- ➢ After school daycare (Glasgow)
- ➢ K-12 Education for lifelong learning (Bowling Green)
- ➢ Later start dates for public schools (Bowling Green)
- ➢ More systematic collaboration among between public entities schools-university government (Bowling Green)
- ➢ Increase physical activity and health education in schools--reduce obesity, heart disease and other chronic diseases (Bowling Green)
- ➢ Consortium of all the education providers (Bowling Green)

- Transition of ESL students into P-12 (Bowling Green)
- Business P-12 Partnerships to address future needs (Bowling Green)
- More technology for local schools (Bowling Green)
- School transition assistance for professional transfers/area newcomers with children (Bowling Green)
- Health education promotion in schools (physical activity, etc.) (Bowling Green)
- More effective health education programs in schools (Bowling Green)
- Food preparation and nutrition education in schools (Bowling Green)
- Equitable fitness activities in schools for all children, not just the elite athletes (Bowling Green)
- Better understanding of the importance of policy of PE in schools (Bowling Green)
- To better educate teachers about dyslexia and how to treat it in the classroom (Campbellsville)
- Work for change in the No Child Left Behind requirements as applicable to the local school systems in the region. IE - Mainstreaming of disruptive children in lower grades (Campbellsville)
- More emphasis on children in the school system that need clothing and food (Campbellsville)
- Merger between Campbellsville Independent School and Taylor County School Systems (Campbellsville)
- Funding (Campbellsville)
- Better learning in elementary schools (Elizabethtown)
- Mandarin Chinese should be offered in local schools (Elizabethtown)
- 40% of children entering kindergarten are not prepared to learn (Elizabethtown)
- Open up schools in the evening (Elizabethtown)

Early Childhood Education (17)

- Early childhood education (Owensboro)
- More preschool education (Owensboro)
- Better childcare center in Fordsville (Owensboro)
- Additional child care facilities (Owensboro)
- All day preschool in all districts of public schools (Glasgow)
- Childcare - flexibility for working mothers in workplace (Glasgow)
- Better childcare for employees & students (Glasgow)
- Affordable daycare facilities (Glasgow)
- Stronger pre-school emphasis--including public, private schools (Bowling Green)
- Head start with parent participation (Bowling Green)
- Quality child care (Bowling Green)
- Consortium of all the education providers (Bowling Green)
- Transition of ESL students into P-12 (Bowling Green)

- ➢ Business P-12 Partnerships to address future needs (Bowling Green)
- ➢ Preschool programs (3 and 4 year olds) are a must - again, those above poverty guidelines have no preschool (Campbellsville)
- ➢ 40% of children entering kindergarten are not prepared to learn (Elizabethtown)
- ➢ Child care center at or near community college for students attending classes (Elizabethtown)

Vocational Education (12)

- ➢ Technical education for factory/industrial and trade jobs (Owensboro)
- ➢ Educated work force (Owensboro)
- ➢ More highly skilled workforce (job skills / work ethics) (Owensboro)
- ➢ Build welding, machinist, electrician, etc. programs - to meet growing needs (Owensboro)
- ➢ Work skills for students not attending college (Glasgow)
- ➢ Better trained workforce (Glasgow)
- ➢ Increased training offerings (technical) (Bowling Green)
- ➢ Collaborate workforce training (Bowling Green)
- ➢ Skilled and better educated workforce (Campbellsville)
- ➢ Certification programs for high school students not going to college. CU is in the planning stages on this, TTC (Technology Training Center) is doing employee gap analysis of needs (Campbellsville)
- ➢ Educational opportunities in the information technology field (Elizabethtown)
- ➢ Educated workforce - constant re-training for new jobs (Elizabethtown)

Graduation Rates (7)

- ➢ Increased # of individuals who have obtained degrees/credentials (Assoc./2 year, 4 year) (Owensboro)
- ➢ Increase # of college graduates (Owensboro)
- ➢ High school graduation rate (Owensboro)
- ➢ High school retention rate (Owensboro)
- ➢ # of B.S./B.A. graduates (Owensboro)
- ➢ Greater retention rate of WKU - Freshman class (Glasgow)
- ➢ School drop-out intervention (Campbellsville)

Nontraditional Students (4)

- ➢ Post high school education for full time employees (Owensboro)
- ➢ Scholarship opportunities for non-traditional students, single-parent homes, etc. (Glasgow)
- ➢ Creating flexible work schedules "awareness" to facilitate non-traditional returning to continue ed. (Glasgow)

➢ More programs for the non-traditional student to make them feel more comfortable to be in (Bowling Green)

Healthcare

Healthcare Coverage (49)

➢ Basic health care - including prescription assistance for uninsured & underinsured (Owensboro)
➢ Medical Care - adult with slightly above Medicaid wage (Owensboro)
➢ Affordable health care (Owensboro)
➢ Medical health assistance programs (Owensboro)
➢ Affordable medical care for KY (Owensboro)
➢ More assistance programs for families who have health problems (Owensboro)
➢ Child dental care for uninsured & underinsured (Owensboro)
➢ Emergency dental needs (Owensboro)
➢ More affordable healthcare coverage (Owensboro)
➢ Health insurance for all (Glasgow)
➢ Need for healthcare for all (Glasgow)
➢ Cost of health care (Glasgow)
➢ Affordable healthcare (Glasgow)
➢ Healthcare if you are without insurance - Education for help (Glasgow)
➢ Affordable healthcare (Bowling Green)
➢ Better funding of health care providers such as community health centers, free clinics, etc.s (Bowling Green)
➢ Affordable health care for community residents (Bowling Green)
➢ Access to health services in rural areas including prevention, medical care, screenings, dental care, and social services (Bowling Green)
➢ Workable insurances for all (Bowling Green)
➢ More options (affordable health wellness checkups, dental care, and immunizations) (Bowling Green)
➢ Improved access to affordable healthcare and medications, particularly for underserved and older populations (Bowling Green)
➢ Medical services for employed individuals with no insurance (Bowling Green)
➢ Affordable medical care and medications (Bowling Green)
➢ Access to free or low cost dental care for recovering drug addicts (Bowling Green)
➢ Affordable/available dental and eye care (Bowling Green)
➢ Available/affordable healthcare for all (Bowling Green)
➢ Healthcare for children (Bowling Green)
➢ Providing handicap accessible housing and academic support for injured GI's returning from combat (Bowling Green)

- Healthcare for children needs to be made more accessible. Especially children who are starting school (Bowling Green)
- Better access to dental care (all types) for children and adults--specifically financial access (Bowling Green)
- Access to healthcare (Bowling Green)
- Access to quality affordable health care (Bowling Green)
- Access to healthcare for all children (Bowling Green)
- Affordable healthcare (Bowling Green)
- Better quality and affordable healthcare programs (Campbellsville)
- Accessible health care (Campbellsville)
- Healthcare/medication for the elderly (Campbellsville)
- Healthcare for elderly (Campbellsville)
- Affordable healthcare/insurance for workers (Campbellsville)
- Affordable healthcare for all self-employed and married individuals (not just single parents) (Campbellsville)
- Affordable health insurance for everyone (Campbellsville)
- Health care - people without insurance (Campbellsville)
- Good, affordable healthcare for all of the citizens (Campbellsville)
- Health care access for the elderly (Campbellsville)
- Health insurance programs for small business (Elizabethtown)
- Accessible, affordable mental health services (Elizabethtown)
- 14,000 adults in Hardin County lack health insurance (Elizabethtown)
- Quality health care (patient-focused) (Elizabethtown)
- Reduce the time it takes to process disability claims (Elizabethtown)

Medical Professionals (12)

- Nursing shortages (Owensboro)
- More healthcare professionals (Owensboro)
- Incentives for doctors to come to our community (Owensboro)
- More nursing students (Glasgow)
- Better funding of health care providers such as community health centers, free clinics, etc.s (Bowling Green)
- Access to health services in rural areas including prevention, medical care, screenings, dental care, and social services (Bowling Green)
- Access to free or low cost dental care for recovering drug addicts (Bowling Green)
- Using telehealth-telerehab to provide services to persons with acquired brain injuries recovering at home (Bowling Green)
- Healthcare offices or doctors to fill needs for long wait to be treated (Bowling Green)
- Dermatology (Bowling Green)
- More Healthcare facilities needed (Bowling Green)

➤ Stimulate economic development by increasing shortage of health professionals--for example, physical therapy, CRNAs (Bowling Green)

Mental Health (8)

➤ A mental health system-beds are being lost institutes closed (Bowling Green)
➤ Aid to children and adults with emotional and mental needs (Bowling Green)
➤ Using telehealth-telerehab to provide services to persons with acquired brain injuries recovering at home (Bowling Green)
➤ Assistance to help disabled connect with valued roles in their community (jobs, committees, volunteerism) (Bowling Green)
➤ More local incentives for business owners to hire individual with disabilities (Bowling Green)
➤ Accessible, affordable mental health services (Elizabethtown)
➤ Quality, affordable mental health services (often takes 30-60 to get 1st appointment at Communicare) (Elizabethtown)
➤ Reduce the time it takes to process disability claims (Elizabethtown)

Physical Disability (7)

➤ Aid to children with physical needs (Bowling Green)
➤ Providing handicap accessible housing and academic support for injured GI's returning from combat (Bowling Green)
➤ Aid to adults with physical needs (Bowling Green)
➤ Assistance to help disabled connect with valued roles in their community (jobs, committees, volunteerism) (Bowling Green)
➤ More local incentives for business owners to hire individual with disabilities (Bowling Green)
➤ Put a stop to so many younger people getting disability (Campbellsville)
➤ Reduce the time it takes to process disability claims (Elizabethtown)

Nutrition (6)

➤ Nutrition (Owensboro)
➤ Nutrition education to fight obesity (Owensboro)
➤ Patient education on healthcare topics such as diabetes, obesity, nutrition, etc. (Owensboro)
➤ Nutritious meals (Glasgow)
➤ Improved recognition of eating problems (Glasgow)
➤ Treatment programs for overweight children and adults (Bowling Green)

Prescription Medication (5)

➤ Prescription assistance (Owensboro)

- ➢ Improved access to affordable healthcare and medications, particularly for underserved and older populations (Bowling Green)
- ➢ Affordable medical care and medications (Bowling Green)
- ➢ Healthcare/medication for the elderly (Campbellsville)
- ➢ Prescription programs - some have insurance which doesn't pay for prescriptions (Campbellsville)

Preventative Healthcare (5)

- ➢ Nutrition (Owensboro)
- ➢ Preventive health care (Owensboro)
- ➢ More options (affordable health wellness checkups, dental care, and immunizations) (Bowling Green)
- ➢ Weight loss services for every age and every county (Bowling Green)
- ➢ Better education about cancer screenings--why and how to get/do it (Bowling Green)

Prenatal Healthcare (1)

- ➢ Pre-natal care - young mothers (Owensboro)

Health Research (1)

- ➢ $$ on research for health (Owensboro)

Economic Development

Infrastructure – Roads (34)

- ➢ Better roads for large trucks (Owensboro)
- ➢ Stronger infrastructure (Owensboro)
- ➢ Mass transportation to cut out binding up roads (Owensboro)
- ➢ Interstate highway (Owensboro)
- ➢ Hwy 431 upgrades from Logan County to Daviess County (Owensboro)
- ➢ Interstate connector (Owensboro)
- ➢ Interstate highway designation for Natcher & Audubon Parkways (Owensboro)
- ➢ Widen rural & secondary roads (Owensboro)
- ➢ Highway 431 improvements (Owensboro)
- ➢ Interstate access (Owensboro)
- ➢ Access to interstates (Owensboro)
- ➢ Transportation & Entertainment - More shopping in our area (Owensboro)
- ➢ Interstate into our city (Owensboro)
- ➢ Widening of US 31-E.South, Hwy 90E and Hwy 249 (Glasgow)
- ➢ I-66 (Glasgow)

- ➢ Traffic relief on Scottsville Road (Bowling Green)
- ➢ Better routes of driving in city (Bowling Green)
- ➢ Expansion of road system to relieve traffic constraints (Bowling Green)
- ➢ Improved road infrastructure-traffic flow is very bad in many parts of BG (Bowling Green)
- ➢ Better traffic flow (Bowling Green)
- ➢ Improve our infrastructure (Bowling Green)
- ➢ Master plan for traffic flow (Scottsville Rd and Nashville Rd) (Bowling Green)
- ➢ Southern Bypass around Campbellsville (Campbellsville)
- ➢ Heartland Parkway (4-lane highway) (Campbellsville)
- ➢ Heartland Parkway (Campbellsville)
- ➢ 4-lane highway / Heartland Parkway (Campbellsville)
- ➢ Heartland Parkway (Campbellsville)
- ➢ 4-lane road - Heartland Parkway - to be completed - prospects are counting stop lights off a four lane road (Campbellsville)
- ➢ Connecting road to interstate roads (Campbellsville)
- ➢ Adequate infrastructure for economic development (Campbellsville)
- ➢ Better access to interstate and parkway systems (Campbellsville)
- ➢ Improvements / expansions to 31-W (Elizabethtown)
- ➢ Improved roadway and travel (Elizabethtown)
- ➢ Roads and priorities to build (Elizabethtown)

Employment (33)

- ➢ Better paying jobs for the under-educated (Owensboro)
- ➢ Jobs - good paying to bring a family above poverty level (Owensboro)
- ➢ Jobs for college graduates (Owensboro)
- ➢ $$ for job readiness programs (Owensboro)
- ➢ More higher paying jobs (Owensboro)
- ➢ A greater increase in wages (Owensboro)
- ➢ Means to keep college-educated in state (Owensboro)
- ➢ More jobs (Glasgow)
- ➢ Available jobs for high school graduates (Glasgow)
- ➢ More employment options (Glasgow)
- ➢ Employment opportunities for students pursuing an education and needing flexible work hours (Glasgow)
- ➢ Better paying jobs (Glasgow)
- ➢ Economic Development partnerships that create higher paying jobs for citizens (Bowling Green)
- ➢ More employment opportunity (Bowling Green)

- More opportunities for disabled individuals to learn new job skills need to be created & integrated back into the work force (Bowling Green)
- More incentives for local businesses to hire drug felons (first offenders) (Bowling Green)
- Jobs (Bowling Green)
- A lot of people need a boost or shove to go to work (Campbellsville)
- Area hit hard with job losses - without jobs nothing else works (Campbellsville)
- Development of jobs for semi-skilled people (Campbellsville)
- Jobs (Campbellsville)
- Keep our young people in our county (Campbellsville)
- Living wage jobs (Campbellsville)
- Jobs (Campbellsville)
- Regional community study? Wage & benefit study, regional labor force study (Campbellsville)
- Good paying jobs (Campbellsville)
- Workforce development and training (Campbellsville)
- Higher paying jobs (Campbellsville)
- Employee gap analysis (commuting, skills, wages) (Campbellsville)
- Workforce development identification (Elizabethtown)
- Development of technology jobs or new economy jobs (Elizabethtown)
- Jobs (Elizabethtown)
- A living wage for service and retail workers (Elizabethtown)

Business (24)

- Downtown development - A plan & commitment by elected officials to support (Owensboro)
- Downtown development (Owensboro)
- Greater focus on entrepreneurial efforts (Owensboro)
- Downtown development (Owensboro)
- Greater incentives (loan forgiveness, grants, etc.) for youth to return home (Owensboro)
- Encouragement to develop "Mom & Pop" businesses (Owensboro)
- Ways to get private businesses to invest in small downtowns (Glasgow)
- Support economic development for the whole state but focused on individual county needs (Bowling Green)
- Economic Development (Bowling Green)
- Simpson county greater assistance financially in citizens who want to start a business a structural program for all not just the traditional minorities (Bowling Green)
- Mixed using zoning to stimulate economic entrepreneurs (Bowling Green)
- Training for small business owners (Campbellsville)
- Partnerships geared toward entrepreneurial training to ensure successful management of small business (Campbellsville)

- ➢ Training to help start up businesses succeed (Elizabethtown)
- ➢ More options in public grocery stores (other chains) (Elizabethtown)
- ➢ Additional retail offerings (Elizabethtown)
- ➢ Accountability to business for their behavior ("Name the bad guy") (Elizabethtown)
- ➢ Foster highest ethical marketplace relationships (Elizabethtown)
- ➢ Better higher end shopping (Elizabethtown)
- ➢ Need for "Creative Class" collaboration (Elizabethtown)
- ➢ Local TV station with news segments (Elizabethtown)
- ➢ Awareness of Chamber (Elizabethtown)
- ➢ Educating business and community about the impact of BRAC? (Elizabethtown)
- ➢ More shopping like department stores (variety) Keep more business here (Elizabethtown)

Tourism (11)

- ➢ Tourism signage (Owensboro)
- ➢ Motel or bed & breakfast (Owensboro)
- ➢ Marketing the region's resources IE: Workforce, Leisure, Cost of Living (Owensboro)
- ➢ Agriculture - new trends to agritourism - where do we go from tobacco? (Glasgow)
- ➢ Greater tourism with Mammoth Cave (bike trails) (Glasgow)
- ➢ Promote tourism (Bowling Green)
- ➢ Stronger marketing plan linking with other communities mammoth cave, south union (Bowling Green)
- ➢ Programs to grow agri-tourism (Campbellsville)
- ➢ Development of a network of tourism projects (Campbellsville)
- ➢ Better local efforts with tourism (Elizabethtown)
- ➢ Better development of civil war sites for tourism (Elizabethtown)

Technology (11)

- ➢ Wireless internet (Owensboro)
- ➢ More high speed internet T-1 lines (Glasgow)
- ➢ Technology access to rural areas (Glasgow)
- ➢ Internet access for all better than library--needs to be DSL if going to get economic development (Bowling Green)
- ➢ Internet access for citizens who don't own computers (Bowling Green)
- ➢ Technology-Meet the needs of all members of society to enforce the area (Bowling Green)
- ➢ Technology (Bowling Green)
- ➢ Improve technology to rural areas via wireless access-get all connected (Bowling Green)
- ➢ County-wide broadband (Elizabethtown)
- ➢ Improve telecommunication infrastructure (Elizabethtown)
- ➢ Free wi-fi everywhere (Elizabethtown)

Industry (10)

> Better training for job skills for local plants (Owensboro)
> Area collaboration on industrial development (Glasgow)
> Need to keep industry in area (Glasgow)
> Sufficient paying jobs in industries (Glasgow)
> Incentives for industry (other than manufacturing) to locate in BG area (Bowling Green)
> Economic development that is environmentally safe (Bowling Green)
> Development of new industrial park (Campbellsville)
> Complete Heartland Commerce Park (Campbellsville)
> Heartland Commerce and Technology Park (Campbellsville)
> More emphasis on homegrown industries (Elizabethtown)

Infrastructure – Utilities (10)

> Fire protection – hydrants (Owensboro)
> Buried power lines (Owensboro)
> Water districts (Owensboro)
> Water lines for citizens - Hart County (Glasgow)
> Expansion of public sewage treatment systems (Bowling Green)
> Water and sewer for all (Bowling Green)
> Upgraded water and sewer infrastructure (Campbellsville)
> New sewer lines (Campbellsville)
> Improve telecommunication infrastructure (Elizabethtown)
> More effective methods in dealing with water drainage (Elizabethtown)

Infrastructure – Bike/Pedestrian (7)

> Better crosswalk system downtown - currently dangerous (Glasgow)
> Sidewalk areas for pedestrians in local communities (Bowling Green)
> Bike-friendly communities-built environment (Bowling Green)
> Built environment that favors exercise and good health (greenways, sidewalks, park systems, etc.) (Bowling Green)
> Urban design that promotes walking/biking (Bowling Green)
> Improve transportation-roads, work ways, bikeways (Bowling Green)
> Infrastructure to support human powered transportation (bike paths/lanes) (Bowling Green)

Infrastructure – Buildings (5)

> Better planning and zoning requirements (Owensboro)
> Up-to-date public safety building for fire, police, etc. (Glasgow)

- Regional jail (Glasgow)
- Building at the airport for ambulance and helicopter and crew (Glasgow)
- Wider parking spaces (Elizabethtown)

NEED CATEGORY ASSET

1. Nurturing Communities

- Adult & business mentors (Owensboro)
- Hospitals & clinics doctors (Owensboro)
- Green River District Health Department - Public Health (Owensboro)
- Parks & Recreation (Owensboro, Bowling Green)
- Audubon Area (AACS) (Owensboro)
- Matthew 25 AIDS Services (Owensboro)
- Food assistance / Food banks (Owensboro)
- Local churches (Owensboro, Glasgow, Bowling Green, Campbellsville, Elizabethtown) *Churches were the most frequently named asset in this strategic area
- Senior Citizens groups (Owensboro)
- Advertisement in local newspaper community bulletin board about financial aide for post secondary (Glasgow)
- ALPHA (Adult Learning) (Glasgow)
- Barren River Aging Services (Glasgow)
- AARP (Glasgow, Bowling Green)
- Glasgow Recreation Department (Glasgow)
- Barren Family YMCA (Glasgow)
- Operation P.R.I.D.E. (Glasgow)
- TJ Samson (Senior CARE) (Glasgow)
- Retirees (Glasgow)
- Bunche Center (Glasgow)
- 4-H (Glasgow)
- Barren River Tobacco Prevention Coalition (Bowling Green)
- Military (Bowling Green)
- Community Education (Bowling Green)
- CASA of South central Kentucky (Bowling Green)
- Family Enrichment Center-Wee Care (Bowling Green)
- Delinquency prevention council (Bowling Green)
- The Save the Kids Coalition (Bowling Green)
- Big Brothers/Big Sisters (Bowling Green)
- Girls, Inc. (Bowling Green)
- Retired physicians and dentists (Bowling Green)

- Healthy Weight Kids Coalition (Bowling Green)
- WKU Communications Department (Bowling Green)
- WKU Student Interns (Bowling Green)
- Community Culture (Bowling Green)
- BG League of Bicyclist (Bowling Green)
- BRADD (Bowling Green)
- LEAP (Let's eliminate a problem) (Bowling Green)
- MADD (Bowling Green)
- Pennyroyal Center RPC/KY ASAP (Bowling Green)
- Celebrate Recovery (Bowling Green)
- Warren County Drug Taskforce (Bowling Green)
- WKU Geriatric Program (Bowling Green)
- HELP ministry (Faith United Methodist Church) (Bowling Green)
- Barren River Area DD/Office of Aging (Bowling Green)
- International Center (on and off campus) (Bowling Green)
- Lifeskills prevention Center (Bowling Green)
- Human Rights Commission (Bowling Green)
- Adult Learning Center (Campbellsville)
- Community Action / LIHEAP (Emergency food and shelter program) (Campbellsville)
- Adanta (Campbellsville)
- Ministerial association (Campbellsville)
- Eastern KY Child Care (Campbellsville)
- Senior citizen CAA (Campbellsville)
- Senior Center on Aging (Campbellsville)
- Elderly day care center (Campbellsville)
- Adanta (Campbellsville)
- Center for International Education - Campbellsville University (Campbellsville)
- ESL Dept. - Campbellsville University (Campbellsville)
- Innovation Center (Elizabethtown)
- Extension service (Elizabethtown)
- Banks - sponsor day and short trips for seniors (Elizabethtown)
- Local newspapers and media (Elizabethtown)
- Realtors (Owensboro)
- Habitat for Humanity (Owensboro, Bowling Green)
- KY Housing Coalition (Owensboro)
- Help Office (Owensboro)
- Housing Authority (Owensboro, Campbellsville)
- Connect KY (Owensboro)
- Homeless and Housing Coalition of KY (HHCK) (Glasgow)

- Glasgow Housing Authority (Glasgow)
- Board of Realtors (Glasgow)
- Barren River ADD (Glasgow)
- Connect KY Dept. Local Government (Glasgow)
- EDA, Bob Huster, Lexington, KY (Glasgow)
- Community Action of Southern Kentucky (Glasgow)
- AARP (Bowling Green)
- Community Action (Bowling Green)
- WKU Geriatric Program (Bowling Green)
- CART (Bowling Green)
- JARC at Housing Authority (Bowling Green)
- Phoenix House (Bowling Green)
- House of Joy (Bowling Green)
- Bowling Green Human Rights Commission (Bowling Green)
- Lifeskills, Inc. (Bowling Green)
- The Lighthouse (Bowling Green)
- Housing and Community Development (Bowling Green)
- Enterprise Community City of Bowling Green (Bowling Green)
- Salvation Army (Bowling Green)
- HANDS (Bowling Green)
- United Way (Bowling Green)
- Campbellsville University Technology Training Center (Campbellsville)
- Employment agencies - Malone staffing - WIA - Vocational Rehab (Campbellsville)
- Local Community Action agency - Emergency shelter, heating & cooling assistance (Campbellsville)
- Community Action / LIHEAP (Emergency food and shelter program) (Campbellsville)
- Nolin RECC (Elizabethtown)
- Windstream Brandenburg Telecom? (Elizabethtown)
- Insight (Elizabethtown)
- Banks - sponsor and pay for public transportation - (small buses or vans) (Elizabethtown)
- Providers of solar and other forms of alternative energy (Owensboro)
- Economic Development Corporation (Owensboro)
- Greenways Commission (Bowling Green)
- Kentucky waterways alliance (Bowling Green)
- WKU students (Bowling Green)
- Business owners and managers (Bowling Green)
- BG Women's Club and other clubs who work on conservation (Bowling Green)
- BG League of Bicyclist (Bowling Green)
- Dept. of Fish & Wildlife (Elizabethtown)

- Courts (Elizabethtown)

2. Education

- Adult & business mentors (Owensboro)
- Imagination Library / Learning community (Owensboro)
- Citizens Committee on Education (Owensboro)
- Local libraries (Owensboro)
- Industry (Owensboro)
- The Learning Center (Owensboro)
- OMPC (Owensboro)
- PTA (Owensboro)
- Head Start (Owensboro, Campbellsville)
- Hospitals & clinics doctors (Owensboro)
- Career center - Hancock County (Owensboro)
- Bill Gates Foundation (Glasgow)
- KHESLC (Glasgow)
- Advertisement in local newspaper community bulletin board about financial aide for post secondary (Glasgow)
- Retired Teachers Organization (Glasgow)
- D.A.R.E. (Glasgow)
- WKU Institute for Rural Health Development and Research (Bowling Green)
- WKU Communications Department (Bowling Green)
- WKU Student Interns (Bowling Green)
- DELO (Bowling Green)
- Kentucky virtual campus (Bowling Green)
- Hospitals pay for facility or buildings to allow program expansion (Bowling Green)
- International Center (on and off campus) (Bowling Green)
- GRECC (Bowling Green)
- Campbellsville University Technology Training Center (Campbellsville)
- Vocational Rehabilitation (Campbellsville)
- Center for International Education - Campbellsville University (Campbellsville)
- ESL Dept. - Campbellsville University (Campbellsville)
- WKU (Elizabethtown)
- ECTC (Elizabethtown)
- Wired grants (Elizabethtown)
- University of Phoenix (Elizabethtown)
- Challenger Center (Elizabethtown)
- Sullivan (Elizabethtown)
- North Central Education Foundation (Elizabethtown)

3.   Healthcare

> Health Horizons (Owensboro)
> Health Council (Owensboro)
> Owensboro Medical Health System (Owensboro)
> Green River District Health Department - Public Health (Owensboro)
> Parks & Recreation (Owensboro)
> Audubon Area (AACS) (Owensboro)
> Food assistance / Food banks (Owensboro)
> Warren County Medical Society (Bowling Green)
> Mobile Health Unit (Bowling Green)
> Health Department (Bowling Green)
> Free Clinic (Bowling Green)
> Kentucky Psych Association (Bowling Green)
> WKU Institute for Rural Health Development and Research (Bowling Green)
> Clinical Education Complex (Bowling Green)
> Meals Program (Bowling Green)
> The Medical Center (Bowling Green)
> Greenview Hospital (Bowling Green)
> Fairview Community Health Center (Bowling Green)
> WKU's Acquired Brain Injury Program (Bowling Green)
> Churches (Bowling Green)
> Retired physicians and dentists (Bowling Green)
> Healthy Weight Kids Coalition (Bowling Green)
> Retired nurses (Bowling Green)
> HANDS (Bowling Green)
> Lifeskills prevention Center (Bowling Green)
> Wal-Mart $4.00 prescription plan (Campbellsville)
> Local physicians (doctors, dentists, etc.) (Campbellsville)
> Hardin Memorial Hospital (Elizabethtown)
> Lincoln Trail Behavioral Health Clinic (Elizabethtown)
> Communicare, Inc. (Elizabethtown)

4.   Economic Development

> Adult & business mentors (Owensboro)
> Industry (Owensboro, Elizabethtown)
> Commerce Center (Owensboro)
> Economic Development Corporation (Owensboro)

- Downtown Development Corporation (Owensboro)
- Churches & youth organizations (Owensboro, Bowling Green, Campbellsville)
- Public Service Announcements - WBKR & Media (Owensboro)
- Bill Gates Foundation (Glasgow)
- Advertisement in local newspaper community bulletin board about financial aide for post secondary (Glasgow)
- G.O.L.D. - Governor's Office for Local Development (Glasgow)
- Industrial Development Authority (Glasgow)
- Glasgow Chamber of Commerce (Glasgow)
- Idea Board (Glasgow)
- Business owners and managers (Bowling Green)
- DELO (Bowling Green)
- BG Green Partnership for Sustainable Community (Bowling Green)
- HELP ministry (Faith United Methodist Church) (Bowling Green)
- Hospitals pay for facility or buildings to allow program expansion (Bowling Green)
- Workforce Development Board (Bowling Green)
- Lifeskills vocational programs (Bowling Green)
- Office of Voc. Rehab (Bowling Green)
- Community Action (Bowling Green)
- Industrial Consortium (Bowling Green)
- Campbellsville University Technology Training Center (Campbellsville)
- Federal fund Park (Campbellsville)
- Adanta (Campbellsville)
- Wired grants (Campbellsville)
- BBB (Elizabethtown)
- Banks - sponsor day and short trips for seniors (Elizabethtown)
- Radcliff & Etown tourism organizations (Elizabethtown)
- Historical society (Elizabethtown)
- Banks - sponsor and pay for public transportation - (small buses or vans) (Elizabethtown)

The following is a summary of WKU resources currently directed toward addressing identified regional needs. Following the center or initiative description is a designation of the strategic areas addressed.

WKU Institute for Rural Health Development and Research (IRHDR)

The WKU Institute for Rural Health Development and Research (IRHDR) was created to identify rural health and human services needs and facilitate collaborative arrangements engaging WKU students and faculty and community agencies in addressing these needs. The Institute is part of the College of Health and Human Services (CHHS). The Institute plays a major role in assisting CHHS in maintaining the focus of student engagement and community service.

The Institute's mobile health unit is a 40 foot vehicle equipped with two exams rooms and has dental radiology capabilities as well as limited lab services. The mission of this mobile health unit is to provide preventative services and health promotion activities to the medically under-served and uninsured of rural Kentucky, with special emphasis on the 10 county Barren River Area Development District (BRADD). Students and faculty within the CHHS provide free services. Services include cleaning, sealants, radiography, and basic health screenings. Health services are provided predominately during the academic year and oral health services are provided throughout the year.

The school based dental sealant program offers dental screenings and sealants to all 2nd and 7th graders each year. In addition to funding from WKU, this program also receives funding from Delta Dental and the Allen County Health Department.

Other partners collaborating with the Institute include Housing Authority of Bowling Green, Barren River Area District Health Department, school systems in 10 county BRADD area, Salvation Army, Kentucky Cancer Program, South Central AHEC, Holy Spirit Catholic Church, the Rural Social Work Conference, Hart County Amish community, Kentucky Dental Association, and the Kentucky Partnership for Farm Health & Safety.

STRATEGIC AREAS ADDRESSED: Healthcare
                                                Nurturing Communities

WKU Students in Free Enterprise (SIFE) Program

The WKU Students in Free Enterprise (SIFE) Program is part of a national competition that in which student teams create projects that teach participants about market economics, personal success skills, entrepreneurship, financial literacy, business ethics, and sustainability.   Many of these projects engage community partners to serve the needs of various constituencies. WKU student team members represent a diverse cross-section of majors from broadcasting to turf management.

The goal of WKU SIFE Program is to provide members of the community with educational programs and events that further their knowledge and understanding of the free enterprise system; and to encourage excellence and personal success of all individuals. WKU SIFE provides team members with opportunities to make a difference in the community. Leadership, teamwork and communication skills are strengthened through learning, developing programs and teaching the principles of free enterprise.

Examples of the team's nineteen projects included educating elementary students about supply chain economics by using chocolate as an international product, helping senior citizens protect their financial assets, developing a fundraising strategy for the Kelly Autism Program, educating refugee groups about budgeting and US business ethics, providing business analysis for 13 small business ventures in the Bowling Green community, working with local middle schools on a City Market business management program, and assisting a women's cooperative in rural Kenya in developing sustainable economic ventures and US markets for their products.

During 2006-07, 12,398 community members/customers benefited from the 19 SIFE team projects. Student team members generated 6,337 delivery hours to community members/customers.

STRATEGIC AREAS ADDRESSED: Economic Development
                                                            Education (Elementary and Secondary)

WKU Applied Research and Technology Program (ARTP)

The Applied Research and Technology Program (ARTP) is a multidisciplinary program consisting of 14 scientific and service-oriented centers. These centers provide unique opportunities for undergraduates and graduate students to transition from academia to the workplace or to graduate educational programs through participation in faculty-supervised, hands-on applied research and technological projects that help solve problems for the community, state and nation. ARTP promotes cost-effective scientific solutions through technological and environmental services, and serves as a catalyst for economic development in the region. Students and faculty are engaged in applied research activities on a year-round basis.

Examples of ARTP projects during 2006-2007 include involvement with Habitat for Humanity, restoration of American Chestnuts, dye trace studies were conducted for local agencies, engineering projects to help regional industries, and water quality analyses to address issues related to rural drinking water quality.

ARTP has networked with a number of agencies, These include Oak Ridge National Laboratory, Electronic Warfare Associates, Northwest Nuclear and Nucsafe, East Kentucky Power, Cinergy, Illinois Institute for Clean Coal, Dow Corning, Kentucky Division of Water, Kentucky Rural Water Association, Bowling Green Municipal Utilities, EPA Region IV, Kentucky Water Institute, USDA/ARS Animal Waste Management Unit, Natural Resources Conservation Services, Mammoth Cave National Park, and USAID.

ARTP has gained traction in economic development in partnership with the CRICC, the Bowling Green Chamber of Commerce, the WKU Research and Development Center. The CRICC has developed a business accelerator currently occupied by 15 high tech start-up companies.

STRATEGIC AREAS ADDRESSED: Nurturing Communities (Environment)
                                    Economic Development
                                    Education (Higher)

WKU ALIVE Center for Community Partnerships

The ALIVE Center for Community Partnerships, begun as a federally funded volunteer center, has evolved to serve as the coordinating unit for student volunteerism and service learning initiatives at WKU. It maintains an online list of volunteer opportunities, connects youth and adult volunteers to service organizations, matches faculty, staff and student interests with agency needs, maintains a directory of local service organizations and support groups, responds to inquiries regarding childcare, health, education, recreation, housing, monetary needs and other services, and works with faculty and students to develop service learning components and experiences in their courses.

ALIVE is staffed by a full-time Service Learning Coordinator, Faculty Engagement Coordinator, Community Engagement Coordinator, and Information/Marketing Coordinator. This team has been instrumental in providing links for WKU students with various volunteer opportunities in the local area. During the 2006-07 academic year, ALIVE personnel worked with WKU faculty to assist in the development of service learning components for their courses. Center staff educated 1163 WKU students about volunteerism opportunities in the area and about the services provided. The Center worked with 371 local nonprofit organizations to actively solicit agency needs and match those needs with WKU expertise. During 2006-07, 936 volunteer referrals generated 168 volunteer opportunities for WKU students.

Beginning in January, the role of ALIVE expanded to include coordination of the university's state-funded Regional Stewardship initiative. This initiative is helping develop regional priorities suitable for collaborative action on the part of the university, local governments, business and community leaders.

STRATEGIC AREA ADDRESSED: Nurturing Communities

WKU Potter College of Arts and Humanities & WKU the Women's Studies Program

Potter College of Arts and Humanities, along with the Women's Studies Program, pursues a broad-based initiative to enhance the opportunities and role of the arts in the local community. These programs serve the needs of public schools in the region, as well as enhance the education, skills, reflection and self-esteem of adults challenged by circumstance.

Notable programs within this initiative include a collaboration with 10 elementary schools to provide supplemental music instruction through the Pre-College Strings Program, development and

presentation of Children's Theatre and Dramatics workshops for fifth grade classes at at 2 local elementary schools, development of the abilities of artistically talented youth through the Visual Arts Enrichment Program, and the Women and Kids Learning Together (WKLT) Summer Camp to aid in the education and well-being of low income families.

During 2006-2007, 300 public school students gained musical knowledge and skills through 24 pre-college lessons in the strings program. Approximately 75 fifth-graders learned about the dramatic process through production of a folk-tale based play in the drama workshops, over 100 K-12 students from multiple rural counties benefited from artistic mentoring through participation in the Visual Arts Enrichment Program, and 39 low-income mothers and children enhanced their artistic expression, communication, learning skills and emotional well-being through the WKLT program.

All of these programs benefited from the support and collaboration of local schools. In addition, the WKLT Summer Camp engaged community business leaders, service providers and governmental officials as instructors and camp counselors.

STRATEGIC AREAS ADDRESSED: Education (Elementary and Secondary)
                                                            Nurturing Communities

Kaleidoscope Youth Development Program

Kaleidoscope is a community based youth development program dedicated to a vision of a just and compassionate society that celebrates the value of young people and the transformative power of love; where, by participation in the arts and critical reflection, people better understand themselves and their responsibility to each other. Kaleidoscope pursues this vision by providing youth opportunities to explore the arts, develop supportive relationships and create positive contributions for individual and community change.

Kaleidoscope has two program initiatives: Youth in Arts and Community Connections. The Youth in Arts initiative seeks to engage young people in unique opportunities to explore the arts develop supportive relationships and connect with their community. The Community Connections initiative seeks to create opportunities for organizations that serve youth to work collaboratively to build positive youth-adult relationships, develop youth skills, and expand opportunities for youth participation and leadership in our community. Kaleidoscope seeks to partner with any organization that serves youth in order to expand services and opportunities through true collaboration.

Kaleidoscope carries out its youth development efforts in collaboration with the following community partners: Bowling Green City Government, Bowling Green International Festival, Bowling Green Parks & Recreation, Boys & Girls Club of Bowling Green, Capitol Arts Alliance, Human Rights Commission, NAACP, Day Treatment Center Alternative School, Eleventh Street Alternative School, Girls Inc., Housing Authority of Bowling Green, Martin Luther King Jr. Planning Committee (BG), Parker Bennett Community Center, Parker Bennett Curry Elementary School, Warren Regional Juvenile Detention Center, and a number of local businesses, churches and faith-based organizations.

STRATEGIC AREAS ADDRESSED: Education (Secondary)
                               Nurturing Communities

WKU Clinical Education Complex (CEC)

The Clinical Education Complex (CEC) at Western Kentucky University in Bowling Green, Kentucky, is a community-university partnership that helps individuals and families realize dignity, independence, and productivity by providing services in these areas: Kelly Autism Program (KAP), Early Childhood Center (ECC), Family Counseling Clinic (FCC), Acquired Brain Injury Resource Program (ABIRP), and the Communication Disorders Clinic (CDC). The CEC prepares pre-professionals across disciplines while conducting research to enhance education and service.

The Early Childhood Center (ECC) seeks to advance the development and learning potential of children of all abilities through early childhood services and hands-on training for students who will be future educators, therapists, and/or early childhood professionals. The ECC serves children with and without disabilities.

The Early Childhood Center provides opportunities for students to: work on interdisciplinary teams with trained health and educational professionals while providing services to young children in inclusive settings, increase community partnerships to address the needs of young children in our community, advance research to increase understanding of child development and effective educational practices for children with developmental delays and/or disabilities, and link community and university resources to address service gaps within our own community.

The CEC collaborates with a number of community partners including: Community Residents, Local Educational Association, First Steps; Kentucky Acquired Brain Injury Consortium; Area Churches; Head Start; TTAS partnership; Alive Center; Regional Child Development Clinics, and the Caveland Education Support Center.

STRATEGIC AREAS ADDRESSED: Healthcare
                               Education (Early Childhood)
                               Nurturing Communities

WKU South Central Kentucky Area Health Education Center (AHEC)

The AHEC seeks to promote health communities through innovative partnerships, by providing educational support services to health professions, students and health care providers, community health education, and programs that encourage health professions as a career choice. The South Central AHEC relies on many partnerships with other agencies to accomplish mutually beneficial goals. One of our partners is the South Central Kentucky Kids on the Block, Inc, (KOB). KOB uses Bunraku puppetry to provide educational programs to students on more than 20 different topics. Programs are offered in schools, churches, and civic groups on physical challenges, medical conditions, and social and safety issues. Kids on the Block (KOB) is a highly praised organization that teaches children how to accept differences in others and themselves and how to

make safer and healthier life choices. The South Central AHEC "adopts" or sponsors three programs of the KOB. These programs are problem solving, multiculturalism, and safety programs.

AHEC Collaborations include: University of Louisville Health Sciences Center, School of Medicine, dentistry, and Kent School of Social Work, University of Kentucky, Colleges of Medicine, Dentistry, Pharmacy, Nursing and Allied Health, Centro la Esperanza, Inc., Family Resources/Youth Services Centers in 22 counties, Barren River District Health Department TJ Sampson Community Hospital, Glasgow/Barren County Family Medicine Family Residency, GEAR Up, Drive SMART KY, Old Order Mennonite Community, Health Occupation Students of America, Louisville Water Company, KY Partnership for Farm Family health and Safety, Inc., 18 Hospitals, Cooperative Extensive Services, South-Central KY Kids on the Block; Bowling Green Housing Authority, KY Board of Nursing, U of L Continuing Ed. Office, KY Telehealth program, KY Public Health Association, Barren River Long-term care Ombudsman, Barren River Mental Health & Aging Coalition, South KY Critical Care Nursing Assoc., and UK Summer Series on Aging.

STRATEGIC AREAS ADDRESSED: Healthcare
                                  Nurturing Communities

WKU Center for Gerontology

Western Kentucky University's Center for Gerontology is guided by the belief that healthy aging is attainable on both the individual and community level and requires implementing holistic strategies. Keys to successful healthy aging are increasing physical activity, improving eating habits, preventing disease, injury and disability, maximizing financial and physical independence and maintaining active participation with the community. Located within a historically rural environment, the Center recognizes the value of interdisciplinary and intergenerational collaboration in developing approaches that respect the needs of older adults and the rural communities that support them. Committed to balancing gerontological theory with practice, the Center nurtures dynamic partnerships between agencies working on aging issues, Western Kentucky University and the international community.

The Center for Gerontology collaborates with the following community partners: Barren River Area Development District, AARP (national, state and local), and the UK Gerontology Education Center.

STRATEGIC AREAS ADDRESSED: Healthcare
                                  Nurturing Communities

WKU Literacy Program

The Literacy Program at Western Kentucky University involves faculty, staff, and students in a variety of literacy development efforts including: KY Reading Project (KRP), KY Adult Educators

Literacy Institute (KAELI), Read to Achieve (RTA) Research Project, Early Reading Incentive Grant (ERIG) Research Project, and Adolescent Literacy Institute.

Western Kentucky University literacy faculty work with K-12 public school teachers to increase effective reading instruction in classrooms, research the impact of reading programs and instruction in K-5 classrooms, and report yearly to the Governor and state legislators. In addition WKU personnel work with adult educators to prepare them to meet the needs of adult learners, especially adults who struggle to read.

STRATEGIC AREAS ADDRESSED: Education (Elementary and Secondary)
     Nurturing Communities

The *Just Think!* Initiative

Just Think! is a partnership initiative between Western Kentucky University and the Housing Authority of Bowling Green. The initiative allows for the development of nationally significant programs designed to improve the quality of education, assist students in meeting State content standards, and to contribute to the achievement of elementary and secondary students as outlined in the requirements for the Fund for the Improvement of Education grant program. Through the *Just Think!* initiative, Western Kentucky University faculty, undergraduates, and graduate students provide education, training, and enrichment to youth and caregivers from eight different ethnic groups (Armenian, African-American, Bosnian, Cambodian, Caucasian, Hispanic, Laotian, and Vietnamese).

Specifically, the goals of the *Just Think!* initiative allows Western Kentucky University in Partnership with the Housing Authority of Bowling Green to accomplish the following: (1) Increase critical thinking skills and creativity of youth in P-12 and out-of-school youth ages 18-21, thereby improving academic performance and ability to make healthy choices; (2) Increase refusal skills of youth in P-12 thereby decreasing involvement with drugs, gangs, and teen pregnancy; (3) Develop appropriate and necessary literacy, science and mathematics skills for in- and out-of-school youth so that they have the necessary skills for success in school, at work and in life; (4) Increase work-related skills, career awareness, and enrollment in two-year degree programs and four-year college programs by youth and non-traditional students so that they become productive members of the 21st Century workforce.

STRATEGIC AREAS ADDRESSED: Education (Elementary and Secondary)
     Nurturing Communities

Appendix A

Kentucky Long-Term Policy Research Center
Statewide Quality-of-Life Measures (2006)

Goal	Rank
Kentuckians envision:	2006
Vibrant, nurturing communities	
1. Safe and Caring Communities	3
2. Responsibility for Family Success	6
3. Decent, Safe, Affordable Housing	4
4. Accessible, Quality Health Care	1
5. Trust and Civic Pride	19
6. Value, Respect for All Individuals	23
Lifelong, quality educational opportunities	
7. Excellent System of Lifelong Learning	2
8. Internationally Competitive Education	12
9. Children Who Are Ready, Able to Learn	11
10. Safe, Stable Learning Environments	8
11. Partnerships to Promote Education	22
12. Arts Opportunities	25
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* Kentucky Long-Term Policy Research Center, *Visioning Kentucky's Future: Measures and Milestones 2006*, p. 3 (full document available online at http://www.kltprc.net/)

Appendix B

Kentucky, An Edge State with Numerous Opportunities
Executive Summary
(Presented at the 2006 Kentucky Engagement Conference)

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The Keys of Opportunity

The Northeast region of the United States is in decline, the Southeast will be the new economic engine and the Southwest will be the new Appalachia, poorly educated, poorly skilled and not prepared for the Twenty-first Century.

Encouraging Kentucky's growing diversity will be necessary for the state to experience growth and have a competitive future. Kentucky's workforce of the future will be much more diverse.

Kentucky, along with the entire United States, is experiencing a "middle aging" of it's workforce with the majority of growth in the workforce, ages 40 to 59, since 1990.

Kentucky's younger citizens are much better educated than our older citizens. Kentucky's ranked 49th in persons 25+ with a high school degree, 74.1%, in the 2000 Census but when broken down by age Kentuckians, age 65+, were 15.1 % points below the United States, 50.4%, however for Kentuckians, ages 25 to 34, Kentuckians are 0.3 points above the United States, at 84.2%.

Kentucky's highest level of educational attainment compared to other states is at the Graduate/Professional level ranking 46th for Kentuckians, ages 65+, and improves to 30th for Kentuckians, ages 25 to 34.

Kentucky's population growth between 2000 and 2004 is mainly occurring in or near the "land between the 5's", I-65 and I-75 and along I-64, not just the "Golden Triangle".

A Major Demographic Revolution

Census Bureau population projections between 2000 and 2030 indicate the South's population will grow by 42.9% and experience more than half, 52.4%, of the entire population growth in the United States.

The Northeast and Midwest regions are projected to have limited growth in their populations between 2000 and 2030, 7.6% and 9.5% respectively. A number of states in the two regions are experiencing domestic migration to the Southeast.

Data from the 2000 Census revealed that over 50% of Kentucky's population growth between 1995 and 2000 was from in-migration and future growth will be even more dependent on attracting people to Kentucky. Natural increase, births exceeding death, will decline as Kentucky's population ages.

Between 1995 and 2000 Kentucky gained the most migrants, in order, from Ohio, Illinois, California, Michigan, and New York. Kentucky lost migrants, in order, to Tennessee, Florida, North Carolina, Louisiana, and South Carolina.

Kentucky is projected to grow between 2000 and 2030 by 12.7% and rank 30th in population growth with states just to our South growing significantly faster; Tennessee 29.7%, Virginia 38.8%, North Carolina 51.9%, and Georgia, 46.8%. Only three southern states; Alabama 9.5%, Mississippi 8.7%, and Louisiana 7.5% are projected to grow in single digits. Kentucky is on the edge of being a state of opportunity.

Diversity by Race and Age

In the 1990's, 80% of all population growth in the United States was minority, 26.3 million out of 32.7 million. All growth under age 45 was minority. The Non-Hispanic White population in the United States dropped from 16.1 million, ages 40 to 44, to 11.6 million, ages 20 to 24, a 28% drop.

In Kentucky, 64.5% of growth was Non-Hispanic White and 35.5% minority in a state that is 89.3% Non-Hispanic White. Black population growth was 12.6%, Asian population growth was 75.1% and Hispanic population growth was 172.6%. The Non-Hispanic White population in Kentucky dropped from 288,622, ages 40 to 44, to 244,764, ages 20 to 24, a 15% drop.

Kentucky's minority population is projected to continue to grow dramatically between 2000 and 2030; Kentucky's Black population growing by 63% to 487,053 persons, Kentucky's Hispanic population growing by 298% to 238,545, and Kentucky's Asian population growing by 279% to 121,445. Kentucky's Non-Hispanic White population is projected to grow around 10%.

Two-thirds of United States population growth in the 1990's was in the age cohorts, ages 35 to 54, the Baby Boomers. In Kentucky, 75% of population growth was in the age cohorts, ages 35 to 54. Both in the United States and Kentucky the younger population is becoming more minority and the older population is much more Non-Hispanic White.

Educational Attainment

Kentucky, along with other Southern states, experienced educational progress in the 1990's with the younger workforce age population, ages 25 to 34, having significantly higher educational levels than the mature workforce, ages 45 to 64. Kentucky's younger workforce age population has a high school graduation rate of 84.2% compared to 75.2% for the mature workforce age population.

Southwestern states experienced significant educational decline in the 1990's with their mature workforce, ages 45 to 64, being much better educated than their younger workforce population, ages 25 to 34. California ranks 50th with only 75.2% of their younger workforce age population

with a high school degree. Texas ranks 49th at 77.4%, Nevada ranks 48th at 78.3% and Arizona ranks 47th at 79.2% of their younger workforce age population with a high school degree.

Young women are much more likely to have finished high school in 2000 than young men both in the United States and in Kentucky. The difference is 7.0 percentage points for those ages 18 to 24, and 4.0 percentage points for those ages 25 to 34. This educational disparity continues at the college Bachelor's degree level.

Edge Opportunities

Kentucky must continue to attract migrants to the state to experience growth.

Acceptance of Kentucky's growing diversity and outreach efforts to minority populations will significantly determine Kentucky's growth.

Educational progress must continue and the male/female educational attainment disparity gap will need to be closed.

A middle aging workforce will have to be "reinvented" and a minority/at risk population will require educational investment to attract jobs and opportunities.

Kentucky must make the investments for its future across the state of Kentucky, beyond the Golden Triangle.

Appendix C

Educational Needs Index

The Education Needs Index (ENI) is a county-level study of educational, economic, and population pressures that influence educational policy and planning at local, regional, and state levels. The index introduces an econometric model that assesses conditions and trends for all 3,140 U.S. counties or their equivalents and allows peer comparisons across a variety of indicators. The ENI offers a fresh opportunity and innovative approach to better understand the existing data and public policy challenges that face all states and their respective counties.
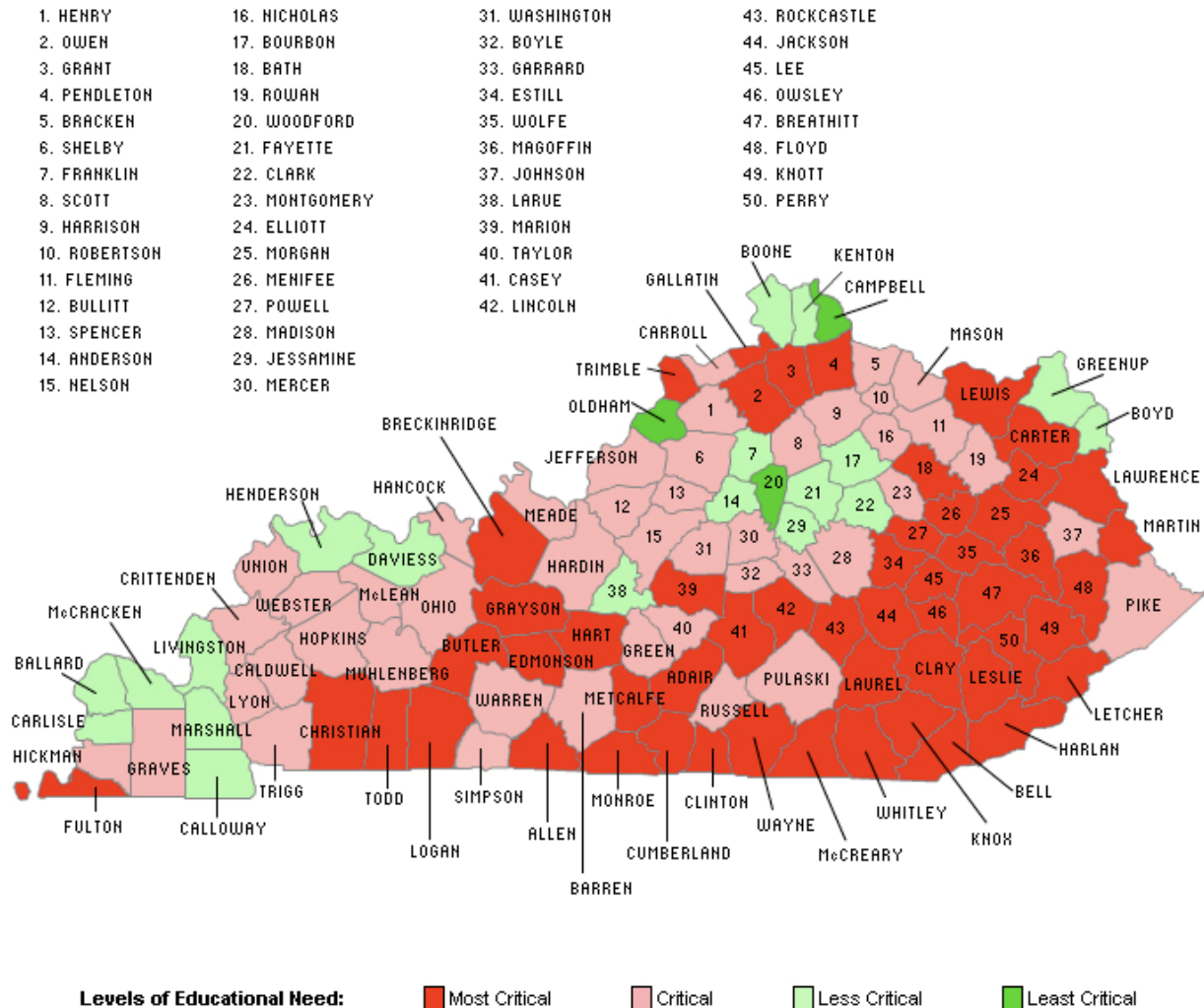
The Educational Needs Index includes fifteen county-level variables that directly impact participation rates in postsecondary education, educational attainment levels, employment patterns, and socioeconomic status. Through standardization of the data, the model combines these various statewide educational, demographic, and economic characteristics and allows for comparison across all of the respective counties in a given region and the nation as a whole. Counties are designated "most critical" when relatively poor conditions of under-education and economic challenges are compounded by population growth and shifting demographics toward youth or at-risk minority groups.

The ENI model evaluates the educational needs and demands of the 3,140 diverse counties of the nation, allowing for a series of economic, educational, demographic, and social variables to be included in the analysis. The model employs the fifteen unique indicators by folding all into four factor categories:

- Educational Factor - Indicators assess the educational capacity of a county's adult population. Indicators measure the percent of the population with a high school degree, associate's degree, and bachelor's degree, and a measure of the educational attainment gap between younger and older members of the workforce.

- Economic Factor - Indicators in this category assess the degree of economic challenges facing counties. Indicators measure the percent of population in poverty, unemployment rates, the existing earnings capacity of residents, and dependence upon manufacturing jobs.

- Market Demand Factor - Indicators assess the present population growth issues facing the county and potential need for increased emphasis on human capital development to address changing demographics. Indicators measure recent and project population growth, population aged 19 and younger as a percent of the total population, population aged 20-44, and the relative size of a county's at-risk population.

- Population Factor - Indicators serve as corrective variables to control for the population size of each respective county.

The Educational Needs Index places an emphasis on the transition between K-12 policy concerns and postsecondary opportunities. The data assists policymakers at state, regional, and local levels as they work to reach informed decisions on issues of adult education and postsecondary education access and attainment. Particular emphasis is placed on the role that training, certificate programs,

two-year degrees, and adult literacy initiatives play in forming foundations for more promising futures and stronger economies built upon a more versatile workforce. By identifying and offering intervention strategies for the most pressing issues facing critical regions, this research promotes a more informed and long-term debate about postsecondary access. The project focuses on the most disadvantaged rural and urban areas of the U.S. and promotes regional partnerships between education, business, and government.

1. HENRY
2. OWEN
3. GRANT
4. PENDLETON
5. BRACKEN
6. SHELBY
7. FRANKLIN
8. SCOTT
9. HARRISON
10. ROBERTSON
11. FLEMING
12. BULLITT
13. SPENCER
14. ANDERSON
15. NELSON
16. NICHOLAS
17. BOURBON
18. BATH
19. ROWAN
20. WOODFORD
21. FAYETTE
22. CLARK
23. MONTGOMERY
24. ELLIOTT
25. MORGAN
26. MENIFEE
27. POWELL
28. MADISON
29. JESSAMINE
30. MERCER
31. WASHINGTON
32. BOYLE
33. GARRARD
34. ESTILL
35. WOLFE
36. MAGOFFIN
37. JOHNSON
38. LARUE
39. MARION
40. TAYLOR
41. CASEY
42. LINCOLN
43. ROCKCASTLE
44. JACKSON
45. LEE
46. OWSLEY
47. BREATHITT
48. FLOYD
49. KNOTT
50. PERRY

Levels of Educational Need: Most Critical | Critical | Less Critical | Least Critical

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April 18, 2008

Dr. Mary Evans Sias, President
Office of the President
Hume Hall
Kentucky State University
Frankfort, KY 40601

Dear President Sias:

This letter and its attachments are sent you on behalf of the Kentucky State University Regional Advisory Committee (KSU-RAC). I am pleased to inform you that the Committee has completed its assignment to make recommendations for the University's Regional Stewardship Initiatives. We were honored to serve the University in this capacity.

Upon our appointment to the Regional Advisory Committee, we answered your call to action to examine critical issues facing the University's Area of Geographical Responsibility. We met on campus as a committee seven times after the initial meeting in September 2007. In addition, we spent considerable time and effort meeting with community leadership in each of Kentucky State University's Service County Areas. The purpose of these meetings was to seek input from community leaders regarding their perceived needs of their respective communities. In addition, we gathered their thoughts on a series of questions submitted to them prior to our visits. We also listened attentively to their recommendations to the University. The recommendations if implemented should help bring about positive change in several areas of need in each community. I am pleased to inform you that the leadership of each county was appreciative for the opportunity to discuss their needs. They expressed a commitment to work closer with Kentucky State University if given the opportunity.

Enclosed you will find the **KSU-Visions and Recommendations in Section III** of the Strategic Plan for Regional Stewardship. We look forward to supporting and working with you on behalf of the University as it moves forward.

Sincerely,

Mary Smith-Stowe

Mary Smith-Stowe, Ed. D.
Chair, KSU Regional Advisory Committee

Cc: Dr. James Chapman
    Provost and Vice President for Academic Affairs

    Dr. Anne Butler, Director for Regional Stewardship

Kentucky State University

A Strategic Plan

For

Reaching its Highest Capacity

Through Engagement with the Region

Phase II Funding Request

Regional Stewardship

April 23, 2008

In response to provisions set forth by the Kentucky Council of Post Secondary Education for the Regional Stewardship Initiative, Kentucky State University respectfully submits this Strategic Plan and Proposal for Phase II Funding.

Section I provides an introduction to the region and how it has developed. This section includes information from a variety of sources about the counties in the geographical area, and includes data analyses of demographic trends and past growth, as well as a snapshot of the education and economic conditions now facing communities within the region. The section is structured by eight themes developed by the Southern Regional Development Board in its analysis of rural communities.

Section II provides an overview of the vision and work of the Regional Stewardship Advisory Committee. This section contains a SWOT analysis – a review of the strengths, weaknesses, opportunities and threats to the region. The themes generated during this process were framed by four topical areas developed by the American Association of State Colleges and Universities: Innovative Economy, Livable Communities, Social Inclusion and Collaborative Governance.

Section III contains the Advisory Committee's recommendations. Section IV provides a budget accompanying the proposed strategic plan for the region.

Members of the University's Regional Advisory Committee have focused considerable time, expertise and wisdom in their pursuit to provide substantive recommendations to the University Administration. The Advisory Committee benefited from briefings and presentations by University administrators, faculty and staff during its first two meetings in September and October 2007. During its

orientation, each member was provided a copy of the University's Infrastructure Plan, a history of the University, including its revised mission, organizational structure, academic programs. The second meeting included a tour of the Research Farm.

The Committee has held six monthly meetings following the initial orientation. Sub-committees spent additional time planning and traveling to the various counties for meetings. These meetings helped to provide context for discussions and deliberations of the Advisory Committee. Their work carries the weight of experience that spans disciplines of education and business, science and technology, art and culture, community, civic and faith-based organizations to name a few of the areas included.

The result of the Advisory Committee's work, and the recommendations contained herein, provides a critical foundation as the University moves forward with its strategic initiatives, developing leaders, increasing levels of education, and guiding communities in their efforts to become more viable and sustainable in addressing 21st Century challenges. The following goals are proposed to build capacity for Kentucky State University.

1. Create a Center for Engaged Learning, Workforce and Community Development.
2. Organize an Interdisciplinary Institute for Mathematics, Science, Business, Technology, Journalism and Public Administration; and an Institute for Teaching and Learning.
3. Assist the region in developing livable communities with a focus on Environmental Stewardship.
4. Provide structured leadership development experiences for students and civic organizations, especially non-profit agencies.

I. Geographic Area of Responsibility
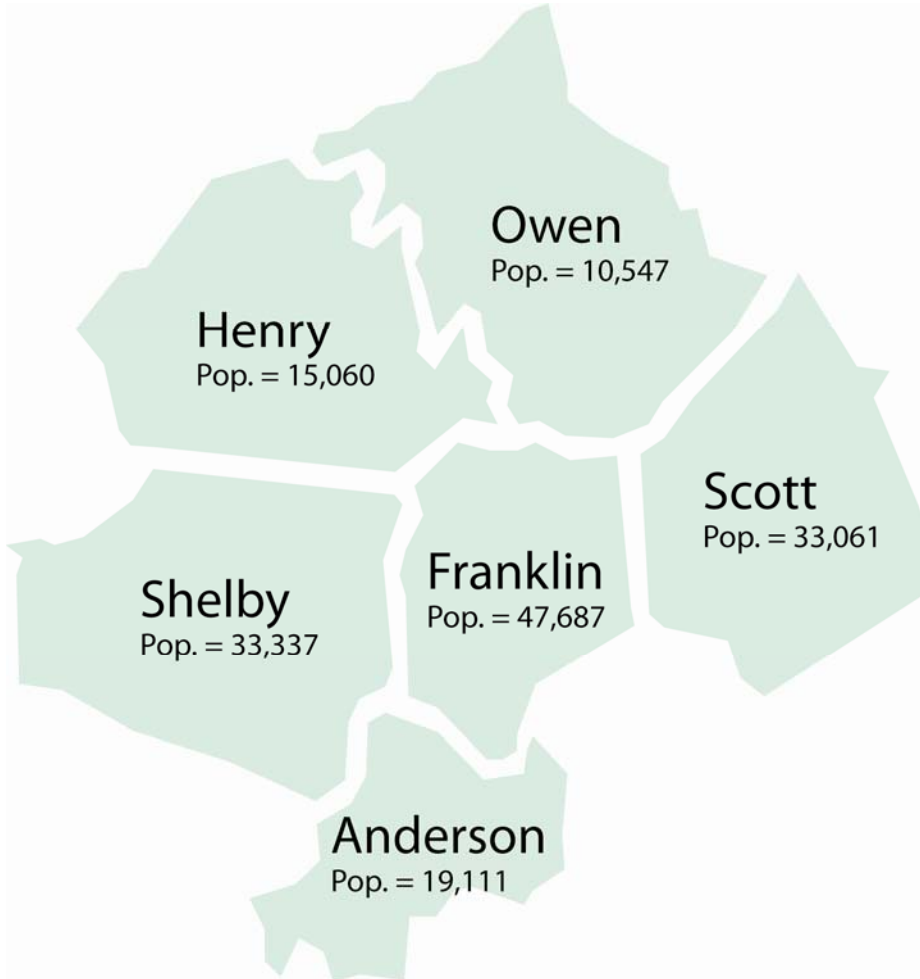
Kentucky State University's area of geographic responsibility consists of six historically rural counties located in the Bluegrass Region of Kentucky. Four of these counties are located in the inner Bluegrass section of the state (Anderson, Franklin, Henry and Scott) while the remaining two counties (Shelby and Owen) are located in the outer Bluegrass region. The inner Bluegrass section encircles approximately twenty-five miles around Lexington and central Kentucky. The outer Bluegrass region stretches another forty-five miles to counties in the northern portion of the state.

The cultural, natural and geographical landscape of the Bluegrass Region is unrivaled in its uniqueness. The area is particularly renowned for its unique geological heritage derived from a solid plate of limestone beneath the soil, and limestone palisades that line the waterways. Further, the area's natural heritage includes a wealth of other resources: rivers, streams, creeks, underground springs, wildlife habitats, flora and fauna combined with wooded areas that create unique natural ecological systems.

These natural features were attractive to early settlers to the region and continue to serve the region's citizens in meaningful ways. Minerals from the limestone deposits beneath the soil make the grass particularly fitted to the horse industry, and the quality of minerals found in spring waters helped to shape the Bourbon industry in the state. Also, the soil is conducive for growing tobacco, alfalfa, hay, corn and other small grains. Certainly tobacco and corn production have been major contributors to the state's economy.

The Kentucky River Watershed and some of its major tributaries flow through each of the area counties. The various water sources provided early transportation routes, as well as power for grist mills that enabled the processing of grains. Also, the water provided energy for lumber mills, and enabled the building of homes and other structures.

The river provided for stock watering, irrigation of crops and recreational outlets for the early settlers, as well. Moreover, natural heritage sites now serve as important settings for environmental education, such as the wooded 300- acre Crow-Chase property in Henry County under the management of Kentucky State University. Elkhorn Creek attracts from 50 to 75,000 visitors annually due to its unique fishing environment, and the multiple species of aquatic life found therein. Contemporary uses of these waterways include swimming, boating, camping and other outdoor activities.

Locally owned businesses developed early commercial centers around the waterways. These were designed initially to provide services to residents from the adjoining countryside, as well as travelers passing through the counties. Produce, hemp, tobacco, meat and other products from the area were shipped to markets outside the area, providing important sources of revenue.

Localized river trade eventually gave way to railroads that stretched across the region. For nearly one hundred years, 1850-1950, the region's towns and cities grew in size and economic stature. Vibrant downtown commercial districts flourished. Each of the communities developed a distinct historical character, along with stable economies.   Although some physical evidence of once prosperous downtown districts remain in most communities, Main Streets have lost their vitality in these communities, doubtlessly, a reflection of the movement of business and service centers to outlying areas.

A decline in downtown areas represents more than just the relocation of business and service centers, however. Newcomers to the communities bring their own identities and cultural values, and they may lack an awareness of the prevailing historical ethos and values steeped in traditionally close-knit communities.   Increased mobility, major changes in residential, employment, education and retail patterns, leaves little time for residents to groom newcomers to their communities about "their way of life".

The Southern Rural Development Center has tested and outlined eight thematic areas of challenges facing rural communities.   The themes were published in the Center's January 2000 publication, *The Rural South: Preparing for the Challenges of the Millennium.* Since these themes are familiar ones in Kentucky State University's region of geographic responsibility, they serve as a framework for structuring an environmental scan of Kentucky State University's area of geographic responsibility.

An outline of the themes follow: 1) Changing demographics; 2) Agriculture in transition; 3) Managing natural and environmental resources; 4) Education and workforce issues; 5) Diversifying the economy; 6) Family and Child-Well-Being; 7) Health Care Quality and Access; and 8) Building Community in a Time of Policy Changes.

Changing Demographics

Population data reveals past growth rates and estimates. The data presented here is derived from U.S. Census Summary files, while the growth estimates are compiled by the Kentucky State Data Center at the University of Louisville. Based on the 2000 US Population Census, the six-county geographical area represents approximately 4% (N=158,803) of the state's total population. The following chart reflects population changes in the area counties 2000-2006.

Population Change 2000-2006, Kentucky and Area Counties				
	2000	2006	Change 2000-2006	
	Total	Total	#	%
Kentucky	4,042,285	4,206,074	163,789	4.10%
Anderson	19,111	20,885	1,774	9.30%
Franklin	47,687	48,183	496	1.00%
Henry	15,060	16,025	965	6.40%
Owen	10,547	11,428	881	8.40%
Scott	33,061	41,605	8,544	25.80%
Shelby	33,337	39,717	6,380	19.10%

Source: 2000 U.S. Census Bureau and Kentucky State Data Center

Places are identified as urban or rural by the US Census Bureau. For decades the line of demarcation between urban and rural was based on a singular formula, with a population of at least 2500 people defining urban spaces. All other areas were rural. The urban-rural definition is now used in a variety of ways and the definition continues to evolve. For instance, the United States Department of Agriculture's Economic Research Service uses the following size classifications to define non-metro *commuting zone*s and *labor market areas*:

- Small town/rural: Population of largest place in the commuting zone labor market area was less than 5,000 in 1990.

- Small urban center: Population of largest place ranged from 5,000 to less than 20,000 in 1990.

- Large urban center: Population of largest place was at least 20,000 in 1990.

Still other government data sources incorporate several different terms in describing urban/rural spatial areas. Some of these are *micropolitan* areas, *metropolitan* statistical area and *non-metro* areas. Micropolitan areas have an average of 43,000-65,000 people in a county. Metropolitan Statistical Areas (MSA) includes multiple counties.

Anderson County's population of 19,111 persons was in a land area of 202.67 square miles, an average of 94.3 people per square mile. Anderson County is considered 52% urban and 48% rural. For Franklin County, the population was 47,687, in a land area of 210 square miles. Franklin County is 73% urban and 27% rural. Henry County's population was 15,060, in a land area of 289.32 square miles, an average of 52.1 persons per square mile.

Both Henry and Owen Counties are primarily rural. Owen County's population was 10,547 with a land area of 352.14 square miles, an average of 30.0

people per square mile. Scott County's population of 33,061, in a land area of 284.72 square miles, averages 116.1 people per square mile. Scott County is 57% urban and 43% rural. Finally, Shelby County's population of 33,337 is spread over a land area of 384.19 square miles, averaging 86.8 people per square mile. Shelby County is 40% urban and 60% rural.

Currently, a slight majority, 51%, of Kentucky's residents live in the state's 85 rural counties. Kentucky's population growth is projected to increase by 45% in select counties by 2030. Shelby County and Scott County are among the fastest growing counties in the state, and those populations are expected to double by 2030. According to the Kentucky State Data Center, approximately 17.2% of the population increase in 2000 was attributable to new comers to the state, who were foreign born immigrants.

Franklin County is the only county among the six that fell below the state's average 4% rate of growth. Scott and Shelby Counties reflect the highest rate of growth, with Anderson and Owen each doubling the state average. The percentage increases in Scott and Shelby places those counties among the 10 fastest growing counties in Kentucky since 2000.

Population changes in the geographic area's county seats, and other incorporated sites, are reflected in this chart.

Geographic Area	2000-2006 # change	2000-2006 % change	July 1, 2006 Pop. Est.		Census
Campbellsburg city (Henry Co.)	10	0.014	715	705	705
Eminence city (Henry Co.)	30	0.013	2261	2231	2231
Frankfort city (Franklin Co.)*	-664	-0.025	27077	27722	27741
Georgetown city (Scott)*	2605	0.126	20685	18324	18080
Gratz city (Owen Co.)	6	0.063	95	89	89
Lawrenceburg city (Anderson Co.)*	642	0.066	9656	9074	9014
Monterey city (Owen Co.)	10	0.056	177	167	167
New Castle city (Henry Co.)*	12	0.013	931	919	919
Owenton city (Owen Co.)*	89	0.06	1476	1383	1387
Pleasureville city (Henry Co./Shelby Co.)	23	0.026	892	870	869
Sadieville city (Scott Co.)	41	0.135	304	263	263
Shelbyville city (Shelby Co.)*	909	0.083	10994	10094	10085
Simpsonville city (Shelby Co.)	126	0.09	1407	1283	1281
Smithfield city (Henry Co.)	2 0.019	104	102 102		
Stamping Ground city (Scott Co.)	83	0.128	649 566 566		

*County Seats

Annual Estimates of the Population for Incorporated Places in Kentucky.
Listed Alphabetically: April 1, 2000-July 1, 2006.
Note: Change is calculated from Census 2000-July 1, 2006 estimate. Kentucky State Data Center.

Sadieville, Stamping Ground and Georgetown, each located in Scott County, experienced growth rates higher than 12.50%. Shelbyville, Gratz, Monterey and Simpsonville also reflect a rate of growth higher than the 4.1% increase in the state's population during the period 2000-2006.

Women and girls represent 51% of Kentucky's population in the 2000 census (N=2,066,401) and they closely approximate 51% percent in the six-county geographic area of responsibility (N=81,198) as well.

Although the increases are small compared to other sections of the country, Kentucky is becoming more racially and ethnically diverse, with the largest increase accounted for among relatively new migrants to the state,

Hispanic and Latinos. Whites, historically and presently, comprise the greatest percentage of the population in both the geographical area of responsibility and throughout the Commonwealth. Kentucky's foreign born-population increased by 33.6% between 2000-2006.

Many of the newcomers are settling in rural areas and are less well educated than those who are migrating out of the areas. According to the 2007 *Kentucky KIDS COUNT Data Book,* an increase among immigrant families, although small at present, is creating a changing demographic picture for the child population in Kentucky. Between 2000 and 2005, the native-born child population, by race and ethnicity, declined for nearly every racial and ethnic group except for among immigrant families.

Population Change 2000-2006, African Americans by County				
	2000 Black	2006 Black	Change 2000-2006	
	Total	Total	#	%
Anderson	449	504	55	12.20%
Franklin	4,507	4,637	130	2.90%
Henry	505	563	58	11.50%
Owen	121	121	0	0%
Scott	1,783	2,240	457	25.60%
Shelby	2,981	3,251	270	9.10%

African Americans account for 7.3% of the State's population (N=259,994).

Hispanics or Latinos, number 59,951, and comprise 1.5% of Kentucky's population compared to 12.5% of the U.S. population. The following table reflects the Hispanic representation in Kentucky State University's geographic region:

Population Change 2000-2006, Hispanics by County				
	2000 Hispanic	2006 Hispanic	Change 2000-2006	
	Total	Total	#	%
Anderson	153	210	57	37.30%
Franklin	531	1,001	470	88.50%
Henry	339	435	96	28.30%
Owen	105	155	50	47.60%
Scott	1,783	2,240	457	25.6%
Shelby	2,981	3,251	270	9.10%

Survey of Population Census 2000 and The Kentucky State Date Center

The age structure of Kentucky's population is expected to shift significantly in the next 20 years due largely to generations of baby boomers reaching retirement age. Based on the 2000 U.S. Census, approximately 2.8 million of Kentuckians fall into the population grouping of age 25 years and older. The Kentucky State Data Center's projections hold that Kentucky will move from 28th to 12th place among states with a proportion of residents aged 60 or older, during the next two decades.

The "baby boomer" population differs greatly from previous retirees in that they either need to remain working to supplement their retirement income or they may choose to start another line of work after retiring, in order to remain active. Those who do not re-enter the workforce may look for volunteer opportunities that enable them to continue serving the community in which they live.

Agriculture in Transition

Agriculture represents a significant industry in Kentucky. According to the Kentucky Department of Agriculture, nearly one fourth of Kentucky's population owes its livelihood to agriculture. Work in agriculture is a draw to many of the Hispanic/Latino migrants to the region.

In 1997, over 91,198 farms were reported by the Department of Agriculture with an average size of about 153 acres. Five years later, 2002, the number of farms was reduced to 86,541. Approximately 47,000 acres of land per year are lost to development. Thus, small family farms are threatened not only by the increasing costs associated with operating a farm, but by residential and commercial development, as well.

A chart showing the number of farms, acres in farms and harvested crop land, for each of the six counties of interest to this report is in Appendix B. In 2002, Anderson had 28 fewer farms than in 1997. A decrease of 47 farms is noted for Franklin County in the same period. Henry County shows a decrease of 139 farms between 1997 and 2002. Owen County shows a decrease of 76 farms during the same period, and Scott County had 82 fewer farms in 2002. On the other hand, Shelby County shows a gain of 24 farms during the 1995-2002 Agricultural Census years.

Managing the Natural and Environmental Resources

Kentucky State University's area of geographic responsibility contains abundant natural resources. Its land and waters are unique geologically; they serve the nearly 158,000 citizens, as well as provide products and services for export to others outside the area, state and country. While these resources remain a Regional asset as a whole, they are not inexhaustible. Current management practices render both land and water resources non-sustainable.

Water is the most significant of these natural assets. It nourishes a thin but productive karst topography. The Kentucky River and a small part of the Salt River basin drain the geographic area and provide most of the drinking water for citizens and livestock. Also, it is habitat for a diverse array of water-based aquatic and related species, offers a variety of tourism and recreational opportunities and businesses, and creates a corridor of green spaces that also

clean the air we breathe of carbon dioxide and other gases that contribute to global warming and resultant climate change.

Water management is at a crossroads. Both supply and quality are currently threatened by poor conservation of usage, detrimental land uses and locations, inadequate attention to implementing best practices for agriculture, construction and mining activities. Shortsightedness in maintaining storage infrastructure in the system of locks and dams on the Kentucky River, built by the Corps of Engineers over the last 175 years, creates a very serious problem, as does growth accompanied by a lack of planning to properly balance growth within a sustainable natural resource base. In short, our 'way of life' needs to change in significant ways.

Land use is a major contributor to the stress on water. Such decisions are rarely made with sufficient consideration given to impacts and sustainability, particularly those beyond the county line. Land is the only natural resource which is subject to management by local government. The state and federal governments have authority over water and air issues; but land is largely a local decision. Yet, the impacts of such decisions are often felt beyond the local area.

For instance, many times a development located within one county preempts, predetermines or even adversely affects the ways land is used across the boundary. Examples are major transportation facilities, large commercial or industrial projects, or others that do not fit well with adjacent lands in another jurisdiction. Thus, current planning is piecemeal at best in this regard.

Natural resource management must become a shared responsibility between the county, local and state entities responsible for conservation. Lack of coordination has led to less than wise decisions on a regional or multi-jurisdictional level. A current example is the question of water supply, treatment and distribution among 14 Central Bluegrass water districts. This decision is

under the purview of local governments if the water vendor is a public agency; it involves the state Public Service Commission if the purveyor is a private firm. We have both involved in this area. With such a fractionalized system, its decisions are cumbersome at best.

The service area counties vary in their capacity to effectively represent the interests of their respective citizens under such a system. It is difficult enough to get similar entities to cooperate when providing services to citizens. In this case, the presence of the state may be a potential complicating factor.

Options to deal with these critical natural resource issues are limited. Either the state needs to provide a bigger share of the revenue stream to local governments, or empower more effective regional planning and implementation vehicles. Clearly, creative and collaborative solutions using existing research from the state's higher education institutions should be a large focus in solving resource issues.

Education and Workforce Issues

The chart below shows a composite of the level of educational attainment in the geographic area.

	Area Counties	State	US
% with less than a high School diploma or equiv.	19.2%	25.9%	19.6%
% with high school diploma or equivalent	34.8%	33.6%	28.6%
% with some college but no degree	20.5%	18.5%	21.0%
% with associate's degree	5.0%	4.9%	6.3%
% with bachelor's degree or above	20.5%	17.1%	24.4%

The population of adults 25 and older with high school diplomas or equivalent, in Anderson, Scott and Shelby Counties, falls at 80% which is the national average. Henry County, with a ranking of 73% is slightly above the state ranking of 72%, and Owen County evidences the lowest rank with only 63% of its population of adults 25 yrs and older with high school diplomas or equivalency.

Even with increases in the high school graduation rate Kentuckians still have the challenge of increasing the number of college graduates who remain in the state. Ron Crouch, Director of the Kentucky State Data Center, observed recently at a Conference on Adult Learners in Lexington, KY that "our economy is changing and Kentucky is not prepared for the new knowledge economy." Crouch is one in a long line of educators and politicians, business and labor experts in the state stressing the critical importance of Kentucky increasing substantially the level of education among the state's population.

Moreover, these leaders place emphasis on increasing the number of graduates with science, technology, engineering and mathematic degrees. It is from these fields that new and innovative technologies hold the greatest promise for enhancing Kentucky's economy and creating high paying jobs.

As the chart below reveals, the number of degree holders needed, within the Service county area is estimated at 6,383 for the area to match the national ranking.

Public high school graduates for the area in 2005	1,641
No. of students from this area who entered post-Secondary education in summer or fall 2005	1,412
No. of students from this area who earned An associate degree in 2005-06	169
No. of students from this area who earned a Bachelor's degree in 2005-06	552
No. of students from this area who earned a Bachelor's degree in science, technology, engineering Or mathematics in 2005-06	158
No. of students from this area who earned a graduate Or professional degree in 2005-06	240
Number of additional bachelor's degree holders needed In this area for it to be at the US average	6,383

Kentucky Council for Postsecondary Education, *2006-2007 County Profiles*

ACT scores serve as an indicator of college readiness for high school students. The following data reflects student performance on the ACT for 2005-06 in the geographical area.

College Readiness

	Area	State
Average ACT score	21.0	21.2
% under-prepared in:		
One or more subjects	44.1%	45.9%
Mathematics	36.0%	35.4%
English	29.1%	28.6%

Kentucky Council of Postsecondary Education, 2006-2007 County Profiles

Although the composite ACT score is near the state average, the relatively high percentage of students from the region's counties, who will need additional academic assistance in one or more subjects, signals a need for pre-college intervention in order for the students to have successful collegiate experiences in the Mathematics and English subject matter.

Acknowledging these trends, along with other challenges and opportunities posed by the demands of the 21st century for highly educated citizens, and realizing that the changing demographics of Kentucky's population requires that the regional institutions provide opportunities for a wider range of students, Kentucky State University's President began a Summer Academic Bridge Program, in 2005, to help entering freshman build math, reading and writing skills in advance of their first semester of college level course work. From the 2005-2007 cohort groups, persistence rates from the first year to the second year was 85%, so these efforts yield great promise for increasing retention through graduation.

Also, the President initiated a collaborative partnership with Frankfort's Elkhorn Middle School during the summer of 2007 for purposes of increasing student achievement. This initiative will continue in subsequent summers as the students made impressive gains in their reading and verbal skills.

Recent Labor force data suggests strongly that rural Kentucky is still a place of many low-skill, low-wage industries and service providers. A study conducted by Bluegrass Tomorrow in 2006 shows that "retail trade is the primary engine of economic growth" within Central Kentucky. This study points out further that since Toyota located in Georgetown in 1986, the Hamburg Place shopping center in Lexington is the largest new job center.

Diversifying the Rural Economy

Counties such as Anderson, Franklin, Henry, Owen, Scott and Shelby are becoming more socially and economically diverse, and most are trying to find suitable means of diversifying their economic base. Several emerging trends in the geographic area of responsibility point to progress. The three largest cities are located near major metropolitan areas and experienced healthy growth rates over the past two decades. Howeverr, population growth that is not balanced by growth in the economy further compounds the challenges these communities face. For instance, they must continue to deliver services such as water and waste management along with emergency services. Yet, their revenue is limited to property and payroll taxes that have remained static for decades. The lack of additional revenue prevents the maintenance of healthy financial reserves and does not allow for investments sufficient to increase service expansion.

Georgetown, Lawrenceburg and Shelbyville are communities that have been major stakeholders in two of the state's most important industries, horses and bourbon. Moreover, these communities are positioning to attract small, knowledge-based companies. Access to good highways has yielded significant advantages to these communities in their efforts to recruit high-tech and similar operations. Yet, a major challenge now facing the elected officials in these communities is a dependency on low property valuation rates and payroll taxes to support the growing demand for municipal services as new residents move into the communities.

As the costs of land and services spiral upwards, the advantages of the areas, relatively low cost land, labor and utilities are disappearing. Economic growth is not keeping pace with increases in the population. Infrastructures, including state of the art technological advances are lagging. Most, indeed, all of

the areas are experiencing leadership voids – that is, they do not have a group of upcoming leaders that range in age from 26 to 55 years.

City and county officials acknowledge a need for help in defining and developing alternative economic strategies. These localities are barely able to maintain the real cost of providing public services to its citizens, as well as those in the county as a whole. This is partially due to the limited sources of revenue that do not keep pace with inflation. Such a reality creates an environment that is non-sustainable for several reasons. Frankfort lost 450 jobs during one month in January 2005, when a couple of automobile suppliers closed. This immediately impacted payroll taxes for the city. The trend towards increasing employment opportunities to a service economy also makes funding basic services an annual challenge.

Family and Child Well Being

In 2000 there were 61,371 households in the six-county area of geographic responsibility. The average household size was 2.3 people. Families made up 71 percent of the households. This figure includes both married-couple families (56 percent) and other families (15 percent). The other families category consisted of a male householder, no wife present (N= 2,380) and a female householder, no husband present (N=6,716).

Non-family households made up 29 percent of all households in the six-county area. Most of the non-family households were people living alone, but some consisted of people living in households in which no one was related to the householder. Approximately eighty percent of the households received job-related earnings while 16 percent received retirement income or Social Security. The average income from Social Security was $12,962. These income sources are

not mutually exclusive, as some farm households received income from more than one source, including off-farm employment or other businesses.

Poverty rates are spread out among fifteen percent of the people. Approximately 20% of children under 18 yrs. were below the poverty level, compared with 10 percent of people 65 years old and over. Ten percent of all families, and 34 percent of families with a female householder and no husband present, had incomes below the poverty level. The level of children and families eligible for participation in school lunch programs is another high indicator of poverty rates in the region.

Health Care Quality and Access

In September 2007, the Kentucky Institute of Medicine released a new report ranking the health of each Kentucky County. The report, The Health of Kentucky: a County Assessment," used a framework consisting of 25 items that were given equal ranking from 1 (best) to 120 (worst) as a measure of the county's health status compared to other counties. The measures were grouped under five categories: Behavioral and Social Factors, Demographics, Health Access, Health Outcomes and Cancer Death Rates.

The report concluded that "in general, Kentucky is a healthy place to live and work" and that "many of the health problems in the state are because of poor lifestyle choices, which lead to otherwise preventable diseases and premature deaths."

Clearly there are benefits the citizens living in the region receive from the small, close knit communities. Within Kentucky State University's geographical area of responsibility, Anderson County received a rank of 4, and was included among the top ten healthiest Kentucky counties. Scott and Shelby County made the top twenty healthiest counties with rankings of 14 and 19 respectively.

Rankings for the remaining three counties varied from Henry County at 26, Franklin at 35 and Owen at 40.

In the area of behavioral and social factors, the report found smoking continues to pose a major risk factor with cancer, diabetes, stroke, cardiovascular and respiratory illness positively correlated to smoking. Obesity and lack of physical activity, oral health, motor vehicle deaths and drug arrests were areas in which Kentucky's rankings are worse than the national average. The same rankings holds true for each of the six counties in Kentucky State's area of geographic responsibility.

Under the demographic measures selected for study, the researchers note that high school graduation rates and per capita income remain formidable challenges for Kentucky. People with higher education levels and higher income levels are likely to be more engaged in preventive healthcare measures.

The counties in this region face the need to attract additional health care providers, as is the case in most rural areas.

Building Community in a Time of Policy Changes

Perhaps the challenges facing the area's small communities are best summarized by Michal Smith-Mello, who, in a paper entitled *Reclaiming Community, Reckoning with Change* (Kentucky Long-Term Policy Research Center, 2002) posits that "Contemporary rural Kentucky is characterized by demographic flux, economic realignment and persistent disparities that complicate and frustrate the pursuit of prosperity." Education and income levels are two of the persistent disparities addressed by Smith-Mello. One of every five rural Kentuckians is poor, compared with one of 8 urban residents.

Doubtlessly, some of the challenges facing rural counties and communities may stretch beyond the capacity of the area communities to control,

such as when a major industry decides to relocate from the area. Yet, other challenges can be successfully addressed by collective action, citizens working and deliberating together on issues and opportunities across county lines.

A regional approach for addressing twenty-first century challenges has been tried, tested and proven to work well for counties in Northern Kentucky. An equally effective and adaptable approach to planning used by the group, Bluegrass Tomorrow, in Central Kentucky has worked equally well. The concept of regional planning can range from small interpersonal relationships to region-wide networks. Such networks can result in partnerships formed between citizens and neighboring towns and may open the door to a regional vision by people in two or more areas who are experiencing many of the same challenges to sustainable development.

II. Regional Stewardship Advisory Committee

A Regional Stewardship Advisory Committee was appointed by President Mary Evans Sias during July 2007. Invitational letters requesting service on the committee were sent to 46 people throughout the region. Affirmative responses were received from 36 individuals (See listing in Appendix A). The Advisory Committee held its first meeting in September 2007 and continues to meet on a monthly basis. The 36-member committee consists of individuals with a wealth of experience in education and business, technology and innovation, civic and state government agencies, faith-based and community organizations, KSU faculty, administrators and staff. The Committee is well balanced along the lines of ethnicity and gender and includes residents of the geographical area of responsibility. The members divided into six-subcommittees, each assigned to one of the six counties. The Committee has as its mission:

> *To complement the mission and work of Kentucky State University by providing recommendations to the University about the region and its needs; engaging with the communities within the area; and by enhancing increased collaboration between the University and its many stakeholders.*

The principles underlying regional stewardship initiatives are important ones both for their intrinsic value, and because they can be leveraged and serve as a launching pad for taking the University to new levels of quality and reputation. With this principle as a guide to facilitate its work, the committee elected and operates with a chair, co-chair and recording secretary. It approved a set of guidelines that provides structure and consistency of membership. To establish continuity, initial members were appointed to a two-year term with staggered appointments made thereafter. Administrative work for the committee is facilitated by the Office of Regional Stewardship and Public Engagement. The Committee's vision is reflected in the following:

The Advisory Committee envisions Kentucky State University as an essential partner in the civic, social and economic well-being of the region it serves. Area stakeholders recognize the University as a major contributor to the local and regional economy, as an employer of personnel from local and surrounding areas, and through retail spending by its faculty, staff and students. Further, the University is recognized for its contributions to the cultural life of the area and for its intellectual capital that benefits the region through applied and basic research and public service activities.

The Advisory Committee envisions that engaged learning complements the creative, analytical, critical thinking and problem solving skills that are intrinsic to strong liberal arts curricula and research-driven instruction. The strengthening and expansion of engaged learning will provide KSU students and faculty with exciting new opportunities for the University and the communities it serves.

Chief among the University's strengths are its proximity to the state capital and the historic district of Frankfort; its diverse enrollment; its reputation for producing successful graduates who stay connected to the campus through the alumni network; its strong advocacy for access and service; and its premise that any student can be successful with a strong work ethic and dedication to their studies. These assets position the university to provide its faculty and students with high-quality experiential learning and civic engagement collaborations. By bringing all our resources to bear, graduates will leave the campus armed as solid academic citizens prepared for life-long, active-learning and leadership in a global economy.

As a framework for gathering information about the geographical area of responsibility, the Advisory Committee conducted a SWOT Analysis to determine what the committee members' value about the area, and their knowledge about the area's strengths, weaknesses, challenges and opportunities. This process was repeated when sub-committee members traveled to their respective counties to meet with local officials. Prior to meeting with officials,

each was sent a survey of 12 Principles for Community Building developed by the NewCities Institute.

County and local educational and elected leaders are responsible for a wide array of duties. For example, they oversee projects as diverse as education and planning functions, maintenance of county roads and tax collections, emergency services and disaster relief, water and sanitation services, zoning and physical growth issues, and the operation of local law enforcement, in addition to numerous other public services.

In recognition of their knowledge of the counties, and their pivotal and significant roles as community leaders, Kentucky State's Regional Advisory Committee made a decision to meet with these leaders, acquire their perception of the need in their counties, and to start discussions about the desire of Kentucky State University to become more engaged in addressing problems confronting the region.

The NewCities Institute principles were to be used to structure the meetings with subcommittees. The results were compiled and used as a basis, along with environmental scans and demographic information, for making recommendations to the University for New Strategic Initiatives, and partnerships in the geographical areas of responsibility. A summary of the SWOT Analysis follows:

SWOT Analysis of Kentucky State University's Area of Geographical Responsibility

Anderson County
Strengths
      Distilleries and Farms
      Subdivision Development
      Highway 127 Corridor – Access, between 2 major highways
      BCTCS – Anderson Co. Technical College expansion

Positive reception to KSU – Big Read efforts

High percentage of students who graduate from high school

High percentage of students who score high on the ACT

Weaknesses

Lack of access to cultural events

Lack of cultural diversity

Lack of human services – residents have to come to Frankfort

Don't appear to embrace diversity

Opportunities

Residential & business growth

Proximity to larger communities

Lower tax rate encourages business and residential growth

Ample Land for development

Threats

Rural flavor – may deter more cultural diversity

Perceived as somewhat territorial

Shelby County

Strengths

Land

Location

Diversity

Public Schools

Growth

Primary care

Community organizations

Transportation infrastructure

Available jobs

Potential KSU students

Community college

Shopping

Above average incomes

Weaknesses

Growing fast, unmanaged

Adequate affordable housing

Inadequate infrastructure

Environmental Management

Inclusion of immigrant children in schools

Pregnant women must travel outside the area for child birth

Opportunities

    Rural nature-natural resource

    Point for development (bridge to metro buffer)

    Economic development opportunities

    Destination for shopping and tourism

    Model community potential (economic development, diversity, etc.)

Threats

    "Unbridled exuberance"

    People who do not want change/to go out of comfort zone

    Not addressing immigrant issue as a community development issue, public safety, etc.

    Look west at Louisville, not east at Frankfort

Scott County

Strengths

    Location

    Vicinity to UK, Georgetown, Capital

    Toyota

    History and museums

    Tobacco and horse industry

    Local leadership

    Population

    School system

    Local recreational infrastructure

    Diversity and Tolerance

    Strong private sector

    Educational foundation – early childhood, continuing adult ed., vocational, language/culture, environmental

    Natural resources

    Underground Railroad Institute

    Youth programs/center

    Pool of Volunteers

Weaknesses

    Water supply inadequate

    Single source industry

    Reliance on payroll and property taxes

    Encroachment of urban sprawl

    Few affordable housing units, and less low income housing

    Too many chain fast-food and retail stores

    Tend to be parochial thinking

Poverty
Ethnic neighborhoods need restoring

Opportunities
Potential for balanced growth
International outreach
Elkhorn Creek facilities access
Small satellite communities vs. sprawl
Willingness to partner
Community college offerings
Threats
Water crisis
Sprawl
Less disposable income
Traffic
Pollution – habitat loss
Dependency on Toyota
Sustainability
Non-regional perspective
Labor force too small
Energy inadequate

Franklin County
Strengths
Kentucky State University
State government
Diverse community
High/Medium Income, full-employment
Cultural community
Kentucky River
Variety of Religious institutions
Weaknesses
Separation between KSU and local community
Communication around the region
Disconnect between KSU and the community
State Capital overshadows many of local educational resources
Commuter community of non-resident, state employees who use and require services but do not take an interest or investment in the city
Loss of talent, money, and time – as local residents move to the urban cities, invest in their resources

Need for balanced news media – more news outlets/more balanced coverage

Opportunities

Grant Funding – Federal sources, KSU, state government expertise

Better marketing of KSU and Franklin County

Expansion – population base/economy

Strengthen/Improve environment

To minister to incarcerated youth and help them to become good citizens/local residents

Partnership between business community and KSU centered around stewardship

Partnership possibilities with United Way, Non-profit sector, etc. offer great promise

Threats

External forces will change the historic mission of KSU from 4-year land grant and perceived fear of becoming a 2- year community college

Environmental – to our natural resources

Loss of or lack of sufficient state funding for stewardship

Henry County

Strengths

Good living conditions

Lake Jericho – potential for tourism

Crowe Chase Natural Reserve (KSU – environmental education center)

Potential for Growth – low population

Proximity to Highway 71 – Transportation Dept

Great elementary and high school systems

Good nursing homes in New Castle and Eminence

Weaknesses

Lack of higher educational facility – no nearby community college in the region

Lower employment opportunities – larger employer state and dept. of transportation

Median income is $37, 263 per household in the county

Average household size is 2.57 and average family size is 2.97

Opportunities

Water resource – Lake Jericho

Tourism – an extension of General Butler

Technical education; basic education

Medical facilities

Cattle and Horse industry growth

Proximity to Jefferson Co. Louisville could influence regional growth

Growth of cottage industries: grapes, winery, llamas, cattle and horses, moles and goats

Threats

Population (low) 15, 060, 5,844 households, 4,330 families, 6,381 housing units

Health and medical facilities

Agricultural collapse

Weak economic base

Weak employment opportunities

Weak agricultural production due to emphasis on tobacco production

Owen County

Strengths

"Outside" Money Sources (Winery)

Land for new development

Recently completed community visions study

Recently completed highway improvements

Attractions in adjoining county bringing traffic through Owen County

Growth in organic farming interest

Weaknesses

Resistance to change

Lack of high speed internet

Isolation

Low education attainment

Most workers are employed outside of the community

Opportunities

Potential for alternative agricultural business

Potential for growth of cottage industries

Encourage 1st generation college education

Threats

Loss of rural land to development

Natural disaster (flooding)

Gap between educated/employed and uneducated/un-employed is widening

Lack of employment opportunities

Environmental stewardship

High teen pregnancy rate

What we heard from the Community Leaders

- A need exists for benchmarking costs of public services with comparable size counties; finding sources of revenue to subsidize services.

- Generate information to help with decision making with respect to land use and the development of a growth strategy; the University would be seen as a neutral party and could help with having difficult conversations with the various constituents; KSU could develop data and help explain the threat of over-reliance on a single industry and what would happen to the community if the doors were to close.

- Need help in identifying better ways to communicate with community residents regarding the economic plight of the community; and for involving newcomers into the life of the community. These residences live in Georgetown but leave the city for work, shopping, etc.

- Need help developing strategies for curbing waste and with management of natural resources;

- Expand access to capital; need for diversifying the economy; attracting small industries and moving away from over concentration of low-paying retail services and fast-food establishments.

- Increase education and financial literacy among k-12 populations; Need greater presence of KSU in the counties; offer classes in the counties. Help develop civics education and leadership development experiences for all age groups.

- Help to increase basic skills at all levels, including increasing adult literacy and at-risk students; these students need college preparation and advice; math and reading are common problems facing employers and retarding entrance to college.

- Recruit, retain and develop young leaders to stay in the region.

- Need University help in providing arts and cultural education; Create a regional arts center; arts are under-funded in the area.

- Downtown areas are dying out; these need to be rejuvenated to attract more of the newcomers to the communities;

- Need energy audit assistance and assistance with pollution issues;

- Search for clean industries to locate in the area. Need another Industrial development area for expansion and recruitment of high tech industries.

- Need recreation outlets developed; bike and walk trails to help with obesity and other health issues; Consider a wellness coalition.

- Need infrastructure repairs in building housing community education programs;

- Stop the brain drain by encouraging K-State students to stay in the area;

- Help bring KSU a more positive image by retaining stability in the presidency;

- Identify and share KSU untapped resources for the area; local governments can use information and assistance with proposal writing for grants;

- Offer KSU courses in communities; offer training for professional development to companies wanting to upgrade their employees skill levels.

- Help with small farm development and diversifying agricultural base;

- Workforce development issues including English training and improving basic skills in math and communications;

- Get more students involved in communities through internships. Create programs to help students learn about running a city, getting involved with state government agencies, etc.

III.   Recommendations

The counties in Kentucky State University's geographic area of responsibility are confronting difficult challenges. To structure its recommendations, the advisory committee drew upon the four principles developed by The American Association of State Colleges and Universities' Framework for Regional Stewardship. These four principles helped the Committee to narrow down themes from the SWOT Analyses.   The four principles are: Innovative Economy (preparing people and places to succeed); Livable Communities (Preserving and creating places to live and work); Social Inclusion (Ensuring that everyone participates and shares responsibility); and Collaborative Governance (Finding Creative Ways to Govern.)

Also, the Committee's recommendations are based on contributions from community leaders, regional stakeholders, and the best of the best practices for institutionalizing the public engagement mission as defined by the Kellogg Commission, the Association of American Colleges and University, and Kentucky's Council for Postsecondary Education, to name a few.

Best practices include the development of centers and institutes that organize knowledge around problems rather than around disciplines; apply research to help better understand problems, and develop pilot or demonstration projects to test new methods for addressing challenges; provide area-wide public educational programs designed to deepen public understanding of 21st century challenges that communities and educational institutions face; draw upon the

University's status to help build coalitions of community stakeholders in support of regional issues; provide a safe place for difficult public conversations and provide incentives and rewards to support public engagement and stewardship initiatives.

It is recommended that the University continue to build on its considerable strengths to challenge and support students and faculty to engage with the region in ways that encourage open dialogue and collaboration. The Advisory Council recommends new partnerships to support University, Regional and Commonwealth initiatives. By partnering with other institutions and organizations, the University can strengthen its own presence and leadership position within the region and provide new and expanded opportunities and resources for students in pre- K-12 levels.

It is strongly recommended that the University aggressively market its academic programs and resources widely within the geographical area. Also, we urge that the placements for student teachers be increased throughout the six county service area. This provides and opportunity to demonstrate the quality of teachers produced by the University, and it may help stem brain drain if students are hired within the area schools. Such will reflect positively on the University.

At a time when county, municipal and state budgets and resources are under severe duress, these locales can benefit from the University's intellectual capacity through new collaborative partnerships and by strengthening numerous, long-term partnerships. The following strategic initiatives are recommended as priorities to enhance University and Regional Stewardship practices. The recommendations are listed in order of priority:

A. Establish a Center for Engaged Learning, Workforce and Community Development.
This Center, housed within the Regional Stewardship Office, will serve as a coordinating body for the strategic initiatives that follow. The initiatives are designed to engage each part of the University.

1.   Innovative Economy –preparing people and places to succeed

Establish a pilot Workforce Development Technical Assistance Institute to assist Regional Businesses in increasing skill levels of their employees, and to apply for the American Council on Education (ACE) College Credit Recommendation Service (CREDIT). This initiative includes assisting businesses in the process of transferring organizational training requisites into college bearing credits and help to raise educational attainment in the region. This activity will be carried out by the Director, Office of Regional Stewardship and Associate Provost, Outreach and Expanded Programs. Contacts with businesses will be made in person and through surveys to determine interest and to set up a collaborative partnership to get the project started.

Provide workshops and seminars designed to prepare students for the workforce. Increase engaged learning and internship experiences for students. This activity will be undertaken with faculty and graduate student participation.

At the county level, encourage the formation of networks of community leaders, educators, elected officials, business owners and service providers to facilitate entrepreneurship education, create incubators and to identify funding sources for start-up businesses.

Provide seminars and public forums designed to acquaint communities with the advantages of using a collaborative, regional approach to development;

Continue to build on STEM area programs. Develop an interdisciplinary institute, formed through the departments of mathematics, science, business, technology, journalism and public

administration. This Institute would have a two prong focus: 1) an aggressive agenda for increasing the numbers of area students who enter and graduate in these disciplines. 2) Provide consultation services for local city and county municipalities in areas that will help them increase efficiency in the delivery of public services; make informed decisions on land use practices and develop strategies for growing their economies.

2.　　　Education and Engaged Learning. Develop a pilot partnership with regional   school districts to assist in preparing students at the pre-college   level to live and compete in a global society. This includes offering site-based   AP classes for students in the high schools where such a service is requested.   It is also recommended that site based instruction be extended to other locales   in the region.

Develop an Institute on Teaching and Learning where Education faculty,   Liberal Studies students, and staff in Academic Support Services, as well as KSU students in other disciplines, work with a designated liaison officer, such as curriculum coordinators, to identify teachers and students in need of academic support. Create academic teams to assist local schools with increasing student performance at the Pre-K-12 levels.

3. Livable Communities.   Capitalize on Environmental Stewardship. Maximize the existing Environmental Education initiatives through the schools. Through its Environmental education courses and centers, and the strengths of faculty and staff engaged in an array of sustainable agriculture and research, the University is well positioned to address natural resource and stewardship issues articulated by city and local officials. This provides an opportunity for the University to develop an innovative niche in Environmental Studies, and thereby extend its scope and impact in the region. Therefore, we recommend and support the on-going work in the area along with the development of a graduate program in Environmental Education.

4. Collaborative Governance. Based on studies that show people with some leadership training tend to earn higher incomes, we recommend that the University create more structured leadership development courses, workshops and programs for students, as well as communities in need of professional development activities for staff in non-profit organizations.

Activities under this area will provide students with engagement in American Democracy and other Civic Engagement Projects.

5. Social Inclusion is incorporated through each of the recommendations. The University has extensive resources in the area of diversity that can help address issues communities may face in this area of concern.

There is recognition that the University has a long history of student teacher placements in schools around the region and success with its graduates. However, many students from the region enter colleges and universities without the requisite skills in reading, writing, math, science and intercultural interactions. The recommended Institutes could provide professional development activities, as well as serve as academic coaches in helping to increase student performance. The partnership could provide opportunities for faculty and students to engage, along with the schools, in the latest approaches in pedagogy, conduct research on curriculum and other topics, such as test-taking, time-management and related skill development. Helping students generate new knowledge and publishing the works could extend the University's reach in an area where it has considerable strengths.

Expand marketing efforts in the region as the Committee perceives poor marketing as a major weakness of the University. It is recommended that the University begin to see the region as an extension of its campus. By providing broad exposure and profiling the University and alumni contributions to the region, the University can capture wider recognition across the region. Kentucky State University is in an ideal location for area students looking for an affordable, high quality education.

As a part of this process, we recommend that recruiting in the regional schools become a high profile activity and that the University engage in partnerships with local groups and organizations around the region to

increase its visibility in these areas. This could include participating in festivals, school activities and other annual events in each of the counties.

IV. Budget Narrative

In consideration of the University's current capacity, and a desire to expand stewardship actives where they may serve the best good, the

accompanying budget allows for: One full time Coordinator position for the Center for Engaged Learning, Workforce and Community Development. This position will be responsible for working with faculty to develop expanded service learning courses, and to place students in partnership activities around the region. The position will be housed in the Regional Stewardship Office and will work closely with the Associate Provost, Outreach and Expanded Programs in developing specific professional development experiences for businesses, non-profits and other agencies seeking to upgrade skills of their employees.

Two-half time positions are designated for development and coordination of an Institute in Mathematics, Science and Technology, and an Institute in Education for Teaching and Learning. In addition to working with their faculty colleagues, both positions will serve as coaches for activities developed in the region K-12 schools and will occupy a split appointment between their academic department and the Regional Stewardship Office. These positions will be responsible for collecting data related to their work in K-12 schools for assessment and evaluation purposes.

Four graduate Assistant positions are included to work with the Office of Regional Stewardship and the Center for Engaged Learning, Workforce and Community Development. Working under the supervision of their major professors, these assistants will help provide technical services requested by communities. A small work-study budget is incorporated to engage students with work needed to support these activities.

The general operating funds will allow coverage of basic costs for service delivery and the use of honorariums for workshops and public programs.

Budget Summary

ORGANIZATION:	Kentucky State University
PROJECT TITLE:	Regional Stewardship -Phase II
PROJECT DIRECTOR:	Dr. Anne Butler
BUDGET PERIOD:	July 1,2008- June 30, 2009

SALARIES:

Coordinator/Center for Engaged Learning	75,000.00
Half-time Educ. Faculty	30,000.00
Half-time coor. Institute Math/Science	30,000.00
Admin Asst	20,000.00
Salaries	155,000.00
Benefits -28% total salaries	43,400.00
Total Salaries	198,400.00
* Graduate Assistantships 2 - MBA Program @ 10k each	20,000.00
1-GA Envir. Stewardship 1 GA Computer Technology	10,000.00 10,000.00
Student Hourly Wages	5,000.00
Total Personnel	243,400.00

*StudentWages/Grad assistantships
are not charged benefits

GENERAL OPERATING

STEWARDSHIP ACTIVITIES	**56,600**
TRAVEL	15,000.00
COMMUNICATION	5,000.00
FOOD	3,000.00

Services	33,600.00
Grand Total	**300,000.00**

Appendix A

Regional Advisory Committee Members

Regional Stewardship Advisory Committee

Dr. Patricia Bacon
Retired Education Administrator
Frankfort, KY

Mr. Doug Bates
Realtor/Broker/former Mayor
Eminence, KY

Mr. Gary Brown
Retired Vice President (IBM)
Versailles, KY

Ms. Harrie L. Buecker
Superintendent
Franklin County Schools

Ms. Maria Bush
Retired Technology Specialist
Frankfort, KY

Ms. Eileen Cackowski, Director
Community Volunteer & Services
Cabinet for Health & Family Services
Frankfort, KY

Mr. Nathaniel Carter
Retired Teacher
Versailles, KY

Kimberly Clay
Director of Cultural Heritage
KY Department of Tourism
Frankfort, KY

Ms. Deborah Clayton, Commissioner
Dept. of Commercialization &
Innovation
Cabinet for Economic Development
Frankfort, KY

Mr. Ed Council
Owner Canoe Kentucky
Frankfort, KY

Mr. Roland Dale
Farmer
Shelbyville, KY 40065

Ms. Mary Ellen Garrison
Extension
New Castle, KY

Dr. Robert (Sandy) Goodlet
City Councilman
Lawrenceburg, KY

Mr. Tommy Haynes
Retired Teacher
Frankfort, KY

Mr. John Higginbotham, Superintendent
Cable/Telecommunications
Frankfort Plant Board

Ms. Carmen Inman, Executive Director
Frankfort Area Chamber/Commerce

Mrs. Joy Jeffries, Executive Director
Franklin County Tourism

Mr. David Neville
Farmer/Partner, Neville Technologies
Pleasureville, KY

Ms. Misty Seitz
Director, the King Center
Frankfort, KY

Ms. Kim Lady Smith
Former Director, KY Oral History
Commission
Frankfort, KY

Dr. Mary L. Smith-Stowe
Retired Education Administrator
Frankfort, KY

Rev. Dr. Robert A. Strode
Pastor, St. John AME Church
Frankfort, KY

Mr. Wendell Thomas, Alumnus
Retired Human Resources
Smithfield, KY

Mrs. Lori Meadows
Executive Director KY Arts Council
Frankfort, KY

Dr. Marilyn K. Troupe
Division Director
Education Preparation, EPSB
Frankfort, KY

Mr. James Wallace
Executive Director
KY Historical Society Foundation
Frankfort, KY

Mr. Michael D. Dailey
Educational Administrator
KY Department of Education
Frankfort, KY

Mrs. Patricia Vansant
Executive Director
Frankfort Arts Council

Campus Members:
Dr. Charles Bennett, Dean
College of Math, Science, Tech. & Health

Dr. Harold R. Benson
Director, Land Grant Program

Ms. Gae Broadwater
Land Grant Program

Dr. Kazi Javed, Professor & Director
Environmental Education

Ms. Irma Johnson
Educational Outreach

Dr. Gashaw Lake, Dean
College of Professional Studies

Dr. Sam Oleka, Dean
College of Arts, Social Sciences &
Interdisciplinary Studies (CASSIS)

Ms. Sue Stamper
Communications Skills Center

Appendix B

Farms in the Region

Anderson

Census	Farms	Acres in Farms	Harvested Cropland
1997	776	89,736	20,457
2002	748	83,857	21,927

Frankfort

Census	Farms	Acres in Farms	Harvested Cropland
1997	736	85,050	21,005
2002	689	82,056	20,671

Henry

Census	Farms	Acres in Farms	Harvested Cropland
1997	1,022	150,585	45,037
2002	883	141,592	47,967

Owen

Census	Farms	Acres in Farms	Harvested Cropland
1997	864	153,880	31,168
2002	788	154,787	34,653

Scott

Census	Farms	Acres in Farms	Harvested Cropland
1997	930	148,264	39,138
2002	848	137,356	37,115

Shelby

Census	Farms	Acres in Farms	Harvested Cropland
1997	1,533	204,292	79,705
2002	1,557	201,667	89,373

Kentucky Data – Rank in the United States

Census	Farms	Acres in Farms	Harvested Cropland
1997	91,198	13,940,180	4,853,500
2002	86,541	13,843,706	4,978,994

Kentucky Department of Agriculture **www. kyagr.com**

Appendix C

American Association of Colleges and Universities

Regional Stewardship Graphic

Regional Stewardship at Murray State University

PHASE 2 FUNDING REQUEST PROPSAL

April 23, 2008

INTRODUCTION

In 2006, The Council on Postsecondary Education (CPE) implemented an initiative titled the Regional Stewardship Program. This program promotes regional and state wide economic development, livable communities, social inclusion, creative governance and civic participation through public engagement activities initiated by comprehensive university faculty and staff. The program's main purpose is to link the resources and knowledge of the regional universities to the needs and challenges of their respective regions.

During the 2007-2008 academic years, Murray State University (MuSU) has shown continued growth and commitment to regional stewardship. The following paragraphs outline the activities Murray State University engaged in to meet the terms of the Regional Stewardship Fund Agreement set out by the Council on Postsecondary Education (CPE). A complete progress report update on the accountability for infrastructure plans is listed in Appendix A.

The University continues to underscore the importance of regional stewardship in strategic planning, goal setting across campus units, and through the operation of special centers of outreach to provide a wide array of services to the region. Currently, Murray State University supports the service region with approximately fifty research facilities and programs to assist area citizens and communities. Appendix B is a list categorized by MuSU Colleges with targeted strategic areas identified.

On September 26, 2006, Murray State University submitted its infrastructure plan to the Council on Postsecondary Education. The ultimate goal of the plan was to advance core stewardship values, commitment, and actions by revising the institution's configuration, providing expanded service incentives, and creating policies and procedures to enhance the institution's ability to form dynamic, working partnerships. Upon implementation, Murray State University has focused on building upon its history of institutional service and dramatically expanding the institutional and the community stewardship capacity to promote the region's welfare.

Appreciatively, Murray State University was awarded the infrastructure funds from the state. The first action taken by the university was to establish a new Office of Regional Stewardship

and Outreach which involved creating a budget, developing resources and hiring staff. An extensive search to hire an Executive Director of Regional Stewardship and Outreach was conducted and the position was filled in August 2007 by Ms. Gina Winchester. Ms. Winchester immediately developed an office and hired a part-time administrative assistant and VISTA Volunteer. Ms. Winchester's first challenge, as proposed by the CPE's guidelines, was to create a Regional Stewardship Advisory Council composed of representation from each of the eighteen counties in the service region; she traveled throughout the region for three months speaking with various community leaders to solicit recommendations. Ms. Winchester compiled a list of over 150 names of individuals that held promise as excellent representatives for the Advisory Council. The list was then reduced by areas of expertise and location to about fifty names that were presented to Dr. Randy Dunn, MSU President, for final selection. On November 15th, 2007, Dr. Dunn sent an invitation letter to the 21 selected members inviting them to serve on the Regional Stewardship Advisory Council and all invitations were accepted. The composition of the council includes a diverse range of occupational backgrounds, men, women and minorities of various ages, and representation from each of the eighteen counties plus an additional member from each of the three largest counties. Each of the council members have either lived or worked in more than one county in the service region and serve on numerous other boards, councils or commissions. A contact list of the 21 council members is available in Appendix C.

The University sensed a need to solicit unfettered input from the advisory council and believed assistance from an outside, third party would benefit the overall initiative. After researching appropriate vendors, the NewCities Institute was selected to provide facilitation services and general guidance throughout the process. The NewCities Institute is a Kentucky based non-profit foundation with a mission to promote civic engagement in order to improve the quality of life and economic climate of communities.

To also facilitate the process, a marketing plan was implemented which involved developing marketing materials for mailings to key leaders in the region, press releases to various media markets, and presentations at community forums to promote the new Regional Stewardship initiative. Thirteen press releases have been published and twelve combine presentations made to the region. A detail list of the marketing plan is in Appendix D.

The first meeting of the Regional Stewardship Advisory Council was held January 10th, 2008. This successful orientation meeting introduced the members to the initiative and outlined the roles and responsibilities for the Regional Stewardship Advisory Council. It was decided by the group that each member would gather information from their respective communities for a regional needs assessment; over six weeks, the council members forwarded approximately 90 documents to the Office of Regional Stewardship at Murray State University. This information was compiled into one summary document, which is housed on the University's website at www.murraystate.edu/stewardship/ and is attached in Appendix E.

The second meeting of the Regional Advisory Council was held on February 28, 2008. At this meeting, the council participated in an exercise to convey the values of their communities and developed a vision statement for the Regional Stewardship Vision Plan. The council also conducted a SWOT (Strengths Weaknesses Opportunities Threats) Analysis to look at the opportunities and challenges for MuSU's eighteen county service region. Results of this analysis can be found in the Appendix F. Following the meeting, the council took part in a Regional Engagement Conference held on Murray State's campus to support faculty and staff professional development. The conference was sponsored in part by the Office of Regional Stewardship and the Office of Service Learning and Civic Engagement. There were approximately 200 participants that heard national speakers in Civic Engagement such as, George Mchaffy, Nancy Hensel, as well as Richard Hersh. A program of the event is located in Appendix G.

The third meeting of the Regional Advisory Council was held on March 14, 2008 at Kentucky Dam Village State Resort Park. This was a day long retreat wherein the council was presented with national and global information to help assess the regional needs. After analyzing the data collected by the council and engaging in much discussion, the members developed a vision plan and determined four strategic goal areas along with specific objectives to satisfy the goals. A recap of how the vision plan developed can be found within the minutes of the first three meetings in Appendix H.

In early April, a draft of the vision plan was presented to key administrators and deans on campus to garner their input on how Murray State University could address the goals and objectives outlined in the Regional Stewardship Vision Plan. About that same time, President Randy Dunn presented the institution's new strategic planning process to the campus community which included the Regional Stewardship concepts of reaching out to the region, nation and world through three imperatives; Fostering Excellence, Building Partnerships, and Creating Community. A copy of the PowerPoint used for this presentation is in Appendix I.

To support the tracking of engagement activities, Murray State University also purchased a comprehensive, web-based database, Digital Measures. This system will allow the university to capture and report Regional Stewardship activities to the council annually. A representative group of faculty and professional staff have devoted numerous hours designing the system to meet MuSU needs. Target date for system implementation is fall 2009.

The fourth meeting of the Regional Stewardship Advisory Council was held on April 15, 2008 again at Kentucky Dam Village State Park. Prior to the meeting, the council was given ample time to review the vision plan. At the meeting, the council finalized the vision plan, set priorities for the accomplishment of the goals, and provided input on the university proposal for Regional Stewardship Phase II funding. The final copy with council signatures can be found in Appendix J along with a letter of support from the Chairperson.

PLAN NARRATIVE

The second allocation of regional stewardship funding - $300,000 will support four initiatives outlined in the Regional Stewardship Advisory Council's Vision Plan for the service region. The Regional Stewardship Advisory Council shares the vision of a united west Kentucky changing its culture to succeed in the new century. This plan as reviewed and adopted by the Council on April 15, 2008, has four strategic goals; Educational Attainment, Job Creation/Entrepreneurial Spirit, Collaborative Partnerships, and Quality of Life. Each goal has five specific objectives to meet the goal and all are obtainable within a given time frame with sufficient support. Murray State University is committed to providing assistance and leadership to meet these goals as evidenced by the mission and values set forth for the institution.

Mission and Values of Murray State University: Murray State University serves as a nationally recognized regional comprehensive university, offering high-quality baccalaureate and master's degree programs in the core areas of arts and sciences, agriculture, business, health and human services, teacher education, communications, engineering and applied technologies. Teaching, research and service excellence are core values and guiding principles that promote economic development and the well-being of the citizens of the state and the region.

Murray State University places a high premium on academic outreach, collaborative relationships with alumni, the public schools, business and industry, governmental agencies and other colleges and universities at home and abroad.

Murray State University prepares graduates to function in a culturally diverse, technologically oriented society and increasingly interdependent world. The university is committed to international education as an integral dimension of the university experience.

Murray State University emphasizes student-centered learning and educational experiences that include first year experience, the honors program, internships, study-abroad, service learning, research and creative projects, residential colleges, and student organizations.

Murray State University fosters an exciting and challenging learning environment by adopting the following values; Accessibility, Academic Freedom, Accountability, Diversity, Excellence, Integrity, Nurturing Environment, Shared Governance, and Student-Centered Learning.

Through the process of developing the vision plan for the Regional Stewardship initiative, it was the desire and consensus of the Regional Stewardship Advisory Council to establish a process by which the Advisory Council could review and reassess the measurable outcomes of the funding on an annual basis toward meeting the goals and objectives of the vision plan. It was also their desire to focus on one major goal at a time and allocate funding toward that goal until it has significantly been impacted. Each year as objectives are attained, the Advisory Council would reassess the objectives and change allocations to meet the next priority goal. For example, the first year Phase II allocations would be targeted to priority number one of Education Attainment. Subsequent years funding would be allocated to the other three priority goals, so that all four goals obtain funding over the next ten years. In order to make this possible, the university would

agree to allocate matching resources and to obtain additional revenue sources to supplement CPE funding.

Educational Attainment: The Regional Stewardship Advisory Council's Vision Plan's focal area is to "prepare its citizens to compete in the new global economy by increasing the number of degree holders at every level and raising academic performance to national standards, while providing opportunities for lifetime learning".

To attain this goal, the first objective is to raise public school academic performance by further developing the knowledge and skills of educational leadership. To specifically address this first objective, the university proposes to build on the offerings of the MuSU Teacher Quality Institute and the West Kentucky Educational Co-op along with guidance from the P-16 Council to develop a Center for Educational Leadership Training to meet the needs of the region in educational leadership development. The Center would incorporate best practices of institutions and organizations across the state and/or nation, and incorporate faculty expertise from the university. Fifty-thousand dollars of regional stewardship funding will be matched by the College of Education as a fifty percent cost share to hire a Leadership Academy Coordinator to work with the public school systems and sponsor regional leadership events to develop the knowledge and skills of educational leaders in the service region. This individual will also serve as a half-time instructor through the College of Education to suggest curriculum development for a master's degree in leadership. Additional dollars of regional stewardship funds will be allocated as operational capital to purchase release time, pay travel stipends and other operating expenses associated with setting up the center and providing training to the region.

What follows is a description of, and rational for, the activities that the Center for Educational Leadership Training will undertake and one measurable outcome for the year.

- In the state of Kentucky there are currently about 35 out of 170 Superintendant positions vacant and even more Principal positions for the upcoming school year. These positions are largely due to retirement. Incentives for current school personnel to transition into administrative roles are very minimal. It is the desire of Murray State University to assist in providing some rewards for educational leaders who are willing to make that transition by providing professional leadership development training. A Center for Educational Leadership will provide help to offset the cost of training and provide consulting. One measurable outcome will be to host a regional leadership academy in conjunction with the West Kentucky Educational Co-op.

- Currently, the only master's degree program offered at Murray State University to education majors who aspire to become Principals or Superintendents is a degree in Administrative Supervision or Counseling. Therefore, the university purposes to incorporate a master's degree in Educational Leadership. One measurable outcome will be to develop the curriculum for the program within the first year.

- Across the state of Kentucky, mentors are provided by the state to Superintendents and Principals during their first year. However, funding for continuous mentoring is not

available. Murray State University proposes to enhance this mentorship program by utilizing Regional Stewardship initiative funds to create a volunteer mentor program matching retired Superintendents and Principals with existing personnel. One measurable outcome will be the development of guidelines for this program within the first year.

The second objective involves keeping everyone engaged in education by providing opportunities for life-long learning. Murray State University is committed to this objective in a number of areas. Through the MuSU Office of Continuing Education, the university sponsors educational workshops, classes, and summer camps on a variety of topics for all ages. This will be expanded through seeking partnerships with regional art and recreational organizations to develop a Cultural Diversity Awareness Series. The College of Humanities and Fine Arts will dedicate faculty and professional staff expertise in creating this Cultural Diversity Awareness Series. The series will focus on showcasing regional artists, as well as bringing national artists to the region and explore ways to exhibit cultural diversity. Thirty-thousand dollars of regional stewardship funds will be allocated to cover travel, promotion, faculty release time, and hire graduate assistants to coordinate these events in the region.

What follows is a description of, and rational for, the Cultural Awareness Series and one measurable outcome for the year.

- Although tourism is a growing economic engine in the region, awareness of the arts and cultural history is lacking and most public schools have eliminated it from their curriculum. Murray State University seeks to partner with existing cultural agents to help promote the importance of life-long learning through expression of art and culture. One measurable outcome will be to develop a connection with the region and establish a plan to host events on a quarterly basis.

The third objective under educational attainment is to reduce teacher shortages in high demand areas by developing a reward system that encourages more students to enter STEM (Science, Technology, Engineering, and Mathematics) career fields. One national program that is addressing the need for STEM initiatives is titled Project Lead the Way (PLTW). Project Lead the Way is a not-for-profit organization that promotes pre-engineering courses for middle and high school students. PLTW develops partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. The curriculum for PLTW has at its foundation core critical content in all the STEM areas. PLTW has been endorsed by the state of Kentucky in particular the Council on Post-Secondary Education (CPE) by encouraging universities to partner with PLTW and assist school districts establishing PLTW programs. The University of Kentucky has taken the lead on PLTW initiatives with many regional universities participating as well. Murray State University has also partnered in PLTW with the University of Kentucky by providing a faculty/administrator (Dr. Danny Claiborne) to be an integral part of the certification team that certifies school district's PLTW programs across the state of Kentucky as they are being implemented throughout the Commonwealth. To enhance this objective, MuSU will hire an Outreach Coordinator to direct "Project Lead The Way" through the College of Science Engineering and Technology, expanding on the College's

current outreach activities and developing a mentoring program using student ambassadors to work with 7th and 8th graders after school and during the summer. Appropriate curricula will be implemented in regional schools and students encouraged to pursue STEM studies. Fifty-thousand dollars of regional stewardship funding will be matched by the College of Science Engineering & Technology as a fifty percent cost share to hire an Outreach Coordinator to work with the public school systems in the region and promote the STEM programs. The university will seek additional dollars to support this initiative through grant funding.

What follows is a description of, and rational for, the Outreach Coordinator and one measurable outcome for the year.

- There are numerous reports demonstrating the critical need for both high school and university students focusing their education in STEM related subjects and majors. Some of these reports include: *"Tough Choices or Tough Times"* (December 2006) from the New Commission on the Skills of the American Workforce, *"Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future"* (January 2007) from the National Academies, *"A National Action Plan for Addressing the Critical Needs of the U.S. Science, Technology, Engineering, and Mathematics Education System"* (October 2007) from the National Science Board of the National Science Foundation and, most recently, *"Chance Favors the Prepared Mind: Mathematics and Science Indicators for Competing States and Nations"* (November 2007) from the American Institutes of Research. These reports support Murray State's desire to address this issue in the region by hiring an Outreach Coordinator to work with area schools within the first year.

- In addition, Murray State University will through the Department of Industrial and Engineering Technology recommend a stronger partnership with regional school districts by offering a "Design Contest" for all PLTW schools. This design contest will be implemented for all levels of the PLTW classes to include classes in: (a) IED – Introduction to Engineering Design, (b) POE – Principles of Engineering, and in the senior capstone course, (c) EDD – Engineering Design and Development. One measureable outcome is that this contest will be conducted within the first year.

The fourth objective to meet educational attainment is to create partnerships between business and educational institutions to develop programs for critically needed job specific skills. This objective will be addressed by using fifty-thousand dollars to engage two Community Liaisons to work specifically with each of nine counties to assess the needs and report back to the university on ways to utilize faculty and staff expertise to address those needs. These individuals will be based in the region at extended campuses in Paducah and Hopkinsville. They will work with business & industry, public schools, community colleges, and community agencies such as the Workforce Development Boards and Area Development Districts to collect data and determine job specific needs. Once the needs have been identified, they will target educational

opportunities and help the university develop service learning projects that meet those needs. An additional fifty-thousand dollars of incentive money will be set aside through Regional Stewardship to use for faculty release time, travel, technology and stipends for work done external to the university. The university will match the dollars to cover office space and operation cost for the Community Liaisons. In addition, the university will match thirty-thousand dollars of support for a new regional grant writer to work with communities to identify sources of funding for partnerships. As funds develop, the university envisions establishing a Regional Center for Entrepreneurial Development through the combined resources of the College of Business and Public Affairs, the Small Business Development Centers and the Regional Business and Innovation Center.

What follows is a description of, and rational for, the Community Liaisons and one measurable outcome for the year.

- Business and industry in the region compete for the best and brightest employees to remain competitive in the market place. Many times the development of job skills needed to be successful in a specific market are not concentrated in that area of the region causing employers to look outside the area to fill jobs. It is the desire of Murray State University to work with employers in the region to provide that expertise training through course offerings, specialized training, and consulting. By placing a Community Liaison in the region to connect the resources, the university envisions developing partnerships with communities to expand specific economic development markets. One measurable outcome will be to get the liaison's hired, trained and connected within the first year.

The fifth objective to develop a mechanism to certify individuals as teachers through proficiency tests and individualized work experience credentials will be addressed through the College of Education working with the State Board of Education to create an alternative certification process and will need no funding through Regional Stewardship at this time. One measurable outcome will be to assign faculty from the College to study this issue and set up a committee to work with the state within the first year.

The following is a budget overview of the request for Regional Stewardship grant funds.

Phase 2 – Budget Overview

Category	Leadership Center	Cultural Series	Outreach Coordinator	Community Liaisons	Regional Grant Writer	Totals
Personnel Salaries Benefits	50,000*		50,000*	50,000*	30,000#	$180,000
Operating	40,000	30,000		50,000		$120,000
Total	$90,000	$30,000	$50,000	$100,000	$30,000	$300,000

*Murray State University will match this position with $50,000 in cost share.
#Murray State University will contribute fringe benefits and office space to match this total.

Kentucky Regional Stewardship Program

Regional Grant Funds Proposal

April 18, 2008

Prepared By:

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INTRODUCTION

Western Kentucky University recognizes that institutions of higher education are embedded in regional contexts and are thus integral stakeholders in developing an overall quality of life for both campus *and* community. WKU is pleased to participate in the Kentucky Regional Stewardship Program. The overarching goal of the program – to promote regional and/or statewide economic development, livable communities, social inclusion, creative governance, and civic participation – resonates with WKU's longstanding commitment to place.

In order to meet the goals set out in WKU's Phase-One Infrastructure Plan, campus administrators, as well as faculty and staff dedicated to regional stewardship work, have designed and continue to implement an infrastructure intended to align institutional resources and establish key community partnerships for stewardship work throughout WKU's 27-county service region.

WKU has a long tradition of campus and community engagement. Dedication to public engagement is deeply embedded in the fabric of the university. This commitment is clearly reflected in the university's mission statement, which reads:

> *Western Kentucky University prepares students to be productive, engaged leaders in a global society. It provides service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life throughout its region.*

One of WKU's five institutional goals is to "enhance responsiveness to constituents" by meeting their educational, social, cultural and economic development needs through increased outreach, applied scholarship, service and innovative opportunities for lifelong learning.

The purpose of this document is two-fold. First, it will offer background information regarding regional stewardship work completed thus far at WKU. This will be accomplished by reviewing some key aspects of the infrastructure plan – namely the establishment of regional priorities. The second section of this document will address phase two of the regional stewardship program. This second phase, regional grant funds, is meant to support comprehensive university efforts to build intellectual capacite in the approved strategic priority areas.

BACKGROUND

On October 4, 2006, Western Kentucky University submitted their request to the Council on Postsecondary Education (CPE) for Regional Stewardship Program funds ($200,000 in 2006-07 and $200,000 in 2007-08). After the submission of a revised plan in January 2007, the proposal was approved at the January 29, 2007 meeting of the CPE.

Following the completion of a Memorandum of Agreement (MOA), WKU applied these funds directly toward transitioning the ALIVE Center (grant-funded volunteer, non-profit information and referral center) to the WKU ALIVE Center for Community Partnerships (CCP). This new regional stewardship center has the primary responsibility of ensuring the implementation of WKU's comprehensive regional stewardship plan.

The WKU ALIVE CCP serves as a hub for the university's engagement infrastructure. In addition to serving as an important point for university and community collaborations, CCP staff also had direct responsibility in bringing together campus and community leaders for the purpose of identifying key regional priorities.

In order to provide sufficient background for the justification of regional grant funds, it is necessary to describe the process leading to the present proposal. Throughout the process utmost attention was given to maintaining a high level of community input and guidance. This process began with the convening of five regional forums which where held throughout the month of September 2007. In order to solicit the maximum amount of regional participation, community leaders from all 27 counties were invited to these "listening sessions" held in five key locations throughout the region: Owensboro, Glasgow, Bowling Green, Campbellsville and Elizabethtown.

The Forums were held from11:00am – 1:00pm at each location with lunch being served. Each event was extensively advertised through press releases (Appendix A), newspaper advertisements in every meeting city, radio spots, and Insight Communications cable television ads. Electronic invitations were sent out to WKU Alumni, University Deans, Directors and Administrators, and members of Chambers of Commerce in the 27-county region. Hard copy invitations were sent out to over 3000 individuals in the region including directors of non-profit organizations, school superintendents, Housing Authority Directors, Health Departments, Lifeskills Centers, Community Action Directors, Community Education Directors, Extension Office Agents, United Way Directors, Baptist Association Directors, Methodist Association Directors, Department of Community Based Service Directors, Mayors and Judge Executives. Additional coverage of the events came from local interviews on WKYU public radio station on August 15th Midday Edition and WBKO television station Midday on September 4th. Newspaper articles appeared in the Bowling Green Daily News on August 8th (Appendix B) and August 27th (Appendix C), and in Western Kentucky University's College Heights Herald on August 28th (Appendix D).

In preparation for the forums, data were collected and synthesized from numerous county-level needs assessments including United Way of the Ohio Valley, United Way of Pennyrile, United Way of Southern Kentucky, Audubon Area Services, Community Action of Southern Kentucky, Community Action of Central Kentucky, Pennyrile Allied Services, Lake Cumberland Community Action, Green River Regional Educational Cooperative, Commonwealth of Kentucky Statistic Database, and Kentucky State Data Center (Appendix E). These needs assessments were not conducted for the purpose of informing the Regional Stewardship Program; however, service providers shared this information as a viable data source for county-level, regional needs. The purpose of this exercise was to present previous findings based on surveys completed by a wide variety of human service providers throughout the region. To this end, these existing needs assessments served as a point of departure for the forum discussions.

At the Forums, WKU ALIVE CCP staff solicited input regarding perceived regional needs, priorities, resources and potential partnerships. This goal was achieved through both individual and group work designed to extract valuable data regarding needs throughout the region. Each forum concluded with group presentations designed to identify what each group deemed the top five regional priorities. After the completion of all five forums, the data were recorded and presented in a table summary (Appendix F). This summary represents the initial results from the regional stewardship forums. This data source reflects the "on-the-spot" participant-level "coding" and prioritization process of the needs relative to their area of the region.

Following the completion of the regional forums, detailed analysis was performed on the data collected. The analysis includes the individual needs submitted by the participants of the regional forums. From the 745 total data samples, there were 50 need categories identified. During analysis, four strategic areas were pre-determined based on consideration of categories identified by the Alliance for Regional Stewardship (ARS)[1] and the Kentucky Long-Term Policy Research Center (KLTPRC)[2]. These categories along with relevant subcategories containing detailed data records were included in a summary document presented to WKU's Regional Stewardship Advisory Council (Appendix G). The priority rating was determined based on the frequency in which the need appeared across the data set.

At the conclusion of each of the regional forums, participants were asked to nominate potential members of WKU's Regional Stewardship Advisory Council (RSAC). This council was to be made up of community leaders throughout the region and assembled for the purpose of serving an ongoing advisory role in stewardship work at WKU. From

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[1] The ARS identifies four core principles as the bases for effective regional stewardship – (1) innovative economy, (2) livable community, (3) social inclusion, and (4) collaborative governance. For more see http://www.regionalstewardship.org.
[2] The KLTPRC designate five focus areas in order to track the quality of life across the state of Kentucky – (1) vibrant, nurturing communities, (2) lifelong, quality educational opportunities, (3) a sustainable, prosperous economy, (4) a clean, beautiful environment, and (5) honest, participatory government at all levels. For more see http://www.kltprc.net.

this list of nominees, twenty members were selected based on their role within the community and their location in the region. These nominees were formally invited to join the RSAC via a letter from President Gary Ransdell (Appendix H). A total of 15 nominees accepted the invitation to serve on the advisory council. The RSAC consists of a wide variety of community representation including the nonprofit, business, healthcare, education, and local government sectors (Appendix I).

The first meeting of the RSAC was held on January 8, 2008 (Appendix J). This meeting was attended by the members of the RSAC, the staff of the ALIVE CCP, President Gary Ransdell, Provost Barbara Burch, and select members of the Provost's staff. The purpose of this meeting was to acclimate the RSAC to the purpose and goals of the Regional Stewardship Program. In addition, the council approved a list of strategic priorities that would be addressed through WKU's regional stewardship initiatives. The following priorities were approved:

1. Nurturing Communities
2. Education
3. Healthcare
4. Economic Development

Following the council update and priority approval, a brainstorming session ensued with the aim of developing a basic framework for how the phase-two regional grant funds would be applied. In order to maintain a continuous level of communication, the council was invited to provide ongoing feedback to ALIVE CCP staff following the January 8 meeting via phone and/or email.

The valuable information collected from the RSAC was taken back to WKU administration for the purpose of examining how these ideas could be effectively matched with WKU resources in order to have a substantial regional impact. Through this process, a series of mini-proposals were developed and presented to the RSAC at the January 31, 2008 meeting (Appendix K).

The RSAC offered valuable feedback regarding the proposals. In order to further refine the phase-two proposals, a steering committee was established based on volunteers from the council at large (Appendix L). Subsequently, Arthur Green, Todd County Judge Executive, was elected to serve as Steering Committee Chair. Following the January 31 meeting, regular communication was maintained with the steering committee via email correspondence. As proposal revisions were made, they were sent to the steering committee for review and immediate feedback. Following a number of revisions, three proposals were approved by the steering committee and brought forward to the present document. These will be detailed in the following section.

REGIONAL GRANT FUND REQUEST – PHASE II

The second phase of Regional Stewardship Program funding will support three initiatives. These initiatives were selected based on feedback from WKU's Regional Stewardship Advisory Council. Special attention was given to strengthening existing initiatives that WKU already possessed the basic, although underdeveloped, resources to address. Regional grant funds are requested in order to support (1) the WKU Rural Health Institute Mobile Health Unit, (2) adult learners at WKU, and (3) the development of an Engaged Department Grant program that will further enable regional stewardship work from constituents across the university. Details of these initiatives appear below.

Institute for Rural Health Development & Research

The mission of the WKU Institute for Rural Health Development and Research (IRHDR) Mobile Health & Wellness Unit is to provide student engagement opportunities and community services to the medically under-served and uninsured of rural Kentucky. Students and faculty within the CHHS provide services including oral cleanings and screenings, dental sealants and oral radiology services, and basic health screenings – lipid panels, glucose screening and blood pressure checks. The school-based dental sealant program offers dental screenings and sealants to all 2nd and 7th graders each year with services provided to other grades if time allows.

Initial funding for the IRHDR was secured by U.S. Senator Mitch McConnell through a HRSA grant in 2001 and continuing through 2006. WKU agreed to fully fund the Institute at the end of the five-year period. Since 2007, the IRHDR has also received grant funding and support from Anthem/Wellpoint Foundation ($300,000), Delta Dental of Kentucky ($30,000), and various amounts of annual funding in local support from the Allen County Health Department and the Housing Authority of Bowling Green. Federal funding in the amount of $500,000 for telemedicine/telehealth capability for the mobile health unit is expected by fall 2008.

Other partners collaborating with the Institute include the Housing Authority of Bowling Green, Barren River Area District Health Department, school systems in the 10-county BRADD area, Salvation Army, Kentucky Cancer Program, South Central AHEC, Holy Spirit Catholic Church, the Rural Social Work Conference, Hart County Amish community, Kentucky Dental Association, and the Kentucky Partnership for Farm Health & Safety.

Purpose of Funding Request

The purpose of the proposed grant is to reduce health care disparities, decrease the number of uninsured, improve access to care and promote healthy, active lifestyles. The IRHDR is seeking this grant to provide support for a nurse practitioner (NP). Anthem has

provided funding for the purchase of another mobile health unit. This additional unit will allow the IRHDR to devote one unit to dental health and one unit to medical services. WKU brings to the table the mobile health units, an established program of health screening services including lipid panels, glucose screening, blood pressure checks, bone density screening, and radiological capabilities, along with the equipment and supplies to maintain and grow this program. Funding for a nurse practitioner will allow us to create and maintain an adult immunization program, provide screening and treatment options for diabetes and heart disease, and develop lifestyle programs tied into smoking cessation, diabetes management and heart disease prevention and maintenance. We are requesting assistance in the amount of $75,000 to partially fund a nurse practitioner's salary ($65,000) and benefits ($16,536). The total cost of funding an NP's salary and benefits would be approximately $82,000; however, the IRHDR would be responsible for the remainder of the costs above $75,000 associated with this position.

The IRHDR currently provides screenings to identify persons with diabetes, elevated cholesterol and/or high blood pressure. Because we do not have a nurse practitioner, we are unable to offer any assistance with disease management or drug regimens. A nurse practitioner can diagnose, treat, prescribe and dispense medications. This program will also attempt to decrease the number of uninsured persons by conducting intake interviews to determine eligibility for various programs and services and to provide assistance with completion of required forms. This program could address many of the health disparity and access issues faced by this population. This project could be used as a model to address similar needs and issues in other areas. The IRHDR recognizes that this model might not be conducive to all areas, but the basic model could be replicated. Not all areas need a mobile health unit; however, this program could be run out of a car or van using portable equipment and laptops. The IRHDR has developed this program based on the use of a mobile health unit for two primary reasons: we have the units; the mobile program works well for us and allows student education outside the classroom.

Identified Needs

In November 2007, the ALIVE WKU Center for Community Partnerships Regional Stewardship Advisory Council published a Regional Stewardship Initiative: Regional Forum Summary. This summary identified healthcare as a need in 25 of the 27 counties participating in the Regional Stewardship Initiative needs assessment. Each of the five regional forums identified healthcare as a strategic area and ranked it in the top four needs. Of the 50 need categories identified, nine categories were specifically tied to health care. Four broad categories were identified as strategic area priorities: nurturing communities, education, healthcare, and economic development. Health care issues exist in all four categories. The key health care issues that were mentioned numerous times were:

- Access to care
- Affordable medical care
- Free/reduced prescriptions programs
- Assistance with health concerns

The WKU Institute for Rural Health Development and Research (IRHDR) mobile health unit is capable of addressing many of the priorities identified in the Regional Forum Summary. The work of the IRHDR throughout the Barren River Area Development District can serve as a model for similar work throughout WKU's entire 27-county service region.

According to the U.S. Bureau of the Census (2006), the 27 counties in the WKU Regional Stewardship Initiative have a total population estimate of 721,368. Cumberland County has the lowest population at 7,046 and Warren County has the largest population at 101,266.

Of the 27 counties, 21 are designated as Medically Underserved Areas (MUA) by the U.S. Public Health Service. Whole county designation is assigned to 18 counties: Adair, Breckinridge, Butler, Clinton, Cumberland, Edmonson, Grayson, Green, Hart, Larue, Logan, McLean, Meade, Metcalfe, Monroe, Muhlenberg, Ohio and Todd. Partial county designation is assigned to three counties: Hardin, Taylor and Warren. Eight of the 27 counties are designated as Health Professional Shortage Areas (HPSA) in the area of primary care: Allen, Edmonson, Hancock, Hart, Larue, McLean, Metcalfe and Todd.

The average per capita income is $15,381 with the lowest per capita income reported in Cumberland County ($12,643) and the highest per capita income reported in Warren County ($18,847). The average poverty level percentage for the total population is 17.77% with the highest percentage in Clinton County (25.8%) and the lowest percentage in Hardin County (10%). The average poverty level percentage for children under 18 years of age is 22.44%, with the highest percentage in Clinton County (31.8%) and the lowest percentage in Hardin County (13.5%). The average poverty level percentage for adults 65 and over is 19.73%, with the highest percentage in Monroe County (30.3%) and the lowest percentage in Hardin County (8.6%).

As stated above, the Institute currently screens and provides educational materials for persons with diabetes, elevated cholesterol and/or high blood pressure. Funding from the Regional Stewardship Advisory Council would allow us to provide treatment options including medications for individuals diagnosed with any of these conditions. We would also develop lifestyle programs tied to diabetes management, heart disease prevention and maintenance, diet, exercise, and smoking cessation. We currently have a model that works in the BRADD area – this additional funding would allow us to expand this model into the other areas covered within the WKU regional service area. In addition to this, we have plans to develop and implement an influenza and pneumonia immunization program model targeting adults 65 years and older.

According to the most recently released Behavioral Risk Factor Surveillance System (BRFSS), 2005, Kentucky:

- is 1st for the highest prevalence of adults aged 18 and over who smoke.
- is 2nd (after WV) for adults aged 18 and over who reported limited activities because of physical, mental, or emotional problems.
- is 2nd (after WV) for adults aged 18 and over who reported fair or poor health.

- is 2nd (after LA) for adults aged 18 and over who reported no leisure-time physical activity in the past month.
- is 50th for adults aged 18 and over who engaged in vigorous physical activity for at least 20 minutes, 3 or more days per week.
- is 3rd (after WV & NM) for adults aged 18 and over who require the use of a cane, wheelchair, or special bed because of health problems.
- is 3rd (after MS & WV) for adults aged 18 and over who were overweight.
- is 5th for adults aged 18 and over who were obese.
- is 6th for adults aged 18 and over who were diagnosed with diabetes.
- is 7th for adults aged 18 and over who were diagnosed with high blood pressure.
- is 8th for adults aged 18 and over who were diagnosed with elevated blood cholesterol.
- is 11th for adults aged 65 and over who had received a pneumonia vaccination.
- is 16th for adults aged 65 and over who had received an influenza vaccination during the preceding 12 months.

We recognize that the Barren River District Health Department provides many of these services for free and/or reduced costs. We also recognize that health departments in other regions provide these services; however, none of these models exist as mobile models. One of the access issues prevalent in many of our communities is lack of transportation. The mobile health unit eliminates or reduces this issue. Working together, WKU, local health departments, federally qualified health centers, rural health centers and the Regional Stewardship Initiative can begin to address many of these risk factors in our service area by utilizing the resources that a nurse practitioner working on a mobile health unit could provide.

Objectives/Outcomes/Measurements

Objectives:

- Develop an adult immunization program against influenza and pneumonia.
- Screen and provide treatment options including medications for individuals diagnosed with diabetes, elevated cholesterol and/or high blood pressure.
- Develop lifestyle programs tied to diabetes management, heart disease prevention and maintenance, diet, exercise, and smoking cessation.
- Assist adults to determine eligibility for various programs and services and to provide assistance with completion of required forms.

Outcomes:

- Reduce the risk of influenza and pneumonia in elder adult population.
- Diagnose, treat, and reduce the number of adults with untreated chronic diseases.
- Improve the overall general health of population by developing and implementing educational programs that stress the importance of diet, exercise, and smoking cessation.
- Decrease the number of uninsured and increase the number of people participating in medical and pharmaceutical assistance programs.

Measurements:

- Immunization records.
- Medical records tracking diagnoses and treatment plans.
- Reports from database that include information such as compliance with treatment for chronic diseases, smoking cessation, and other lifestyle components.
- Number of adults eligible for medical and pharmaceutical assistance programs.

Annual Budget

Description	Amount
Mobile Health Unit Coordinator NP	$ 65,000.00
MHU Coordinator NP – Fringe Benefits – 33.07%	$ 16,536.00
Total	**$ 81,536.00**

For this program, operating costs are fixed and have been allocated in existing IRHDR funds. The total estimated salary and benefits for the nurse practitioner is $81,536. The funding from CPE will cover the majority of these expenses ($75,000). The balance will be covered from existing IRHDR funds.

Adult Learner Counselors

Without question, there is a need for more baccalaureate-educated Kentuckians. The reasons for this are clear and well-documented. As the Kentucky Council for Postsecondary Education (CPE) notes in its recent "Double the Numbers" report:

- College graduates earn more
- College graduates tend to be more engaged citizens
- States with more college graduates generally enjoy a higher quality of life
- States with more college graduates have stronger, more diverse economies[1]

Unfortunately, as a state, Kentucky is losing ground relative to other states in terms of the percentage of the population with a bachelor's degree or higher. To achieve educational parity with the rest of the nation, the CPE estimates that Kentucky will have to double the production of bachelor's degree holders over its current trajectory by the year 2020.

For obvious demographic reasons, achieving this ambitious goal is not simply a matter of recruiting a larger number of high school students into college. The CPE has done an outstanding job of articulating a multifaceted approach, clearly indicating numerous other strategies that are essential if we are to be successful in doubling the numbers.[1]

One approach with significant potential for Kentucky colleges and universities is to increase outreach, recruitment, support, and programming efforts for non-traditional (i.e. over age 25) learners. As Ron Crouch, Director of the Kentucky State Data Center, says, "Kentucky's reality is that we will sink or swim not on how well we educate our youth,

but on how well we educate our entire population, whether age 15, 35, 55, or 75. For the most part, our workforce of tomorrow is just our workforce of today grown older. As the baby boomers mature, Kentucky will become an aging state. Many people may find if they retire too early that they will run out of income before they run out of life. Kentucky must develop policies for retraining and retooling people. We must invest in educating not just our youth but each and every one of us. We must educate and re-educate, train and retrain."[2]

Not only is the educational attainment problem for adults acknowledged by legislators, policy makers, and postsecondary education providers, it is also clearly recognized at a more grass roots level by the WKU Regional Stewardship Advisory Council (RSAC). In a series of regional forums (described in the introduction to this proposal), the strategic area of "education" ranked number one across the entire region. Specifically, educational opportunities that lead to better trained workforce and higher paying jobs clearly emerged as a key regional issue. In the summary report for the RSAC that detailed the input from the regional forums, concerns such as the following were frequently raised:

- the need for more adults to have bachelor's degrees
- the need for a more highly skilled and better educated workforce
- the need for constant retraining for new jobs
- the need for facilitating the non-traditional student returning to education
- the need for more programs for non-traditional students

Thus, a clearly defined regional problem that emerged from the regional analysis was greater access to higher education, particularly for working adults.

However, there are challenges when adult learners try to access higher education. According to the National Center for Education Statistics, adult students often:

- Have delayed enrollment into postsecondary education
- Attend part-time
- Are financially independent of parents
- Work full-time while enrolled
- Have dependents other than a spouse
- Are a single parent
- Lack a standard high school diploma[3]

If left unaddressed, any one of these issues can become a significant barrier to an adult learner's access to and completion of a college degree.

The Council for Adult and Experiential Learning (CAEL) has identified at least four needs unique to adult students:

- Different kinds of information about their educational options
- Institutional flexibility in curricular and support services
- Academic and motivational advising supportive of their life and career goals
- Recognition of experience and work-based learning already obtained[3]

Adult Learner Counselors at Western Kentucky University

At WKU, we are actively addressing the needs of adult learners through a variety of strategies and services. What we are proposing here is to expand and centralize these efforts underneath an overarching context. We propose to hire Adult Learner Counselors who will provide adult students with special attention and consideration. They will introduce (or re-introduce) adult learners to the college environment in a risk-free, comfortable setting with other non-traditional, adult students like themselves. These Counselors will provide an entry portal for adult learners, a "one-stop-shop" where they can have questions answered, get connected to the proper services and receive personalized support. We propose two full-time staff positions (Adult Learner Counselors) to be funded from Regional Stewardship Regional Grant funds. These positions will reflect both the academic and the student services dimensions of the college.

The two Counselors will help assimilate adult learners into the campus in a variety of capacities. They will be the "concierge" that helps them navigate the system and serves as the focal point to connect them to offices and services such as:

- Admissions/tuition/registration
- Financial aid and scholarships
- Academic advising
- Prior Learning Assessment
- GED completion
- WKU Finish (in conjunction with CPE's Project Graduate)
- Distance learning (an increasingly important access point for adults)
- Career counseling
- Child care
- Cohort programs

Among other duties, these Counselors will:

- Serve as the primary point of contact for adult students and potential adult students
- Determine the action required to help current and potential adult learners with problems or questions. This includes researching the problem and contacting the individual with the information or forwarding the individual to the appropriate office for help and arranging follow up.
- Work flexible hours to ensure that services will be accessible to working adults at times other than regular working hours
- Travel to WKU regional campus locations (e.g. Owensboro, Elizabethtown, Glasgow) to provide on-site assistance and consultation
- Work with academic units to develop new programming for adult learners
- Provide information to adult learners regarding the various delivery modes available (e.g. face-to-face, IVS, on-line, correspondence, etc.) and advise as to appropriate processes to best meet individual goals

- Assist the division of Enrollment Management in marketing of WKU programs to adult learners
- Coordinate a significant WKU internet presence for adult learners

Outcome Measures:

- Number of adult learners enrolled at WKU
- Number of adults completing a degree at WKU
- Number of adult learners utilizing the services of the Adult Learner Counselors

Annual Budget

Description	Amount
Adult Learner Counselor – salary (2 @ $32,000 each)	$ 64,000
Adult Learner Counselor – fringe benefits 2 @ 33%)	$ 21,120
Operating budget (including travel, program development, marketing, special events, etc.)	$ 24,880
Total	**$ 110,000**

References

1   Double the Numbers, Kentucky's Plan to Increase College Graduates, Kentucky Council on Postsecondary Education, October 2007.

2   Five Questions One Mission, Better Lives for Kentucky's People, Kentucky Council on Postsecondary Education, September 2005.

3   Serving Adult Learners in Higher Education, Principles and Effectiveness, Council for Adult and Experiential Learning, 2000.

WKU Engaged Department Grants

The WKU ALIVE CCP Engaged Department Grants will be derived from a $115,000 competitive pool (established from the regional grant phase of the KY Regional Stewardship Initiative). These grants will be utilized in such a way as to stimulate engagement and outreach efforts across WKU's academic departments and to address community needs and priorities throughout WKU's 27-county service region. The university, with advice from WKU's Regional Stewardship Advisory Council, will direct these funds toward initiatives that fall under the "Nurturing Communities" strategic need area. A key strength of these projects is that they will address a wide variety of concerns ranging from basic human services to issues of economic development.

The concept behind the Engaged Department Grants pays particular attention to how regional grant funds can be used to address *specific* projects throughout the region. This $115,000 allotment is meant to complement the $185,000 set aside to fund permanent, full-time faculty/staff positions. The idea is that by setting aside this portion of phase-two funds, a wide scope of projects, not requiring permanent hires, can be addressed. This

proposal is consistent with WKU's 2006-08 Regional Stewardship Program Infrastructure Plan. Note the following excerpt from page 21:

> In addition to changes in the tenure and promotion system to reflect contributions to stewardship, an additional incentive program intended for implementation in year 2 (after regional priorities have been determined) is the establishment of "Engaged Department" grants. Following the model of the Campus Compact a pool of $50,000* from the Regional Grant funds will be set aside to establish awards for departments desiring to be engaged with at least one regional priority. These funds will be competitively awarded based upon the department's capacity to contribute to addressing the priority. The grants will last from one to three years and may be used in a variety of ways including funding re-assignment time for faculty involved.**

*Note: Given the level of support for this particular use of phase two funds, our Regional Stewardship Advisory Council has requested that this amount be increased to $115,000.

**Note: The funds can be used for both faculty re-assignment time *and* to secure graduate and undergraduate student workers.

This model will provide the community with vital faculty, staff, and student resources to engage in partnerships to address community priorities. The WKU ALIVE Center for Community Partnerships will coordinate these collaborative campus/community projects.

Suggested Process

1. The ALIVE CCP regularly invites project ideas from community partners as well as university faculty and staff

2. The staff of the ALIVE CCP works with the community partner and/or university faculty/staff member to develop and organize the idea into a viable project proposal

3. A committee consisting of community members and WKU faculty will review the proposals for approval

4. The ALIVE CCP provides ongoing support throughout the project – attention will also be given to developing the scholarly dimension of the project

5. Participating faculty/staff will have the opportunity to be designated a WKU ALIVE CCP Fellow – a status reserved for faculty and staff that exhibit exceptional efforts toward collaboratively addressing regional needs

6. Results are reported back to the Regional Stewardship Advisory Council in annual/semi-annual meeting

Outcome Measures

➢ The staff of the WKU ALIVE Center for Community Partnerships will conduct two workshops per semester for WKU faculty, staff and students. The goal of these workshops will be to introduce the purpose, guidelines, and support structure for the "Engaged Department Grants."

➢ The staff of the WKU ALIVE Center for Community Partnerships will conduct two workshops per semester for community partners (or potential CPs) throughout the region. The goal of these workshops will be to introduce the purpose, guidelines, and support structure for the "Engaged Department Grants" and how they practically relate to identified community needs.

➢ An official designation of "WKU ALIVE CCP Fellow" will be developed. This designation is reserved for faculty and staff that exhibit exceptional efforts toward collaboratively addressing regional needs.

➢ The ALIVE CCP will implement a biannual (one per semester) publication that highlights campus/community partnerships throughout the region. The idea is to "shine the light" on exemplary collaborative work as well as to encourage increased participation in the grant program. This publication will be distributed to the campus and regional community.

Regional Grant Fund – Budget Overview

Category	Rural Health	Adult Learners	Engaged Departments	Grand Total
Salaries	$65,000	$64,000		
Benefits	$10,000	$21,120		
Operating/Release Time		$24,880	$115,000	
Total	$75,000	$110,000	$115,000	$300,000

The present proposal has been reviewed and approved by the WKU Regional Stewardship Advisory Council (Appendix M). WKU is excited about the option of impacting our region through these important initiatives. We highly value the guidance that we have received from the community and look forward to building further relationships throughout the region.

LIST OF APPENDICES

Appendix A: WKU Regional Forums Press Release

Appendix B: Bowling Green Daily News Article, August 8th

Appendix C: Bowling Green Daily News Article, August 27th

Appendix D: WKU Herald Newspaper Article, August 28th

Appendix E: Existing Needs Assessments (27 counties)

Appendix F: Regional Forum Participant Summary

Appendix G: Regional Forum Data Analysis

Appendix H: RSAC Letter from President Ransdell

Appendix I: WKU Regional Stewardship Advisory Council Roster

Appendix J: RSAC Agenda – January 8, 2008

Appendix K: RSAC Agenda – January 31, 2008

Appendix L: RSAC Steering Committee

Appendix M: Support letter from RSAC

WKU⛲NEWS

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For more information, contact Dr. Katrina Phelps, (270) 745-4311, or Leah Ashwill, (270) 782-0812.

REGIONAL STEWARDSHIP CENTER CREATED AT WKU; FIVE FORUMS SET FOR REGIONAL LEADERS

BOWLING GREEN, Ky. – Western Kentucky University has created a regional stewardship center to help match university and community resources to regional needs.

The center is funded through a $200,000 award from the Kentucky Council on Postsecondary Education (CPE) and the Kentucky General Assembly. All of Kentucky's regional universities have been invited to participate in the program which is the first in the nation where state funding has been set aside to begin such an extensive regional planning initiative. WKU's designated geographic area is the same 27-county region that CPE has designated as WKU service area.

The program will assess community and regional needs and how WKU can address them through its role as a public institution. "The role is to serve as a matchmaker, bringing together the university and community resources needed to turn good ideas into sustainable initiatives that vitalize communities across our region," Katrina Phelps, ALIVE Center director, said.

WKU faculty and students will be provided incentives to apply their research to the identified regional problems with the goal being to increase the university's capacity to be responsive to its constituents and enhance the quality of life for the region.

The new program will be housed at the ALIVE Center (A Local Information and Volunteer Exchange), which is now called the WKU ALIVE Center for Community Partnerships.

Five informational sessions have been set for regional leaders throughout the service region. Lunch will be served at each and those wishing to attend should R.S.V.P. to Aurelia Spaulding at (270) 782-0082 or Aurelia@alivebg.org. The session will be from 11 a.m. to 1 p.m. local time at:

Sept. 6, Moonlite Bar-B-Q Inn, 2840 W. Parrish Ave., Owensboro

Sept. 10, WKU-Glasgow Regional Center Room 131 Glasgow

Sept. 13, WKU Downing University Center Room 340, Bowling Green

Sept. 17, Campbellsville University, Winters Dining Hall, Campbellsville

Sept. 20, WKU-Elizabethtown Regional Center Room 303 AB, Elizabethtown

The ALIVE Center will continue to serve as a clearinghouse for information about nonprofits in Bowling Green and Warren County and provide meeting space and support services to nonprofits that need them. The new program will eventually expand to include a building next door to the ALIVE Center on 31-W Bypass in Bowling Green, and both locations will form the WKU ALIVE Center for Community Partnerships.

"One of the WKU goals is to eliminate traditional boundaries between government agencies, schools, and local businesses in identifying and addressing community needs," WKU President Gary Ransdell said. "WKU, through its expansion of the ALIVE Center and the creation of the WKU ALIVE Center for Community Partnerships, is committed to expanding its research and services to addressing larger regional challenges."

Dr. Phelps added: "Regional stewardship builds on the premise that 'place matters' and that we all have a role in making our communities good places to live and work. Through partnerships, we can imagine and enact creative solutions to challenging social, economic and environmental issues facing our region."

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APPENDIX B

Western's ALIVE works to tackle regional issues
State grant will allow center to research and identify needs specific to this area

NATALIE JORDAN, The Daily News, njordan@bgdailynews.com
Published: August 8, 2007

Western Kentucky University's **ALIVE Center** has created a regional stewardship **center** to help assess community and regional needs, and how WKU can address them through its role as a public institution. The **center**'s role is to serve as a matchmaker, bringing together the university and community resources needed to turn good ideas into sustainable initiatives that vitalize communities across the region, said Katrina Phelps, director of the **ALIVE Center**.

Five regional forums will take place throughout September in several locations to discuss with regional leaders their needs and how the stewardship **center** can match those.

"The concept of stewardship is for institutions to create partnerships across the region with businesses, nonprofits, governments and education and regular citizens – because it is about giving them a voice, too – to identify needs, plan for meeting those needs and implement that plan for change," Phelps said. "The forums are the first step in that. They are the first step in inviting partners to come and talk about their needs."

Phelps said a regional advisory council will be formed – including interested leaders and possible forum participants – in the fall. The council's primary duty will be to determine the top priorities based on the information gathered at the forums, she said.

"And once we have that, we can go back to these partners and decided how to address them," she said. Potential issues that come up statewide that may be relevant to this region include elder and early care, health and wellness, transportation and preschool through 12th grade education. Another area that gets attention is drug and alcohol abuse prevention and intervention, Phelps said.

"These are areas that are common challenges, but what we identify as priorities may be different from state challenges," she said. "They may be unique to this region and that's what these forums are to decipher."

The **center** is funded through a $200,000 award from the Kentucky Council on Postsecondary Education and the Kentucky General Assembly, and will be housed at the **ALIVE Center**, which will now bear the name the WKU **ALIVE Center** for Community Partnerships. While the **center** will continue to serve as a place for information about nonprofits in Warren County and provide meeting space and support services to nonprofits that need them, it will be the main hub for this regional work.

"The **center** has been owned by Western since last spring," Phelps said. "It has been an arm of Western's work through grant funding for several years."

The new program will eventually expand to include a building next door to the **ALIVE Center** on U.S. 31-W By-Pass.

Phelps said there is a national movement for this concept of regional stewardship, and an Alliance for Regional Stewardship has been doing this for more than a decade, but the state has been a champion in believing a program like this could produce progress with its regional universities.

Universities in the state have been invited to participate in the program, which is the first in the nation where state funding has been set aside to begin such a regional planning initiative.

"CPE is an advocate for this work, with the potential for universities to take the initiative in starting the process within their region," Phelps said. "Because it really is about doing this together."

WKU faculty and students will be provided incentives to apply their research to the identified regional problems with the goal being to increase the university's capacity to be responsive to its constituents and enhance the quality of life for the region.

"Regional stewardship depends on equitable partnerships, not one leader and one follower," Phelps said. "Although Western is taking this initiative, they are not the leader in this work but a partner. And hopefully this will bring together other regional partners to creatively find an answer to the identified problems."

APPENDIX C

ALIVE forums will research region's needs

By NATALIE JORDAN, The Daily News, njordan@bgdailynews.com

Five regional forums in September in several locations will address regional needs and how the Western Kentucky University ALIVE Center can match those.

"We encourage people to come and we hope to see folks there," said Paul Marcum, assistant professor with the ALIVE Center.

The first forum is Sept. 6 in Owensboro, followed by others in Glasgow, Bowling Green, Campbellsville and Elizabethtown.

The forums will allow regional leaders and community members in a 27-county region to express what they believe are the needs of the region.

"Instead of sitting in offices saying, 'here's what they need,' we go out into the region," Marcum said. "What we want is for business leaders, local government and concerned citizens to attend and to simply tell us what are their needs and decide together how to meet them."

The regional forums are part of WKU's new Regional Stewardship initiative. The center's role is to serve as a matchmaker, bringing together university and community resources needed to turn good ideas into sustainable initiatives that vitalize communities across the region, said Katrina Phelps, director of the ALIVE Center.

"The center has been charged by the state through the Council for Postsecondary Education to become increasingly engaged in communities," Marcum said.

Marcum said he can't be sure what the regional needs would include. However, Kentucky data show some concerns are jobs, health care, youth development - from crime to teenage pregnancy - and affordable housing statewide.

"I know these things will be discussed because they are issues," he said.

Phelps said a regional advisory council will be formed - including interested leaders and possible forum participants - in the fall. The council's primary duty will be to determine the top priorities based on the information gathered at the forums.

"And once we have that, we can go back to these partners and decided how to address them," she said in a previous interview.

Marcum said there will be space for 50 to 60 people in each of the meeting locations and nearly

3,000 people have been invited to attend the five forums combined, he said.

"The concept of stewardship is for institutions to create partnerships across the region with businesses, nonprofits, governments and education and regular citizens - because it is about giving them a voice, too - to identify needs, plan for meeting those needs and implement that plan for change," Phelps said. "The forums are the first step in that. They are the first step in inviting partners to come and talk about their needs."

ALIVE forums

The sessions will be from 11 a.m. to 1 p.m. Lunch will be served. Those wishing to attend should R.S.V.P. to Aurelia Spaulding at 782-0082 or Aurelia@alivebg.org.

Sept. 6 at Moonlite Bar-B-Q Inn, 2840 W. Parrish Ave., Owensboro

Sept. 10 at WKU-Glasgow Regional Center Room 131, Glasgow

Sept. 13 at WKU Downing University Center Room 340, Bowling Green

Sept. 17 at Campbellsville University, Winters Dining Hall, Campbellsville

Sept. 20 at WKU-Elizabethtown Regional Center Room 303 AB, Elizabethtown

APPENDIX D

Regional stewardship program to link university, community

By: Alex Booze

Posted: 8/28/07

Bowling Green wants to feel more ALIVE.

So, the city and Western have teamed up to create a regional stewardship program for the ALIVE (A Local Information and Volunteer Exchange) Center.

The program will help the center budget its money and connect the Bowling Green community with Western to help solve regional needs.

Located in the WKU ALIVE Center for Community Parterships, formally known as the ALIVE Center, the stewardship is funded through a $200,000 award from state legislature.

The Kentucky Council on Post-Secondary Education and the General Assembly were major supporters of the decision to fund the center.

The center serves 27 counties in central Kentucky.

It's the first program in the nation in which state funding has been set aside for extensive regional planning.

ALIVE Center Director Katrina Phelps said CPE thinks the program will help form a healthy relationship between Western and the community.

"Our center builds on the premise that partnerships are the foundation for solving regional needs," she said. "To determine what goals need to be set, we need to listen to the ideas, knowledge and expertise of the people that live in our region to figure out what must be done in order to best meet their needs."

The center is offering informational forums throughout central Kentucky for all regional leaders to determine what goals need to be set to better meet regional needs.

A regional advising committee will then be established to discuss regional priorities. A public campaign to determine how people can participate in the program will also be started.

Dennis George, assistant vice president for academic affairs, said Western officials are

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excited and grateful.

"The center really is all about partnerships," George said. "We will address serious problems in the community, for we are not just working for the community, we are working with them."

Reach Alexandra Booze at alexandra.booze@wku.edu.

APPENDIX E

Existing Needs Assessment Summary

The following is a summary of some of the existing county-level needs assessments collected during WKU's Regional Stewardship Initiative process. These assessments have been gathered from a variety of sources including:

United Way of the Ohio Valley
United Way of Pennyrile
United Way of Southern Kentucky
Audubon Area Services
Community Action of Southern Kentucky
Community Action of Central Kentucky
Pennyrile Allied Services
Lake Cumberland Community Action
Green River Regional Educational Cooperative
Commonwealth of Kentucky Statistic Database
Kentucky State Data Center

The following pages include a summary of documented needs presented alphabetically by county, as well as a listing of the top five needs for the region based on these existing assessments.

County-Level Needs

ADAIR COUNTY

1.   Jobs that pay a living wage
2.   Affordable housing
3.   Emergency assistance
4.   Assistance with health concerns
5.   Youth programs

ALLEN COUNTY

Community Action
1.   Higher paying jobs
2.   More jobs
3.   Teen pregnancy programs
4.   Medical health assistance programs
5.   Affordable housing for the elderly

United Way (community residents)

1. Unemployment or underemployment
2. Illiteracy, not being able to read
3. Affordable medical care
4. Drug abuse
5. Public transportation

BARREN COUNTY

Community Action
1. Higher paying jobs
2. More jobs with benefits
3. More jobs
4. Teen pregnancy prevention programs
5. Free and/or reduced prescription programs

United Way
1. Drug abuse
2. Alcoholism
3. Affordable medical care
4. Domestic violence directed at adults
5. Domestic violence directed at children

BRECKINRIDGE COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

BUTLER COUNTY

1. More jobs
2. Higher paying jobs
3. More jobs with benefits
4. Safe and affordable housing
5. Drug/alcohol awareness, prevention and treatment programs

CLINTON COUNTY

1. Jobs that pay a living wage
2. Affordable housing

3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

CUMBERLAND COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

DAVIESS COUNTY

Audubon
1. Employment
2. Education
3. Emergency needs
4. Housing
5. Self-sufficiency

United Way
1. Alcohol and drug programs
2. Youth development programs
3. Sex education teens
4. Dental care
5. Medical care

EDMONSON COUNTY

1. More jobs
2. More jobs with benefits
3. Higher paying jobs
4. Medical health assistance programs
5. Drug/alcohol awareness, prevention and treatment programs

GRAYSON COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs

5. Youth programs, teen pregnancy prevention programs

GREEN COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

HANCOCK COUNTY

Audubon
1. Employment
2. Housing
3. Education
4. Emergency needs
5. Self-sufficiency

United Way
1. Alcohol and drug programs
2. Youth development programs
3. Sex education teens
4. Dental care
5. Medical care

HARDIN COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

HART COUNTY

1. Higher paying jobs
2. More jobs with benefits
3. More jobs
4. Safe and affordable housing
5. Medical health assistance programs

LARUE COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

LOGAN COUNTY

Community Action
1. Higher paying jobs
2. More jobs with benefits
3. Job training
4. Support and counseling to continue education
5. Rental assistance housing programs

United Way (community residents)
1. Drug abuse
2. Affordable medical care
3. Unemployment or underemployment
4. Illiteracy, not being able to read
5. Child neglect

MCLEAN COUNTY

Audubon
1. Employment
2. Emergency needs
3. Housing
4. Education
5. Health

United Way
1. Alcohol and drug programs
2. Youth development
3. Sex education teens
4. Dental care
5. Medical care

MEADE COUNTY

1. Free/reduced prescriptions programs
2. Safe/affordable housing
3. Homeless services/shelters
4. Higher paying jobs, more jobs with benefits, more jobs
5. Youth programs, teen pregnancy prevention programs

METCALFE COUNTY

1. Higher paying jobs
2. More jobs with benefits
3. More jobs
4. Teen pregnancy prevention programs
5. More affordable housing for the elderly

MONROE COUNTY

1. More jobs
2. Higher paying jobs
3. More jobs with benefits
4. Financial assistance to continue education
5. Safer community

MUHLENBERG COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

OHIO COUNTY

Audubon
1. Employment
2. Housing
3. Education
4. Emergency needs
5. Health

United Way
1. Alcohol and drug programs
2. Youth development programs

3. Sex education teens
4. Dental care
5. Medical care

RUSSELL COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

SIMPSON COUNTY

Community Action
1. Free and/or reduced prescription programs
2. Higher paying jobs
3. More jobs with benefits
4. Safe and affordable housing
5. Teen pregnancy prevention programs

United Way
1. Drug abuse
2. Affordable medical care
3. Teenage pregnancy
4. Recreational facilities
5. Juvenile crime

TAYLOR COUNTY

1. Jobs that pay a living wage
2. Affordable housing
3. Emergency assistance
4. Assistance with health concerns
5. Youth programs

TODD COUNTY

Neighborhood Issues
1. Shortage of recreational facilities
2. Drug abuse
3. Lack of affordable medical care

4. Shortage of affordable housing
5. Alcoholism

Neighborhood Problems
1. Lack of affordable medical care
2. Shortage of affordable housing
3. Shortage of recreational facilities
4. Lack of affordable legal services
5. Shortage of affordable child care

WARREN COUNTY

Community Action
1. Free and/or reduced prescription programs
2. Higher paying jobs
3. More jobs with benefits
4. Safe and affordable housing
5. Financial assistance to continue education

United Way (community residents)
1. Affordable medical care
2. Child abuse
3. Drug abuse
4. Domestic violence directed at adults
5. Poverty

APPENDIX F

Regional Forum Participant Summary

A key part of the stewardship process included the convening of regional forums held at five strategic locations throughout the region. The goal of these forums, or "listening sessions," was to gather important information from local leaders regarding needs specific to their area of Kentucky. The following strategic areas and rankings were determined by the forum participants.

Owensboro	
Strategic Area	**Ranking**
Education	1
Healthcare	2
Transportation	3
Economic Development	4
Employment	5
Community Perception	
Quality of Life	
Environmental Concerns	

Glasgow	
Strategic Area	**Ranking**
Education	1
Transportation	2
Healthcare	3
Housing	4
Youth Development	5
Technology	
Economic Development	
Infrastructure	
Recreation	

Bowling Green	
Strategic Area	**Ranking**
Healthcare	1
Education	2
Transportation	3
Public/Social Services	4
Aging Society	5
Economic Development	
Youth Services	
Housing	
Employment	
Substance Abuse	
Environmental Concerns	
Community Development	
Recreation	

Campbellsville	
Strategic Area	**Ranking**
Transportation	1
Education	2
Community Development	3
Healthcare	4
Employment	5
Substance Abuse	
Housing	
Recreation	
Economic Development	
Quality of Life	
Law Enforcement	
Tourism	

Elizabethtown	
Strategic Area	**Ranking**
Education	1
Economic Development	2
Transportation/Infrastructure	3
Healthcare	4
Youth	5
Technology	
Childcare	
Housing	
Recreation	
Environmental Concerns	

Region-wide Ranking	
Strategic Area	**Ranking**
Education	1
Transportation/Infrastructure	2
Healthcare	3
Economic Development	4
Employment	5
Youth Development	5

APPENDIX G

Regional Forum Data Analysis*

*To view the complete document in detail, contact Paul Markham at
paul.markham@wku.edu

The following summary is based on an analysis of the individual needs submitted by the participants of the regional forums. From the 745 total data samples there were 50 need categories identified.

IDENTIFIED NEEDS CATEGORIES

Afterschool Programming
Art
Bike/Pedestrian
Buildings
Business
Children
Churches
Community Education
Community-Sustained Agriculture
Cultural Diversity
Early Childhood Education
Elderly
Elementary Education
Employment
Environment
Financial
Graduation Rate
Healthcare Coverage
Healthcare Research
Higher Education
Housing
Immigration
Industry
Infrastructure
Local Government
Medical Professionals
Mental Health/Disability
Neighborhood Development
Neighborhood Safety
Nontraditional Students
Nutrition
Opportunity for Higher Education
Physical Disability

Physical Fitness
Prenatal Healthcare
Prescription Medication
Preventive Healthcare
Public Transportation
Recreation
Roads
Secondary Education
Sexual Abuse
Social Services
Substance Abuse
Technology
Tourism
Utilities
Vocational Education
Volunteerism
Youth

STRATEGIC AREA PRIORITY LIST

1.   Nurturing Communities
2.   Education
3.   Healthcare
4.   Economic Development

APPENDIX H

Dear <Name>,

Western Kentucky University has a long-standing commitment to addressing a variety of needs throughout our region. In an effort to expand our level of outreach and engagement, WKU has become a key participant in Kentucky's Regional Stewardship Program.

The Regional Stewardship Program is a new initiative through which WKU will coordinate a broad range of efforts across the 27 counties in our primary service region. The initiative seeks to promote regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through collaborative university and community partnerships. Its purpose is to link the resources and knowledge of the university to the needs and challenges of our region.

During the month of September, five forums were held at different locations throughout the region. The input that we received during these "listening sessions" has allowed us to move forward with this exciting stewardship initiative. You are receiving this letter because you have either requested or been nominated to serve as a member of the WKU Regional Stewardship Advisory Council (RSAC).

As promised we have compiled a summary document highlighting the progress of the regional stewardship process. If you accept this invitation to serve as a member of the RSAC, this document, which contains the detailed findings from the regional forums as well as a list of current WKU resources directed toward addressing the identified needs, will be mailed to you in due course.

The role of the RSAC is to: (1) approve a prioritized list of strategic need areas, (2) approve a strategic plan to address these areas through collaborative campus/community partnerships, and (3) serve as an advisory council regarding the implementation of the strategic plan.

There are two scheduled meetings of WKU's Regional Stewardship Advisory Council – Tuesday, January 8 and Thursday, January 31. Both meetings will convene between 10am and 2pm at the Carol Knicely Conference Center in Bowling Green.

Please RSVP by January 4 by letting us know whether you accept or decline this invitation to serve as a member of the Advisory Council. Responses should be directed to Paul Markham at 270.782.0966 or paul.markham@wku.edu.

Thank you again for your interest in the WKU Regional Stewardship Advisory Council and for your efforts toward improving the quality of life throughout our region.

Dr. Gary Ransdell
Western Kentucky University

APPENDIX I

Western Kentucky University
Regional Stewardship Advisory Council

Name	TITLE	AFFILIATION
Nick Brake	President	Greater Owensboro Economic Development Corp.
Tom Davenport	Dean of Workforce Development and Continuing Education	Elizabethtown Community and Technical College
Stacy Edds-Ellis	Director of Admission-Discover College & Extended Campus	Owensboro Community & Technical College
Sheila Enyart	Mayor	City of Radcliff
James Flynn	Superintendent	Simpson County School System
Karen Foley	Neighborhood Action Coordinator	City of Bowling Green
Arthur Green	Judge Executive	Todd County Fiscal Court
Renae Harrison	Coordinator of Adult and Community Education	Hardin County Schools
Debbie Livingston	City Executive	BB&T
Tonya Matthews	Vice President of Chamber Operations	Bowling Green Area Chamber of Commerce
Linda McCray	Executive Director/Member	Bowling Green Human Rights Commission/NAACP
Crissy Rowland	Director of Health Information	Barren River District Health Dept.
M Douglas Smith	Secretary	Audubon Area Community Services Council
Diane Sprowl	Regional Coordinator	South Central Kentucky Get Fit
Carol Sullivan	Director - Technology Training Center	Campbellsville University

APPENDIX J

Western Kentucky University Regional Stewardship Advisory Council Meeting Agenda

Date: Tuesday – January 8, 2008

Time: 10am – 2pm

Location: Carroll Knicely Center – Bowling Green

Schedule:

10:00am   Agenda and purpose

                    Dr. Barbara Burch

                    Dr. Gary Ransdell

                    Introduction of RSAC members

10:45am   The Regional Stewardship Initiative process

                    Dr. Paul Markham

                    Dr. Barabara Burch

11:45am   Break for lunch and informal discussion

1:00pm   Considerations of priority initiatives and consensus building
               Election of chair and steering group

                    Dr. Dennis George

                    Dr. Doug McElroy

                    Dr. Paul Markham

2:00pm   Adjourn

To provide continuing feedback regarding the Stewardship Initiative contact:

Paul Markham WKU ALIVE CCP 1818 31W ByPass Bowling Green, KY 270.782.0966 paul.markham@wku.edu	Leah Ashwill WKU ALIVE CCP 1818 31W ByPass Bowling Green, KY 270.782.0812 leah@alivebg.org

APPENDIX K

**Western Kentucky University Regional Stewardship Advisory Council
Meeting Agenda**

Date: Thursday – January 31, 2008

Time: 10am – 2pm

Location: Carroll Knicely Center – Bowling Green

Schedule:

10:00am   Introductions and updates

               Barbara Burch, Doug McElroy, Dennis George, Paul Markham

10:30am   Proposal presentations

               Lisa Durham, Rick Horn, Jim Berger, Paul Markham, Leah
               Ashwill, Dennis George

Noon   Break for lunch and informal discussion

1:00pm   Further discussion of proposals
                Election of chair and steering group

               Dennis George, Doug McElroy, Paul Markham

2:00pm   Adjourn

To provide continuing feedback regarding the Stewardship Initiative contact:

Paul Markham	Leah Ashwill
WKU ALIVE CCP	WKU ALIVE CCP
1818 31W ByPass	1818 31W ByPass
Bowling Green, KY	Bowling Green, KY
270.782.0966	270.782.0812
paul.markham@wku.edu	leah.ashwill@wku.edu

APPENDIX L

RSAC Steering Committee

Name	TITLE
Arthur Green	Judge Executive
Renae Harrison	Coordinator of Adult and Community Education
Crissy Rowland	Director of Health Information
M Douglas Smith	Secretary
Diane Sprowl	Regional Coordinator
Chair	**TITLE**
Arthur Green	Todd County Judge Executive

April 16, 2008

Kentucky Council on Postsecondary Education
c/o Ms. Melissa Bell
Senior Associate
Academic Affairs
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

Dear Melissa:

We are submitting this cover letter to the CPE as evidence of our agreement on and support of the attached WKU Regional Grant Proposal. Under the guidance of WKU's Regional Stewardship Advisory Council (RSAC), university personnel created the Phase II Proposal with the intention of applying $300,000 of regional grant money toward meeting a variety of needs throughout WKU's 27-county service region.

We understand that $75,000 will be used to support the WKU Institute for Rural Health Development and Research in order to provide a Nurse Practitioner for the Institute's Mobile Health and Wellness Unit. In addition, we agree that $110,000 shall be used to secure two full-time Adult Learner Counselors. These counselors will be responsible for meeting the diverse needs of WKU adult learners throughout our region. Finally, we understand that $115,000 will be used to establish Engaged Department Grants that will provide academic departments the opportunity and incentive to engage regional stewardship work at a more rigorous level.

As representatives of Western Kentucky University and the WKU Regional Stewardship Advisory Council, we express our support of this proposal and look forward to continued collaboration as we seek to be good stewards of our region.

Sincerely,

Arthur Green

Chair, WKU RSAC
Judge-Executive
Todd County Fiscal Courthouse
Elkton, KY 42220

Gary A. Ransdell

President
Western Kentucky University
1906 College Heights Blvd. #11001
Bowling Green, KY 42101-1001

GAR:ab

Attachments

The Spirit Makes the Master
Western Kentucky University | 1906 College Heights Blvd. #11001 | Bowling Green, KY 42101-1001
phone: 270.745.4346 | fax: 270.745.4492 | web: www.wku.edu
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Morehead State University

BUSINESS ECONOMIC DEVELOPMENT

EDUCATION

Center for Regional Engagement

HEALTH

COMMUNITY BUILDING
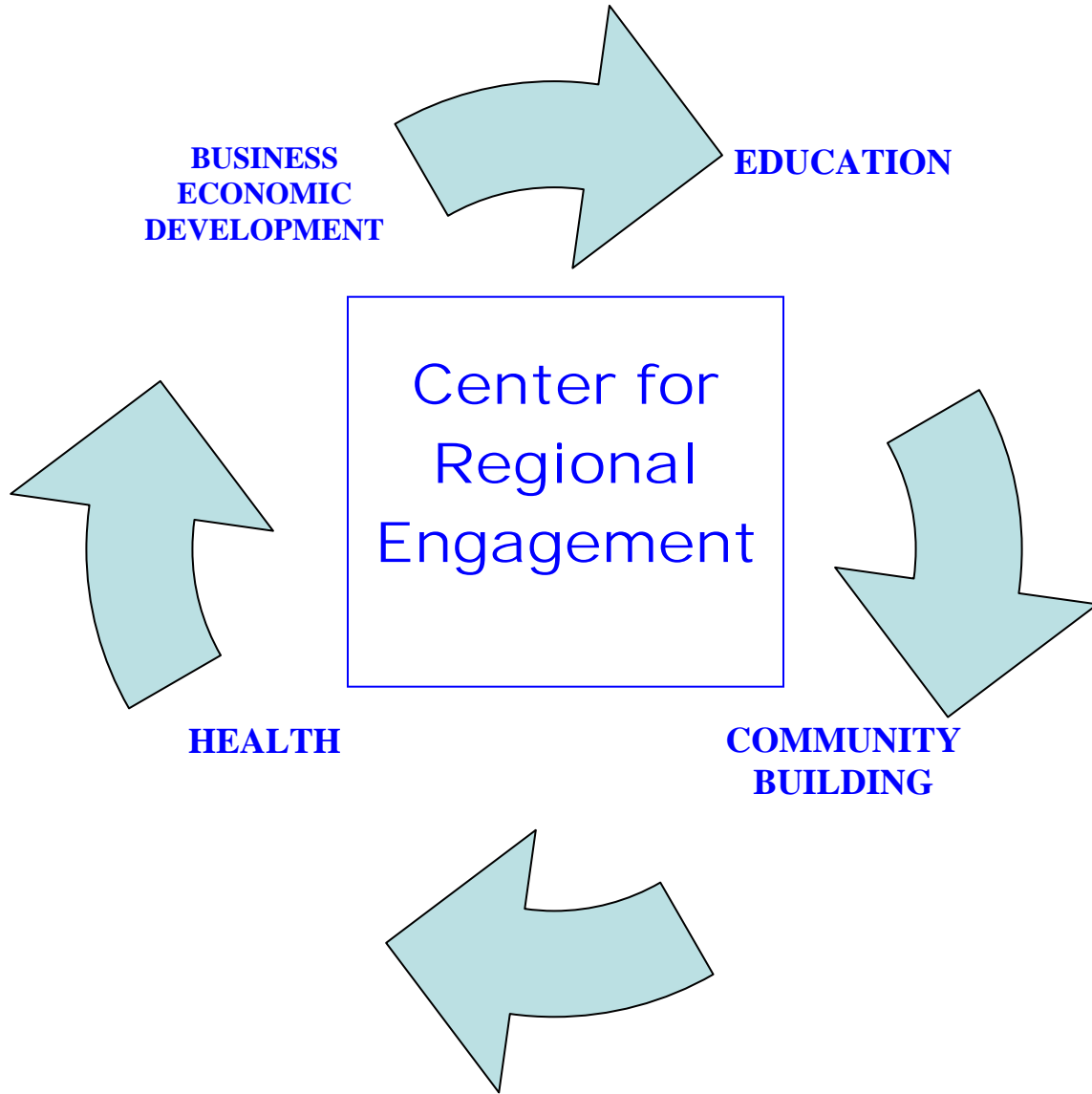
PHASE 2 FUNDING REQUEST

Morehead State University

Center for Regional Engagement

Phase 2 Funding Request

Phase 2 funding will help support initiatives in four areas of emphasis (Education; Economic Development/Entrepreneurship; Health; and Community Building). **These four areas were overwhelmingly brought up as areas of need by the citizens of the region through the community forums hosted by the Center for Regional Engagement throughout MoSU's service region**. The Regional Advisory Committee and MoSU have embraced these four areas of challenges and needs, and the following Phase 2 proposal brings together community and university strengths and resources to help address needs, challenges and opportunities for success in these areas.

Our Regional Advisory Committee, community partners, and MoSU personnel have worked hard to bring together a unique opportunity to increase and expand existing partnerships, as well as seek out new ones that will help enhance our region for the betterment of all concerned. The Regional Advisory Committee's member list and a letter of approval for the following Phase 2 proposal are attached as appendix A; a review of how MoSU met the terms of the Regional Stewardship Fund Agreement between the Council on Postsecondary Education and Morehead State University is attached as Appendix B; and Appendix C is MoSU's Planning for Greatness, MoSU's "business plan" which also reflects MoSU's commitment not only to excellence and growth of MoSU, but to the region which it serves.

Roadmap to the Future

The regional strategic plan, Roadmap to the Future, devised from feedback and discussion from community forums, the Advisory Board and MoSU personnel, offers a great opportunity for real and beneficial partnerships as it unites many aspects of the region's strategic plan and the university's strategic plan so that they work together to benefit the region.

MoSU's strategic plan, Aspire to Greatness, was developed as an institution-leading document for Morehead State University through the year 2010.

It will serve as a foundation for prioritizing actions and allocating resources to achieve the six major goals and other intended outcomes.

The goals, supporting objectives, and key measures of performance identified in the plan will help guide us toward achieving our shared vision of becoming the best public regional university in the South. Pursuing that goal will be concurrent with sustaining the Commonwealth's Public Agenda for Postsecondary Education.

Collective and individual participation in the planning process by members of our Board of Regents, faculty, administration, staff, students, alumni and other friends of the University have resulted in this strategic document. That collaboration is reflective of both the historic strength and promising future of Morehead State University.

Mission, Vision & Values

Vision Statement
We aspire to be the best public regional university in the South.

Mission Statement
We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, **community engagement** and life-long learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky.

Values
We strive to exemplify these core values:

> PEOPLE come first and are encouraged to achieve their full potential;
> Commitment to SCHOLARSHIP, LEARNING and SERVICE is embraced;
> EXCELLENCE is achieved through TEAMWORK, LEADERSHIP, INNOVATION and ACCOUNTABILITY;
> DIVERSITY of people and thought is respected;
> **PARTNERSHIPS are built on honesty, integrity and trust**

Strategic Goals

Academic Excellence
How will MSU develop, deliver, and maintain superior academic programs?

Student Success
How will support services fulfill student academic and co-curricular needs?

Productive Partnerships
How will we utilize partnerships to benefit the people, communities and economy within the MSU service region?

Improved Infrastructure
How will we effectively manage human, capital and fiscal resources?

Resource Enhancement
How will we maximize public and private revenue opportunities?

Enrollment and Retention
How will we reach optimal student enrollment and retention goals?

The Phase 2 funding request proposal is composed of targeted and focused strategies to incorporate plans, strategies and partners that are part of the Regional Strategic Plan. Some are being pursued with existing or other resources and are therefore not a part of this proposal. For instance, creating easier access and more visibility between the region and the university was initiated with inaugural infrastructure funding with the creation of the Center for Regional Engagement, conducting regional forums, and creation of the Advisory Committee among other initiatives. Other strategies and plans, such as pursing other funding sources for education and health initiatives, is ongoing through such actions as pursing grants. We have just learned that two community action grants have just been funded. One of these grants is a nearly $500,000 HHS rural health grant, and the other is a $10,000,000 dollar GEAR UP grant that will have a critical impact on six partnering counties in the region. Other initiatives include items such as strengthening existing partnerships with community members as well as creating new ones; funding faculty Engagement grants that require community partners and addressing community led concerns and needs; and strengthening the institutionalization of engagement at MoSU.

Today, Morehead State University's Center for Regional Engagement (CRE) serves as a primary entrance point to the University for individuals and/or organizations seeking to access the public services and outreach programs of the institution. Identified as a critical need by the community and addressed in the Regional Strategic Plan, CRE is responsible for coordinating all of the University's regional engagement activities which enhance the quality of life in east Kentucky and the Commonwealth of Kentucky through assistance to P-12 schools, business and industry, community-based non-profit organizations, and local government. The essence of our definition of regional engagement is that we take responsibility for passing on a better place to our children. At the Center for Regional Engagement we have embraced the four areas of need that continually came up during Regional Community Forums. Those four areas of most concern were:

- **Education**

- **Economic Development/Entrepreneurship**

- **Health**

- **Community Building**.

The following targeted and focused initiatives address some of the plans and strategies that are outlined in the Regional Strategic Plan Roadmap to the Future. Progress reports and evaluation feedback on the initiatives will be reviewed by the Regional Advisory Committee so that an assessment can be made about future initiatives and how best to implement regional needs and challenges.

EDUCATION

It is not surprising that Education and Educational excellence were key issues continually brought up during forums. It is also not surprising that the communities should look towards MoSU for assistance in these areas. Since its inception in 1887, Morehead State University has been a committed and integral partner with the region's people and communities it serves. The College of Education's (CoE) conceptual framework ties regional engagement to all facets of its work and has made a public commitment to collaboration and partnerships to the region. Our location and history require that our programs integrate the research, literature and experience of Appalachia, and the conceptual framework publicly states that "As we learn more about the history of this region, we recognize that we have much to learn from the residents of Appalachia, and our educator preparation programs will be enhanced as we incorporate regional stewardship into our knowledge base."

21st Century School Improvement Project. The College of Education's 21st Century School Improvement project will support regional school improvement through a comprehensive, multi-year partnership program focused on embedded professional development for teachers for school improvement, 21st century skills, project-based learning, and the integration of digital media. This proposal requests partial funding for the first year of a multi-year partnership with the Martin County School District. Martin County School District is in a multiple "Tier" status regarding "No Child Left Behind" at

the federal level and state accountability measures and has agreed to be a partner with MoSU to address school improvement with the end goal of increasing student achievement in all Martin County schools. We expect that this school improvement model will provide intensive needs sensing, coaching, and capacity building that will result in Martin County achieving Academic Yearly Progress and will eliminate their tier status and its NCLB consequences.

A CoE faculty member has provided instructional support to Martin County's middle school teachers in the area of literacy this past year and the students have made great progress in their literacy achievement. We propose to extend this partnership to all levels (elementary through high school) and to multiple areas of concentration (literacy, mathematics, special education, technology), using the professional development coaching model that has proven successful for improving literacy instruction (i.e. Kentucky Reading Project, the National Writing Project, Literacy Academies, MoSU Improving Educator Quality Grant). This project will include work with 40 teachers (25 elementary teachers and 15 middle school/high school teachers, including special education teachers at each level). School leaders at each school level will also participate).

We propose to pilot a school improvement model that includes forming a MoSU/School District Team to 1) conduct a comprehensive needs assessment (data collection and analysis; SWOT, reporting); 2) develop and implement a customized action plan (workshops, job embedded professional development, web-based learning community, assessment); and 3) build capacity (coaching). With the completion of this one-year pilot, the model will be available for duplication with customization for school districts within the MoSU service region.

Digital Repository Challenge Proposal.   A current regional engagement project includes the development of MoSU's 21st Century Skill's Center Digital Repository in an economic development partnership with the Dataseam Initiative. Through this electronic portal, electronic communication tools such as wikis, blogs, and i-Chat are available to P-20 educators in eastern Kentucky. This repository of P-20 teacher and student-made learning objects will link to CPE's KY Learning Depot project. Morehead State University's College of Education is looking for examples by innovative teachers who use project-based learning to engage and challenge P-12 students, integrate curricular areas, promote higher-order thinking skills, extend technical skills, and connect with their community. An expert panel will review submitted project-based learning examples for selection to be included in the 21st Century Skills Center digital repository.

Prizes will be awarded to the teacher/schools with the top three projects selected for honorable mention: $3,000 for 1st place, $2,000 for 2nd place, and $1,000 for 3rd place. Project proposals will be judged on degree of student engagement in the development of the project ideas, connection to state and national curriculum standards, promotion of higher-order thinking skills, use of technology, connection to needs of the local community, and project evaluation. All entries will be considered for inclusion in the

MoSU 21st Century Skills Center web-based digital repository and will be available for use by teachers anywhere.

Dr. Edna Schack, Professor of Education,
Teaches Math at Rodburn Elementary,
in Morehead, Kentucky.

Community/Campus partners will include:

- Local Schools
- MoSU College of Education
- MoSU Caudill College of Humanities
- Kentucky Department of Education
- Dataseam Initiative
- KY Learning Deport/CPE

Measurable Outcomes include:

- Trainings and workshops on mentoring/skills building in literacy, mathematics, special education, technology

- With partners, the College of Education will pilot a school improvement model that includes forming a MoSU/School District Team to: 1) conduct a comprehensive needs assessment (data collection and analysis; SWOT, reporting); 2) develop and implement a customized action plan (workshops, job embedded professional development, web-based community, assessment); and 3) build capacity (coaching). With the completion of this one-year pilot, the model will be available for duplication with customization for school districts within the MoSU service region.

- Hold a competition to encourage project based learning skills and competitions (region wide)

- An expert panel will review submitted project-based learning examples for selection to be included in the 21st Century Skills Center digital repository

- A CoE faculty member has provided instructional support to Martin County's middle school teachers in the area of literacy this past year and the students have made great progress in their literacy achievement. We propose to extend this partnership to all levels (elementary through high school) and to multiple areas of concentration (literacy, mathematics, special education, technology), using the professional development coaching model that has proven successful for improving literacy instruction (i.e. Kentucky Reading Project, the National Writing Project, Literacy Academies, MoSU Improving Educator Quality Grant). This project will include work with 40 teachers (25 elementary teachers and 15 middle school/high school teachers, including special education teachers at each level). School leaders at each school level will also participate).

- Hold trainings/workshops to address drop-out problem in the region and hold workshops/trainings discussing strategies and best practices

- Seek additional resources and funding from state and federal agencies

Economic Development/Entrepreneurship

Job growth, skills, and economic development in general were, unsurprisingly, items often discussed and brought up by community participants and board members. Morehead State University understands and appreciates the unique role and opportunities it offers in the area of economic development for its service region. Not only does it serve as an economic engine in its own right, but it offers even further reaching potential with its partnerships and educational outreach missions. The Area Innovation Center was opened in May 2004 to address the shortcoming in the region's technology and innovation-based business sector. Since that time the Center has assisted its clients raise more than $250,000 in developing their new enterprises. In addition to helping its clients access critical financing, the IC has also helped identify patent attorneys, prepare and evaluate business plans, identify potential partners, comply with governmental regulations, and develop web sites.

The Center has worked to create an Information Technology cluster in the Morgan County/Morehead area. More recently, the Innovation Center has developed a partnership

with the Morehead State University Space Science Center http://ssc.moreheadstate.edu/ to identify and assist companies wishing to commercialize technologies in the following fields: homeland security, defense, aviation, satellite technology, radio frequency technology, and mine safety identification devices.

A position associated with the Small Business Development Center will have as part of its expectations to facilitate College of Business faculty, staff, and student interaction with area schools in entrepreneurship and business trainings and workshops, FBLA groups, and local businesses and chambers to help ensure that we are cultivating a new generation of Eastern Kentucky Entrepreneurs.

Monies to fund a position have already been allocated from initial infrastructure money to the support of a SBDC position for West Liberty. This person will be expected to work closely with the West Liberty community to provide trainings/entrepreneurship for area businesses. In addition, this SBDC employee will help facilitate entrepreneurship education throughout the local school systems and will seek collaborative opportunities with The Center for Rural Development, MoSU's 21st Century Education Enterprise, etc.

Operating monies will be included to provide support for training materials, travel for speakers, etc. that will be needed for the school workshops. These trainings will include job opportunities, requirements, and the value of staying drug free, and the increased demand that the workforce is placing on drug testing and being drug free,

Morehead State University's Regional Enterprise Center is located in West Liberty

Community/Campus Partners will include:

- The Center for Rural Development--Entrepreneurial Leadership Institute
- MoSU Small Business Development Center
- MoSU College of Business
- Caudill College of Humanities
- MoSU College of Education
- MoSU 21st Century Education Enterprise
- Dataseam Initiative
- Kentucky Chamber of Commerce
- National Foundation for Teaching Entrepreneurship
- Kentucky League of Cities

- Kentucky Highlands Investment Corporation
- Local Schools
- Local Banks
- Local Businesses
- The Kentucky Entrepreneurial Coaches Institute
- Kentucky Science and Technology Corporation
- Gateway Area Development District
- Mountain Association of Community and Economic Development (MACED)
- Regional Technology and Innovation Center, Inc.
- MoSU Innovation Center at West Liberty
- MoSU Regional Enterprise Center at West Liberty
- MoSU Center for Folk Art [NOTE: See tourist idea immediately below]

Measurable Outcomes include:

- Creation of a Tourism/Agri-Tourism program that would work to create a cluster of culture/heritage/agriculture tourist businesses around the MoSU Service region. Such a program would build on the successes of numerous businesses and non-profits in the region.

- Formalized effort to identify specific industry clusters, such as IT or Mining Technology, to grow within the MoSU service region. Such a cluster would tap University expertise, economic development professionals and area businesses to grow the economy.

- Creation of a nationally recognized Youth Entrepreneurship program for high school students.

- Trainings and workshops presented in classrooms and during summers at the MoSU Regional Enterprise Center.

- Packets and trainings developed for use by teachers

- Guest speakers to talk to students to encourage their belief and ability that they can be a Kentucky Entrepreneur

- Positive reinforcement messages about the value of staying in school and staying drug free via economic and career incentives

- Seek additional resources and funding from state and federal agencies

Ezel Elementary students participating in ConnectingKids at the Regional Enterprise Center in West Liberty

Health

A recent study by the Kentucky Institute of Medicine (The Health of Kentucky A County Assessment http://www.kyiom.org/healthy2007a.pdf) found that many of the counties in MoSU's service region are ranked in the bottom 1/3 category of overall health. Only Rowan County, where St. Claire Regional Medical Center is located, ranked in the top 25. Our Health Initiative will enhance an existing project located in Martin County, which is serving as an initial test base in developing a viable and replicable method for working with various communities for similar projects.

Recognizing that many other institutions and agencies have important roles in community health and wellness, Morehead State University invited the Center for Excellence in Rural Health, the University of Kentucky, the University of Louisville, the Center for Rural Development, Kentucky Educational Television, the Kentucky Department for Public Health, and a variety of other stakeholders to join this new partnership and work together to develop and implement a wide-reaching effort without duplicating existing programs or creating more public bureaucracy. The key partners have all committed to making the health initiative in Martin County a model for other Kentucky rural counties to be able to follow.

This activity will allow us to enhance the existing project, incorporating such things as health screenings, health education, classroom participation and trainings.

To help reinforce the positive messages related to health and to enhance adoption of recommended habits, including everything from nutritious eating and exercising to avoiding drug use, the Caudill College of Humanities and the College of Education will be intimately involved in a variety of presentation styles.

The **Department of Nursing** is heavily involved with the Martin County project and will expand this role. The pilot work done here will be utilized to help with similar educational and outreach initiatives across the region. Some of the proposed and hoped for interaction will include:

Martin County Middle Schoolers on the Move
This project is a partnership between Martin County Middle School and volunteers from the people of Martin County and university partners. The purpose of this project centers around advancing health promotion within the middle school population of Martin County emphasizing the health promotion practice of including activity in the students' every day lives. Benefits of activity are well-known and combat a sedentary lifestyle that leads to obesity and other potential health problems. The assessment included measuring their resting health indicators such as blood pressure and pulse, as well as measuring their fitness through various fitness assessments. Each student was issued a pedometer and will enter a "steps" program for the entire academic year.

The Department of Nursing had significant involvement in the project with over 40 volunteers in students and faculty from our department. Involvement included

measurement of height, weight, blood pressure, pulse and involvement in each activity level of the overall assessment of the middle school children. Abnormal findings in blood pressure were identified and communicated to community health care providers along with the intended health assessment data collection.

Engaging Students and Families in Health Lifestyles
Stuffee is a large "doll" educational tool that teaches children about nutrition, digestion, respiration, fitness and other wellness topics. The goal of the service learning activity is to engage nursing students with children in K-4 regarding age appropriate curricula to introduce and explain the importance of heart, lungs, stomach, and how to keep each organ healthy. Children in the service region would be the targeted audience for this service learning activity.

Engaging Students with Health Promotion of Elementary School Children
Nursing students will provide height, weight, vision and hearing screening to children in the elementary school setting to identify students with potential nutritional problems, vision and hearing deficits all under the supervision of faculty/clinical instructors. Early identification and intervention for at risk children may prevent interruption in learning. Ultimately the project partners with school nurses in the community to promote health and wellness for children in the region.

The **Department of Communication and Theatre** was awarded $1 million by the Lucille Caudill Little Foundation, which was matched by the state's "Bucks for Brains" program to establish an endowment that will enhance the visibility of theater in the region. "The Little Company" students have performed at more than 90 elementary, middle and high schools throughout the region, providing theater workshops and seminars for younger children and inspiring and instructing them about theatrical concepts. MoSU's theater program has also been accredited by the National Association of Schools of Theatre (NAST), and is only the second program in Kentucky with that designation.

The Department of Communication and Theatre will develop and/or perform anti-drug, stay-in-school, and other positive message performances for schools. Other MoSU departments will help with educational outreach/curriculum/guidance in shaping and deliverance of these objectives.

Another expected partner we will be working with is **The Northeast Area Health Education Center (NEAHEC).** The Northeast Area Health Education Center (NEAHEC) strives to enhance access to quality health care by improving the supply and distribution of health care professionals through community and academic educational partnerships.

The Northeast AHEC serves a 17-county region of Northeastern Kentucky. This region, which sits at the foothills of the Appalachian Mountains, is in many ways an underserved

area of the state. Fourteen of our seventeen counties are designated as Appalachian counties, Medically Underserved Areas (MUA) and/or Medically Underserved Populations (MUP). These counties include: Bath, Boyd, Carter, Clark, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason, Menifee, Montgomery, Morgan, Nicholas, Powell, Robertson and Rowan.

The Northeast AHEC facilitates and partners in a variety of community health events, which target community members in all stages of life. Many of these community activities include: coordination of and participation in health screenings, facilitation of speakers and educational booths on a variety of healthcare related topics, and instruction of community CPR courses.

As an ongoing community health education outreach, the Northeast AHEC has partnered with Morehead State Public Radio to provide "Health Matters." The program is broadcast on WMKY at 4:00 P.M. on Saturday evenings.

Community/Campus Partners include:

- MoSU Department of Nursing
- MoSU Department of Health, Physical Education & Sport Sciences
- MoSU 21st Century Education Enterprise
- MoSU Department of Communication and Theatre
- Center for Rural Health Excellence (Hazard)
- University of Kentucky (Lexington)
- University of Louisville (Louisville)
- The Center for Rural Development (Somerset)
- Kentucky Educational Television (Frankfort)
- Kentucky Department of Public Health (Frankfort)
- Roy F. Collier Center (Inez)
- Martin County School Systems (Inez)
- UNITE
- The Northeast Area Health Education Center (NEAHEC)

Measurable Outcomes include:

- Health screenings, in conjunction with Martin County health partners already involved with the obesity project

- Health education talks to school-age learners, increased community awareness

- Drug education materials created for all ages

- Exercise education training and materials for all ages

- Health materials (videos, software, electronic communication tools such as wikis, blogs, i-Chat, etc.) for a variety of venues and learners

- Positive reinforcement messages through various interactive media methods that will be suitable and appropriate to age levels

- Seek additional resources and funding from state and federal agencies

- Have a contact person for the initiative located in the county

- Two existing health professors will be given significant (1/2) release time to oversee the initiative

- At least two community awareness events held in the community center or elsewhere in Martin County to help educate and invigorate participation

President Andrews watches as a student is evaluated.

Community Building

Community Building is an integral and critical part of the puzzle if successful partnerships and sustained growth are to be achieved. To help in this area we will be working not only with traditional partners that have already been noted in our other areas of emphasis, but also through two other MoSU entities: The Leadership Training Center and the Environmental Education Center.

The **Leadership Training Center** will help provide educational training for current leaders in local government and the non-profit sector in east Kentucky. The center is run by existing faculty in the Master of Public Administration program at Morehead State University, together with graduate student assistants and an undergraduate work-study. Successful partnerships in the past include work with the Kentucky League of Cities and Morehead on the NewCities Morehead initiative. The Center has also consulted with other groups and entities on similar initiatives and projects. Other departments and colleges will be consulted and utilized in developing and delivery of outcomes and trainings.

The **Environmental Education Center** has been a solid and faithful promoter of community building in the past, and continues to be a leader in this field. Current projects include an EPA grant which partners the EEC with numerous local, city and state partners. Current and prior work also includes close working relationships with other state and local agencies, local schools and higher education institutions, and both campus and off-campus relationships.

Students in Dr. Lange's class presenting their findings at the State Capitol. Dr. Lange's class helped evaluate the success of the NewCity Morehead Initiative.

Community/Campus Partners include:

- Kentucky League of Cities
- Kentucky Non-Profit Alliance
- Regional school districts and schools
- Kentucky Chamber of Commerce
- Local Chambers of Commerce
- Local non profits
- Local governments
- Kentucky Natural Resources and Environmental Protection Cabinet
- Center for Rural Development-Leadership Programs
- Kentucky Secretary of State office—Civic Education
- University of Kentucky Nonprofit Leadership Initiative

Measurable Outcomes include:

- The Leadership Training Center will develop materials/curriculum for workshops and trainings
- Offer two workshops for current leaders in local government and the non-profit sector.
- Develop and distribute educational materials on leadership and civic engagement
- The EEC will provide help to educators with curriculum development.
- The EEC will provide educational trainings to school groups
- It is hoped that ultimately a physical location allowing a more expansive display and working lab area for local schools and university students to come and learn more about the environment and environmental education will be achieved.
- Seek additional funding for environmental education for region.

Morehead State University students collecting water samples for later analysis at the laboratory.

Budget Overview

Category	Education	Economic Development	Health	Community Building
Personnel Costs	$60,000	$35,000	$70,000	$32,000
Operating Expenses	$30,000	$15,000	$40,000	$18,000
Total	$90,000	$50,000	$110,000	$50,000
				$300,000

Education:

Budget: $90,000. Budget includes personnel costs, travel expenses, and support in terms of instructional and technology-related materials. (A multi-year partnership is estimated at approximately $300,000 with full services available; this proposed budget is for one year and it is expected from talks that Martin County School District will provide some contribution.) Due to the lateness of the initiative, we, like Northern Kentucky University, will utilize funds to help recruit existing faculty and reduce teaching loads of these faculty members with expertise in needed areas. By utilizing existing expertise we are able to not only tap into a deep resource pool that already exists, but this will also help serve to better institutionalize the engagement initiative so that it becomes not simply the endeavor of a few newcomers to the area, but a way of life for the entire university, its mission, and its thinking. We expect to place the equivalent of **2.5 professors at half time release** for intensive work on the initiative.

Economic Development/Entrepreneurship:

Budget : $50,000. Budget includes personnel costs, travel expenses, instructional and technology related materials, speaker and contractual costs, training, workshop and other operating expenses. A full time position has been funded with the initial infrastructure monies, and this added funding will once again, due to the lateness of the initiative, be used to help recruit existing faculty and reduce teaching loads of these faculty members with expertise in needed areas. Thus, **one full time position, and the equivalent of 2 professors at half time release** for intensive work on the initiative will be utilized.

Health:

Budget: $110,000. For this initiative MoSU will hire one full time faculty member, as well as utilize existing faculty, staff and students. The CRE funds will be evenly combined with MoSU funds for the full time faculty member so that ½ time of the new position can be devoted towards the outreach initiative. Two existing health professors will be each be given ½ release time to help with the initiative. Other items will include existing personnel expenses, materials, supplies, travel, curriculum and other programmatic expenses that are expected in this mixed media and broad partnership collaboration. Thus, one new faculty hire will attempt to be made, with half of their time

allocated towards this initiative. But again, due to the lateness of the initiative, if such a hire is impractical or a qualified hire cannot be found, funds will be devoted more intensively to utilizing existing personnel for release time. Thus, **one new position with half time devoted towards the initiative, as well as the equivalent of 2 current professors at half time release** will be utilized for this part of the initiative.

<u>Community Building:</u>

Budget: $50,000. Expenses will include personnel costs, materials, supplies, travel, printing, equipment and other programmatic expenses. The equivalent of **two professors with .25 release** time will be utilized for this initiative, as well as at **least two graduate students**, to help create curriculum and materials and deliver workshops. Future funding will allow for an increase in this area, with a new hire with ½ release time devoted towards this initiative area. Other expenses in this area will cover items mentioned above.

Appendix A

Letter of Approval

Board Member List

April 21, 2008

President Wayne Andrews
Morehead State University
Morehead, Kentucky 40351

President Andrews,

This letter is intended to serve as confirmation of the actions taken by the Center for Regional Engagement Advisory Board. We have reviewed the university's plans for the second round of regional stewardship funding, and we are pleased to say that the board has voted unanimously to support the specific plan outlining the allocation of the $300,000 involved with the Phase 2 process.

We support the plan to focus attention in the four focus areas of Education, Economic Development/Entrepreneurship, Community Building and Health.

We appreciate being made a part of the process of the regional engagement initiative, and are confident that the continued collaborations and partnerships between Morehead State University and its service region will continue to help improve the lives of all eastern Kentuckians.

Sincerely,

Susan Compton
Subcommittee Chair
Education

Larry Foxworthy,
Subcommittee Chair
Community Building

Mark Neff,
Subcommittee Chair
Health

Gail Wright,
Subcommittee Chair
Economic
Development

Center for Regional Engagement

Regional Advisory Board

Members

P-16 Education Subcommittee

Susan Compton, Superintendent
Russell Schools
(Subcommittee Chair)

Marvin Moore, Superintendent
Rowan County Schools

Steve Whitaker, Principal
Johnson Central High School

George Edwards, President
Big Sandy CTC

Health & Wellness Subcommittee

Mark Neff, CEO
St. Claire Regional Medical Center
(Subcommittee Chair)

Jerry Haynes, CEO
Appalachian Regional Hospital

Dr. Cynthia Cole
UK Center of Excellence in Rural Health

Craig Preece, CFO
Booth Energy

Community-Building Subcommittee

Larry Foxworthy, Judge Executive
Fleming County
(Subcommittee Chair)

Judy Roark, Magistrate
Carter Fiscal Court

Cay Lane, Chair
Montgomery Arts Council

David Cartmell, Mayor
City of Maysville

Economic Development Subcommittee

Gail Wright, Director
Gateway ADD
(Subcommittee Chair)

Dr. Keith Gannon, CEO
Boneal, Inc.

Rodney Hitch, Executive Director
Morehead-Rowan Econ. Dev. Council

Jim Purgerson, President
Ashland Alliance, EastPark

Appendix B

MoSU Scope of Work Report 2006/2007

Morehead State University

We are excited and pleased by our partnership with the Council for Postsecondary Education in offering a more structured and institutionalized approach to regional engagement through its Stewardship Initiative. Below are listed the specific points outlined in the MOU between CPE and MoSu, with a brief description of the item. Despite the delay in getting the MOU's underway, we are happy to report that we have been making good progress towards our goals, and we greatly appreciate the support and guidance that CPE has offered us with this rewarding and noble endeavor.

In accordance with the infrastructure plan submitted to and approved by the Council, the University agrees to:

1. Continue to emphasize the priority placed on public engagement in University documents, such as the strategic plan;

- *Aspire to Greatness, MoSu's Strategic Plan 2006-2010 includes "community engagement" within its vision statement. It also states that "...MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky."*

2. Continue to emphasize public engagement in University strategic goals, such as collaborating with new and existing partners to achieve livable communities, innovative economy, social inclusion, and collaborative governance (a component of the Productive Partnerships goal), and encouraging academic innovation through technology to enhance learning, internship programs, field experiences and active learning opportunities, and co-curricular cultural and scholarly activities (a component of the Academic Excellence goal);

- *One of the major goals (Productive Partnerships) in the MoSu 2006-10 Strategic Plan is exclusively directed toward regional partnerships and stewardship activities. Objective three states, "We will develop an infrastructure to support a more coordinated approach to building partnerships specifically focused on regional stewardship."*

3. Continue to demonstrate a commitment to regional cooperation and engagement through administrative unit goals, such as the Office of the Provost goal that each college/department will clearly articulate its role in meeting University's mission in stewardship and will document a designated increase in external engagement activities, including courses with service learning components;

- *New organizational realignment that moved American Democracy Project, Learning Leadership Community, Campus Compact, and Septemberfest under the Center for Regional Engagement will facilitate and strengthen the link between engagement, service learning, and the academic mission of the university.*

4. Continue to require all academic departments to have goals focusing on community engagement, such as the Institute for Regional Analysis and Public Policy goal of connecting University faculty and students in partnerships with citizens, educators,

political leaders, and policymakers to develop action plans that promote sustainable economic development in the region;

- *President Andrews has repeatedly emphasized that "engagement" is a university-wide priority and responsibility." Each of MSU's colleges has been assigned to lead efforts in MoSu's engagement areas: education, economic development, health, and community building.*

5. Continue efforts to articulate and implement an academic performance outcome indicator related to regional stewardship;

- *The Deans' Council and former Provost Moore established an ad hoc committee to explore assessment options for engagement/co-curricular transcripts and other solutions to monitoring and measuring faculty and student engagement.*

6. Continue to communicate the University's commitment to regional stewardship in major policy speeches to the campus community and in electronic media, web-based, and print marketing materials disseminated to community leaders throughout the service region (e.g., the president and provost have communicated to the campus community that regional engagement is a university-wide initiative and that all academic departments are expected to be involved and will be held accountable);

- *At official convocations and in public speaking engagements President Andrews consistently describes the importance and significance of community-university partnerships and collaborations. MoSu's designation as a "community engaged institution" by Carnegie Foundation is an acknowledgement of, and reaffirms, MoSu's commitment to engagement. During the spring semester a "Regional Engagement" website was launched and a special editorial section in the MSU summer 2007 STATEMENT titled, "Stewards of Place" was published.*

7. Develop brochures, news releases, and other publications that will highlight the University's role and activities in public engagement;

- *News releases, web site information, and speeches have all been ongoing. With the completion of MSU's engagement asset inventory and the designation of the regional advisory committee, these activities will further be implemented. There are plans in the works for regular publications, news releases, and brochures.*

8. Develop a Regional Engagement Action Plan based on areas of need identified by a Regional Advisory Committee;

- *A Regional Engagement Action Plan will be developed according to areas of need. The list of potential nominees for the Regional Advisory Committee (RAC) has recently been revised and expanded. Discussions between President Andrews, Provost Hughes and Associate Provost Rudy are scheduled for August with the Board to be named shortly thereafter.*

9. In light of the Regional Engagement Action Plan, review and modify strategic priorities, unit action plans, and resource allocations as necessary prior to June 2007, and reflect these changes in the University's 2007-08 operating budget;

- *To be accomplished after formation of RAC*

10. Where appropriate, continue to dedicate institutional funds, and continue to seek external funding, to support institutional engagement with the region;

- *Institutional funds/time/and external funding opportunities have been used and/or pursued with several projects regarding engagement between the university and its service region. It is expected that as the RAC board and more engagement personnel are in place, this interaction will expand even further.*

11. Establish an expectation that the Center for Regional Engagement will become a focal point for developing and securing extramural support for regional collaborative programs;

- *As stated above, this objective is coming into place as more engagement personnel come on board. But we are trying to be careful that becoming a focal point for this activity does not lead to other partners dismissing obligations and opportunities and simply transferring those to the Center for Regional Engagement. The Center should serve as a focal point, but must be careful not to diminish or reduce strong commitments from other partners in any area of regional engagement.*

12. Through the Center for Regional Engagement, create and fund a $25,000 award pool that provides competitive grant funding for new and recent faculty to initiate regional engagement activities;

- *Planning is underway with MoSu's Office of Research and Sponsored Programs to implement a competitive process for regional engagement research grants for fall 2007.*

.
13. Continue to support applicable community engagement activities with endowment funds, such as the Paul and Lucille Little Endowment that supports the Theatre in the Schools program, and the Appalachian P-16+ Endowment that supports outreach and collaboration with public schools, community organizations, and businesses to enhance P-16 education throughout eastern Kentucky;

- *Ongoing.*

14. Create a formal, dedicated category for regional stewardship

program expenditures in the University's 2007-08 fiscal year operating budget;

- *Accounts have been established for infrastructure funds.*

15. Where appropriate, continue to engage the region through existing venues such as the Institute for Regional Analysis and Public Policy (providing applied research and public service to the service region), College of Business (providing workshops and one-on-one counseling for small business owners through the Small Business Development Center), and American Democracy Project (promotion and coordination of community engagement activities, including service learning);

- *These units and others have continued their engagement activities. Recent new and enhanced partnerships in West Liberty, Ashland, Inez, Mount Sterling, Morehead NewCities and others are but a few of many new initiatives.*

16. Establish a Center for Regional Engagement, within the Institute for Regional Analysis and Public Policy, to expand and coordinate community engagement activities and initiatives throughout the University by June 2008;

- *The Center for Regional Engagement has been added to MoSu's organizational chart and the Center is under development. The initial planning activity, to establish an asset inventory of engagement activity and potential is nearing completion.*

17. Hire or assign staff to support the newly created Center for Regional Engagement in the form of a Director at the Associate Provost level (by May 2007), a Coordinator of Service Learning (by July 2007), a clerical support person, and five faculty/staff with .50 reassigned time to coordinate collaborative regional engagement and outreach, and plan for these positions as part of the 2007-08 budget development process;

- *David Rudy was named as Associate Provost for Regional Engagement on July 1, 2007. Plans for the other personnel are under way and should be completed by fall, 2007.*

18. Establish a Regional Advisory Committee comprised of education, community, business, and political leaders by August 2007 to help identify regional needs and programming priorities for the Center for Regional Engagement and assist in assessing the center's effectiveness;

- *The list of potential nominees for the Regional Advisory Committee (RAC) has recently been revised and expanded. Discussions between President Andrews, Provost Hughes, and Associate Provost Rudy are scheduled for August with the Board to be named shortly thereafter.*

19. Form a steering committee comprised of faculty and staff from the

University and members of the Regional Advisory Committee to address best practices in bringing the resources of both groups to bear on the regional stewardship effort;

- *A list of potential nominees has been developed and will be discussed with President Andrews and Provost Hughes in August with the Board to be named shortly thereafter.*

20. Assign the Associate Provost for Engagement and the Associate Provost for Research to the steering committee;

- *It is expected that after the meeting with President Andrews and Provost Hughes these two will officially be a part of the core group that will be on the steering committee.*

21. Include the Associate Provost for Engagement as a member of the Dean's Council and the President's Council to ensure that campus leaders become engaged and are well informed regarding stewardship activities;

- *Dr. Rudy, the Associate Provost for Engagement, is a member of the Dean's Council and also a part of the President's Council. He has already met with each Dean separately and in a group to discuss engagement opportunities and expectations.*

22. Utilize the Regional Advisory Committee to inform the University's strategic planning process and to publicize and promote data gathering and an understanding of regional needs and opportunities that help shape the strategic plan;

- *It is expected that once the RAC is in place this will occur. Steps to help insure this outcome are already underway.*

23. Initiate internal environmental scanning with a systematic inventory of assets, along with identification of public engagement activities, and compile results into a database so that future opportunities for public engagement can be directed toward the appropriate unit and individual;

- *An internal asset inventory is already underway. It has been designed so that all of the information will be collected into a database format for easier cross referencing and availability.*

24. To assist the Regional Advisory Committee in determining regional issues and priorities, University staff will seek information and input from strategically placed individuals in local/state/federal government, Area Development Districts, and regional economic development organizations, and will review reports and documents produced by others that address regional issues, such as the Appalachian Regional Commission and the Long-Term Policy Research Center.

- *Plans are already in place to help insure that the Regional Advisory Committee will have access to pertinent and useful information to help them determine needs and strategies for helping address those*

needs.

25. Continue to emphasize the importance campus leaders place on community engagement in faculty and staff recruitment materials, such as the University's recent decision (Spring 2007) to alter job announcement templates to include language reflecting interest in hiring professionals with expertise in regional partnerships and public engagement;

- *These efforts continue via news releases, publications, and commitment of MoSu's leadership team to engagement activities.*

26. Continue to provide funding for engagement-related professional development, such as a multi-day conference to assist faculty in the development of courses focused on service learning and community engagement, and reflect increased budget allocations for faculty development in the area of public engagement in the 2007-08 operating budget;

- *We will continue to encourage and provide resources to assist faculty regarding service learning and community engagement. A conference was held in April, 2007, and other conferences, speakers and training are being discussed so that expertise and guidance for faculty in these areas will be readily available.*

27. Develop guidelines that more explicitly define the role of public engagement as a key criterion in faculty performance assessment by June 2007;

- *An ad hoc faculty committee began to explore these issues from the context of a broader examination of tenure and probationary review standards and processes. This process was initiated under the former provost (Moore) and will continue with new Provost Hughes*

28. Continue to provide awards and recognition that encourage public engagement activity for faculty and staff, such as the annual Distinguished Faculty Service Award, Distinguished Staff Service Award, and Excellence in Civic Engagement Awards;

- *We will continue to recognize public engagement activities through awards, news releases, mini-grants and other means so that the importance of this activity is readily apparent and evident to all.*

29. Continue discussions with the Faculty Senate with the objective of revising the University's salary and promotion and tenure systems to provide more comprehensive rewards to faculty for meritorious public engagement activities;

- *An ad hoc faculty committee began to explore these issues from the context of a broader examination of tenure and probationary review standards and processes. This broad-based and long term assessment will be led by Provost Hughes.*

30. Create a Faculty Senate working committee to consider adjustments

of faculty review processes that would reward and encourage regional engagement, and formalize suggestions of that committee in review, tenure, promotion, and merit pay policies by June 2007;

- *Former Provost Moore announced the creation of this committee, and MoSu's new Provost, Dr. Hughes, assumed duties on July 15th, 2007. General faculty review and general education review are high priority items on her agenda.*

31. Continue activities and initiatives that integrate public engagement into the University learning environment, such as increasing the number of programs that incorporate learning outcomes based on student engagement into unit-level goals and annual reports, providing engagement opportunities in areas of research, leadership, internships, and studies abroad, and increasing the number and quality of service learning courses offered;

- *MSU is committed to creating a better environment that helps both the region, the student, and the richness of experience and curriculum offered. Trainings, workshops and public dissemination about service learning opportunities and the creation of the Undergraduate Research Fellow program are some examples of MoSu's efforts and commitments in these areas.*

32. Within the current academic year (i.e., 2006-07), all departments will offer at least one service learning course or a course that incorporates public engagement as a major portion of course activities;

- *All departments offer service learning opportunities for their students.*

33. It is anticipated that the Regional Stewardship Program will provide resources to increase the range and scope of service learning offerings;

- *Grant monies will be made available for the fall 2007 competition. Other resources have been budgeted to support engagement work in each of MoSu's Colleges. The Center will also offer some help and support for other service learning opportunities.*

34. Track specific initiatives and activities associated with regional stewardship across all University units through a newly acquired Weave Online Assessment Management System scheduled for implementation Spring 2007;

- *To be implemented after committee recommendations determined (See #5).*

35. Document the Center for Regional Engagement's strategic plan through the Weave Online system, including detailed mission, goals, objectives, key indicators, and actions that will be implemented to measure quality of life within the region and identify pressing regional problems and opportunities;

- *To be initiated after Regional Engagement Action Plan is formulated*

  36. Continue University involvement in organizations that focus on regional issues and formalize campus/community interactions, such as the "New City: Morehead" organization;

- *In addition to selected partnerships (#15), collaboration with the City of Morehead and the New Cities Institutes continues. Specifically, an evaluation of the New Cities Project in Morehead and a New Cities upcoming project (Madisonville) will be completed by MoSU faculty in collaboration with staff from the New Cities Institute.*

  37. Where appropriate, continue to expand University interaction with citizens and institutions in the region, and complete a specific plan for community engagement by June 2007.

- *The university's community engagement structure has become more formalized and institutionalized with the creation of the Center for Regional Engagement. As the regional Advisory Committee comes together and looks at issues in the region, and then gets together with a steering committee with university personnel, a more specific plan to address those issues selected will be put into place. There will also be continued efforts by MoSu to seek partnerships and opportunities with others in our service region.*

Appendix C

Planning for Greatness

PLANNING FOR GREATNESS

MOREHEAD
STATE UNIVERSITY®

An overview of Morehead State University's
Strategic Planning and Budget Request
2008-2010

Table of Contents

October 3, 2007

Members, Policy and
Finance Subcommittee
Council on Postsecondary Education
Frankfort, KY

Dear Colleagues:

I am pleased to present "Planning for Greatness," a summary of Morehead State University's Strategic and Business Plans and State Budget Request for 2008-2010.

Our shared vision of becoming the best regional, public university in the South is driving our efforts to provide high quality academic programs and facilities to meet the needs and expectations of 21st century students.

This publication describes what we believe are imaginative yet practical strategies for solving persistent problems of missed educational opportunities in our area of the Commonwealth. At the same time, we are committed to maintaining affordability for the families in East Kentucky confronting financial challenges in their daily lives.

Considering the economic and demographic realities we face, achieving our institutional share of the CPE's Double The Numbers goal of 1,799 four-year graduates by 2020 is a daunting task. But we are dedicated to meeting that challenge, thereby preserving our proud, 120-year tradition of being "a light to the mountains."

I look forward to discussing the details of this business plan which supports our "ASPIRE to Greatness" strategic plan. We commend and thank you for your volunteer service to public postsecondary education.

Wayne D. Andrews

Wayne D. Andrews
President

Introduction

The Business Plan was developed as a financial roadmap to guide Morehead State University in its vision to "**become the best public regional university in the South**" as defined in *ASPIRE to Greatness: Morehead State University Strategic Plan 2006-2010*. The plan defines what the University must do to fulfill its part in reaching the 2020 goals of the Commonwealth as defined by the Council on Postsecondary Education's *Public Agenda* and *Double the Numbers Plan* and ultimately improve the quality of life for Kentuckians in our service region.

The Business Plan uses rational assumptions to model the aspirational goals for enrollment growth, bachelor's degree production, and quality enhancements. It articulates where the University is today in relation to its goals and clearly defines what must be achieved to reach those goals. Finally, it projects resources that will be needed to fund initiatives to drive the goals and from what sources those resources must be obtained. Like *ASPIRE to Greatness,* the Business Plan is recognized as a living document that will be reviewed and adjusted with shifts in the internal and external environments of the University. It is presented as a unique planning tool to guide the University in decision-making and allocation of resources.

Institutional Goals--*ASPIRE to Greatness: Morehead State University Strategic Plan 2006-2010*

In June 2006, the MSU Board of Regents approved *ASPIRE to Greatness: Morehead State University Strategic Plan 2006-2010* which defined the University's vision, mission, core values, and strategic goals as follows:

Vision Statement

We ASPIRE to be the best public regional institution in the South.

Mission Statement

We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, community engagement, and life-long learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky.

Core Values

The University strives to exemplify these core values:

- o PEOPLE come first and are encouraged to achieve their full potential;
- o Commitment to SCHOLARSHIP, LEARNING and SERVICE is embraced;
- o EXCELLENCE is achieved through TEAMWORK, LEADERSHIP, INNOVATION and ACCOUNTABILITY;
- o DIVERSITY of people and thought is respected;
- o PARTNERSHIPS are built on honesty, integrity and trust

Strategic Goals

The strategic plan is focused on six strategic goals that include:

Academic Excellence

How will we develop, deliver, and maintain superior academic programs?

Student Success

How will support services fulfill student academic and co-curricular needs?

Productive Partnerships

How will we utilize partnerships to benefit the people, communities and economy within the MSU service region?

Improved Infrastructure

How will we effectively manage human, capital and fiscal resources?

Resource Enhancement

How will we maximize public and private revenue opportunities?

Enrollment and Retention

How will we reach optimal student enrollment and retention goals?

While the goals defined for MSU in the CPE Public Agenda and MSU's institutional vision defined in ASPIRE may define different end measures for success, the performance and outcomes necessary to achieve success with each plan are parallel. Both will require a combination of strategies that directly target opportunities, maximize institutional strengths, reinforce areas of weakness and prepare for threats that exist within the internal and external environment of the University. This business plan will identify:

- o What must happen to achieve the institutional goals and *Double the Numbers* baccalaureate degree targets
- o Financial resources necessary to support the business plan deployment
- o Sources of funding
- o The return on investment for the region and state with successful implementation of the plan

State Goals: 2020 Educational Attainment Projections for the Commonwealth

House Bill 1 (1997) charged the Council on Postsecondary Education (CPE) with the task of raising the educational attainment of the Commonwealth to national levels by the year 2020. Achieving this goal will require dramatic increases in two key areas:

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

o   Number of bachelor's degrees produced annually in the Commonwealth
o   Research and service, which will generate more economic development and engagement in communities.

CPE staff estimate that Kentuckians would need 791,000 bachelor's degree holders by 2020. Without policy intervention, CPE estimates only 580,270 Kentuckians will hold
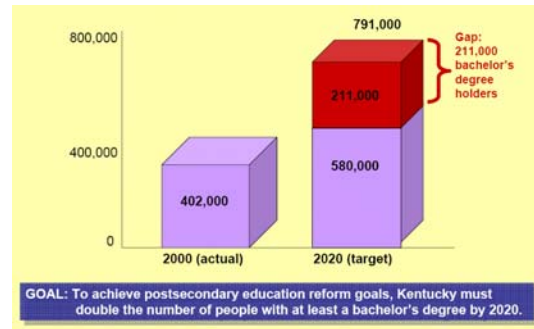
bachelor's degrees by 2020 leaving a gap of 211,000 bachelor degree holders needed. Closing this gap will require substantial growth in postsecondary education in Kentucky. The CPE has identified 2020 bachelor's degrees targets for each public institution to achieve on an annual basis by 2020 in order for each to do their part in achieving the statewide educational attainment goal.

Table 1 – Morehead State University	2006	2020	Gap
Bachelor's Degrees (Annual)	1,055	1,799	744
Undergraduate Enrollment	7,512	11,994	4,482

Table 1 identifies MSU's current annual bachelor's degree production rate and what that rate must be by 2020 and the corresponding number of undergraduate students that would be necessary to enroll to achieve degree production goals. These numbers represent MSU's commitment in the CPE *Double the Numbers Plan* related to increased baccalaureate degree production in the Commonwealth. A summary of CPE's *Double the Numbers* plan is included in Appendix F.

The 2020 Undergraduate Enrollment projection of 11,994 as shown in Table 1 would require a total headcount enrollment of approximately 17,135 students based on MSU's current mix of full- and part-time and graduate and undergraduate students. While it is recognized that growth must play a significant role in meeting our 2020 baccalaureate production goals, a total headcount of more than 17,000 students at an institution where the primary service region is experiencing a population decline is

unrealistic. Closing the 744 bachelor's degree production gap by 2020 will require modest growth combined with significant improvements in productivity and efficiency. MSU must work internally and in partnership with its service region to:

- o recruit more first-generation students into the higher education pipeline
- o improve adult and GED college transitions
- o increase the transfer rate of KCTCS graduates
- o partner with P-12 schools to increase high school graduation and college-going rates

"Closing the 744 bachelor's degree production gap by 2020 will require modest growth combined with significant improvements in productivity and efficiency."

Simultaneously, greater efficiencies and productivity must be achieved by focusing available resources on initiatives that will improve the student retention and graduation rates of students who enter the postsecondary education pipeline. Costs will be significant. Additional investments in students will be necessary to recruit, retain and graduate a diverse student body and provide affordable access to a quality education. Investments in additional quality faculty and staff will be necessary to meet the needs of new students and students who enter the system with academic, social and financial challenges. Finally, MSU will need investments in its physical infrastructure to ensure students are equipped with safe, modern living and learning environments as well as state-of-the-art equipment and technology in the classrooms to ensure success.

Investments in co-curricular programs which compliment the academic preparation received by students in the classroom and provide students the opportunity to engage in community, service, teambuilding and other activities that develop responsible citizenship will be necessary to prepare students for the 21st century. Athletic programs are perhaps the most visible co-curricular activity undertaken at most institutions. Collegiate athletics can serve as a welcoming front porch for a comprehensive university. In order to achieve success, athletics programs must be funded at a level that makes success attainable.

The total solution must include improvements in quality, productivity, efficiency, resource reallocation and collaboration both inside and outside the University.

Where We Are: Measures and Comparisons

Because the Business Plan is based on a series of projections and models, it was necessary to develop a set of basic measures which are based on national norms along with University and statewide data trends. While there is no universally accepted single measure of a university's performance, there are a variety of quantitative and qualitative indices that, when reviewed together, can provide a measure of progress and overall effectiveness of an institution. No single indicator or composite number can represent the University in total. Each measure

identified in the plan is used only to establish targets, assess gaps and measure progress. Measures selected for use in the Business Plan are not intended to encompass or represent all aspects of the University's programs and services.

When available, measures are used which are independently collected at the national level such as within the Integrated Postsecondary Education Data Systems (IPEDS), Common Data Set (CDS), National Science Foundation (NSF) surveys, etc. However, in the absence of national data collection and consortia

for comparison, local measures are utilized to assess overall quality of the institution and its impact from engagement in the region.

The first challenge of the business plan is to identify the effective combination of growth and improvements in productivity that would facilitate the University meeting the 1,799 bachelor's degree target. For purposes of this plan, a productivity measure has been adopted that calculates the number of bachelor's degrees per 100 undergraduate FTE students.

$$\text{Productivity Index (PI)} = \frac{\text{Bach Degrees}}{\text{UG FTE} / 100}$$

Institution	Productivity Index
Western Illinois University	24.6
Eastern Washington University	24.6
Fort Hays State University	24.1
Western Carolina University	22.5
Central Missouri State University	21.6
Southeast Missouri State University	21.5
Delta State University	21.1
Edinboro University of Pennsylvania	20.4
Mansfield University of Pennsylvania	20.2
Clarion University of Pennsylvania	19.8
The University of Tennessee-Chattanooga	19.4
Frostburg State University	19.0
Arkansas State University-Main Campus	18.3
The University of Tennessee-Martin	17.8
University of Nebraska at Kearney	17.3
Indiana State University	16.5
Morehead State University	16.4
Angela State University	16.1
Lincoln University	16.0
Lamar University	14.3
Benchmark Average	19.7

James Madison University   24.7

Comparison groups are used within the plan as a check-and-balance for the various productivity and funding targets identified in the business plan models. Comparison groups used include MSU's national benchmark peers as defined by the Council on Postsecondary Education and James Madison University which currently holds the position of "Best Public Regional University in the South" as defined by U.S. News and World Report—the position which MSU aspires to hold. The chart below identifies the productivity index for MSU and its CPE-defined national benchmark peers based on the most recent graduation data available. While James Madison University is not included in MSU's national peer group, its productivity index is common with

that of the top performing institutions in MSU's national benchmark peer group. This identifies a high-end productivity target of 23.6 for MSU based on the top performing tier of its benchmark institutions.

Using the productivity index, the following graph illustrates how MSU would need to increase enrollment and/or increase productivity to meet the CPE goal of 1,799 bachelor's degrees produced per year by 2020.
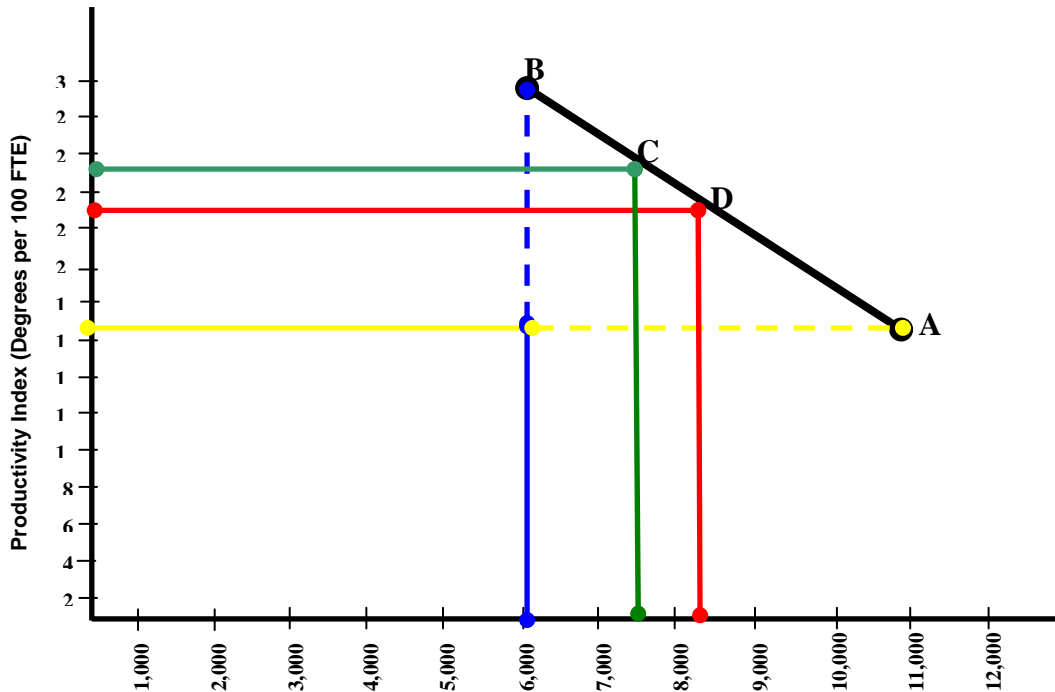
The slope of the black line represents the productivity goal of 1,799 bachelor's degrees and the various combinations of productivity and enrollment necessary to produce at that level annually.

If MSU were to hold productivity constant at a PI score of 16.4, we would need to increase undergraduate FTE to 10,970 or approximately 16,300 total student headcount to produce 1,799 bachelor's degrees annually. This would represent an 81% increase in enrollment and is represented on the graph by the yellow line and point A.

If MSU were to hold enrollment constant, we would need to increase productivity from a PI of 16.4 to 29.7 to produce to desired number of bachelor's degrees annually. This is represented by the blue line and point B on the graph.

If MSU were to improve productivity to the level equal to James Madison University or a PI of 24.7, enrollment would need to increase to 7,283 undergraduate FTE or 10,900 total headcount to achieve 1,799 bachelor's degrees annually. This is represented on the graph by the green line and point C.

The red line and point D on the graph represents the level of productivity that MSU would need to achieve (PI = 22.3) with an enrollment of 8,053 undergraduate FTE or 12,000 total headcount.

Based on the mix of current enrollment across locations and attending online, a total headcount of 12,000 has been estimated as the maximum number of students that could be effectively served without significant expansion of MSU facility infrastructure beyond what is included in the University's Campus Master Plan and 2008-2016 Six Year Capital Plan. A list of the University's 2008-2010 Capital Project Request list is included as Appendix E. The corresponding productivity index for an enrollment level necessary to produce 1,799 graduates annually is comparable to the performance level of MSU's top benchmark peers.

Enrollment Growth

The enrollment growth necessary to support 1,799 bachelor's degrees represents an average annual increase in undergraduate FTE of 1.9 percent from fall 2007 through fall 2020 and an average annual increase in total headcount of 2.3 percent. The following table illustrates the enrollment mix for fall 2007 by location including on-campus, Internet or totally online students, and students attending face-to-face at a regional campus. This table models the enrollment growth needed from each location through the year 2020 to reach 12,000 total headcount. The projected annual growth rates for the regional campuses through fall 2011 were obtained from the five-year plan developed by the Office of Academic Outreach. Projected annual growth rates for fall 2012 through fall 2020 and rates for on-campus and Internet students are projected on a linear growth scale with slightly higher

> *"…enrollment growth necessary to support 1,799 bachelor's degrees represents an average annual increase in undergraduate FTE of 1.9 percent…"*

Projected Headcount Enrollment by Location

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total Increase
Morehead	5,697	5,822	5,950	6,081	6,215	6,352	6,492	6,628	6,767	6,909	7,054	7,202	7,354	7,508	7,666	34.6%
Internet	1,876	1,917	1,959	2,003	2,047	2,092	2,138	2,180	2,224	2,268	2,314	2,360	2,407	2,455	2,505	33.5%
Ashland	304	310	316	322	328	334	338	342	346	350	355	359	363	367	372	22.3%
Jackson	168	173	178	183	188	193	195	198	200	202	205	207	210	212	215	27.9%
Mt. Sterling	512	527	543	558	573	589	596	603	610	618	625	633	640	648	656	28.1%
Prestonsburg	468	496	505	515	525	535	541	548	554	561	568	575	582	589	596	27.3%
West Liberty	377	385	392	400	407	415	420	425	430	435	441	446	451	457	462	22.6%
Total Headcount	9,402	9,631	9,844	10,062	10,283	10,509	10,720	10,924	11,132	11,345	11,561	11,782	12,007	12,236	12,471	32.6%
Housing Occupancy	2,547	2,697	2,756	2,817	2,879	2,943	3,002	3,059	3,117	3,177	3,237	3,299	3,362	3,426	3,492	37.1%

Projected Annual Growth Rate by Location

																Average
Morehead		2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%
Internet		2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.1%
Ashland		2.0%	1.9%	1.9%	1.9%	1.8%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.5%
Jackson		3.0%	2.9%	2.8%	2.7%	2.7%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.8%
Mt. Sterling		2.9%	3.0%	2.8%	2.7%	2.8%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.8%
Prestonsburg		6.0%	1.8%	2.0%	1.9%	1.9%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.7%
West Liberty		2.1%	1.8%	2.0%	1.8%	2.0%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	1.5%

growth in the first six years. By 2020, total enrollment will need to increase by 32.6 percent with 34.6 percent coming from on-campus students, 33.5 percent from

increases in Internet enrollments and from 22.3 percent – 28.1 percent growth at the regional campuses.

The following charts illustrate the annual growth percentage projected for each location through 2020.
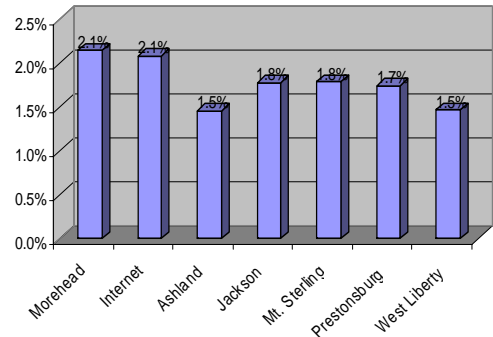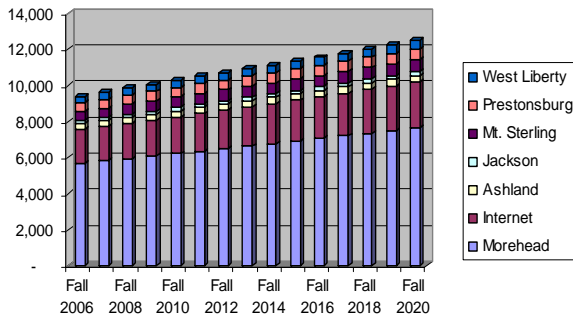
Based on projections gathered from the University's Comprehensive Housing Master Plan, sufficient beds will be available to house 30 percent of the total headcount enrollment by fall 2020 which is a rate reasonable to expect based on local market surveys completed during the housing plan development. Average annual growth from each location is projected to range from 1.5 percent to 2.1 percent from fall 2007 through fall 2020.

Strategies to Improve Efficiency and Productivity

The goals identified in the University's ASPIRE strategic plan identify the broad areas where improvements will be necessary to reach our vision of becoming the top public university in the South and also to reach our 2020 bachelor's degree production goals identified in the CPE Double the Numbers Plan. Multiple program initiatives are currently on-going in various stages of implementation to facilitate the above strategies that of intervention comprehensive take place for successful is included in

"Additional strategies will need to be identified in consultation with the faculty and based on additional data analysis, regional assessment and examination of best-practice techniques at other universities."…"

progress toward goals. A list of identify the type and change that must MSU to be reaching its goals Appendix A of

this document. However, this list of strategies is not intended to be a comprehensive list of the work to be completed. Additional strategies will need to be identified in consultation with the faculty and based on additional data analysis, regional assessment and examination of best-practice techniques at other universities. Analysis of the specific educational needs within the MSU

service region will assist in identifying how strategies can be targeted to the counties and high schools with the greatest need.

The chart below identifies the Educational Needs Index (ENI) for each of the counties included in MSU primary service region documented in the Educational Needs Index State Report for Kentucky.

Educational Needs Index
MSU Service Region Counties
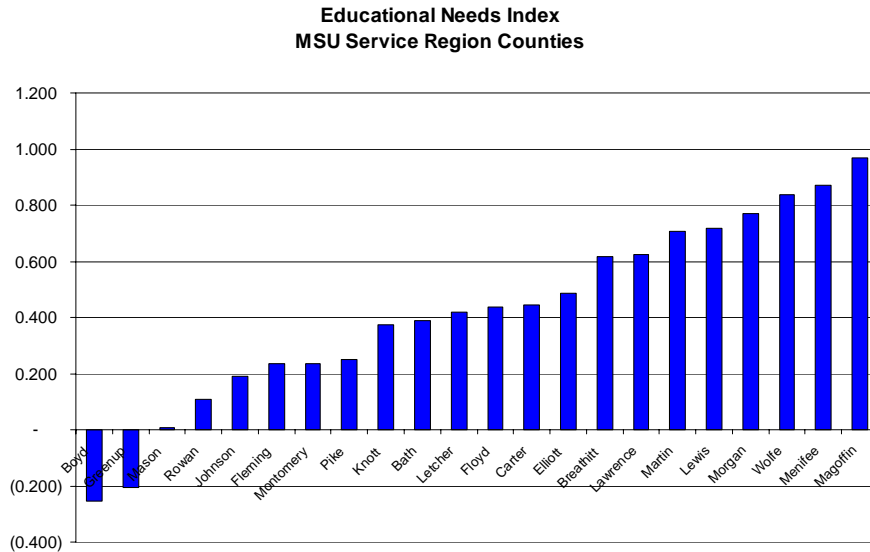
The ENI project was a national study funded by the Lumina Foundation for Education and completed as a joint initiative of the Tennessee Board of Regents, the Tennessee Higher Education Commission, the National Center for Higher Education Management Systems, and Austin Peay State University. The ENI combines 15 county-level data elements into a single number that reflects the level of educational need in each county. The elements include measures of educational attainment, measures of poverty and unemployment, and the distribution of population across difference age and racial categories, along with the growth rates of the state. An ENI of zero represents the average of all counties in the U.S.

"Twenty of twenty-two counties in MSU's service region have an ENI that indicates more critical educational needs than the average county in the US"

Positive ENI numbers indicate counties that have more critical educational needs. These counties have relatively limited levels of educational attainment combined with economic challenges compounded in many cases by population growth and a shift toward younger and at-risk minority groups.

Additional analysis at the school level is also being completed to identify what strategies will make the greatest impact within the service region. For example, based on the 2004 Kentucky High School Feedback Report, seven high schools in MSU's service region show an above average high school graduation rate when compared to other high

schools in Kentucky but were significantly lower in their in-state college-going rate. While further analysis is necessary, an initial assumption is that these counties might benefit from programs to assist with promoting higher education and working with families on affordability issues to ensure that those who graduate from high school have access to postsecondary education. Several of the recent and on-going regional engagement and partnership projects summarized in Appendix A are a result of this level of needs analysis within the service region and examples of the strategies that must be implemented to reach the necessary productivity index as indicated in the plan.

Productivity Targets

The following targets have been established to measure the University's progress toward reaching an annual degree production goal of 1,799 annually as we move toward 2020. Key productivity targets include measures of total headcount, undergraduate FTE, baccalaureate degrees produced, six-year graduation rate, and the productivity index as shown in the table below.

Performance Targets	Fall 2008	Fall 2012	Fall 2016	Fall 2020
Student Headcount	9,347	10,235	11,121	12,000
Undergraduate FTE	6,534	7,042	7,549	8,053
Bachelor Degrees	1,190	1,370	1,578	1,799
Six-Year Grad Rate	44%	49%	55%	60%
Productivity Index	17.4	21.0	22.4	23.8
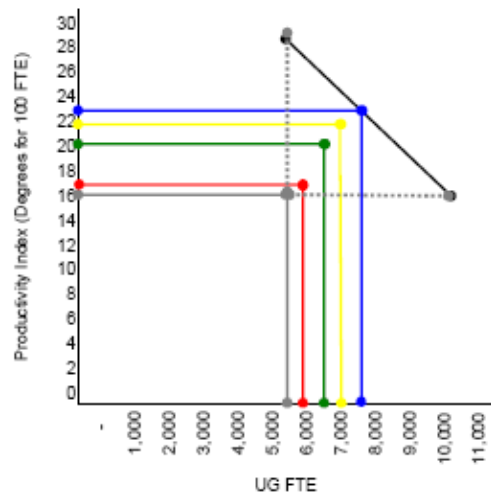
The chart illustrates how the targets will move the University toward reaching the degree production goal of 1,799 degrees annually which is represented by the slope of the black line. The red lines represent the combination of growth and improvements in productivity targeted for 2008, green represents targets for 2012, yellow represents 2016 and the blue lines identify the targets for 2020.

Funding the Plan

Noted in the introduction section of this document was the need to invest in students, faculty, infrastructure and facilities, technology and innovation, and in the region if MSU is to reach the goals identified in *ASPIRE* and be successful in increasing its bachelor's degree production to 1,799 annually. The following budget model compares the forecast increases in E&G revenues through 2020 against the

forecast increases in expenditures. Basic assumptions used in the budget model are listed below. The rationale for each of the assumptions is available in Appendix B.

PLAN ASSUMPTIONS:

o   Reaching and maintaining a student-faculty ratio of 17:1
o   Using the current Higher Education Cost Adjustment (HECA) increase of 3.3 percent annually to offset inflation and increases in base operating. (HECA) is a national benchmark of inflation for postsecondary education institutions which was developed by the State Higher Education Executive Officers (SHEEO).
o   Increasing annual funds allocated to maintain existing infrastructure and capital renewal priorities
o   Maintaining student financial aid investments at 10 percent of total E&G expenditures,

Primary cost drivers in the budget model include:

o   *Double the Numbers* resources to grow the academic infrastructure so that it can effectively serve 12,000 students by 2020. The model used to develop the per-student growth rate for *Double the Numbers* is shown in Appendix C.
o   Faculty / Staff Salaries – Meeting the 2020 goals will require that

> *"Primary cost drivers in the business plan include double-the-numbers growth, faculty/staff salaries, capital renewal, inflationary adjustments, technology and developing 21st century student services at all campus locations"*

MSU be successful in competing for the best and brightest faculty and staff to implement our plan. Resources are necessary to raise (and maintain) MSU faculty and staff salaries to competitive market and CUPA (College and University Professional Association) averages.
o   Inflationary Adjustments – Annual increases in fixed and unavoidable costs such as utilities, technology equipment and services, employee health benefits and liability insurances will be necessary to maintain and support existing infrastructure. The model uses the current HECA inflationary figure.
o   Capital Renewal – MSU operates multiple facilities that are years beyond their projected useful life based on findings from the statewide facility assessment survey commissioned by the Kentucky Council on Postsecondary Education and completed by VFA, Inc., in 2006-2007. The plan allocates the addition of $250,000 annually to establish a recurring pool of resources that can address the ongoing capital renewal and maintenance needs of the institution and continue to protect the facility investments of the Commonwealth. These funds would be in addition to the general fund requests for capital projects to renovate or replace facilities as defined in the University's Master Plan.

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SOURCES OF REVENUE:

In addition to increased revenue from state appropriations and from student tuition and fees, significant internal reinvestment of existing institutional operating resources will be required to fund multiple priorities identified in the plan such as implementation of the Discovery and Honors Colleges, realignment of academic programs and general education requirements and investments in programs to increase student services both at the Morehead campus and for students attending the five regional campuses.

> *"…internal reinvestment of existing institutional operating resources will be required to fund multiple priorities identified in the plan…"*

Increases in private giving must also play a role in funding the business plan. The Council on Postsecondary Education established the Regional University Excellence Trust Fund ("Bucks for Brains") in 1998. The program provided Morehead State University with a total of $7.3 million of incentive funds over a period of six years to be matched with private contributions to establish new endowed chairs, endowed professors, and other endowments for targeted mission support. This dollar-for-dollar match spurred the Foundation's growth, with a total of $14.6 million new dollars contributed or pledged to 57 new funds. These gifts and others have taken the total endowment level over $30 million.

As the Morehead State University Foundation completes its 28th year since incorporation, there are 103 endowments that support student scholarships. Additionally, there are 84 annual scholarship funds set up to provide student awards. On average, $500,000 is awarded annually to MSU students from these funds.

With the first ever Capital Campaign on the horizon and promise of additional state funds to be allocated through the Regional University Excellence Trust Fund in the 2008-2010 biennium, the potential for endowment growth to provide more scholarship awards is significant. A feasibility study is presently being conducted to determine the level of campaign that should be undertaken.

As enrollments increase, additional funds will be available to invest in other strategic priorities that will ensure quality and focus on priority initiatives to enable annual increases in degree production as well as increased investments in research, service and outreach activities which will benefit the economic development of the service region.

The following budget chart projects the increased operating expenses that will be necessary to drive the Business Plan through the next biennium.

Projected Growth (Student & Faculty)	Fall 2008	Fall 2012	Fall 2016	Fall 2020
Student Headcount Projections	9,452	10,300	11,121	12,009
Total Student FTE Projections (87% of HC)	8,223	8,961	9,675	10,447
Additional Student FTE	179	179	184	199
Additional Faculty FTE (17:1 Ratio)	11	11	11	12
Additional FTE - Regional Stewardship	3	3	3	3
Total New Faculty Lines	14	14	14	15
Faculty Cost $60,000 with 3% inc	61,800	69,556	78,286	88,112
Annual Cost for New Faculty	$ 837,776	$ 940,424	$1,081,191	$ 1,295,047

Projected Expenditures Increases				
Double the Numbers (DTN) - cost per student	13,069	14,882	16,946	19,296
Annual DTN Costs	$ 2,345,385	$ 2,661,547	$3,114,310	$ 3,837,166
HECA - Base Inflation (3.3%)	$ 1,145,894	$1,304,805	$1,485,754	$ 1,691,797
Regional Stewardship (Salary & Benefits)	$ 185,400	$ 271,270	$ 305,317	$ 343,637
Capital Renewal / Facilities	$ 250,000	$ 250,000	$ 250,000	$ 250,000
Access: Student Financial Aid (10% of E&G)	$ 755,520	$ 1,049,357	$1,394,965	$ 1,854,441
Targeted Strategies	TBD	TBD	TBD	TBD
Faculty / Staff Salary Increases (4%)	$ 2,454,358	$ 2,972,923	$ 3,601,510	$ 4,365,434
	$7,136,557	$8,509,903	$10,151,856	$12,342,476

Funding Comparative with Peer Groups

It was determined earlier in the plan that MSU must increase its performance as measured by the productivity index to a level equal to the productivity level of its top-performing benchmark peers to reach the 2020 target of 1,799 bachelor's degrees annually. The chart below identifies the current funding level of the same peer groups.

	Performance Index	Total Public Funds per UG FTE
Morehead State University	16.4	$12,886
Top Performing Benchmarks	23.5	$16,533
James Madison University	24.7	$19,164

The following model was developed to examine the funding levels of the top performing benchmark institutions and determine if comparable funding by 2020 would facilitate the necessary investments in student, personnel, facilities and infrastructure that have been projected in the budget model. The chart below is also included as Appendix D of the Plan.

Year	A Tuition & Fees	% Chg	B State Appropriations	% Chg	C Total Public Funds	% Chg	D Headcount	% Chg	E UG FTE	% Chg	F Bach. Degrees	% Chg	G MSU TPF per UG FTE	% Chg	H Top BM per UG FTE	HECA Inc	Productivity Index
2000-01	$ 21,798,200		$ 38,187,700		$ 59,985,900		8,327		6,060		927		$ 9,899				
2001-02	$ 24,013,500	10.2%	$ 40,536,700	6.2%	$ 64,550,200	7.6%	9,027	8.4%	6,529	7.7%	907	-2.2%	$ 9,887	-0.1%			
2002-03	$ 27,098,365	12.9%	$ 41,203,600	1.6%	$ 68,301,965	5.8%	9,390	4.0%	6,955	6.5%	887	-2.2%	$ 9,821	-0.7%	$ 16,665		
2003-04	$ 31,880,800	17.6%	$ 41,194,500	0.0%	$ 73,075,300	7.0%	9,509	1.3%	7,061	1.5%	991	11.7%	$ 10,349	5.4%	$ 17,215	3.3%	
2004-05	$ 35,975,200	12.8%	$ 40,146,700	-2.5%	$ 76,121,900	4.2%	8,293	-12.8%	6,838	-3.2%	1,038	4.7%	$ 11,132	7.6%	$ 17,783	3.3%	17.13
2005-06	$ 40,224,950	11.8%	$ 43,428,400	8.2%	$ 83,653,350	9.9%	9,062	9.3%	6,492	-5.1%	1,055	1.6%	$ 12,886	15.8%	$ 18,370	3.3%	16.16
2006-07	$ 44,692,750	11.1%	$ 44,053,100	1.4%	$ 88,745,850	6.1%	9,025	-0.4%	6,336	-2.4%	1,100	4.3%	$ 14,007	8.7%	$ 18,976	3.3%	15.82
2007-08	$ 47,860,450	7.09%	$ 48,802,100	10.8%	$ 96,662,550	8.9%	9,125	1.1%	6,407	1.1%	1,145	4.1%	$ 15,087	7.7%	$ 19,602	3.3%	16.22
2008-09	$ 51,449,984	7.5%	$ 52,340,252	7.25%	$ 103,790,236	7.4%	9,347	2.4%	6,534	2.0%	1,190	3.9%	$ 15,885	5.3%	$ 20,249	3.3%	17.40
2009-10	$ 55,308,733	7.5%	$ 56,134,921	7.25%	$ 111,443,653	7.4%	9,569	2.4%	6,661	1.9%	1,235	3.8%	$ 16,731	5.3%	$ 20,917	3.3%	19.02
2010-11	$ 59,456,887	7.5%	$ 60,204,702	7.25%	$ 119,661,590	7.4%	9,791	2.3%	6,788	1.9%	1,280	3.6%	$ 17,628	5.4%	$ 21,608	3.3%	20.20
2011-12	$ 63,916,154	7.5%	$ 64,569,543	7.25%	$ 128,485,697	7.4%	10,013	2.3%	6,915	1.9%	1,325	3.5%	$ 18,581	5.4%	$ 22,321	3.3%	20.68
2012-13	$ 68,709,866	7.5%	$ 69,250,835	7.25%	$ 137,960,701	7.4%	10,235	2.2%	7,042	1.8%	1,370	3.4%	$ 19,591	5.4%	$ 23,057	3.3%	20.97
2013-14	$ 73,863,106	7.5%	$ 74,271,521	7.25%	$ 148,134,626	7.4%	10,457	2.2%	7,169	1.8%	1,420	3.6%	$ 20,663	5.5%	$ 23,818	3.3%	21.32
2014-15	$ 79,402,838	7.5%	$ 79,656,206	7.25%	$ 159,059,044	7.4%	10,679	2.1%	7,296	1.8%	1,470	3.5%	$ 21,801	5.5%	$ 24,604	3.3%	21.66
2015-16	$ 85,358,051	7.5%	$ 85,431,281	7.25%	$ 170,789,332	7.4%	10,900	2.1%	7,423	1.7%	1,520	3.4%	$ 23,008	5.5%	$ 25,416	3.3%	21.98
2016-17	$ 91,759,905	7.5%	$ 91,625,049	7.25%	$ 183,384,954	7.4%	11,121	2.0%	7,549	1.7%	1,574	3.6%	$ 24,293	5.6%	$ 26,255	3.3%	22.35
2017-18	$ 98,641,895	7.5%	$ 98,267,865	7.25%	$ 196,909,763	7.4%	11,342	2.0%	7,675	1.7%	1,628	3.4%	$ 25,656	5.6%	$ 27,121	3.3%	22.71
2018-19	$ 106,040,040	7.5%	$ 105,392,285	7.25%	$ 211,432,325	7.4%	11,562	1.9%	7,801	1.6%	1,690	3.8%	$ 27,103	5.6%	$ 28,016	3.3%	23.16
2019-20	$ 113,993,043	7.5%	$ 113,033,226	7.25%	$ 227,026,269	7.4%	11,781	1.9%	7,927	1.6%	1,746	3.3%	$ 28,640	5.7%	$ 28,941	3.3%	23.52
2019-20	$ 122,542,522	7.5%	$ 121,228,134	7.25%	$ 243,770,656	7.4%	12,000	1.9%	8,053	1.6%	1,799	3.0%	$ 30,271	5.7%	$ 29,896	3.3%	23.83

Approx. 50:50 State-Student Share

Comparable Funding with BM Peers

2020 Target Production of Degrees

Note: Shaded areas are projected values.

Using the Plan's funding and production targets for 2020, the table above models an annual increase in bachelor's degrees, undergraduate FTE and total headcount enrollment that would be necessary starting from current year actual data in columns D, E and F of the chart. Funding projections though 2020 are modeled for the top benchmark peers in column H by using an average 3.3% annual increase which is the current HECA index to compensate for internal reallocation and efficiency gains that can be achieved with existing resources.

Using the annual growth in undergraduate FTE projected through 2020 and the annual funding per FTE of MSU's top benchmark peers, the required increase in total public funds (Column C) can be modeled at a rate that will enable MSU's Total Public Funds (TPF) per UG FTE to be comparable to the top benchmark peer's TPF per UG FTE by 2020 when bachelor's degree production levels reach target levels. If MSU were to maintain a 50:50 student-state share, the total revenue from tuition and fees would need to increase an average of 7.5 percent annually and likewise total revenue from state appropriations allocated to operating to increase by 7.25 percent annually.

> *"…the total revenue from tuition and fees would need to increase an average of 7.5 percent annually and likewise total revenue from state appropriations allocated to operating would need to increase 7.25 percent annually"*
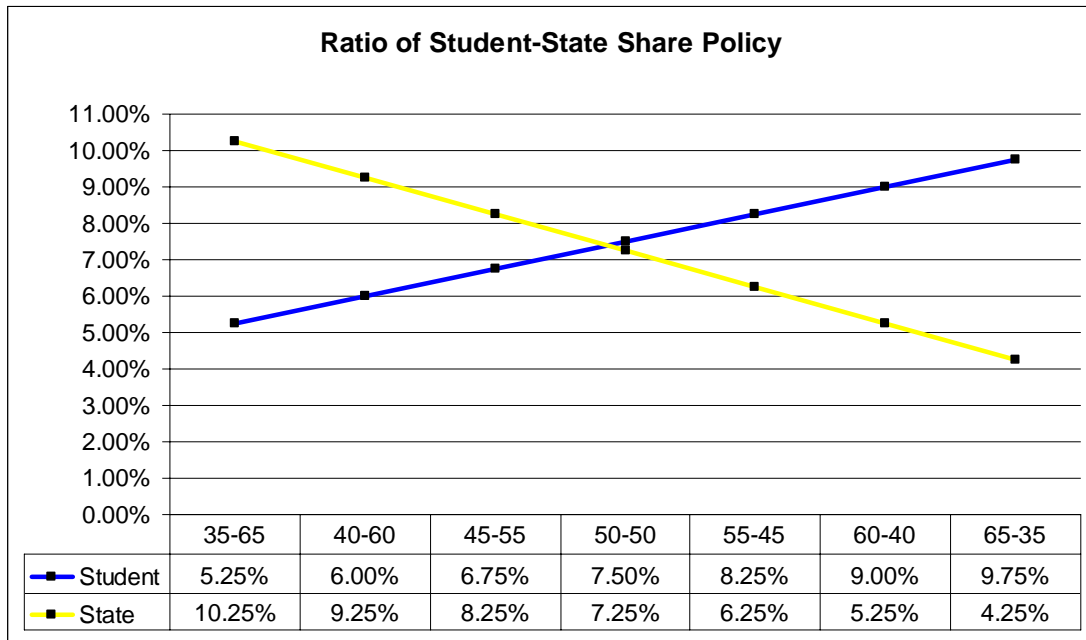
The projected increases in total public funds are shown below in relationship to the projected expenditure increases for the next biennium to confirm that the total new revenue that would be generated by funding comparable with the top-performing benchmark institutions is comparable with the projected increases in expenditures.

Projected Revenue	Fall 2007	Fall 2008	Fall 2012	Fall 2016	Fall 2020
Tuition and Fee Revenue	47,860,450	51,449,984	68,709,866	91,759,905	122,542,522
State Appropriations-Operating	48,802,100	52,340,252	69,250,835	91,625,049	121,228,134
Total Public Funds	96,662,550	103,790,236	137,960,701	183,384,954	243,770,656
Other E&G Resources (10.75% of TPF)	10,413,750	11,157,450	14,830,775	19,713,883	26,205,346
Total E&G Budget	107,076,300	114,947,686	152,791,476	203,098,836	269,976,002

Projected Annual Increases					
Total Public Funds		7,127,686	9,475,003	12,595,622	16,744,387
Other E&G Resources		743,700	1,018,563	1,354,029	1,800,022
Total Annual E&G Increases		7,871,386	10,493,566	13,949,651	18,544,409

Projected Expenditures Increases					
Annual DTN Costs		2,345,385	2,661,547	3,114,310	3,837,166
HECA - Base Inflation (3.3%)		1,145,894	1,304,805	1,485,754	1,691,797
Regional Stewardship (Salary & Benefits)		185,400	271,270	305,317	343,637
Capital Renewal / Facilities		250,000	250,000	250,000	250,000
Access: Student Financial Aid (10% of E&G)		755,520	1,049,357	1,394,965	1,854,441
Targeted Strategies		TBD	TBD	TBD	TBD
Faculty / Staff Salary Increases (4%)		2,454,358	2,972,923	3,601,510	4,365,434
		7,136,557	8,509,903	10,151,856	12,342,476

The chart below illustrates how change in the student-state share ratio would impact the average annual increases in student tuition and fees and annual increases in state appropriations. The business plan has built in an assumption of a 50:50 student state share.

Ratio of Student-State Share Policy

	35-65	40-60	45-55	50-50	55-45	60-40	65-35
Student	5.25%	6.00%	6.75%	7.50%	8.25%	9.00%	9.75%
State	10.25%	9.25%	8.25%	7.25%	6.25%	5.25%	4.25%

The following chart illustrates the same relationship between tuition revenue increases and the increase in state appropriation using actual dollars in place of percentage increases and based on the funds needed in the first year of the business plan 2008-2009.
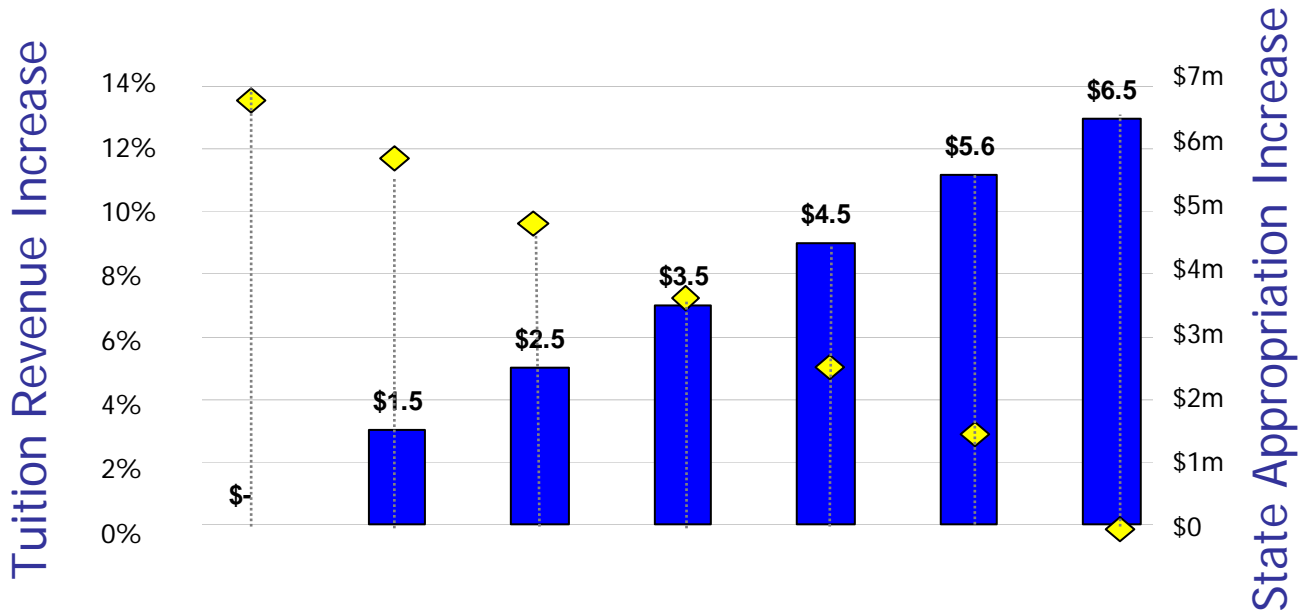
If state appropriations were increased by $3.5 million (7.25 percent increase) as identified as the need in the business plan, then tuition revenue would need to increase by 7.5 percent. If the state appropriations increase was limited to $1.5 million (3 percent increase) then tuition revenue would need to increase by nearly 12 percent to generate the total public funds necessary to drive the first year of the business plan.

Affordability

A close review of the affordability data indicates that an average 7.5 percent increase in tuition and fee revenue will not damage overall affordability indexes for MSU. It is recognized that general inflationary costs as well as increases in institutional fixed costs have created tremendous burdens on the University over the past several years. The University has experienced dramatic increases in employee health benefits, liability insurance premiums, utility expenditures, strategic technology investments and costs associated with maintenance and repair of facilities. Like its national and state peers, MSU has relied on significant increases in tuition and fee rates to offset proportionately less funds available from the state to cover these rising costs.

Since 2000, MSU tuition and fees rates have increased in a range from 8 percent to 15 percent with an average annual increase of 11.2 percent. However, MSU remains

sensitive to the higher than average number of need-based students in the service region and continues to offer a high-quality baccalaureate-level education at the lowest tuition cost among all public universities in the Commonwealth. Also, significant increases in student financial aid have been invested during this same time period to ensure affordability for need-based students. On average, Kentucky undergraduates at MSU paid only $1,374 annually in tuition and mandatory fees after scholarships, grants and tuition waivers were applied in 2006.
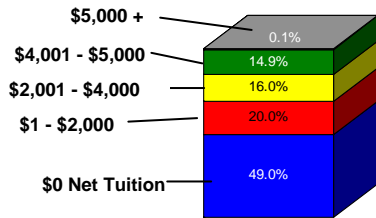
In total, there were 49 percent of Kentucky undergraduates who had tuition and mandatory fees paid in full by scholarships, grants and tuition waivers made available from federal, state, institutional and private sources. The chart above illustrates the ranges of net tuition paid in fall 2006 by Kentucky undergraduates. In addition to the 49 percent who had aid to cover their total cost of tuition and mandatory fees, 22 percent paid less than $2,000 in net tuition with 16 percent paying between $2,000 and $4,000. Fifteen percent of Kentucky resident undergraduates paid all or the majority of the full 'sticker price' for tuition and fees in 2006 which were billed at $4,870 annually for a full-time load.

The major portion of student financial aid awarded in fall 2006 (55 percent) was allocated from federal and state

sources followed by aid awarded using institutional funds (23 percent) and funds awarded from private sources (3 percent). In total, students paid out of pocket only $6.8 million of the $34.8 million (19 percent) of total tuition and fees billed to undergraduates in 2006.

Fund Sources for Undergraduate Tuition Billed Fall 2006
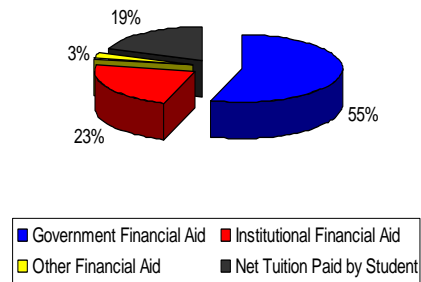
Summary – Return on Investment

The Morehead State University Business Plan has been developed as a financial roadmap that will facilitate planning and guide the institution toward fulfilling its mission and reaching its vision to become the best public university in the South. With implementation of the plan…

MSU will:

- o Make annual progress with increasing enrollment working toward a total enrollment of 12,000 headcount and 8,053 undergraduate FTE by 2020
- o Make annual progress toward goal of increasing bachelor's degree production to 1,799 annually by 2020
- o Make annual progress toward increasing productivity and efficiency levels comparable with top benchmark institutions by 2020
- o Increase by 141 the number of faculty dedicated to teaching
- o Continue to improve the quality of its undergraduate and graduate programs
- o Continue to improve the level of student services and support resources that ensure student success
- o Increase by 45 the number of personnel dedicated to research, public service and outreach.
- o Develop partnerships with the public and P-12 schools to increase the number of students in the service region entering the higher education pipeline
- o Maintain affordable access to higher education to citizens from all income levels
- o Improve engagement in the community to address public priorities including health issues, rural economic development, adult education, etc.
- o Provide a fiscal and capital framework for accomplishing MSU's portion of the statewide goal to improve overall educational attainment in the Commonwealth

Kentucky will:

- o Increase MSU's base appropriation at an annual rate of 7.25 percent annually through 2020
- o Provide necessary capital construction support for educational facilities
- o Authorize MSU to issue debt that will facilitate planned growth of auxiliary and other non-state-funded capital investments

What it will mean for East Kentucky:

- o Increased educational attainment in East Kentucky
- o Stronger rural economies that support higher wages and broader benefits
- o Improvements in critical health issues
- o Improved diversity and access to the arts.

APPENDIX A
EXAMPLE STRATEGIES FOR IMPROVING PRODUCTIVITY INDEX

Strategy	Enhance Growth	Enhance Productivity	Status	Start Date (actual/proposed)
Summer Success Academy --The academy is targeted to new students with two or more areas of developmental need (based on ACT scores). Participation is voluntary, but eligible students are contacted after admission, and strongly encouraged to participate. Students admitted to the academy take 6 credit hours of required developmental courses, and 3 credit hours of a required freshman orientation course which combines study skills and career planning. The academy provides students a cost effective way to address developmental needs prior to their initial fall semester enrollment. In the pilot class offered in summer 2007, 42 of 44 participants passed the academy. Their progress during their freshman and sophomore years will be tracked to assess the impact the academy had on retention and persistence rates of developmental students. Students from several different Kentucky counties and some out-of-state students participated in the initial Summer Success Academy.		X	Implemented	Summer 2007
Discovery College -- A new college is being developed which will be home to students who are admitted to MSU with developmental needs, have an undeclared major, or are otherwise identified as a high-risk student. Appropriate counseling, academic advising, mentoring, tutoring and other student services will be coordinated within the Discovery College to ensure high risk students are provided the necessary resources to be successful. The ultimate objective of the Discovery College will be to increase retention and graduation rates of students and improve degree productivity.		X	Planning	Fall 2008
College Algebra Program (CAP) -- serves six counties in the MSU Service Region. CAP was implemented in Fall 2007 as a professional development partnership with selected high schools in the MSU Service Region. MSU mathematics faculty members are being deployed in the area high schools to teach college algebra to qualified high school seniors as identified by the teacher partners in the participating schools. CAP goals and objectives include: • To provide job-embedded professional development to teacher partners in order to strengthen teaching and learning of algebraic concepts; • To improve instructional strategies and bring best practices in teaching to Algebra II courses; • To reduce the number of FTF from high schools near MSU who require	X	X	Implemented	Fall 2007

Strategy	Enhance Growth	Enhance Productivity	Status	Start Date (actual/proposed)
mathematics remediation as college freshmen; • To increase college algebra readiness for FTF entering higher education; • To establish a partnership between MSU mathematics faculty and the mathematics teacher partners in eight high schools as a means to proactively and collaboratively reduce the need for mathematics remediation in postsecondary institutions; • To assess the feasibility of a proactive, sustainable approach to teaching high school Algebra II to juniors in an electronic format; • To improve student engagement in Algebra II and to promote a higher level of student success on the ACT in mathematics following completion of Algebra II, and: • To increase the college-going rate among high school graduates who typically lack the confidence to pursue career options that require successful completion of College Algebra or higher mathematics classes.				
Admission Criteria Review -- Significant analysis of student success data is ongoing to ensure that the academic requirements for admission to MSU are effectively identifying students for admission who have a reasonable chance for success in postsecondary education. Starting in Fall 2008 the criteria for admission to the university is being raised to require a minimum ACT score of 18 for unconditional admittance.		X	Planned	Fall 2008
General Education Core Review -- A rigorous review of the University's general education core requirements has begun to ensure that the courses offered continue to be effective in producing the desired student outcomes and to identify areas where efficiencies can be achieved with general education course offerings.		X	In-Progress	2007-08
Academic Program Audits -- All undergraduate academic programs will complete an academic audit in the 2007-08 academic year. The audits will look at program productivity, student outcome measures, market demand, and course requirements to ensure that all programs offered are effective 21st Century programs and that students can complete the programs in a four-year period.	X	X	In-Progress	2007-08
Completer Degrees for KCTCS Graduates -- Eight new bachelor degree "completer" programs have been established primarily for graduates of the Kentucky Community and Technical College System. These programs are designed to allow KCTCS graduates to earn bachelor degrees while continuing to meet work and family obligations and without traveling long distances. Courses are offered via the Internet, providing busy adults the opportunity to complete class work at a time and place convenient to them.	X		Implemented	2006-07

Strategy	Enhance Growth	Enhance Productivity	Status	Start Date (actual/proposed)
21st Century Education Enterprise -- Partner with Kentucky Dataseam Inc. to form a new commercial enterprise to spearhead engagements with Kentucky school districts, schools and individual teachers to: • Provide series of dedicated workshops and seminars • Establish regional technology training centers • Develop web resources to engage and support the education community • Engage selected schools on a comprehensive and ongoing basis • Commercialize educational programs outside Kentucky • Research, record and report applied learning back to MSU to improve learning, teaching and education administration techniques • Engage real world classroom teachers and administrators in ongoing development of a 21st Century Learning community.	X	X	Planned	Spring 2008
STEM Incentives -- Develop strategies that will facilitate growth in the number of science, technology, engineering and mathematics (STEM) graduates and improve teacher preparation in STEM disciplines including growth and marketing of the new MSU Space Science Center. The Space Science Center facility will include a Star Theatre which will strongly support the education and public service mission of the University, particularly with P-12 students interested in careers in STEM disciplines.	X		Planned	TBD
Kentucky AHED, GEAR UP and Upward Bound -- Participate in multiple programs the target high-risk students in the K-12 system to provide opportunities and experiences that reinforce setting high expectations and communicate the benefits of postsecondary education. In 2006-07, Upward Bound served 16 different schools in 15 service region counties and provided services to over 170 high school students. Also, the Upward Bound math and Science Center served approximately 49 Appalachian counties in eastern Kentucky.	X	X	On-Going	N/A
Regional Engagement -- Continue to develop The Center for Regional Engagement to link the resources and knowledge of the University to the unique needs and challenges of our service region and ultimately improve the quality of life in eastern Kentucky.	X	X	On-Going	N/A
Comprehensive Enrollment Management Plan -- Continue to implement the strategies recommended by the University's Strategic Enrollment Task Force that were developed to integrate the University's programs, practices, policies, and planning related to achieving the optimal recruitment, retention and graduation of students.	X	X	Implemented	2006-07 and 2007-08

Strategy	Enhance Growth	Enhance Productivity	Status	Start Date (actual/proposed)
Campus Master Plans -- The Campus Master Plan (2002) has been supplemented with a Comprehensive Student Housing Master Plan (2006) and an Athletic Facility Master Plan (2007). Also supporting the Campus Master Plan are the results of the statewide facilities condition and use report that was commissioned by the CPE through VFA, Inc. in 2007. These supplemental documents will assist in developing a multi-year improvement plan that will guide the University in its work to expand and maintain facilities that will assist in driving the goals of the strategic plan and accommodate the growth targets of the business plan.	X	X	On-Going	N/A
Realignment of Student Services Units -- An organizational realignment of three primary student support areas (Admissions, Financial Aid and functions within Accounting and Budgetary Control) was recently completed to form a one-stop-shop area for students needing assistance with enrollment and financial services. This new unit will continue to expand the range of services offered to students in the one-stop-shop approach as facilities become available to accommodate additional space needs as defined in the University's Six Year Capital Plan program to Renovate and Expand the Student Center - Phase II. Aligning the institutional resources to provide excellent-quality student services is critical to the goal of improving the retention rate of students.	X	X	In-Progress	2006-07
Host Events that Enable Middle- and High-School Students to Visit Campus and Interact with MSU Faculty and Students -- Recent market research indicates that student visits to campus are one of the top drivers in a student's decision to attend Morehead State University. Data also indicates that students who visit a college campus during their middle- and high-school years are more likely to consider postsecondary education after graduation. Early evidence of the impact this strategy can have on enrollment has been witnessed through a significant increase in the number of Governor's Scholars who selected Morehead State University in the fall of 2006 and 2007 following MSU's participation as a host site for the program each of those years.	X		On-Going	N/A
Scholarship Review -- MSU allocates a larger than average portion of its E&G budget resources for student financial aid. Analysis of existing institutional scholarship funds is ongoing to determine if those resources are being used effectively. Several changes in the scholarship program have been made over the past two years including shifting some merit-based aid to fund need-based scholarships and increasing both the requirements and amount of aid available to top-performing students. Also, new scholarship programs have been established specifically to enable more KCTCS graduates access to four-year programs. Results from these changes are being tracked to assess the overall	X	X	In-Progress	2006-07

Strategy	Enhance Growth	Enhance Productivity	Status	Start Date (actual/proposed)
effectiveness and to determine if additional adjustments in scholarship resources are necessary to maintain the greatest level of affordability to our service region students.				
Strategic Investments in Technology -- It is recognized the digital medium and networked computers can facilitate an effective intersection between teaching, learning, service, communication and community-building. On-going analysis to ensure strategic investment in technology will be critical throughout the life of the ASPIRE Strategic Plan.	X	X	On-Going	N/A
Mentoring Program -- Establish an employee-student mentoring program designed to focus on student retention and early intervention for high-risk students.		X	Planned	2008-09
Analytical Data Resource Tool -- Implementation of iStrategy analytical data resource tool that focuses on planning, management and measurement methodologies in key areas such as: • Recruiting Effectiveness • Retention Improvement • Strategic Enrollment Management • Performance Management • Early Intervention Outcomes • Course Optimization • Key Performance Indicators Achieving a high performance level in these areas will require structured performance management and efficient access to accurate information and will directly impact the University's ability to target strategies to improve productivity and effectiveness.	X	X	In-Progress	Fall 2007
Promotion Policy Review -- Work through the University's shared governance structure to review and update the current performance and promotion processes to ensure they effectively reward 21st century teaching, service and research practices.		X	Planned	TBD
Facilitate Cultural Change -- Utilize institutional marketing and outreach resources to improve public perceptions regarding postsecondary education affordability and the actual long-term return on investment gained from postsecondary education and life-long learning.	X		Planned	TBD
Note: The strategies listed above are a sample of the types of strategies that will be necessary to drive the enrollment growth and increases in productivity which are targeted in the plan by 2020. Additional input from faculty and staff will be required each year to identify and prioritize the complete list of strategies to be implemented throughout the life of the business plan. Annual adjustments will be made based on progress assessment, additional data analysis, continued review of best practice and changes in internal and external factors that influence student success.				

APPENDIX B
Basic Plan Assumptions

1. Student-state share – A plan assumption is to maintain a 50:50 student-state share for total cost of attendance. The student-state share has shifted from approximately 35:65 to 50:50 over the past decade. However, after review of total affordability data and comparison with student-state ratios of other states, it is reasonable to expect that the shift will be permanent. It will need to be a conscious effort to avoid further shift of the student-state share which will negatively impact affordability for Kentucky residents.
2. Set 2020 targets for both TPF/FTE and degree production to be comparative to the top tier of our benchmarks institutions –Data comparison indicate that the 2020 degree productivity rate is achievable if MSU can raise its productivity index to a level comparable to its top-performing benchmark peers.
3. Based on the mix of current enrollment across locations and attending online, a total headcount of 12,000 has been estimated as the maximum number of students that could be effectively served without significant expansion of MSU facility infrastructure beyond what is included in the University's Campus Master Plan and 2008-2016 Six Year Capital Plan.
4. A 3.3 percent Higher Education Cost Adjustment (HECA) inflationary adjustment used for projecting operating increases. HECA is a national benchmark for inflation for postsecondary institutions which was developed by SHEEO and based on two stable federal economic indices.
5. Reach and maintain a student-faculty ratio of 17:1 -- The student-faculty ratio of 17:1 is set slightly below the average student-faculty ratio of MSU's benchmark peers. However, given the higher than average number of first-generation, college-bound students, Pell eligible students and students with a higher than average number of development needs, the lower faculty-student ratio will help ensure adequate academic support is available to improve retention and graduate rates for higher risk students.
6. Annual increases for faculty salaries is projected at four percent annually – To continue to recruit and retain a high-quality faculty and staff will require that MSU pay competitive salaries. A four percent annual increase will help ensure MSU continues to make progress toward its goal of raising faculty salaries to the CUPA average by academic discipline and rank and raise staff salaries to average market rates.
7. Average all-ranks salary for new faculty to address *Double the Numbers* growth is set at $60,000 in the first year and adjusted annually based on HECA.
8. Regional stewardship personnel will increase by 3 FTE per year through 2020
9. Other E&G Revenues are projected to remain at 10.75 percent of total public funds
10. Student financial aid expenditures are modeled through 2020 to remain at approximately 10 percent of total E&G expenditures with a focus on increasing the portion of aid awarded through need-based programs.

APPENDIX C

Double the Numbers – Cost per Student Headcount

Projected FY08 All-ranks average faculty salary	$	60,000
Benefits (33%)	$	19,800
	$	79,800
Clerical / GA / Student Employment (10% of faculty compensation)	$	6,000
Non-personnel academic support (18% of faculty compensation)	$	10,800
Total Instruction Cost	$	96,600
Support (institution, academic indirect, library, student services, student financial aid and M&O of Plant) - 1.30 times Total Instruction	$	125,580
Total Cost	$	222,180
Cost per Student (Student-faculty ratio of 17:1)	$	13,069

Appendix D

2020 Funding Projection Model

Year	A Tuition & Fees	% Chg	B State Appropriations	% Chg	C Total Public Funds	% Chg	D Headcount	% Chg	E UG FTE	% Chg	F Bach. Degrees	% Chg	G MSU TPF per UG FTE	% Chg	H Top BM per UG FTE	HECA Inc	Productivity Index
2000-01	$ 21,798,200		$ 38,187,700		$ 59,985,900		8,327		6,060		927		$ 9,899				
2001-02	$ 24,013,500	10.2%	$ 40,536,700	6.2%	$ 64,550,200	7.6%	9,027	8.4%	6,529	7.7%	907	-2.2%	$ 9,887	-0.1%			
2002-03	$ 27,098,365	12.8%	$ 41,203,600	1.6%	$ 68,301,965	5.9%	9,390	4.0%	6,955	6.5%	887	-2.2%	$ 9,821	-0.7%	$ 16,665		
2003-04	$ 31,880,800	17.6%	$ 41,194,500	0.0%	$ 73,075,300	7.0%	9,509	1.3%	7,061	1.5%	991	11.7%	$ 10,349	5.4%	$ 17,215	3.3%	
2004-05	$ 35,975,200	12.8%	$ 40,146,700	-2.5%	$ 76,121,900	4.2%	8,293	-12.8%	6,838	-3.2%	1,038	4.7%	$ 11,132	7.6%	$ 17,783	3.3%	17.13
2005-06	$ 40,224,950	11.8%	$ 43,428,400	8.2%	$ 83,653,350	9.9%	9,062	9.3%	6,492	-5.1%	1,055	1.6%	$ 12,886	15.8%	$ 18,370	3.3%	16.16
2006-07	$ 44,692,750	11.1%	$ 44,053,100	1.4%	$ 88,745,850	6.1%	9,025	-0.4%	6,336	-2.4%	1,100	4.3%	$ 14,007	8.7%	$ 18,976	3.3%	15.82
2007-08	$ 47,860,450	7.09%	$ 48,802,100	10.8%	$ 96,662,550	8.9%	9,125	1.1%	6,407	1.1%	1,145	4.1%	$ 15,087	7.7%	$ 19,602	3.3%	16.22
2008-09	$ 51,449,984	7.5%	$ 52,340,252	7.25%	$ 103,790,236	7.4%	9,347	2.4%	6,534	2.0%	1,190	3.9%	$ 15,885	5.3%	$ 20,249	3.3%	17.40
2009-10	$ 55,308,733	7.5%	$ 56,134,921	7.25%	$ 111,443,653	7.4%	9,569	2.4%	6,661	1.9%	1,235	3.8%	$ 16,731	5.3%	$ 20,917	3.3%	19.02
2010-11	$ 59,456,887	7.5%	$ 60,204,702	7.25%	$ 119,661,590	7.4%	9,791	2.3%	6,788	1.9%	1,280	3.6%	$ 17,628	5.4%	$ 21,608	3.3%	20.20
2011-12	$ 63,916,154	7.5%	$ 64,569,543	7.25%	$ 128,485,697	7.4%	10,013	2.3%	6,915	1.9%	1,325	3.5%	$ 18,581	5.4%	$ 22,321	3.3%	20.68
2012-13	$ 68,709,866	7.5%	$ 69,250,835	7.25%	$ 137,960,701	7.4%	10,235	2.2%	7,042	1.8%	1,370	3.4%	$ 19,591	5.4%	$ 23,057	3.3%	20.97
2013-14	$ 73,863,106	7.5%	$ 74,271,521	7.25%	$ 148,134,626	7.4%	10,457	2.2%	7,169	1.8%	1,420	3.6%	$ 20,683	5.5%	$ 23,818	3.3%	21.32
2014-15	$ 79,402,838	7.5%	$ 79,656,206	7.25%	$ 159,059,044	7.4%	10,679	2.1%	7,296	1.8%	1,470	3.5%	$ 21,801	5.5%	$ 24,604	3.3%	21.66
2015-16	$ 85,358,051	7.5%	$ 85,431,281	7.25%	$ 170,789,332	7.4%	10,900	2.1%	7,423	1.7%	1,520	3.4%	$ 23,008	5.5%	$ 25,416	3.3%	21.98
2016-17	$ 91,759,905	7.5%	$ 91,625,049	7.25%	$ 183,384,954	7.4%	11,121	2.0%	7,549	1.7%	1,574	3.6%	$ 24,293	5.6%	$ 26,255	3.3%	22.35
2017-18	$ 98,641,898	7.5%	$ 98,267,885	7.25%	$ 196,909,783	7.4%	11,342	2.0%	7,675	1.7%	1,628	3.4%	$ 25,656	5.6%	$ 27,121	3.3%	22.71
2018-19	$ 106,040,040	7.5%	$ 105,392,285	7.25%	$ 211,432,325	7.4%	11,562	1.9%	7,801	1.6%	1,690	3.6%	$ 27,103	5.6%	$ 28,016	3.3%	23.16
2019-20	$ 113,993,043	7.5%	$ 113,033,226	7.25%	$ 227,026,269	7.4%	11,781	1.9%	7,927	1.6%	1,746	3.3%	$ 28,640	5.7%	$ 28,941	3.3%	23.52
2019-20	$ 122,542,522	7.5%	$ 121,228,134	7.25%	$ 243,770,656	7.4%	12,000	1.9%	8,053	1.6%	1,799	3.0%	$ 30,271	5.7%	$ 29,896	3.3%	23.83

Approx. 50:50 State-Student Share

Comparable Funding with BM Peers

2020 Target Production of Degrees

Note: Shaded areas are projected values.

Appendix E

MOREHEAD STATE UNIVERSITY
CAPITAL PROJECTS REQUEST

Project Title

2008-2010   **Scope**

Projects Funded with State Bonds or State General Funds

	Project	Scope
1	Construct Space Sci Ctr Star Theatre and Clean Rm	9,640,960
2	Renovate & Expand Student Center Phase II	49,092,000
3	Purchase Equip for Ctr for Hlth, Educ & Research	3,666,000
4	Renovate Combs Classroom Building	24,448,300
5	Plan and Design Library Facility	1,350,000
6	Renovate Button Auditorium	3,350,000
7	Capital Renewal & Maintenance Pool-E&G	4,586,500
8	Acquire Land Related to Master Plan	2,000,000
9	Replace Pwr Plnt Pollution Cntrl Sys&Boiler Tubes	5,700,000
10	Comply with ADA - E&G	3,322,000
11	Construct Athl Admin & Sports Performance Bldg	23,589,000
12	Construct Center for the Performing Arts	32,536,000
13	Construct Honors College Facility	1,733,000
14	Construct KY Mountain Heritage Center	5,434,000
15	Construct New Music Building	88,800,000
16	Construct Plant Facilities	6,750,000
17	Construct Vet Tech Clinical Services Center	21,586,000
18	Enhance Library Automation Resources	1,000,000
19	Enhance Network/Infrastructure Resources	4,750,000
20	Expand Life Safety: Claypool-Young Bldg	1,000,000
21	Purchase Bus	500,000
22	Purchase Equipment for Molecular Biology Lab	430,000
23	Purchase Instructional Tech Initiatives	2,177,100
24	Reconstruct Central Campus	2,500,000
25	Renovate Acad Ctr & Tennis Team Facilities	4,578,000
26	Upgrade Administrative Office Systems	2,500,000
27	Upgrade and Expand Distance Learning	750,000
28	Upgrade Instruct. PCs/LANs/Peripherals	5,000,000
	Subtotal State Bonds/Funds	**$ 312,768,860**

Projects Funded with Agency Bonds or Agency Funds

	Capital Renewal & Maintenance Pool-Auxiliary	$ 1,383,000
1	Construct Campus Recreation Center	39,000,000
2	Renovate Alumni Tower Residence Hall	4,631,000
3	Construct Food Srvcs Facility in Housing Complex	8,251,000
4	Comply with ADA - Auxiliary	2,727,000
4	Renovate Mignon Tower Residence Hall	5,682,000
5	Construct Parking Structure	7,000,000
	Subtotal Agency Bonds/Funds	**$ 68,674,000**

Projects Funded with Federal Funds

Construct Morehead/Ro Co Public Safety Complex	$ 10,853,000
Subtotal Federal Funds	**$ 10,853,000**

TOTAL 2008-2010 CAPITAL PROJECTS	**$ 79,527,000**

Appendix F

Double The Numbers

Putting Kentucky's Public Agenda Into Action

Kentucky needs 791,000 bachelor's degree holders by the year 2020 to reach the projected national average in educational attainment. In 2000, we had 402,000. The number of bachelor's degree holders needs to double over the next 14 years to achieve the goals outlined in the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1).

The first phase of postsecondary reform produced many improvements and laid the foundation for future success. Enrollments soared, research and development funding increased dramatically, the community colleges were consolidated into the new Kentucky Community and Technical College System, adult education became part of the Council, and accountability took center stage with new institutional strategic plans and a revised Public Agenda, *Five Questions—One Mission: Better Lives for Kentucky's People.*

> *As we enter the second phase of reform, one question looms large: "What will it take to achieve our goal?"*

Statewide and institutional performance indicators were created to track our progress, and Kentucky's reform movement gained national prominence for its innovation and leadership.

As we enter the second phase of reform, one question looms large: "What will it take to achieve our goal?" The Council completed a 2020 projections study to estimate the enrollments and degrees needed to achieve the national average in educational attainment. Undoubtedly, we will need more resources to reach this goal, but we also must do things differently—more efficiently and urgently.

What will it take?

If Kentucky continues to perform at current levels, the Commonwealth will have **580,000** bachelor's degree holders in 2020, falling short of its educational attainment goal by **211,000** degrees. Closing this gap is challenging, but not impossible. The following five-step plan illustrates additional bachelor's degree holders that could be produced by aggressive and purposeful interventions. This scenario assumes all interventions and strategies would be implemented concurrently over the next 14 years.

Intervention PLAN	Strategies to 2020	Additional Bachelor's Degrees Produced
STEP 1 Increase postsecondary participation and quality	• Increase the high school college-going rate from 62% to 74% • Increase the adult college participation rate from 3.6% to 4.5% • Raise the postsecondary system's graduation rate from 43.6% to 56%	66,000
STEP 2 Improve GED to college transitions	• Increase college-going of GED graduates from 19% to 36% • Increase the annual number of GED graduates from 9,000 to 15,000	4,000
STEP 3 Funnel more first-time students through KCTCS	• Improve general education credit transfer • Keep KCTCS tuition low • Increase the number of students transferring from KCTCS to four-year universities from 3,100 to 11,334	26,000
STEP 4 Raise high school graduation rates	• Enhance guidance counseling/support services • Improve teacher preparation programs • Increase the high school graduation rate of 9th graders from 72% to 81%	36,000
STEP 5 Increase migration and economic development	• Create new jobs to attract college-educated, out-of-state residents • Keep college graduates working in Kentucky • Double the number of jobs requiring at least a bachelor's degree	79,000

Additional bachelor's degree holders	**211,000**
Production at current level	**+ 580,000**
2020 GOAL	**791,000**

2000	2010		
19% of working-age Kentuckians (402,000) held a bachelor's degree or higher, versus the national average of 27%.		248,700 undergraduates need to be enrolled in college.	Kentucky colleges and universities need to award 22,700 bachelor's degrees.

What's the cost?

The cost of achieving our educational goals will be significant. We must continue to secure new revenue while making the most of current resources. Over the next year, the Council will develop projections to better understand how much it will cost to double our degree production over the next 14 years. This process will involve a re-assessment of the state's postsecondary education funding policy; refocused efforts on productivity, efficiency, and resource reallocation; an analysis of university facility needs; and the continuation of efforts to better align state appropriations, tuition policy, and financial aid. Linking reform costs, educational outcomes, and benefits will strengthen the case for sustained, long-term funding.

What's the return?

Doubling our numbers will benefit all Kentuckians. If we reach the national average in educational attainment by 2020, **we can expect a cumulative increase of $5.3 billion in state revenue and $71 billion in personal income,** according to the Kentucky Long-Term Policy Research Center. Every Kentuckian must realize this simple truth—a bachelor's degree holder on average earns $1 million more than a high school graduate over a lifetime. The link between an educated citizenry, economic prosperity, and quality of life is undeniable and must be ingrained into Kentucky's culture and future.
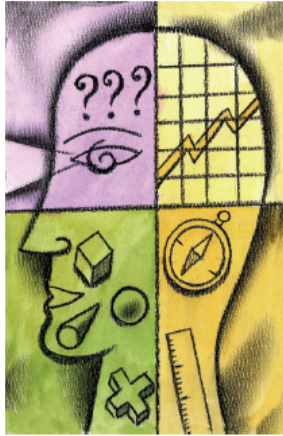
If we reach our 2020 goal, Kentucky can expect:

- Higher paying jobs and lower unemployment.
- A stronger tax base and faster economic growth.
- Lower crime rates and health care costs.
- More community service and charitable giving.
- Higher voter turnout and increased civic participation.

2020

32% of the U.S. working-age population is projected to have at least a bachelor's degree. Kentucky will need 791,000 degree holders to achieve the projected national average.

330,800 undergraduates need to enroll in college—up from 168,900 in 2000.

Kentucky colleges and universities need to award 33,700 bachelor's degrees per year—up from 15,600 in 2000.

What's next?

As we enter the second phase of reform, the Council is accelerating its efforts to put the Public Agenda into action and achieve our House Bill 1 goals. Over the next year, we will initiate numerous discussions around the state to better understand what we need to do differently to "Double the Numbers" by 2020.

Next steps include:

- Establishing aggressive enrollment and degree production goals for 2008 and 2010.

- Re-assessing postsecondary education's funding policies and aligning state appropriations, tuition, and financial aid.

- Reviewing the accountability system to increase institutional productivity and promote cost efficiencies and resource allocation.

- Generating long-term cost estimates for achieving 2020 goals.

- Conducting a statewide policy scan to identify what's helping and what's hindering our progress.

- Researching national and international best practices related to increasing educational attainment.

- Increasing diversity systemwide, including low-income, underprepared, and adult students.
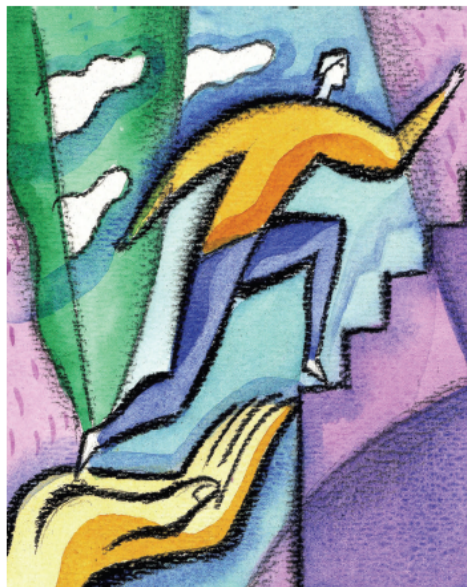
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: (502) 573-1555
Fax: (502) 573-1535
Web site: http://cpe.ky.gov

Leon Zernitsky/SIS Illustrations

April 23, 2008

Dr. Randy J. Dunn, President
Murray State University
218 Wells Hall
Murray, KY 42071

Dear President Dunn:

It is my pleasure to present to you the following information regarding the Vision Plan for the Murray State University Regional Stewardship Program. As instructed, we have endeavored to research the needs and challenges of the region and develop a vision plan to link the resources and knowledge of the university to the region. As of April 15, 2008, the Regional Stewardship Advisory Council approved the vision, goals and objectives that will ser e as the foundation for the grant funding for the Council on Postsecondary Education's Region 1 Stewardship program. Enclosed you will find a copy of the Vision Plan and approval signatures.

It was the consensus of the Advisory Council that our number one priority regarding the distribution of Phase II Regional Stewardship funds will be Educational Attainment. Job creation/entrepreneurial spirit, collaborative partnerships, and quality of life would follow in order of importance. Realizing that funding from the state is limited, we are in support of targeting the $300,000 allocation towards the first priority, believing if we improve upon the Educational Attainment, the second and remaining priorities will follow close behind. Murray State University's leadership in providing expertise and guidance will be critical to the success of obtaining the vision for west Kentucky through Regional Stewardship.

Speaking on behalf of the Advisory Council, allow me to say thank you for allowing us to contribute to this process. We value the opportunity and look forward to implementing the goals and objectives that have been set forth in these plans.

Sincerely,

Greg Pruitt, Chair
Regional Stewardship Advisory Council

Enclosures
CC: Melissa Bell, Senior Associate for Academic Affairs, CPE

Regional Stewardship Advisory Council

Vision Plan and Proposal

Signature Approval

Name	County	Signature
Barbara Jones	Ballard County	
Susan Van Hooser	Caldwell County	
Eric Walker	Calloway County	
Kevin O'Neill	Carlisle County	
Shawn Reynolds	Christian County	
Chris Sutton	Christian County	
Bobby Martin	Crittenden County	
David Gallagher	Fulton County	
Renee Buckingham	Graves County	
Kevin Sheilley	Henderson County	
Greg Pruitt	Hickman County	
Judith Moore	Hopkins County	
Bob Brooks	Hopkins County	
Darrell Jones	Livingston County	
Jim Moore	Lyon County	
David Denton	McCracken County	
Debbie Wattier	McCracken County	
Betsy Hudson	Marshall County	
John Rufli	Trigg County	
Charles Moore	Union County	
Tommy Chandler	Webster County	

ROADMAP TO THE FUTURE

May 15, 2008

President Wayne Andrews
Morehead State University
Morehead, Kentucky 40351

President Andrews,

This letter is to enthusiastically recommend and express our commitment for Morehead State University's Phase Two Proposal to CPE for Regional Stewardship funds. As subcommittee chairs of the Regional Advisory Committee we have worked with our fellow committee members, MoSU personnel, and citizens in the development of the attached materials, particularly the Regional Plan and Phase Two Narrative. Working together with our partners we examined regional summary data on challenges; we listened to citizens and analyzed their comments as articulated in community forums, and we assessed the strengths and gaps in human and organizational resources both regionally and at MoSU.

The Board has voted unanimously to accept and support the plan. We appreciate your personal commitment to this effort and look forward to further strengthening a long and strong partnership with MoSU, citizens, and regional partners to create opportunities and to respond to regional challenges.

Sincerely,

Susan Compton,
Subcommittee Chair
Education

Larry Foxworthy,
Subcommittee Chair
Community Building

Mark Neff,
Subcommittee Chair
Health

Gail K. Wright,
Subcommittee Chair
Economic Development

Roadmap to the Future

Mason	Lewis	Greenup
Fleming		
Rowan	Carter	Boyd
Bath	Elliott	Lawrence
Montgomery	Morgan	Johnson
Menifee		Martin
Wolf	Magoffin	
Breathitt	Floyd	Pike
Knott		
Letcher		

Regional Strategic Plan

Regional Advisory Committee

INTRODUCTION

Eastern Kentuckians are rightfully proud of their rich cultural traditions and their place in both Kentucky's history as well as the nation's. Many great leaders have called this region home, and there is much to be proud of. It was here that Doctor Thomas Walker led the first expedition of record from Virginia in 1750. Here also was the world's first continuous steel sheet rolling mill put into operation, in 1923, which process some have rated as one of the great inventions in human history. Unfortunately, there are also significant challenges and needs that have long gone unmet. Poverty, unemployment, poor health, low educational attainment levels…the list sometimes seems endless. The challenges and needed resources to even begin to address these issues can be daunting Yet we are not a people or a region without hope. We have a history of rolling up our sleeves and getting down to work, of coming together to help our neighbors, and of building partnerships that can make strong and lasting improvements. But sometimes the problems and challenges can seem so overwhelming that there is a great need for determining focus and applying resources and momentum.

COMMUNITY FORUMS

Fortunately for Morehead State University's Center for Regional Engagement and its service region, there was no lack of willingness by community members in the region to speak up and be heard about where it was felt the greatest needs were and where priorities should be. Over three hundred people turned out for the seven regional community forums. Citizens, business leaders, students, locally elected officials and educational and other professional leaders all turned out to make the forums a huge success. Citizens voiced their opinions, concerns and ideas about the region's future to President Andrews, Provost Hughes, Associate Provost for Engagement David Rudy, along with five to ten other MoSU faculty and staff who attended each session. Regional Advisory Committee members were also in attendance at most of the session. And although many voices stressed how much they had valued the contributions that Morehead State University was already making in the region, they were not shy or silent about possible ways that they thought Morehead State University could make its presence felt in even more ways.

Detailed notes were taken at each forum, and those comments, suggestions and thoughts were then studied and reviewed to help guide the Regional Advisory Committee to determine what the region saw as its greatest needs and what they saw as priorities for the region. Not surprisingly, many communities are facing similar issues and challenges, reminding us all once again that we are truly much more alike than different. A breakdown of the area of focus and percentage that the comments, questions and insights from the forums fell into can be seen in the pie graph below:

Forum Comments
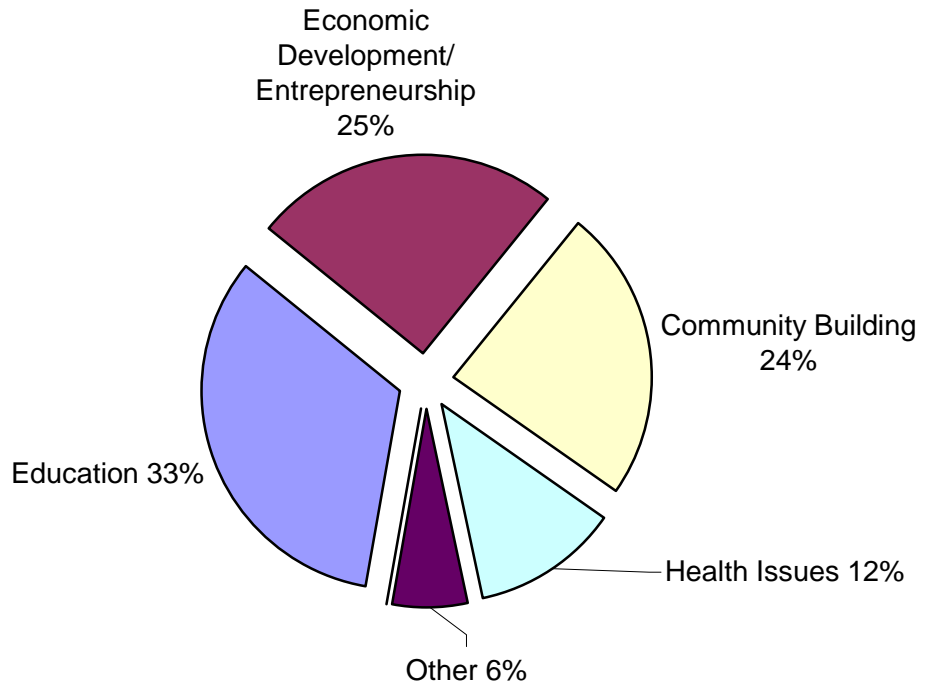
Many of the comments and issues mentioned at the various forums were remarkably similar. Below are some samplings of comments that occurred repeatedly at the different forums.

- **Education**

    o Needs/Challenges
        - parental support/involvement is crucial
        - the dropout rate is too high
        - many of our students who choose to go to college need remediation – remediation should come long before college
        - different types of education, possibly more hands-on opportunities, job shadowing, mentoring, internships, co-ops, enrichment programs, tours, workshops, day camps
        - Lack of educated workforce

- brain drain – students leave the area for employment after they are educated
- programs for seniors and other citizens (non-traditional students) looking for personal enrichment and/or a career change (after retirement)
- programs to train people to fill open positions (sometimes entry level) in health care and other technical fields
- opportunity to complete all degree requirements at regional campuses, undergraduate and graduate level – schedules for working adults
- bi-lingual training for workers and managers

- **Economic Development/Entrepreneurship**

  - Needs/Challenges
    - improving educational attainment for the region would help attract industry
    - job diversity is better in other areas, we need to encourage entrepreneurship and diversification
    - better communication between universities and industry is needed to determine training/education needs
    - we need to work with government to give people incentives to get off welfare, people often lose their benefits when they work
    - 40% of the workforce will soon retire, we need to talk about the future of the job market and share information with guidance/career counselors so they can educate young people
    - shortage of machinists and other skilled trades, need to increase vocational education and improve math backgrounds
    - our region depends heavily on healthcare and prison jobs, we need to diversify
    - programs to help drug abusers reenter the workforce are needed
    - lack of flat land and infrastructure are problems
    - better communication between industry and education concerning the types of education/training needed for current and upcoming positions

4

- **Health**

  - Needs/Challenges
    - prescription and non-prescription drug abuse is common, treatment and correction are important, but prevention and education would be better
    - obesity and sedentary living are contributing to many serious health problems
    - lack of required physical education courses
    - healthcare is unaffordable for many of our uninsured
    - need primary health care programs to make it more accessible in communities
    - some communities have no dentist who accepts Medicare patients, some communities have only one – children need access to dental care

- **Community Building**

  - Needs/Challenges
    - counties/communities are often reluctant to collaborate
    - Need more participation from people in the community
    - downtowns need to be more inviting
    - organized carpools
    - affordable reliable day care would also be helpful

ADVISORY COMMITTEE STRATEGIC PLAN

It was not surprising that the community members focused on these four areas so heavily. Most people don't need detailed graphs and charts to tell them about the situation that they are living every day. An analysis of the emphasis areas the community focused on, along with the community input from the community forums, was shared and studied by the Regional Advisory Committee. The areas of need, identified by the community and data gathered by university personnel, are very real, indeed.

MOREHEAD STATE UNIVERSITY SERVICE REGION AND MSU CENTERS

Counties
1. Bath
2. Boyd
3. Breathitt
4. Carter
5. Elliott
6. Fleming
7. Floyd
8. Greenup
9. Johnson
10. Knott
11. Lawrence
12. Letcher
13. Lewis
14. Magoffin
15. Martin
16. Mason
17. Menifee
18. Montgomery
19. Morgan
20. Pike
21. Rowan
22. Wolfe

MSU @ Ashland
MSU @ Mt. Sterling
MSU @ West Liberty
MSU @ Prestonsburg
MSU @ Jackson

Kentucky
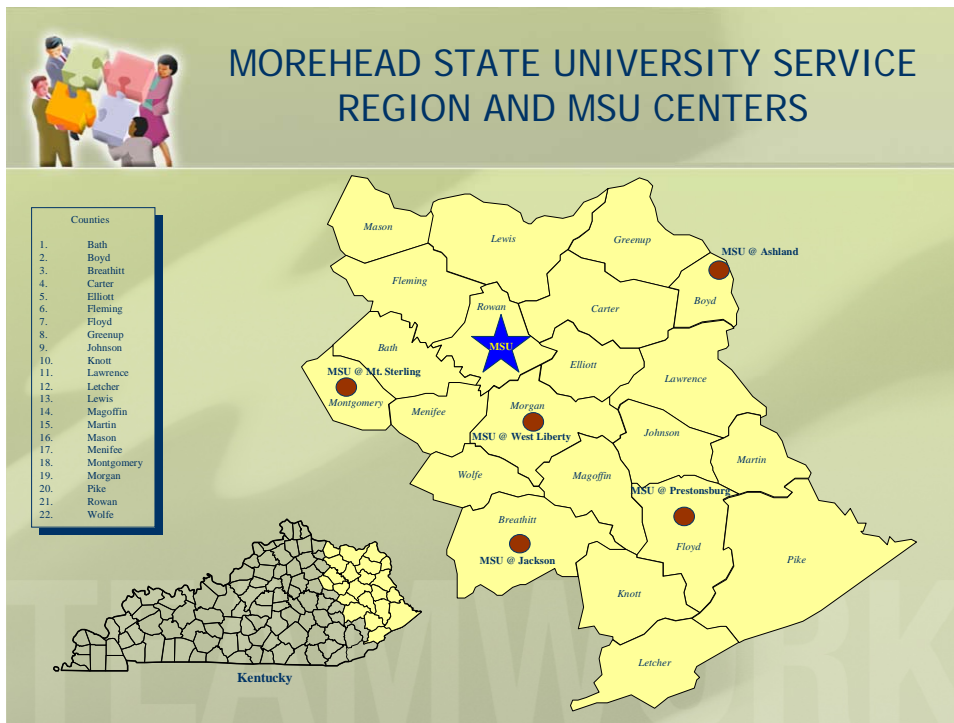
Twenty one of the twenty-two counties that CPE has designated as MoSU's Engagement area are all designated as Appalachian counties by the Appalachian Regional Commission. Many of these counties have the dubious distinction of having some of the highest poverty and lowest health rankings in the nation.

Poverty Rates by Kentucky Counties, 2007

MSU Service Region

Sources:
Kentucky Deskbook of Economic Statistics 2007. www.thinkkentucky.com
Kentucky Institute of Medicine: The Health of Kentucky A County Assessment http://www.kyiom.org/healthy2007a.pdf
Kentucky Council on Postsecondary Education 2006-2007. http://cpe.ky.gov

Percent of High School Graduates Kentucky Counties, 2006
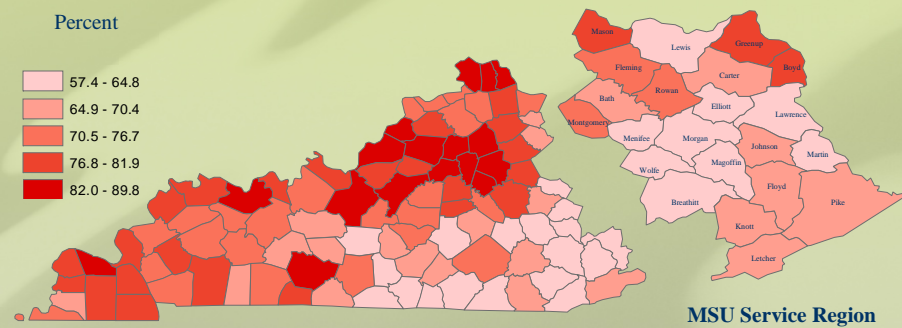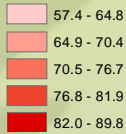
MSU Service Region

Sources:
Kentucky Deskbook of Economic Statistics 2007. www.thinkkentucky.com
Kentucky Institute of Medicine: The Health of Kentucky A County Assessment http://www.kyiom.org/healthy2007a.pdf
Kentucky Council on Postsecondary Education 2006-2007. http://cpe.ky.gov

Median Household Income for Kentucky Counties, 2007

Dollars
- 15805 – 22356
- 22357 – 22089
- 22090 – 33865
- 33866 – 41903
- 41904 – 63229

MSU Service Region

Sources:
Kentucky Deskbook of Economic Statistics 2007. www.thinkkentucky.com
Kentucky Institute of Medicine: The Health of Kentucky A County Assessment http://www.kyiom.org/healthy2007a.pdf
Kentucky Council on Postsecondary Education 2006-2007. http://cpe.ky.gov
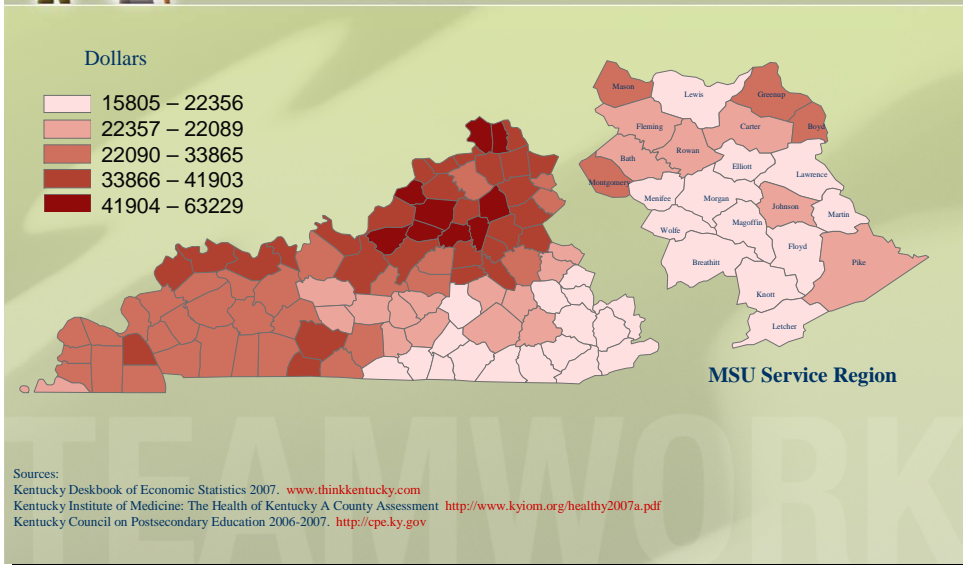
Percent Unemployment by Kentucky Counties, 2007

Percent
- 4.2 - 5.3
- 5.4 - 6.2
- 6.3 - 7.3
- 7.4 - 8.8
- 8.9 - 12.3

MSU Service Region

Sources:
Kentucky Deskbook of Economic Statistics 2007. www.thinkkentucky.com
Kentucky Institute of Medicine: The Health of Kentucky A County Assessment http://www.kyiom.org/healthy2007a.pdf
Kentucky Council on Postsecondary Education 2006-2007. http://cpe.ky.gov

Health Index Ranking for Kentucky Counties, 2007

Ranking

1 - 24
25 - 48
49 - 72
73 - 96
97 - 120

1 best, 120 worst

MSU Service Region

Sources:
Kentucky Deskbook of Economic Statistics 2007. www.thinkkentucky.com
Kentucky Institute of Medicine: The Health of Kentucky A County Assessment http://www.kyiom.org/healthy2007a.pdf
Kentucky Council on Postsecondary Education 2006-2007. http://cpe.ky.gov

The thoughts and feedback from the Advisory Committee targeted the concerns, opinions and valid challenges of the larger community. The four areas the community had concentrated on were kept and subcommittees formed in those areas. From the community forums and analysis of the region, the Advisory Committee developed the following:

EDUCATION COMMITTEE

Issues	Challenges	Plans/Strategies	Possible Partners	Impact other subcommittees
Funding and Affordability of Education	Ongoing increase of tuition for higher education	*State Funding *Private Sectors *Grants/Service Learning Programs *Expanded work study program with Tuition Assistance *FUTURE GOAL: Free instate tuition for first two years.	Chamber of Commerce, Legislators, Admission Counselors	Community Building

Academic Expectations are too low	Expectations for Public Schools are too low	*Bring together all counselors for School Systems, Universities (Admission offices, Financial Aid, Scholarships) to raise expectations for High School Graduates	*not known	Education
Breaking the cycle of Poverty/Welfare	Changing the mindset of students/parents to break the cycle of poverty and welfare	*Partnerships between Public Schools and the Universities *Summer Programs *Individual Learning Plans *Technical/Vocational Programs *Websites/Public Relations *Service Learning Programs *Mentorships	*School Systems/Administrations/Committee Members *Elected Officials and University Leaders *Chamber of Commerce	Education, Community Building, Health

HEALTH SUBCOMMITTEE

Issues	Challenges	Plans/Strategies	Possible Partners	Impact other subcommittees
Tobacco Free Region	Cost of Lifestyle/Health Risk	*Support Tobacco Tax *Support Tobacco Free Campus	Hospitals, Colleges, City, Schools	Economic Development
Labor Force Needs	Assess and match labor force needs with education/training programs	*Corporate partnering with college campuses *Communicate needs *Health Care promotion	Colleges, Hosptial, KCTCS, Employers, etc.	Economic Development, Education

			UNITE, Morehead Inspiration Center, Business/Industry, Drug Courts, UK Center for Drugs and Alcohol	
Substance Abuse	Widespread abuse/use, It's in the culture	*Re-entry program (Employment/education) *"Inspiration Center"	UNITE, Morehead Inspiration Center, Business/Industry, Drug Courts, UK Center for Drugs and Alcohol	Economic Development, Community Building, Education
Uninsured	*not known	*not known	*not known	*not known

ECONOMIC DEVELOPMENT SUBCOMMITTEE

Issues	**Challenges**	**Plans/Strategies**	**Possible Partners**	**Impact other subcommittees**
Dwindling Work Ethics	Improve/Reform the work ethic of the region	*Find a better link/partnership to begin work ethic at a younger age *Improve Employer/Employee relationship	School Systems, Chambers, Community organizations, ED Org., ADD's, Non-Profits	Education, Community Building
Lack of Communication Between University and Business	Changing the mindset of Existing Businesses and Entrepreneurs, all partners in the community	*Communicating the job opportunities, skills needed *Encourage Higher Education and the faculty to participate in Community in the development of the economy	*not known	Education, Community Building

Drugs in the Workforce	Drugs in the Workforce	*"Full Court Press", a groundswell as a region *Develop a slogan *Legislative change *Changes in Subsidy programs and provide the incentives if they are in training	*not known	Health, Community Building, Education

COMMUNITY BUILDING SUBCOMMITTEE

Issues	Challenges	Plans/Strategies	Possible Partners	Impact other subcommittees
Drug Abuse	Creating Programs to address the inefficiency of the current drug programs	*Create a Program to assess the inefficiency and try to reform ongoing efforts	State and Federal Governments	*not known
Deteriorating Infrastructure	To Create a relationship between the public and the University	*Widespread testing to "Measure Quality" of Education(?)	*not known	*not known
Creating a Regional Planning Commission	There is a need to reform the relationship between local government and the University	*Form a Commission to create involvement in local business and governments and the University	Educational Institutions	*not known

CONCLUSION

The Phase II proposal was developed to help address needs in those four areas of emphasis as defined by the community. In keeping with this strategic plan, specific targeted projects were chosen to address needs, with the expectation that best practices of successful portions of the programs will result in similar programs or initiatives being replicated around the region, as well as helping us define new opportunities and challenges that need addressing. The plan as developed for the region by the Regional Advisory Committee will be reviewed during the next twelve months by that committee to measure progress of the initiatives, and then see what, if any, amendments or changes are needed.

The Morehead State University Center for Regional Engagement Advisory Committee is committed to helping strengthen the bonds between the university and the region, keeping the channels of communication open, and moving the region forward in ways that will enable Eastern Kentuckians to continue to be proud of their region, their heritage and their leaders.

Request to Delegate
Regional Stewardship Initiative Proposal Approval

ACTION: The staff recommends that the Council delegate authority to the Executive Committee to approve regional stewardship initiative grant proposals in June 2008.

Given that (1) stewardship initiative proposals were not reviewed in time to allow for the required external review prior to the May 23 Council meeting and (2) the $284,000 remaining in the initial grant pool will lapse on June 30, 2008, the staff recommends that the Council authorize the Executive Committee to approve regional stewardship initiative grant proposals in June 2008.

Staff preparation by Jim Applegate and Melissa Bell

Guidelines for New Extended Campus Programs

ACTION: The staff recommends that the Council approve the new guidelines for extended campus programs. These new guidelines were informed by the work of the Postsecondary Education Working Group on Access to Academic Programs.

At its November 8, 1999, meeting, the Council approved the following guidelines for extended campus offerings.

The primary purpose of extended campus programs and courses is to provide, in an efficient and cost effective manner, higher education access to place-bound and time-bound students who are geographically remote from existing institutions of higher education. This purpose supports the goals of the Kentucky Postsecondary Education Improvement Act of 1997, 2020 Vision, and the Council's recently approved 1999-2004 Action Agenda by improving college-going rates and educational and degree attainment levels, as well as meeting documented regional needs for individuals educated in particular occupational disciplines.

The universities should work collaboratively with the Kentucky Commonwealth Virtual University, the KCTCS, individual community and technical colleges, and independent institutions to meet the educational needs of the communities in their service areas. Current designated service areas will be maintained (as reflected on the attached map).

Programs offered at extended campus centers or sites within an institution's designated service area do not require Council approval. If an institution wishes to implement a new extended campus offering outside its designated service area, the following process will apply:

1. *The institution will submit a proposal to the Council staff for posting to the Council's Web site at least 60 days before course registration is to begin. A proposal for a new extended campus program should include the following information:*

   - *Program title.*
   - *Program description.*
   - *Sample curriculum.*

- *Statement of need and demand for the program and the program's connection to institutional mission.*
- *A list of individuals (names and titles) in business, the professions, and government consulted about the need for the program and employment opportunities for program graduates.*
- *If distance learning, the technology delivery mechanism (satellite, etc.).*

A proposal for a new extended campus course (that is not part of a previously approved extended campus program) should include:

- *Course title and number.*
- *Course description.*
- *Statement of need and demand for the course and the course's connection to institutional mission.*
- *A list of individuals (names and titles) in business, the professions, and government consulted about the need for the course.*
- *If distance learning, the type of technology delivery mechanism (satellite, etc.).*

2. *There will be a 30-day review period following posting during which the coordinating institution for the target area can respond. If the coordinating institution for the target area opposes the offering, the Council staff will decide how best to resolve the dispute. In doing so, the Council staff may require additional information and may recommend that the Council take action on the proposal. A final resolution will normally occur within 45 days of the original submission of the proposal.*

The KCVU Academic Council is the review mechanism for courses and programs delivered via the KCVU. Therefore, KCVU-approved courses and programs can be offered by any institution in any service region without using the procedures outlined above for extended campus offerings. The extended campus offering guidelines do apply to non-KCVU courses and programs offered via the Kentucky TeleLinking Network or satellite as well as non-KCVU electronically delivered offerings that require students to receive instruction in real time at fixed, predetermined locations.

These guidelines proved difficult to implement and ultimately proved to be an obstacle to flexible delivery of programs meeting regional needs. In addition, the guidelines regarding distance education courses are outdated in light of the Kentucky Virtual Campus' new strategic plan.

The Council created the Postsecondary Education Working Group on Access to Academic Programs in May 2007. The group was charged with reviewing policies related to the Council's role in approval of postsecondary academic programs, including extended campus offerings and authorization and operation of extended campus centers.

The Council staff analyzed extended campus offerings and found that, with the exception of the University of Kentucky, there is little activity outside designated areas of geographic responsibility. Following the suggestion of the working group, the proposed new guidelines would read:

> *Institutions planning to offer programs outside their areas of geographic responsibility must consult with potential postsecondary partners in that region to ensure coordination and collaboration and to minimize unproductive competition. If there is opposition, the Council will decide how best to resolve the dispute.*

Beyond changes to the current guidelines, the group suggested that the Council work with public, independent, and proprietary institutions to develop a database accessible to postsecondary personnel and the public that allows easy access to information about academic program offerings at the regional or county level, including information on program delivery modes and accreditation status. This information will help postsecondary institutions to assess the potential unmet demand for particular programs and will help potential students evaluate the appropriateness of programs for their needs.

Furthermore, the group agreed that the Kentucky Virtual Campus should convene institutions to discuss innovative program delivery modes (e.g., online modularized courses) and ways to utilize KCTCS for lower-level courses in order to increase access to complete degree programs at extended campuses. Strategies for expanded program offerings could initially focus on targeted career pathways that are considered important to Kentucky's economy.

Staff preparation by Melissa Bell

Statewide Engineering Education Strategy – Transfer of Funding for Joint Engineering Programs

ACTION: The staff recommends that the Council authorize institutional access to the $750,000 appropriated for the joint engineering programs to the University of Kentucky ($250,000), the University of Louisville ($125,000), and Western Kentucky University ($375,000).

Based on the *Strategy for Statewide Engineering in Kentucky: A Review 2001-2006* reported to the Council in May 2007, a number of recommendations were made to the joint engineering programs. These included enhancing distance learning course delivery, expanding the pre-engineering pipeline, and developing transfer-critical, lower-division course content at Kentucky community and technical colleges. Progress reports detailing work by the joint engineering programs' faculty were provided at the May and November 2007 and April 2008 meetings of the Quality and Accountability Policy Group.

The Joint Steering Committee chaired by Dr. Barbara Burch submitted a progress report to the Council May 2, 2008. The four joint institutional program faculties have assessed each of the joint distance learning course offerings and have devised a rubric for ongoing evaluation of delivery. Full assessment of all courses will be completed after the spring 2008 semester. Faculty members have been assisted by the statewide Technology Advisory Committee in responding to student dissatisfaction with ITV coordination challenges.

Given reported progress made to date, it is recommended that the current funding allocations be released to the institutions in the following amounts:

- University of Kentucky: $250,000 for civil and mechanical engineering programs with Western Kentucky University.
- University of Louisville: $125,000 for electrical engineering program with Western Kentucky University.
- Western Kentucky University: $350,000 for civil and mechanical engineering programs with UK and electrical engineering program with UofL.

Following the Council's May 2007 action, funding transfers for the UofL and MuSU joint program in electrical engineering will await accreditation by the Accreditation Board for Engineering and Technology. Funds will be available to administer the programs but not released for transfer to the institutional budgets.

Staff preparation by Linda Linville

CPE Program Audit Subcommittee
Program Review Schedule
Pass-Through Programs

Program	FY 2008-09	Status
Contract Spaces	$ 4,280,100	Reviewed
Metroversity	0	Reviewed Eliminated FY 2007-08
Telecommunications Consortium	0	Reviewed Eliminated FY 2007-08
Professional Education Preparation Program (PEPP)	355,700	Reviewed
Minority Student College Preparation Program (ALL)	353,900	Review—May 23, 2008
State Autism Training Center	185,900	To Be Reviewed
Rural Development Center	0	Reviewed Eliminated FY 2007-08
SREB Doctoral Scholars Program	284,400	Review—May 23, 2008
Pass-Through—Other		
- Early Mathematics Testing Program		Eliminated FY 2008-09
- Local P-16 Councils (Interest Earnings)	50,000	To Be Reviewed
- Washington D.C. Internship Program	100,000	To Be Reviewed
Cancer Research Institutions Matching Fund	6,500,000	To Be Reviewed
Total	$12,110,000	

May 23, 2008

Statewide Launch of
KnowHow2GOKy College Access Initiative

The Council will launch the KnowHow2GOKy college access initiative May 29 at 10 a.m. on the steps of the State Capitol in Frankfort. Invited guest speakers include federal and state policy leaders and college access partners. Several students representing each of the target audiences will attend to share their college experiences and the importance of knowing how to go to college.

KnowHow2GOKy is a multiyear, multimedia effort modeled after the national KnowHow2Go campaign developed by the American Council on Education, Lumina Foundation for Education, and the Ad Council. The outreach initiative outlines the steps to college for each target audience and features mass media and grassroots components, including a consumer-driven, audience-based Web site. The development of the KnowHow2GOKy Web site is provided in part by a $100,000 grant awarded to Kentucky by the National Postsecondary Education Cooperative.

Staff preparation by Sue Patrick

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, April 21, 2008. Following is a status report of initiatives and recurring activities related to the implementation of the Kentucky Plan for Equal Opportunities, the partnership with the U.S. Department of Education Office for Civil Rights, and the Committee on Equal Opportunities.

- The CEO adopted the *System Report 2003-06: The Kentucky Plan for Equal Opportunities* (attached) and instructed that a copy of the final report be forwarded to the U. S. Department of Education Office for Civil Rights, college and university presidents, the Governor, legislative leadership, and others.

- The CEO received a status report on the statewide diversity study. The committee directed the chair and staff to work with CPE Chair John Turner to schedule a joint CPE/CEO meeting in late June or early July to receive the Statewide Diversity Plan Report by the Harvard Civil Rights Project. Discussions regarding a joint meeting are currently underway. The status of the study is as follows:

  - The statistical analysis is approximately 95 percent complete.
  - Interviews with institutional general counsels, presidents, and equal opportunity representatives have been completed.
  - Surveys of public institutions have been completed.
  - The legal analysis is complete. A draft of the analysis has been shared with CEO members and institutions for comment.
  - The draft report is due in May 2008 and it will be shared with CEO members and institutions for comment.
  - The final report is due in June 2008 and will be presented to the CPE members and CEO members in a joint meeting in June or July 2008.

- The CEO conducted campus visits at West Kentucky Community and Technical College April 21 and at Murray State University April 22-23.

- The CEO will conduct campus visits at Gateway Community and Technical College and Northern Kentucky University October 20-23 in conjunction with its regularly scheduled meeting.

- The committee agreed to investigate the process used by other organizations (such as accreditation agencies) as a means of improving the CEO campus visit process. The

committee also agreed to obtain training on the selected improved process prior to the fall campus visits.

- The committee adopted a resolution recognizing past CEO chair and CPE member Walter A. Baker for his contributions to the equal opportunity planning process. The committee also adopted a resolution recognizing the service of Ms. Margaret Daniel.

- The remaining committee meetings for 2008 are June 16, August 17-18 (to be revised), and October 20. All meetings will be held in Frankfort unless otherwise noted.

COMMITTEE ON EQUAL OPPORTUNITIES

Better Lives for Kentucky's People

THE KENTUCKY PLAN FOR EQUAL OPPORTUNITY

System Report
2003-2006

April 2008

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

THE KENTUCKY PLAN
FOR EQUAL OPPORTUNITY

System Report
2003-2006

THE COMMITTEE ON EQUAL OPPORTUNITIES

The Council on Postsecondary Education (CPE) coordinates postsecondary and adult education in Kentucky. Kentucky was notified by the U.S. Department of Education, Office for Civil Rights (1979) that the Commonwealth higher education system was in violation of Title VI of the Civil Rights Act of 1964. Governor John Y. Brown, Jr., designated the CPE as the lead agency to coordinate development, implementation, and monitoring the effectiveness of a statewide higher education desegregation plan. In 1987, by Executive Order (EO 87-971) Governor Martha Layne Collins abolished the Desegregation Plan Implementation Committee and established the Council's Committee on Equal Opportunities (CEO) to oversee the general commitments, specific objectives for each institution, and the requirements for annual evaluations of institutional progress.

The CEO is composed of 13 members appointed by the Council, including four members of the CPE, one legislator, and eight citizens. The chair of the Council on Postsecondary Education serves as an ex-officio member of all committees.

Committee on Equal Opportunities Members

Phyllis Maclin, chair
Walter Baker, vice chair
Jerome Bowles
Raoul Cunningham
Margaret Allen Daniel
Jessie Harris
Ryan Quarles
John Johnson
Wendell C. Thomas
Joseph Weis
David Welch
Charles Whitehead
John Turner (ex officio)

CPE staff to the committee
Sherron Jackson
Rana Johnson

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System Report
The Kentucky Plan for Equal Opportunities
2003-2006

INTRODUCTION

The 1982 Commonwealth of Kentucky Higher Education Desegregation Plan sought to provide a framework for Kentucky to eliminate the remnants of its former dual system of higher education. The Plan exclusively addressed the status of Kentucky resident African American students in comparison to resident white students, evaluated the employment of African Americans in the public postsecondary education system, and assessed the enhancement of Kentucky State University. In 1999 Kentucky entered into a Partnership Agreement with the United States Department of Education's Office for Civil Rights which identified the specific areas of consideration to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964.

The commitments, objectives, and plans included in The Kentucky Plan (except for faculty and staff) apply to Kentucky residents and focus on African Americans and whites. All data and objectives, except for faculty and staff, are therefore based on the Kentucky resident population of students. The plan has seven commitments and eight objectives. The plan commitments are:

1. The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American undergraduate students enrolled in postsecondary education.

2. The Council on Postsecondary Education and the institutions are committed to increasing the retention of Kentucky resident African American undergraduate students and the proportion of graduates to the same level of retention as that for Kentucky resident white undergraduate students.

3. The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American graduate students.

4. The Council on Postsecondary Education and the institutions are committed to increasing the number and proportion of African American faculty and staff employed by institutions of postsecondary education.

5. The Council on Postsecondary Education and the institutions are committed to increasing the number of African American applicants to, enrollments in, and graduates from first-professional programs in dentistry, law, and medicine.

"Our future is inextricably bound to our success in educating minority students. We are a long way from meeting the challenge that lies ahead."

-Miles to Go: A Report on Black Students and Postsecondary Education in the South, Southern Education Foundation, 1998

A statewide diversity study has been commissioned to identify the compelling governmental interest and to develop recommendations that support an effort by the Commonwealth to engage in diversity planning.

6. The Governor is committed to ensuring the appointment of African Americans to the Council on Postsecondary Education and to each board of trustees or regents (KRS 164.005).

7. The Council and institutions are committed to establishing and maintaining campus programs and activities to accomplish the above.

This is one of a series of accountability assessments that examine the status of resident African American students, faculty, and professional staff at the eight universities and the Kentucky Community and Technical College System.

To achieve the seven commitments, universities (with the exception of KSU) developed action plans that address eight equal opportunity objectives as follows:

- Kentucky resident African American undergraduate enrollment
- Retention of first-year resident students
- Retention of all Kentucky resident undergraduate students
- Baccalaureate degrees awarded to Kentucky residents: six-year graduation rate
- Kentucky resident graduate student enrollment (does not apply to KSU)
- Employment of African Americans in executive, administrative, and managerial positions
- Employment of African Americans as faculty
- Employment of African Americans as other professionals

The community and technical colleges have four objectives:

- Kentucky resident African American undergraduate enrollment
- Employment of African Americans in executive, administrative, and managerial positions
- Employment of African Americans as faculty
- Employment of African Americans as other professionals

The assessment highlights progress by the public postsecondary system beginning fall 2003 through fall 2006.

Kentucky presently operates under a partnership with the U.S. Department of Education Office for Civil Rights (remedial planning). However, the Commonwealth expects to transition from the partnership in the near future. To facilitate this transition and continue to focus on access and opportunity for ethnic minorities, a statewide diversity study has been commissioned to identify the compelling governmental interest and to develop recommendations that support an effort by the Commonwealth to engage in diversity planning. The Commonwealth entered into a contract with the Presidents and Fellows of Harvard College (Harvard Civil Rights Project), now located at the University of California at Los Angeles, to conduct the diversity study. The study is to be completed and a report made to the Council by June 30, 2008.

SUMMARY OF FINDINGS

The Council on Postsecondary Education (CPE) and the Committee on Equal Opportunities (CEO) have worked for over two decades to accomplish the commitments of The Kentucky Plan (promote equity and equality in postsecondary education for African American, academically challenged, and low-income students).

The CEO has provided oversight and assessment of several iterations of equal educational opportunity plans (1982 Commonwealth of Kentucky Higher Education Desegregation Plan, The Kentucky Plan for Equal Opportunities in Higher Education-The Kentucky Plan, The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education, and the 1999 Partnership Agreement) to identify indicators of student access to and success in public postsecondary education in Kentucky. Furthermore, the CEO conducts campus visits to Kentucky's public postsecondary institutions to hear first-hand experiences from selected members of the educational community regarding the success of equal opportunity plan strategies implementation.

This report examines the subject of whether there has been progress towards the objectives of The Kentucky Plan since 2002. The data examined by this report only refer to African Americans and whites. This report, when compared to prior assessments, confirms that the Commonwealth has made slow but steady progress in enhancing educational opportunities for ethnic minorities. The growth, though incomplete, has been meaningful and deserves recognition.

The assessment compiled data as evidence of success and performance and the impact on African Americans in the Commonwealth. The report also juxtaposes challenges that continue to exist after more than two decades of operating under a remedial plan.

> **African American enrollment increased to 8.3% in 2006 from an average of 7.0% in prior years.**

Students (Undergraduate Enrollment): Key Findings

- **African American (AA) enrollment increased to 8.3 percent in 2006 from an average of 7.0 percent in prior years.**

- **AA enrollment (8.3 percent) has exceeded its representation in the KY population (7.3 percent) each year since 1982.**

- **First-year retention of AA students (63.7 to 70.8 percent) is a major challenge for KY institutions.**

- **Retention of all AA students has not improved.**

- **Stronger intervention programs are needed.**

African American student enrollment (8.3 percent in fall 2006) in public postsecondary education in Kentucky has surpassed the representation of African Americans in the total Kentucky population (7.3 percent according to the 2000 U.S. Census), however, Kentucky's public institutions continue to face challenges retaining and graduating this segment of its student population.

The share of bachelor's degrees awarded to African Americans increased from 4.4 percent in 1979-80 to 6.5 percent in 2005-06.

As a system, the number of Kentucky resident African American participants in postsecondary education has consistently increased, especially considering the number enrolled in the system in 1980: 6,494 (7.7 percent) African American undergraduates enrolled in higher education, compared to 77,026 (92.3 percent) whites, according to the 1982 Commonwealth of Kentucky Higher Education Desegregation Plan. Four-year traditionally white institutions enrolled 3,857 African Americans of 63,235, UK community colleges enrolled 1,990 of 18,556, and KSU enrolled 647 of 1,729 students. Technical institutions were not part of the system in 1980, therefore, the figures do not include African American enrollment at technical institutions.

In 2006 African Americans represented (8.3 percent) 12,036 of 145,121 resident undergraduate students at public institutions. The 2006 enrollment included technical colleges. The data suggest that more consideration should be given to how best to support African Americans as they transition into postsecondary education.

Bachelor's Degrees Awarded: Key Findings

- **The share of bachelor's degrees awarded AA increased from 4.4 percent in 1979-80 to 6.5 percent in 2005-06.**

- **The proportion of AA bachelor's degree earners has not kept pace with their enrollment in the system (8.3 percent enrolled and 6.5 percent of total degrees awarded).**

- **The six-year graduation rate for AA on average systemwide was 37.7 percent.**

- **There has been no significant increase in AA participation in graduate programs.**

- **Doctoral degrees awarded AA increased by an average 2.1 percent since 1979-80.**

- **There continues to be a significant racial gap in the production of Ph.D.s when compared to degrees awarded whites.**

- **AA earning first professional degrees increased to 2.7 percent going from 1.1 percent (1979-80) of degrees awarded to 3.8 percent (2005-06).**

An important measure of productivity in postsecondary education is graduation rates and degrees awarded. According to the 2000 Census, 18,156 of 295,994 (6.1 percent) African Americans in Kentucky held a bachelor's degree compared to 17.1 percent of Kentucky's total population (453,469 of 4,041,769). Growth in the proportion of degree holders among African Americans shows slight increases but continues to lag behind the growth overall.

Bachelor's Degrees Awarded (African American and White)

University System	African American		White	
Academic Year	Number	Percent	Number	Percent
1979-80	331	4.4%	7,116	95.6%
1996-97	509	5.4%	8,850	94.6%
2003-04	684	6.4%	9,975	93.6%
2004-05	675	6.2%	10,181	93.8%
2005-06	740	6.5%	10,662	93.5%

The 1979-80 degrees represents the base information included in Kentucky's 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

In 2005-06 African Americans were awarded 6.5 percent (740 of 11,402) of bachelor's degrees awarded to Kentucky residents, while whites were awarded 10,662 of the 11,402 degrees.

Employment of African Americans in Public Postsecondary Education: Key Findings

- **Representation of AA in the highest level of employment increased 9.6 percent from 119 in 2001 to 127 in 2006.**

- **AA continue to have a relatively small representation among faculty with market share remaining relatively flat at 5.1 to 5.4 percent.**

- **The largest increase in AA employment was among professional staff going from 6.7 percent in 2001 to 7.9 percent in 2006.**

Across the system, employment of African Americans in Kentucky's public postsecondary education system has been enhanced in some areas, but continues to lack improvement in others. Institutions continue to be challenged to increase the representation of African Americans as executives, administrators, and managers.

The 1982 Desegregation Plan indicates that in 1979 the representation of all African Americans among executives, administrators, and managers totaled 5.4 percent (63 of 1,161). The University of Kentucky community college system did not employ any African Americans in this category. African Americans employed in this category at traditionally white institutions were 27 of 1,117 (2.4 percent). The most recent data reveal that in 2006, African Americans employed in this area make up 9.6 percent (127 of 1,319). Traditionally white institutions employed 95 of 1,326 (7.2 percent), an increase of 68 African American executives.

During that same period executive staff positions grew from 1,161 in 1979 to 1,319 in 2006 (12 percent) while the increase in African American representation in the category increased from 63 in 1979 to 127 in 2006 (202 percent). The largest gain in market share occurred at traditionally white institutions.

Representation of AA in the highest level of employment increased 9.6% from 119 in 2001 to 127 in 2006.

Kentucky's public postsecondary institutions have made slow but steady progress.

The 1982 Desegregation Plan indicates that in 1979, African American representation among full-time faculty was 3.1 percent (169 of 5,388); by comparison, in 2006, 5.4 percent (407 of 7,514) of full-time faculty were African American.

A total of 238 additional African American faculty joined the system over two decades, a 140.8 percent market share increase, while the system grew 39.5 percent from 5,388 to 7,514 faculty.

The most substantial progress seen in the employment of African Americans in postsecondary education has been professional staff.

In 1979, African Americans made up 5.3 percent (193 of 3,609) of professional staff. By comparison, 27 years later, 7.9 percent (603 of 7,671) of professional staff were African American. An additional 410 African American professional staff entered the system during that period (1979 to 2006).

In conclusion, Kentucky's public postsecondary institutions have made slow but steady progress. Although many of the institutions continue to confront challenges, a variety of commitments, plans, programs, and strategies were developed and implemented to address the underrepresentation of African Americans in Kentucky's public higher education system.

ASSESSMENT OF SYSTEMWIDE PROGRESS

Students (Enrollment)

As a system, from 2001 to 2006 there has been a measurable increase in African Americans within the student body and the three employment categories identified by The Kentucky Plan. Participation of African Americans at the undergraduate level across the system has continually increased over the past six years (fall 2001 to fall 2006). See Figure 1. The increased level of participation is likely influenced by the combination of institutions' increased commitment to diversity, middle school student participation in the Governor's Minority Student College Preparation Program, student and parental participation in the Academically Proficient African American High School Junior and Senior Conference, and various other strategies and programs implemented by CPE and the institutions.

Figure 1: Kentucky Resident African American Undergraduate Participation 1982-2006
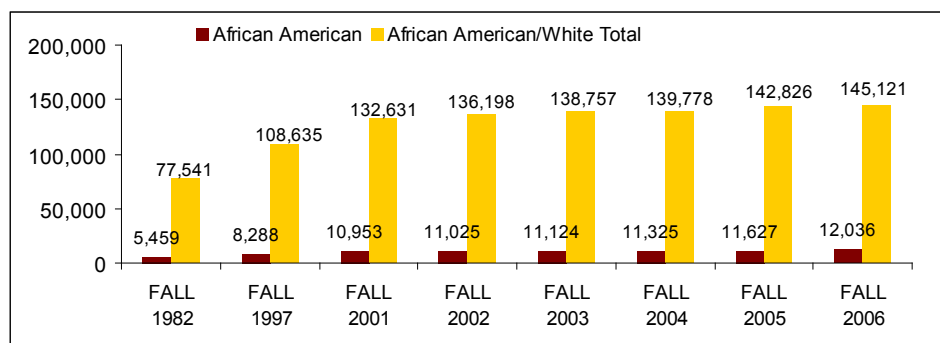
Enrollment refers to two-year and four-year institutions.
Source: CPE Comprehensive Database.

Similarly, African American first-time freshman participation increased. See Figure 1.5. The increase, ranging from 7.9 percent to 10.6 percent, though slight, is significant. The increase in first-time freshman enrollment may be attributable to the following: an increased number of African American students taking the rigorous high school curriculum, increased awareness of the necessity of a postsecondary education, an aggressive campaign by institutions to recruit underrepresented students, greater exposure to programs and activities that promote higher education, proximity of institutions to students' homes, and additional financial support for minority and low-income students.

As a system, from 2001-2006 there has been a measurable increase in African Americans within the student body.

Figure 1.5: Kentucky Resident African American First-Time Freshman Participation 1982-2006
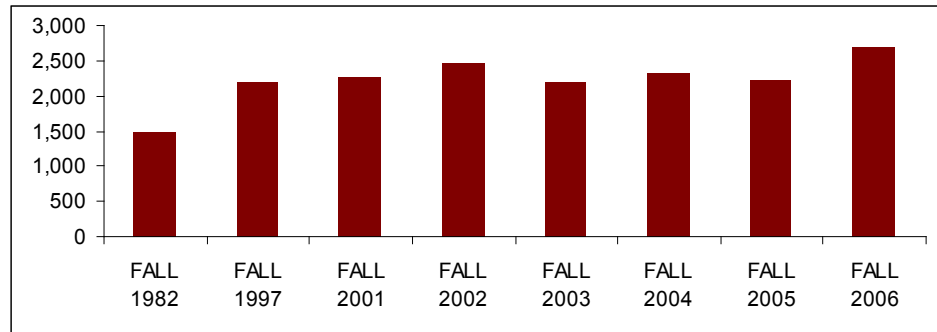
Enrollment refers to two-year and four-year institutions.
Source: CPE Comprehensive Database.

As a system, Kentucky's public institutions continue to experience difficulties retaining first-year students.

However, as a system, Kentucky's public institutions continue to experience difficulties retaining first-year students. The retention of Kentucky resident first-year African American students ranged between 63.7 percent and 70.8 percent (2001 to 2006). Their representation systemwide (see Figure 2) decreased for three consecutive years (2001, 2002, and 2003), increased in 2004, but again declined in 2005. Researchers, over time, have suggested a number of reasons that institutions have difficulty reducing attrition rates, including feelings of isolation, academic underpreparedness, limited mentors and role models, financial constraints, and the inability of students to acclimate to the campus environment/community. Increased attention is required to improve the retention rates of African American first-year students.

Figure 2: Retention* of First-Year Kentucky Resident African Americans 1982-2005
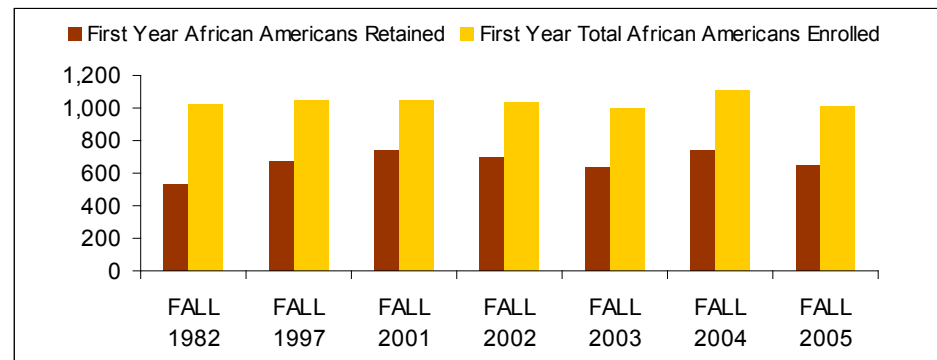
* Retention is defined as students who enrolled in one fall semester and returned the next fall semester.
Source: CPE Comprehensive Database.

While difficulties and challenges exist in retaining first year students, the rate of retention of all Kentucky resident African American undergraduates in the system consistently increased during the five-year period. See Figure 3. The rate ranged from 71.5 percent (3,915 of 5,479 students) in 2001 to 76.1 percent (4,065 of 5,338 students) in 2005. As a system, some institutions are experiencing small degrees of progress in retaining the minority undergraduate population.

Figure 3: Retention* of All Kentucky Resident African American Undergraduates 1982-2005
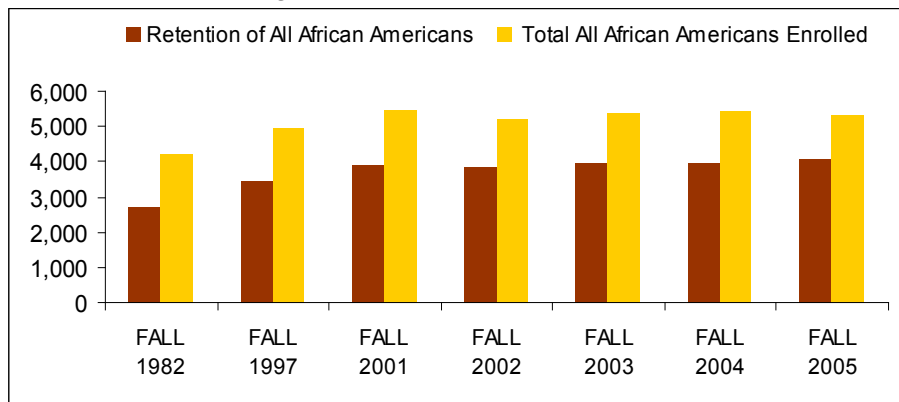
* Retention is determined by comparing total students enrolled in the fall semester to those who return the next fall semester.
Source: CPE Comprehensive Database

The rate of graduation for Kentucky resident African Americans from Kentucky's public institutions has gradually increased. For example, the 1996 cohort had 282 of 788 African Americans to graduate within six years, compared to 308 of 817 of the 2000 cohort. For any year during this period the system graduated no more than 37.7 percent of the African Americans enrolled in the system. See Figure 4. While some progress is evident, institutions must implement additional strategies to increase the six-year graduation rates of degree-seeking resident African Americans.

Figure 4: Degree Seeking Kentucky Resident African Americans in 1996 to 2000 Who Graduated Six Years Later (2002-2006)
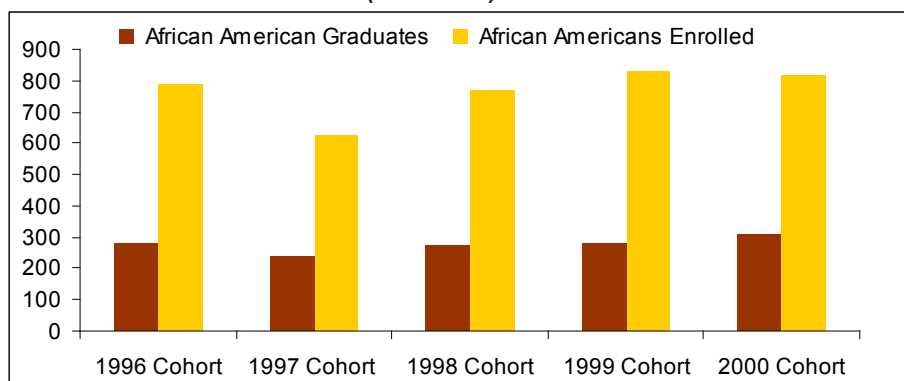
 * Cohort is defined as first-time degree-seeking students that have declared a major.
Source: CPE Comprehensive Database.

Participation by African Americans in graduate programs across the system increased between fall 2001 and fall 2006. Their representation in the system expanded from 5.3 percent to 6.4 percent during that same period. See Figure 5.

Figure 5: Kentucky Resident African American Participation in Graduate Education

While some progress is evident, institutions must implement additional strategies to increase the six-year graduation rates of degree-seeking resident African Americans.

1982-2006

Legend: ■ African American Graduate Enrollment ■ Total African American and White

	FALL 1982	FALL 1997	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006
Total African American and White	8,508	13,469	13,351	14,137	14,172	14,041	13,671	13,443
African American Graduate Enrollment	302	710	704	851	905	869	869	862

Kentucky State University students are not included in the 1982 figure (only one graduate program, Public Affairs, was available for students enrolled at KSU).
Source: CPE Comprehensive Database.

Institutions have experienced mixed results in the area of employment.

Employment

Institutions have experienced mixed results in this area. This is most evident among executives, administrators, and managers (Figure 6) where the representation of African Americans increased, but fluctuated each year showing the following pattern: 119 of 1,233 in 2001, 105 of 1,236 in 2002, 115 of 1,281 in 2003, 109 of 1,318 in 2004, 129 of 1,348 in 2005, and 127 of 1,319 in 2006. As a system, the number of positions filled by African Americans and whites grew from 1,233 to 1,319 (6.5 percent or 86 positions). African Americans garnered 10 or 11.6 percent of the 86 new positions increasing their market share from 119 to 127, or 9.6 percent. The greatest loss of market share occurred among the traditionally white comprehensive institutions with African American market share going from 71 of 1,039 (6.8 percent) to 69 of 1,076 (6.4 percent). Each institution encountered different challenges to increasing the representation of African Americans in this area.

Figure 6: Employment of African Americans as Executives, Administrators, and Managers 1979- 2006
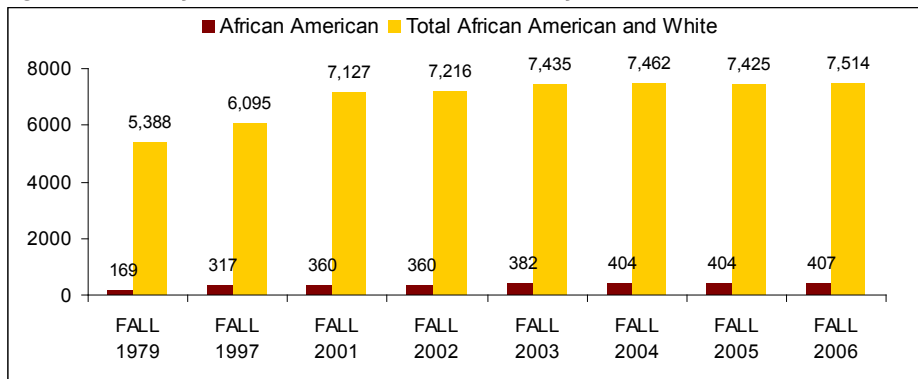

Legend: ■ African American ■ Total African American and White

	FALL 1979	FALL 1997	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006
Total African American and White	1,161	1,129	1,233	1,236	1,281	1,318	1,348	1,319
African American	63	93	119	105	115	109	129	127

Source: CPE Comprehensive Database.

The greatest loss of market share occurred among the traditionally white comprehensive institutions with African American market share going from 71 of 1,039 (6.8 percent) to 69 of 1,076 (6.4 percent).

African American full-time faculty experienced a minimal increase from fall 2001 to fall 2006 with their market share remaining relatively flat, increasing from 5.1 percent to 5.4 percent (a 0.3 percent increase). Within the system the number of African American faculty increased 47 positions overall, slight progress: 360 of 7,127 (5.1 percent) in

2001, 360 of 7,216 (5.0 percent) in 2002, 382 of 7,435 (5.1 percent) in 2003, 404 of 7,462 (5.4 percent) in 2004, 404 of 7,425 (5.4 percent) in 2005, and 407 of 7,514 (5.4 percent) in 2006. During the same period the market share of white faculty increased by 340 positions, from 6,767 of 7,127 in 2001 to 7,107 of 7,514 in 2006. See Figure 7. The relatively small representation of African Americans among full-time faculty is illustrative of a concern that confronts traditionally white institutions across the nation.

Figure 7: Employment of African American Faculty 1979-2006

Source: CPE Comprehensive Database.

The greatest degree of progress seen in the employment of African Americans across the system is in professional staff. See Figure 8. African Americans employed in this area increased significantly between 2001 and 2006: 478 of 7,135 in 2001, 466 of 6,132 in 2002, 473 of 6,132 in 2003, 501 of 7,048 in 2004, 556 of 7,922 in 2005, and 603 of 7,671 in 2006. Their increased representation in the system illustrates that greater diversity can and should be achieved by postsecondary education institutions in Kentucky.

Figure 8: Employment of African Americans as Professional Staff 1979-2006
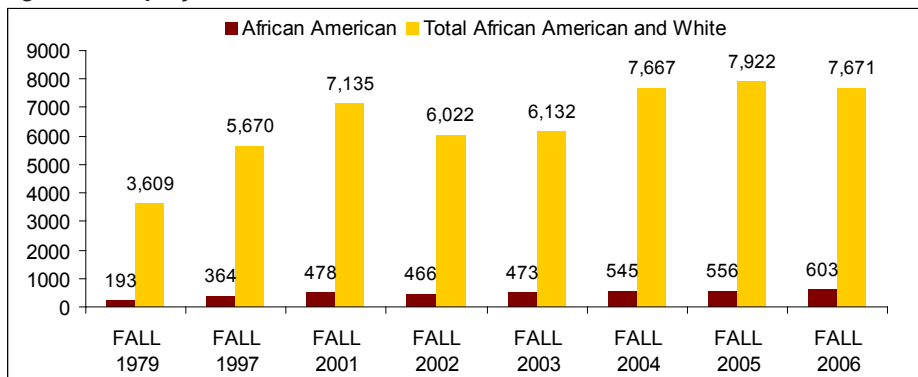
Source: CPE Comprehensive Database.

> The greatest degree of progress seen in the employment of African Americans across the system is in professional staff.

STUDENT PIPELINE PROGAMS

Access to a quality postsecondary education is fundamental to the long-term success of African American and other ethnic minority groups. Similarly, it is essential to address the Commonwealth's demand for a more educated populace given the requisite skills required to attract businesses to the state and to compete in a world economy.

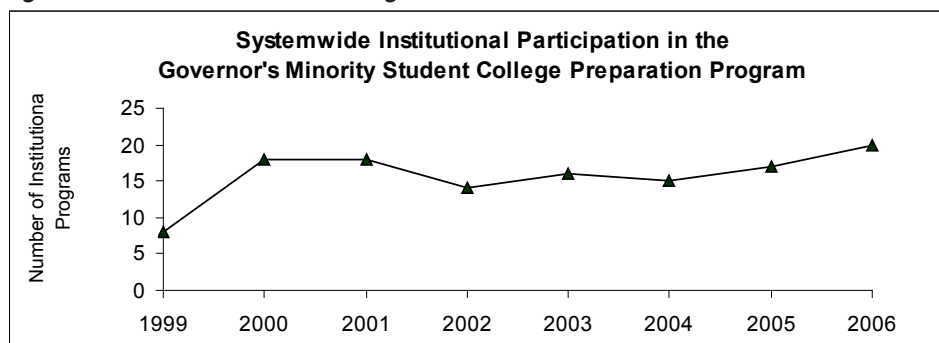### The Governor's Minority Student College Preparatory Program (GMSCPP)

Governor Martha Layne Collins established the Governor's Minority Student College Preparation Program in 1986 to: (1) provide academic enrichment activities for middle and junior high school minority students to encourage them to stay in school and to enter college, (2) make young African American students aware of the benefits and value of college and more likely to consider college as an achievable option, and (3) prepare these students to be successful in college-level work and persist to college graduation. The program is implemented collaboratively by the Council and the institutions. In 2006, a total of 20 postsecondary institutions and 1,091 middle and junior high school students participated in the program. Many of the students that participated in the program four years ago have successfully transitioned out of the GMSCPP and enrolled in postsecondary institutions in Kentucky and other states.

Figure 9: Student Participation in the GMSCPP
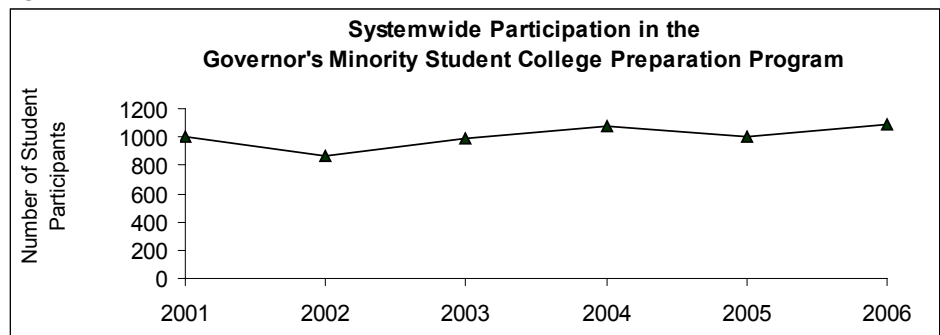
Source: Institutional Annual GMSCPP Reports.

Created over 20 years ago, the GMSCPP has experienced success in promoting access through programs that intimately acquaint students with the institutional campus, administrators, faculty, staff, and a diverse group of college students. As a supplement to the campus based program activities, the Council sponsors a statewide conference each year, hosted by an institution, to enable participants from programs across the state to interface.

Access to a quality postsecondary education is fundamental to the long-term success of African American and other ethnic minority groups.

Figure 10: Number of GMSCP Programs

Systemwide Institutional Participation in the Governor's Minority Student College Preparation Program

Source: Institutional Annual Reports.

The conference has been hosted on the campuses identified below:

2001	University of Kentucky
2002	Murray State University
2003	Eastern Kentucky University
2004	Northern Kentucky University
2005	Western Kentucky University
2006	University of Louisville
2007	Morehead State University
2008	University of Kentucky

The conference introduces students to a variety of educational environments and ethnic minority and majority students and allows them to acquire a better understanding and appreciation for campus cultures. These steps are expected to increase the students' comfort level with the campus environment and ultimately lead to increased participation in postsecondary education.

Data were compiled to get a sense of the 2002-03 and 2003-04 GMSCPP student cohorts that enrolled in Kentucky's postsecondary `education system after transitioning out of the program and graduating from high school. The analysis inferred, through a longitudinal review, that the sixth, seventh, and eighth grade participants of the GMSCPP were influenced to enroll at postsecondary institutions in fall 2005, fall 2006, and fall 2007. Of 580 participants from the 2002-03 and 2003-04 program data, a total of 120 participants (20.7 percent) enrolled in college courses after graduating; 43 of the 120 students enrolled in dual credit programs as high school students. Information regarding students that may have attended an out-of-state institution is not available.

The Academically Proficient African American High School Junior and Senior Conference

The conference was originally created as a means for traditionally white institutions to accomplish the commitments of The 1982 Desegregation Plan with the U. S. Department of Education's Office for Civil Rights to address remnants of the de jure segregation policies regarding access to postsecondary education for Kentucky resident African Americans. The primary purpose of the conference is to give Kentucky's public and independent colleges and universities an opportunity to recruit academically promising or proficient students early in their junior and senior year. This opportunity is vital for the

Of 580 GMSCPP participants from the 2002-03 and 2003-04 program, a total of 120 participants (20.7 percent) enrolled in college courses after graduating. In addition, 43 of the 120 students enrolled in dual credit programs as high school students.

institutions to gain a competitive advantage to recruit students who will be successful. The program was so named to assure participating institutions of students' academic performance and the composition of the audience being served.

The conference is one of several specific programs that support postsecondary education's effort to diversify the system of postsecondary education. The Council collaborates with the Kentucky Department of Education and a postsecondary institution to sponsor the annual conference. It has been one of the more successful public/private collaborations among institutions and state agencies to promote equal opportunity. The conference is intentionally held during a time of the year that distinguishes it from the typical student recruitment fairs and provides access by invitation. Among students, parents, and institutions, the Academically Proficient African American High School Junior and Senior Conference is the most popular and longest running program.

Figure 11: Annual Conference Attendance

Academically Proficient African American High School Jr/Sr Conference Participation
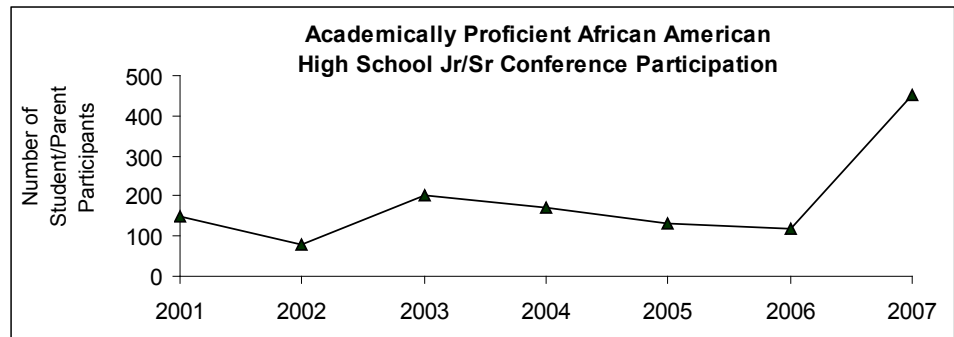
Source: GMSCPP Annual Reports.

The following institutions hosted the conference during the evaluation period:

2001	University of Louisville
2002	Northern Kentucky University
2003	Transylvania University
2004	Western Kentucky University
2005	Morehead State University
2006	Eastern Kentucky University
2007	University of Louisville
2008	Murray State University

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

While not directly tied to the Partnership with the Office for Civil Rights or The Kentucky Plan, GEAR UP is a critical program that initiates activities that make students at the middle school aware of postsecondary opportunities and helps them prepare to succeed in college. GEAR UP provides funds for a variety of services, including extra instruction, help with school subjects, visits to colleges, mentoring, training for school personnel, and information for parents to help them understand the importance of motivating their children to excel in school and plan for college. It is a program of the

U.S. Department of Education that aims to get more students into college. The priorities exemplified by GEAR UP are awareness, rigor, engagement, access, and support.

- Awareness is giving students counseling and information about the importance of college, getting ready for college, what they need to do to get into college, the cost of college, and financial aid.
- Rigor is making sure that all students can take the most challenging classes and improving teaching and instruction.
- Engagement is getting parents to expect students to do excellent work and giving parents information about getting ready for college.
- Access is giving parents information about financial aid for college and making sure that all students can go to college, even if they can't pay for it.
- Support is making sure that students don't fail, by helping them with school work and other issues.

Figure 12: GEAR UP Kentucky Demographic Profile
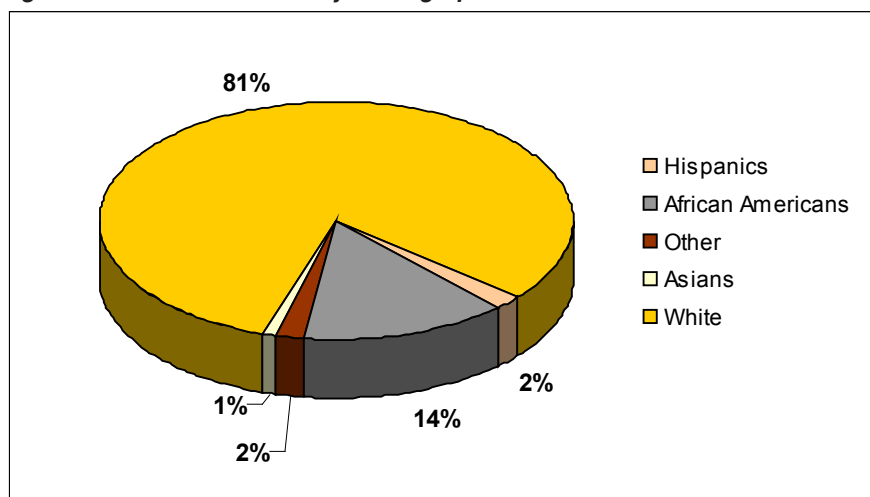
Based on statewide enrollment, 2006-07

For more information about the GEAR UP Kentucky program, see Appendix B.

Undergraduate Student Enrollment

In fall 2003, resident African American undergraduate student enrollment was 8.0 percent (11,124) of the African American and white enrollment -10,472 at traditionally white institutions and 652 at Kentucky State University. See Tables 1-4. Universities enrolled 5,738 students and KCTCS enrolled 5,386 students. Traditionally white four-year institutions enrolled 7.0 percent (5,086). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,806), while Jefferson Community and Technical College enrolled the largest share of African American students (1,889) among the community and technical colleges. Honorable mention goes to Lexington Community College with an enrollment of 927 African American students and Hopkinsville Community College with 518 African American students.

Institutions are experiencing slow but steady progress.

Table 1: Undergraduate Enrollment (African American and White)

Fall 1982	African American	Total (AA+W)	Percent African American
Universities (TWI)	3,522	60,644	5.8%
Kentucky State University	570	1,239	46.0%
UK Community College System*	1,367	15,658	8.7%
Total	5,459	77,541	7.0%

*The Kentucky Community and Technical College System did not exist in 1982.
Source: CPE Comprehensive Database.*

Table 1.1: Undergraduate Enrollment (African American and White)

Fall1997	African American	Total (AA+W)	Percent African American
Universities (TWI)	4,551	67,930	6.7%
Kentucky State University	651	1,573	41.4%
Community Colleges	3,086	39,132	7.9%
Total	8,288	108,635	7.6%

Source: CPE Comprehensive Database.

Table 1.2: Undergraduate Enrollment (African American and White)

Fall 2003	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,086	72,459	7.0%
Kentucky State University	652	1,321	49.4%
Community and Technical Colleges	5,386	64,977	8.3%
Total	11,124	138,757	8.0 %

Source: CPE Comprehensive Database

In fall 2004, resident African American undergraduate student enrollment was 8.1 percent (11,325) of the African American and white enrollment -10,698 at traditionally white institutions and 627 at Kentucky State University. Universities enrolled 5,796 students and KCTCS enrolled 5,529 students. Traditionally white four-year institutions enrolled 7.1 percent (5,169). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,818), while Jefferson Community and Technical College enrolled the largest share of African American students (2,110) among the community and technical colleges. Honorable mention goes to Western Kentucky University with 1,092 students, Lexington Community College with an enrollment of 929 African American students, and Hopkinsville Community College with 471 African American students.

Table 2: Undergraduate Enrollment (African American and White)

Fall 2004	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,169	72,376	7.1%
Kentucky State University	627	1,346	46.6%
Community and Technical Colleges	5,529	66,056	8.4%
Total	11,325	139,778	8.1%

Source: CPE Comprehensive Database

Resident African American student enrollment in fall 2005 was 8.1 percent (11,627) of the African American and white enrollment -10,940 at traditionally white institutions and 687 at Kentucky State University. Universities enrolled 5,744 students and KCTCS enrolled 5,883 students. Traditionally white four-year institutions enrolled 7.0 percent (5,057). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,770), while Jefferson Community and Technical College enrolled the largest share of African American students (2,283) among the community and technical colleges. Honorable mention goes to Western Kentucky University with 1,143, Bluegrass Community and Technical College (LCC and CKTC) with an enrollment of 1,273 African American students, and Hopkinsville Community College with 470 African American students.

Table 3: Undergraduate Enrollment (African American and White)

Fall 2005	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,057	72,016	7.0%
Kentucky State University	687	1,412	48.7%
Community and Technical Colleges	5,883	69,398	8.5%
Total	11,627	142,826	8.1%

Source: CPE Comprehensive Database.

In fall 2004, the University of Louisville reported the largest enrollment of resident African Americans students (1,818) among the universities, while Jefferson Community and Technical College enrolled the largest share of African American students (2,110) among the community and technical colleges.

Kentucky resident African American enrollment in fall 2006 was 8.3 percent (12,036) of the African American and white enrollment—11,278 at traditionally white institutions and 758 at Kentucky State University. Universities enrolled 5,765 students and KCTCS enrolled 6,271 students. Traditionally white four-year institutions enrolled 6.9 percent (5,007). Among the universities, the University of Louisville reported the largest enrollment of resident African American students (1,697), while Jefferson Community and Technical College enrolled the largest share of African American students (2,463) among the community and technical colleges. Honorable mention goes to Western Kentucky University with 1,178, Bluegrass Community and Technical College (LCC and CKTC) with an enrollment of 1,396 African American students, and Hopkinsville Community College with 482 African American students.

Table 4: Undergraduate Enrollment (African American and White)

Fall 2006	African American	Total (AA+W)	Percent African American
Universities (TWI)	5,007	72,077	6.9%
Kentucky State University	758	1,436	52.8%
Community and Technical Colleges	6,271	71,608	8.8%
Total	12,036	145,121	8.3%

Source: CPE Comprehensive Database.

Systemwide, the programs and strategies implemented by public universities and community and technical colleges have been effective in increasing African American student participation in postsecondary education.

Graduate Student Enrollment

Available research indicates that the higher the degree, the lower the representation of African Americans and other ethnic minority groups. The Commonwealth, through CPE, provides funding and coordination for programs designed to help increase the representation of ethnic minorities in postsecondary education. Kentucky's public institutions have strategies, best practices, and programs to further address the underrepresentation of ethnic minorities.

While participation of African Americans in graduate education increased between 2001 and 2006, the representation of African American graduate students decreased during the four-year period between 2003 and 2006. However, African American participation in graduate education has increased since desegregation planning began more than two decades ago. As a system, African American graduate students made up 6.4 percent (905 of 14,172) of the graduate enrollment in 2003, including 5.8 percent (820 of 14,031) at the traditionally white universities and 60.3 percent (85 of 141) at Kentucky State University. In 2004, African American participation was 6.2 percent (869 of 14,041) of the graduate enrollment, including 5.7 percent (796 of 13,919) at the traditionally white universities, and 59.8 percent (73 of 122) at Kentucky State University. African Americans made up 6.4 percent (869 of 13,671) of the graduate enrollment in 2005, including 5.9 percent (805 of

13,551) at the traditionally white universities, and 53.3 percent (64 of 120) at Kentucky State University. In 2006, African Americans made up 6.4 percent (862 of 13,443) of the graduate enrollment, including 6.0 percent (796 of 13,323) at the traditionally white universities, and 55.0 percent (66 of 120) at Kentucky State University.

Table 5: Graduate Enrollment (African American and White)

University System Academic Year	African American		White	
	Number	Percent	Number	Percent
1982	302	3.5%	8,206	96.5%
1997	710	5.3%	12,759	94.7%
2003	905	6.4%	13,267	93.6%
2004	869	6.2%	13,172	93.8%
2005	869	6.4%	12,802	93.6%
2006	862	6.4%	12,581	93.6%

Kentucky State University students were not included in the 1982 figure (only one graduate program, Public Affairs, was available for students enrolled at KSU).

Source: CPE Comprehensive Database.

DEGREE ATTAINMENT OF AFRICAN AMERICANS

Bachelor's Degrees

The proportion of African American degree earners in Kentucky has not kept pace with their enrollment in postsecondary education. Systemwide, the number of African Americans completing the baccalaureate degree has increased, however, on average during 2003-04 to 2005-06 only 6.4 percent of all bachelor's degrees were awarded to Kentucky resident African Americans.

In 2003-04, African Americans were awarded 6.4 percent (684 of 10,659) of African American and white baccalaureate degrees awarded by public institutions, including 5.9 percent (617 of 10,533) at the traditionally white universities and 53.2 percent (67 of 126) at Kentucky State University. African Americans earned 6.2 percent (675 of 10,856) of the baccalaureate degrees in 2004-05, including 5.7 percent (610 of 10,732) at traditionally white universities and 52.4 percent (65 of 124) at Kentucky State University. Resident African Americans were awarded a total of 6.5 percent (740 of 11,402) of African American and white baccalaureate degrees in 2005-06, including 6.0 percent (678 of 11,293) at the traditionally white universities and 56.9 percent (62 of 109) at Kentucky State University.

The number of baccalaureate degrees awarded by Kentucky State University decreased between 2003-04 and 2005-06; however, Kentucky State was the single institution that awarded a proportionate percentage of baccalaureate degrees to both resident African Americans and whites during the three-year period. Five universities had an increase in the number of degrees awarded during the three-year period, while others reported decreases in degrees awarded to resident African Americans.

Table 6: Bachelor's Degrees Awarded (African American and White)

University System Academic Year	African American		White	
	Number	Percent	Number	Percent
1979-80	331	4.4%	7,116	95.6%
1996-97	509	5.4%	8,850	94.6%
2003-04	684	6.4%	9,975	93.6%
2004-05	675	6.2%	10,181	93.8%
2005-06	740	6.5%	10,662	93.5%

The 1979-80 data show the degrees that were awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

Doctoral Degrees

The Council supports equal opportunity programs that address the underrepresentation of minority faculty and administrators in the Commonwealth. One such program supported by CPE focuses on increasing the number of African American and minority academicians across the nation. The Southern Regional Education Board's Doctoral Scholars Program was developed in 1993 with support from The Pew Charitable Trust and the Ford Foundation. According to SREB, the Compact for Faculty Diversity is part

> The proportion of African American degree earners in Kentucky has not kept pace with their enrollment in postsecondary education.

of a nationwide initiative to produce more ethnic minority Ph.D.s and to encourage them to seek faculty positions. SREB states share resources, work to expand their minority applicant pool, support qualified candidates with financial assistance for up to five years of graduate study, and assist graduates and postsecondary education institutions in identifying employment opportunities. The program has maintained a retention rate of almost 90 percent, more than 70 percent of its graduates have begun academic careers in postsecondary education and more than 70 percent are employed in SREB states.

The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville jointly implement the program in the Commonwealth. The specific areas of concentration supported by the program include science, mathematics, education (math or science), and engineering. An ethnic minority student who is a U.S. citizen (Native American, Hispanic, Asian American, or African American), holds or will receive a bachelor's or master's degree from a regionally accredited college or university, and has been accepted into a Ph.D. program at UK or UofL is eligible to apply for Kentucky's program.

Since its inception, Kentucky's program has served 79 scholars as of October 2007, has produced 34 graduates and has 37 students currently matriculating. Kentucky participation includes 72 African Americans, two Hispanic Americans, four American Indian/Alaskan Natives, and one scholar identified as other; 49 females and 30 males are served by the program. A total of 46 scholars have been served by the University of Kentucky, and 25 scholars have been served by the University of Louisville. Additionally, one scholar has been served by a non-Kentucky institution. Of the 34 graduates, 30 are currently employed, 80 percent in education (all in postsecondary education). Kentucky's postsecondary education system employs 16 SREB graduates.

The program has proven to be an unqualified success. In its thirteenth year, attendance at the Teaching and Mentoring Institute exceeded 1,000 participants. As of January 2007, only 24 of the over 250 graduates were employed outside their disciplines.

As a system, Kentucky awarded a total of 34 (7.6 percent) doctoral degrees to African Americans between 2003-04 and 2005-06. African Americans earned 15 (11.1 percent) of the doctoral degrees awarded in 2003-04, and 7 (4.3 percent) in 2004-05. In 2005 African Americans earned 12 (7.9 percent) of the doctoral degrees awarded in the public universities.

Table 7: Doctoral Degrees Awarded (African American and White)

Academic Year	African American	Total (AA+W)	Percent African American
1979-80	3	75	4.0%
1996-97	4	113	3.5%
2003-04	15	135	11.1%
2004-05	7	161	4.3%
2005-06	12	152	7.9%

The 1979-80 data shows the degrees awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

Since its inception, Kentucky's Doctoral Scholars Program has served 79 scholars. As of October 2007, the program has produced 34 graduates and has 37 students currently matriculating.
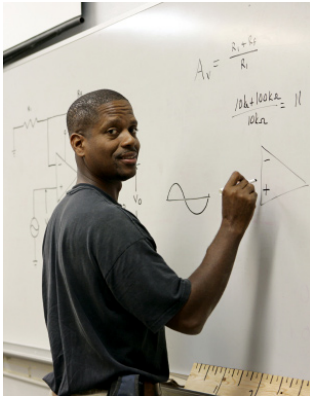
Overall, there continues to be a significant racial gap in the production of Ph.D.s, when juxtaposing African Americans with whites. The analysis indicates that more effort should be given to preparing and encouraging minorities to enter the graduate education pipeline. The low production of Ph.D.s has a devastating effect on the presence of African Americans among faculty. In 2006, African Americans made up 3.9 percent (66 of 1,713) of the full-time faculty at Kentucky's flagship institution, and 7.1 percent (87 of 1,218) of full-time faculty at Kentucky's metropolitan research institution.

First Professional Degrees

Kentucky institutions award first professional degrees in three areas: dentistry, medicine, and law. Three institutions have programs that support first professional degrees: Northern Kentucky University, the University of Kentucky, and the University of Louisville. Among these institutions, African Americans were awarded 76 (3.8 percent) first professional degrees between 2003-04 and 2005-06. The number of degrees awarded by NKU did not change, while UK noted a decrease. UofL had an increase in degrees awarded during that period.

African Americans earned 3.6 percent (23 of 643) of all first professional degrees in 2003-04 and 4.2 percent (29 of 697) in 2004-05, a clear but slight improvement from the previous year. The number of first professional degrees awarded to African Americans in 2005-06 declined to 3.8 percent (24 of 639).

Table 8: First-Professional Degrees Awarded (African American and White)

Academic Year	African American	Total (AA+W)	Percent African American
1979-80	8	760	1.1%
1996-97	24	647	3.7%
2003-04	23	643	3.6%
2004-05	29	697	4.2%
2005-06	24	639	3.8%
Total	108	3,386	3.1%

The 1979-80 data show the degrees that were awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

The number of African Americans earning first professional degrees at the University of Kentucky increased between 2003-04 and 2004-05, before declining by half in 2005-06. First professional degrees awarded by the University of Louisville held constant from 2003-04 to 2004-05, before increasing by four in 2005-06. Northern Kentucky University awarded only one degree each year, during the three-year period (NKU only offers a professional degree in law).

Overall, Kentucky has seen a very small increase in the number of first professional degrees earned by African Americans. The level of performance in this area clearly indicates a need for Kentucky's institutions to develop more effective programs, support services, financial aid, and a system of accountability that encourages better performance by programs.

Table 9: First–Professional Degrees Awarded by Institution (AA and White)

Institution	Academic Year	African American		White	
		Number	Percent	Number	Percent
Northern Kentucky University	1979-80	0	0.0%	98	100%
	1996-97	2	3.6%	54	96.4%
	2003-04	1	1.7%	59	98.3%
	2004-05	1	1.1%	92	98.9%
	2005-06	1	1.3%	78	98.2%
University of Kentucky	1979-80	5	1.6%	304	98.4%
	1996-97	14	4.6%	291	95.4%
	2003-04	12	3.6%	320	96.3%
	2004-05	18	5.1%	334	94.9%
	2005-06	9	2.7%	329	97.3%
University of Louisville	1979-80	3	0.8%	350	99.2%
	1996-97	8	2.8%	278	97.2%
	2003-04	10	4.0%	241	96.0%
	2004-05	10	4.0%	242	96.0%
	2005-06	14	6.3%	208	93.7%

The 1979-80 data show the degrees that were awarded to African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.
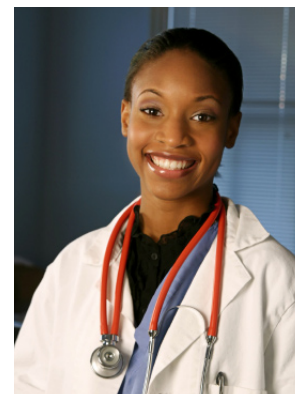
EMPLOYMENT OF AFRICAN AMERICANS

Five of eight universities showed an increase in the number of African Americans employed in executive, administrative, or managerial positions.

Full-time Faculty

African Americans made up 5.1 percent (382 of 7,435) of African American and white full-time faculty (by comparison, undergraduate students made up 8.0 percent or 11,124 of 138,757) in Kentucky's public postsecondary education system in 2003, including 4.6 percent (244 of 5,294) at the traditionally white universities, 38.4 percent (53 of 138) at Kentucky State University, and 4.2 percent (85 of 2,003) at the KCTCS. African Americans made up just 3.7 percent (62 of 1,692) of the African American and white full-time faculty at the flagship institution, and 6.2 percent (73 of 1,169) at the metropolitan research institution.

In 2004, African Americans represented 5.4 percent (404 of 7,462) of African American and white full-time faculty, including 4.9 percent (261 of 5,375) at the traditionally white universities, 41.2 percent (56 of 136) at Kentucky State University, and 4.5 percent (87 of 1,951) at the KCTCS. Kentucky's research institutions employed a total of 146 of 2,899 African American and white full-time faculty.

In 2005, African Americans were 5.4 percent (404 of 7,425) of African American and white full-time faculty, including 5.0 percent (271 of 5,412) at the traditionally white universities, 40.0 percent (54 of 135) at Kentucky State University, and 4.2 percent (79 of 1,878) at the KCTCS. Kentucky's research institutions employed a total of 150 of 2,916 full-time faculty.

A total of 5.4 percent (407 of 7,514) of African American faculty members were employed at Kentucky's public institutions in 2006 were African American, including 5.0 percent (276 of 5,497) at the traditionally white universities, 36.1 percent (48 of 133) at Kentucky State University, and 4.4 percent (83 of 1,884) at the KCTCS. Similar to previous years, Kentucky's research institutions employed a total of 153 of 2,931 full-time faculty.

While many institutions made some progress toward their objectives, the system's small percentage of African American full-time faculty characterizes a difficulty that confronts traditionally white institutions across the nation -- a limited pool of professors to diversify the campus, an insufficient number of researchers and educators, and a scarcity of role models and mentors to provide support and guidance to both minority and majority students. To effectively diversify the faculty complement Kentucky's public postsecondary education system must create a larger pool of minority candidates.

Table 10: Full-time Faculty (African American and White)

System	African American	Total (AA+W)	Percent African American
1979	169	5,388	3.1%
1997	317	6,095	5.2%
2003	382	7,435	5.1%
2004	404	7,462	5.4%
2005	404	7,425	5.4%
2006	407	7,514	5.4%

The 1979 data represents the employment of African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

Executive, Administrative, and Managerial

A commitment of The Kentucky Plan is to increase the representation of African Americans employed in executive, administrative, and managerial positions. As a system, the representation of African Americans gradually increased. In 2003, a total of 115 (9.0 percent) African Americans were employed in this area, in 2004, the number decreased to 109 (8.3 percent), before increasing to 129 (9.6 percent) in 2005. African American representation in this area totaled 127 (9.6 percent) in 2006.

Five of eight universities (EKU, KSU, UK, NKU, and WKU) showed an increase in the number of African Americans employed in this category. When the institutions were combined the number of African Americans employed at the community and technical colleges of KCTCS gradually increased between 2003 and 2006.

Kentucky's postsecondary institutions must share innovative approaches, as well as identify best practices, to better address the underrepresentation of African Americans in this area. The leadership at the institutions – president, department chairs, deans, chief executive and academic-officers must be increasingly engaged to influence diversity in the pipeline. Greater involvement should result in diversity being a high institutional priority and the presence of more African Americans a reality.

Table 11: Executive, Administrative, and Managerial Staff (AA and White)

System	African American	Total (AA+W)	Percent African American
1979	63	1,161	5.4%
1997	93	1,129	8.2%
2003	115	1,281	9.0%
2004	109	1,318	8.3%
2005	129	1,348	9.6%
2006	127	1,319	9.6%

The 1979 data represents the employment of African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.
Source: CPE Comprehensive Database.

Other Professionals (Nonfaculty)

Over a four-year period, the number of African Americans employed as professional staff increased. This particular area has noted the greatest level of success over a five-year period. In 2003, a total of 473 (7.7 percent) African Americans were employed in this area; in 2004, the number increased to 545 (7.1 percent), increasing again to 556 (7.0 percent) in 2005, and finally another increase 603 (7.9 percent) in 2006.

Evaluation of this category shows that African American market share shows gains at some institutions, while others lag behind. Four of eight universities (UK, UofL, MuSU, and WKU) had share increases, while the remaining universities noted fluctuations and decreases. KCTCS made progress employing African Americans in professional positions from 2003 to 2006. As a system, progress has been promising.

This particular area has noted the greatest level of success over a five-year period.

Table 12: Other Professionals (African American and White)

System	African American	Total (AA+W)	Percent African American
1979	193	3,609	5.3%
1997	364	5,670	6.4%
2003	473	6,132	7.7%
2004	545	7,667	7.1%
2005	556	7,922	7.0%
2006	603	7,671	7.9%

The 1979 data represents the employment of African Americans in the public postsecondary education system in the base year of the 1982 Desegregation Plan.

Source: CPE Comprehensive Database.

ENHANCEMENT OF HISTORICALLY BLACK KENTUCKY STATE UNIVERSITY

The Commonwealth has addressed each of the concerns outlined in the partnership with the U. S. Department of Education, Office for Civil Rights.

Among the remaining initiatives identified in The Partnership to enhance Kentucky's historically black Kentucky State University was the renovation of several academic facilities and one residence hall. Also, on November 16, 2005, the staffs of the Office for Civil Rights, the Council on Postsecondary Education, and Kentucky State University conducted a review of Kentucky State University's facilities as part of the OCR final review of the status of The Partnership. As of this writing those projects have been authorized and funded by the General Assembly and are either underway or completed.

Renovation of Hathaway Hall: Phase I and II of this project were authorized at a total scope of $11,196,000. The source of funds was state bonds with debt service paid by the General Fund. Phase I of the project is complete and Phase II is underway and nearing completion.

Renovation of Carver Hall: This project was authorized at a scope of $5,000,000 and is completed. The source of funds was state bonds with debt service paid by the General Fund.

Renovation of Young Hall Dormitory: In November 2005, the OCR amended The Partnership Agreement to allow KSU to construct new housing units rather than renovate Young Hall dormitory, and agreed that this new project would satisfy the commitment. The 2005 General Assembly authorized and provided funding for this project. Kentucky State University and the Commonwealth were authorized to jointly implement a project to renovate Young Hall dormitory. Funding for this project is $5,735,000 in state bonds, $4,547,000 in university revenue bonds, and $396,000 in university cash. The total project authority is $10,678,000. The project is substantially complete (February 2008).

KSU Student Performance on PRAXIS II: The Partnership called for the Commonwealth and KSU to work collaboratively to assist KSU students to pass the certification test at the average performance level of education students in programs at other Kentucky institutions. KSU reported that 100 percent of the students in the 2002-03 and 2003-04 cohorts passed the PRAXIS II assessment. As reported in April 2005, the performance of KSU students, as reported by KSU, is above the statewide average of Kentucky institutions.

Enrollment Stabilization Program: In 2002, the KSU Board of Regents and the Council on Postsecondary Education commissioned a comprehensive assessment of Kentucky State University. The report, *Planning for Renewed Excellence,* April 25, 2003, completed by Baker & Hostetler, Cleveland, Ohio, concludes, "KSU incurs a significant amount of infrastructure and overhead costs relative to its enrollment. The only way to reduce the per-student fixed cost is to increase enrollment so the costs can be spread over a larger base." The Council recommended to the Governor that special funding to stabilize and grow the student base be included in the 2004-06 biennial budget and using a similar approach recommended a "small institution adjustment" in the 2006-

The Commonwealth has addressed each of the concerns outlined in the partnership with the U. S. Department of Education, Office for Civil Rights.

08 recommendation. The funds would be used to develop the necessary infrastructure, to develop planning strategies, to secure consulting, to implement strategies to increase the enrollment, and to establish a summer transition program for new freshmen. At this writing, the Commonwealth is experiencing a revenue down turn and has implemented a 3 percent budget reduction for FY 2007-08 and had recommended to the 2008 General Assembly that a further reduction (12 percent) be made to the base appropriations of institutions and other executive branch agencies. The status of the recommendation of an additional reduction of 12 percent will not be known until after April 15, 2008.

The Committee on Equal Opportunities annually communicates with the Governor regarding appointments needed to ensure that the KSU Board of Regents retains strong leadership and an active membership.

ANNUAL ASSESSMENT OF PERFORMANCE ON OBJECTIVES
DEGREE PROGRAM ELIGIBILITY

An evaluation system for providing unfettered access to undergraduate education and employment/career opportunities in postsecondary education is in the interest of the Commonwealth, research universities, comprehensive institutions, and two-year colleges with responsibility for recruiting students, providing the education, granting degrees, and employing a diverse faculty and professional staff. A system of data sharing that is transparent on student access and success and employment and career advancement is particularly important for prospective students who must decide whether and where to pursue more education and credentialed professionals who also must determine where to cast their lot in pursuit of meaningful career opportunities. This summary condenses the results of an annual report card, from 1996 to 2008, that describes institutional success in implementing strategies to achieve the objectives of the 1997-2002 Kentucky Plan for Equal Opportunities that promotes compliance with Title VI of the Civil Rights Act of 1964.

The assessments should document for the generalist the slow but steady gains made by African Americans within the public postsecondary system. The cumulative performance rates are presented in the bar graphs. See Figures 13-15. The accompanying detail should provide the casual reader with an understanding of the differing patterns of success experienced by each institution over the 13 year period (1996 to 2008). In the aggregate, the analysis suggests that the research institutions are the most consistent performers with progress on six or more objectives nine of the thirteen years evaluated; the comprehensive institutions showed progress on six or more objectives in only seven of the thirteen years. The community and technical colleges as a system performed poorly on the four objectives used to evaluate their progress showing progress on three or more objectives in three of the thirteen years. Year thirteen (2008) is the first time that all universities showed progress on six or more of the eight university plan objectives (Kentucky State University showed continuing progress on six of its seven Kentucky Plan objectives) and 15 of the 16 community and technical colleges showed progress on three or more of their four plan objectives.

An evaluation system for providing unfettered access to undergraduate education and employment/ career opportunities in postsecondary education is in the interest of the Commonwealth.

Figure 13: Research Institutions
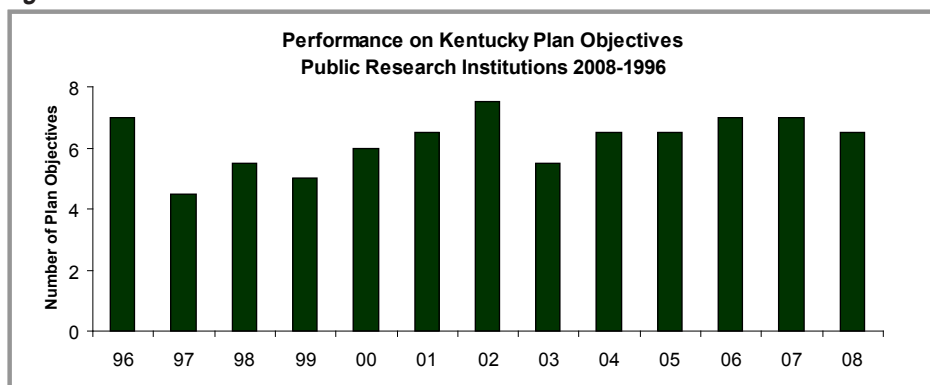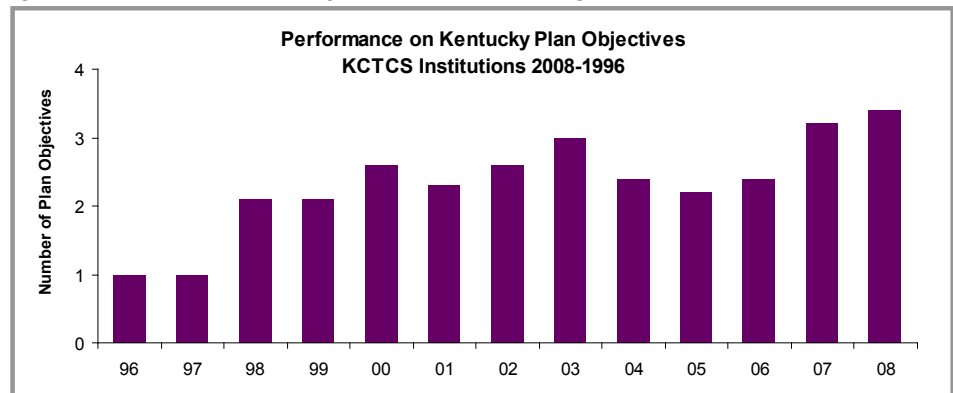

Source: CPE Comprehensive Database.

Kentucky's research institutions are the most consistent performers in this area, with progress on six or more objectives in nine of the thirteen years evaluated.

Figure 14: Comprehensive Institutions

Performance on Kentucky Plan Objectives
Public Comprehensive Institutions 1996-2008
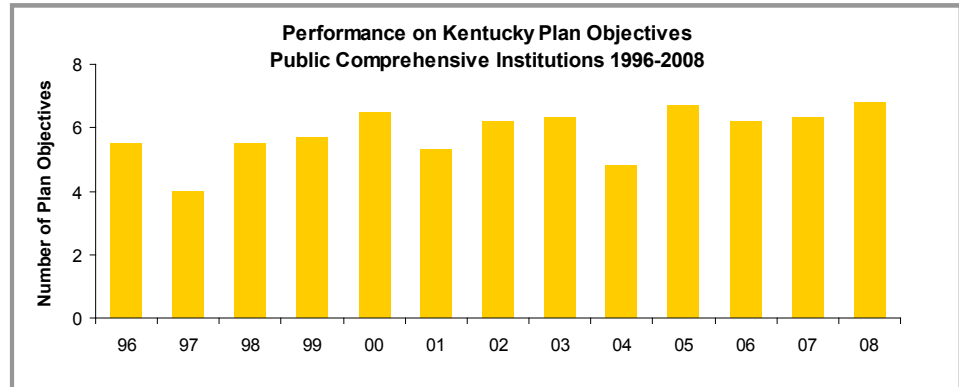
Source: CPE Comprehensive Database.

Figure 15: KCTCS Community and Technical Colleges

Performance on Kentucky Plan Objectives
KCTCS Institutions 2008-1996

Source: CPE Comprehensive Database.

Even with a record performance in 2008, among the universities, the performance of two declined, three improved, and three were unchanged. In the Kentucky Community and Technical College System five improved their performance, ten performed at the same level, and the performance of one decreased.

A review of the data shows that the timing for reaching a consistent level of performance on the six or more objectives varies considerably among the universities. The data do not indicate any degree of consistency in performance among community and technical colleges. Actual performance on objectives by year and institution is presented in the bar graphs. See Figures 16-39. The differences in success by institutions across the system may be due to various reasons, such as the level of priority given diversity within the institution's strategic plan, the involvement of the academic officer, the involvement of the president, the amount and duration of financial support dedicated to programs identified to achieve diversity goals, the quality of academic advising and mentoring, institution and program policies, and future job prospects.

Figure 16: Eastern Kentucky University

Performance on Kentucky Plan Objectives
Eastern Kentucky University 1996-2008
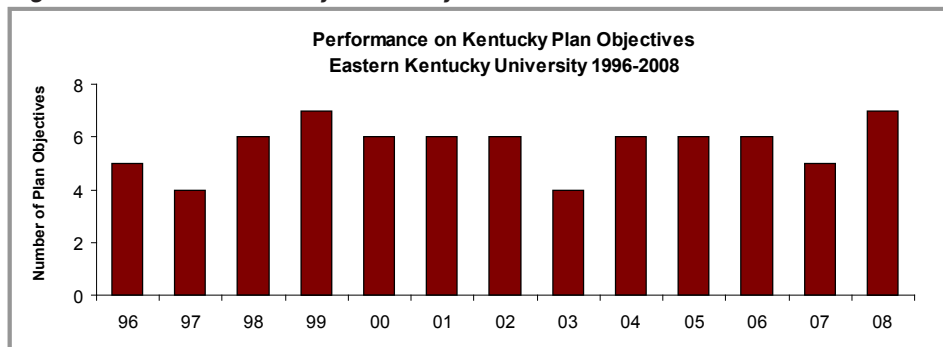
Source: CPE Comprehensive Database

Figure 17: Kentucky State University

Performance on Kentucky Plan Objectives
Kentucky State University 1996-2008
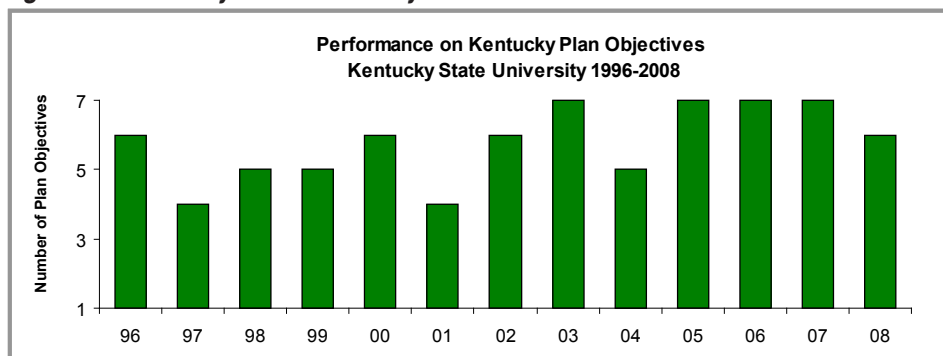
Source: CPE Comprehensive Database

Figure 18: Morehead State University

Performance on Kentucky Plan Objectives
Morehead State University 1996-2008
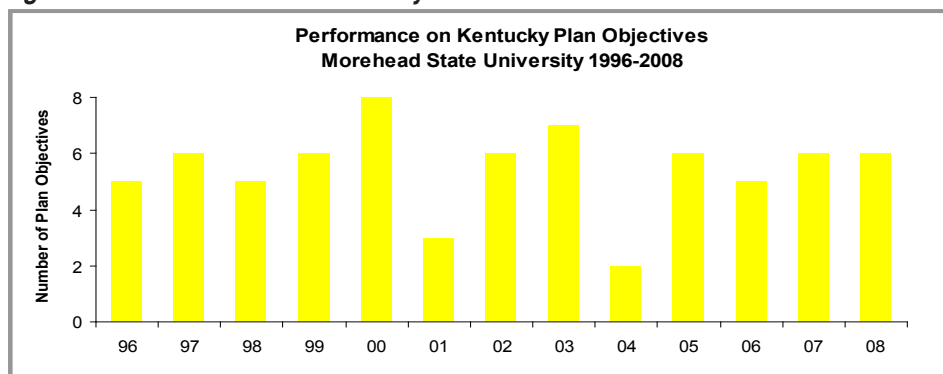
Source: CPE Comprehensive Database

A system of data sharing that is transparent on student access and success... is particularly important for prospective students who must decide whether and where to pursue more education.

Figure 19: Murray State University

Performance on Kentucky Plan Objectives
Murray State University 1996-2008
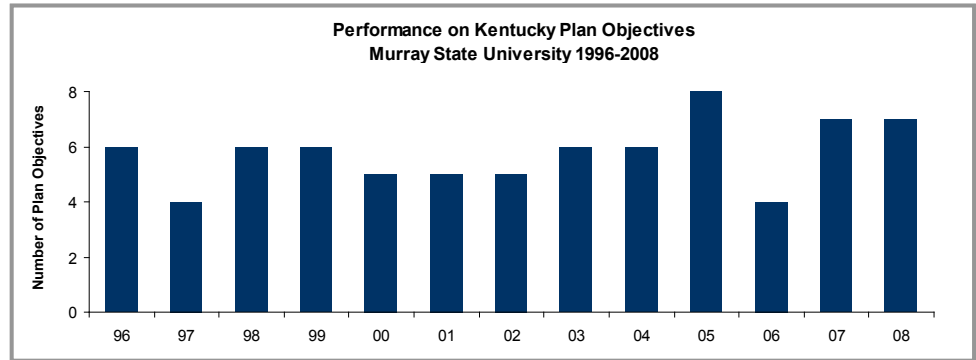
Source: CPE Comprehensive Database

Figure 20: Northern Kentucky University

Performance on Kentucky Plan Objectives
Northern Kentucky University 1996-2008
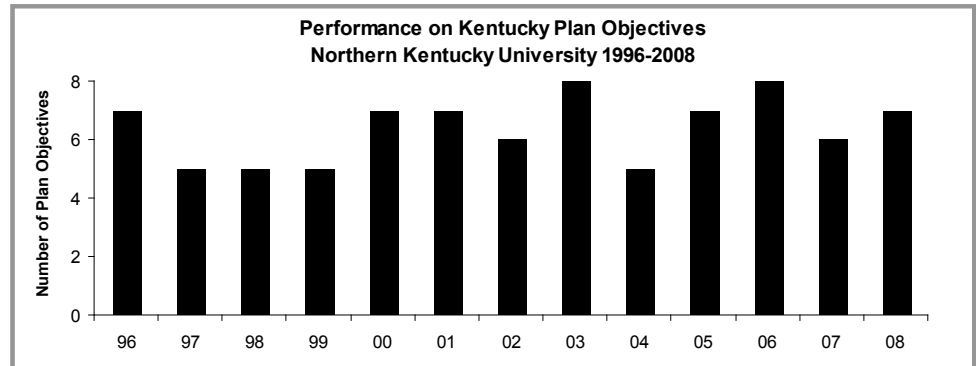
Source: CPE Comprehensive Database

Figure 21: University of Kentucky

Performance on Kentucky Plan Objectives
University of Kentucky 1996-2008
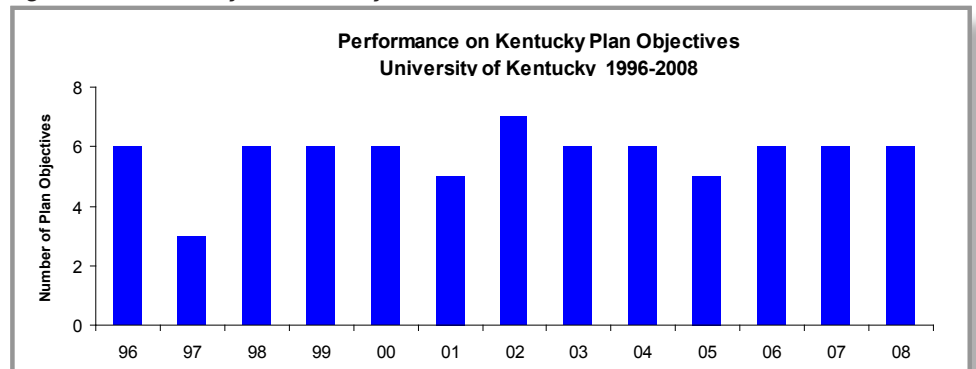
Source: CPE Comprehensive Database

Figure 22: University of Louisville

Performance on Kentucky Plan Objectives
University of Louisville 1996-2008
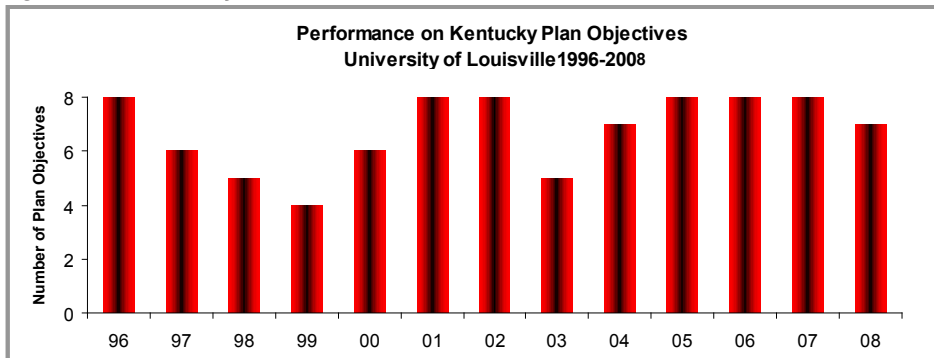
Source: CPE Comprehensive Database.

Figure 23: Western Kentucky University

Performance on Kentucky Plan Objectives
Western Kentucky University 1996-2008
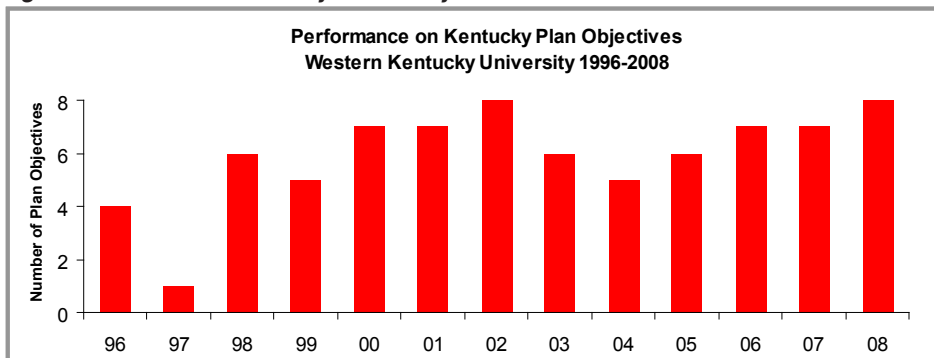
Source: CPE Comprehensive Database

Figure 24: Ashland Community and Technical College

Performance on Kentucky Plan Objectives
Ashland Community and Technical College 1996-2008
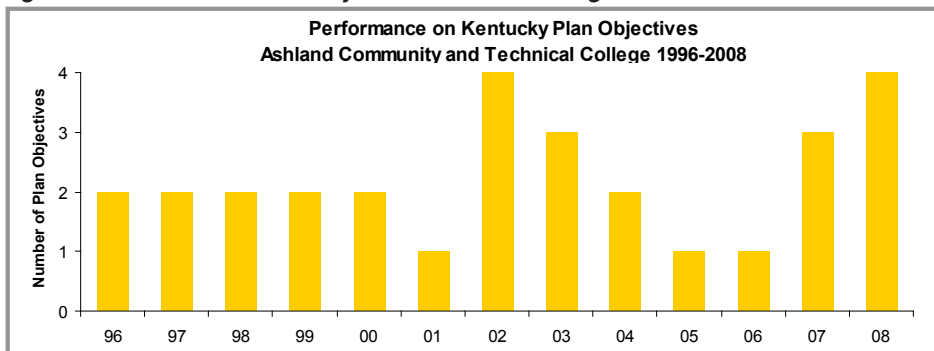
Source: CPE Comprehensive Database

Year thirteen (2008) is the first time that all universities showed progress on six or more of the eight university plan objectives.

Figure 25: Big Sandy Community and Technical College

Performance on Kentucky Plan Objectives
Big Sandy Community and Technical College 1996-2008
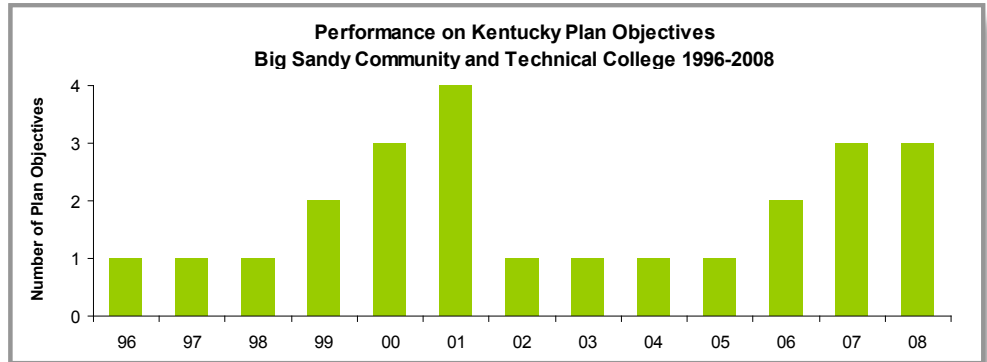
Source: CPE Comprehensive Database
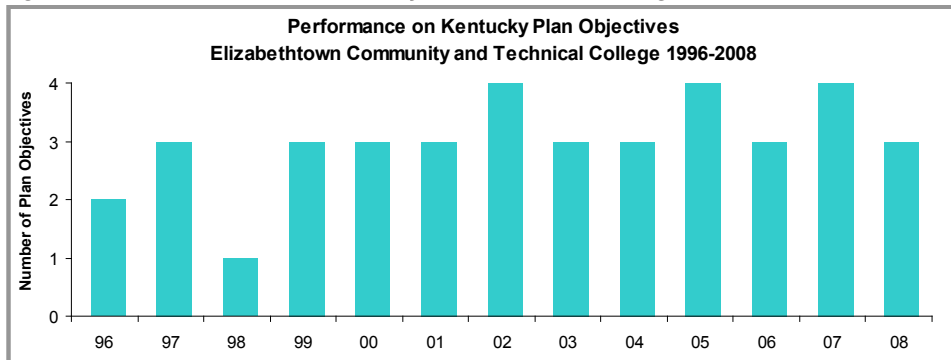
Figure 26: Bluegrass Community and Technical College

Performance on Kentucky Plan Objectives
Bluegrass Community and Technical College 1996-2008
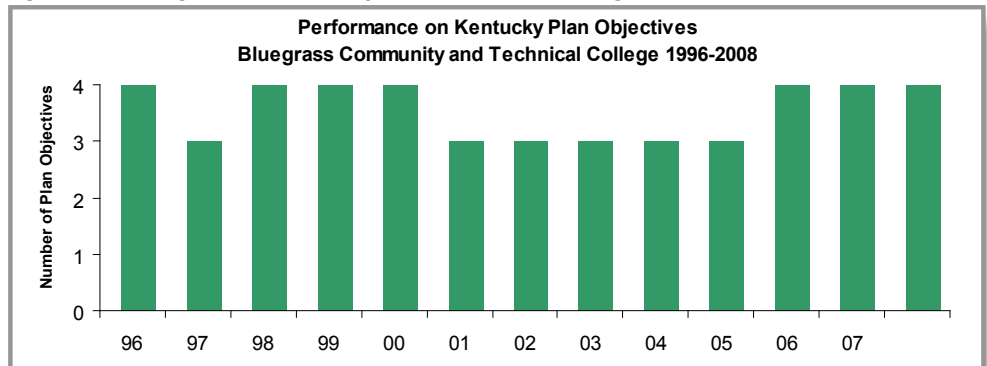
Source: CPE Comprehensive Database

Figure 27: Bowling Green Technical College

Performance on Kentucky Plan Objectives
Bowling Green Technical College 1996-2008

Not Applicable 1996-2001
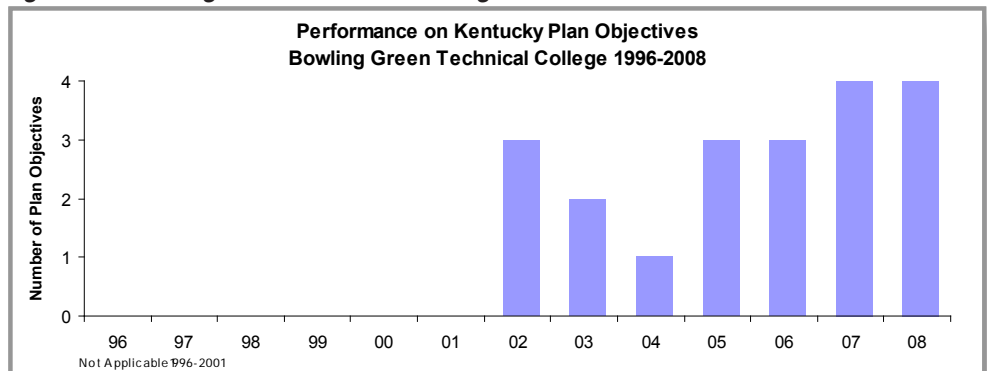
Source: CPE Comprehensive Database

Figure 28: Elizabethtown Community and Technical College

Performance on Kentucky Plan Objectives
Elizabethtown Community and Technical College 1996-2008

Source: CPE Comprehensive Database

Figure 29: Gateway Community and Technical College

Performance on Kentucky Plan Objectives
Gateway Community and Technical College 1996-2008

Not Applicable 2001-1996
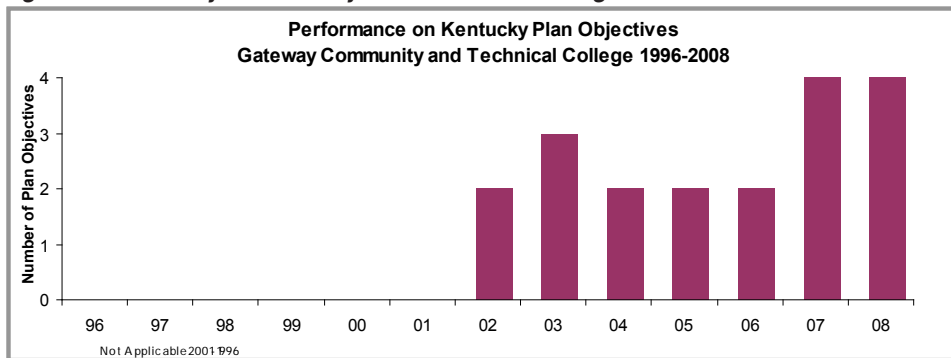
Source: CPE Comprehensive Database

Figure 30: Hazard Community and Technical College

Performance on Kentucky Plan Objectives
Hazard Community and Technical College 1996-2008
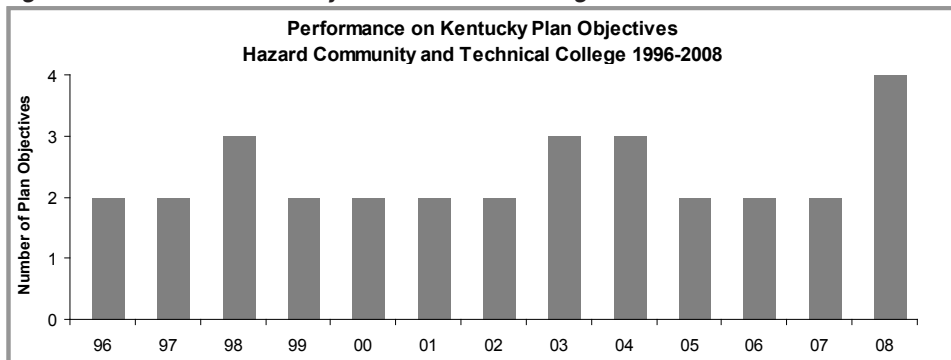
Source: CPE Comprehensive Database

Figure 31: Henderson Community College

Performance on Kentucky Plan Objectives
Henderson Community College 1996-2008
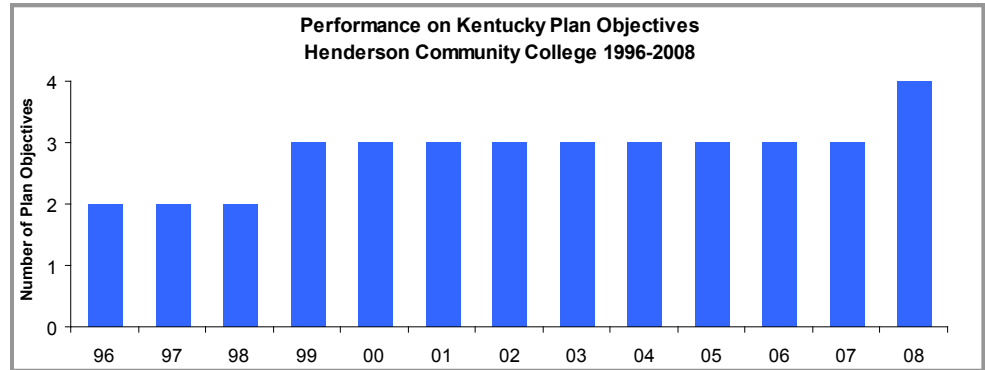
Source: CPE Comprehensive Database

Figure 32: Hopkinsville Community College

Performance on Kentucky Plan Objectives
Hopkinsville Community College 1996-2008
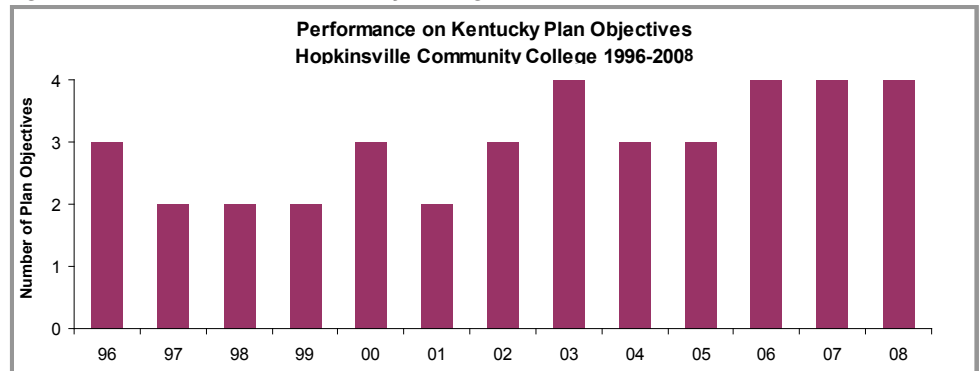
Source: CPE Comprehensive Database

Figure 33: Jefferson Community and Technical College

Performance on Kentucky Plan Objectives
Jefferson Community and Technical College 1996-2008
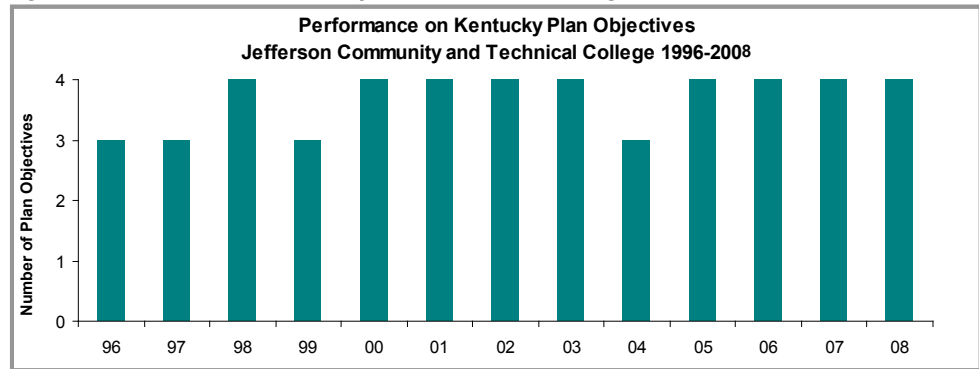
Source: CPE Comprehensive Database

Figure 34: Madisonville Community College

Performance on Kentucky Plan Objectives
Madisonville Community College 1996-2008
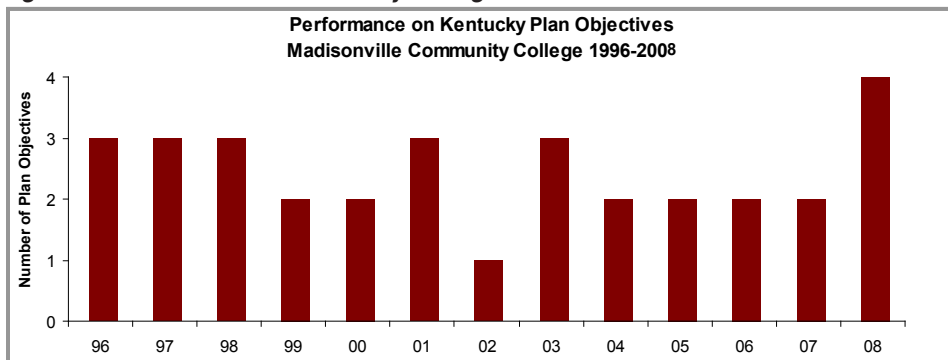
Source: CPE Comprehensive Database

Figure 35: Maysville Community and Technical College
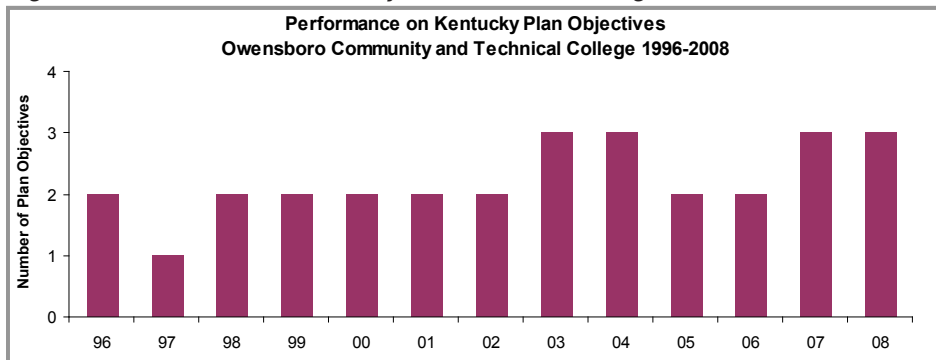
Performance on Kentucky Plan Objectives
Maysville Community and Technical College 1996-2008
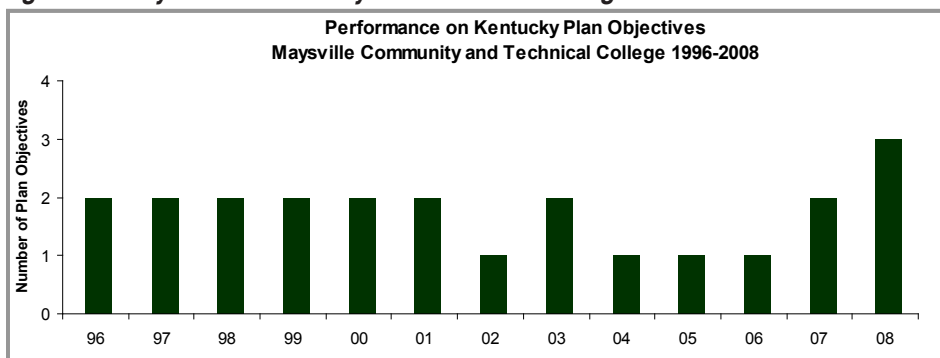
Source: CPE Comprehensive Database

Figure 36: Owensboro Community and Technical College

Performance on Kentucky Plan Objectives
Owensboro Community and Technical College 1996-2008

Source: CPE Comprehensive Database

Figure 37: Somerset Community College
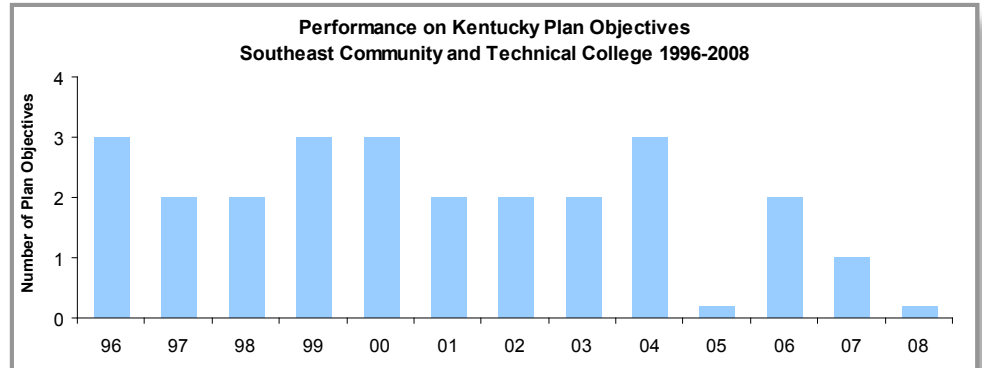
**Performance on Kentucky Plan Objectives
Somerset Community College 1996-2008**
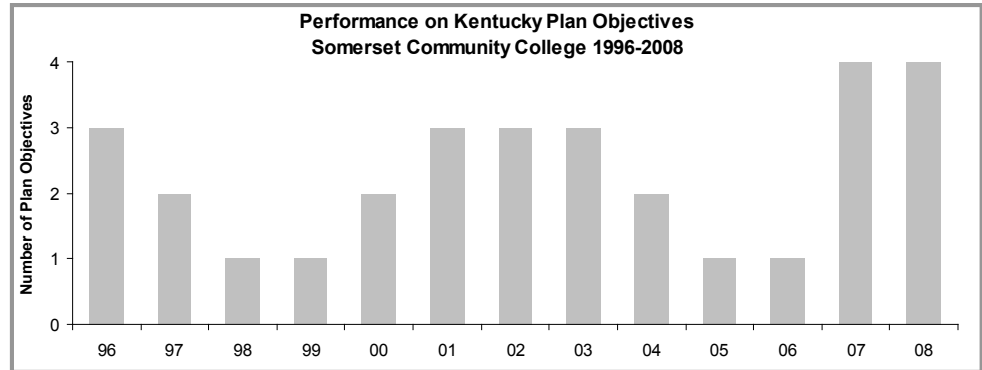
Source: CPE Comprehensive Database

Figure 38: Southeast Kentucky Community and Technical College

**Performance on Kentucky Plan Objectives
Southeast Community and Technical College 1996-2008**

Source: CPE Comprehensive Database

Figure 39: West Kentucky Community and Technical College

**Performance on Kentucky Plan Objectives
West KY Community and Technical College 1996-2008**
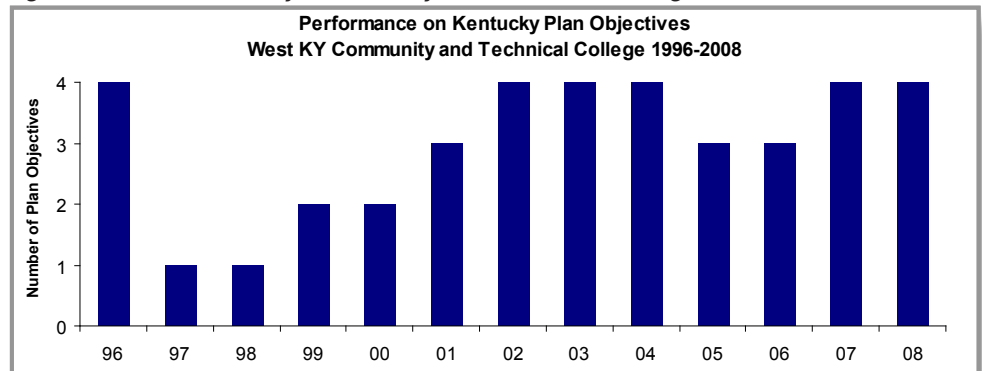
Source: CPE Comprehensive Database

Performance rate by institution type is a critical factor to consider. There are differences between research, comprehensive, and community/technical or two-year institutions that could influence performance rates, such as funding levels, regions of the state where located, program offerings, support programs, and staffing. The two research institutions, over time, have almost identical performance rates (progress on six or more objectives in 10 of the 13 years). The degree of success varied more widely at the comprehensive institutions (progress on six or more objectives over a time frame ranging between eight and eleven of the thirteen years). Tthe community and technical colleges experienced a more dramatic variance in performance. Among community and technical colleges a dominant share of performance challenges occurred among institutions in the more rural areas of the state where the population of African Americans is limited.

Performance rate by institution type is a critical factor to consider.

CONCLUSION

The data used in this assessment allow for a thorough examination of system performance and patterns of institutional achievement across the broad spectrum of institution types in postsecondary education in Kentucky. The findings, as presented, suggest continual but minimal increases in participation by African Americans at each level in the system. And the findings imply that improvements in the performance of some institutions would have a significant impact on the overall performance of the system. The sluggish and less consistent performance by some community and technical colleges is troublesome and deserves additional study.

At the aggregate level the data show that four-year institutions performed at a relatively high rate after the initial implementation of the evaluation system. The average level of performance for the system is consistent over time. The findings suggest that institutions modified existing or implemented new strategies to monitor performance. And the influence of the changes should continue to diminish the gaps in performance.

The performance data show that the aggregate and individual institution performance of the system varied in the early years but with time has become more consistent. The performance rate at most comprehensive institutions does not differ significantly from that of the research institutions. Research institutions appear to have more focused programs, but program types may be insignificant when considering the level of priority given diversity by institution leadership.

The ultimate intent of the assessment of performance in equal opportunity planning is to analyze the factors that affect success patterns and to develop best-practice recommendations for policy makers, institutions, the postsecondary systems, and the general college bound population. The findings, when aligned with institutional performance patterns, can be used to better inform system and institutional policy on diversity, access, and equity in postsecondary education. Because they understand variations in contexts, as well as the impact of education, employment opportunities, and access, senior institution administrators should be leading the discussion of increasing the level of diversity in all areas of the system.

The findings, as presented, suggest continual but minimal increases in participation by African Americans at each level in the system.

APPENDIX A- INSTITUTIONAL BEST PRACTICES

SYSTEM REPORT 2003-06: THE KENTUCKY PLAN
INSTITUTIONAL BEST PRACTICES

Kentucky's public institutions implement innovative programs to recruit, retain, and graduate African American undergraduate and graduate students, as well as to recruit and retain faculty, executives, and professional staff. Designed as outreach strategies, the programs are intended to increase the retention and graduation rates of all students, although some programs focus specifically on the enrollment and retention of minority students. The goal is to provide both majority and minority students with access to postsecondary education, as well as assistance towards graduation.

The examples identified in the appendices highlight strategies that were identified by institutions to promote interactions between K-12 with postsecondary education, initiatives to recruit and retain African American students, programs to assist first-time freshmen in acclimating to the campus, programs to assist African American students to graduate and prepare to enroll in graduate and professional programs, as well as initiatives to recruit and retain African American faculty, staff, and administrators.

Eastern Kentucky University

EKU University Diversity Faculty Recruitment and Retention Incentive Plan / Funds

Eastern Kentucky University is committed to excellence in teaching, scholarship and service. The University's commitment to excellence in these areas is also reflected in its commitment to recruiting and retaining an inclusive and diverse population of outstanding faculty, including specifically members of ethnic minority groups and individuals who have been disadvantaged historically from opportunities in higher education in Kentucky by virtue of its past policy of de jure segregation in its public university system. Additionally, the University is committed to having a faculty with the ability to promote tolerance and understanding in an educational environment that values diversity and desires to meet the challenges, opportunities, and obligations of preparing students for a global society. The University's ability to promote such an understanding is greatly enhanced by faculty who themselves are representative of the diverse population of our nation.   In keeping with this commitment, Eastern Kentucky University has developed this University Diversity Faculty Recruitment and Retention Plan ("Plan").

The goal of the Plan is to enhance equal opportunity through expanded recruitment and retention to attain a diverse faculty population and to assist the University in achieving the African-American faculty employment goal for institutions of higher education in the Commonwealth of Kentucky under The Kentucky Plan for Equal Opportunities in Postsecondary Education ("Kentucky Plan"), Senate Bill 398 and its implementing regulations. The Kentucky Plan was designed in response to the Office of Civil Rights' notice to the Commonwealth of Kentucky that it was one of ten states operating a racially segregated system of higher education in violation of Title VI of the Civil Rights Act of 1964. The purpose of the Kentucky Plan is to provide remedial activities through increased recruitment and retention programs for African American students and desegregating faculties, staffs and governing boards to eliminate the vestiges of the formerly segregated system of higher education and to bring Kentucky's institutions of higher education into compliance with Title VI. Senate Bill 398 and its implementing regulations established the criteria used to determine an institution's compliance with equal opportunity objectives established under the Kentucky Plan and augments the Kentucky Plan.

The purposes and functions of this Plan are to (i) induce academic departments to engage more fully in recruiting outreach efforts that achieve a broadened pool of faculty candidates with ethnically diverse representation for tenure track faculty positions, (ii) assist the University in achieving the African-American faculty employment and retention goals of the Kentucky Plan, (iii) provide additional resources to departments to support new faculty hires that will assist in attaining a diverse faculty population and achieving the African-American faculty employment and retention goals of the Kentucky Plan, (iv) support departmental activities and programs that are supportive of the successful professional development and retention of new faculty hires under this Plan, and (v) provide additional support for department operating budgets, including the support of teaching, scholarship and service. Contingent upon available funds, this Plan will provide for a pool of available incentive funds, with the amount of the incentive funds pool to be determined each fiscal year in accordance with the University's budget process.

Kentucky Community and Technical College System

Gateway Community and Technical College (GCTC) Assess College Cultural Climate

As a first step in the development of a plan to enhance cultural inclusiveness, the college contracted with The Bridges for a Just Community, Inc., to assess the college's cultural climate. Surveys, focus groups, and personal interviews were conducted. A review of the institutional websites, and materials related to college policies, procedures, goals, strategies and curriculum was also completed. The Diversity Team Chair secured the Bridges group, which is located in Cincinnati, OH. In the past Bridges conducted assessments with a variety of Tri-State (KY, IN and OH) cultural organizations and groups. Findings from the assessment and review process provided the College Leadership and the Cultural Diversity Team a solid baseline of data and priority areas of focus. A strategic diversity action plan, complete with goals and objectives was finalized in August 2007. Three strategic outcomes have been implemented to date.
1.   Increase diversity training and awareness opportunities-provide two trainings per year.
2.   Provide diversity awareness and interaction through events
3.   Involve Student Government Association in the implementation of GCTC diversity and inclusiveness strategic plan. Appointed Student Government Association Representative to serve on the college's Cultural Diversity Team.

Gateway Community and Technical College (GCTC) Diversity Resource Center

The GCTC Diversity Resource Center, established in 2007 by GCTC Cultural Diversity Team. serves to enhance the recruitment and retention of African American students, faculty and staff, by providing cultural information to the entire college community of students and workforce. Specifically, the Center:
1.   Serves as the hub for newly-organized Multicultural Student Organization,
2.   Organizes and promotes cultural events,
3.   Coordinates and facilitates diversity professional development, and
4.   Houses a collection of diversity-related books, literature and professional development materials for students and employees to enhance their knowledge related to diversity.
Availability of this resource is communicated to the college community through e-mail. During the Fall 2007 semester, the Center provided four (4) professional development opportunities for staff and faculty. Workshops included the following titles: "Diversity Awareness", "Changing Minds through Diversity", "Cultural Baggage", and "Moving Beyond Tolerance and Compliance". Theresa Little/Counselor for the Title III grant conducted the workshops. Though participation in these training programs has been limited to date, additional diversity training programs are planned for the future.

The Center also sponsored and promoted a variety of annual cultural heritage events, lectures and other special programs. Specially organized events and programs were presented around the following cultural/heritage celebrations; Hispanic Heritage, Chinese New Year, Black History, Asian Awareness, Native American Heritage and Women's History. Events were informal and opened to the college community and public. Students and employees were the primary audience.

Maysville Community and Technical College (MCTC) Employee Mentoring Program

MCTC seeks to move its African American employees toward higher levels of education and higher positions within the organization. African American employees are mentored with career counseling and educational planning by the Chief Academic Officer in conjunction with the Diversity Director. Employees either self initiate the process or are informally approached by administrative staff about the possibilities. The initiative is communicated throughout the organization via the Diversity Ad Hoc Committee, the Diversity Action Plan and the college website. To date, two employees have benefitted

from this program. One employee earned a bachelor's degree and was promoted from Asst to the President/CEO to the Student Development Specialist. A second employee was initially hired as a counselor for the Title IV Program in 2006 and then in 2007, he was promoted to Director of the Title IV Program.

Maysville Community and Technical College (MCTC) Grow Your Own

Recognizing that many MCTC graduates want to remain in/return to the local area after earning additional education credentials, MCTC staff and faculty maintain informal contact through e-mail, telephone conversations, and local family members with our African American graduates in an effort to hire them at MCTC when employment opportunities present. MCTC staff and faculty also identify and network informally with African American professionals in the local area about becoming MCTC faculty.   One student, currently studying for an advanced degree at UK was invited back to MCTC to be a member of VISTA in 2007. Since the conclusion of VISTA, this student is being encouraged by MCTC faculty and staff to pursue adjunct teaching positions at MCTC. To date, two individuals have been hired, one as an adjunct faculty the other as a full time faculty member. Both positions were filled in the Allied Health Division.

Owensboro Community and Technical College (OCTC) Multicultural Student Association

Established by the Director of Cultural Diversity, the Multicultural Student Association (MSA) provides new and returning students with academic support and advising, cultural enrichment activities, community service, and interaction with peers while they are earning a degree. Membership drives are held at the annual Student Fest. New Member Orientations are held at the beginning of each semester. The MSA also has ambassadors who share MSA information across the college. The student organization meets monthly during the academic year. During the meetings, students are provided with information about services and resources available on campus that will help them be successful academically, socially, and personally. The organization provides student leadership opportunities. Student officers are elected, and all MSA members are encouraged to take an active role in planning activities for involvement on campus and in the community. The OCTC MSA is the "sister" of a similar program started at Madisonville CTC in 2002.

Owensboro Community and Technical College (OCTC) One-on-One Student/Parent Orientation Meetings

The Director of Cultural Diversity has conducted one-on-one orientations with primarily African American (and Latino) students and their families to facilitate enrollment to OCTC. If the family is non-English speaking, a student interpreter is provided. Orientations are conducted at various locations in the local community in an effort to promote comfortable settings for the participants. During the orientation meetings, students are provided information and paperwork associated with admissions, financial aid, scholarships, academic program plans as well as specific details about the location and the names of key personnel in the Counseling Center, Financial Aid Office, Teaching and Learning Center, and the Business Office. The student/parents are encouraged to ask questions. Students are requested to complete the admissions application during the visit for immediate submission. Students leave the meeting with all other paperwork, which includes a checklist of items to complete for successful admission. Follow up calls and/or emails are often made by the Director of Cultural Diversity to check status and address concerns or questions.

Kentucky State University

KSU Land Grant Program- Summary of Summer Youth Programs

The Land Grant Program at Kentucky State University offers five free, residential summer camps for middle, junior high, and high school students. The Pathways and Access to Careers in Technology (PACT) Program is a one-week residential program that offers middle school students a series of academic experiences and hands-on projects in mathematics, science, and technology that demonstrate the impact of technology on everyday life. One of the goals of the program is to de-mystify the complexity associated with math and science so that students envision themselves in careers that either create new technologies or make optimal use of technology.

AgDiscovery (AgD) is a two-week residential program hosted by the Land Grant Program at KSU in collaboration with the Animal Plant Health Inspection Service (APHIS), which is an agency under the USDA. AgDiscovery focuses on veterinary sciences and veterinary medicine by exposing middle and junior high school students to a series of hands-on labs, workshops, and fieldtrips that provide real-time experiences in the lives of veterinarians, animal researchers, and businesses associated with animal processing across the Commonwealth of Kentucky.

The Summer Transportation Institute (STI) is a partnership between the Land Grant Program at KSU, the Kentucky Transportation Cabinet (KTC), and the Federal Highway Administration (FHWA). This three-week residential program for high school students provides experiences that enhance awareness of career opportunities that exist in the transportation industry. Students are exposed to such concentrations as highway designs, transportation of people and cargo, intermodalism, laws, regulations, safety, and environmental concerns.

The Youth Entrepreneurship Program (YEP) is a one-week residential program that is co-sponsored by the Kentucky Cabinet for Economic Development and (at one time) the Tommy Hilfiger Corporation. Students are provided opportunities to learn the processes of starting and managing business enterprises, through hands-on experiences and by speaking directly with successful entrepreneurs and businesspersons from across the Commonwealth of Kentucky. Students also increase their professional and personal skills through team-building exercises, the production and delivery of presentations, and recreational activities. Students leave with a functioning business plan that can be used to start their own businesses upon return to their home communities.

Entering high school freshmen, sophomores, juniors, and seniors participate in research and public service through the Research and Extension Apprenticeship Program (REAP), which is a six-week residential program that provides opportunities for students to work with professional (as their mentors) on either a research or public service-oriented project. Participants in this program improve research, presentation, program implementation, and interpersonal skills. They also gain new visions and perspectives for the opportunities that await them as future college students. For many students, career selections are strongly influenced by their REAP experiences.

University of Kentucky

UK Freshman Summer Program

The University of Kentucky Freshman Summer Program (FSP) is a program designed to prepare students for the academic rigor of postsecondary education and to improve the retention of African American, Hispanic, American Indian, first generation and low income students admitted to UK. The program is sponsored by the Center for Academic Resources and Enrichment Services (CARES), a division of Multicultural Student Affairs.

FSP is a six-week academically intensive program designed to improve the retention of University of Kentucky students. FSP provides participants the opportunity to earn up to six hours of college credit, learn to navigate campus, and become familiar with classroom/university expectations. Students are placed on either the Math/Science Team or the Career Exploration Team based on their chosen major. All students participate in the College Success Workshop where representatives from various UK programs and services meet with them to talk about the many resources available. Students also participate in social and cultural activities.

The retention rate of FSP participants exceeded the over-all retention rate of all students by 8.45% in 2006. In 2005, 87.88 % of FSP students were retained from first to second year in comparison with 77.8% of all students. The g.p.a of FSP students was also higher than that of non-FSP students. In 2006, the g.p.a of FSP students was 2.4 compared to non-FSP students of 2.3. In 2005, the g.p.a of FSP students was 2.6 compared to non-FSP students of 2.1.

UK SOAR

Created to continue the support from the freshman year through to the senior year, the focus of the program is on professional and leadership development that will enhance career preparedness. All students with at least 90 credit hours are eligible to participate in SOAR activities. SOAR components include the following:
- Senior Leadership Series: a series of workshops to develop leadership skills that will enhance the student's resume' and increase their marketability.
- Occupations: Spotlight Jobs!—students meet with professional (Alumni) to learn about their on-the-job experiences.
- Academic Planning: Final check-list to graduate (academic progress sessions) and Graduate school information and preparation (GRE/GMAT workshop, Graduate School Showcase)
- Students with a 2.8 and above g.p.a meet with the counselor once and participate in one activity.
- Students with less than 2.8 meet with the counselor twice and participate in one activity.
- Resources: Senior Newsflash (newsletter) and Resume' critiques and professional references.

CARES is in the process of reviewing additional Junior/Senior counselor position to better support the SOAR program. Although actively attended by students, there are no data available to assess the program's effectiveness.

UK Take Academic Control (TAC)

TAC is a program that is offered to students with a 2.2 or less g.p.a at the end of the fall semester. In collaboration with The STUDY (an academic resource unit), the Master Student Program is conducted to help students gain skills that will aid them in academic success and develop a plan to rectify their poor academic performance. This program is still in the developmental stage. Additional information and analyses will be available as the program matures.

UK Partners Aligned for Graduate Education (PAGE)

The Partners Aligned for Graduate Education (PAGE) program consists of alliances formed between the University of Kentucky and other colleges and universities that are designed to encourage undergraduates at these institutions to pursue their graduate education at the University of Kentucky. Particular emphasis has been placed on alliances with Historically Black Colleges and Universities (HBCUs); the first PAGE partnership was formed with Southern University in Louisiana in 1998, followed by Kentucky State University in 1999. New affiliations have since been developed with Jackson State University in Mississippi, Fayetteville State University in North Carolina, and more recently (2005), with Prairie View A&M University in Texas. PAGE is designed to stock pipelines of talented students who are capable and motivated to enter and complete graduate degree programs.

UK Graduate Stchool Kentucky Young Scientist Summer (KYSS)
Research Program for Undergraduate Students

Individual, original research opportunities under professional guidance in:
- Anatomy & Neurobiology
- Biology
- Chemistry
- Molecular& Cellular Biochemistry
- Nutritional Sciences
- Pharmaceutical Sciences
- Plant and Insect Sciences
- Physiology

The KYSS Program provides summer research opportunities for undergraduate students with consideration given to students who contribute to the University of Kentucky's compelling interest in diversity and underserved groups of Kentucky residents in the life, medical and social sciences. Students from regional universities and Graduate School PAGE partnerships (i.e. Jackson State University, Kentucky State University, Fayetteville State University, Praire View A & M University, and Southern University-Baton Rouge) will receive priority consideration. Participants will work on research projects designed to enable them to experience the intellectual excitement and satisfaction of research. In addition, the program will provide full participation in the academic interchange of seminars, discussion groups and lectures. Students will interact with graduate students, post-doctoral fellows, visiting scientists and faculty in a working environment. They will experience life as a graduate student lives it in a research university setting.

Students will be exposed to the principles of scientific methodology employed in laboratory research; methods of precise measurement and the recording of data; state-of-the-art equipment, techniques, and approaches; the importance of experimental controls; and the realities of success and failure in research. More importantly, students will learn how to utilize computer technology and how to prepare results for both publication and oral presentation. Student participants will receive $3,500. Students are responsible for their own room and board, tuition, and transportation. On-campus housing is available, and some programs may require that the participants stay on campus. In general, students are expected to make their own housing arrangements. Students participating in the KYSS Program may earn academic credit as well, depending on the program requirements. However, each student will be responsible for his/her own tuition and fees.

University of Louisville

UofL Speed Engineering School Increasing Student Preparedness and Interest in the Requisites for Engineering (INSPIRE) Summer Enrichment Program

INSPIRE is a four-week summer enrichment program designed to provide an introduction to engineering to students historically under-represented in the engineering field. Those targeted for the program include African American, Hispanic, Native American and female students who are in Louisville-area public or private high schools. Non-"minority" students are also eligible to participate in the program.

The INSPIRE program has been conducted on the University of Louisville campus for more than 20 years and it has served as a stepping stone for many persons now working in the engineering profession. Faculty members and graduate students from the University's J.B. Speed School of Engineering conduct most of the program's sessions. Furthermore, undergraduate African American and female engineering students who are members of the National Society of Black Engineers (NSBE) and/or the Society of Women Engineers (SWE) also interact with the high school students and serve as mentors and role models.

Along with introducing the high school students to various aspects of technology and fields of engineering, INSPIRE assists the students in identifying vocational interests and personality profiles. Over the years, the program has included field trips to area industries such as General Electric Appliance Park, the Louisville Water Company, North American Stainless, Toyota Motor Manufacturing and the Metropolitan Sewer District's Floyds Fork Wastewater Treatment Plant.

Brochures and application forms are sent to area high schools, youth groups and churches. Special efforts are made to target youth who may have solid academic records but who may be at risk of not pursuing higher education or technology-based careers.

Between the years of 1981 and 2004 we had 609 students participate in this program. Personnel in the Office of Institutional Research and Planning have assisted us in "tracking" the students who subsequently enrolled at the University of Louisville. 433 enrollment matches were found (using student social security numbers). Of those 433, 175 were awarded a degree from U of L. This represents 71% of our cohort.

UofL Office of Undergraduate Admissions University Students Helping to Recruit (USHR)

The USHR Mentoring program was developed Spring 2002 and implemented Fall 2002 in an effort to structure the connections between prospective minority students and current minority students. Since its inception, USHR has maintained a participation average of 65 - 80 ambassadors. As of Fall 2006 this team of students applied and successfully received registered student organization status (RSO).

The Diversity Recruitment team firmly believes that the success of our programs rests in the hands of our current students. Between AY 2002-2006, USHRs touched the lives of 534 students and parents. Since this time their involvement has enabled new and creative programming to take place within Diversity Recruitment. This has resulted in AY 2006 - 2007 growing to 1,036 prospective student connections. This number is projected to double by the end of AY 2007 - 2008 as it currently stands at 1,278 connections as of March 22.

We believe the success of current students firmly rests in their overall level of involvement as well as engaging connections each has within their campus community. It is for this reason that we look upon this structured

opportunity as one that could be categorized as retention program for our USHR participants. USHRs comment that their involvement in our programs is as extremely important community service that is built on love and a significant level of interest in giving back to younger students and their families through unique outreach programs offered by the Office of Admissions. The University of Louisville USHRs, led by an active executive board, pride themselves on leading by example in hopes of assisting prospective students in their pursuit of higher education.

UofL Office of the Executive Vice President for Research Summer Undergraduate Research Program

The University currently supports undergraduate research by offering several Summer Undergraduate Research Programs, one of the which is the Summer Research Opportunity Program jointly funded by the Provost, the Graduate Program and the EVPR. The annual 10-week summer research-intensive, one-on-one mentored experience is designed to acquaint undergraduate students with graduate education at the University of Louisville http://graduate.louisville.edu/pubs/srop/ SROP. All of the students in the summer undergraduate research programs participate in a weekly educational program that includes ethics, research compliance, career day, graduate school representations for participating departments, individual student oral presentations and a culminating poster presentation.

In addition to the current programs, the University is part of a consortium of universities in Kentucky and West Virginia that successfully applied to NSF for a Louis Stokes Alliance Minority Participation (LSAMP) Program grant. The LSAMP program promotes participation of under-represented undergraduate students in science, mathematics, engineering and technology fields. The consortium consists of the Bluegrass Community & Technical College, Centre College, Kentucky State University, University of Kentucky, University of Louisville and Western Kentucky University; and Marshall University, West Virginia State Community & Technical College, West Virginia State University and West Virginia University.

UofL Office of Undergraduate Affairs Monitored Academic Preparation for Success (MAPS): Collaborative Program Between Resources for Academic Achievement (REACH) and Multicultural Academic Enrichment Programs (MAEP)

Research indicates that students receiving counseling regarding their academic progress and retention may be better retained than those of the general student body, regardless of academic status (Turner and Berry, 2000). In addition, recent studies on intrusive counseling and academic intervention programs addressing both personal and academic issues have been successful in raising students' GPAs and persistence in college (Engle, Reilly, and Levine, 2003-04). For example, the Monitored Probation Program at Lamar University was able to significantly improve the success rate of students on academic probation or suspension who were primarily part-time and commuting students (Mann, Hunt, and Alford, 2003-04).

The MAPS Program for Porter Scholars was designed to provide intrusive counseling support and academic support for Porter Scholars with less than 60 credit hours and less than a 3.0 semester GPA at the end of the 2004 fall semester. These students were "at-risk" of losing the Porter Scholarship award at the end of the 2005 spring semester if they did not earn a 3.0 semester GPA at the end of the 2005 spring semester. The overall goal of MAPS was to holistically address whatever obstacles were hindering individual Porter Scholars' learning and academic success. REACH and Porter Advising provided appropriate interventions for identified Porter Scholars during the 2005 spring semester.

A comprehensive approach was planned to intensify the contact between the intrusive advisor, academic support services, and each participating student in this intervention program. The components of the program include MAPS seminars, academic tutoring, and academic monitoring and reporting. In addition, the program provides information and referral to appropriate units such as financial aid, counseling services, the Disability Resource Center and other units as needed based on assessing the student's needs.

UofL References:

Engle, Crystal, Reilly, Nora & Levine, Heidi (2003-2004). A case study of an academic retention program. Journal of College Student Retention, 5(4), 365-383.

Mann, Judith, Hunt, Madelyn & Alford, Julie (2003-2004). Monitored probation: a program that works. Journal of College Student Retention, 5(3), 245-254.

Turner, A. L. & Berry, T. R. (2000). Counseling center contributions to student retention and graduation: a longitudinal study. Journal of College Student Development, 41(6), 627-636.

APPENDIX B- GEAR UP KENTUCKY SERVING AFRICAN AMERICAN STUDENTS

The Council provides grant funds to support various activities in schools selected to participate in the GEAR UP program. Program staff works with schools to build activities that introduce students to the concept of going to college and how to make concrete plans to get there. Since September 2005, GEAR UP Kentucky has served three cohorts of seventh grade students and continues to provide college access services to these students as they enter high school.

GEAR UP students participate in the program based on their enrollment in the middle schools selected by the Council. The Council selected 45 middle schools with a seventh grade class in 2005—these schools have enrollments where 50 percent or more of the students are eligible for free or reduced-price lunch.

Each student in a cohort receives GEAR UP services—GEAR UP Kentucky provides seven essential college access services including financial aid workshops, academic planning and advising, college campus visits, and activities to engage parents in actively planning for college. In addition the program targets in each cohort a percentage of students that are significantly more at-risk than the rest of their peers of failing to execute a plan to pursue college education and offers them supplemental academic and developmental support. GEAR UP Kentucky gives priority for these targeted services to low-income students, including African American students.

Figure 12.1: GEAR UP Kentucky Demographic Profile
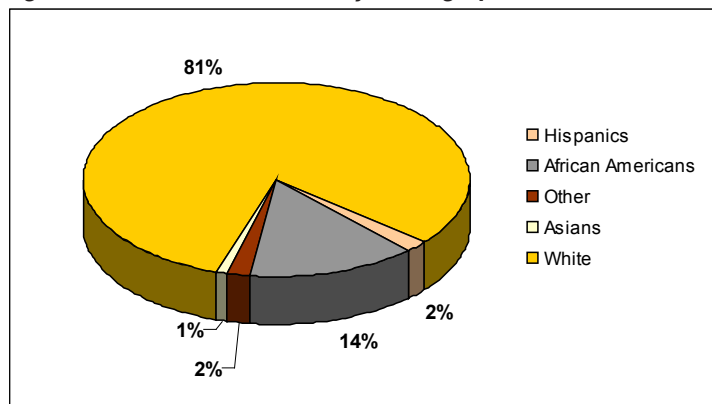
Based on statewide enrollment, 2006-07

The participation of African American students in the GEAR UP program mirrors the general population and student enrollment is greater in those areas of the state that typically have a higher percentage of African Americans. (See Table 1).

Figure 12.2:Profile by Ethnic Distribution—27 Selected Schools
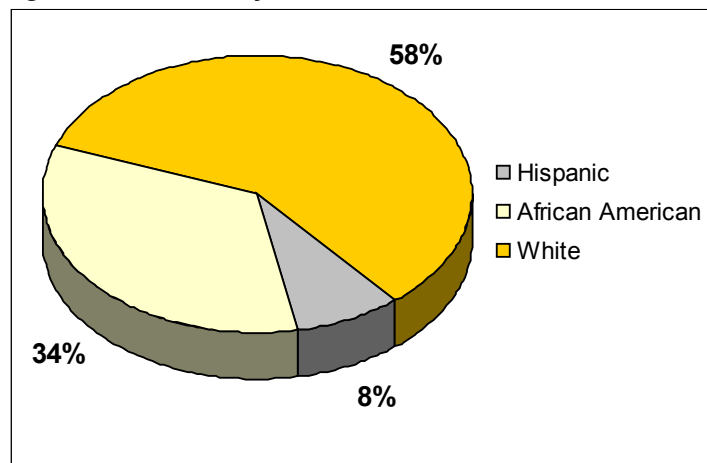
(Based on 2006-07 Enrollment in four regions)

Table 1: Ethnic Distribution of Students in Select GEAR UP Kentucky Regions

County	Schools	Grade Level	Total Enrolled
Central Region Serving Fayette County Public School District	6		2,093
	Tates Creek M.S	7th,8th	353
	Crawford M.S	7th,8th	315
	Leestown M.S	7th,8th	343
	Tates Creek H.S	9th	404
	Bryan Station H.S.	9th	568
	Henry Clay H.S.	9th	559
Louisville Region Serving Jefferson County Public School District	6		1,875
	Thomas Jefferson M.S	7th,8th	527
	Lassiter M.S	7th,8th	361
	Iroquois M.S	7th,8th	377
	Southern H.S.	9th	63
	Fairdale H.S	9th	205
	Iroquois H.S	9th	342
Northern Kentucky Region Serving Two Public School Districts	4		1,024
Campbell Co.	Newport M.S.	7th,8th	250
	Newport H.S.	9th	155
Kenton Co.	Two Rivers M.S.	7th	393
	Holmes Jr./ Sr. H.S	8th,9th	226
Western Region (Murray) Serving Four Public School Districts	11		1,748
Webster Co.	Sebree M.S.	7th,8th	54
	Webster H.S.	9th	154
Graves Co.	Mayfield M.S.	7th,8th	191
	Mayfield H.S.	9th	77
Christian Co.	Hopkinsville M.S.	7th,8th	412
	Hopkinsville H.S.	9th	281
Logan Co.	Adairville M.S	7th,8th	57
	Olmstead M.S	7th,8th	74
	Russellville M.S.	7th,8th	120
	Logan Co. H.S.	9th	265
	Russellville H.S.	9th	63

APPENDIX C- CEO RESOLUTION TO ENGAGE IN DIVERSITY PLANNING STATEWIDE

A
RESOLUTION
EXPRESSING AN INTENT TO ENGAGE IN

DIVERSITY PLANNING STATEWIDE

at the Public Postsecondary Education Colleges and Universities

WHEREAS, the Council's Committee on Equal Opportunities, created by Executive Order 97-1072, is charged by the Council to oversee institutional compliance and provision of equal opportunities in public postsecondary education; and

WHEREAS, the Committee is charged to develop, in conjunction with state-supported institutions, a statewide equal opportunity plan; and

WHEREAS, the Committee is to monitor institutional progress in meeting equal opportunity objectives of said plan; and

WHEREAS, the Committee conducts site visits to determine conditions on the campuses relative to equal opportunity objectives and advise the Council on institutional progress; and

WHEREAS, the Committee make recommendations to the Council for programs and activities promoting equal opportunity; and

WHEREAS, the Committee believes that through its work, the U. S. Department of Education Office for Civil Rights will, in the near future, release Kentucky from oversight; and

WHEREAS, the Committee recognizes a need to modify its focus to a more comprehensive program of diversity planning to encompass all Kentucky ethnic minorities; and

WHEREAS, the Committee has commissioned a statewide study of the need for access and equity in postsecondary education for Kentucky's diversity population;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education, Committee on Equal Opportunities hereby adopts this resolution October 16, 2006, transforming its work to the more comprehensive diversity planning, upon release by the OCR, for public universities and the Kentucky Community and Technical College System, including each community and technical college district; commencing immediately upon Kentucky's full release by the OCR.

Adopted By The CEO: October 16, 2006

INSTITUTIONAL EQUAL OPPORTUNITIES REPRESENTATIVES TO THE COMMITTEE ON EQUAL OPPORTUNITIES

Sandra Moore
Eastern Kentucky University

Gwen Joseph
Kentucky Community and Technical College System

Kimberly Holmes
Kentucky State University

Francene Botts-Butler
Morehead State University

Camisha Pierce Duffy
Murray State University

Willie Elliott
Northern Kentucky University

Terry Allen
University of Kentucky

Mordean Taylor-Archer
University of Louisville

Richard C. Miller
Western Kentucky University

Kentucky Plan and Partnership Commitments

COMMITMENT 1. The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American undergraduate students enrolled in higher education.

COMMITMENT 2. CPE and the institutions are committed to increasing the retention of Kentucky resident African American undergraduate students and the proportion of graduates to the same level of retention as that of Kentucky resident white undergraduate students.

COMMITMENT 3. CPE and the institutions are committed to increasing the proportion of Kentucky resident African American graduate students enrolled in postsecondary education.

COMMITMENT 4. CPE and the institutions are committed to increasing the number and proportion of African American faculty and staff employed by institutions of postsecondary education.

COMMITMENT 5. CPE and the institutions are committed to increasing the number of African American applicants to, enrollments in, and graduation from first-professional programs in dentistry, law, and medicine.

COMMITMENT 6. The Governor is committed to ensuring the appointment and representation of African Americans to the Council on Postsecondary Education and to each institutional board of trustees or regents (KRS 164.005).