

How Do States and Institutions Address the “Big Agendas” for Higher Education?

*The Kentucky Community and Technical
College System Experience*

SHEEO Higher Education Policy
Conference

August 13, 2008

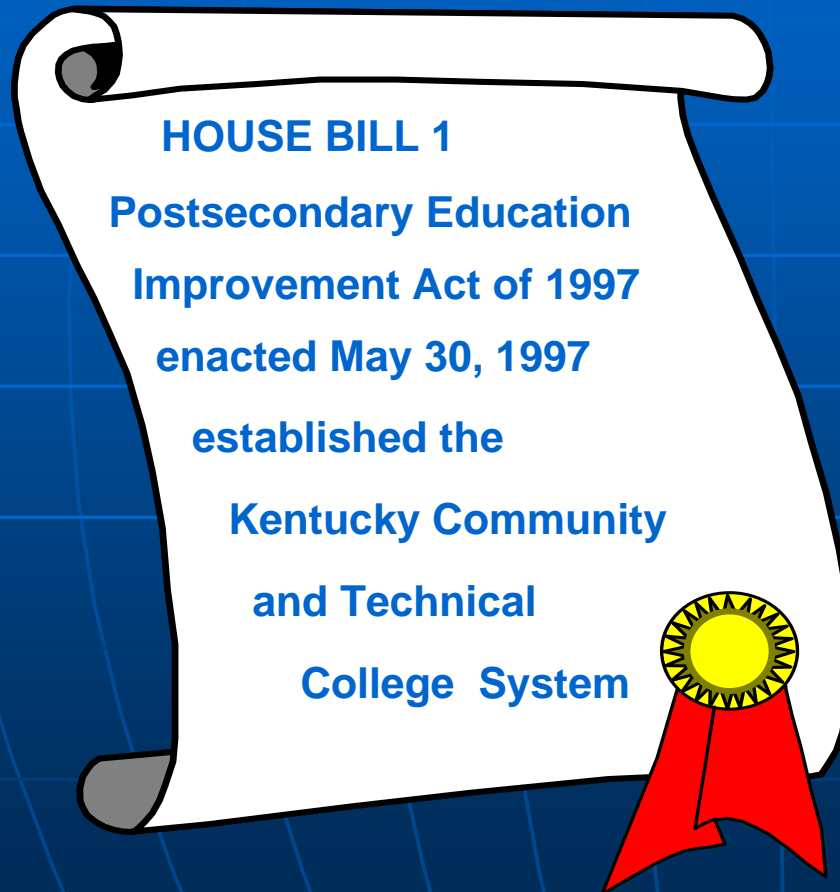
Dr. Keith Bird, Chancellor

Kentucky's Experience ...

Started with:

- Bold leadership
- A big agenda
- A clear vision

Postsecondary Reform HB 1- 1997



Kentucky's 2020 Goals for KCTCS:

- Access throughout the Commonwealth to certificate, diploma, technical and transfer degrees with 16 colleges and 65 campuses (and VU)
- **Training to develop a workforce with the skills to meet the needs of new and existing industries**
- Remedial and continuing education to improve the employability of citizens

Kentucky's 2020 Vision

Raise Kentucky's quality of life and standard of living above the national average in 20 years, as measured by the average per capita income

[Governor Paul Patton, 1996]

KY Council on Postsecondary Education's 5 Strategic Questions... Alignment and Accountability

Are more Kentuckians ready for postsecondary education?

Is Kentucky postsecondary education affordable to its citizens?

Do more Kentuckians have certificates and degrees?

Are college graduates prepared for life and work in Kentucky?

Are Kentucky's people, communities and economy benefiting?

The Kentucky 2020 Imperative

Kentucky will need nearly 800,000 working-age adults with a bachelor's degree or higher to match the national average in 2020; in 2000 we had only 402,000. Over the next 15 years we *need to nearly double the number of Kentuckians ages 25-64 with at least a four year degree.*

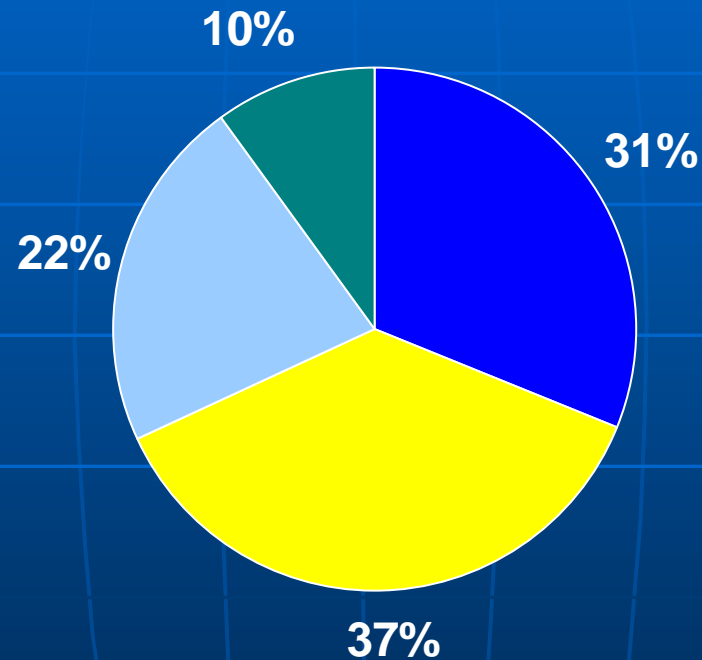
Strategy and Tactical Levers – *CPE Double the Numbers Initiative* (2007-2020)

- Raise high school graduation rates
- Increase the number of GED graduates and transition more to college
- Enroll more first-time students in KCTCS and transfer them to 4-year programs
- Increase the number of Kentuckians going to and completing college
- Attract college-educated workers to the state and create new jobs for them

Workforce Transformations

- Changing nature of the workplace and workforce demographics
- Globalization and digitization
- Rapid (accelerated) rate of change
- Challenges of an insufficient and under prepared “pipeline” of workers
- The new skills requirements – beyond problem solving and critical thinking to innovation, adaptive expertise and Handlungskompetenz

More than 2/3 of New Jobs Will Require Some Postsecondary Education

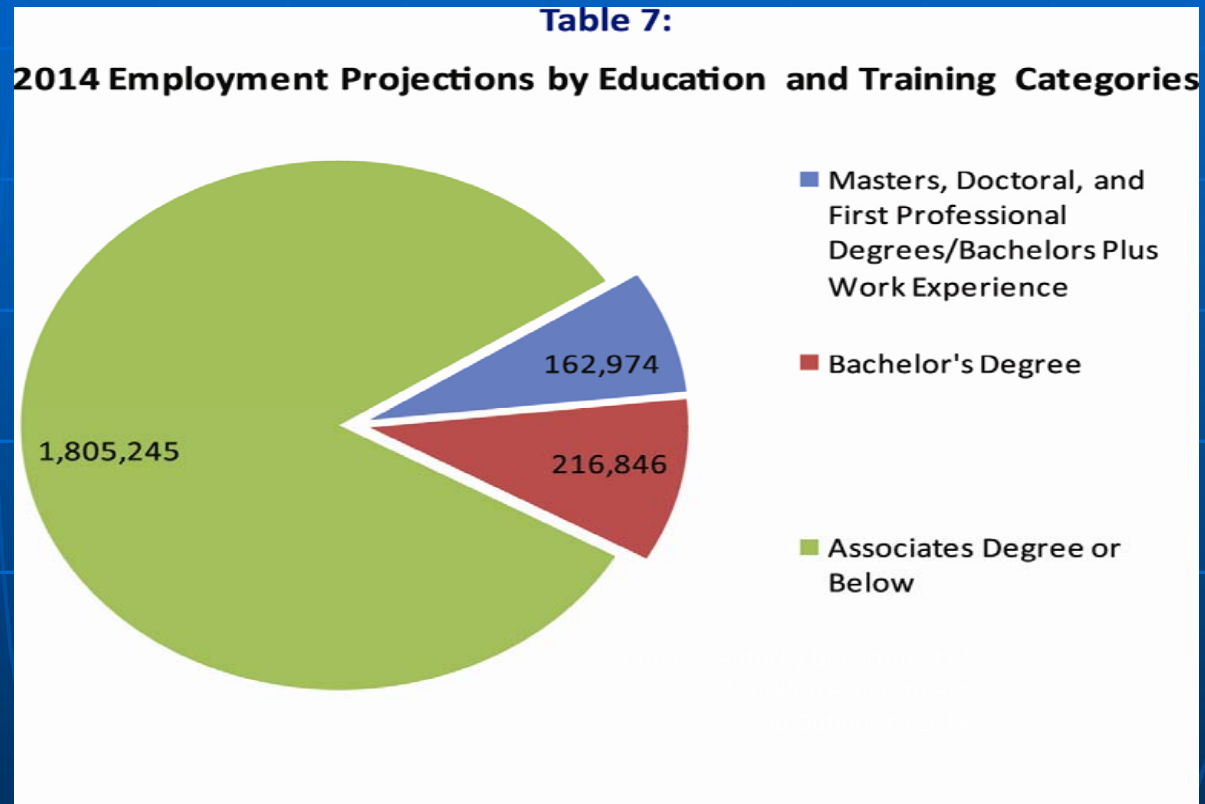


■ Bachelor's Degree ■ Some Postsecondary ■ HS ■ No HS Diploma

THE KENTUCKY PICTURE:

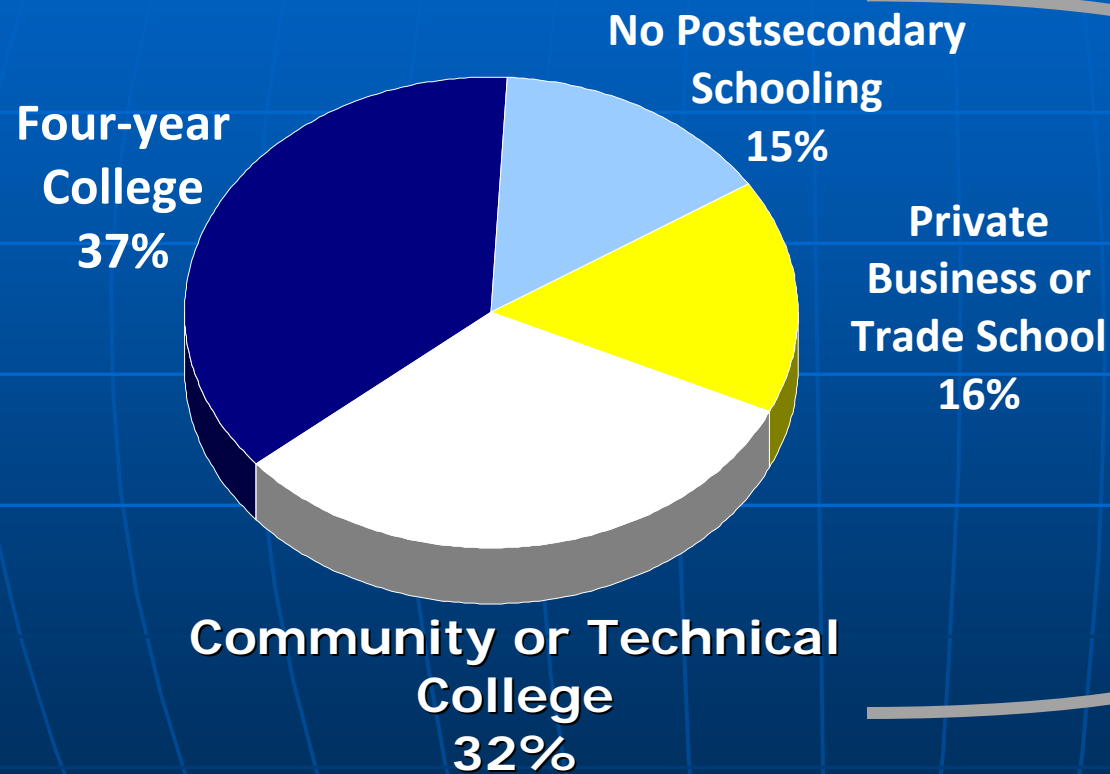
Jobs Requiring Education and Training at the Associate Degree or Below between 2004-2014

83%



"Best Fit" for High School Seniors

Teachers and Guidance Counselors' Perceptions of Graduating Students
KCTCS Market Research 2006



63%
KCTCS
needs to
reach this
group to
achieve
Kentucky's
2020
goals

Kentucky's Workforce Challenge

- Changing demographics: By 2005, Kentucky will lose 100, 000 workers through retirement
- Only 14% of working age adults considering continuing their education
- High HS drop-out rate and lack of college/workforce readiness
- 2/3 of future workers are out of the reach of the K-12 system

All Students/Workers Must be Well Prepared for 21st Century Jobs

- Preparation for work and postsecondary education require the same rigorous skills
 - American Diploma Project (2004)
 - ACT's *Ready for College and Ready for Work: Same or Different* (2006)
- Our workforce and economic competitiveness is dependent on higher skills for all
- Higher skills necessary to earn a living wage (Washington State "Tipping Point" Study- one year postsecondary plus a credential)

Why was KCTCS Created?

- Recognition of the critical role of workforce development for future economic growth
- Utilization of KCTCS as the primary strategic partner for transfer/workforce initiatives in support of economic development
- Increase responsiveness to business and industry

The Key to Kentucky's Workforce and Education Policy Transformation...

- Toward the convergence of:
 - Economic/workforce development policy
 - P-20 education policy
 - Increased access and success for all students, particularly low skilled and low income students (especially part-time)

Toward Seamless Transitions...

Tactics and Strategies

The Kentucky Experience - CPE Initiatives for P-20 Transitions

- KY Early Mathematics Testing Programs
- STEM Task Force and Initiatives
- Developmental Education Task Force and Implementation
- Adult Ed Access to Postsecondary
- GEAR UP
- GO Higher KY and KY Educators Web Sites

CPE Initiatives for P-20 Transitions

- Annual Teacher Quality Summits
- 2+2 Teacher Education Program
- Increased focus on transfer
- P-16 Shared Network Infrastructure (KY Education Network)
- P-16 Seamless Data Warehouse

KCTCS Initiatives Creating Multiple Pathways to Postsecondary

- Dual Credit
- Early/Middle College Programs
- System wide early assessment and intervention program with HS students (SB 130: EPAS, ACT, WorkKeys ®)
- Career Pathways: A Strategic Framework

KCTCS' Key Principles for Transformation

- Increase mission integration at all levels
 - Academic, workforce, student services and developmental services and other program silos
- Strengthen partnerships to leverage funds and resources and increase effectiveness
- Reduce the “cycle time” of learning
- Set strategic goals and create a culture of evidence (measure outcomes)

KCTCS' Key Principles for Transformation

- Provide R & D, support and strategic leadership at the system level, while fostering innovation and autonomy at the local level
- Leverage and integrate resources
- Reduce policy barriers to effective program delivery (at all levels)
- Be customer driven—provide solutions
 - Business and industry engagement (cluster/sector demand-driven)
 - Student Engagement

KCTCS' Institutional Transformation

- High leverage policy areas:
 - Award college credit for business training (dual credit for business)
 - Seat time does not = competency
 - Expedited program approval process
 - Create a system of industry-based certifications (including employability skills certifications)

KCTCS' Institutional Transformation

- Alignment and integration:
 - Align and connect company training requirements with college courses
 - Modularize courses/fractional credit/ dual credit/Corporate Colleges
 - Eliminate internal silos (mission integration)
 - Non-traditional accelerated delivery (blended learning, simulation, evening and weekend classes, on-site classes)
 - Integrate Career Pathways as a strategic framework

KCTCS' Instructional Re-engineering

- Learner-centered, innovative instruction (learning communities)
- Assessment synchronous with learning process (student mastery)
- Multiple entry/exit points
- “Chunking” curriculum
- Embedded/stackable credentials
- Virtual Learning Initiative

Measurable Progress

- RTW
- Ford Foundation: “Bridges to Opportunity”
- Lumina: “Achieving the Dream”
- “Breaking Through”
- Governor’s Executive Order attaching CPE to Executive Branch
- Education Cabinet now Education and Workforce Development Cabinet

Kentucky has made
significant progress but...

We must still maintain a sense of urgency...

- Despite Kentucky's 20-year average rate of per capita income growth that is slightly higher than the national average, it is projected to take 154 years for Kentucky's per capita income to converge with the U.S. average (assuming others progress at levels equal to their current progress)
- **Requires disruptive and transformative changes to meet the 2020 vision**

[Kentucky Science and Technology Corporation Study, 2006]

Kentucky's Future Challenges

- Increase alignment
- Strengthen links between postsecondary education and state and regional economic development (job creation and talent dev.)
- Strengthen policy leadership and coordination
- Benchmark against the world, not the U.S.
- Affordability
- Increase productivity

[Source: NCHEMS, Kentucky Chamber of Commerce Task Force on Postsecondary Education (December 2007)]

Random Acts of Progress => The 5 Ss to Success

Strategic

Systemic

Synergistic

Sustainable

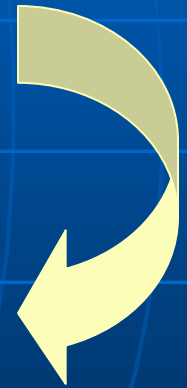
Scalable

The Kentucky Journey

“Random Acts of Progress”

“Best Practices”

“Strategic Systems”



ADVANCING COLLEGE PREPARATION IN INDIANA

8/13/2008

Stan Jones, Indiana Commission for Higher Education

Setting Students Up for College Success

2

Without a solid high school academic foundation, students are not prepared to succeed at the college-level...

- **28%** of college students take a **remedial math or English course** or both
- **76%** of **remedial reading** students and **63%** of **remedial math** do not complete a degree
- **35%** of students at a public university receive low grades (**D or F**) or **withdraw** from their first college-level math course

Indiana's Core 40 Curriculum

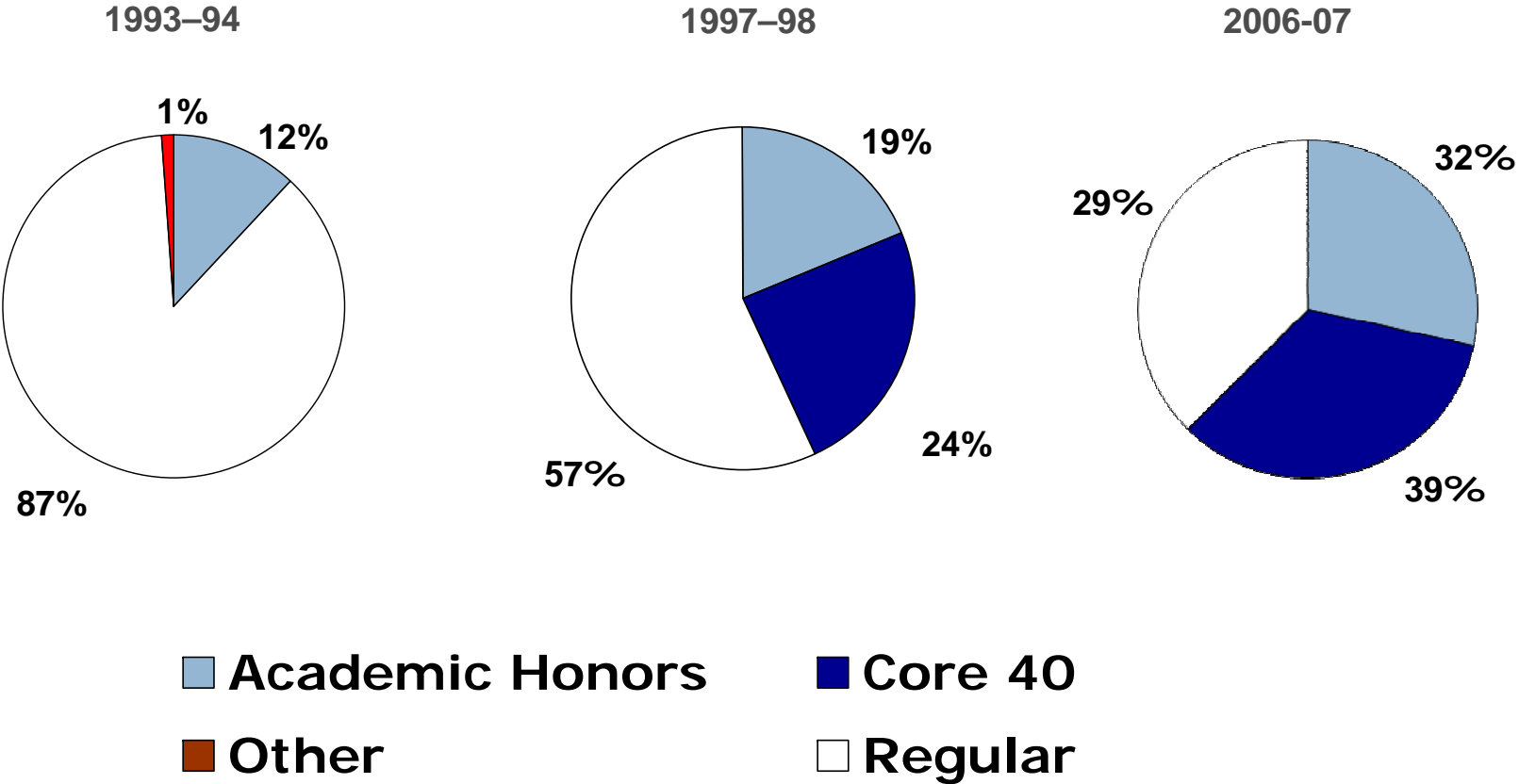
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- **1994** - Established as the single high school curriculum designed to give students the best foundation for success in college and the workforce.
- A classic **college prep** curriculum.
- **Adopted** by the State Board of Education, Commission for Higher Education, the higher education and business communities, and the state legislature.
 - **2005** - Indiana General Assembly adopted Core 40 as the required curriculum for all students with an opt-out provision.
- **Required** for all students by 2011, students receive a **Core 40 diploma** that is recorded in the HS transcript and provided to colleges.
 - Core 40 is the foundation for **Academic Honors** and Technical Honors.
- Core 40 will be the minimum course requirement for **admission to Indiana four-year public universities** (for the graduating class of 2011).
 - A Core 40 need-based **financial aid bonus** is provided to students similar to Academic Competitiveness Grant.

Academic Honors and Core 40 together represent 71% of all Indiana high school diplomas after a decade of voluntary participation

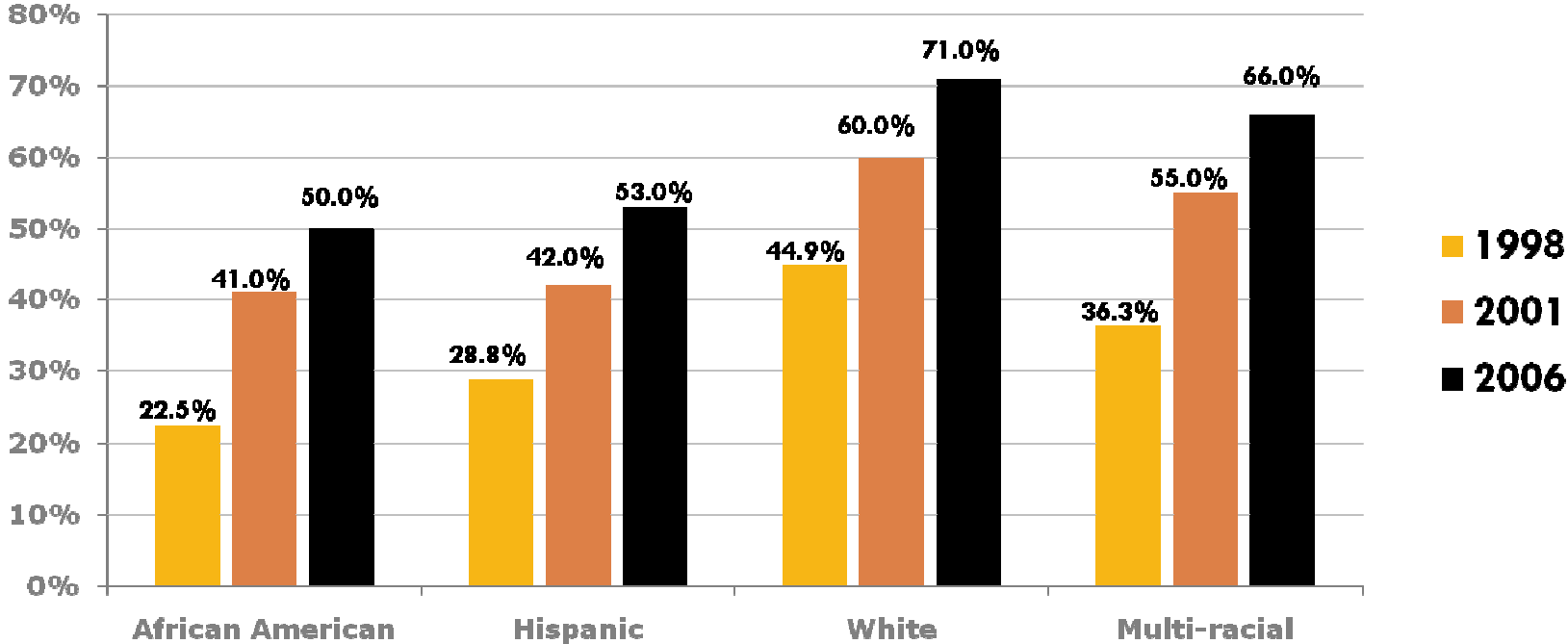


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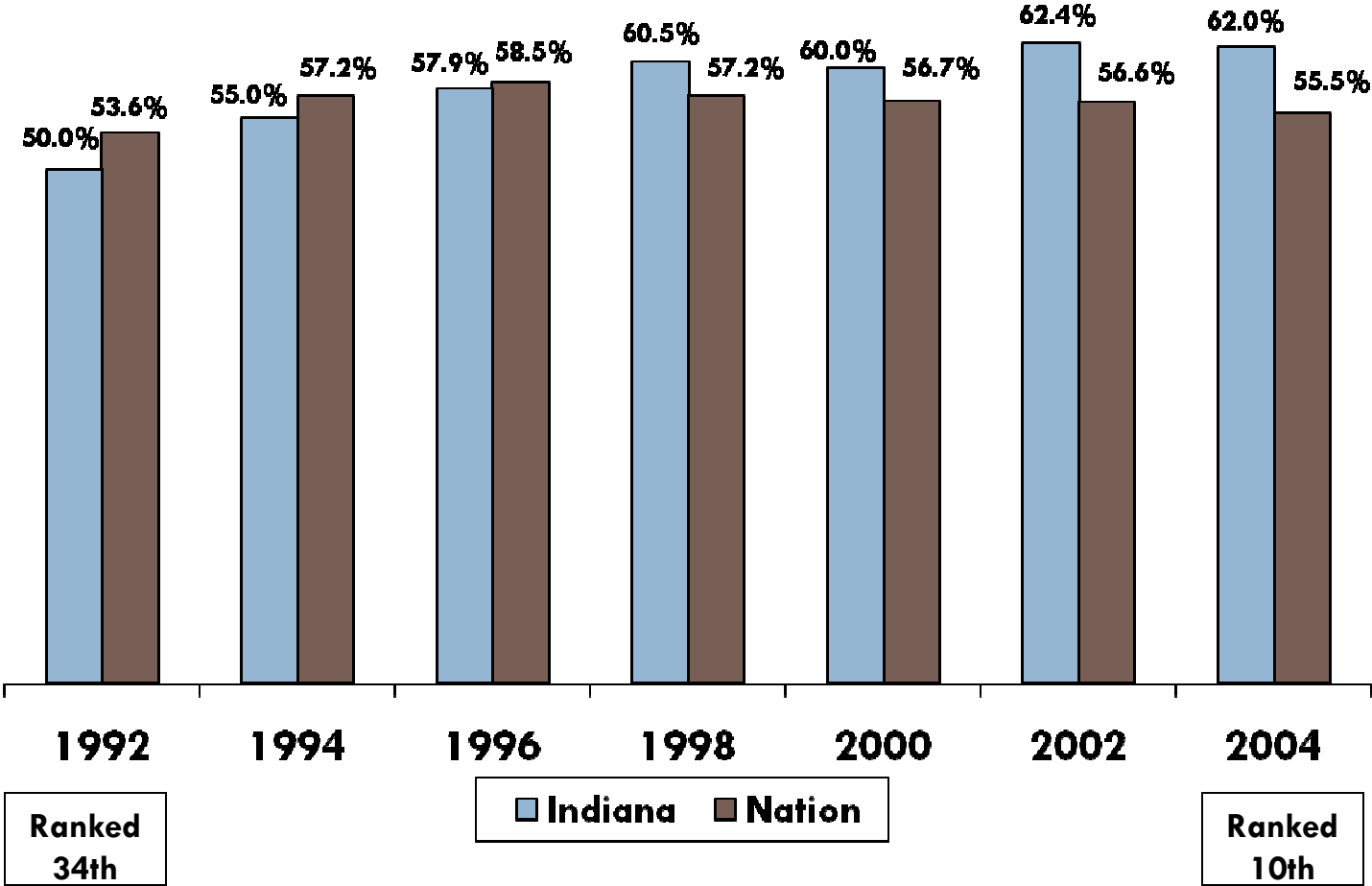
Source: Indiana Department of Education.

Indiana Core 40 diplomas awarded show all races benefit by a more rigorous curriculum



Source: Indiana Commission for Higher Education, Data Warehouse, Student Information Systems, annual data provided by Indiana's public colleges and universities.

Percent of high school graduates enrolled the next fall in higher education shows positive effect of Core 40 on college aspirations



Source: Postsecondary Education Opportunity, Oskaloosa, Iowa.

INDIANA CORE40

Course and Credit Requirements

English/ Language Arts	8 credits Credits must include literature, composition, and speech
Mathematics	6 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math series I, II, and III for 6 credits.</i> <i>All students are required to take a math or physics course during their junior or senior year.</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <i>(Career Academic Sequence Recommended)</i>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequence (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

Effective beginning with students who enter high school in 2007–08

CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of "C" or above in courses that will count toward the diploma.
- Have a grade point average of "B" or above.
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
 - Score 1200 or higher combined SAT math and critical reading*
 - Score a 26 composite ACT
 - An International Baccalaureate Diploma.

*SAT requirements will be modified with the addition of the writing section.

CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (related sequence of 8-10 career-technical credits)
- Earn a grade of "C" or above in courses that will count toward the diploma.
- Have a grade point average of "B" or above.
- Complete state recognized certification requirements* by completing two of the options below, one of which must be A or B:
 - A. Take WorkKeys, an industry-driven assessment, and score at or above a designated level on each of the three core readiness subject areas (mathematical reasoning, reading for information, and locating information)
 - B. Technical, transferable dual high school /college credit courses resulting in 6 college credits**
 - C. Professional career internship or cooperative education**
 - D. A state approved industry recognized certification**

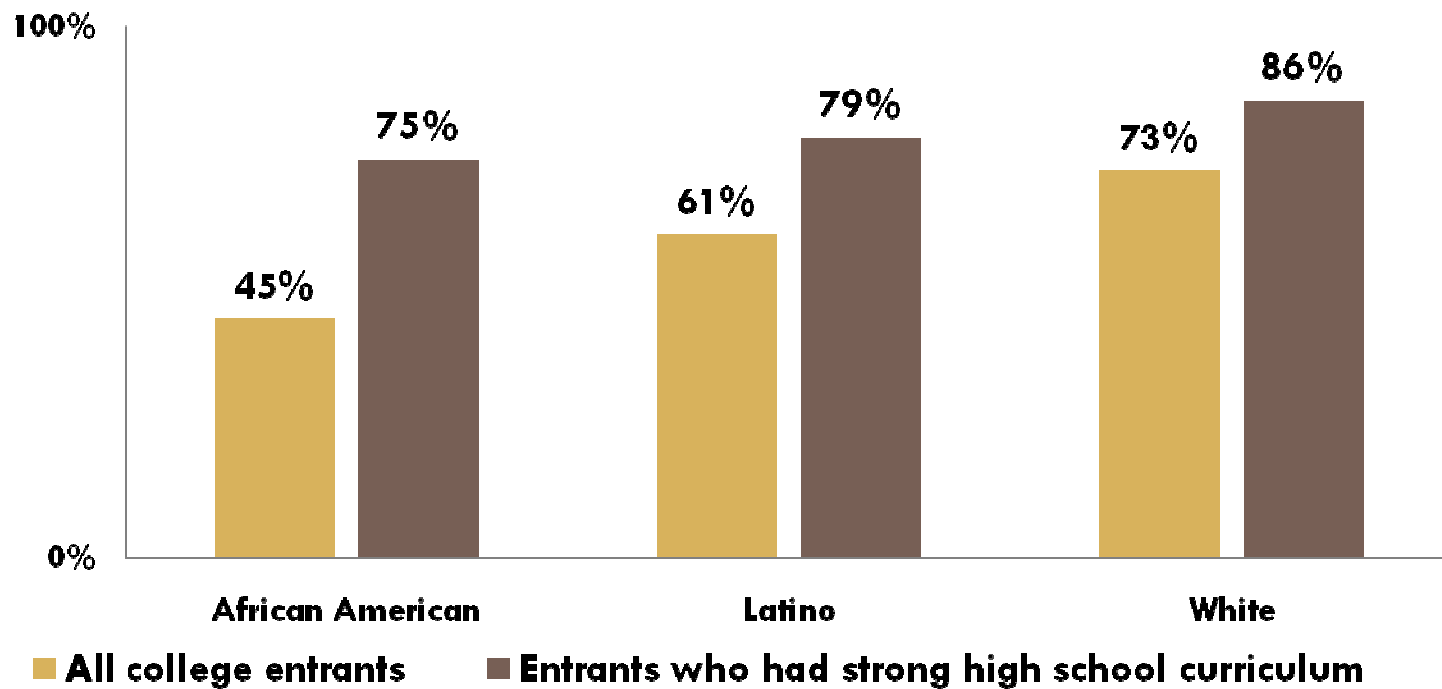
*Anticipated—State Board action to be complete fall 2006.

**Must be in the career-technical program area of study.

(updated 4/25/06)

A strong high school curriculum* improves college completion for all students

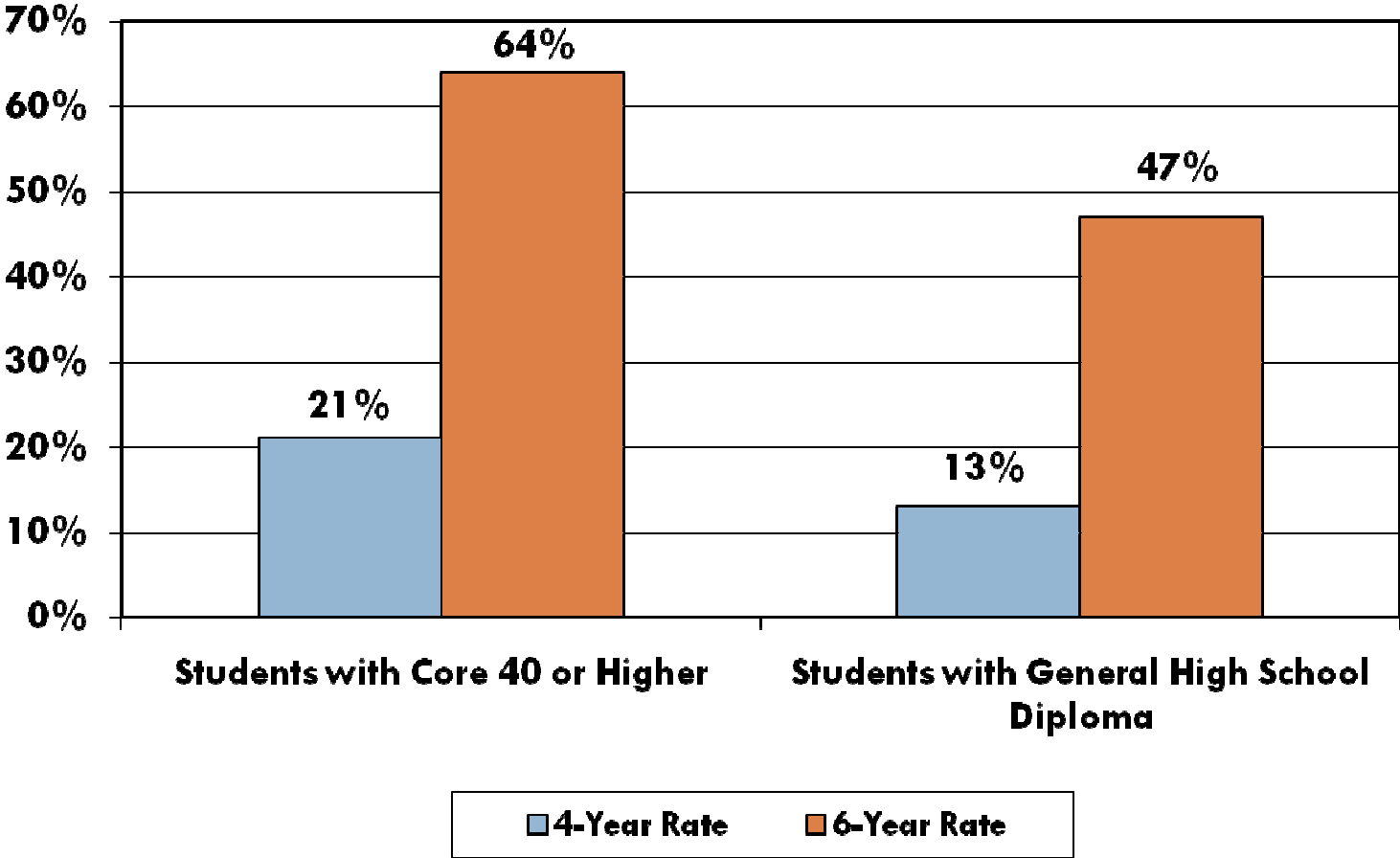
% of students who complete college by race



*Completing at least Algebra II plus other courses.

Core 40 has a positive effect on college graduation rates

Graduation rates of first-time, full-time bachelor's degree-seeking students with Core 40 or Higher at a selective Indiana public university



Source: Indiana Commission for Higher Education, Data Warehouse, Student Information Systems, annual data provided by Indiana's public colleges and universities.

INDIANA'S TWENTY-FIRST CENTURY SCHOLARS PROGRAM

8/13/2008

Stan Jones, Indiana Commission for Higher Education

The Goals

2

- Help more students continue their education.
- Reduce the high school dropout rate.
- Prepare students for the workforce.
- Decrease the use of drugs and alcohol among middle and high school students.
- Increase opportunities for low-income students to attend college.
- Improve individual economic productivity and the quality of life for all Indiana residents.

Who can be a Scholar:

3

- Income eligible (based on free and reduced lunch enrollment) 6th, 7th and 8th graders must enroll in the program by the end of their 8th grade year.
- Eligible students must fulfill a pledge of good citizenship which includes:
 - A promise to achieve a high school diploma with a GPA of at least a 2.0 on a 4.0 scale
 - Not use illegal drugs or alcohol or commit a crime
 - Apply for admission to an eligible Indiana college or university as a high school senior and apply for state and financial aid

What Scholars receive:

4

- The cost of four years of college tuition at any public college or university in Indiana
 - ▣ If a student elects to attend a private college, the state will award an amount comparable to that of a public institution
- Support for parents and students during high school years
- Participating institutions are required to provide mentoring programs to support academic and social needs of Scholars

Demographic Snapshot of Scholars

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- 56% Female
- 44% Male

- 68% Caucasian
- 26% African American
(African Americans represent 9% of Indiana's population and 8.9% of Indiana's college enrollment.)
- 2% Native American or Alaskan, Native Hawaiian, or other
- 2% Hispanic
- 1% Asian
- 1 % Multi-racial

Source: SSACI, 2007. This represents all Scholars who sign up for the program in 7th and 8th grade. Numbers include all enrollees since the beginning of the program. (Does not include 11, 486 Scholars that did not report gender, and does not include 40,458 Scholars that did not report race.)

Snapshot of Affirmed Scholars:

6

- 58% First generation college students
- 49% Single parent families
- Median family income: \$29,000
 - ▣ *Median family income of other state grant recipients: \$33,000*
 - ▣ *Median family income of students not eligible for state aid: \$80,000*
- Indiana median family income for a family of four: \$65,464 (2004)

Enrolled, Affirmed and College-Going Scholars since 1995

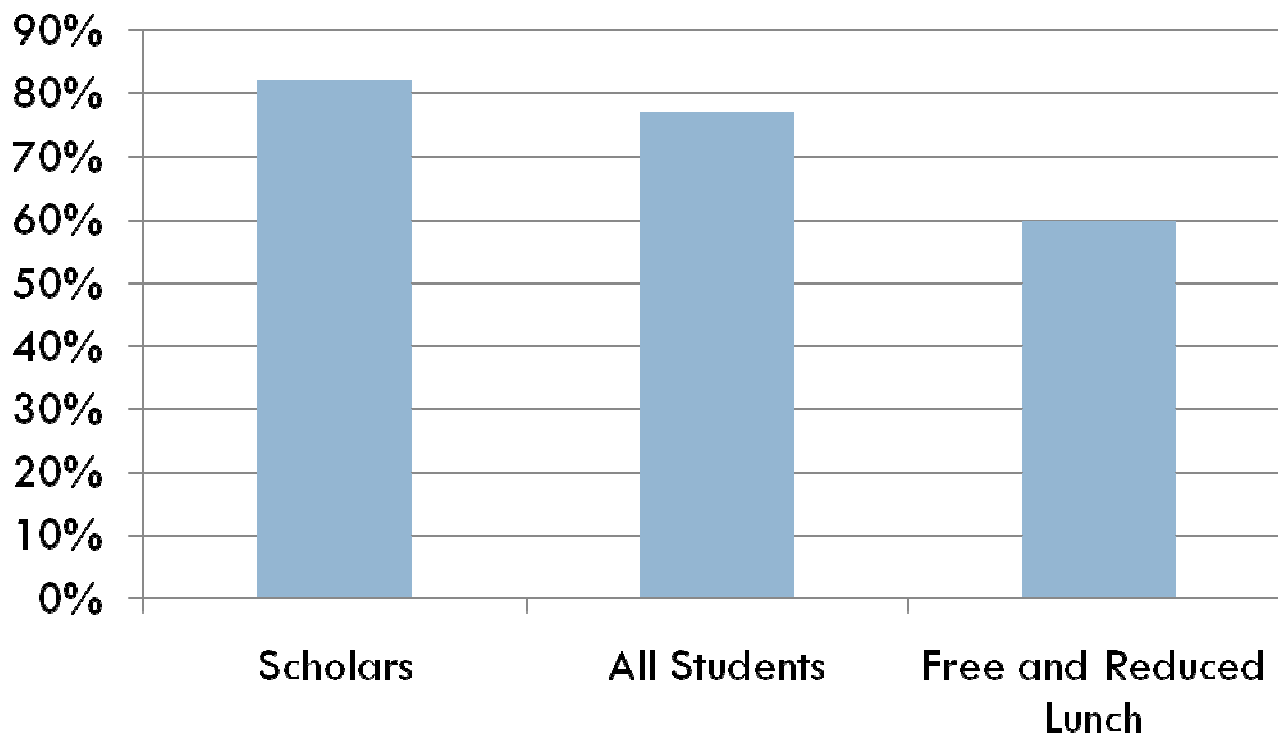
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Cohort	Enrolled	Affirmed	Admitted to College
1995	5,715	2,562	1,800
1996	6,317	2,835	2,442
1997	5,004	2,608	2,232
1998	4,237	2,638	2,301
1999	4,748	2,999	2,605
2000	5,744	3,395	2,911
2001	7,336	3,930	3,321
2002	7,717	3,990	3,448
2003	7,595	3,732	3,622
2004	7,775	4,448	4,152
2005	7,270	4,832	4,493
2006	8,638	4,997*	

Source: SSACI, 2007. Cohort year is the year the Scholar graduated from high school. Scholars enroll in 7th and 8th grade and affirm in 12th grade. *2006 Affirmed scholars are estimated.

Scholars are:

More likely to graduate from high school than their peers



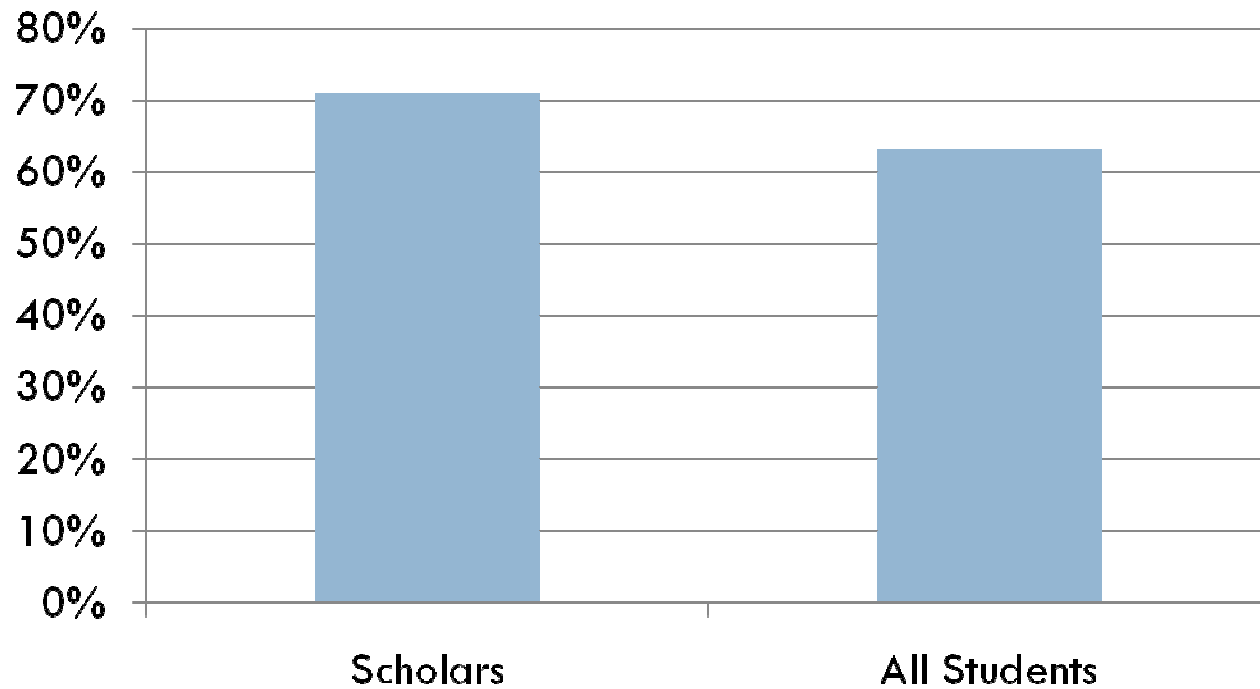
Note: Free and reduced lunch data underestimate the extent of poverty among high school students, as free and reduced lunch participation rates significantly decline in grades 9-12.

Source: 1) For 21st Century Scholars, State Student Assistance Commission of Indiana and Indiana Department of Education merged data files for the Scholars cohort graduating in the 2005-06 academic year. 2.) For All Students and Students with Free and Reduced Price Lunch, Indiana Department of Education using new state graduation calculation for students graduating in the 2005-06 academic year, preliminary graduation data, 12/31/06.

Scholars are:

More likely to enter college with
Core 40 Diploma

Recent Public College Entrants with Core 40

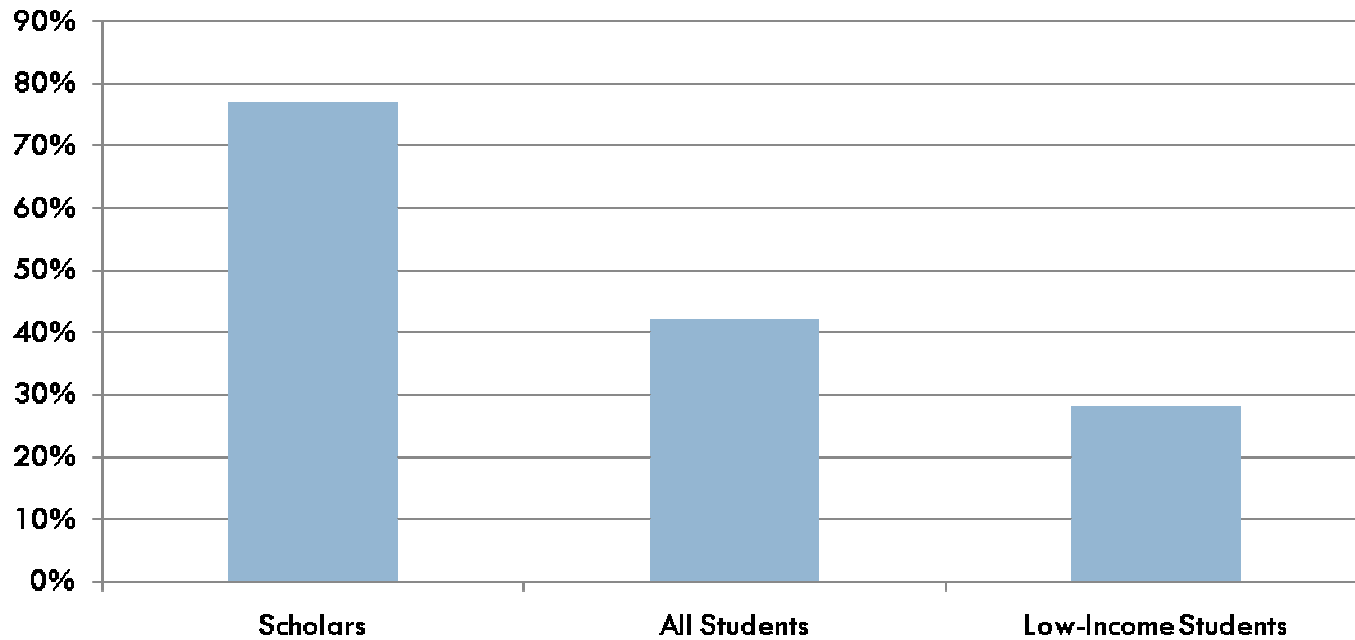


Source: Indiana Commission for Higher Education, Student Information System (SIS), ran 03-13-07. Represents entering Indiana resident students graduating high school in 2004-05 and entering an Indiana public college in 2005-06.

Scholars are:

More likely to go to college than their peers and other low income students

Chance for College by Age 19



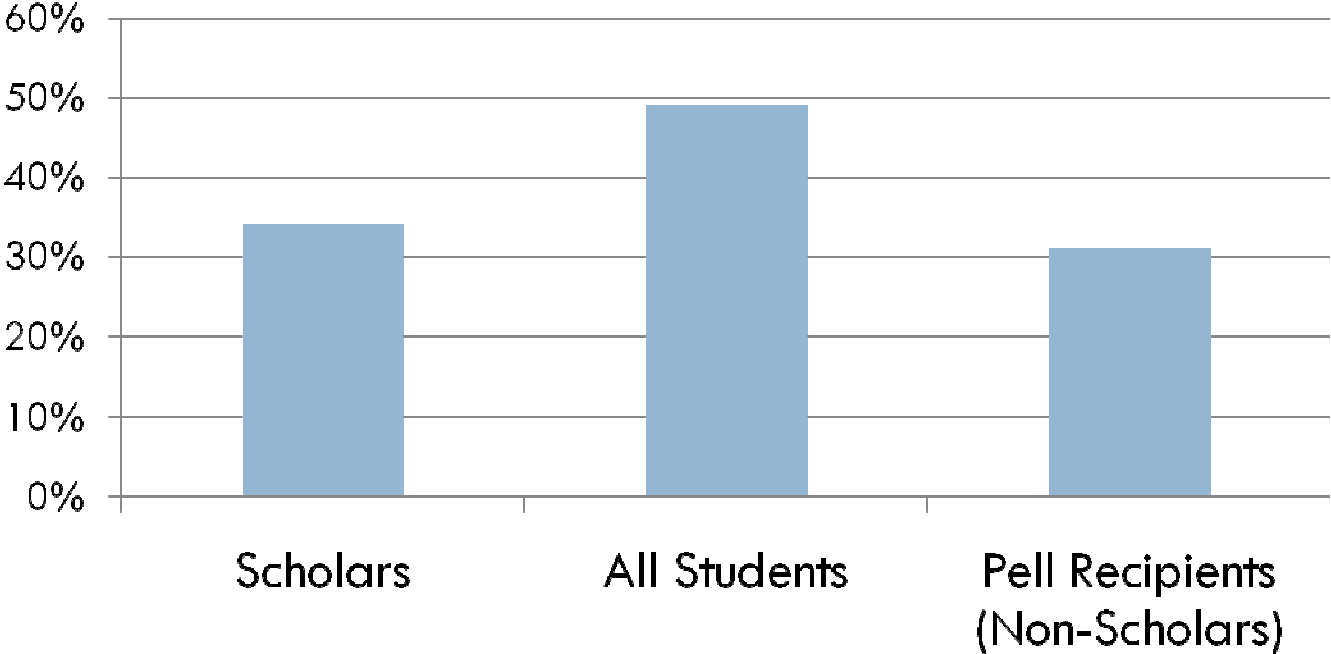
Source: 1) For Scholars - a) High School Graduation Rate - Compiled by the Indiana Commission for Higher Education using data from the State Student Assistance Commission of Indiana. Based on three year average (2003-04, 2004-05, 2005-06). b) College-going Rate - Compiled using data from the State Student Assistance Commission of Indiana - Ratio of the number of affirming Scholars from a specific graduating class to the number of affirming Scholars from the respective graduating class that starts college in the next Fall (which means the student filed for financial aid and was admitted to college). Based on three year average (2003, 2004, 2005). 2) For All Students - Mortenson, T. Postsecondary Education Opportunity, Chance for College by Age 19, Oskaloosa, Iowa. (Note: Technical corrections were made to three states: Indiana, Kentucky, and Utah in the 2004 data and are reflected in the chart). Based on three year average of high school grad rates and college-going rates (2000, 2002, 2004). 3) a) High School Graduation Rate - Indiana students with Free and Reduced Price Lunch, Indiana Department of Education using new state graduation calculation for students graduating in the 2005-06 academic year, preliminary graduation data, 12/31/06. b) College-going Rate - National percentage calculated by Mortenson, T. Postsecondary Education Opportunity, College Continuation Rates by Family Income for Recent High School Graduates 1987 to 2004 (Uses Census Bureau, Current Population Survey).

Scholars are:

More likely than their low-income peers to graduate college, but...

Less likely than all students to graduate from college

Indiana Graduates at Indiana Four-year Public Colleges



Source: 1) For 21st Century Scholars, Indiana Commission for Higher Education and State Student Assistance Commission for Indiana merged data files for first-time, full-time bachelor-seeking students (1999 cohort) attending an Indiana public four-year institution. 2) For Pell Grant Recipients, Indiana Commission for Higher Education, Student Information System. Represents fall first-time, full-time resident 1999 cohort receiving PELL in the Academic Year and Excluding 21st Century Scholars six year graduation rates. 3) All Students, Indiana Commission for Higher Education, Student Information System, 1999 cohort, Represents first-time, full-time bachelor-seeking students attending an Indiana public four-year institution.

Scholars at Indiana's public residential campuses

(1999 cohort)

	All Students	Scholars	Pell Recipients <small>(includes Scholars)</small>
	Grad Rate	Grad Rate	Grad Rate
IUB	65%	55%	49%
PUWL	67%	60%	54%
BSU	59%	53%	45%
ISU	45%	46%	34%
Total	62%	54%	47%

Source: 1) For All Students, Indiana Commission for Higher Education, Student Information System, 1999 cohort. 2) For 21st Century Scholars, Indiana Commission for Higher Education and State Student Assistance Commission for Indiana merged data files for first-time, full-time bachelor-seeking students (1999 cohort) attending an Indiana public four-year institution. 3) For Pell Grant Recipients, Indiana Commission for Higher Education, Student Information System. Represents first-time, full-time bachelor-seeking students (1999 cohort) attending an Indiana public four-year institution and receiving a Pell Grant as indicated by the reporting institution.

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Additional Background

Estimated Baccalaureate Degree Attainment by Age 24 by Family Income (National, 2003)

14

Young People from High Income Families	75%
Young People from Low Income Families	9%

Use of Federal GEAR UP Funds

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- Since 1999, Indiana has received \$48M in GEAR UP funds, which have been used to:
 - ▣ Provide “wrap-around” services
 - ▣ Establish summer scholarships to enhance skills prior to entering college and upon completing the first year of college

Supporting Scholars Following Enrollment

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In 2006-07:

- 5,025 Scholar GEARUP Seniors completed the program indicating immediate enrollment into post-secondary education
- 11,384 new students enrolled into the GEAR UP program
- 4,826 Scholar GEARUP students (grades 7-12) participated in College Prep workshops
- 2,412 Scholar GEARUP students participated in college visits
- 2,049 Scholar GEAR UP students participated in tutoring and other academic support services provided by community partners and GEAR UP support site staff
- 894 Scholar GEAR UP students participated in college to career workshops and job shadowing.

Supporting Scholars Following Enrollment...

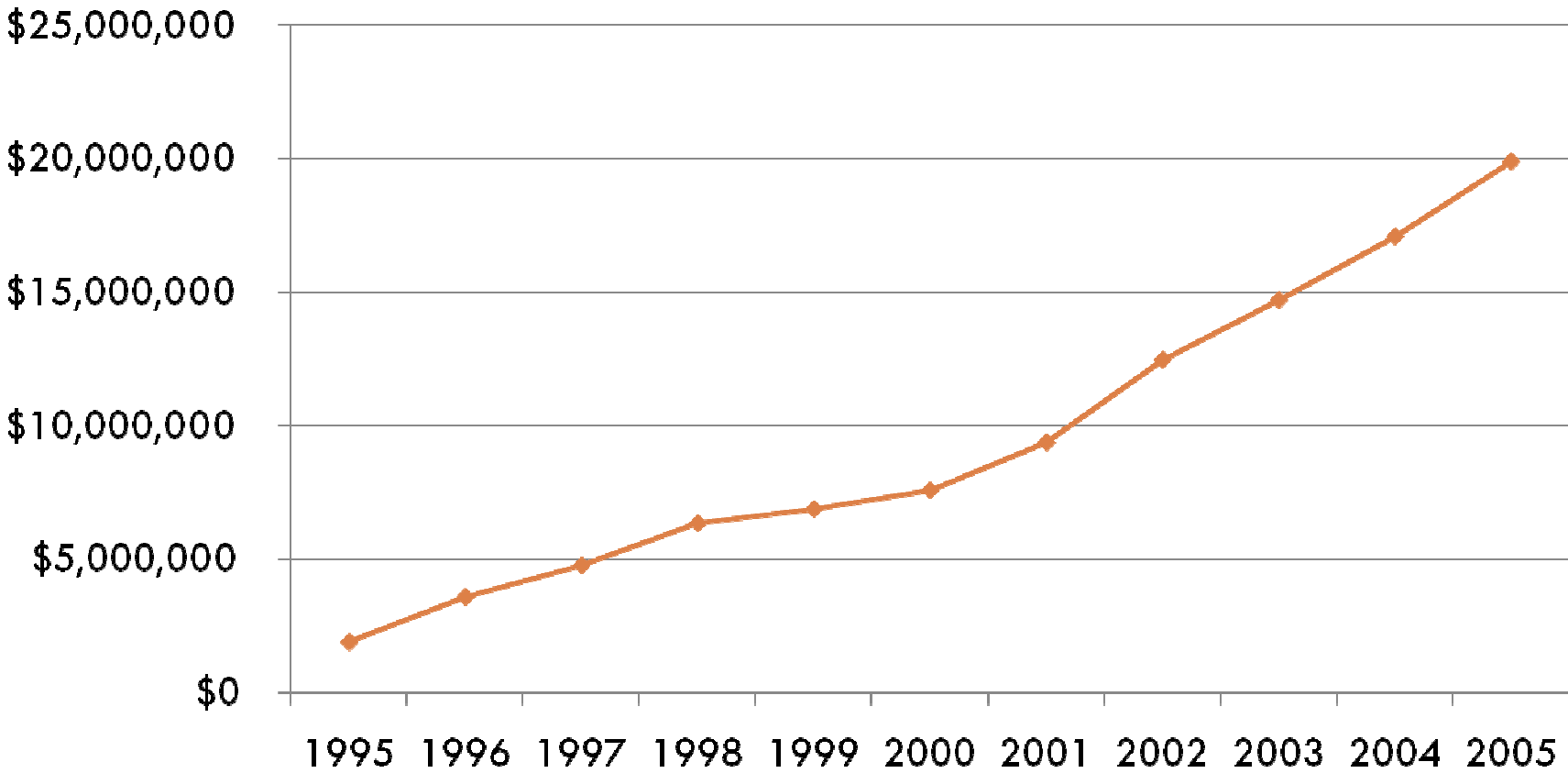
Working with Parents

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In 2006-07:

- 2,416 Scholar GEAR UP Parents participated in college prep workshops
- 1,526 Scholar GEAR UP Parents participated in financial aid workshops
- 1,155 Scholar GEAR UP Parents participated in regional parent conferences
- 1,020 Scholar GEAR UP Parents participated in study skills, time management, CORE40, and parent advocacy workshops.
- 744 Scholar GEAR UP Parents participated in parent only college visits
- 300 Scholar GEAR UP Parents participated in the Annual Parent conference

Total Scholarships Used by 21st Century Scholars



Source: State Student Assistance Commission of Indiana.

Income Guidelines as Stated on the 2005-2006 Twenty-First Century Scholars Application

Household Size

Maximum Annual Income

2	\$25,327
3	\$31,765
4	\$38,203
5	\$44,641
6	\$51,079

(For each additional person in the household, add \$6,438)

NOTE: Income guidelines are equivalent to free and reduced lunch program schedule.

Scholars' Pledge

- I will graduate with an Indiana High School Diploma from a charter school, freeway or other Indiana school accredited by the Indiana Department of Education.
- I will achieve a cumulative high school GPA of at least 2.0 on a 4.0 scale.
- I will not use illegal drugs or alcohol, or commit a crime.
- I will apply for admission to an eligible Indiana college, university, or proprietary school as a high school senior.
- I will apply on time for state and federal financial aid.
- I understand that I must be an Indiana resident, a U.S. citizen or eligible non-citizen. Enroll as a full-time student at an eligible Indiana college or proprietary institution and meet all other financial aid requirements at the institution I attend. Students must also file an error free FAFSA.