



# Unified Strategy for College and Career Readiness Senate Bill 1 (2009)

Prepared by  
*Kentucky Department of Education (KDE)*  
and  
*Kentucky Council on Postsecondary Education (CPE)*  
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## Introduction

On March 26, 2009, Governor Steve Beshear signed Senate Bill 1 into law. This significant piece of legislation led to the implementation of several education initiatives impacting college readiness and degree completion in Kentucky.

Included in these initiatives was a mandate for the Kentucky Council on Postsecondary Education (CPE), the Kentucky Board of Education (KBE), and the Kentucky Department of Education (KDE) to develop a unified strategy to reduce college remediation rates of recent high school graduates by at least fifty percent by 2014 from the rates in 2010, and to increase the college completion rates of students enrolled in one or more remedial classes by three percent annually from 2009 to 2014. CPE and KDE have partnered to develop a unified strategic plan outlined below.

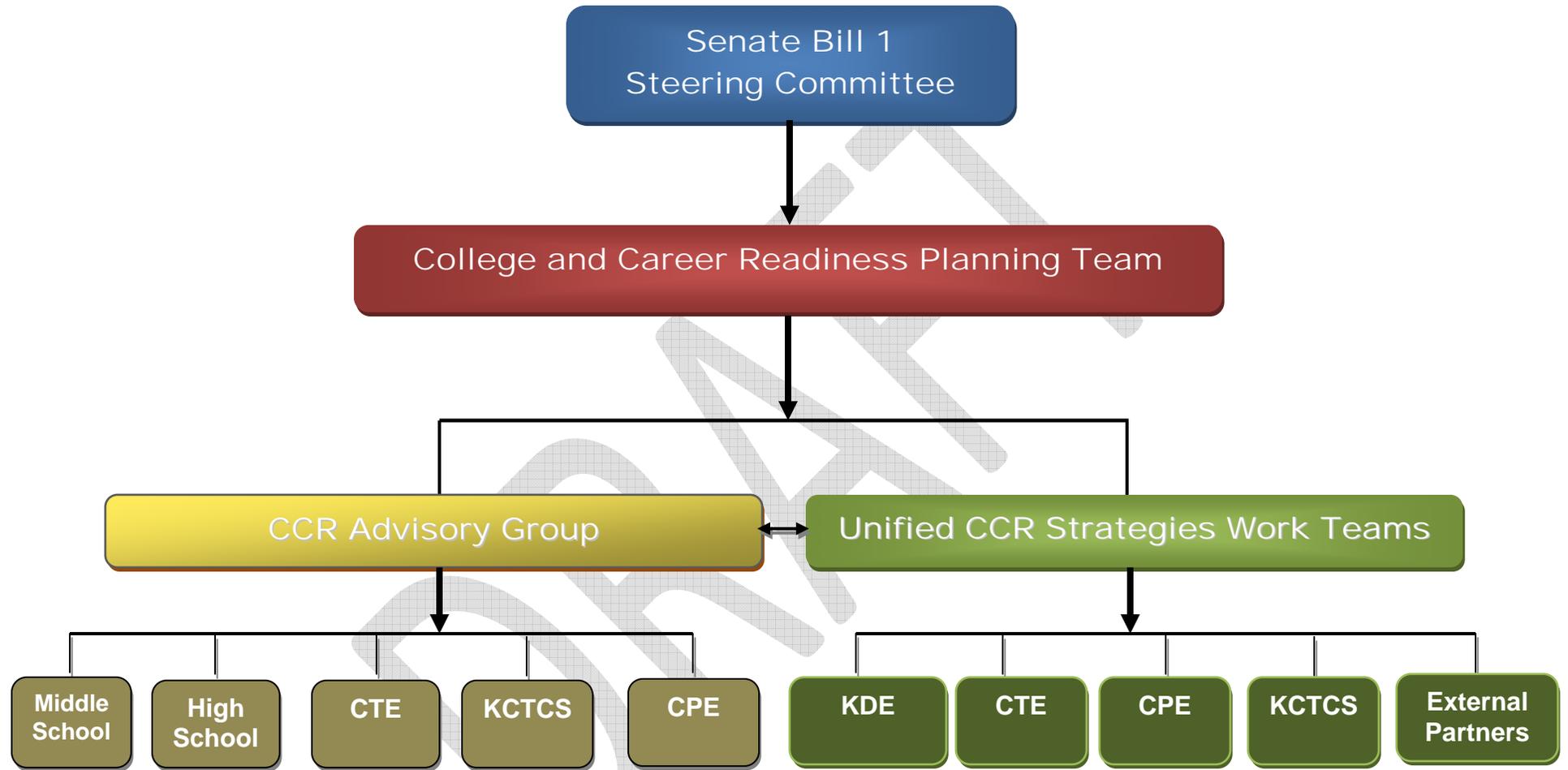
Four key strategies have been identified to promote college and career readiness and degree completion:

- Accelerated Learning Opportunities (focusing on the expansion of AP/IB access and dual credit opportunities)
- Secondary Intervention Programs (focusing on the development of transitional coursework)
- College and Career Readiness Advising (focusing on the full implementation of the Individual Learning Plan and comprehensive advising programs)
- Postsecondary College Persistence and Degree Completion (focusing on bridge programming, accelerated learning opportunities, and student support and intervention systems)

CPE and KDE have created cross-agency work teams that include KCTCS, four-year institutions and other external agency partners. These work teams have developed goals and action plans, identified useful resources, and determined expected outcome measures for each of the strategies, promoting readiness and degree completion. The teams also developed metrics to measure progress on each of the Senate Bill 1 (2009) goals. The agencies will partner with secondary and postsecondary institutions to implement the plan, with dates of implementation contingent upon available funding.

The activities of the work teams will be ongoing and represent a model of collaboration with a shared vision of having all students prepared for postsecondary and career success. Because of this work, more students will reach higher levels of proficiency and more students will be college and career ready.

# Organization Chart



## Participation Chart

College and Career Readiness Strategies	Program Area	KDE Staff			CPE and Postsecondary Contacts		External Partners
					CPE and University Partners	KCTCS Partners	
<b>Acceleration Lead Contact:</b> Amy Patterson  <b>Co-Facilitator:</b> Greg Finkbonner	<i>AP/IB</i>	A. Patterson	G. Finkbonner	J. Zeller			J. Lang T. Harper
	<i>Dual Credit/ Dual Enrollment</i>	M. Chaliff L. Helphinstine				N. McDonald	
	<i>Project Lead the Way/STEM</i>	H. Lacy K. Smith D. Anderson			L. Linville K. Arington	S. Carey	
<b>Interventions Lead Contact:</b> April Pieper	<i>Credit Recovery</i>	C. Frakes L. Taylor	C. Rose	T. Robey J. Collett	G. Box		A. Wright
	<i>Transitional Courses</i>	C. Frakes	C. Rose A. Pieper	T. Robey J. Collett S. Clusky	D. Connell K. Williams	M. Quillen S. Cook	B. Lile
	<i>Bridge Programs</i>	K. Tipton	C. Rose A. Pieper	T. Robey J. Collett	C. Leist	M. Quillen	
<b>College and Career Readiness Advising Lead Contact:</b> Sharon Johnston  <b>Co-Facilitator:</b> John DeAtley	<i>ILP</i>	D. Stratton N. Graham	J. Van Houten	S. Johnston	Y. Lovell	M. Krause	S. Hopkins T. Franzeim W. Carter
	<i>GEAR UP, KnowHow2Go</i>	R. Carver	J. Van Houten	S. Johnston	Y. Lovell	M. Krause	
	<i>Effective Advising Programs</i>	C. Lucas	J. Van Houten	S. Murphy B. Stacy R. Gratz S. Johnston	N. Kosine		P. Lusk-Page D. Ison T. Gross M. Yates
	<i>Business/ Community Outreach</i>	D. Clusky	J. Van Houten	S. Johnston	J. DeAtley	G. McCall	P. Marquette A. Hamilton-McIntire
<b>Postsecondary College Persistence and Degree Completion Lead Contact:</b> Sue Cain, Shauna King – Simms		D. Tankersley	C. Parker	D. Brockman	K. Williams R. Hollingsworth P. Moynahan K. Shrider	S. King-Simms  R. Haggerty	P20 Innovations Lab

## Agencies Represented

### Kentucky Department of Education

- Deborah Anderson
- Donna Brockman
- Reeca Carver
- Matt Chaliff
- Dave Clusky
- Sherri Clusky
- Johnny Collett
- Greg Finkbonner
- Carole Frakes
- Nancy Graham
- Rina Gratz
- Larry Helphinstine
- Sharon Johnston
- Henry Lacy
- Curt Lucas
- RaAnn Miller
- Shaun Murphy
- Cindy Parker
- Amy Patterson
- April Pieper
- Toyah Robey
- Chyleigh Rose
- Diane Sharp
- Karen Smith
- Brigitte Stacy
- Donnalie Stratton
- Debbie Tankersley
- Libby Taylor
- Karla Tipton
- Jacque Van Houten
- Jodie Zeller

### Council on Postsecondary Education

- Kim Arington
- Sue Cain
- John DeAtley
- Linda Linville
- Yvonne Lovell

### Kentucky Adult Education

- Gayle Box

### Morehead State University

- Dan Connell

### Eastern Kentucky University

- Kathy Williams

### Northern Kentucky University

- Patrick Moynahan

### University of Kentucky

- Randolph Hollingsworth

### University of Louisville

- Cathy Leist
- Natalie Kosine

### Berea College

- Kathi Shrider

### Kentucky Community and Technical College System

- Sandra Carey
- Sandy Cook
- Robin Haggerty
- Shauna King-Simms
- Michael Krause
- Gloria McCall
- Nicole McDonald
- Michael Quillen

### External Partners

- Wanda Carter – [Dept. of Juvenile Justice](#)
- Ted Franzeim – [KHEAA](#)
- Tania Gross – [Upward Bound](#)
- Allyson Hamilton-McIntire – [KY Chamber of Commerce](#)
- Teri Harper – [Tates Creek HS IB](#)
- Susan Hopkins – [KHEAA](#)
- Deborah Ison – Kenton County
- Joanne Lang - [AdvanceKentucky](#)
- Benny Lile – Barren County
- Polly Lusk-Page - [NKCES](#)
- Polly Marquette – [Kentucky Scholars](#)
- Amanda Wright – [BAVEL](#)
- Myra Yates – [Upward Bound](#)

## College and Career Readiness in Kentucky

Kentucky believes that, as the nature of work and the types of careers change, *all* students will need higher-level skills to meet their career goals. The expected outcome of addressing the readiness issues in this manner is that more students will reach higher levels of proficiency and more students will be college and career ready.

### **What is Kentucky's definition of college readiness?**

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. "Succeed" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemental courses. Developmental education courses do not award credit for a degree.

### **What is Kentucky's definition of career readiness?**

Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.

### **What are the standards of readiness?**

Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. For example, ACT sets benchmark scores for college readiness based on success in college courses that would count toward a degree. "Success" is defined by ACT as 50% or higher probability of earning a B or higher in the corresponding college course or courses and 75% or higher probability of earning a C or higher in the corresponding college course or courses.

### **What ACT scores determine college readiness for Kentucky students?**

The Kentucky systemwide standards of college readiness are ACT scores of 18 for English, a score of 20 for reading, and a mathematics score of 19 for some introductory courses in mathematics (often statistics or an applied mathematics course), a 22 for college algebra, and a 27 for calculus. The Kentucky systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemental courses. *SAT equivalent scores may also be used.*

### **Why does Kentucky have three college readiness standards for mathematics?**

A three-tiered approach to mathematics was used to establish mathematics readiness levels for various fields of study. For example, a survey of Kentucky institutions found that most majors in the liberal arts and social sciences fields do not require college algebra. A readiness score for mathematics courses for these majors was investigated and subsequently established based on student performance in the liberal arts mathematics courses required for these students. Typically, one-half of all graduates were in liberal arts or social sciences fields. The ACT score of 22 for college algebra reflects both Kentucky and national success data. The third tier for calculus readiness is typically listed as a course prerequisite. Prior to establishing a calculus readiness level, each Kentucky institution established its own ACT prerequisite. The calculus readiness score reflects a level of readiness that would guarantee placement in an entry level calculus course at any Kentucky institution.

### **What happens if a student does not meet the college readiness standards in any area?**

Kentucky students not meeting readiness benchmarks can demonstrate needed competency levels through placement testing.

# Senate Bill 1 Assessment of Progress

Draft 4-01-10

Senate Bill 1 as enacted by the 2009 General Assembly, Section 1, states: "Whereas, the General Assembly finds the continuing high rates of high school students who require remediation at the postsecondary education level totally unacceptable and an unwarranted additional expense to the state, students, and parents who expect that completion of high school coursework should lead to successful entry and success in postsecondary education, the Council on Postsecondary Education, the Kentucky Board of Education and the Kentucky Department of Education are hereby directed to develop a unified strategy to reduce college remediation rates by at least fifty percent (50%) by 2014 from what they are in 2010 and increase the college completion rates of students enrolled in one (1) or more remedial classes by three percent (3%) annually from 2009 to 2014."

The need for college remediation is defined as not meeting Kentucky systemwide college readiness standards. The fall 2010 Kentucky systemwide college readiness standards referenced below are defined in 13 KAR 2:020 and are based on the following ACT subject scores: English (18), mathematics (19) and reading (20).

**Goal 1: Reduce college remediation rates by at least fifty percent (50%) by 2014 from what they are in 2010.** Progress toward this goal will be measured using the following metrics:

- **High School Graduate Readiness Rate:** Of all high school seniors in Kentucky's public high schools, the proportion who met the fall 2010 Kentucky systemwide standards for college readiness at high school graduation. *Data:* Calculated from student-level ACT, SAT, AP, and placement exam data on KDE students as reported to KDE. Baseline data from AY 2009-10 graduating class.
- **College Entry Readiness Rate:** Of all first-time, full or part-time, degree and credential-seeking students entering Kentucky's public postsecondary institutions in the summer/fall who graduated from Kentucky's public high schools in the previous year, the proportion who do not meet the Kentucky systemwide standards for college readiness. *Data:* Calculated from CPE data collected from students' college applications, baseline 2010-11 AY data will available in the fall of 2011, with 2014-15 data available in fall 2015.

This remediation rate will include breakouts by full and part-time status (based on hours enrolled in the first fall semester), degree or credential sought, and subject area (English, mathematics, and reading).

**Goal 2: Increase the college completion rates of students enrolled in one (1) or more remedial classes by three percent (3%) annually from 2009 to 2014.** Progress toward this goal will be measured using the following metrics:

- *Degree Completion Rate:* Of recent graduates of Kentucky’s public high schools who entered Kentucky’s public postsecondary institutions as first-time, full-time, degree-seeking students in the summer/fall semester and who did not meet the fall 2010 Kentucky systemwide standards for college readiness, the proportion who complete a degree from their starting institution or Kentucky systemwide within 150 percent of the minimum time to degree (three years for an associate degree, including applied associates, and six years for a bachelor’s degree). *Data:* Calculated from CPE data on postsecondary test scores and degree completion. Baseline data for 2009 cohort will be available in 2014 for associate degree programs and in 2017 for bachelor’s degree programs.

<b>Sample Graduation Rates of Entering Cohorts and Increases with a 3 Percent Point Increase Each Year</b>							
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Total percentage point increase</b>
<b>Institution 1</b>	20%	23%	26%	29%	32%	35%	15%
<b>Institution 2</b>	30%	33%	36%	39%	42%	45%	15%
<b>Institution 3</b>	40%	43%	46%	49%	52%	55%	15%

## College and Career Readiness Unified Strategic Plan Quick Reference

The following is a summary of the unified plan and its component parts.

### Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.

- **Goal 1:** By August 2014, all students will have access to [Advanced Placement \(AP\)](#), [International Baccalaureate \(IB\)](#), or other accelerated learning opportunities. Student success in accelerated learning opportunities will increase.
- **Goal 2:** By August 2014, all students will have access to dual credit opportunities and student success in dual credit courses will increase.
- **Goal 3:** By August 2014, all students will have access to science, technology, engineering, and mathematics (STEM) program opportunities and student success in STEM programs will increase.

### Unified Strategy 2: Provide targeted interventions for all students who are not college and career ready.

- **Goal 1:** By May 2011, all Kentucky secondary schools will have a fully operational intervention system.
- **Goal 2:** By August 2014, all students will have access to online credit recovery courses for high school graduation requirements.

### Unified Strategy 3: Increase access to and quality of college and career readiness advising.

- **Goal 1:** By August 2011, all secondary students will have access to a comprehensive advising program.
- **Goal 2:** By May 2011, all secondary school personnel will have access to professional development to support the utilization of the Advising Toolkit. This PD will ensure that secondary staff is trained in the implementation of a comprehensive advising program.
- **Goal 3:** By August 2012, all secondary schools will collaborate with postsecondary regional partners to develop an advising program as an integral component of the curriculum.

### Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.

- **Goal 1:** Increase the fall-to-fall retention rates of students entering with readiness needs by 8% from 2009 to 2014 by providing bridge programs and support services.
- **Goal 2:** All public postsecondary institutions will provide accelerated, online, and/or alternative learning formats to improve success in and completion of developmental and supplemental coursework that is recognized by all public postsecondary institutions by 2014
- **Goal 3:** Increase degree completion rates for students entering postsecondary institutions with readiness needs by 3% annually from 2009 to 2014.
- **Goal 4:** All developmental education, college of education, and college of arts and sciences faculties will have access to training on the Kentucky Core Academic Standards by 2011.

## Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.

**Unified Strategy 1 - Goal 1:** By August 2014, all students will have access to [Advanced Placement \(AP\)](#), [International Baccalaureate \(IB\)](#), or other accelerated learning opportunities. Student success in accelerated learning opportunities will increase.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
1.1.1	Professional development, along with shared resources and information on best practice sites for <a href="#">AP</a> and <a href="#">IB</a> , will be available to all educators statewide.	Information on resources, professional development, and best practice sites will be available to all districts.	May 2011	KDE, CPE	Documentation of district access to resources
1.1.2	Increase the number of schools with teachers trained in <a href="#">Laying the Foundation (LTF)</a> to approximately 50% of all public high schools (supported by their feeder middle schools).	Additional teachers will be trained in <a href="#">LTF</a> , resulting in more students engaged in the rigor and strategies of LTF.	August 2014	KDE, AdvanceKY	2011 = 44 high schools 2012 = 66 high schools 2013 = 88 high schools 2014 = 110 high schools
		Additional LTF trainers will be certified in Kentucky. This will result in a more cost-effective way to train teachers.	August 2014	KDE, AdvanceKY	2010 = 25 trainers 2011 = 28 trainers 2012 = 32 trainers 2013 = 36 trainers 2014 = 40 trainers
1.1.3	Kentucky will pilot the <a href="#">High School Board Examination program</a> that allows opportunity for early college without need for remediation.	At least 10 schools with their post-secondary partners will pilot High School Board Examination program.	August 2010	KDE, CPE	Promote early college opportunities.
1.1.4	Kentucky will reach or exceed the national average for the number of students in a graduating class taking at least one AP exam in their high school career.  Kentucky will reach or exceed the national average for students who score a 3 or higher on at least one AP exam in high school.	More students will take AP exams in Kentucky schools.  (In 2009, Kentucky average was 19.8%; the national average was 25%.)	August 2014	KDE, AdvanceKY	2010: gap = 5.2% 2011: gap = 4.5% 2012: gap = 3% 2013: gap = 1% 2014: gap = 0%
		More students will score a 3 or higher on AP exams.  (In 2009, Kentucky average was 10.0%; the national average was 15.2 %.)	August 2014	KDE, AdvanceKY	2010: gap = 5.2% 2011: gap = 4.5% 2012: gap = 3% 2013: gap = 1% 2014: gap = 0%
1.1.5	Seventy-five percent (75%) of Kentucky's school districts will have access to an <a href="#">AdvanceKentucky</a> AP teacher training and incentive program.	More teachers will be trained to deliver AP courses.  More students will take AP exams.	December 2014	KDE, AdvanceKY	2011 = 34 districts 2012 = 60 districts 2013 = 86 districts 2014 = 130 districts
1.1.6	Kentucky will have eight to ten IB Programmes dispersed geographically across Kentucky.	More Primary-Years and Middle-Years Programmes will be available, as well as Diploma Programmes.	August 2014	KDE, IB affiliates	2011 = 4 IB schools 2012 = 4 IB schools 2013 = 6 IB schools 2014 = 8 IB schools
1.1.7	All districts will have an open enrollment policy for AP/IB/dual enrollment, and schools will implement district policies.	Schools will remove barriers to student participation in accelerated learning opportunities.	August 2014	KDE, AdvanceKY, KASC, KSBA	Schools will show an increase in accelerated learning participation.

## Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.

**Unified Strategy 1 - Goal 2:** By August 2014, all students will have access to dual credit opportunities and student success in dual credit courses will increase.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
1.2.1	Professional development, along with shared resources and information on best practice sites for dual credit, will be available to all educators statewide.	Information on resources, professional development, and best practice sites will be accessible to all districts.	May 2011	CPE, KDE	Documentation of district access to resources
1.2.2	A review of <a href="#">dual credit</a> agreements across secondary and postsecondary institutions including a cost benefit analysis, student eligibility requirements, and assessment processes will be conducted.	Establish baseline data and recommendations for expansion of dual credit programs.	May 2011	CPE, KDE	Report of the review findings
1.2.3	Access to transferable dual credit opportunities will be available to all students who have met college and career readiness benchmarks, as evidenced by data from the student information system.	Dual credit will be tracked in the student information system.	August 2014	CPE, KDE, postsecondary institutions	Data in the student information system
		More students will participate in dual credit opportunities.			
		More students will succeed (C or higher) in dual credit opportunities.			
1.2.4	All students involved in <a href="#">Career and Technical Education (CTE) programs</a> will have access to technical dual credit opportunities that will apply to a postsecondary technical education program, according to the designated student interests aligned with the <a href="#">ILP</a> .	More students will participate in technical dual credit opportunities.	August 2014	CPE, KDE, <a href="#">Area Technology Centers (ATCs)</a> , postsecondary institutions	Data in the student information system
		The number of students following career pathways will increase.			ILP usage

## Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.

**Unified Strategy 1 - Goal 3:** By August 2014, all students will have access to science, technology, engineering, and mathematics (STEM) program opportunities and student success in STEM programs will increase.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
1.3.1	Professional development, along with shared resources and information on best practice sites for STEM initiatives, will be available to all educators statewide.	Information on resources, professional development, and best practice sites will be accessible to all districts.	May 2011	CPE, KDE	Documentation of district access to resources
1.3.2	Criteria will be established for STEM initiatives.  Provide guidance to schools on model <a href="#">Gold, Silver, and Bronze Programs</a> and the characteristics of such programs.	Schools will increase rigor and access in the areas of STEM.	May 2013	CTE, CPE, KDE	Best practice sites, data in the student information system
1.3.3	Implement the recommendation of CPE's STEM task force to increase participation in <a href="#">Project Lead the Way (PLTW)</a> by fifty percent (50%) by 2014.	Rigor and access will increase in the areas of STEM, specifically in Project Lead the Way.	September 2014	CTE, CPE, KDE	2011 = 110 schools 2012 = 125 schools 2013 = 135 schools 2014 = 150 schools
1.3.4	Access to programs supporting STEM initiatives will be available to students in one hundred percent (100%) of school districts.	More students will participate in STEM initiative programs.  More students will succeed in STEM initiative programs as evidenced by grades or certifications.	August 2014	CTE, CPE, KDE	2011 = 75% districts 2012 = 85% districts 2013 = 95% districts 2014 = 100% districts

**Unified Strategy 2: Provide targeted interventions for students who are not college and career ready.**

**Unified Strategy 2 - Goal 1:** By May 2011, all Kentucky secondary schools will have a fully operational intervention system.

	<b>Action(s)</b>	<b>Expected Outcomes</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>	<b>Impact Measure</b>
<b>2.1.1</b>	Professional development, along with shared resources and information on best practice sites for intervention strategies, will be available to all educators statewide.	Information on resources, professional development, and best practice sites will be accessible to all districts.	May 2011	KDE, CPE	Documentation of district access to resources
<b>2.1.2</b>	All students not meeting college readiness benchmarks will have access to transitional courses or targeted interventions.	Seventy-five percent (75%) or more of targeted students will participate in a monitored intervention opportunity, such as a transitional course.	January 2014	KDE, CPE	Enrollment data  Intervention opportunities listed in CSIP/CDIP
		Courses or intervention opportunities will be offered free of charge, or at a nominal cost.	January 2014	KVHS, KDE, CPE	Transitional courses or interventions pre/post assessment
		Best practices for a framework of college readiness interventions and transitional courses will be established.	December 2010	College and Career Readiness Intervention work team	ILP intervention plans
<b>2.1.3</b>	Transitional courses in reading and mathematics will be available to all students.	These courses will be developed and aligned with college readiness standards.	June 2010	KDE, CPE	Enrollment data  Assessment data
		These courses will be incorporated into the school schedule as evidenced by data in the student information system.	June 2010	KDE, CPE, districts	

## Unified Strategy 2: Provide targeted interventions for students who are not college and career ready

**Unified Strategy 2 - Goal 1:** By May 2011, all Kentucky secondary schools will have a fully operational intervention system.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
2.1.4	Transitional courses will be available to all students in <i>all</i> additional subject areas (English, language arts, science, mathematics, social studies). These courses will be available through multiple delivery options.	These courses will be developed and aligned with college readiness standards.	August 2014	KDE, CPE	Enrollment data
		These courses will be incorporated into the school schedule as evidenced by data in the student information system.	January 2014	KDE, Districts	Assessment data
		There will be 24/7 and off-campus access to transitional courses.	January 2014	KVHS, CPE, KDE	
2.1.5	Based on <a href="#">EXPLORE, PLAN, and ACT</a> benchmarks, all districts/secondary schools will have intervention program opportunities (including bridge programs) available for students.	Best practices for a framework of college and career readiness intervention programs (to include bridge programs) beginning with middle grades will be established.	December 2010	College and Career Readiness Intervention Team	Enrollment/ Participation data (ILP Intervention Plan)
		Seventy-five percent (75%) or more of targeted secondary students will participate in intervention opportunities.	January 2014	KDE, CPE, districts	Assessment data
		Intervention opportunities will be offered free of charge, or at a nominal cost.	January 2014	KVHS, CPE, KDE	Data in the student information system
2.1.6	Kentucky will support the work of the national assessment consortia.	Design and develop final high school summative assessments in mathematics and English language arts to ensure assessments measure college readiness.	Beginning September 2010 with completion 2014	KDE, CPE	Cross state assessments meeting readiness standards

**Unified Strategy 2 - Goal 2:** By August 2014, all students will have access to online credit recovery courses for high school graduation requirements.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
2.2.1	Create online credit recovery courses for all courses considered as minimum graduation requirements.	Online courses with multiple delivery modes (e.g. online facilitated, online modularized and hybrid) will be offered.	May 2014	KVHS, KDE, CPE	Enrollment data assessment data
2.2.2	Professional development, with shared resources and information on best-practice sites for credit recovery, will be available to educators statewide.	Information on resources, professional development, and best-practice sites will be accessible to all districts.	May 2014	KDE, CPE	Documentation of district access to resources

### Unified Strategy 3: Increase access to and quality of college and career readiness advising.

**Unified Strategy 3 - Goal 1:** By August 2011, all secondary students will have access to a comprehensive advising program.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
3.1.1	An Advising Toolkit, utilizing the <a href="#">Individual Learning Plan (ILP)</a> , will be designed to assist all schools in the development of a comprehensive advising program for students in sixth through twelfth grades. <ul style="list-style-type: none"> <li>The advising programs will focus on academic, career, financial, and personal/social development.</li> <li>Individual students will be advised based on chosen career pathways identified in the students' ILPs.</li> </ul>	All students will have access to a comprehensive advising program.	May 2011	Cross-agency CCR advising work team	ILP usage report data  Program Reviews as part of accountability
3.1.2	A statewide best-practice model advising program will be designed.	Schools will have access to an advising program model.	May 2011	Cross-agency CCR advising work team	Program Reviews as part of accountability

### Unified Strategy 3: Increase access to and quality of college and career readiness advising.

**Unified Strategy 3 - Goal 2:** By May 2011, all secondary school personnel will have access to professional development to support the utilization of the Advising Toolkit. This PD will ensure that secondary staff is trained in the implementation of a comprehensive advising program.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
3.2.1	A communication and marketing plan for professional development to support the comprehensive advising program will be created.	All districts will have access to the Advising Toolkit.	May 2011	CPE, KDE, Cross-agency CCR advising work team	Data collection from the Advising Toolkit link

### Unified Strategy 3: Increase access to and quality of college and career readiness advising.

**Unified Strategy 3 - Goal 3:** By August 2012, all secondary schools will collaborate with postsecondary regional partners to develop an advising program as an integral component of the curriculum.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
3.3.1	Regional postsecondary institutions and career partners will meet with secondary schools to form a collaborative college and career advising approach.	All students will have access to a comprehensive advising program that includes exposure to postsecondary options as well as career choices.	August 2012	CPE KDE Cross-agency CCR advising work team	High School Feedback Report Student Tracker
3.3.2	Partners will collaborate to eliminate barriers to the college admissions process.	Electronic transcript sharing will be available (through the <a href="#">LIP</a> ) with postsecondary partners.  A college success course will be designed and available through Kentucky Virtual Schools.	August 2012	CPE KDE Cross-agency CCR advising work team KCTCS	High School Feedback Report Student Tracker
3.3.3	Professional development, along with shared resources and information on best-practice sites for advising transitions, will be available to all postsecondary institutions and educators statewide.	Information on resources, professional development, and best-practice sites will be accessible to all districts.	August 2012	CPE KDE Cross-agency CCR advising work team	High School Feedback Report Student Tracker

**Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**

**Unified Strategy 4 - Goal 1:** Increase the fall-to-fall retention rates of students entering with readiness needs by 8% from 2009 to 2014 by providing bridge programs and support services.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
4.1.1	Increase placement testing of SB 1 target of recent high school graduates not meeting college readiness standards to 100% by fall 2011.	This action supports the recommended placement testing intervention to increase student persistence and success, and limit time to degree completion.	Fall 2011	CPE reports supported by institutional data	For each readiness area, 100% of students not meeting systemwide standards for that area will be assessed to ensure appropriate course placement
4.1.2	Determine the feasibility of creating a common placement testing system for public colleges and universities.	This is a recommendation of the <a href="#">Developmental Education Task Force</a> . The action supports student persistence through the admission and placement process.	Fall 2011	CPE led task force of public postsecondary and KDE representatives	Placement test assessment and review with final implementation of task force recommendations
4.1.3	Increase percentage of SB 1 target of recent high school graduates not meeting college readiness standards participation in bridge programs and learning communities by 2% annual increments.	This action supports the recommended advising, mentoring, early alert, tutoring and support services interventions to increase student access, persistence, and success.	Summer 2014	CPE and Institutional data/reports.	Fall 2009 to Summer 2010=Baseline Fall 2010 to Summer 2011=2% Fall 2011 to Summer 2012=2% (4%) Fall 2012 to Summer 2013=2% (6%) Fall 2013 to Summer 2014=2% (8%)

**Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**

**Unified Strategy 4 - Goal 1:** Increase the fall-to-fall retention rates of students entering with readiness needs by 8% from 2009 to 2014 by providing bridge programs and support services needed.

	Action(s)	Expected Outcomes	Completion Date	Person(s) Responsible	Impact Measure
4.1.4	All Kentucky public postsecondary institutions (100%) will develop a comprehensive plan for advising and timely interventions for SB 1 target of recent high school graduates not meeting college readiness standards and exhibiting at risk behaviors by spring 2011, including but not limited to: <ul style="list-style-type: none"> <li>• Aggressive advising</li> <li>• Early alert systems</li> <li>• Tutoring</li> <li>• Mentoring</li> <li>• KYAE collaborations</li> <li>• Other supportive services</li> </ul>	This action supports the recommended advising, mentoring, early alert, tutoring and support services interventions to increase student access, persistence and success.	Spring 2011	Institutional data/reports	100% of public postsecondary institutions will develop comprehensive plans for advising and intervention and file to CPE for review
4.1.5	Increase the fall-to-fall retention of SB1 target population of recent high school graduates not meeting college readiness standards by 8% by 2014.	This action supports the overarching SB 1 mandate to increase the college completion rates of students enrolled in one or more remedial classes by 3% annually from 2009 to 2014.	Spring 2015	CPE reports supported by institutional data.	Fall 2009=Baseline <u>Increase from baseline</u> Fall 2010=1% Fall 2011=2.5% Fall 2012=4% Fall 2013=6% Fall 2014=8%

**Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**

**Unified Strategy 4 - Goal 2:** All public postsecondary institutions will provide accelerated, online, and/or alternative learning formats to improve success in and completion of developmental and supplemental coursework that is recognized by all public postsecondary institutions by 2014.

	<b>Action(s)</b>	<b>Expected Outcomes</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>	<b>Impact Measure</b>
<b>4.2.1</b>	Increase percentage of SB 1 target of recent high school graduates not meeting readiness standards who complete developmental requirements through meeting college readiness standards by 2% annual increments.	This action supports the overarching SB 1 mandate to increase the college completion rates of students enrolled in one or more remedial classes by 3% annually from 2009 to 2014.	2014	CPE reports supported by institutional data.	PY2010=Baseline PY 2011=2% PY 2012=2% PY 2013=2% PY 2014=2%
<b>4.2.2</b>	Students who have demonstrated readiness for entry into general education coursework at one institution through completion of developmental coursework to be allowed entry into credit-bearing coursework at another institution (Certificate of College Readiness).	This certification of college readiness would support student persistence through the admission and placement process and possibly reduce assessment costs to students and institutions.  Time to degree and student financial obligation for duplication of readiness efforts should decrease and degree completion rates should increase.	Pilot Fall 2011  Implemented by Fall 2012	CPE KDE	100% participation by public postsecondary institutions
<b>4.2.3</b>	Increase percentage of SB 1 target students who successfully persist (successful persistence=moving to higher levels) through multiple levels of developmental education toward college readiness standards by 2% annual increments.	This action supports the overarching SB 1 mandate to increase the college completion rates of students enrolled in one or more remedial classes by 3% annually from 2009 to 2014 and to increase the number of Kentuckians with postsecondary degrees.	2014	CPE reports supported by institutional data.	PY 2010=Baseline PY 2011=2% PY 2012=2% PY 2013=2% PY 2014=2%
<b>4.2.4</b>	Increase number of developmental and supplemental courses scheduled in accelerated and online formats by 3% annual increments.	This action supports the recommended online, accelerated and supplemental developmental education learning opportunities interventions to increase student access, persistence and success and to reduce the time to degree.	2014	Institutional data/reports	PY 2010=Baseline PY 2011=3% PY 2012=3% (6%) PY 2013=3% (9%) PY 2014=3% (12%)

**Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**

**Unified Strategy 4 - Goal 3:** Increase degree completion rates for students entering postsecondary institutions with readiness needs by 3% annually from 2009 to 2014.

	<b>Action(s)</b>	<b>Expected Outcomes</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>	<b>Impact Measure</b>
<b>4.3.1</b>	All KY public postsecondary institutions (100%) will develop a comprehensive plan for academic progress for the target population by Spring 2011.	Time to degree will be reduced along with a reduced student financial obligation and increase the number of Kentuckians with postsecondary degrees.	Spring 2011	Institutional data reports	100% participation of public postsecondary institutions with plans submitted to CPE for review
<b>4.3.2</b>	All KY public postsecondary institutions will monitor the persistence of the target population through degree completion.	Time to degree will be reduced along with a reduced student financial obligation and increase the number of Kentuckians with postsecondary degrees.	2014 for associate degrees 2017 for bachelor degrees	CPE reports supported by institutional data	2009 Baseline to be established 2014 for Associate Degrees and 2017 for Bachelor Degrees
<b>4.3.3</b>	CPE will track and report degree completion across the public postsecondary system.	Time to degree will be reduced, along with a reduced student financial obligation.	2014 for associate degrees 2017 for bachelor degrees	CPE reports	PY 2010=Baseline PY 2011= 3% increase PY 2012= 3% increase PY 2013= 3% increase PY 2014= 3% increase
<b>4.3.4</b>	Individual postsecondary institutions will track and report degree completion at their starting institution.	Time to degree will be reduced, along with a reduced student financial obligation.	2014 for associate degrees 2017 for bachelor degrees	CPE reports supported by institutional data	PY 2010=Baseline PY 2011= 3% increase PY 2012= 3% increase PY 2013= 3% increase PY 2014= 3% increase
<b>4.3.5</b>	Improve the effectiveness of teacher preparation programs.	Develop more effective teachers who ensure more students are career ready for high skill, high wage, or high demand jobs.	Spring 2011	Institutional data reports	100% of public postsecondary institutions with teacher preparation programs will submit a program improvement plan that demonstrates program and curriculum alignment to support the Kentucky Core Academic Standards to CPE for review

**Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**

**Unified Strategy 4 - Goal 4:** All developmental education, college of education, and college of arts and sciences faculties will have access to training on the Kentucky Core Academic Standards by 2011.

	<b>Action(s)</b>	<b>Expected Outcomes</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>	<b>Impact Measure</b>
<b>4.4.1</b>	One hundred percent (100%) of postsecondary full-time and part-time/adjunct developmental and transitional education faculty will have access to professional development opportunities around the Kentucky Core Academic Standards beginning Fall 2010.	Creation of rigorous, evidence-based faculty development programs. Develop more effective teachers who ensure more students are career ready for high skill, high wage, or high demand jobs.	Fall 2010 and ongoing	Institutional data/reports	100% faculty access to high-quality professional development programs
<b>4.4.2</b>	One hundred percent (100%) of college of education and college of arts and sciences faculties will have access to professional development opportunities around the Kentucky Core Academic Standards.	Develop more effective teachers who ensure more students are career ready for high skill, high wage, or high demand jobs.	Fall 2011	Institutional data/reports	100% faculty access to high-quality professional development programs

## Senate Bill 1 (2009)

**Section 21.** Whereas, the General Assembly finds the continuing high rates of high school students who require remediation at the postsecondary education level totally unacceptable and an unwarranted additional expense to the state, students, and parents who expect that completion of high school coursework should lead to successful entry and success in postsecondary education, the Council on Postsecondary Education, the Kentucky Board of Education and the Kentucky Department of Education are hereby directed to develop a unified strategy to reduce college remediation rates by at least fifty percent (50%) by 2014 from what they are in 2010 and increase the college completion rates of students enrolled in one (1) or more remedial classes by three percent (3%) annually from 2009 to 2014.

- 1) A written plan to reduce the remediation rates and increase graduation rates shall be prepared no later than May 15, 2010.

The written plan shall include:

- a. Yearly goals
  - b. Action strategies that will be used
  - c. Timelines
  - d. Assigned responsibilities for carrying out the strategies
  - e. Reporting mechanisms
- 2) During the preparation of the plan, the agencies shall investigate whether the current requirements for assessing college readiness are providing needed information, whether additional diagnostic assessments are needed, particularly in mathematics at the high school level, and whether accelerated learning programs have actually been implemented as required by Section 6. of this Act to address students' needs for instructional interventions in English, reading, and mathematics.
  - 3) The council, the department, and board shall present the initial plan to the Interim Joint Committee on Education and the Interim Joint Committee on Appropriations and Revenue during the 2010 Interim. Thereafter they shall report annually the results of their efforts. When appropriate, the annual reports to the Interim committees shall include recommendations for legislative actions.

## Glossary

<a href="#"><u>Advanced Placement (AP)</u></a>	The Advanced Placement (AP) Program is governed by the College Board with over 35 college-level courses available. Most of these are offered in our local Kentucky high schools or through the Kentucky Virtual High School. Students take an end-of-course exam and, based on their scores, may be awarded college credit for the course.
<a href="#"><u>AdvanceKentucky</u></a>	AdvanceKentucky replicates a proven Advanced Placement (AP) teacher training and incentive program for AP mathematics, science and English. Ten elements of success comprise the model, which is designed to provide access to, preparation for, and success in advanced coursework in these content areas, particularly for underrepresented students. This program currently operates in 44 Kentucky high schools, with involvement of feeder middle schools.
<b>Bridge Programs</b>	Bridge programs are designed to bridge readiness gaps and provide the opportunity for students to successfully transition to the next academic level.
<b>Calculation of College Completion Rates</b>	Of recent graduates of Kentucky's public high schools who entered Kentucky's public postsecondary institutions as first-time, full-time, degree-seeking students in the summer/fall semester and who did not meet the fall 2010 Kentucky systemwide standards for college readiness, the proportion who complete a degree from their starting institution or Kentucky systemwide within 150 percent of the minimum time to degree (three years for an associate degree, including applied associates, and six years for a bachelor's degree).
<b>Calculation of College Remediation Rates</b>	The proportion of all first-time, full or part-time, degree and credential-seeking students entering Kentucky's public postsecondary institutions in the summer/fall who graduated from Kentucky's public high schools in the previous year who do not meet the Kentucky systemwide standards for college readiness.
<a href="#"><u>High School Board Examination System (HSBES)</u></a>	A pilot program of The National Center on Education and the Economy (NCEE) that promotes early college access based upon a high school board examination system.
<b>High School Readiness Rate</b>	Of all high school seniors in Kentucky's public high schools, the proportion who met the fall 2010 Kentucky systemwide standards for college readiness at high school graduation.
<a href="#"><u>Individual Learning Plan (ILP)</u></a>	An Individual Learning Plan (ILP) is an online, interactive, educational learning plan to help secondary students prepare for college and/or career.
<a href="#"><u>International Baccalaureate (IB)</u></a>	The International Baccalaureate (IB) Program is an internationally recognized educational system that focuses on high-quality education with a rigorous college preparatory curriculum. IB promotes a positive attitude toward learning by helping students "learn how to learn." The IB program also focuses on intercultural communication and understanding critical for 21st century success. Students may have the opportunity to earn college credit based upon their scores on end-of-course exams.
<a href="#"><u>Laying the Foundation (LTF)</u></a>	The Laying the Foundation (LTF) training program provides middle and high school mathematics, science, and English teachers in grades 6-10 with the teaching strategies, materials, and assessments necessary to prepare students for the content and cognitive skills they will be expected to master in more rigorous high school and college courses.
<a href="#"><u>Project Lead the Way (PLTW)</u></a>	Project Lead the Way (PLTW) is a national engineering and biomedical sciences program that builds partnerships among public schools, postsecondary institutions, and the business community to prepare more students to enter the field of engineering technology or biomedical sciences. PLTW, Inc. offers both a middle grades curriculum and a high school program of study.
<b>Transitional Courses</b>	A transitional course is designed to be taken by students who are below benchmark in their senior year of high school. Successful completion of the course should allow a student to enter college taking credit bearing courses.