Kentucky Department of Education
College and Career Readiness Delivery Plan
October 2011

Vision/Challenge
Kentucky, along with the rest of the nation, understands that increasing demands for higher levels of skills by employers suggests our futures are tied to our level of education. In 1970, more than 80 percent of jobs in our state and nation only required a high school degree or less. Today, those numbers are reversed: 80 percent of jobs require training beyond high school, and 63 percent of those jobs will require a postsecondary degree.

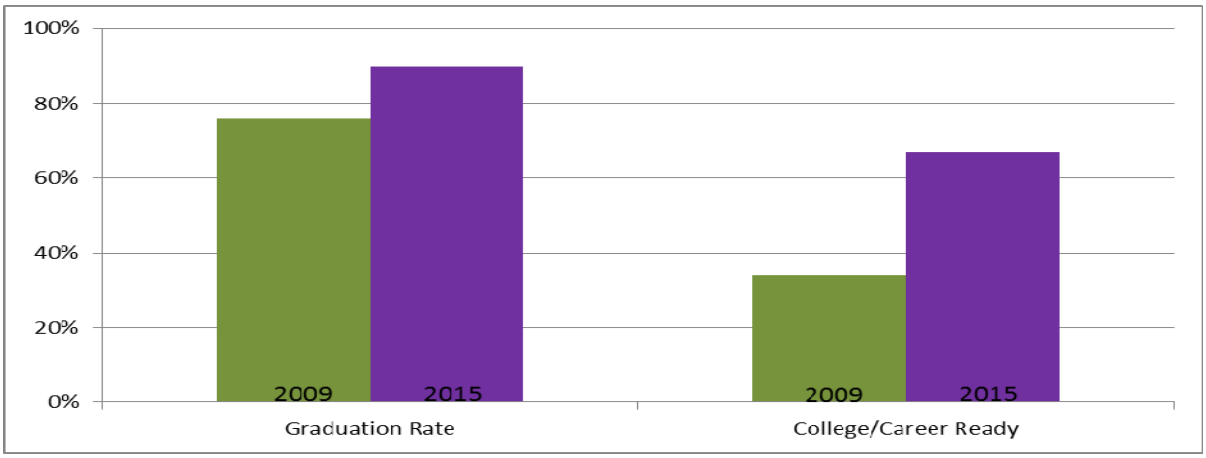
In the 2010 PDK/Gallup poll, more than 90 percent of parents believe that a postsecondary experience is necessary to ensure a better quality of life, while more than 90 percent of 2010 public high school graduates in Kentucky indicate a desire to attend postsecondary institutions. However, Kentucky's current graduation rate of 76 percent and college- and/or career-readiness rate of 34 percent clearly indicate that we are not adequately preparing students for the challenges of the world in which we live.

The vision of the Kentucky Board of Education is to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy that requires P-12 schools to prepare students for a more complex and competitive workplace.

Therefore, in February 2011, the Kentucky Department of Education (KDE) secured the Commonwealth Commitment from all districts to move 50 percent of their district's high school graduates who are not college- and/or career-ready to college- and/or career-ready between 2010 and 2015.

This plan defines how KDE will support districts to meet this vision and overcome this challenge.

Target Goals
There are two main target goals:
1) increase the percentage of students who are college- and career-ready from 34 percent (16,320 students) to 67 percent (32,160 students) by 2015
2) increase the Averaged Freshman Graduation Rate from 76 percent (36,480 students) to 90 percent (43,200 students) by 2015



Background/History

The work of KDE is also guided by key legislation driving education transformation in Kentucky. Senate Bill 1 (SB 1), passed in the 2009 session of the General Assembly, charged KDE and the Council on Postsecondary Education (CPE) with creating a unified plan for reducing the number of students in need of remediation after high school by 50 percent by 2014 and increasing college completion rates for students enrolled in one or more remedial classes by 3 percent annually from 2009 to 2014. A new statewide school and district accountability model is being established as a result of SB 1, which will include new measures for graduation and college and career readiness. The revision of content standards in all subject areas is also required. According to the legislation, the standards will:

- focus on critical knowledge, skills and capacities needed for success in the global economy
- result in fewer, but more in-depth standards to facilitate mastery learning
- communicate expectations more clearly and concisely to teachers, parents, students and citizens
- be based on evidence-based research
- consider international benchmarks
- ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level

Several related pieces of legislation supporting SB 1 and the two targets of this delivery plan are outlined below:

- House Bill 176 (2010) supported the focus on turnaround efforts for struggling schools. This legislation required KDE to identify the persistently low-performing schools and provide intensive support to promote student learning in those schools.
- Senate Bill 2 (2008) supported a statewide focus on the advancement of science, technology, engineering and mathematics, which allowed KDE to create greater alignment for middle and high school student experiences with Advanced Placement and STEM-related initiatives.
- Senate Bill 168 (2002) supported intervention strategies for accelerated learning. It required districts/schools to focus on individualizing learning opportunities for secondary students and provide robust intervention systems for students who struggle with meeting standards as measured by the Educational Planning and Assessment System (EPAS).

The above reforms served as the policy infrastructure for the development of Kentucky's application for federal Race to the Top funding. The four Race to the Top assurances were broken down in KDE's strategic plan into target goals and subsequent deployment strategies. While Kentucky was not selected to receive Race to the Top funding, KDE was committed to the target goals identified in the plan. As a result, KDE chose to partner with the U.S. Education Delivery Institute (EDI) and utilize Deliverology as the methodology to develop delivery plans for achieving the target goals.

In order to achieve the desired results of this plan, however, additional policy must be crafted and implemented to impact practice at the state and local levels. The Governor's Transforming Education in Kentucky (TEK) Task Force has presented recommendations (s*ee Appendix C- TEK Recommendations*) for improving education aligned to the projects and activities outlined. These recommendations are designed to initiate the policies necessary to fully implement Kentucky's college and career readiness agenda.

The agenda includes more rigorous academic standards, a new accountability model, acceleration opportunities, robust intervention systems for students not meeting standards and strong data systems to guide schools and districts in making decisions to target strategies to keep students on track to graduate.

Priority strategies, leadership and management:

The executive sponsor for the College- and Career-Ready Delivery Plan is Office of Next-Generation Learners Associate Commissioner Felicia Smith. The following table includes the "priority projects" of this Delivery Plan and the Strategy Leads responsible for each:

Strategy and Responsibility Table

Strategy	**Strategy Lead (Party or Parties Responsible)**
1. Collection and Use of Data	Johnny Collett
2. Course & Assessment Alignment	Karen Kidwell
3. New Accountability Model	Ken Draut
4. Targeted Interventions	April Pieper
5. Career Readiness Pathways	Carole Frakes
6. Acceleration	Advance KY-Amy Patterson PLTW-Mindy Curless
7. Academic & Career Advising	Sharon Johnston
8. District 180	Dewey Hensley
9. Pathways to Student Success	David Cook

Many projects managed by KDE will have an effect on the college and career readiness target. The projects identified as priorities for reaching the target were selected due to their potential for substantially affecting the target in the near future and supporting broader systemic impact on college and career readiness. In fact, many projects on the elementary and middle school levels not listed here are more likely to have a substantial impact on college and career readiness in the long term, such as implementation of the *Model Curriculum Framework*, literacy initiatives and formative assessments aligned to the *Kentucky Core Academic Standards*.

While the perfect tools do not yet exist for either the measurement or implementation of programming that support college and career readiness for all students, the intent is for these initiatives to work in concert with other KDE initiatives to support schools, districts and communities to better prepare them for success in postsecondary opportunities.

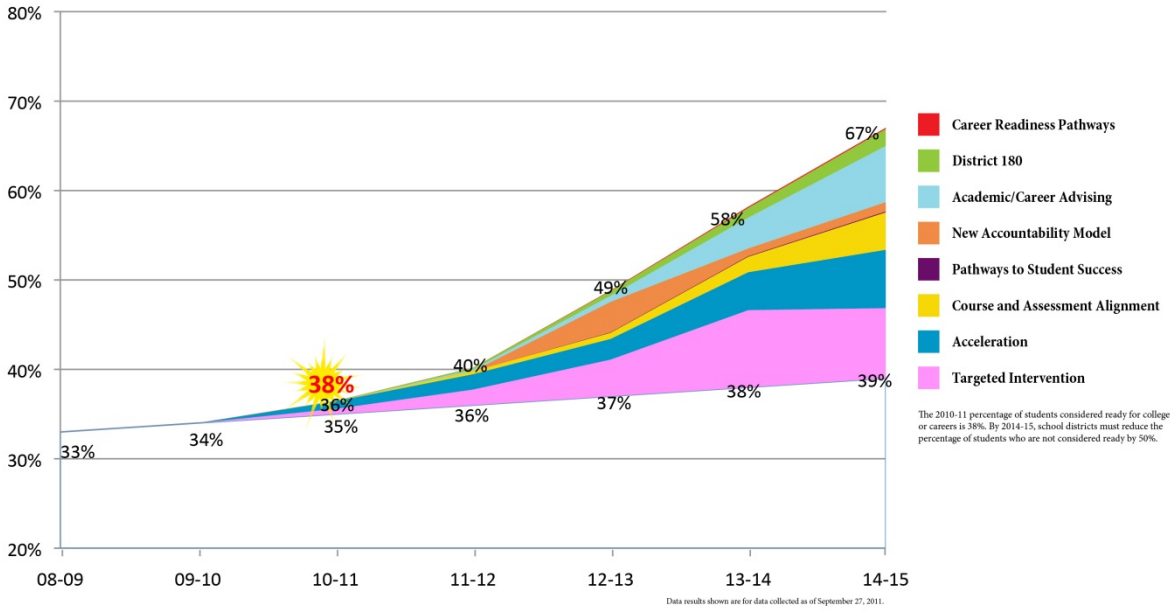
Timeframe for changes among priority projects: The following table shows the time periods of implementing substantive policy or programmatic changes at KDE. After the shaded time period is complete, the project will operate as "business as usual."

	Calendar Year																							
	2010				2011				2012				2013				2014				2015			
Strategy	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Collection and Use of Data							*																	
Course & Assessment Alignment							*																	
New Accountability Model										*														
Targeted Interventions							*																	
Career Readiness Pathways											*													
Acceleration – Advance KY			*																					
Acceleration – Project Lead the Way			*																					
Academic & Career Advising							*																	
District 180							*																	
Pathways for Student Success											*													

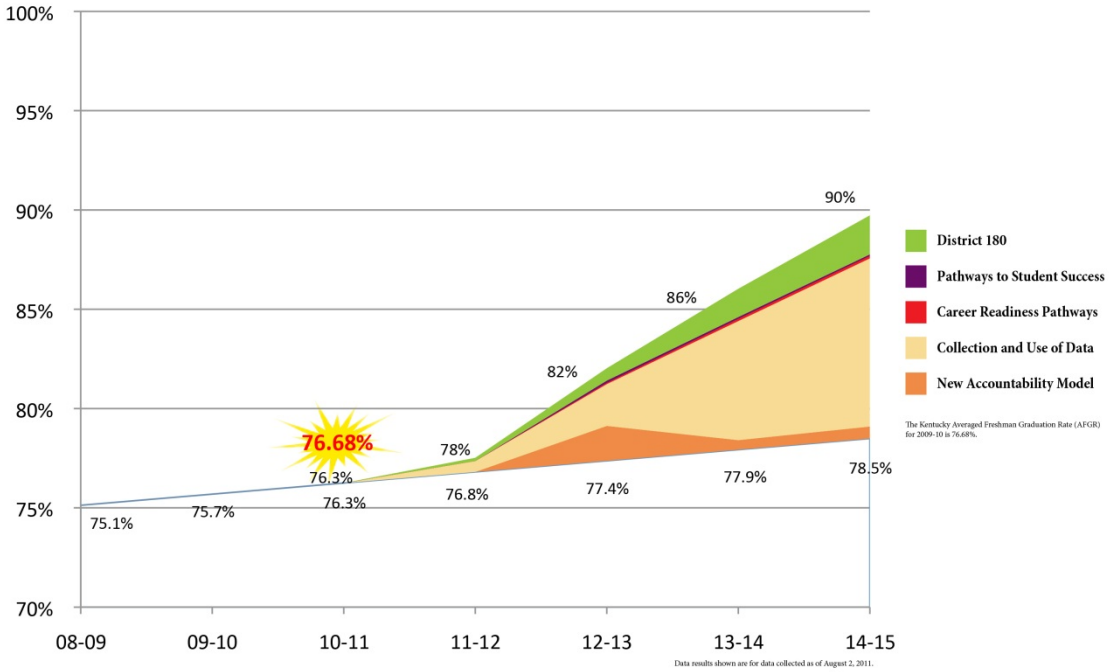
***Start of Impact on Students**

Trajectories:
The charts below connect each of the strategies to student outcomes. They represent evidenced-based projections for the levels of performance we will achieve each year to meet our targets. (*See CCR and Graduation Trajectory Detail documents for calculations and rationale.*)

College/Career Readiness Trajectory



Graduation Rate Trajectory



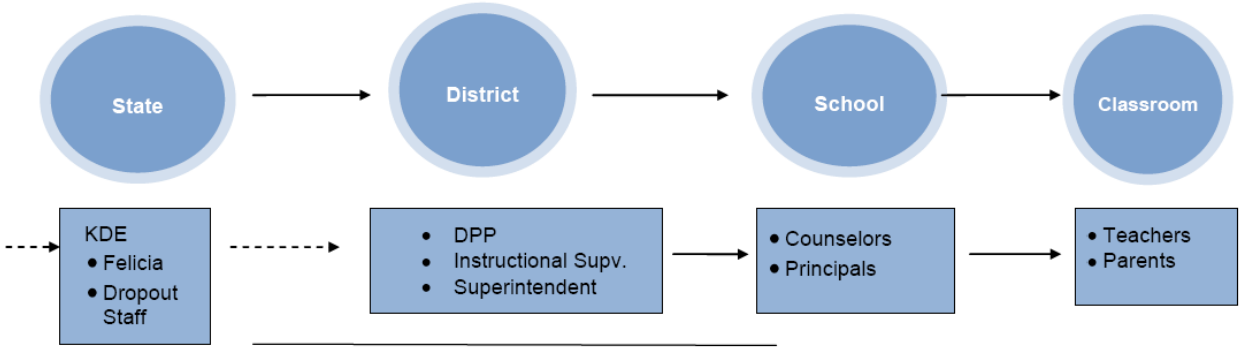
Description of Strategies

Strategy 1: Collection and Use of Data	
Description (Theory of Action and brief description)	*If* districts/schools have access to data that identify students who may be off-track for graduation, *and if* districts/schools utilize these data as an early warning indicator, *and if* districts/schools intervene early to align the needs of the students with evidence-based strategies that have the greatest potential to support each student, *then* more students previously identified as being off-track for graduation will persist to graduation. **The Collection of Data** Students who are at-risk of dropping out tend to make decisions related to attrition based on responses to personal crisis or as a result of continued disengagement and alienation. Indicators of at-risk students are multidimensional and complex, requiring targeted practices specific to context and situation (Thurlow, Sinclair, & Johnson, 2002). Therefore, districts and schools will have access to the Persistence to Graduation Tool (PtGT) as an early warning indicator system for identifying students who may be "off-track" to graduate. The PtGT/Report will provide critical student level data to identify specific students in need of additional intervention/ support. Student level data will be collected and weighted for the following areas: number of days absent, grades retained, credit earned, credits attempted, migrant, English Learner (EL) status, homeless, gender, age, age equivalent, truancy, behavior, suspensions, expulsions and eventually academic data about grades and assessment performance. The report will provide a complete list of students based on the weighting of indicators and the filtering functionality built into the tool. **The Use of Data** According to Dynarski (2001), "A high degree of personalization — a strategy of focusing intensively on why students are having difficulty and actively working to address the sources of the difficulties — is worth considering" (p. 14). Additionally, research from *Dropout Risk Factors and Exemplary Programs: A Technical Report* (2007) concluded that those practices found to be effective were varied and addressed the affective needs of the student. As such, this strategy involves the development of a repository of best practices, interventions and responses to risk behavior tailored to both the affective and situational complexities relevant to such behavior. It is the responsibility of each school to determine necessary and appropriate supports and interventions for students who may be off-track for graduation. As schools conduct a root cause analysis of the data suggesting the student may be off-track for graduation, the school will then provide targeted intervention by aligning the needs of the student with effective strategies that have the greatest potential to support the student. The impact on the target indicators will result from this concentrated effort on identification of students and application of best practices in response.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	Directors of pupil personnel (DPP), district dropout prevention personnel (where applicable), building principals and building-level staff who implement the evidence-based strategies/interventions will be directly and consistently engaged in this work through careful analysis of the data generated through the PtGT, and through the joining of evidence-based strategies/interventions with

	identified risk factors in order to facilitate students' persistence to graduation. KDE will remain actively engaged in the work as the Office of Next-Generation Learners solicits feedback from districts regarding their use of the PtGT and the Evidence-Based Practices Toolkit. District feedback will be shared with the Office of Knowledge, Information and Data Services regarding suggested adjustments/changes to the PtGT based on district use of the data.
Key Milestones or Activities & Detailed Timeline for Implementation	February 2011 • determination and agreement of data elements from Infinite Campus (IC) March 2011 • determination of weighting for system elements • mock scenarios to be shared with leadership and discussions started about the dissemination of this resource (communication/PD) April 2011 • Share scenarios for dissemination, and the Office of Administration and Support (Division of District Support) develops a canned report within IC May 2011 • A report is available for User Acceptance Training (UAT). June-August 2011 • district PD and launch of the resource • Districts receive instructions on how to navigate and utilize the PtGT for during the summer 2011. • Infinite Campus Beginning of Year trainings (July) • Webinars (archived for ongoing use) July 2011 • Research, identify and compile effective strategies/interventions proven to have the most positive impact on dropout prevention. • Develop parallel PD (utilize co-ops) plan for the toolkit. September, 2011 • Persistence to Graduation – Evidence-Based Strategies Toolkit posted to KDE website. • Archived webinar training sessions for toolkit usage posted to KDE website October 2011 – ongoing • provide training on data analysis/root cause analysis (e.g., data generated through district use of the PtGT) • provide training/guidance via webinar posted on KDE website on the joining of evidence-based strategies/interventions with identified risk factors in order to facilitate students' persistence to graduation
Annual Impact on Indicators ***(trajectory)*** *How many additional*	**Graduation Goal** (*See Graduation Trajectory Detail documents for calculations and rationale.*) 2010-11: no additional students

students will be impacted by strategy each year?	2011-12: 672 additional students 2012-13: 922 additional students 2013-14: 1,440 additional students 2014-15: 1,306 additional students **Total Additional Students: 4,340**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	• number of schools running the report each semester • change in distribution of risk per semester from sample (random desk audits)
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	No additional resources required at this time.

Persistence to Graduation Tool

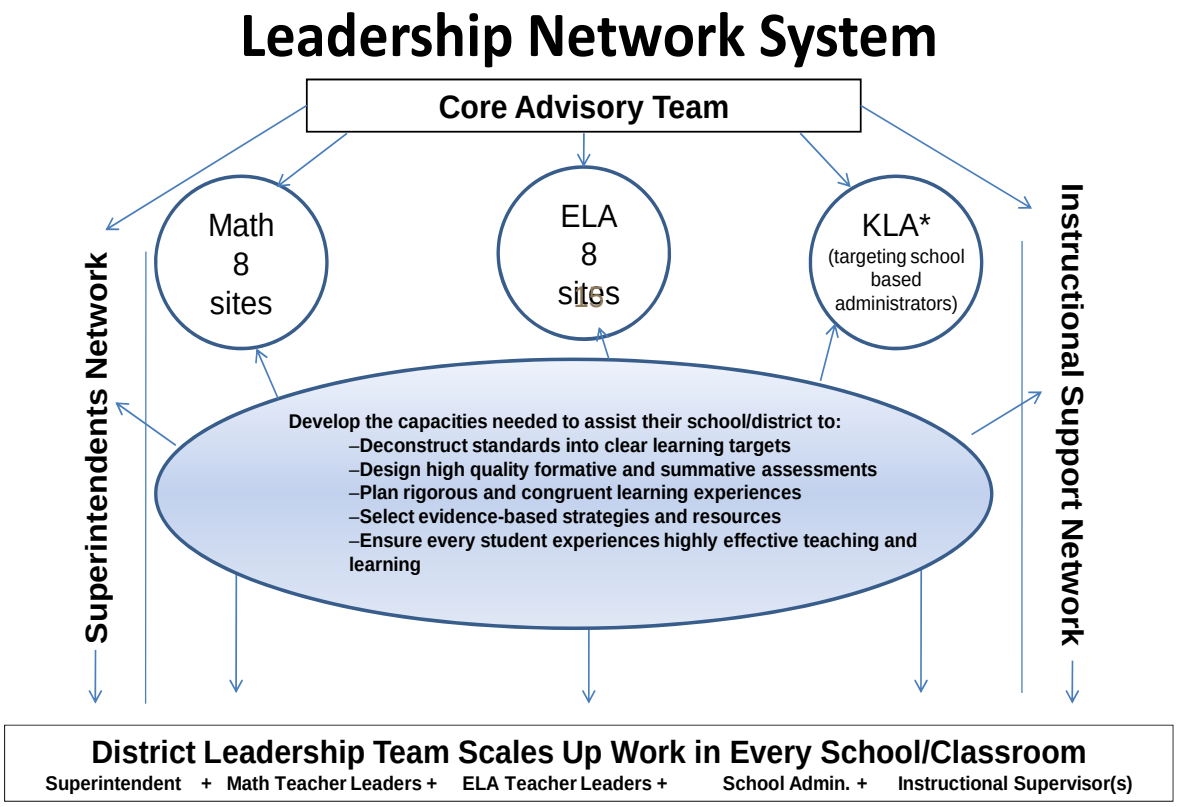


Strategy 2: Course and Assessment Alignment	
Description (Theory of Action and brief description)	If schools analyze curriculum/courses to identify gaps related to Kentucky Core Academic Standards (KCAS), and if schools make adjustments to ensure curriculum/course alignment to KCAS and if schools utilize appropriate instructional resources aligned to the developed curricula/courses and if teachers effectively implement those within the context of highly effective teaching, learning and assessment practices then more students will graduate college and career ready between 2012 to 2017. The adoption of the new Common Core Academic Standards was pivotal to Kentucky's overall college and career readiness agenda for transforming education in the Commonwealth. However, new standards alone will not lead to the transformative outcomes desired in order to ensure all students graduate college- and career-ready. Several actions must accompany the adoption and implementation of the new standards including: (1) an intensive focus on improving teaching and learning through the state's Leadership Networks (2) an alignment of courses to the new standards (3) systematic implementation of formative and summative assessment strategies to the new standards This reform strategy is primary targeting the college/career readiness (CCR) student goal. The hypothesis for impacting the target indicator is that new standards aligned with college expectations will ensure that students who are taught to those standards will be successful in postsecondary courses. **Implementation of Common Core Academic Standards through Leadership Networks** A systemic statewide PD structure in the form of Leadership Networks designed to build capacity at the teacher/school/district levels to impact teaching and learning with *Kentucky's Core Academic Standards* (KCAS) has been created. The emphasis is on implementing the KCAS within the context of highly effective teaching, learning and assessment practices (including utilizing the *Classroom Assessment for Student Learning* framework (by Stiggins, Chappuis, Chappuis, Arter, 2004) to enhance and refine assessment literacy/formative assessment strategies. The Leadership Networks will serve as the primary vehicle for selection, creation and dissemination of instructional and assessment resources and tools for improved student learning. Particular emphasis will be on scaling up the Bill and Melinda Gates Foundation Literacy Design Collaborative and Mathematics Formative Assessment Lessons as strong models of aligned, rigorous and engaging instructional and assessment tasks within the networks.
Key Milestones or Activities & Detailed Timeline for	June 2010 • Begin Leadership Networks monthly meetings with teacher/school/district-level leaders. December 2010 • Deconstructed standards drafted/disseminated.

Implementation	March 2011 • Begin review of instructional and assessment resources. March-May 2011 • Design of pacing templates for implementation of standards drafted. April 2011 • Begin populating online repository for instructional resources for all Kentucky teachers/leaders to access. August 2011 • Begin designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative (LDC)/Mathematics Formative Assessment Lesson (FAL) models. • Begin planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction. • Begin selecting evidence-based strategies and resources to enhance instruction. May-August 2012 • Revising pacing guides/maps. May 2011 • Complete set of deconstructed standards drafted/disseminated available. June 2012 • Begin refining LDC/FAL assessment and learning tasks for wider implementation (June 2012-July 2013). • Designing additional LDC/FAL-like modules/tasks (June 2012-July 2013). July 2012 • Complete designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative(LDC)/Mathematics Formative Assessment Lesson (FAL) models. • Complete planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction. • Complete selecting evidence-based strategies and resources to enhance instruction. • Complete populating online repository for instructional resources for all Kentucky teachers/leaders to access. • Complete refining LDC/FAL assessment and learning tasks for wider implementation. • Complete designing additional LDC/FAL-like modules/tasks. • Complete Leadership Networks monthly meetings with teacher/school/district-level leaders. Summer 2013 • Complete review of instructional and assessment resources. **End-of-Course Assessments** Implementation of end-of-course assessments will require that courses include the new standards for student mastery. End-of-course assessments aligned to the KCAS in English/language arts and mathematics will be English II and Algebra II, respectively, beginning in 2011-12. The end-of-

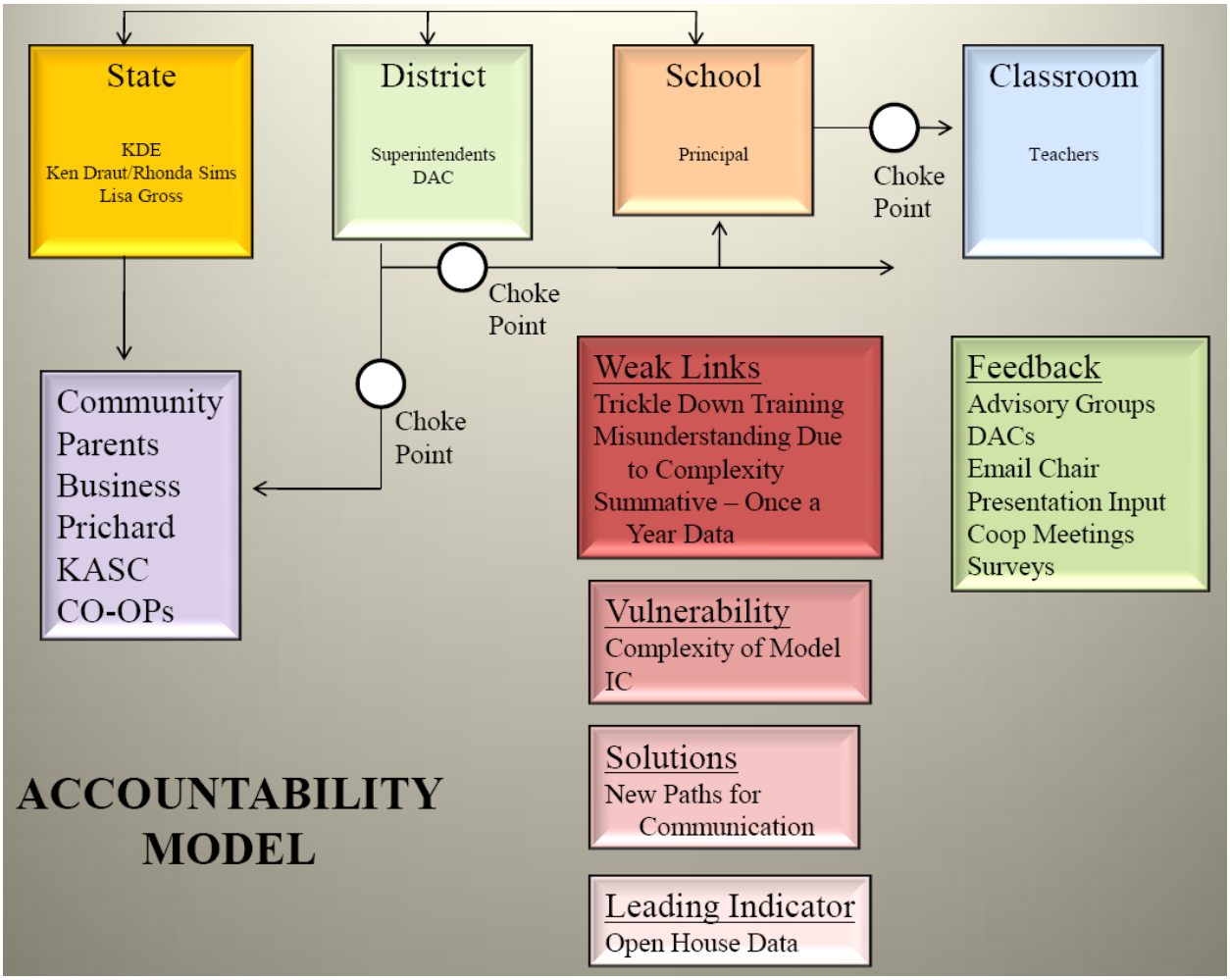
	course exams will address the new common core standards. • March 2011-May 2011 – course alignment begins and course code match begins. • Fall 2011 – End-of-course exams are available to be administered as a part of the new accountability model.
Annual Impact on Indicators *What are the goal numbers for each year?*	**CCR Goal** (*See CCR Trajectory Detail documents for calculations and rationale.*) 2010-11: no impact 2011-12: 298 additional students 2012-13: 480 additional students 2013-14: 768 additional students 2014-15: 1,267 additional students **Total Additional Students: 2,813**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	**Indicators for CCR:** • IC course code alignment (annually) • course syllabi audits to ensure alignment (annually) • end-of-course exams (annual reporting) • EPAS results • participation in monthly Leadership Networks meetings • baseline and follow-up survey data from network participants on practices and implementation (annually) • feedback loop for the networks superintendents (monthly); instructional supervisors (monthly); cooperative directors (weekly); content specialists (monthly); teacher advisory and principal advisory groups (quarterly) • tracking use of formative assessment strategies (leadership evaluation plan – quarterly)
Resources and support available to deliver on this plan	Funding available: $2.4 million Funding needed: $1.5 million for personnel Personnel available: 8 KDE Frankfort-based consultants; 16 regional content specialists (8 ELA/8 math); project manager Personnel needed: evaluator
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	**Participants in Networks**: 3-4 mathematics teacher leaders + 3-4 ELA teacher leaders + 3 school-level leaders + 3 district-level leaders from EACH of Kentucky's 174 districts All will be focused on interpreting the KCAS so that they can be translated into lessons/units/courses and assessments that reflect highly effective teaching, learning and assessment practices for every student in every classroom. **Implementers/Facilitators**: 8 educational cooperatives; higher education faculty members; 16 KDE regional content specialists; 8 Frankfort-based

	consultants **<u>Stakeholders/Advisors:</u>** **1.** Core Advisory Team members meet monthly. Their charges include: support and maintain the network vision throughout the Commonwealth offer guidance and advice around the systemic framework for each years' meetings analyze implementation/evaluation data of the Leadership Network system to inform practice (CAT members include representation from the Kentucky Education Association, Prichard Committee, school districts, educational cooperatives, KDE leadership, higher education, Kentucky Association of School Administrators, Kentucky Association of School Councils. **2.** Educational cooperative directors connect weekly via WebEx to collaborate on timely issues, reach consensus on issues and share information. **3.** Kentucky Superintendents Feedback group connects monthly to provide feedback. **4.** Project manager connects weekly with associate commissioner, weekly with co-op directors, monthly with specialists and monthly with Core Advisory Team to coordinate all efforts, collaborate on planning, reflect and adjust based on feedback. **5.** Kentucky Board of Education **6.** KDE associate commissioners **7.** commissioner of education **8.** legislators


Leadership Network System
Core Advisory Team
Math
8
sites
ELA
8
sites
KLA*
(targeting school based administrators)
Superintendents Network
Instructional Support Network
Develop the capacities needed to assist their school/district to:
–Deconstruct standards into clear learning targets
–Design high quality formative and summative assessments
–Plan rigorous and congruent learning experiences
–Select evidence-based strategies and resources
–Ensure every student experiences highly effective teaching and learning
District Leadership Team Scales Up Work in Every School/Classroom
Superintendent + Math Teacher Leaders + ELA Teacher Leaders + School Admin. + Instructional Supervisor(s)

Strategy 3: New Accountability Model	
Description (Theory of Action and brief description)	*If* Kentucky's schools and districts are held accountable for increasing proficiency, graduation rates and college/career readiness rates, as they have not been in the past; and *if* this accountability uses a balanced approach organized around the KBE four strategic priorities and incorporating all aspects of school and district work; *then* schools and districts will focus on student data from the state-required assessments administered grades K-12 to drive local strategies for engaging students in learning experiences that will lead to increases in proficiency, graduation rates and meeting CCR benchmarks. Kentucky's proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's (KBE's) four strategic priorities: next-generation learners, next-generation professionals, next-generation instructional program and support and next-generation schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12. (See appendix B, New Accountability Model.) This reform strategy will have an impact on both student goals but should have a greater impact on the college and career readiness goal. The hypothesis for impacting the target indicators is that when schools and districts are held accountable for graduation rates and college/career readiness rates, as they have not been in the past, they will focus their efforts on engaging students in learning experiences that will lead to graduation and meeting CCR benchmarks.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	KDE – Ken Draut, Rhonda Sims and Lisa Gross District – superintendents and district assessment coordinators (weekly e-mails) School – principal (KDE presentations) Classroom Teachers (PTA conferences, KDE presentations) Community – parents, business, Prichard, KASC, co-ops (press releases)
Key Milestones or Activities & Detailed Timeline for Implementation	Fall/Spring 2010-11 • Design and gather feedback on Next-Generation Learner component. Winter 2011 • Release and score RFP for end-of-course assessments and related assessments for grades 3-8. Spring 2011 • Present regulations to KBE. Summer 2011 • Finalize regulations with KBE and disseminate broadly to stakeholders. Spring 2012 • New assessment and accountability model administered for the first time.

	Summer 2012 • Set cut points for proficiency for accountability model. Fall 2012 • Communicate cut points with KBE and stakeholder groups.
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	(*See CCR and Graduation Trajectory Detail documents for calculations and rationale.*) **CCR Goal** 2012-13: 2,400 additional students 2013-14: 384 additional students 2014-15: 317 additional students **Total Additional Students: 3,101** **Graduation Goal** 2012-13: 816 additional students 2013-14: 115 additional students 2014-15: 96 additional students **Total Additional Students: 1,027**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	**Indicators for CCR** • Scores from PLAN show an increase in CCR proficiency (reported yearly). • As a result of the Commonwealth Commitment, district and school improvement planning should provide specific strategies and resources. • MUNIS reporting on district/school reporting on specific graduation strategies (annually) • tracking of IDEA and SIG funding for specific strategies for graduation and college readiness
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	Funding available – we can handle the routine communications, but if we are to broaden, would need additional money.

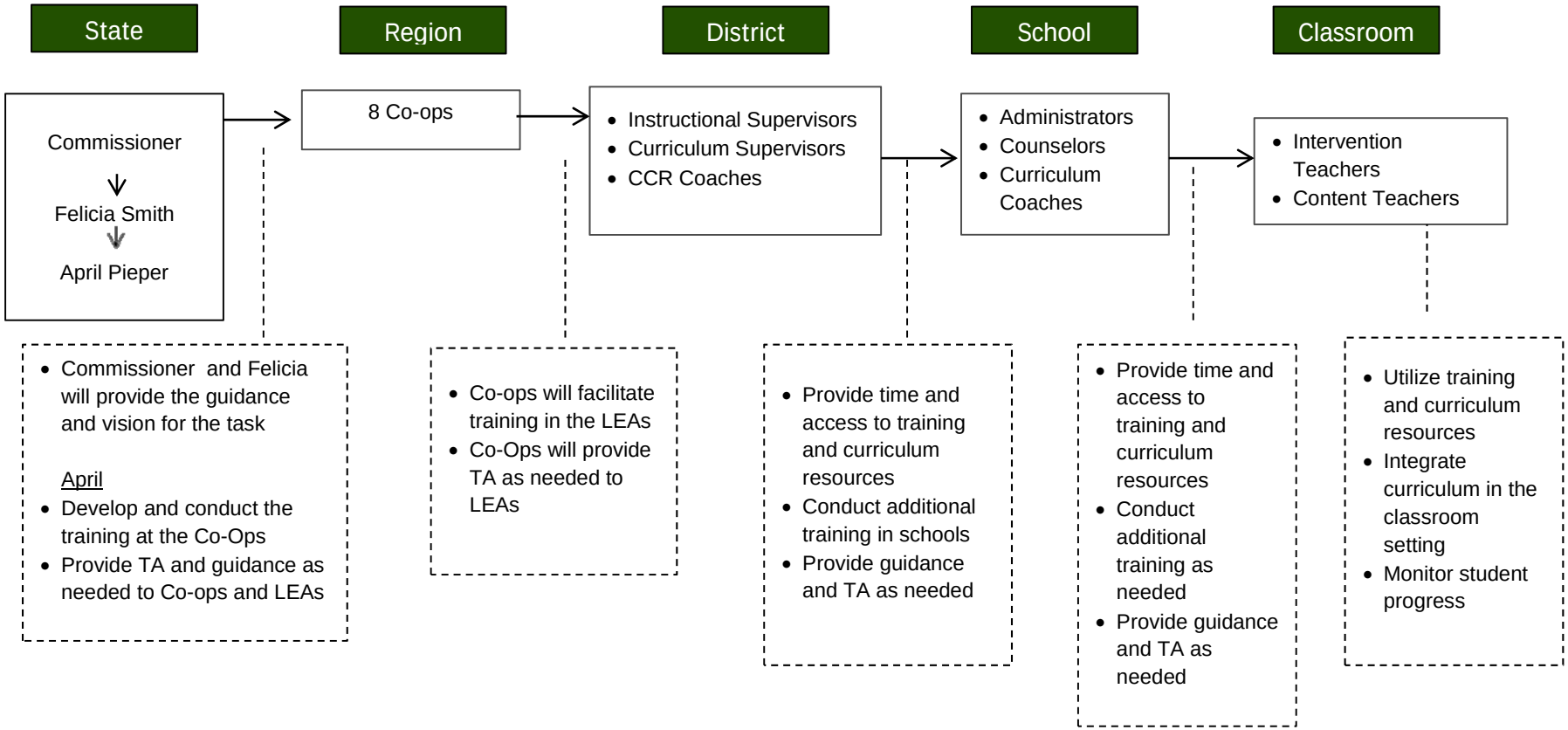

State
KDE
Ken Draut/Rhonda Sims
Lisa Gross
District
Superintendents
DAC
School
Principal
Classroom
Teachers
Choke Point
Choke Point
Choke Point
Community
Parents
Business
Prichard
KASC
CO-OPs
Weak Links
Trickle Down Training
Misunderstanding Due to Complexity
Summative – Once a Year Data
Feedback
Advisory Groups
DACs
Email Chair
Presentation Input
Coop Meetings
Surveys
Vulnerability
Complexity of Model
IC
Solutions
New Paths for Communication
Leading Indicator
Open House Data
ACCOUNTABILITY MODEL

Strategy 4: Targeted Interventions	
Description (Theory of Action and brief description)	If schools/districts adequately analyze assessment data for students who fail to meet benchmarks on EPAS, and if schools/districts use the data to implement individualized, targeted, transitional interventions per best practice research and guidance, then students will be successful in achieving college and career readiness goals and will graduate from high school ready to enter college in credit-bearing courses. When students fail to make benchmarks on Educational Planning and Assessment System (EPAS) assessments, which are used to predict readiness for college work, interventions targeted to their areas of academic weakness should result in their becoming college-ready. Therefore, systematic implementation of strategies within Kentucky's Unified College and Career Readiness Plan include a focus on targeted interventions and supports for student learning. Kentucky's strategy is designed to build robust student intervention systems for students struggling to meet standards. Senior-level transitional courses represent the state's primary strategy to reduce remediation rates for students entering postsecondary upon graduation. Middle school transitional and bridging programs also will be designed to help with early intervention for students who do not meet ACT benchmarks on the EXPLORE assessment. KDE will continue to collaborate with GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) initiatives to help schools perform data analysis, make data-based decisions and build a college-going culture in schools.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	• LEAs (Local Education Agencies) will need to implement transitional interventions in the school setting. • Educational cooperatives will partner with KDE to provide professional development training to LEAs. Co-ops also will provide guidance and technical assistance throughout the school year to the LEAs. • CPE (Council on Postsecondary Education) has been instrumental in partnering to complete the transitional course work and to help train postsecondary agencies about the nature and goals of the work. • GEAR-UP is a collaborative partner for KDE in raising awareness of EPAS (EXPLORE, PLAN, ACT) assessments, data analysis and college readiness.
Key Milestones or Activities & Detailed Timeline for Implementation	Fall 2010 • Reading and mathematics transitional courses developed and disseminated. • Partner with the Southern Regional Education Board (SREB) to bring together various stakeholder groups. • Higher education faculty, district/school representatives and KDE staff met to design the courses for reading and math. • Design was based on course launched in previous year through higher education and local district partnerships. • Gain consensus from stakeholder groups on design for courses. Winter 2011 • Professional development offered. • Publish and provide PD for courses for districts/schools. Spring 2011 • Five content-area literacy webinars to assist with professional

	development for reading transitional course developed and delivered. Summer 2011 • development and dissemination of writing transitional course • KDE training on targeted transitional interventions to educational co-operatives by August 31, 2011 Fall 2011 • All high schools are required to provide a senior-level transitional course or intervention for students not meeting benchmarks on the ACT in reading and mathematics. • Educational cooperatives follow up training to LEAs by December 1, 2011. Fall/Winter 2011 • Transitional and bridging programs targeting middle school students based on their EXPLORE scores developed and disseminated. • Collaborate with GEAR-UP on EPAS initiatives in addition to the middle school project. Spring 2012 • dissemination of transitional and bridging programs to target middle school students (8th graders) based on their EXPLORE data Summer 2012 • KDE will work through educational cooperatives to provide "train the trainer" guidance for the targeted transitional interventions for EXPLORE and PLAN. Year 2012-2013 • implementation of entire system of interventions for students in the pipeline
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	**CCR Goal** (*See CCR Trajectory Detail documents for calculations and rationale.*) 2010-11: 950 additional students 2011-12: 1,488 additional students 2012-13: 2,880 additional students 2013-14: 3,840 additional students 2014-15: 2,376 additional students **Total Additional Students: 11,534**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	**Indicators for CCR** • KYOTE/COMPASS scores of students who had an intervention available for upload into the KDE system monthly • Track number of students who participated in a transitional course from IC each semester. • feedback from district/school personnel related to implementation through co-ops twice per year • ACT retakes quarterly from ACT for those students who choose to retake on their own expense (quarterly) • Number of seniors passing ACT (quarterly)
Resources and support Available to Deliver on this Plan	Funding needed: High School Targeted Intervention Training: • If we host the training for the co-ops at the Transportation Cabinet building, assuming there was space available, then the meeting space would be free. • If we host the training for the co-ops at another location, cost for meeting

(Delivery Chain)	space could be $150. • Print material/folders/supplies - $150 Funding needed for: • targeted intervention work for EXPLORE and PLAN • To develop a team to work on two more sets of courses (Middle Grades), we will need to pay mileage and substitute reimbursement. The estimate for four meetings for each team, with an additional six teams, would yield 24 meetings at approximately $1,200 each, or $28,800.

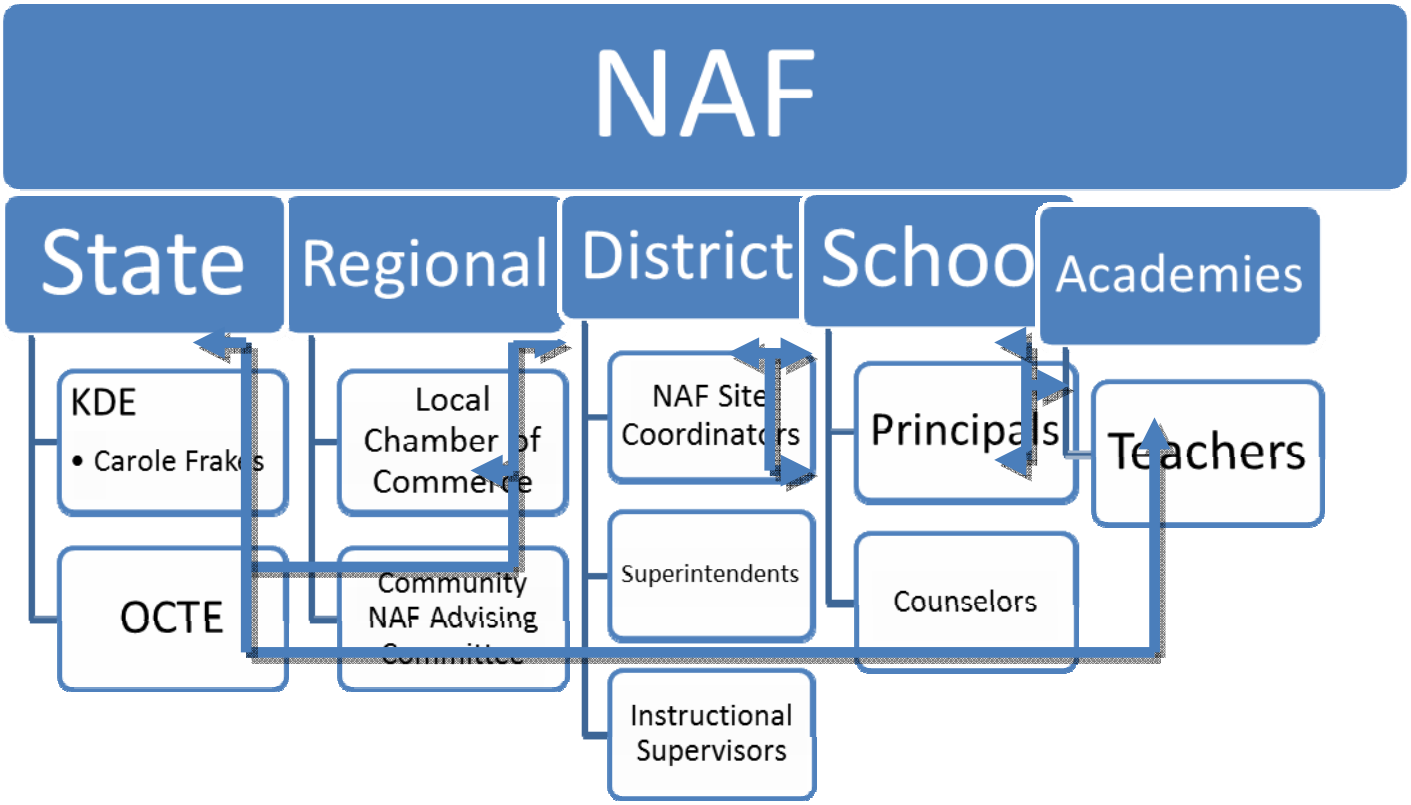
Delivery Chain Template



Strategy 5: Career Readiness Pathways	
Description (Theory of Action and brief description)	If schools, partners and stakeholders have access to and use data, and if students are engaged and participate in rigorous and college preparatory coursework connected/aligned to a career theme, and if schools, partners and stakeholders support the themed programs, then students will be prepared for both college and careers, providing opportunities for students to earn industry recognized certification, obtain college credit from an accredited postsecondary institution and obtain a certificate/recognition upon completion of four courses in their specific career themed academy at graduation. Weak links: Getting teachers access to relevant and current data (which most lack); ensuring they have the time and skill to derive meaning from it; access to resources and interventions to fit emerging student needs; and the time and classroom management skills to organize differentiation. This strategy's intent is to operationalize the definition of career readiness in districts and schools. Using the National Academy Foundation (NAF) model, students will have access to and participate in college preparatory curriculum within career-themed academies. The goal of each academy is to provide a dual pathway for students — one path for college-bound and another path for those entering the industry workforce immediately. Students take a mixture of career and academic classes linked to academic and industry standards. These courses provide opportunities for students to earn industry recognized certification and obtain college credit from an accredited postsecondary institution. The rigorous curriculum combines a career focus while meeting some college entrance requirements for four-year colleges and universities. Students obtain a certificate/recognition upon completion of three or more courses in their academy at graduation, and many students are able to earn advanced standing for their academy course work, some of which are science, technology, engineering and math (STEM) related. Operationalizing an aligned career readiness definition, using a research-based model, will ensure rigorous career readiness pathways are available to students. Additionally, schools and districts will encourage students who may not otherwise be considered college- or career-ready to participate in these pathways.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	State lead, local and state chambers of commerce, community individuals, parents, prior students, school staff and administrators, district personnel, school-based council member, board member if possible, colleges, community college, local television station representative and others will create a solid base/foundation for the academy advising group. These individuals will be engaged through speaking engagements with students, webinars, quarterly meetings, conference calls and other events. Articulation agreements with:

	• business partners to help with motivation and continued support through the process • educational institutions ensuring dual-credit opportunities Other activities will include working with colleges on syllabi for courses and help with recruitment of middle school students.
Key Milestones or Activities & Detailed Timeline for Implementation	April 2011 - Notification to go out to districts/superintendents regarding NAF and how to proceed if interested - ASAP May 2011 - NAF Director/State Lead give presentation and webinar to interested schools June 15, 2011 - Letter of Intent needed by at least seven schools to participate in the Year-of-Planning for 2011-2012 The school/district will review online NAF curriculum. Pilot sites conditionally approved and site visits scheduled. School sign NAF YOP Services Agreement School sign Letter of Intent for NAF School sign MOU to the State School organized/identify Planning Team September 15th - Proposals Due September 30th – NAF Acceptance October 1 – October 31st – Halt work due to KDE/NAFcontract issue November 1 – Professional Development - 1st Team Meeting of Academies Planning Team (Teachers, school leaders, district staff and business partners) attend Year-of-Planning work session for Staff Development December 2011 – Contract finalized January 2012- Pilot sites visited by NAF and KDE January 27, 2012 - School completes Academy Readiness Profile and a gap analysis of existing equipment and orders lacking equipment January/February First local advisory board meets February 2012 (NEW Notification to go out to districts/superintendents regarding NAF and how to proceed if interested for NEW 10 Schools) March 2012 – NAF Director/State Lead give presentation to interested schools Spring 2012 – Letter of intent needed by at least 10 new schools to participate in the Year-of-Planning for 2012-2013 April 2012 – 1st Cohort of Sites to have assessment to become an open academy 2012-2013 school year May 2012 – New proposals needed for 10 new schools June 2012 – Schools will get proposals back from NAF to start planning for YOP July/August 2012 – PD for prospective schools and instructors 1st Cohort NAF Academies begin with students – August 2012 – First 9th grade cohort begins October 2012 - PD for schools and instructors

	Fall 2012 - Academies Planning Activities including web-conferences, on-site visits, and development of programmatic deliverables Fall 2012 – Finalize program of study, student recruitment plans and class schedule requirements Fall 2012 – Conduct student recruitment; develop school schedule supportive of academy goals and program integrity. Staff selection and orientation Academy accepts students into 9th grade cohort NAF Academies continue with increments of 10 academies per year through 2014-2015. ***One grade per year is added to academies through graduation and fully academy implementation. ^^^Ongoing site visits and monitoring by state lead
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	(*See CCR and Graduation Trajectory Detail documents for calculations and rationale.*) **CCR Goal** 2012-13: 32 additional students 2013-14: 51 additional students 2014-15: 37 additional students **Total Additional Students: 119** **Graduation goal** 2012-13: 29 additional students 2013-14: 28 additional students 2014-15: 20 additional students **Total Additional Students: 77**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	• school enrollment – fall, annual – CCR & Grad • student enrollment – fall, annual – CCR & Grad • industry certification – annual - CCR • KOSSA – spring, annual - CCR • ACT- annual - CCR • end-of-course – annual – CCR • dual credit/dual enrollment – Grad • # students receiving dual credit who pass ACT benchmarks - Grad • # students enrolled in AP courses - CCR • # students taking AP exam - CCR • # students passing AP exam with a score of 3 or higher – CCR
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	Funding Available: • $6,000 per year membership for the number of schools identified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Principals
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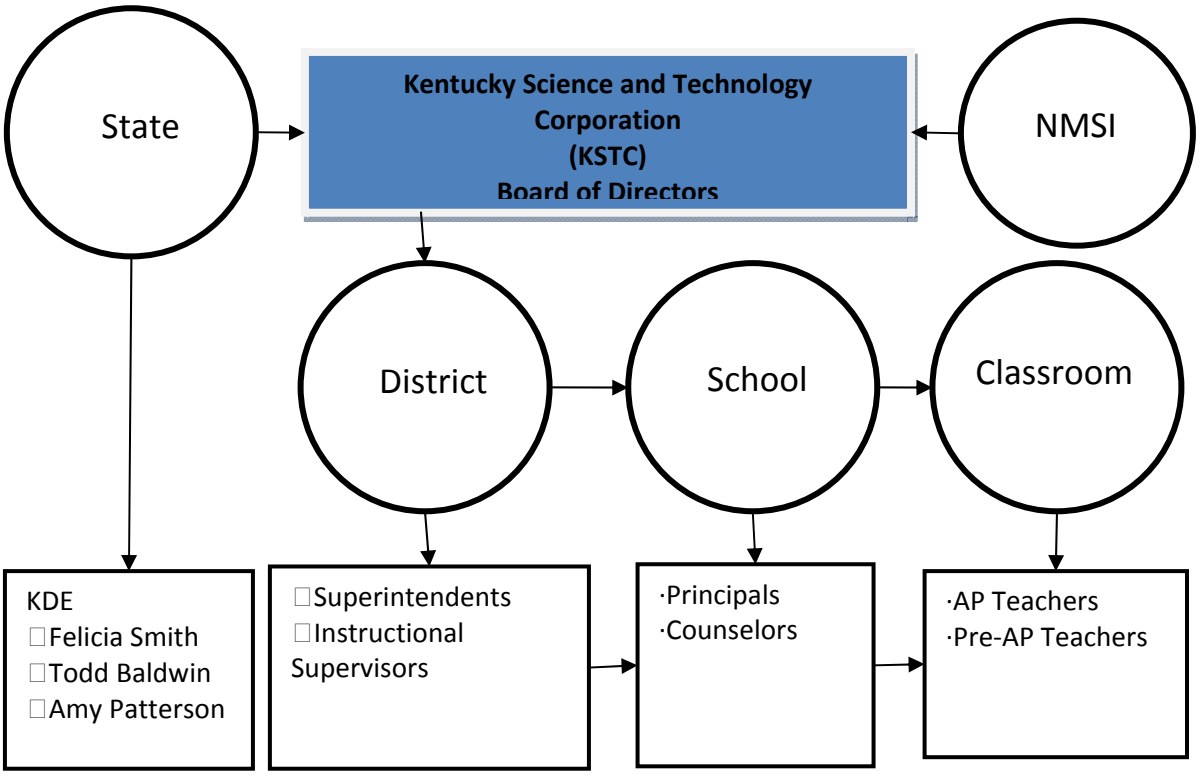
Teachers

Strategy 6.1: Acceleration – AdvanceKentucky	
Description (Theory of Action and brief description)	If Kentucky schools continue to scale up access to Advanced Placement (AP) courses as exemplified by the AdvanceKentucky initiative including recruiting more traditionally underrepresented students, and if schools provide the necessary supports for students and teachers, and if all eligible students take the AP exams, then more students will be exposed to and successful in college-level courses, making them college ready. While Kentucky's dual credit/concurrent enrollment opportunities enable high school students to receive, simultaneously, both high school and college-level course credit, AdvanceKentucky accelerates students through the education system by providing opportunities for all students to attain college credit for qualifying scores on Advanced Placement (AP) exams. The goal is to increase access to and success in rigorous academic teaching and learning by implementing the proven National Math Science Initiative (NMSI) AP open enrollment model in as many schools as possible through AdvanceKentucky. This initiative is on track to provide access to all Kentucky public high schools through an application process over 10 cohorts with 20-25 new schools added annually starring in 2011. Cohort 4 was announced in April 2011 at a KBE meeting. The open enrollment approach is designed to recruit and support student populations traditionally underrepresented in AP, including minorities and students eligible for free/reduced-price meals. The hypothesis for creating an impact on the target indicators is that students who may not otherwise have access to nor be successful in AP courses will achieve readiness through student mentoring and rewards for academic achievement as evidenced by qualifying scores on AP exams.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	• National Math and Science Initiative (NMSI) – provides funding and guidance for implementation of the Elements of Success program. • Kentucky Science and Technology Corporation (KSTC) – partnered with NMSI to implement the Elements of Success program in Kentucky. • LEAs that are part of AdvanceKentucky – receive guidance and funding to increase Advanced Placement participation and success in their schools, especially for traditionally underrepresented students.
Key Milestones or Activities & Detailed Timeline for Implementation	**Expansion Framework:** AdvanceKentucky has designed a 10-cohort timetable for providing access to all interested Kentucky public high schools. At the current pace, at least 50 percent% of these high schools can be involved by 2014. 2008-09: 12 schools 2009-10: 16 additional schools 2010-11: 16 additional schools

	2011-12: 20 additional schools Six additional cohorts of 25 each will provide access to all Kentucky public high schools that wish to apply. **School Application Cycle**: Annual activities start with announcing the new application cycle in April with selected school visits starting in the fall, LOA negotiations in winter and spring, and announcement of new cohort schools in April. <u>Participating Schools</u> For already participating schools: • Student recruitment and AP course scheduling begins in the spring. • Teacher and administrator training occurs in the summer, including Laying The Foundation (LTF) pre-AP training. • Enrollment reporting occurs in September. • Equipment and supplies priorities are purchased in summer/fall. • Fall AP teacher training informed by Instructional Planning Reports on most recent AP exam results and teacher interests/needs. • Student study sessions begin with the new school year and run up to the AP exams. • Teacher mentors/AdvanceKentucky staff work with teachers throughout the school year; vertical team meetings occur throughout the year. • AP exams are ordered in March and taken in May; College Board reports score results beginning in July (available online). • AdvanceKentucky program-wide results announced in September in coordination with KDE. • Incentive payments based on score results are processed for students, teachers and school/administrators by end of November.
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	**CCR Goal** (*See CCR Trajectory Detail documents for calculations and rationale.*) 2010-11: 908 additional students 2011-12: 1,301 additional students 2012-13: 1,531 additional students 2013-14: 1,798 additional students 2014-15: 1,929 additional students **Total Additional Students: 7467**

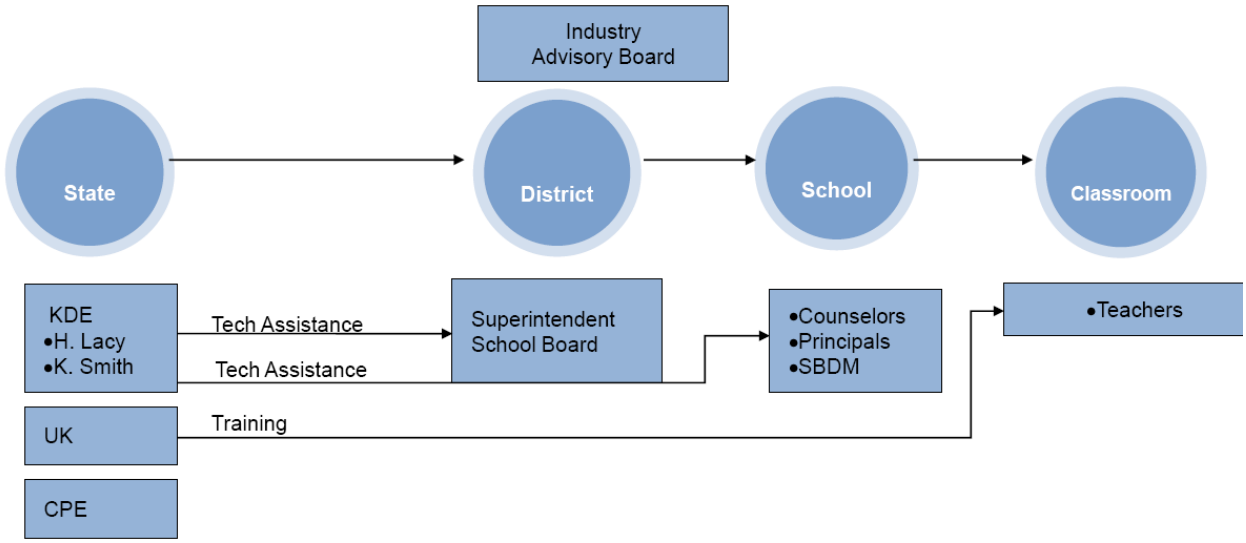
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency)	**Indicators for CCR:**
	Reported by schools each September and updated each spring:
	• tracked by gender, ethnicity and free/reduced status
	  o numbers of students enrolled in AP classes
	  o numbers of students taking AP exams
	  o numbers of students with qualifying scores of 3 or better

(Delivery Chain)	• Numbers of exams and qualifying scores for all AP are reported annually to KDE by the College Board.
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	Funding Available: o AdvanceKentucky, in partnership with KDE, has raised sufficient matching funds from state and federal sources to support the program through 2011-12 school year to bring on four cohorts totaling 64 high schools. This includes both direct program and administrative costs. o $50,000 has been identified annually to implement this work.



Strategy 6.2: Acceleration – Project Lead the Way	
Description (Theory of Action and brief description)	***IF…*** school districts implement/expand PLTW, then students will succeed by meeting CCR benchmarks. ***IF…*** students complete a 4-couse sequence in a PLTW pathway, then they will obtain a skills set where their post-secondary experience will be meaningful and successful. While Kentucky's dual credit/concurrent enrollment opportunities enable high school students to receive, simultaneously, both high school and college-level course credit, Project Lead The Way (PLTW) accelerates students through the education system by providing opportunities to attain articulated college credit through successful completion of PLTW assessments. PLTW is a nationally-recognized middle and high school curriculum that focuses on project- and problem-based contextual learning aimed at cultivating student interest in pursuing careers in engineering and engineering technology. PLTW currently focuses on the development of STEM skills, preparing students for pre-engineering, bio-medical and energy-related postsecondary education. PLTW has been very successful in the 28 schools that have implemented the program: • 80 percent of current high school seniors plan to go to college (the average in Kentucky is 63 percent). • 40 percent of former PLTW participants are studying engineering in college. • Across all demographic groups, PLTW students are more likely to go into STEM majors in college than other students. The success rate of the program supports the hypothesis that expansion of the program will have an impact on the number of students college- and career-ready.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	Industry/Businesses(advise state and school districts; work with students on projects) Colleges/Universities
Key Milestones or Activities & Detailed Timeline for Implementation	Funding – comes biannually and annually depending upon sources. June-July • Provide teacher training – UK. • July 1 • July 1 - position funding with KDE and PLTW grants • July • Write RFA grant applications. • Roll out grants. • August • Roll in grants and scan. • August-April • Annually visit schools to certify. • September-December • Honor grants and provide technical assistance.

	October-November • Provide administrative training – UK. • Attend annual PLTW Summit. • quarterly required reports from districts
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	**CCR Goal** (*See CCR Trajectory Detail documents for calculations and rationale.*) 2010-11: 450 additional students 2011-12: 162 additional students 2012-13: 63 additional students 2013-14: 90 additional students 2014-15: 45 additional students **Total Additional Students: 810**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	• program quarterly reports • annual report on KOSSA/ACT (KDE) • annual report on end of course assessments (PLTW) • annual report on end of program assessments (PLTW) • annual enrollment in related postsecondary programs (CPE) • annual demographic student data from TEDS (KDE) • annual student enrollment in PLTW courses (KDE/Infinite Campus) • annual report on CCR measures (KDE)
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	Funding Available: • Three sources of funds are used to scale PLTW. They include $650,000 each biennium from CPE, with $50,000 going to UK; $600,000 each biennium from the General Assembly for the Energy Engineering Technology Career Pathway; and, from the commissioner of education, $600,000 each year. Funding Needed: • Expanding PLTW to all of Kentucky's middle and high schools by 2020 and maintaining the program across the state would cost an estimated $5 million annually. This includes start-up costs and professional development funds. Personnel Needed: • KDE: engineering state lead identified to be hired.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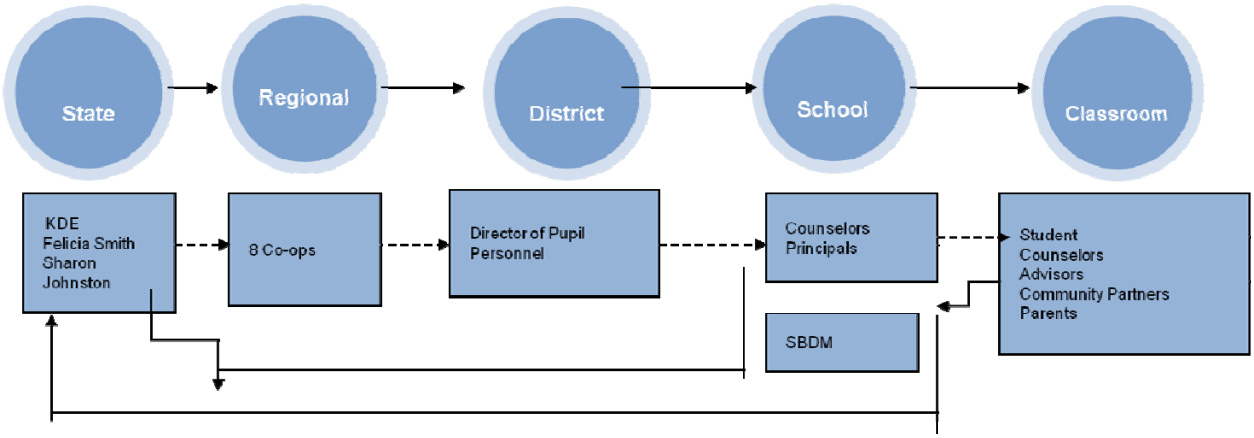
Classroom
KDE
•H. Lacy
•K. Smith
Tech Assistance
Tech Assistance
Superintendent
School Board
•Counselors
•Principals
•SBDM
•Teachers
UK
Training
CPE

Strategy 7: Academic & Career Advising	
Description (Theory of Action and brief description)	If schools/districts have access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Learning Plan (ILP), and if all middle and high schools implement a system of advising with fidelity(monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students), then students in grades 6-12 will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school. Students need to have a sense of safety and belonging in order to be successful and reach their full potential. If basic needs aren't being met, academics, work, planning for the future and self-actualization are at the bottom of the priority list, especially if a student does not have a caring adult with whom to connect. Students in middle and high school, especially, can "feel insignificant, unknown or even lost" (Schanfield, 2010), which can greatly affect the students' ability to experience successes. In order for all secondary students to receive the support and guidance they need to make sound decisions regarding life after high school, KDE will create a system of academic and career advising based on national and state standards. Current research on advising /mentoring programs has shown that a well-developed, comprehensive program also can serve to reduce dropout rates, raise graduation rates and help pave the way for students to seek postsecondary pursuits after high school (Schanfield, 2010; Hodges, 2010). The Individual Learning Plan (ILP) provides a framework, and full implementation will result in more students graduating ready to pursue their goals. The hypothesis for impacting the target indicator is that as schools and districts support students in their decision-making and preparation for future goals, students will have greater access to those pathways that will enable them to be both college- and career-ready.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	• Stakeholders include students, parents, schools, postsecondary institutions and both local and national employers. • Educational cooperatives convene counselor meetings during which counselors receive training on the toolkit. Counselors will train staff and community volunteers. • Students, parents and schools are engaged through the emphasis on preparing all graduates for life after high school through the ILP monthly newsletter; quarterly television, radio and newspaper exposure through the KNOWHOW2GO campaign; and by bi-monthly updates to stakeholders to be communicated through established channels.

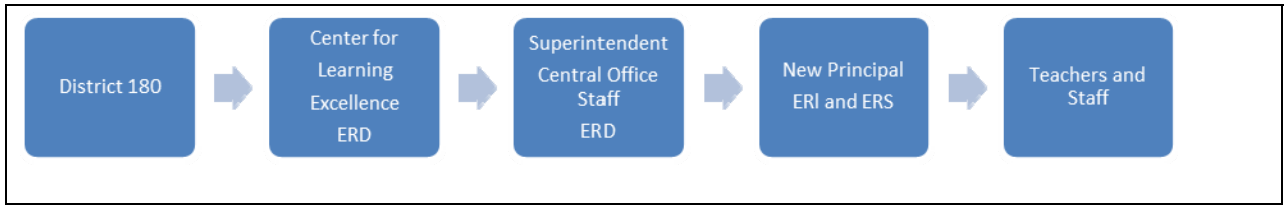
Key Milestones or Activities & Detailed Timeline for Implementation	February 2011 • Increase school staff awareness and engagement in the ILP. • Online professional development for content teachers starts 2/9/2011 and ends 3/30/2011. March 2011 • Advising Toolkit • routing for KDE approval March 1, 2011 • available to all schools via the KDE website • Advising Focus Group meets March 23, 2011. May 2011 • Operation Preparation Steering Committee is formed and meets. June 2011 • Steering committee meets to begin work on Operation Preparation Toolkit components. • Communications team begins work on logo and communications plan. July 2011 • Letter sent to districts from Workforce Investment Commissioner Beth Brinly and Education Commissioner Terry Holliday announcing Operation Preparation. October 2011 • Advising Week Toolkit complete and available on the KDE website. November/December 2011 • Cooperatives host counselor meetings for "Train the Trainer" sessions on the Operation Preparation toolkit. January 2012 • Districts provide training to volunteers for Operation Preparation. March 2012 • Operation Preparation deployed: 100,000 +/- students in grades 8 and 10 receive college and career advising from community volunteers. Advising is aligned with each student's ILP and EXPLORE/PLAN scores. April 2012 • Begin development of Models for Systems of Advising and parallel PD plan. • ILP Curriculum Alignment Toolkit developed (complete by June 2012). August 2012 • Implement statewide PD plan for Models for Systems of Advising and Advising Toolkit or sustainability and to build capacity.
Annual Impact on Indicators *(trajectory)* *How many additional students will be impacted by strategy each year?*	**College & Career Readiness** (*See CCR Trajectory Detail documents for calculations and rationale.*) 2011-12: 149 additional students 2012-13: 480 additional students 2013-14: 1,536 additional students 2014-15: 1,901 additional students **Total Additional Students: 4,066**
Evidence and Leading Indicators or Sub-Indicators	• feedback loop from local P16 for Operation Preparation • Monitor ILP statistics to determine increased usage by students and

to be Tracked (including frequency) ***(Delivery Chain)***	parents: • 2011-12 school year page views/ log-ins for students in grades 8 and 10 as compared to 2010-12 school year • 2011-12 parent reviews for students in grades 8 and 10 as compared to 2010-11 school year • Monitoring of the ILP student survey currently required for completion at the end of each year.
Resources and support Available to Deliver on this Plan ***(Delivery Chain)***	Funding Available: • $ 365,000 to provide the ILP to all secondary students Funding Needed: • $ 2,000 annual cost to provide PD to eight co-ops twice per year (mileage/hotel/meals for one consultant) in order to ensure sustainability of comprehensive advising for all secondary students and Operation Preparation every spring



Strategy 8: District 180	
Description (Theory of Action and brief description)	The Office of District 180 provides educational recovery services that focus on the schools and districts identified for school improvement. The hypothesis for creating an impact on the target indicator is that providing supports and raising expectations for students in the lowest-achieving schools will result in more of these students graduating and being ready for college and careers.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	• persistently low-achieving (PLA) schools (as defined in KRS 160.346 and Federal Title I, Section 1003(g) language • school districts that contain the PLA schools
Key Milestones or Activities & Detailed Timeline for Implementation	**Annually:** • Identify schools/districts for educational recovery. • Perform Leadership Assessments. • Provide state support to identified education recovery districts and schools. • Provide support/services for school improvement planning. • Provide annual communication. **Seasonal** Winter • School Improvement Grant (SIG) application due. Spring • School Improvement Grant (SIG) application approved. Summer • Education Recovery Staff training and certifications
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	(*See CCR and Graduation Trajectory Detail documents for calculations and rationale.*) **College & Career Readiness Goal** 2010-11: 66 additional students 2011-12: 150 additional students 2012-13: 380 additional students 2013-14: 488 additional students 2014-15: 573 additional students **Total Additional Students: 1,658** **Graduation Goal** 2010-11: 98 additional students 2011-12: 176 additional students 2012-13: 289 additional students 2013-14: 341 additional students 2014-15: 312 additional students **Total Additional Students: 1,215**
Evidence and Leading Indicators or Sub-Indicators to be Tracked	• progress towards school established achievement targets using interim benchmark assessments (i.e. MAP, ThinkLink). • Each school is required to provide quarterly updates on progress towards annual goals.

(including frequency) ***(Delivery Chain)***	• graduation rate • CCR rate • Gap Reduction
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	Funding Available: • $450,000 Funding Needed: • $ 4 million Funding for Educational Recovery Specialists must come from school district use of School Improvement Grant funds. Personnel Available: • 3 Educational Recovery Directors • 10 Educational Recovery Leaders • 20 Educational Recovery Specialists Personnel Needed: • 24 new Educational Recovery Specialists per year

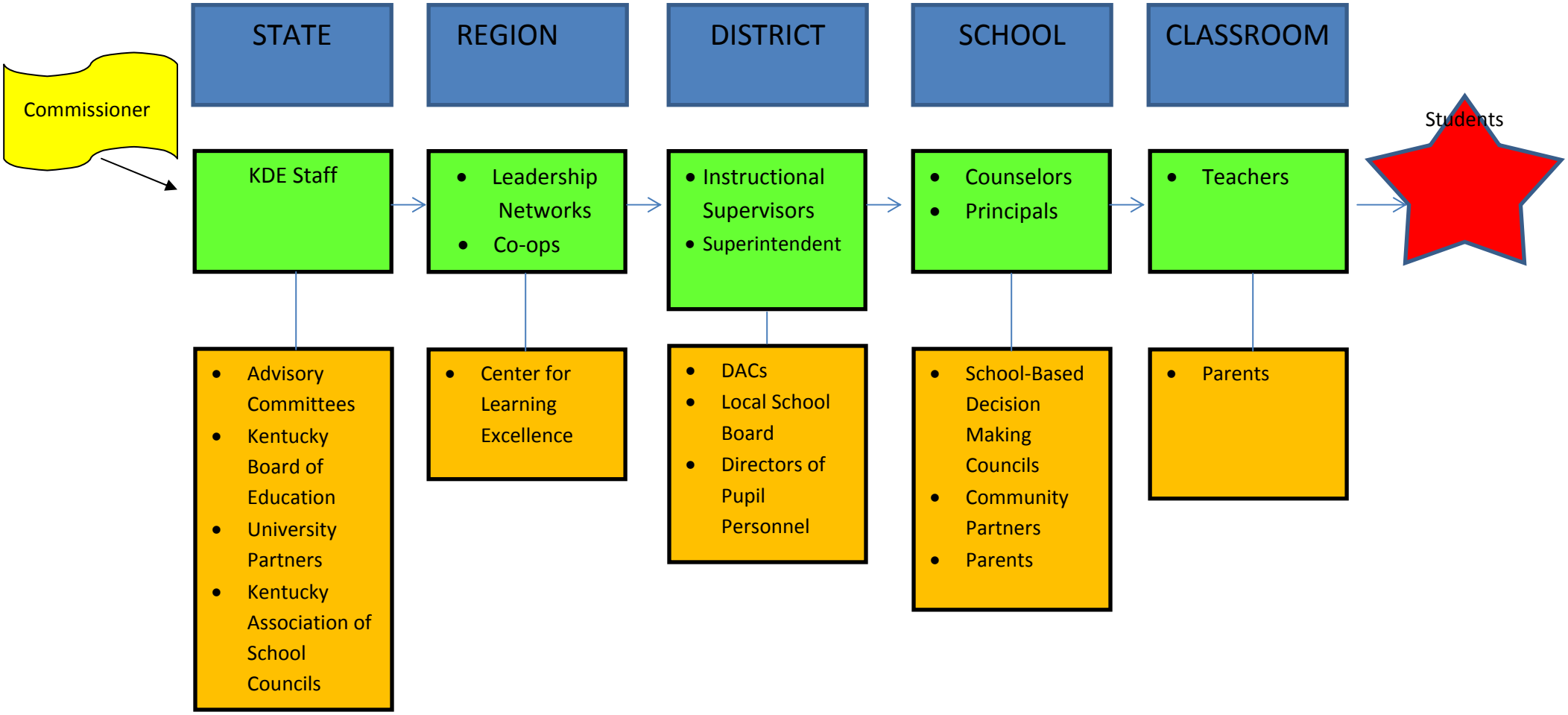


Strategy 9: Pathways to Student Success	
Description (Theory of Action and brief description)	If schools/district will implement innovative, alternate instructional pathways that allow for greater student success for those students who need an environment that is different from the traditional classroom, and if schools/districts will incorporate a more personalized approach to every students instructional program, then more students will be engaged in learning and more students will be successful in achieving college and career readiness goals and will graduate from high school ready to enter college in credit-bearing courses. Innovative Pathways to Student Success is defined as activities for students assigned to alternative campuses, centers or classrooms designed to remediate academic performance, improve behavior and/or provide an enhanced learning experience. Typically, alternative programing is designed to meet the needs of students that cannot be addressed in a traditional classroom setting. Early college is an example of an innovative pathway to graduation. Early colleges are focused on improving postsecondary opportunities for students by providing them the chance to exit high school with a diploma and a substantial amount of college credit. Early colleges are primarily focused on serving students at risk of dropping out or students who may be first-in-family college-goers or English language learners. For this reason, early colleges have the potential for improving the college and career readiness rate.
Stakeholders *Who are the relevant stakeholders and how will they be engaged?*	KDE, higher education partners and six initial Early College Planning Sites
Key Milestones or Activities & Detailed Timeline for Implementation	Six identified pilot districts will be designing and planning their early college programs in 2011-12. Full implementation will occur in 2012-13. Winter 2011 • Six pilot sites identified and awarded $100,000 planning grants. Spring & Fall 2011 • Districts design implementation plan for early college programs. • Draft and present regulation to the Kentucky Board of Education for first read. (August 2011) • Stakeholder input on regulation and begin drafting guidance. (August-September 2011) • Revise and present regulation to the Kentucky Board of Education for final approval and continue drafting guidance. (October 2011) Winter 2011 • Innovative Pathways to Graduation regulation public review and legislative review occurs.

	Spring 2012 • Initial implementation activities begin, including first coursework and orientation for students. • Complete guidance and professional development to support regulation implementation. Fall 2012 • First cadre of students participates full-time in Early College Program. • Full implementation of regulation and guidance occurs.
Annual Impact on Indicators ***(trajectory)*** *How many additional students will be impacted by strategy each year?*	(*See CCR and Graduation Trajectory Detail documents for calculations and rationale.*) **College & Career Readiness Goal** 2012-13: 34 additional students 2013-14: 30 additional students 2014-15: 30 additional students **Total Additional Students: 94** **Graduation Goal** 2012-13: 25 additional students 2013-14: 17 additional students 2014-15: 12 additional students **Total Additional Students: 54**
Evidence and Leading Indicators or Sub-Indicators to be Tracked (including frequency) ***(Delivery Chain)***	**Indicators for CCR & Graduation** To be collected annually: • # of students entering EC programs • # of students entering EC programs not CCR • # of students exiting EC programs CCR • change in dropout and grad rates
Resources and Support Available to Deliver on this Plan ***(Delivery Chain)***	Funding Available: • $600,000 for six planning grants Funding Needed: • $300,000 annually per site to sustain program Personnel Available: • director of Division of Community and Partner Engagement (David Cook)

Delivery Chain

The delivery chain below indicates the people (and organizations) that are responsible for implementing the strategies above. Those in green have primary responsibility, while those in yellow have influence on how the strategies are implemented.



Significant Obstacles and Risk Management

Feedback from internal and external stakeholders indicates the following significant and primary obstacles and risks to successful delivery and the efforts to mitigate these risks.

	RISK	MITIGATION
Complexity	The messages surrounding the roll-out and implementation of strategies may tend to be inconsistent. Fidelity of implementation is associated with a lack of mandates.	The state needs to ensure a common message across the agency related to the delivery of these strategies. This should be ongoing and roll out to districts at both the district and building levels. Reporting and feedback from surveys is critical, and while KDE may not be able to mandate all reporting related to strategies not associated with statute, the agency should employ the power of social pressure and PR to reward those schools and districts utilizing multiple strategies effectively.
Funding Flows	Training Costs State funding to keep pace with each strategy has not been fully identified and may limit the pace of expansion. Funding cliff awaits as state dollars have been zeroed out and federal School Improvement Grant dollars are uncertain.	Budget for Training Must look for potential alternative funding sources (i.e. grants, repurpose of existing funds).
Feedback Loops	Multiple connections are needed within the feedback loop – from KDE to classroom to KDE.	Ensure each strategy has identified specific reporting / communication tools and protocols – defined process.
Choke-Points	Trickle-Down Training Instructional supervisors are overloaded and are identified within many delivery chains. Identify and maintain information on school-level contacts. There is limited KDE-level staff to support districts.	Electronic Training Include instructional supervisors in training and guidance communication. Utilize co-ops for data and collect data through school-level contacts. Cross-train KDE staff and share knowledge.

Additional Initiatives Supporting the Work

While the above strategies are those currently identified within the Unified College and Career Readiness Plan as either high-yield or as models of system change representative of KDE's vision for College and Career Readiness, the work of the Unified Plan itself represents a broader system of reform. Additional work supporting this delivery unit includes the following:

Strengthening the development and support of Kentucky's academic core to ensure rigorous and relevant standards so that students are challenged while receiving the supports necessary to remain on-target to graduate college- and career-ready:

- continued development and adoption of *Kentucky Core Academic Standards* in all content areas
- development and dissemination of a model curriculum framework
- continued development of a Kentucky Numeracy Initiative
- development and implementation of SREB math integrated course (informatics)
- aligning Perkins work for the purpose of elevating career readiness

Strengthening school readiness/ready schools in Kentucky to ensure students begin their academic careers focused and on-target:

- adoption and dissemination of a school readiness definition with the Early Childhood Development Authority, KBE, Great by 8 regional teams, partners and community
- identifying and disseminating features of, and best practices for, ready schools to districts, early childhood partners, higher education, policy makers and other stakeholders
- continued alignment of revised early childhood standards
- implementation of Kentucky's recommended kindergarten/school readiness assessment/screener tools