	Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)				
Due by July 1, 2024:					
1.	Plea a. b.	courses for math pathways into degree program the list of the group members that will lead this	ed on campus to create and approve gateway math ns (during AY 2025); and	20 Points (a = 10 pts) (b = 10 pts)	
	a.	Process & Estimated Timing			
Ins	ert te	xt here			
	b.	List of Group Members			
Na	me		Title		
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2. Please detail your institution's commitment to im	plementing corequisite math support developmental	20 Points
a. the process and estimated timing that is required	education, including a. the process and estimated timing that is required on campus to create and approve corequisite math	
support developmental education (during AY 2)	support developmental education (during AY 2025); and	
b. the list of the group members that will lead thisa. Process & Estimated Timing	work on campus.	(b = 10 pts)
Insert text here		
insert text here		
b. List of Group Members		
Name	Title	
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3. Please detail your institution's commitment to implementing corequisite English support		
developmental education, including (it's underst		
English)	(a = 10 pts)	
	a. the process and estimated timing that is required on campus to create and approve corequisite English	
support developmental education (during AY 2025); and		(b = 10 pts)
b. the list of the group members that will lead this	s work on campus.	
a. Process & Estimated Timing		
Insert text here		
b. List of Group Members		
Name	Title	
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4. Please detail your institution's commitment to fa	aculty and staff participation in KBOR sponsored-	20 Points
professional development, including:		
a. lists of individuals broken down by who will p		(a = 10 pts)
	ort developmental education (including math and	
English faculty, advisors, and instituti	ional research staff);	
 Math Pathways (including faculty and second s	nd advisors);	
 Course Placement Measures for gat 	teway and corequisite math and English courses	
	advisors, institutional research staff, and testing center	
personnel); and		(b = 10 pts)
	unable to attend professional development meeting(s)	
and/or webinar(s) for		
• English & math corequisite support d	evelopmental education.	
• Math Pathways; and		
• Course Placement Measures		
	de video recordings and professional development	
documentation, etc.).		
	nent (English & math corequisite support developmental e	ducation - include
math and English faculty, advisors, and institut		ducution merude
muti una Englisti fuculty, advisors, and institut		
Name	Title	

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)		
Name	Title	

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List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel) Title Name

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Insert text here

5.	Please provide a link to all <u>academic degree maps</u> effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
Ins	ert text here	