

**KY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



November 10, 2022 – 10:00 AM ET

Virtual meeting: <https://cpe-ky-gov.zoom.us/j/89129396618>

**Indicates action item*

I.	Call to Order & Roll Call	
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	<i>Next ASI Committee Meeting: January 24, 2023 @ 10am (virtual meeting)</i>	

DRAFT MINUTES
Council on Postsecondary Education

Type: Academic & Strategic Initiatives Committee
Date: September 13, 2022
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Tuesday, September 13, 2022, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar.

Committee Chair Lori Harper presided.

ATTENDANCE

All members in attendance: Kellie Ellis (joined at 10:45 a.m.) Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, and Kevin Weaver.

Student Council member, Garrison Reed, also attended the meeting as a non-voting member.

Heather Faesy, CPE's Senior Associate for Board Relations, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the June 7, 2022, meeting were approved as distributed.

PROPOSED NEW ACADEMIC PROGRAMS

Dr. Melissa Bell, CPE's Vice President of Academic Affairs and Student Success, introduced two new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff reviewed the proposed programs and recommended approval.

Management Information Systems (B.S.) - CIP 11.0103 – Eastern Kentucky University

Presented by: Dr. Jennifer Wies, Associate Provost and Professor of Anthropology

- The 120-credit hour program will replace the current Bachelor of Business Administration degree in Computer Information Systems and will prepare students for numerous careers such as project managers, business analysts, and database engineers.

Manufacturing Engineering (B.S.) - CIP 14.3601 – Eastern Kentucky University

Presented by: Dr. Jennifer Wies, Associate Provost and Professor of Anthropology

- The 120-credit hour program will be ECU's first engineering program and will complement its existing programs in science, technology, and mathematics. In order to graduate, students will be required to pass the Fundamentals of Engineering exam which should aid in ensuring success after graduating.

MOTION: Mr. Nelson moved the Committee approve the two proposed programs from Eastern Kentucky University and recommend approval by the full Council at its September 19, 2022, meeting. Mr. Mentzer seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC PROGRAMS APPROVED AT KCTCS

Dr. Bell presented two programs approved at KCTCS institutions from June to September 2022. These programs do not require Council approval due to the KRS 164.020(15) requirement to expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. The programs approved were:

Ashland Community and Technical College

- AAS, Medical Assisting (CIP 51.0801) - Students will be trained to work in administrative offices, examining rooms and physicians' laboratories. The primary clinical site for students will be King's Daughters Medical Center, located in Ashland, KY.
- AAS, Radiography (CIP 51.0911) - This program prepares students to become radiographers. The primary clinical site for students will be King's Daughters Medical Center, located in Ashland, KY.

KENTUCKY'S ADULT LEARNER AGENDA

Ms. Lee Nimocks, CPE's Sr. Vice President and Chief of Staff, and Ms. Amanda Johannsen, CPE's Associate Director, Postsecondary Completion & Adult Learning Initiatives, presented the highlights of Kentucky's 2022 Adult Learner Agenda. The agenda is the result of a year-long Attainment Academy that sought to develop strategies to engage/reengage Kentucky adults in the workforce through accessible, high quality, high value postsecondary programs; establish a common vision and set of objectives with state partners to guide the work; and build a common understanding of current "assets" in Kentucky supporting adult learners and build on those in future work. Strategies established through the effort focused on accessibility, institutional change, and partnerships.

HEALTHCARE WORKFORCE COLLABORATIVE UPDATE

Mr. Rick Smith, Associate Vice President of Workforce and Economic Development, and Dr. Leslie Sizemore, Senior Fellow, provided an update on the work for the Healthcare Workforce Collaborative (HWC). The HWC is a \$10 million initiative funded by the legislature to bring together state leaders, policy experts, campus leadership and the health care industry to solve Kentucky's health care crisis. It is made up of CPE staff, policy experts, state leaders and representatives from the campuses and health care industry. To gauge the initiative's success, each year the Council will provide a comprehensive report to state leaders by Dec. 1 each year. The fund, in the future, may receive additional state appropriations, grants, gifts, federal funds or any other public or private funds.

2022-24 ACTION PLAN FOR THE STATEWIDE STRATEGIC AGENDA

Ms. Lee Nimocks provided a review of CPE's 2022-24 implementation/action plan in relation to the statewide strategic agenda. Each objective and strategy has a number of actions to drive progress, and staff will provide updates on those actions periodically.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 10:55 a.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: Staff recommends the Committee approve the proposed New Academic Program from Murray State University and recommend approval to the full Council at its November 18, 2022, meeting.

PRESENTER: Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

PROGRAMS PROPOSED FOR APPROVAL

Murray State University

- M.S., Wildlife and Conservation Biology (CIP 03.0601)

PROPOSED PROGRAM SUMMARY

Institution: Murray State University
Program Name: Wildlife and Conservation Biology
Degree Destination: Master of Science

CIP Code: 03.0601

Credit Hours: 30

Institutional Board Approval Date: 6/03/2022

Implementation Date: 1/05/2023

Program Description

Murray State University proposes to offer a Master of Science degree in Wildlife and Conservation Biology. The program will prepare students to assume an active career in the wildlife and conservation biology field or to pursue further graduate studies in wildlife and conservation biology. The proposed program's curriculum equips students with the fundamental concepts related to wildlife and conservation biology; helps them develop skills in communication, ethical decision-making, and leadership in the field; and provides the opportunity for students to use their skills in real world applications of conservation related issues. The proposed program builds on the university's existing B.S. in Wildlife and Conservation Biology.

Connection to Other Programs

This will be the first M.S. in Wildlife and Conservation Biology in the state.

Student Demand

Currently at Murray State, students who want to pursue advanced studies in Wildlife and Conservation Biology enroll in the M.S. in Biology program and tailor their elective courses toward their interests in wildlife and conservation. However, many organizations use a point system when hiring for wildlife and conservation positions. Candidates with degrees specific to Wildlife and Conservation Biology earn more points than candidates with more generalized Biology degrees. In addition, many organizations require candidates to have completed the coursework needed to meet the educational requirements of the Associate Wildlife Biologist professional certification of The Wildlife Society. The proposed degree program will meet the education requirements for this professional certification.

Additionally, Murray State reported that they have lost potential students because students interested in a career in this field did not want to pursue a more general biology degree. Graduates from Murray State's B.S. in Wildlife and Conservation Biology leave the institution to attend other universities with master's degree programs more specific to wildlife and conservation biology. By having a specific M.S. in Wildlife and Conservation Biology available at Murray State, the institution expects to recruit students within their existing B.S. in Wildlife and Conservation Biology program as well as from other institutions into this new degree program.

Initial estimates of enrollment are:

Year 1 – 5

Year 2 – 8

Year 3 – 10

Year 4 – 10

Year 5 – 10

Employment Demand

A Master of Science degree in Wildlife and Conservation Biology degree will make students more marketable for higher level wildlife biologist (regional mean annual pay: \$66,436) and conservation scientist (regional mean annual pay: \$67,138) jobs than a B.S. degree alone would. Additionally, this degree is estimated to increase their mean annual pay at the regional level by approximately \$25,000 to \$28,000.

Budget

This program does not require additional faculty lines, and all the coursework is already in place. The limited, new expenses come from estimated faculty professional conference costs. Projected revenue is the tuition of the projected number of enrolled students for the first five years.

Projected Revenue over Next Five Years (\$): \$384,348.00

Projected Expenses over Next Five Years (\$): \$11,000.00

TITLE: Cultural Competency Credential Certification Request - WKU

DESCRIPTION: Staff recommends that the Committee approve Western Kentucky University's Application for Kentucky Cultural Competency Credential Certification.

PRESENTER: Dawn Offutt, CPE's Executive Director for Diversity, Equity, and Inclusion

PROPOSAL FOR APPROVAL

On July 19, 2021, Western Kentucky University submitted its second application for certification, which has a focus on staff. The Cultural Competence Advisory Council approved it to go before the ASI Committee on October 25, 2022.

Per the Kentucky Cultural Competency Credential Certification Process, the ASI Committee's approval serves as final; it is not required to go before the full Council for approval at its next meeting.

BACKGROUND INFORMATION & APPROVAL PROCESS

The Kentucky Cultural Competency Credential Certification Process certifies a micro-credential in cultural competence for institutions who recognize the benefits of a culturally competent campus, want to increase the effectiveness of their faculty and staff in relating across cultural differences and want to prepare students for life in increasingly diverse domestic and international environments.

An institution may submit a proposal that aligns with the A4 Model for Cultural Competence and describe how participants will demonstrate the competencies in the framework in order to receive approval. The proposal must include a number of components including an overview of the program, its target audience, implementation method and timeline, and tasks and assessments required for completion. It must also address budget implications and resources needed to implement the programs.

Upon receiving a complete proposal, the Cultural Competency Advisory Council, consisting of faculty and staff representatives from Kentucky's two- and four-year public institutions, review the proposal materials and provide feedback on compliance with the standards and requirements. Once the advisory council determines that a program meets the outlined requirements, CPE staff will bring the proposal to the Academic and Strategic Initiatives Committee (ASI) to take action at its next regularly scheduled meeting.

Western Kentucky University (WKU)

Proposal for the Kentucky Cultural Competency Credential Certification

Contacts & Contributors

Dr. Monica Burke, *Professor in the Department of Counseling and Student Affairs & Provost's Fellow for Diversity, Equity and Inclusion*

Ms. Cierra Waller, *Assistant Director, The Center for Innovative Teaching & Learning*

Dr. Molly Kerby, *Assistant Provost for Institutional Effectiveness & Co-Chief Diversity Officer*

Mr. Michael P. Crowe, Jr. *Director of The Office of Student Conduct & Co-Chief Diversity Officer*

Implementation Date: January 2023

Program Overview

The WKU Staff Cultural Competence Certificate, an initiative of the “One WKU” campaign, is a four-month professional development opportunity for all staff. A maximum of 20 staff will be selected for each cohort via an application process each semester. The certificate course will launch its inaugural cohort in January 2023.

The certificate course for staff was created to fulfill four interrelated functions:

- To introduce and/or deepen participants' knowledge of diversity, equity, and inclusion in higher education.
- To offer a collegial space for participants to reflect on their current thoughts and practices.
- To grow the community of practitioners focused on inclusivity.
- The course is designed to develop advocates rather than experts. The course's facilitator(s) and its architect do not assume the role of authority on DEI issues and do not seek to train participants to become experts. Rather, the goal is to cultivate a mindset of continuous growth through praxis and reflection as a way to foster DEI advocacy at WKU.

Course's Outcomes

Through participation in the course, participants will be able to more effectively:

- Identify strategies to enhance their cultural competence and skills to communicate across differences.

- Identify avenues to promote a sense of belonging in the campus environment for underrepresented/marginalized students.
- Describe the impact of our personal foundations, which encompasses the role of our identity development—personal, social, and cultural.
- Explain identities and potential experiences of marginalized and underrepresented college students and ways that students from various social and cultural backgrounds can experience departments.
- Recognize the role learned beliefs, worldviews, culture, biases, assumptions, and socialization in our lives and how they can influence and manifest in professional practices.
- Discuss the need to use an equity lens to examine, and if necessary, challenge and/or change institutional practices that may present barriers to marginalized groups.
- Evaluate group dynamics and the skills required for managing diversity, such as intercultural communication and cross-cultural competency.
- Identify ways to infuse principles of diversity, equity, and inclusion into facets (e.g., programming, services, and advising/helping) of functional areas of the campus community.
- List various approaches into their professional practice that consider the diverse needs and backgrounds of all students to create an environment where all students feel valued and have equal access

Implementation Method and Timeline

The course is a four-month program in which staff will complete a study online content, complete assignments, and meet once a month to reflect, and discuss concepts as well as how to implement key principles of cultural competence and diversity management to work effectively with students and colleagues. In general, the purpose of these modules is to provide a framework of understanding so that participants can continue learning and growing beyond the module and eventually, develop greater understanding and effectiveness to recognize, listen, educate yourself, adapt where needed, and act. On average, staff will spend approximately two to three (2-3) hours reviewing and completing activities in each module and approximately two (2) hours in each face-to-face meeting each month. It is anticipated that staff will spend approximately 36 hours completing the course.

The course’s curriculum is composed of one foundational module and four key content modules:

- **Module 1:** Foundational Concepts
- **Module 2:** Knowing Yourself
- **Module 3:** Working with Students
- **Module 4:** Working with Colleagues/Peers
- **Module 5:** Building Cultural Competence and Basic Helping Skills

Each module will continue for a month and will be broken up into three weekly sessions that will allow for an overview, discussion, and reflection of each topic. Sessions will be conducted asynchronously and face-to-face. All resources will be provided to the participants in an online format.

Course Outline and Alignment with the A4 Model

The first two modules focus on concepts related to diversity, equity, and inclusion as well as awareness, knowledge, and skills and are designed to build upon the latter modules. The next two modules build on the first two, focusing on working with historically underrepresented/marginalized students and colleagues. The final module includes content related building cultural competence and basic helping skills that can facilitate the process of group dynamics and advocacy. The A4 model components are reinforced throughout the program.

Module 1: Foundational Concepts

Competencies addressed: Awareness (A1)

The primary goal for this module is:

- Defining and differentiating the terms diversity, equity, and inclusion.

This module provides a foundation for the remainder of the modules through the definition of primary terms. Gaining a more comprehensive understanding of these concepts and terms can aid in the establishment and/or enhancement of strategic goals, programs, practices, policies, and interpersonal relationships.

Module 2: Knowing Yourself

Competencies addressed: Awareness (A1) and Acknowledgment (A2)

The goals for this module include:

- Examining and articulating the impact of assumptions that underlie professional practice.
- Recognizing how the staff's culture shapes expectations of and interactions with students and colleagues.
- Exploring concepts and barriers that can influence underrepresented/marginalized individuals.
- Articulating the role identity plays in who we are, expectations, thoughts, actions, and practice.
- Exploring self-awareness through self-reflection.

As a result of meeting these goals, the participants will be able to understand concepts related to diversity, equity, and inclusion and how they interact with identity development as well as professional practice. Increased self-awareness involves a more accurate understanding of our emotional processes and behaviors affect us as well as those around us. Development of effective staff depends on their willingness to regularly ask which of behaviors, thoughts, and actions are helping or hindering professional growth. If staff engage in conscious, ongoing efforts to increase their self-awareness and explore evidenced strategies, they will likely enhance their effectiveness in working in a diverse environment.

Module 3: Working with Students

Competencies addressed: Acknowledgment (A2) and Action (A4)

The goals of this module include:

- Exploring the obstacles that impede underrepresented/marginalized students from reaching their full potential at many higher education institutions, particularly predominantly white institutions.
- Considering the role of institutional culture and campus ecology in the recruitment and retention of all students — especially underrepresented/marginalized students.
- Acknowledging the role a sense of belonging plays in the matriculation of underrepresented/marginalized students.
- Articulating the core competencies for working with underrepresented/marginalized students.

This module's focus is on supporting the matriculation and persistence of underrepresented/marginalized students, starting with a discussion about the identity development of marginalized students on a college campus. In addition, campus ecology and a sense of belonging are discussed as these two concepts are related to student success and are particularly salient for underrepresented/marginalized students on a predominantly white campus. Furthermore, the participants will engage in a simulated case study that will allow them to identify how their personal assumptions, beliefs, biases, and worldviews can impact their professional role in working with students. Self-reflection about how one's identities impact students and vice versa can assist participants in evaluating their approaches.

Module 4: Working with Colleagues/Peers

Competencies addressed: Acknowledgment (A2); Acceptance (A3); and Action (A4)

The goals of this module include:

- Acknowledging that diversity is enmeshed in the workplace environment.
- Identifying potential barriers and challenges of colleagues whose identities are underrepresented/marginalized in the workplace.
- Examining the relevance and impact of intercultural communication
- Outlining strategies that could lead toward effective diversity management.

This module focuses on the dimensions of diversity— individually and organizationally— and how understand how they affect performance, motivation, success, and interactions with others. Participants will examine facets of inclusive group dynamics as well as an inclusive climate and how these can impact our self-esteem, self-worth, sense of belonging, momentum, and motivation. The participants will discuss effective leadership in a group that efforts that include promoting and instituting a culture of continuous learning and improvement; being visible in promoting and supporting diversity, equity, and inclusion; and being intentional about implementing strategic actions related to diversity, equity, and inclusion. In addition, the participants will explore how to be deliberate in their process and outcomes from a perspective that highlights how practices hold the potential to shift power toward inclusion and equity.

Module 5: Building Cultural Competence and Basic Helping Skills

Competencies addressed: Awareness (A1); Acknowledgment (A2); Acceptance (A3); Action (A4)

The goals of this module include:

- Examining the concepts associated with cultural competence.
- Exploring facets of basic helping skills as an avenue to assist a higher education professional in using knowledge and skills related to diversity, equity, and inclusion.

By the end of the final module, the academy participant will have examined the concepts associated with cultural competence— awareness, knowledge, and skills. Staff can develop cultural competency skills to enhance their ability to practice effective communication in intercultural situations and understand people across cultures, including similarities and differences as well as the associated tensions, similarities, and complexities. They can examine how to purposely develop their cultural competence in a way that acknowledges and respects the students they assist and the people with whom they work. Participants will also explore how to use basic helping skills, verbal and nonverbal, to enhance their communication with students and colleagues and enable them to effectively build rapport and engage with them. The participants will discuss how these core conditions can be used to work more effectively in a diverse environment.

Tasks Required of the Participants

The tasks will include the following:

- Completion of the review of content for each module
- Attendance at face-to-face workshops/meetings
- Completion of case studies
- Completion of self-reflection activities
- Completion and submission of an individual professional development plan for DEI

Module-level Assignments

Module 2:

- The academy participants will submit self-reflection journals that will generally address the following questions:
 1. In your self-reflection, determine if there are moments where you have operated from the lens of viewing students and colleagues/peers through stereotypes and their social identities?
 2. Acknowledging that differing positioning confers different opportunities (i.e., different access to resources) for individuals, reflect on how your positionality (i.e., one's social position and worldview that influences how one responds to power differentials in various contexts and impacts how one approaches work with students) plays itself out in your working with students and colleagues.

3. What aspects of identities do you feel you need to learn about to help you create more inclusive and supportive educational experiences for students? In interacting with your colleagues?
 4. After examining your personal foundation (knowledge of yourself), an evaluation of how your professional practices can cultivate a sense of belonging/community.
 5. What practices do I implement to promote a sense of belonging and a sense of community for all?
 6. How do I ensure that all students/peers are in a position to succeed?
- The staff will also participate in a variety of activities that allow them to examine and elaborate on dimensions of diversity, equity, and inclusion.

Module 3:

- The focus of Module 3 is on working with diverse students in a campus community. The participants will submit self-reflection journals with responses to the following questions.
 1. What efforts does your department have in place to support marginalized students?
 2. What are some strategies you have used or seen others use to help underrepresented/marginalized students feel more included or supported?
 3. Are you aware of resources on campus that are available to support marginalized students? Off campus?
 4. What limitations do you or your department have that could impact your ability to support marginalized students?
 5. How do you think belonging, identity, and exclusion affect how students learn?
 6. Have you seen the effects of belonging or exclusion impacting students on campus?
 7. Why should staff consider the impact of belonging on college campuses?
 8. Why do you think belonging might be an especially pertinent issue, particularly when working with underrepresented/marginalized students?
- The staff will also participate in a variety of activities that allow them to examine and elaborate the impact of a sense of belonging for marginalized students in a campus community.

Module 4:

- The focus of this module is on working with colleagues in a diverse workplace, particularly with historically underrepresented/marginalized staff. The participants will submit a self-reflection journal with responses to the following questions.
 1. How do I view my current workplace's climate/ environment? What do I do to ensure inclusion?
 2. What competencies and skills do I have to contribute to diversity and equality efforts in my workplace?

3. How do I view others in my work environment that I perceive to be culturally different from me?
 4. How do I listen to concerns and issues that colleagues who are culturally different from me share with me/the team?
 5. What is my reaction when the institution discusses issues and initiatives regarding diversity, equity, and inclusion?
 6. What do I contribute to make our work environment inclusive?
 7. How can I help my colleagues who are underrepresented/marginalized feel supported and valued?
- The staff will also participate in an activity that allows them to examine and elaborate potential barriers for diverse staff in the workplace.

Module 5:

- As a culmination of the previous modules' content, Module 5 focuses on delivering the knowledge and skills in a way that builds rapport, fosters trust, and facilitates constructive collaboration. The participants will submit a self-reflection journal with responses to the following questions.
 1. How comfortable are you in using helping skills to engage in conversations with others?
 2. How do you ensure people know that you have taken account of their views?
 3. Thinking about a situation when you had to present complex information, how did you ensure that the other person understood?

Culminative Project

- At the end of the sessions, the participants will submit a self-reflection journal focusing on the following questions.
 1. What information was most meaningful to you after completing these modules?
 2. How can the information in these modules change your perceptions, interpretations, judgments, skills, and behaviors in the future?
- Participants will also submit an Individual Professional Development Action Plan regarding diversity, equity, and inclusion in their personal and professional roles within their work environment that includes goals and performance indicators.

Awarding of the Micro-credential

Pending approval from the CEP, staff who complete the program will be awarded the Kentucky Cultural Competency Credential as well as a WKU University-branded badge. Participants who complete the program can display the credential in their email signature, social media, digital business card, and/or departmental website.

Staffing

The course will be staffed with the Provost's Diversity, Equity, and Inclusion Fellows. One of the fellows, Dr. Monica Galloway Burke, in consult with the Co-Chief Diversity Officers, the Center for Innovative Teaching and Learning, and representatives of the Diversity, Equity, and Inclusion committee, is responsible for the design of the program and has primary responsibility to conduct and facilitate the sessions and assess the final project with the Co-Chief Diversity Officers.



OFFICE OF THE PRESIDENT

July 19, 2022

Council for Postsecondary Education
c/o Cultural Competency Advisory Council
100 Airport Road
Frankfort, KY 40601

To Whom It May Concern,

I write this letter in support of WKU applying for the State Cultural Competence Certificate Program offered through the Kentucky Council on Postsecondary Education.

Western Kentucky University is committed to increasing the cultural competency of faculty and staff and we appreciate this opportunity to partner with CPE.

GO TOPS!

Best,

Timothy C. Caboni, President
Western Kentucky University

The Spirit Makes the Master

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TITLE: Update on the Commonwealth Education Continuum

DESCRIPTION: Staff will provide an update and overview of the Commonwealth Education Continuum's latest work and initiatives.

PRESENTERS: Amanda Ellis, Vice President of K-12 Policies and Programs, CPE
Robin Hebert, Senior Fellow, K-12 Policies and Programs, CPE

SUPPORTING INFORMATION

The Commonwealth Education Continuum (CEC) exists to strengthen Kentucky's education pipeline. Its work addresses the moral imperative for all students to have access and opportunity to earn degrees and credentials that lead to sustainable, competitive-wage careers.

Established in 2021, the Continuum is co-chaired by Kentucky Lt. Governor Jacqueline Coleman, Kentucky Council on Postsecondary Education (CPE) President Dr. Aaron Thompson, and Kentucky Commissioner of Education Dr. Jason Glass. It consists of members whose expertise ranges from early childhood to the workforce.

The CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transition to postsecondary. CPE staff will provide an update on the work of the CEC, the CEC workgroups, and initiatives.

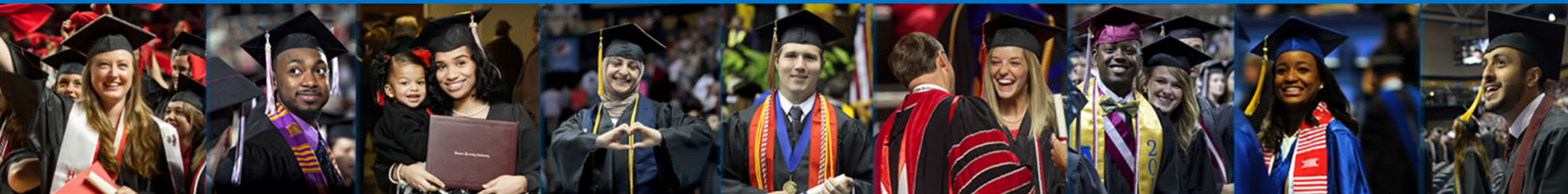
2022 Work Groups of the CEC

As a result of its 2021 prioritized recommendations, the CEC created three work groups to address state-wide challenges and opportunities related to:

- Ninth Grade On-Track: To contribute to students' readiness for postsecondary options and success beginning in early grades - especially for Kentucky's underrepresented students.
- Early Postsecondary Opportunities (EPSO): To expand access and attainment of early postsecondary opportunities (EPSOs) for all - especially Kentucky's

underrepresented students. This workgroup will provide recommendations to Kentucky's Dual Credit Advisory Council.

- **First Year Postsecondary Success:** To define first-year success and develop recommendations to expand access and success in Gateway coursework that enhance student retention and completion of high-quality postsecondary credentials and degrees - especially among Kentucky's underrepresented students, who are often disproportionately overrepresented in co-requisite courses.



Commonwealth Education Continuum Update

Dr. Amanda Ellis, Vice President, K12 Policies and Programs

Robin Hebert, Senior Fellow, K12 Policies and Programs



Commonwealth Education Continuum (CEC)

Formed out of the moral imperative to strengthen the education pipeline, the CEC is co-chaired by Lt. Gov. Coleman, Pres. Thompson and Commissioner Glass, and consists of 28 members ranging from early childhood to the workforce.

- **Purpose Statement:** The CEC will seek to improve actions to ensure students can equitably earn the necessary degrees and credentials to enter the workforce successfully.
- **Annual Objective:** Develop and execute a specific plan to activate the biggest levers for increasing successful student transitions into postsecondary.

CEC Reception



Continuum Workgroups

To further understand the diverse needs of the state and seek actions to improve Kentucky's education system, the CEC created three workgroups with distinct focus areas.

2021 Workgroups

- Early Postsecondary Opportunities
- Educator Workforce and Diversity
- Successful Transition to Postsecondary

2022 Workgroups

- Ninth grade On Track
- Early Postsecondary Opportunities
- First Year Postsecondary Success

Stakeholder Engagement

- Education Strategy Group (ESG), in collaboration with the CEC workgroups, held a series of interviews and focus groups with various stakeholders from across the state.
- Coordinated with the eight regional educational cooperatives to ensure geographical diversity, the questions centered on the three workgroup areas.
- Over 300 individuals participated in the stakeholder interviews and focus groups.
- The insights gleaned from these engagements supported the CEC in developing recommendations grounded in the interests, needs, and challenges experienced by the communities it serves.

Recommendations and Actions

Successful Transition to Postsecondary

- Employ more postsecondary transition advisors to help students plan for and transition to postsecondary education.
- Create a comprehensive communications campaign to better equip high school students with the necessary knowledge to successfully transition to postsecondary.
- Catalyze a statewide, cross-agency campaign to improve FAFSA completion rates and access to FAFSA data for schools and districts.
- Expand institutional capacity to support students as they transition to postsecondary.

Actions

- **Kentucky Advising Academy (KAA)** - In collaboration with AmeriCorp, the academy will provide a free comprehensive series of face-to-face and virtual professional learning and resources, centered on postsecondary advising, for school counselors and Family Resource/Youth Service Center (FRYSC) coordinators.

Actions

- **Summer Bridge Program Grants** - Continuation of grants that support summer bridge programming and include strategies to transition students to college life, social and emotional resources, and academic or financial advising.
- **Kentucky College and Career Web Portal** - In partnership with KYSTATS and KDE, CPE initiated the project to develop a state web portal that will provide college and career navigation tools, guidance, and resources.

Recommendations and Actions

Early Postsecondary Opportunities

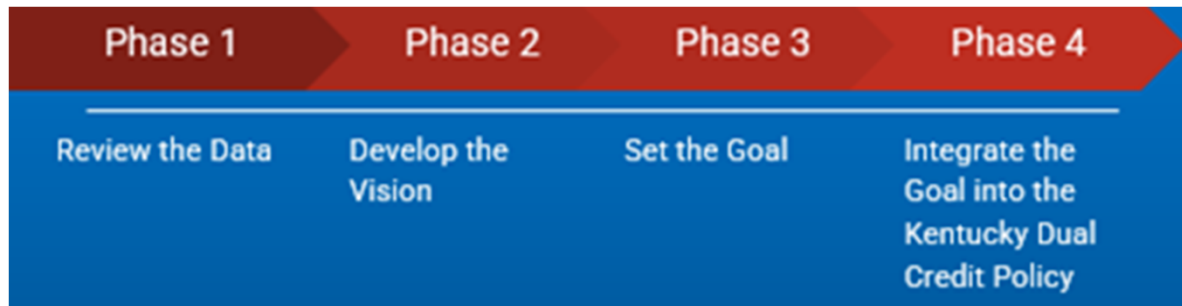
- Ensure every high school student has access to at least one early postsecondary opportunity and the support to successfully complete the course, particularly those students and families who have been traditionally underrepresented in early postsecondary opportunities.
- Increase state funding to cover the cost of early postsecondary opportunities for all students, including equity grants for low- and middle-income students and families.
- Strengthen local and regional partnerships among high schools, institutions, and the workforce to expand access, advising, and support to early postsecondary opportunities.

CPE Actions

Early Postsecondary Opportunities (EPSO) Toolkit - In partnership with KDE, CPE will develop a toolkit of resources and guidance including:

Types of Programs	Key Partnerships	Financial Aid & Cost
Communications & Outreach	Advising & Student Supports	Data

Dual Credit Policy Revision- Efforts will be aimed at establishing high-quality dual credit standards, programs and policies; and increasing awareness and capacity of high school students and advisors to understand and promote postsecondary attainment and affordability.



Recommendations and Actions

Educator Workforce and Diversity

- Launch a compelling campaign that highlights the importance and benefits of entering the teaching profession.
- Enhance the recruitment of future teachers to increase the number of teachers with an emphasis on underrepresented groups.
- Increase teacher and administrator retention and advancement opportunities with attention to underrepresented groups.

CPE Actions

- **Teacher Workforce Collaboration-** In partnership with KDE, the KY Education Professional Standards Board (EPSB), and the Labor Cabinet, CPE is working to increase the educator workforce through innovative recruitment strategies.

Questions?



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