

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EDUCATIONAL OPPORTUNITIES



June 22, 2026 – 1:00 p.m. ET
Virtual meeting via ZOOM webinar - <http://bit.ly/4vdBbTC>

**Indicates action item*

I. Call to Order

II. Roll Call

III. Approval of the Minutes* 2

IV. Welcome/CPE Updates

V. Adult Stopped-Out Learners 5

VI. HB 30723

VII. Meeting Dates for 2026-27*

 - September 21, 2026

 - January 25, 2027

 - March 29, 2027

 - June 14, 2027

VIII. Adjournment

MEETING MINUTES

Draft for approved by the Committee on June 22, 2026

Who: Kentucky Council on Postsecondary Education
Meeting Type: Committee on Educational Opportunities
Date: April 28, 2026
Time: 1:00 p.m. ET
Location: ZOOM Teleconference

CALL TO ORDER

The Committee on Educational Opportunities (CEO) met Tuesday, April 28, 2026, at 1:00 p.m., ET. The meeting occurred by ZOOM teleconference. Chair Elaine Walker presided.

ROLL CALL

There was a quorum of 7 voting committee members in attendance.

- Rev. CB Akins – attended
- Whitney Allen – attended
- Dr. Rochelle Brown – attended
- David Carpenter – did not attend
- Robert Croft – attended
- Dr. Kellie Ellis – attended
- Elaine Walker - attended

Dr. Dawn Offutt, Executive Director for Student Access, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the January 26, 2026, meeting were approved as distributed.

WELCOME/CPE UPDATES

CPE President Aaron Thompson provided an update on Kentucky's enrollment, retention, and persistence rates, noting that the state is currently less than 5% away from reaching its 2030 educational attainment goal. Dr. Thompson reported that an increasing number of students are graduating with little to no debt and emphasized that the state's dual credit policy is successfully accelerating the academic pipeline for all students, particularly those who are underresourced. He addressed the critical need to focus more intently on closing achievement gaps among specific student populations, noting that the committee would play

a vital role in this effort while strictly adhering to the law. Dr. Thompson concluded his remarks by summarizing the work of the Commonwealth Education Continuum and prompting the committee to consider how K-12 and postsecondary partners can collaborate more effectively to improve student access and transitions.

Following his update, Dr. Thompson introduced Mr. Travis Powell, Executive Vice President and General Counsel, who provided an overview of the legislative session. Mr. Powell discussed key updates regarding the higher education budget, investments in asset preservation, and a bill establishing a prison education program. He also outlined the Council's upcoming oversight role for Kentucky State University (KSU) as it transitions into a Polytechnic institution with a select liberal arts focus. He noted that KSU received dedicated funding for both asset preservation and the expansion of its online programs. Finally, Mr. Powell highlighted House Bill 307 (the My Kentucky Future Act), which addresses proactive admissions, and stated that additional information on the act would be provided in the near future.

ADMISSIONS REDESIGN

Ms. Stephanie Cheung, Associate Director of the Kentucky Student Success Collaborative, gave an overview of the Great Admissions Redesign Implementation Plan. She discussed the plan's objectives which are: to foster a culture of collaboration, build capacity for leading change and, measure gains in student success. The overview included the vision, landscape, strategic priorities, as well as the implementation timeline. Ms. Cheung shared data specific to the dual credit discovery project in the plan and walked the CEO members through the student journey mapping process.

DUAL CREDIT

Dr. Robin Hebert, Senior Fellow, shared general information regarding Kentucky's dual credit system, highlighting relevant data and the state's 2030 dual credit attainment goal. Dr. Hebert outlined the types of courses available to students within the system, specifically distinguishing between general education courses and career and technical education (CTE) pathways. Additionally, she detailed the specific academic and financial benefits experienced by students who participate in dual credit programming.

NEXT STEPS

Dr. Offutt provided a summary of the topics presented during previous meetings and proposed the committee's next steps. These upcoming activities include institutional campus visits and presentations, alongside the introduction of the KyNextED Initiative. This initiative aims to connect K-12 and postsecondary professional networks to provide strategic insights on eliminating barriers to postsecondary education for underresourced populations. Additionally, the initiative is designed to increase student transitions from K-12 to

postsecondary institutions by delivering future-focused, innovative, next-level recommendations to the CEO for smoother student pathways.

ADJOURNMENT

The Committee adjourned at 2:15 p.m. ET.

DRAFT



Adult Learners Who Stopped Out

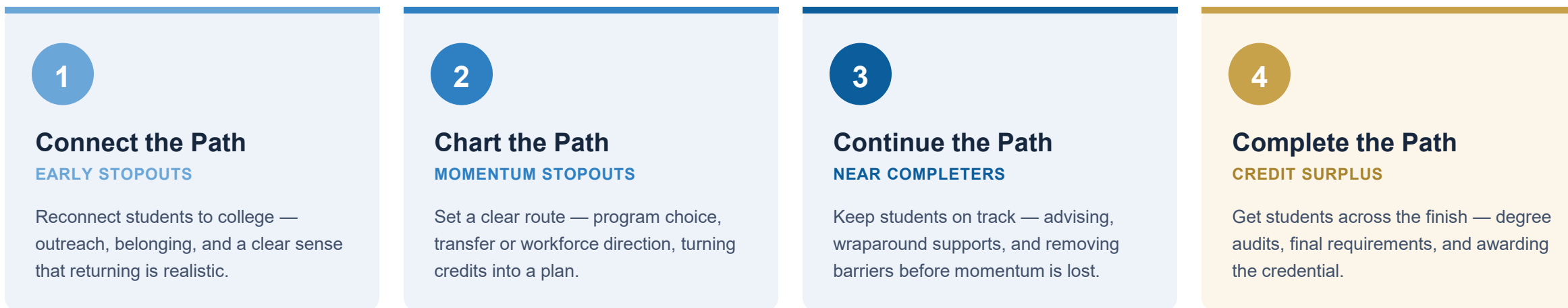
By Credential Context and Completion Proximity

Katie Black · Natalie Gross · Chris Ledford · Daniel Nyambati · Tracy Teater

Kentucky Council on Postsecondary Education

Connect, Chart, Continue, Complete the Path

The Kentucky Student Success Collaborative organizes institutional action around four stages. This presentation uses them as a shared lens — and maps every adult stopout group to the stage that fits.



Source: Kentucky Student Success Collaborative. We return to these four stages throughout the analysis.

Millions have college credit, but no credential

43.1M

Americans with some college credit and no credential
(2025)

~871K

Kentucky adults in this group — nearly 1 in 5
statewide

43,375

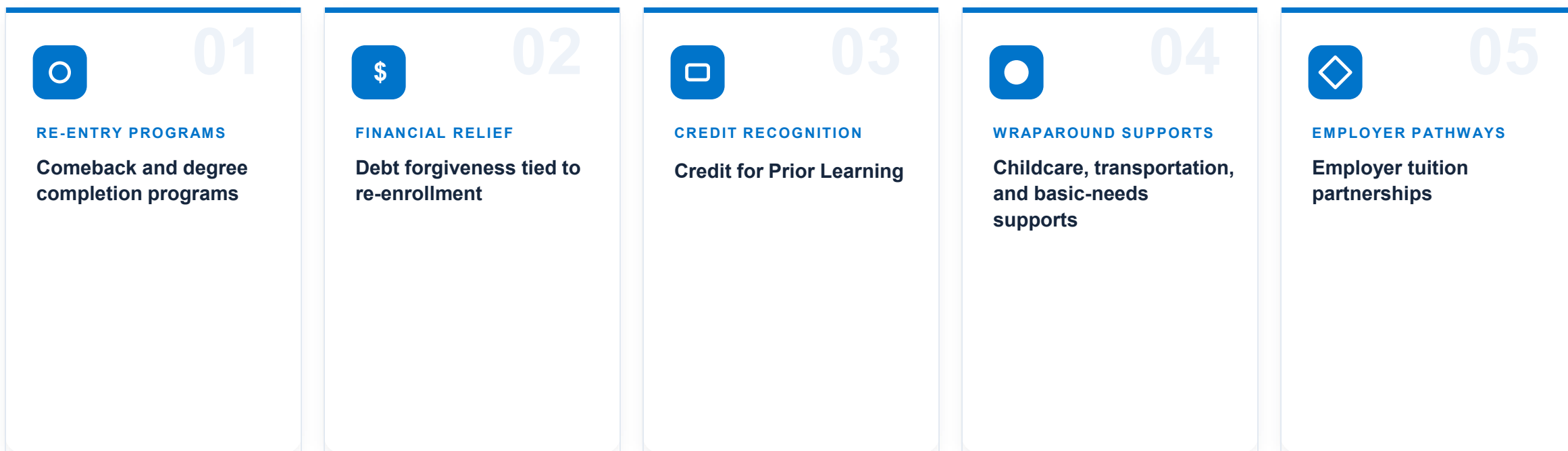
KY adult stopouts examined in this study

Why scale alone isn't a plan

63% of former students say they intend to return (Trellis, 2025), yet only about **2.6%** re-enroll in a given year. The gap isn't motivation. It's financial pressure, work and caregiving, old institutional debt, and uncertainty about whether prior credits still count.

What Kentucky institutions are already doing

Kentucky institutions aren't starting from zero. Five proven levers are already in motion across the state's public colleges and universities.



WHERE THIS STUDY COMES IN

The question isn't whether to act — it's how to aim these tools precisely, at the right people, with the right first message.

Adult stopouts are not one audience

A student with 45 credits is in a completely different position depending on whether the credential within reach is a certificate, an associate degree, or a bachelor's. Credits show how far someone got — not what they were working toward, or what would help them finish.

1 Left early

Needs a realistic path back, financial-aid help, a fresh plan, and a clear reason to return.

- **CONNECT THE PATH**

2 Built momentum / near the finish

Needs a transcript review, a list of remaining requirements, and help clearing one or two barriers.

- **CHART & CONTINUE THE PATH**

3 More credits than the threshold

Needs a graduation check — a credential may already be within reach but unawarded.

- **COMPLETE THE PATH**

Three questions drive the analysis

01

How are adult stopouts distributed?

Across credential contexts — bachelor's, transfer-oriented associate, and technical associate — and how close were they to finishing when they left?

02

How do demographics vary?

Pell status, first-generation status, age, gender, and military affiliation across the framework's groups.

03

Which groups are most actionable?

For targeted re-engagement, transcript review, reverse transfer, credit for prior learning, or stackable-credential review.

Who is in scope

Administrative records from the Kentucky Postsecondary Education Data System (KPEDS): enrollment, credits, fields of study, and credential status across the state's public colleges and universities.

25+

at least 25 years old at last enrollment

2018–2024

left a public institution Spring 2018
through Fall 2024

No return

did not re-enroll at any in-state
institution afterward

<1%

of records missing any item reported
here

A focused look at adults who left a public institution and stayed away — not every person with some college, and not every paused enrollment.

Two questions, organized into a grid

Credential context (what they were working toward) × **Completion proximity** (how close they got)

Credential context	Threshold	Early Stopout ① CONNECT	Momentum ② CHART	Near Completer ③ CONTINUE	Credit Surplus ④ COMPLETE
Bachelor's degree	120 CH	1–59 CH	60–104 CH	105–120 CH	121+ CH
Transfer associate (AA/AS)	60 CH	1–29 CH	30–44 CH	45–60 CH	61+ CH
Technical associate (AAS)	60 CH	1–29 CH	30–44 CH	45–60 CH	61+ CH

Near Completer is intentionally defined as roughly one full-time semester from the credential. Because each context is benchmarked to its own threshold, bands are not directly comparable in raw credits across contexts.

 Gold cells flag the high-value, review-ready groups: Near Completers and Credit Surplus.

Most left early, but a high-value tail exists

65.7%

left early — **28,493 adults** — before building credit momentum

● ① CONNECT THE PATH

14.9%

are Near Completers or Credit Surplus — **6,478 review-ready adults**

● ③ CONTINUE + ● ④ COMPLETE

The three groups differ in who they include

Technical associate

n = 15,345

- Oldest group — mean age 35
- 52.8% received Pell
- 39.5% first-generation
- Workforce-oriented fields

Transfer associate

n = 14,379

- Most women — 67.5%
- Highest Pell — 58.0%
- 39.2% first-generation
- ~98% liberal arts & sciences

Bachelor's

n = 13,651

- Lowest Pell — 34.8%
- Strongest military ties — 15.0%
- 27.6% first-generation
- Largest body of prior credits

Early stopouts skew older and military-connected

The **7,232** university students who left early aren't the usual picture of an early leaver. They are older than any other early-stopout group and bring the strongest military ties in the framework.

Age 36

average — nearly half are 35 or older

1 in 5

has a military connection

1 in 10

is a military veteran

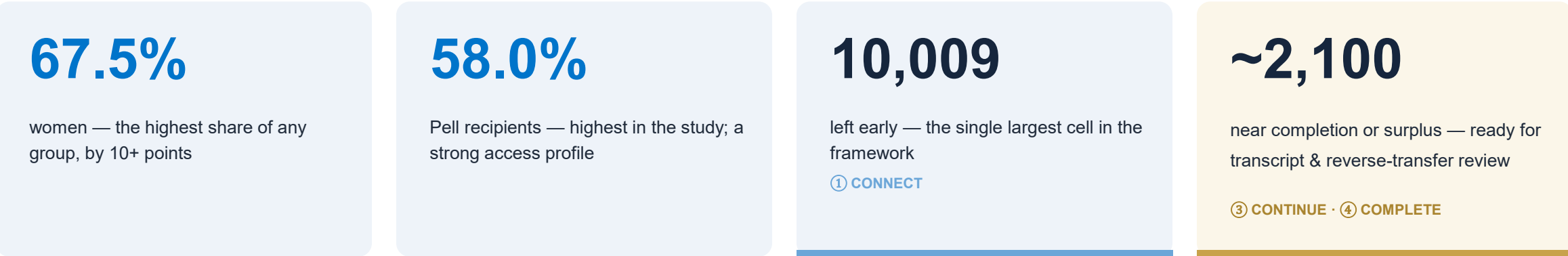
● ① CONNECT THE PATH

Where re-engagement starts

- How much prior coursework, military training, or work experience can count toward the degree?
- Do schedules, online options, and military benefits fit their lives now?
- Can an advisor offer a clear, realistic path back?

A major transfer & access opportunity

14,379 adults — nearly all (~98%) on a common liberal-arts-and-sciences path built around general education and transfer preparation. That tight focus makes a single, clear message possible.



A major workforce opportunity, concentrated in a few fields

15,345 adults in workforce-oriented programs — the largest group, present at every stage of progress. The opportunity concentrates in a handful of high-volume fields, which makes targeted outreach realistic.

THREE FIELDS = 39.2% OF ALL TECHNICAL STOPOUTS



Adult-learner profile

~54% women · 53% Pell · 40% first-gen

Average age 35 — 4 in 10 are 35 or older

Median of just 9 credits among early leavers — many tried a course or two and stepped away

Shorter return paths may already be within reach

12,835

adults flagged

about 84% of the technical associate group are in fields that also offer a shorter credential, with earned credits near the threshold

Share meeting the hour-based stackable screen



A signal for review, not proof. Students may still need specific courses, minimum grades, residency rules, approvals, or to clear holds. Workforce Pell (effective July 2026) could lower the cost for those a course or two short.

The cost of stopping short rises near the finish

~\$400M

in outstanding student-loan debt across the 43,375 adults — and just over half carry some balance. The closer adults were to finishing, the more they tended to owe.

Why this reframes the stakes

\$35,100

Bachelor's surplus stopouts owe the most — on average

- For adults closest to finishing, most of the cost is already incurred

- Completion grants and re-enrollment debt relief are well matched to near completers and surplus students (③ **Continue** · ④ **Complete**)

From one population to targeted action

1

Segment the message

No single generic outreach for all stopouts — different first messages and follow-ups by group.

2

Make reviews routine

Build transcript & credential reviews for near completers, surplus, and stackable-flagged adults. ③④

3

A transfer strategy

Give the transfer associate group dedicated transfer + reverse-transfer support.

4

Workforce + completion

Approach technical associate via high-volume fields and stackable-credential review.

5

Finish-line for bachelor's

Direct reviews: remaining requirements, prior learning, military benefits, debt & holds. ④

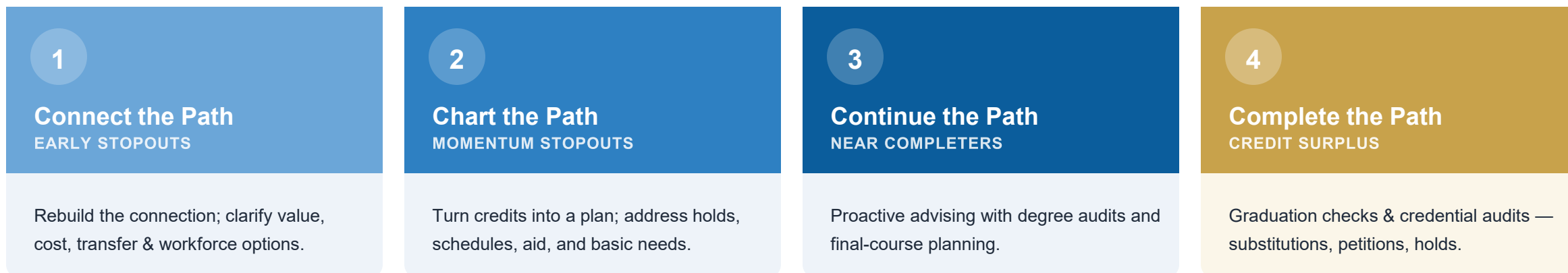
6

Adult status throughout

Keep re-engagement flexible, specific, and respectful of credits already earned.

Aligning with Kentucky's Student Success Framework

Connect, Chart, Continue, and Complete the Path give campuses a familiar action lens. Our framework identifies **who to contact** and what their record suggests; the Success Framework defines **what action follows**.



These adults are not one audience

Some need a warm invitation back. Some need advising built for adults or veterans. Some need clear transfer guidance. Some need a focused plan for the final stretch — and some may already be within reach of a credential.

● ① Connect ● ② Chart ● ③ Continue ● ④ Complete

Seeing them clearly is the first step. Ask the right first question, send a better first message, and prepare a more useful next step.



My Kentucky Future Act: The Roles of CPE and CEO

Dr. Dawn Offutt
Executive Director for Student Access
Kentucky Council on Postsecondary Education

My Kentucky Future Act Overview

Establishes a proactive postsecondary admissions program to:

- (a) Notify high school students of eligibility for prospective admission to a public postsecondary education institution; and
- (b) Provide instructions to high school students on how to access the common online application to apply for full admission to public postsecondary education institutions in Kentucky.

CPE and CEO Roles

The council shall collaborate with the public postsecondary education institutions to:

- (a) Promote and evaluate the proactive postsecondary admissions program and discuss best practices for proactive admission notifications; and
- (b) Report annually on the program's effectiveness to the Legislative Research Commission for referral to the appropriate Interim Joint Committee on Education.

CPE and CEO Roles

The council is charged with:

- Establishing a common online application to be used by prospective students applying to public postsecondary institutions
- Maintaining a website for students to apply to Kentucky public postsecondary institutions through the common application implemented;
- Reviewing each institution's form that will be used to create student's personalized prospective admissions notification to ensure compliance and offer suggestions to an institution to improve the effectiveness of the institution's participation in the proactive postsecondary admissions program.

Application Selection

- Kentucky's implementation of HB 307 (2026) presents an opportunity to simplify the college admissions process through a coordinated statewide common application and proactive admissions strategy.
- As Kentucky considers implementation, there should be a focus on creating a student-centered system that supports ease of access, institutional flexibility, statewide data integration, and long-term sustainability.
- The CEO is charged with selecting a common application to be used in the proactive admissions process.
- Prior to the September 2026 council meeting, the CEO will select on a common application to be recommended to the council for approval.

Application Selection

- While several national platforms provide models Kentucky could consider, Common App is the most widely recognized common application platform in the country and is already used by all public institutions except Eastern Kentucky University and KCTCS .

Platform	Primary Purpose	Estimated Cost Range	Strengths	Considerations for Kentucky	Integration with Futuriti
Common App	National undergraduate common application	Low to Moderate (institution participation fees)	Widely recognized by students and counselors; streamlined application process; established infrastructure	Limited state customization and statewide governance; Kentucky would still need reporting, FAFSA, and direct admissions integration	Could serve as the application layer while Futuriti supports career exploration, pathway planning, and advising
Scoop / Coalition	College planning, advising, and application ecosystem	Moderate	Combines advising, communication, career planning, and applications in one platform	Requires statewide coordination and institutional participation agreements	Strong alignment with Futuriti through student pathway planning, advising, and career exploration tools
Slate by Technolutions ▼	Enrollment management CRM and admissions workflows	Moderate to High (\$30,000–\$175,000+ annually depending on scope)	Highly customizable; strong recruitment and communication tools; widely used in higher education	More institution-focused than statewide student-facing; requires technical staffing and integration support	Could receive application and recruitment data from Futuriti and statewide portals to support institutional enrollment management
Liaison International	Centralized application and enrollment management services	Moderate to High	Strong centralized application processing and document management	Complex implementation and ongoing operational management	Could support centralized processing while Futuriti manages student engagement and career alignment
Kentucky Custom Statewide Portal	Kentucky-developed application and direct admissions system	High initial development and maintenance costs	Full Kentucky control, customization, reporting, and workforce alignment	Significant long-term staffing, cybersecurity, and maintenance responsibilities	Could be directly integrated into Futuriti to create one unified student experience from career planning through application and enrollment

Next Steps

- Review common applications options
- Select one at the September CEO meeting
- Give selected online application recommendation to the council's September meeting