



Mental Health in Kentucky

A statewide strategy to support students, staff and faculty mental health on college and university campuses

2025



The Jed Foundation



The Kentucky
Student Success
Collaborative



About the Partners

Kentucky Council on Postsecondary Education

The Kentucky Council on Postsecondary Education (CPE) is the state's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse and accessible system of postsecondary education.

Key responsibilities include:

- Developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- Producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- Determining tuition rates and admission criteria at public postsecondary institutions.
- Collecting and distributing data about postsecondary education performance.
- Ensuring the coordination and connectivity of technology among public institutions.
- Licensing non-public postsecondary institutions to operate in the Commonwealth.

Kentucky Student Success Collaborative (KYSSC)

To accelerate meaningful transformation for student success priorities and challenges, the CPE launched the Kentucky Student Success Collaborative (KYSSC), a first-of-its-kind statewide program, supporting holistic student success and greater degree completion. The KYSSC works with diverse campus and community stakeholders to develop and lead collaborative work around critical strategy areas, such as mental health, transfer, gateway courses, student basic needs, and adult attainment; all leading to and advancing the state's strategic agenda and 60x30 goal. The KYSSC is made possible through a partnership and financial investment from the James Graham Brown Foundation.

The Jed Foundation (JED)

The Jed Foundation (JED) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the life skills and support they need to thrive today ... and tomorrow. JED equips teens and young adults by building resiliency, promoting social connectedness, and encouraging help-seeking and help-giving behaviors through nationally recognized academic programs, digital channels and partnerships, as well as through the media. JED partners with high schools, districts and colleges— representing 6.5 million students — to strengthen their mental health, substance misuse and suicide prevention programs and systems. By creating a culture of care to protect student mental health, struggling students are more likely to seek help and be recognized, connected to care and supported. JED mobilizes and encourages community awareness, understanding and action for young adult mental health through education, training and tools for families, friends, media and others.



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Kentucky's Postsecondary Institutions

Kentucky Community and Technical College System (KCTCS)

- Ashland Community and Technical College
- Big Sandy Community and Technical College
- Bluegrass Community and Technical College
- Elizabethtown Community and Technical College
- Gateway Community and Technical College
- Hazard Community and Technical College
- Henderson Community College
- Hopkinsville Community College
- Jefferson Community and Technical College
- Madisonville Community College
- Maysville Community and Technical College
- Owensboro Community and Technical College
- Somerset Community College
- Southcentral Kentucky Community and Technical College
- Southeast Kentucky Community and Technical College
- West Kentucky Community and Technical College

Kentucky Public Universities

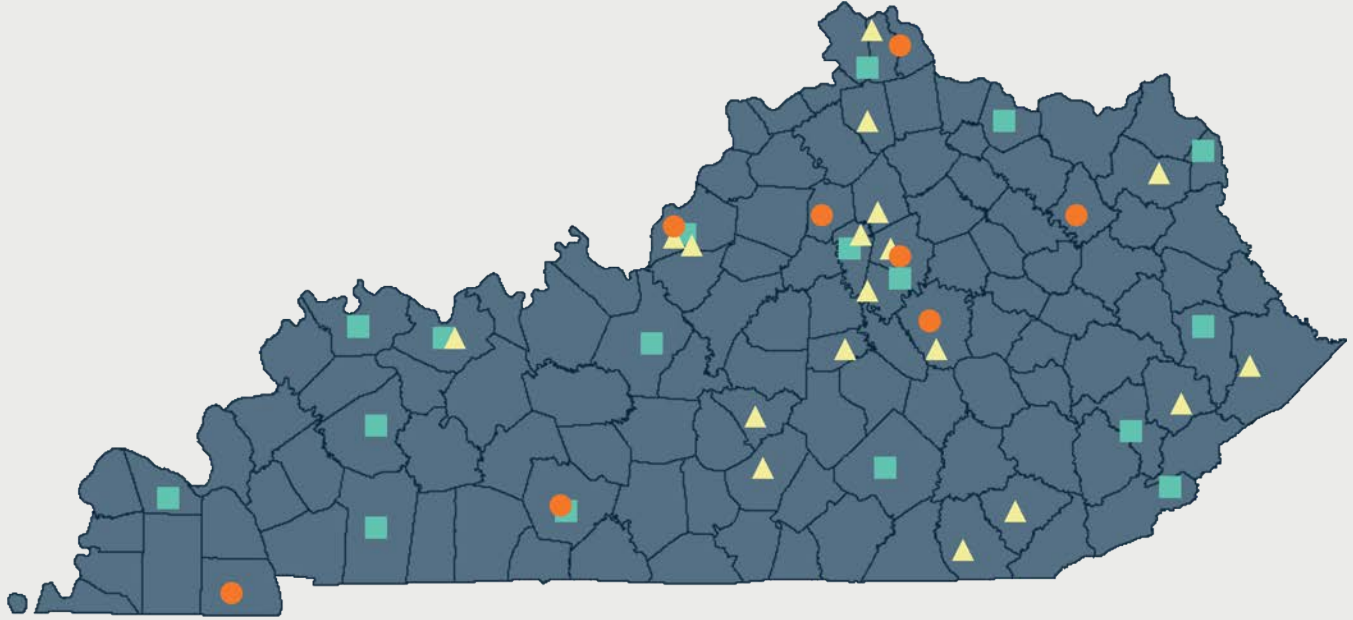
- Eastern Kentucky University
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University

Kentucky Private Institutions

belonging to the Association of Kentucky Colleges and Universities (AIKCU)

- Alice Lloyd College
- Asbury University
- Bellarmine University
- Berea College
- Brescia University
- Campbellsville University
- Centre College
- Georgetown College
- Kentucky Christian University
- Kentucky Wesleyan College
- Lindsey Wilson College
- Midway University
- Spalding University
- Thomas More University
- Transylvania University
- Union Commonwealth University
- University of the Cumberlands
- University of Pikeville

Kentucky Postsecondary Institutions Map

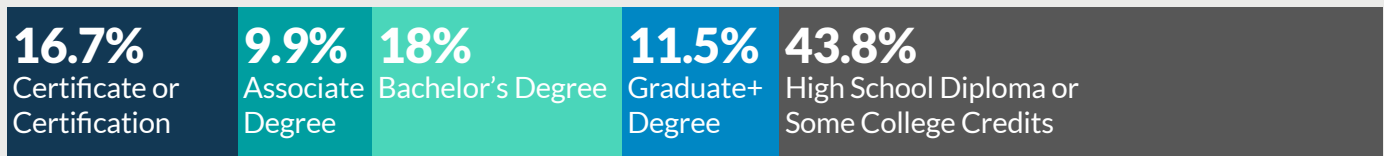


Kentucky Postsecondary Education Facts

	AY24 Enrollment	AY24 Degrees and Credentials
KCTCS	49,837	22,645
Four-Year Public Universities	112,086	27,785
Private Non-Profit Colleges and Universities	52,083	15,245
Total	214,006	65,675

Notes: Enrollment excludes dual credit students; degrees and credentials are unduplicated counts.

Kentucky's Educational Attainment (2023)



Current Postsecondary Education Attainment: 56.2%

CPE President's Message

Dear Colleagues,

As we navigate the complexities of higher education, it is imperative that we recognize the critical role mental health plays in the success of our students, staff and faculty. Mental health is not just an individual concern; it is a collective responsibility that significantly influences academic performance, retention rates and overall campus well-being.



In Kentucky, we have made significant strides to enhance mental health supports across our postsecondary institutions. Kentucky's ongoing partnership with The Jed Foundation (JED) has been instrumental in establishing comprehensive mental health programs and systems of support. This initiative also has fostered collaboration among institutions, ensuring they are equipped to address the diverse mental health needs.

Wellness centers have provided students with accessible resources, including counseling services, peer support programs and wellness workshops. These centers not only promote emotional well-being, but also serve as safe spaces for students to seek help.

CPE has led statewide efforts to improve mental health services through mental health first-aid training and funded the Therapy Assistance Online (TAO) Connect platform. Through these initiatives, we trained nearly 10,000 faculty and staff in Kentucky to better recognize the signs of mental health distress and engaged thousands of students in mental health assistance.

We must continue to prioritize mental health initiatives and foster a culture of support and understanding across all levels of our institutions. Together, we can create an environment where every individual has the opportunity to thrive.

Sincerely,

A handwritten signature in black ink, which appears to read "Aaron Thompson". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Aaron Thompson, Ph.D.



Executive Summary

Based on a Healthy Minds Survey distributed to students at 21 Kentucky colleges and universities:

- 40% struggle with depression.
- 37% report experiencing anxiety.
- 80% reported some level of academic impairment due to mental or emotional difficulties in the four weeks prior to being surveyed (ranging from one day to six or more days).

Increasing access to mental health services and ensuring our campuses are trained and prepared to support student mental health is a strategic priority for all colleges and universities. Beginning in 2020, CPE and Kentucky's postsecondary institutions began working collaboratively to identify shared priorities and challenges in supporting campus mental health and developing a strategic plan to move forward. The Mental Health Strategic Priorities outlined in this report provide a comprehensive approach to enhancing mental health support across Kentucky's postsecondary institutions.

1. Student Voice and Engagement

Incorporating student voice and empowering student advocacy in mental health initiatives ensures that institutional practices resonate with student needs. Recognizing the distinct challenges of the college journey helps administrators customize mental health resources effectively, while engaging students in the development and implementation of programs and resources.

Recommendations:

- a. Reduce and remove barriers to mental health support.
- b. Weave mental health resources into belonging and student basic needs initiatives.

2. Faculty/Staff Engagement and Training

Facilitating faculty and staff participation in mental health training is crucial for cultivating learning environments that reduce stigma and increase awareness of services surrounding mental health issues. Moreover, it is vital for institutions to support faculty and staff as they navigate the complexities of maintaining their own mental wellness while addressing the mental health needs of their students.

Recommendations:

- a. Create a plan for statewide mental health training that addresses both in person and online modalities through required and/or incentivized opportunities.
- b. Support the mental health needs of faculty and staff.

3. Resources and Crisis Response

To adequately support students, institutions must empower campus community members with the knowledge and tools to identify signs of mental health crises and respond appropriately. It is critical for institutions to develop resources that enhance their crisis response capabilities and ensure swift, effective assistance for students in need.

Recommendations:

- a. Asset map campus and community mental health resources.
- b. Identify crisis management best practices for campus communities.

4. Campus Coordination and Communication

Effective campus coordination and communication ensures mental health and wellness is woven throughout the student experience. By collaborating across departments and units, institutions can develop comprehensive support services that not only assist students, but also foster a connected campus community equipped to guide them toward necessary resources.

Recommendations:

- a. Increase and improve communication efforts.
- b. Integrate mental health and wellness across the student experience.

Collectively, these strategic priorities and recommendations aim to create a more supportive, responsive and well-coordinated approach to mental health on each college campus and across the state.



National Landscape of Mental Health on College Campuses

The mental health of students on college campuses has become a significant concern in recent years, with increasing rates of mental health issues being reported across the country. Understanding the scope of these challenges is fundamental to creating effective support systems for students and promoting their overall well-being.

Prevalence of Mental Health Issues

Mental health issues among college students are on the rise. According to the American College Health Association (ACHA) National College Health Assessment:

- 60% of college students reported feeling overwhelming anxiety in the past year.
- 40% reported feeling so depressed that it was difficult to function at some point during the academic year.
- 20% of students have been diagnosed with depression by a mental health professional.
- 19% reported having been diagnosed with anxiety disorders.

The National College Health Assessment also reveals that students aged 18-24 have a higher rate of suicidal ideation than the general population, with 15% of students having seriously considered suicide in the past year.

Factors Contributing to Mental Health Challenges

Several factors contribute to the growing mental health concerns among college students:

- **Academic pressure:** The demands of coursework, exams, and future career planning can lead to significant stress, anxiety, and feelings of inadequacy.
- **Social pressure:** Students navigating new social environments may experience isolation, loneliness and peer-related stress.

- **Financial stress:** The burden of student loan debt, part-time jobs and the cost of education can exacerbate mental health challenges.
- **Transition and adjustment:** The shift to college life away from family and familiar environments is a significant source of stress for many students.

Impact of Mental Health on Academic and Personal Life

The effects of mental health issues are not only emotional, but also affect students' academic performance and overall quality of life:

- **Poor academic performance:** Students with mental health issues report lower GPA, higher absenteeism and reduced academic success. A study by Eisenberg et al. (2009) found that nearly 50% of students with mental health issues experienced a significant drop in academic performance due to their struggles.
- **Dropout rates:** Students facing mental health challenges are more likely to leave college before completing their degree. Research shows that students with untreated mental health conditions are at a significantly higher risk for academic withdrawal.

Access to Mental Health Services

Despite the growing need, access to mental health services on college campuses remains a challenge:

- **Treatment:** 40% of college students with mental health issues receive the treatment they need (National Alliance on Mental Illness (NAMI)).
- **Campus counseling:** More than 50% of students with mental health conditions did not seek help due to reasons such as lack of time, fear of stigma, or inadequate resources. Additionally, campus counseling centers are experiencing increased demand, with many reporting waitlists for services. (American College Health Association).
- **Campus resources:** 60% of college counseling directors indicated that their center lacked the necessary resources to meet students' mental health needs adequately (American Psychological Association).

Stigma and Barriers to Treatment

Stigma surrounding mental health remains a significant barrier for many students in seeking help. According to a study published in the journal, *Psychiatric Services*:

- **Pressure:** 50% of students with mental health conditions report feeling stigmatized by their peers or professors, which can deter them from seeking professional help.
- **Fear:** Many students also experience internalized stigma, where they fear being seen as weak or incapable due to their mental health struggles.

Sources: American College Health Association (ACHA); National College Health Assessment; National Alliance on Mental Illness (NAMI); American Psychological Association (APA); Prevalence and Correlates of Depression, Anxiety, and Suicidality Among University Students (Eisenberg, D., Gollust, S. E., Golberstein, E., & Hefner, J. L. (2009)); Psychiatric Services Journal.



Mental Health Data from Kentucky Students

The Healthy Minds Study Student Survey

The annual web-based survey by the Healthy Minds Network (HMN), one of the nation's premier research organizations for college student mental health and wellness issues, was administered in Kentucky between 2022 and 2024. The focus was utilization of mental health, services and other issues related to undergraduate and graduate students.

Student Voice and Engagement

While 67% of students who screened positive for depression or anxiety received some form of treatment in the year prior to being surveyed, nearly a third of students struggling with mental health challenges went without treatment.

53% of all students surveyed did receive therapy or medication in the past year, but noted the most common barriers causing them to receive fewer services than normal included:

- Not enough time (31%)
- Financial reasons (20%)

47% of all students surveyed did not receive therapy or medication in the last year, most common reasons included:

- Prefer to deal with issues on their own or with support from family/friends (21%)
- Not enough time (16%)

Another issue affecting utilization of mental health services was student perceptions of the stigma for receiving assistance or medication:

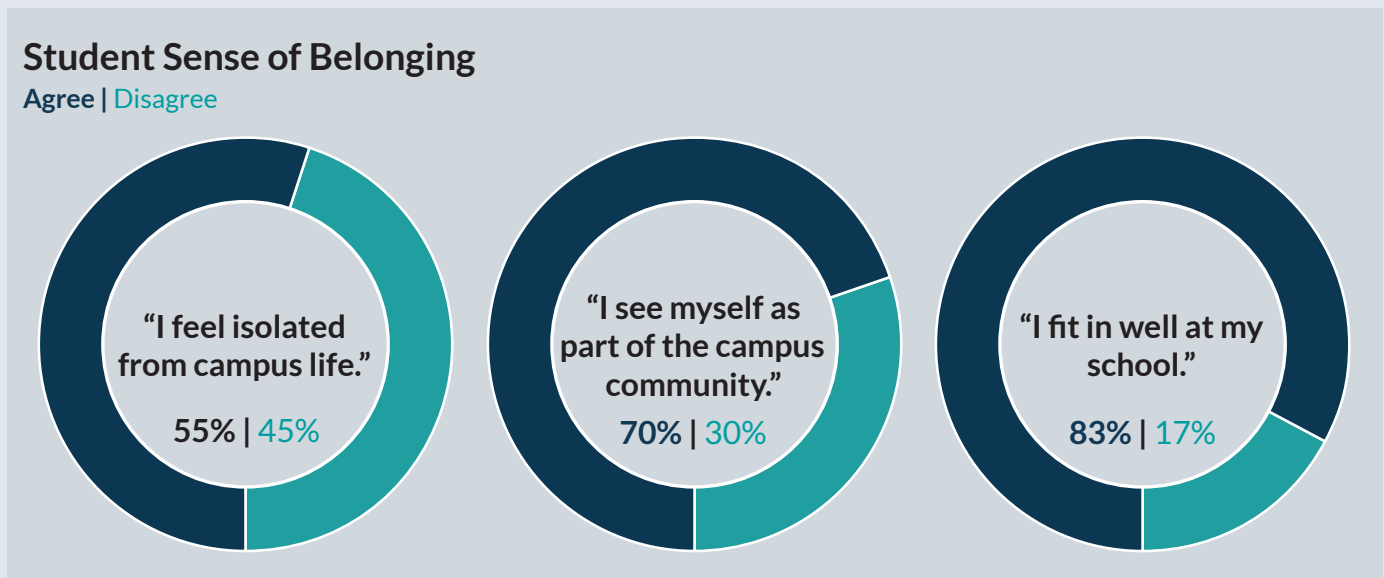
- 45% of respondents believed others would judge them for seeking help.
- 7% of respondents said they would think less of someone else for seeking help.

Addressing stigma around mental health (perceived and personal) is a key issue in opening up access to support that is critical for student success.

Importance of experiencing a sense of belonging for Kentucky students

Experiencing a sense of belonging and community on college campuses is essential for student success, as it fosters engagement, well-being, and persistence toward degree completion. The Health Minds Survey asks several questions regarding student feelings of inclusion and belonging on campus and connections to mental health and well-being.

- **55% feel isolated from campus life:** Isolation can lead to loneliness, sadness, increased stress, withdrawal and unhealthy coping mechanisms. Understanding the experience of on-campus and online students in their connection to campus life is critical to developing programming and prevention efforts to ensure students engage and feel a sense of belonging.
- **30% do not see themselves as part of their campus community:** The words “campus community” can mean different things to different students. Connecting with students to better understand how they define their campus community and their role on campus is key to creating supportive and inclusive environments for all students.
- **17% do not feel that they fit in well at their school:** Our campuses are more diverse than ever and it is every institution’s goal that students find their niche and feel like they are a valued member of the campus community. Helping students find their points of connection academically and socially is an important strategy for overall mental health and well-being.



Faculty/Staff Engagement and Training

Faculty and staff play a critical role in supporting student mental health on college campuses by fostering a supportive learning environment, recognizing signs of distress, and connecting students to appropriate resources. The Health Minds Survey asks several questions regarding the impact of mental health and well-being on academic engagement and performance.

- 80% of Kentucky students experienced some level of academic impairment due to mental or emotional difficulties in the four weeks prior to being surveyed (ranging from one day to six or more days).
- 14% of Kentucky students reached out to some sort of academic personnel about mental health problems affecting their academic performance.
- 34% of Kentucky students reported there's no one at their school that they would talk to if they were experiencing a mental health problem affecting their performance.

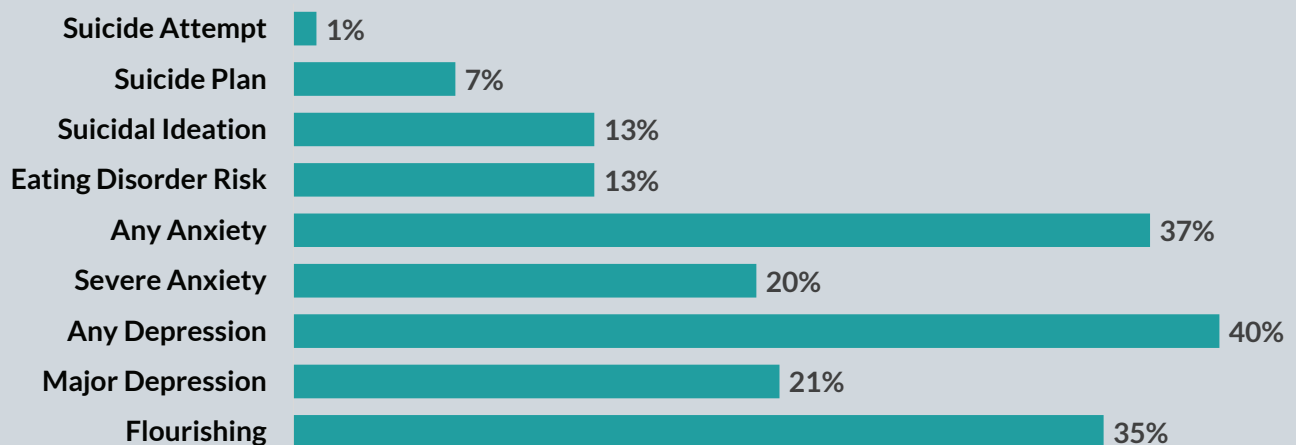
As primary points of contact on campus, equipping faculty with practical tools such as mental health training, toolkits and other resources helps ensure they can respond effectively. Campus personnel - from residence life to food service to janitorial services - also are trusted points of contact for students. Providing training tailored to these roles is essential for fostering a healthy and safe campus environment.

Resources and Crisis Response

On our campuses, only 35% of students were considered to be “Flourishing.” This is indicated by a score ≥ 48 on the eight-item Flourishing scale, which measures a students’ self-perceived success in important areas such as relationships, self-esteem, purpose and optimism. Our goal is for all students to flourish. In order to achieve this vision, significant resources and services must be in place to support those who struggle with anxiety, depression, eating disorders, substance misuse or feelings of isolation.

The spectrum of student experiences varies dramatically from flourishing to suicidal ideation. In the Health Minds Study, 13% of respondents experienced suicidal ideation, 7% reported having a suicide plan, and 1% had made a suicide attempt. Campuses must ensure students, staff and faculty are aware of the resources and services available and there are crisis protocols in place to help students in crisis.

Prevalence of Mental Health Issues



Kentucky's Journey to Build Up Mental Health Capacity

Led by CPE, Kentucky postsecondary institutions have been working collaboratively to address mental health challenges for years.

2020 →

\$13M in Pandemic Emergency Funds provided to CPE to support student success. With funds from the Pandemic Emergency Relief Grant, CPE purchased a statewide license for TAO Connect to provide outreach and mental health support for students. CPE coordinated Mental Health First-Aid Training for nearly 10,000 staff and faculty across all campuses in Kentucky.

2021 →

Bellarmino University and Centre College became JED Campuses. University of Louisville becomes a JED Campus.

2022 →

The KYSSC leveraged funding from the James Graham Brown Foundation to partner with The Jed Foundation and support six colleges and universities to participate in Jed Campus, a mental health strategic planning initiative.

2023 →

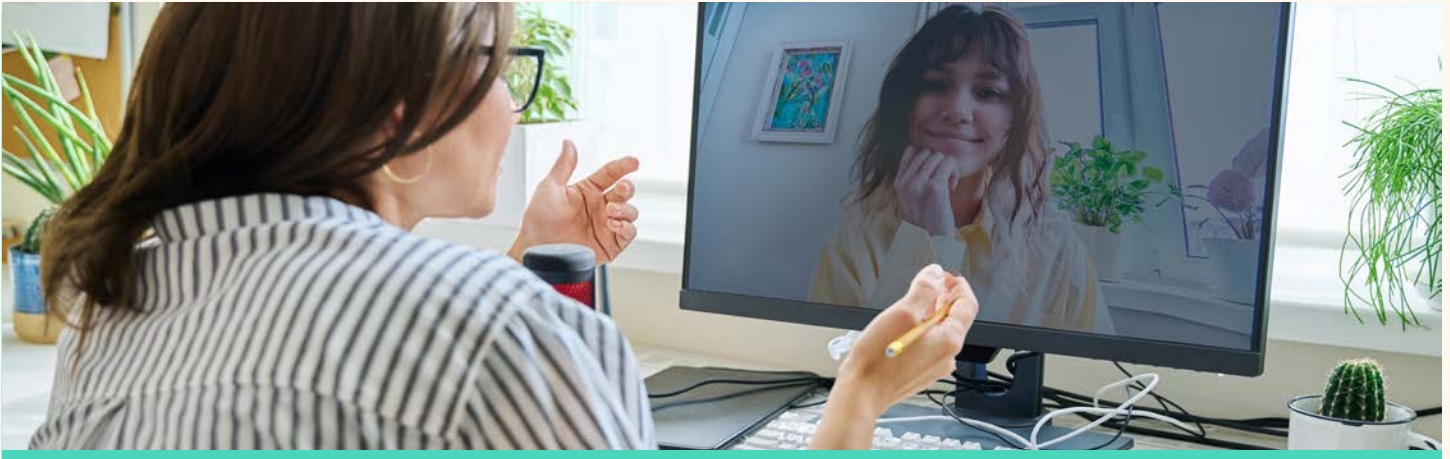
The KYSSC partnered with The Jed Foundation to launch a mental health community of practice to convene campus partners and share best practices in supporting the mental health of students, staff, and faculty. Morehead State University and Kentucky State University became JED Campuses. The KYSSC, KCTCS, The Jed Foundation (JED) and the Healthy Minds Network focused on evaluation, development, and deployment of mental health, suicide prevention, substance misuse programming for 75% of all college students across Kentucky.

2024 →

The KYSSC partnered with The Jed Foundation and convened over 40 campus stakeholders to explore and discuss Kentucky's priorities for mental health support and begin co-creating Kentucky's statewide strategy for mental health support.

2025 →

Northern Kentucky University becomes a JED Campus. CPE released Kentucky's first statewide mental health strategic plan and began implementation planning in partnership with The Jed Foundation and campus partners.



Accomplishments to Date

Joining JED Campus

Between 2021 to 2025, CPE celebrated six Kentucky institutions for joining JED Campus, an academic program of The Jed Foundation that provides colleges and universities with expert support, evidence-based best practices, and data-driven guidance to protect emotional health and prevent suicide: Bellarmine University, Centre College, University of Louisville, Morehead State University, Northern Kentucky University and Kentucky State University.

Healthy Minds Study

- Administered the Healthy Minds Study to five participating JED Campus partners with 3,621 students responding.
- Administered the Healthy Minds Study on all 16 KCTCS college campuses with 2,532 students responding. To learn more, visit <https://kctcs.edu/kctcs-student-mental-health-collaboration/index.aspx>.

Mental Health Community of Practice

The Jed Foundation facilitated eight virtual communities of practice meetings dedicated to educating and engaging CPE staff, campus leaders, and mental health professionals at more than 25 colleges and universities.

Value of Communities of Practice:

- **Breaking Silos:** Kentucky schools use community of practice meetings to exchange advice, share resources, and build valuable networks among college professionals.
- **Strategic Alignment:** Participating institutions align their strategies with best practices, improving their ability to address critical mental health challenges.

- **Connection and Networking:** These spaces offer the opportunity to build relationships with colleagues across different schools, which can lead to improved cross-functional collaboration, project outcomes and a sense of community.

Mental Health Strategy Development Convening

Representatives of the KYSSC, The Jed Foundation, Healthy Minds Network and Kentucky’s campuses came together for a day-long convening in May 2024 at Bellarmine University in Louisville. The convening’s topics included:

- Overview of The Jed Foundation
- Results from the Kentucky Healthy Minds Study
- A panel of JED Campus participants discussing their experience with the program
- Discussion about common priorities and challenges related to campus mental health to inform the state-wide strategic priorities
- Introduction to a campus-based action-planning tool to inform campus strategies and resources needed

Feedback from participants:

“The energy was really great. Hopefully we can keep the momentum going.”

“I’m looking forward to understanding the tenets of the state strategy.”

“It was great networking and learning from others.”

Mental Health Strategy Feedback

To reach a consensus around statewide mental health strategic priorities, the KYSSC organized input from the May 2024 convening, categorized priority areas, and met with nine stakeholder groups to share the emerging strategy and gather feedback. Session leaders used live interactive polls and provided the opportunity for campus staff, faculty and student leaders to offer direct feedback and areas for improvement.

Campus Partner Feedback Timeline

- KYSSC’s Mental Health Convening with campus leaders of mental health efforts, 5/22/24
- Kentucky University Vice Presidents for Student Success, 9/12/24
- KCTCS chief academic officers and chief student affairs officers, 10/9/24
- KYSSC’s Mental Health Community of Practice participants, 10/23/24
- CPE’s Kentucky Faculty Advisory Network, 11/8/24
- Kentucky Student Government Association, 11/15/24
- KCTCS Mental Health Taskforce, 12/11/24
- CPE executive leadership, 1/14/25
- University chief academic officers, 1/24/25

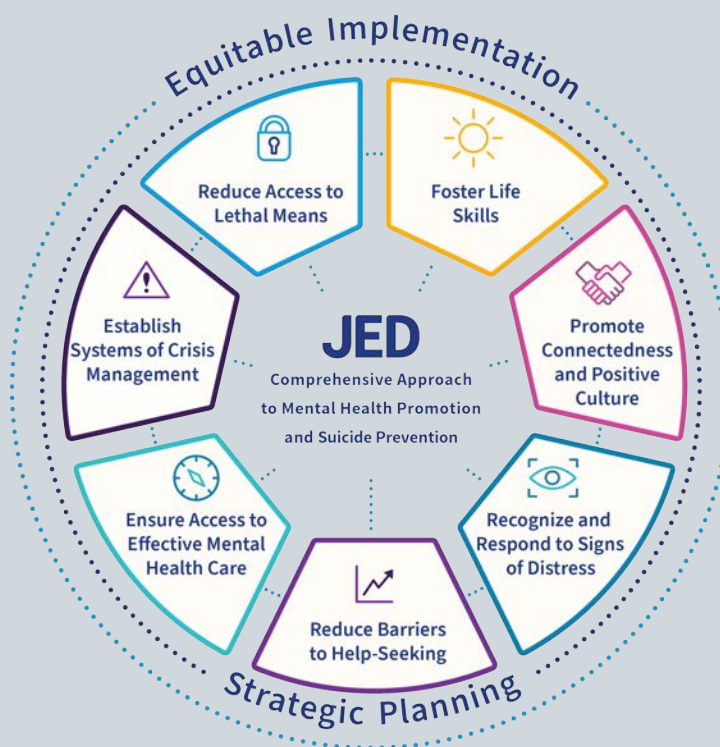


Kentucky's Mental Health Strategy

Key Themes Informing the Kentucky Framework

At the Mental Health Convening in May 2024, the KYSSC and JED teams facilitated a discussion with 47 participants from 26 participating institutions around four key themes to learn more about the current mental health priorities and challenges facing campus partners. These four areas emerged from the Mental Health Community of Practice meetings and Healthy Minds Survey data. They lay a strong foundation for Kentucky's statewide strategy and provide a framework for identifying focused recommendations and next steps.

JED's Comprehensive Approach



1. Student Voice and Engagement

Incorporating student voice and empowering student advocacy in mental health initiatives is essential for ensuring that institutional practices resonate with actual student needs. Recognizing the distinct challenges of the college journey enables administrators to customize mental health resources effectively, while engaging students in the development and implementation of helpful programs and resources.

a. Reduce and remove barriers to mental health support.

1. Establish a student-led mental health taskforce to develop and promote mental health strategies to incentivize proactive engagement in wellness activities/screenings.
2. Destigmatize peer perceptions of mental health support through student testimonial communications campaign.
3. Train student leaders and student employees in mental health first aid.

b. Weave mental health resources into belonging and student basic needs initiatives.

1. Share best practices to integrate mental health resources into campus belonging and basic needs efforts.
2. Explore solutions for representative staff and resources to serve diverse student identities.
3. Expand kynector partnership to increase capacity on campuses for basic needs screening and benefits accessibility.

2. Faculty/Staff Engagement and Training

Facilitating faculty and staff participation in mental health training is crucial for cultivating learning environments that reduce stigma and increase awareness of services surrounding mental health issues. Moreover, it is vital for institutions to support faculty and staff as they navigate the complexities of maintaining their own mental wellness while addressing the mental health needs of their students.

a. Create a plan for statewide mental health training that addresses both in person and online modalities through required and/or incentivized opportunities.

1. Define the role of staff and faculty to support student mental health and set expectations for all campus personnel in supporting student mental health in and out of the classroom.
2. Set campus goals for training faculty and staff and target specific populations and programs for high impact.

b. Support the mental health needs of faculty and staff.

1. Administer the Faculty/Staff Healthy Minds Study for Faculty and Staff (an annual survey from the Healthy Minds Network) at all postsecondary institutions and convene a working group to discuss opportunities to support the mental health needs of faculty and staff.
2. Encourage and support participation in strategic planning where institutions create mental health resources and plans for faculty and staff in addition to students.

3. Resources and Crisis Response

To adequately support students, institutions must empower campus community members with the knowledge and tools to identify signs of mental health crises and respond appropriately. It is crucial for institutions to develop resources that enhance their crisis response capabilities and ensure swift, effective assistance for students in need.

a. Asset map campus and community mental health resources

1. Review online platforms in use on campuses, services provided, cost, benefit, and value. Include student focus group feedback to consider statewide vendors to increase capacity and resources available.
2. Review Kentucky policy to improve access to mental health services across state lines.

b. Identify crisis management best practices for campus community.

1. Create protocols and train faculty and staff who receive direct student outreach after hours on how to respond to support students in crisis.
2. Explore student self-advocacy models to seek resources and respond to student crises.

4. Campus Coordination and Communication

Effective campus coordination and communication ensures mental health and wellness is woven throughout the student experience. By collaborating across departments and units, institutions can develop comprehensive support services that not only assist students but also foster a connected campus community equipped to guide them toward necessary resources.

a. Increase and improve communication efforts.

1. Co-create a monthly communications calendar with themes and messaging to support all campuses, especially those with small mental health staff or centers.
2. Implement the Red Folder initiative, a program that equips staff and faculty with accessible resources and guidance to identify and respond to students experiencing a mental health challenge.

b. Integrate mental health and wellness across the student experience.

1. Encourage and support participation in strategic planning where institutions identify opportunities to integrate mental health and wellness across the student experience.
2. Share best practices in connecting mental health needs and accessibility accommodations.



What's Next

To ensure the successful implementation and sustainability of the statewide mental health strategic plan, the next steps involve establishing a comprehensive framework for monitoring progress and evaluating outcomes. This includes forming cross-institutional committees dedicated to overseeing the integration of mental health initiatives into existing programs, ensuring that student, staff, and faculty feedback is regularly solicited and incorporated.

Financial sustainability must also be prioritized, with the Council on Postsecondary Education and postsecondary institutions exploring diverse funding sources, partnerships, and grant opportunities to support ongoing mental health services.

Additionally, continuous training for faculty and staff, along with the development of a robust communication strategy, will keep the mental health conversation alive and adaptable to evolving student needs.

- **Spring 2025:** Campus engagement - Establish a Mental Health Guiding Team, Student Taskforce, and Senior Fellows to drive implementation planning and programming.
- **Fall 2025:** Implementation planning - Kick off strategy committees that will research, review, and create a three- to five-year implementation plan for the mental health strategy.
- **Spring 2026:** Sustainability planning - Identify funding and partnership opportunities to support the strategy recommendations and campus capacity.
- **Fall 2026:** Evaluating progress and outcomes - As strategy recommendations are implemented, lead continuous improvement cycles to ensure evaluation and adaptation as needed.

Recognition and Gratitude

The following stakeholder groups provided feedback on Kentucky's statewide strategy for mental health. Thank you for your time and energy invested in creating a plan to better support student, staff, and faculty mental health across the state.

Mental Health Strategy Feedback

- Mental Health Convening with campus leaders of mental health efforts, 5/22/24
- University Vice Presidents for Student Success, 9/12/24
- KCTCS Chief Academic Officers and Chief Student Affairs Officers, 10/9/24
- Mental Health Community of Practice participants, 10/23/24
- Kentucky Faculty Advisory Network, 11/8/24
- Student Government Association, 11/15/24
- KCTCS Mental Health Taskforce, 12/11/24
- CPE Executive Leadership, 1/14/25
- University Chief Academic Officers, 1/24/25

The Jed Foundation Staff

Erica Riba, Ed.D., Senior Director, Alumni Programs and Engagement, for leading and advising the Kentucky Mental Health Community of Practice and offering strategic direction and resources towards Kentucky statewide mental health strategy.

Stephanie Secaira, MSW, Strategic Program Initiatives Coordinator, for creating the action planning tool for Kentucky schools, designing the community of practice decks to inform the conversations and capturing the lively discussions and feedback to inform this strategy.

Special thank you to **Juliana Fucinari**, MPH, Healthy Minds Study Research Lead, for support in analyzing Kentucky state-level data.



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Kentucky Student Success Collaborative
kystudentsuccess.org

The Kentucky Student Success Collaborative (KYSSC) is made possible through a partnership and financial investment from the James Graham Brown Foundation with the goal of engaging Kentucky's postsecondary partners with nonprofit, workforce and governmental stakeholders to address the state's most pressing challenges and barriers to student success.

