

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



April 14, 2025 – 10:00 AM ET

Virtual meeting: <https://us02web.zoom.us/j/89129396618>

I.	Call to Order & Roll Call	
II.	Approval of Minutes	2
III.	CPE President Update	
IV.	Proposed New Academic Programs	6
	A. Kentucky State University – Master of Science, Biological and Agricultural Engineering (CIP 14.0301)	8
	B. Kentucky State University – Master of Science, Criminal Justice (CIP 43.0104)	10
	C. Kentucky State University – Master of Social Work, Social Work (CIP 44.0701)	12
	D. Morehead State University – Doctor of Engineering, Systems Engineering (CIP 14.2701)	14
	E. Murray State University – Associate of Science, Dental Hygiene (CIP 51.0602)	16
	F. University of Kentucky – Master of Accounting, Accountancy and Analytics (CIP 30.7104)	18
	G. University of Kentucky – Doctor of Audiology, Audiology (CIP 51.0202)	20
	H. Western Kentucky University – Bachelor of Science, User Experience (CIP 11.0105)	22
V.	Initiatives and Staff Updates	
	A. KCTCS Programs approved between Feb-Apr 2025	24
	B. Commonwealth Education Continuum Update	26
VI.	Other Business	
VII.	Adjournment	
	<i>Next meeting: June 9, 2025 @ 10am ET</i>	

MEETING MINUTES

To be reviewed and approved by the Committee on April 14, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Academic and Strategic Initiatives Committee
Date: January 27, 2025
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, January 27, 2025, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ROLL CALL

Committee members who attended the meeting: Dr. Kellie Ellis, Dr. Meredith Figg, Sean Garber, Karyn Hoover, LaDonna Rogers and Macy Waddle. Kevin Weaver was unable to attend.

CPE Program Manager, Heather Faesy, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the November 15, 2024, meeting were approved with a revision to note the abstention taken by Meredith Figg during the vote to approve a new academic program at the University of Kentucky.

CPE PRESIDENT UPDATE

Dr. Aaron Thompson, CPE President, updated the Committee on the upcoming Futuriti website launch and early legislative happenings in the 2025 session.

PROPOSED NEW ACADEMIC PROGRAMS

Ms. Sheila Brothers, CPE's Senior Director of Academic Excellence, introduced three 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.

Master of Science, Applied Behavior Analysis (CIP 42.2814) - Murray State University

Presented by: Dr. Sean Simmons – Associate Professor of School Psychology and Clinical Director of the Center for Autism Spectrum Disorders

- The 34-credit hour program will focus on addressing the behavioral needs of individuals, particularly those with developmental disabilities and autism. Through a combination of coursework, supervised practicum experiences and internships, students will work with individuals experiencing mental health issues, developmental disabilities and aging.

MOTION: Dr. Ellis moved the Committee endorse for final Council approval the proposed program from Murray State University. Dr. Figg seconded the motion.

VOTE: The motion passed.

Doctor of Philosophy, Biomedical Informatics and Data Science (CIP 26.1103) - University of Kentucky

Presented by: Dr. Justin Miller - Assistant Professor, Pathology/Biomedical Informatics

- The 41-credit hour program will prepare students to computationally analyze large-scale datasets to promote better health for residents of Kentucky and beyond. It is designed to take disease research and clinical care to new levels using advanced computational approaches, including natural language processing, bioinformatics, machine learning and artificial intelligence.

MOTION: Ms. Rodgers moved the Committee endorse for final Council approval the proposed program from the University of Kentucky. Dr. Ellis seconded the motion.

VOTE: The motion passed. Dr. Figg abstained from the vote.

Doctor of Philosophy, Translational Bioengineering (CIP 14.0501) - University of Louisville

Presented by: Dr. Patricia Soucy - Associate Professor of Bioengineering and Director of Graduate Studies for the Department of Bioengineering

- The 47-credit hour program will provide multidisciplinary training in translational bioengineering, preparing students to lead research and development in academia, industry and governmental agencies, as well as advance bioengineering technologies through start-up companies or within established biomedical companies. Students will have the option to customize their program of study by selecting one of four specializations (bioelectronics and biomedical devices, bioimaging and biocomputational modeling, biomechanics and rehabilitation, and molecular and tissue engineering) and will further specify one of three tracks (traditional bioengineering research, clinical translational research, and entrepreneurship of bioengineering technologies).

MOTION: Dr. Ellis moved the Committee endorse for final Council approval the proposed program from the University of Louisville. Ms. Rogers seconded the motion.

VOTE: The motion passed.

KCTCS PROGRAMS APPROVED BETWEEN SEPTEMBER 2024 AND JANUARY 2025

KRS 164.020 (15) mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. Ms. Brothers presented the three new programs reviewed and approved by the Council between September 2024 and January 2025. No action was required from the Committee.

Maysville Community and Technical College

- AAS, Civil Engineering Technology (CIP 15.0201)
- AAS, Electrical Technology (CIP 46.0302)

Ashland Community and Technical College

- AAS, Electrical Technology (CIP 46.0302)

ANNUAL REPORT OF ACADEMIC PROGRAMS – ACADEMIC YEAR 2023-24

Ms. Brothers provided the Committee with a report of the programs approved, closed and reviewed during the 2023-24 academic year.

- A total of 232 new academic programs were approved during the 2023-24 academic year. Of these, four were diplomas, 170 were undergraduate certificates, 32 were postbaccalaureate certificates and four were post-master's certificates, all of which require only staff review.
- Per Council policy, universities submitted their program review reports in July 2024. These reports included a summary of the institutional program review processes, programmatic decisions and plans for the upcoming year. A summary for each institution was provided in the materials.
- During the 2023-24 academic year, Kentucky's public universities reviewed 294 academic programs and provided these recommendations:
 - 72 programs were recommended to grow;
 - 136 programs were recommended to sustain;
 - 48 programs were recommended to be improved; and
 - 29 programs were recommended to close.

No further action was needed by the Committee.

FALL 2024 FINAL ENROLLMENT UPDATE

Mr. Travis Muncie, Chief Information Officer, and Dr. Chris Ledford, Director of Data and Advanced Analytics, provided an update on final enrollment numbers for fall 2024.

Since fall 2023, enrollment has grown 5 percent across public and private institutions, inclusive of strong growth among dual credit, first-time, underrepresented, adult and first-time adult students. On the whole, Kentucky has equaled or surpassed pre-pandemic enrollment levels. These trends generally hold across sectors. Growth in enrollment among continuing and first-time adults also is a positive indicator. There is a sizable market for postsecondary degrees and credentials among Kentucky adults with no college experience. Sustaining the current enrollment patterns will be critical to reaching Kentucky's 60x30 goal.

KENTUCKY STUDENT SUCCESS COLLABORATIVE UPDATE

Dr. Lilly Massa-McKinley, Assistant Vice President of the Kentucky Student Success Collaborative, introduced five new staff members that are advancing the state's initiatives on student basic needs, transfer, gateway course success and adult initiatives. She also discussed the upcoming 2025 Student Success Summit taking place on February 10 and 11.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:30 a.m., ET.

TITLE: Proposed New Academic Programs for Review & Recommendation

DESCRIPTION: Staff recommends the Committee endorse for Council approval proposed new academic programs from Kentucky State University, Morehead State University, Murray State University, the University of Kentucky and Western Kentucky University.

STAFF CONTACT: Sheila Brothers, MPA, Senior Director of Academic Excellence

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.

PROGRAMS PROPOSED FOR APPROVAL

Council staff has reviewed the following proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review. Regarding the programs proposed by Morehead State University and Murray State University:

- KRS 164.2951 permits comprehensive universities to offer advanced practice doctoral programs, and 13 KAR 2:110 describes the criteria and conditions for the approval of advanced practice doctoral programs at comprehensive universities. A comprehensive university requesting approval for an advanced practice doctorate is obligated to provide additional details about the program beyond what is normally required. The institution also must describe how the doctorate will build upon an existing master's degree in the same field, detail any distinctive qualities of the existing master's program, demonstrate that the doctorate is required to advance in the field of study, explain the proposed program's impact on the institution's undergraduate education and provide evidence that the program will not impair funding for any existing programs at other public universities.
- KRS 164.295 permits comprehensive universities to offer associate programs. The CPE's "New Program Approval Policy" (approved in 2020) describes how KCTCS must be included in such proposals. Specifically, if a university intends to offer an associate program, the program will only move forward if KCTCS determines, within 30 days of notification, that a community and technical college(s) in the proposing institution's area of geographic responsibility: (1) does not have an interest in creating a similar program,

and (2) does not have the ability to implement the program in a more cost-efficient and effective manner.

Kentucky State University

- Master of Science, Biological and Agricultural Engineering (14.0301)
- Master of Science, Criminal Justice (43.0104)
- Master of Social Work, Social Work (44.0701)

Morehead State University

- Doctor of Engineering, Systems Engineering (14.2701)

Murray State University

- Associate of Science, Dental Hygiene (51.0602)

University of Kentucky

- Master of Accounting, Accountancy and Analytics (30.7104)
- Doctor of Audiology, Audiology (51.0202)

Western Kentucky University

- Bachelor of Science, User Experience (11.0105)

PROPOSED PROGRAM SUMMARY

Institution: Kentucky State University
Program Name: Biological and Agricultural Engineering
Degree Destination: Master of Science

CIP Code: 14.0301

Credit Hours: 36

Implementation Date: 8/1/2025

Program Description

As one of 19 land-grant HBCUs nationwide, Kentucky State University has long been recognized for its work in aquaculture, and this program will build upon that reputation. The proposed Master of Science in Biological and Agricultural Engineering program will prepare students to apply mathematical and scientific principles to the design, development, and operational evaluation of equipment and facilities to produce, process, store, handle, and distribute food, feed, and fibers. The program will emphasize research competency, including designing and conducting experiments and interpreting data. In addition to typical agricultural applications, the program will also promote applications to aquaculture and forestry.

As part of the graduation requirement, students will work on a real-world engineering problem, in partnership with a sponsoring industry partner. A regional board of industry leaders will provide feedback on the curriculum and assess potential internship opportunities with corporate entities throughout the world.

As a result of this program, graduates will be able to:

- identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- apply engineering design to produce solutions that consider public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
- recognize ethical and professional responsibilities in engineering situations and make informed judgments that consider global, economic, environmental, and societal contexts; and
- conduct independent research using appropriate research design, methods, and analysis.

Connection to Other Programs

Kentucky State University currently offers master's degrees in Aquaculture and Aquatic Sciences, and in Environmental Studies. Therefore, the institution currently has faculty with expertise in the areas of aquaculture and aquatic sciences, horticulture, soil science, soil-less science, entomology, food technology, and agricultural economics. The proposed program will benefit from these existing faculty, as well as the facilities and physical resources used by the existing graduate programs. The institution also has sufficient facilities (including library and learning resources, and science and technology laboratories) and student support services for the program. Kentucky State University received approval last academic year for a baccalaureate program in the same field, which can supply students for the master's program.

A similar program exists at the University of Kentucky, but Kentucky State University demonstrated sufficient student and market demand.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 10
- Year 2 – 20
- Year 3 – 40
- Year 4 – 60
- Year 5 – 80

Employment Demand

Based on data from the Bureau of Labor Statistics, heightened public awareness of the hazards facing the environment is contributing to the demand for agricultural and environmental engineers. For example, these workers will help design solutions to mitigate pollution and promote access to clean drinking water. Employment of agricultural and environmental engineers is projected to grow 6% from 2022 to 2032, faster than the average for all occupations. Regional demand suggests graduates can anticipate strong earning potential, with an entry-level salary of \$73,812 and post-entry median salary of \$96,218. Nationally, approximately 3,400 openings for agricultural and environmental engineers are projected each year, on average, over the next decade.

Budget

Funding is available from the USDA and other governmental funding agencies, including scholarships for HBCU master’s programs. These funds will cover three-quarters of the cost of the two faculty members needed for the program, with tuition covering the remaining twenty-five percent.

Projected Revenue over Next Five Years (\$):	\$ 2,693,500
Projected Expenses over Next Five Years (\$):	\$ 2,136,200

PROPOSED PROGRAM SUMMARY

Institution: Kentucky State University
Program Name: Criminal Justice
Degree Destination: Master of Arts

CIP Code: 43.0104

Credit Hours: 30

Implementation Date: 8/1/2025

Program Description

This proposed Master of Arts in Criminal Justice program at Kentucky State University will prepare students for mid-level positions in the field of criminal justice and will be particularly attractive to individuals already employed in the criminal justice field seeking management and other leadership positions. There will be two concentrations: Cybersecurity and Professional. The Cybersecurity concentration will prepare students to serve in positions such as security analysts. The Professional concentration will be attractive to those seeking positions in criminal justice generally, particularly leadership roles.

As a result of this program, graduates will be able to:

- analyze the structure, functions, and interrelationships of law enforcement agencies, courts, corrections, and related organizations within the criminal justice system;
- develop leadership and management competencies to lead and supervise personnel within criminal justice organizations;
- conduct applied research and program evaluations to assess the effectiveness of criminal justice administration practices;
- collaborate with interdisciplinary teams and stakeholders to develop and implement strategies for addressing challenges within criminal justice administration; and
- exhibit professionalism, integrity, and ethical conduct.

Connection to Other Programs

Kentucky State University received approval last academic year for a baccalaureate program in the same field, providing a supply of students for the master's program. Similar programs exist at Eastern Kentucky University, the University of Louisville, University of Kentucky, and Western Kentucky University. However, there are differences in curricular foci, as well as intended student populations, which warrants addition of this program.

Student Demand

Initial estimates of enrollment are:

Year 1 – 25

Year 2 – 50

Year 3 – 75

Year 4 – 120

Year 5 – 125

Employment Demand

Bureau of Labor Statistics data for Kentucky shows positive job growth trends. Three-year historic occupational growth rates are in the 78th percentile and masters-prepared graduates can expect an entry-level salary of \$51,586. Median salaries are estimated to be \$81,803, showing clear potential for increases as time progresses.

Budget

The program will be supported by CPE funding for three years, as well as through tuition and fees. One additional faculty member will need to be hired, likely within two years of implementation.

Projected Revenue over Next Five Years (\$):	\$ 5,690,000
Projected Expenses over Next Five Years (\$):	\$ 2,092,200

PROPOSED PROGRAM SUMMARY

Institution: Kentucky State University
Program Name: Social Work
Degree Destination: Master of Social Work

CIP Code: 44.0701

Credit Hours: 60

Implementation Date: 8/1/2025

Program Description

The proposed Master of Social Work in Social Work (MSW) at Kentucky State University will advance social work practice and focus on mental health services and policy development, implementation, and evaluation. Offering intentional engagement in urban areas, the program will provide graduates with professional experiences through interactions with clients, agencies, and policy makers, allowing graduates to promote social work theories for a variety of populations.

As a result of this program, graduates will be able to:

- apply ethical decision-making frameworks and professional values in diverse social work practice settings;
- evaluate social work problems, formulate solutions, and apply appropriate interventions based on evidence and theory;
- integrate knowledge of human behavior theories and frameworks to understand the complex interaction between individuals and their social environment; and
- develop proficiency in social work research methods and will critically assess and apply research findings in practice.

Connection to Other Programs

A Bachelor of Social Work in Social Work is already offered by Kentucky State University, which will provide a ready pipeline for the proposed program. While similar MSW programs exist at Eastern Kentucky University, Northern Kentucky University, University of Kentucky, University of Louisville, and Western Kentucky University, student and market demand are strong, both in the region surrounding Kentucky State University and throughout the state. Due to accreditation requirements, curricula tend to be similar from institution to institution. However, institutions are supportive of the proposed program.

Student Demand

Initial estimates of enrollment are:

Year 1 – 25

Year 2 – 35

Year 3 – 45

Year 4 – 50

Year 5 – 60

Employment Demand

Bureau of Labor Statistics data indicates market demand is in the 99th percentile, demonstrating ample job availability for graduates. KSU's survey of healthcare providers and social service agencies in its region showed a 15% annual growth rate in demand for social workers, particularly in rural areas where social work professionals are in short supply. Data from Kentucky Labor Market highlights a projected increase in job openings for social workers over the next five years.

Budget

Two faculty will need to be hired to offer the program. The budget for the program is predicated upon 20 students enrolled per year, although enrollment is projected to start at 25 students per year.

Projected Revenue over Next Five Years (\$):	\$ 3,891,250
Projected Expenses over Next Five Years (\$):	\$ 1,216,208

PROPOSED PROGRAM SUMMARY

Institution: Morehead State University
Program Name: Systems Engineering
Degree Destination: Doctor of Engineering

CIP Code: 14.2701

Credit Hours: 60

Implementation Date: 8/3/2026

Program Description

Morehead State University is well known for its expertise in space science. The proposed Doctor of Engineering in Systems Engineering program will focus on process and product design for the aerospace, defense, and manufacturing industries, with a strong emphasis on space systems. Students will choose from one of two specializations: Space Systems Engineering or Integrated Systems Engineering. The program will leverage Morehead State University's unique resources, including specialized laboratories and experienced faculty, to offer students a hands-on, applied research-focused learning experience.

As a result of this program, graduates will be able to:

- demonstrate a deep understanding of systems engineering principles and methodologies, including system architecture, design, modeling, simulation, and project management;
- apply systems engineering knowledge to solve existing problems in the aerospace, defense, and manufacturing industries;
- conduct independent applied research, analyze data, and effectively communicate findings through written reports and presentations; and
- collaborate effectively with other engineers and professionals in a team-based environment.

Connection to Other Programs

Morehead State University's "program of distinction" is in space science and the institution has long been recognized for its unique contributions to the field of space systems. After receiving CPE approval for a master's degree in Space Systems Engineering Science in 2014, Morehead State University subsequently received approval for a baccalaureate program in Space Systems Engineering in 2020. The proposed program will create a natural progression for students seeking advanced education in the field of systems engineering.

Student Demand

Initial estimates of enrollment are:

Year 1 – 4

Year 2 – 6

Year 3 – 8

Year 4 – 10

Year 5 – 12

Employment Demand

The Bureau of Labor Statistics (BLS) projects 6% growth nationally for aerospace engineers from 2021 to 2031, indicating a steady demand for engineers in these fields. A Doctor of Engineering degree will position graduates for senior-level and leadership roles within these

growing sectors. Data from the BLS and from industry salary surveys show that professionals with doctoral degrees in engineering earn significantly higher salaries than those with bachelor's or master's degrees. Morehead State University provided letters of support from three Kentucky businesses that expressed the need for highly skilled individuals in this field, which will strengthen Kentucky's technological workforce.

Budget

The program is projected to be self-sustaining through a combination of internal reallocations, external grants and contracts, and tuition revenue. Morehead State University's Space Science Center has been consistently successful in attracting funding from government sources (NASA and the U.S. Department of Defense), private aerospace companies (Intuitive Machines, Radiance Corporation, Rajant) and via subcontracts from university partners (MIT, University of Maryland). One faculty member will be hired in the fifth year of the program when the program's annual costs are expected to be fully offset by the anticipated revenue.

Projected Revenue over Next Five Years (\$):	\$ 1,070,000
Projected Expenses over Next Five Years (\$):	\$ 1,450,000

PROPOSED PROGRAM SUMMARY

Institution: Murray State University
Program Name: Dental Hygiene
Degree Destination: Associate of Science

CIP Code: 51.0602

Credit Hours: 76

Implementation Date: 8/15/2025

Program Description

The proposed Associate of Science in Dental Hygiene program at Murray State University will prepare students to pass the National Board Exam for Dental Hygiene and the clinical board exams that are required for licensure as a Registered Dental Hygienist. The responsibilities of a licensed dental hygienist in Kentucky include scaling and polishing teeth, applying topical fluoride agents, placing pit and fissure sealants, providing nutritional counseling, exposing and processing dental radiographs, and educating patients in the proper care of their teeth and supporting structures. Upon graduation, students will be ready for licensure exams or be well situated to progress to a baccalaureate program in dental hygiene. Representatives from Murray State University and KCTCS met to discuss the proposed program, as well as the statewide need for dental hygienists. Future plans include development of additional KCTCS associate programs in dental hygiene, a possible baccalaureate program in dental hygiene at Murray State University, and clear transfer pathways between related associate's and baccalaureate degrees.

As a result of this program, graduates will be able to:

- complete and record a patient health assessment and identify the physical and oral health status;
- critically analyze assessment findings to address a patient's dental hygiene needs;
- solve problems and make decisions utilizing scientific literature as a basis for dental hygiene decision-making;
- assess, plan, implement, and evaluate community-based oral health programs; and
- provide dental hygiene services in a variety of settings.

Connection to Other Programs

Only three other dental hygiene associate programs exist in the state (Big Sandy Community and Technical College, Bluegrass Community and Technical College, and Western Kentucky University). No dental hygiene program exists in Murray State University's 18-county service region.

Student Demand

Initial estimates of enrollment are:

Year 1 – 8

Year 2 – 22

Year 3 – 28

Year 4 – 28

Year 5 – 28

Employment Demand

The projected job growth for dental hygienist is above average at the region (8%), state (7%), and national (9%) levels. Murray State University recently conducted a needs assessment by surveying 24 local dentists and orthodontists in its region. Dentists reported 16 open full-time positions and two part-time positions and that filling positions typically takes more than six months of searching. Overwhelmingly, regional dentists feel that a dental hygiene program at Murray State University is needed. Both the Kentucky Dental Association and the Purchase Dental Society confirmed the shortage of dental hygienists in western Kentucky and support development of the proposed Dental Hygiene program.

Budget

The initial start-up expenses of a dental hygiene program are high due to equipment needs, although Murray State University has received a \$1,000,000 grant to purchase 14 dental chairs and associated equipment. Three additional faculty members will need to be hired, but expenditures for the program will be covered by student tuition and fees.

Projected Revenue over Next Five Years (\$):	\$ 4,269,302
Projected Expenses over Next Five Years (\$):	\$ 3,954,750

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Accountancy and Analytics
Degree Destination: Master of Accountancy

CIP Code: 30.7104

Credit Hours: 36

Implementation Date: 8/25/2025

Program Description

The proposed Master of Accountancy in Accountancy and Analytics at the University of Kentucky will prepare students with technical, analytical, and professional skills required for success in diverse professional accounting roles. By integrating advanced accounting concepts with business data analytics applications, the program will address the growing demand for professionals in various areas in the accounting discipline. Students will also complete the necessary courses to sit for professional exams such as the CPA (Certified Public Accountant), CFE (Certified Fraud Examiner), CIA (Certified Internal Auditor) and CMA (Certified Management Accountant).

As a result of this program, graduates will be able to:

- apply financial accounting-related technical knowledge;
- use analytical knowledge to address financial reporting-related issues; and
- demonstrate strong visual, written, and oral communication and presentation skills.

Connection to Other Programs

The program will complement and coexist with the University of Kentucky's existing in-person Master of Science in Accountancy program. Through shared courses, the proposed program will provide new learning opportunities to a broader audience and enhance overall enrollment while maintaining the integrity and appeal of the existing program.

Similar programs exist at other universities. However, a combination of several aspects of the proposed program warrants its addition, including welcoming students without an undergraduate degree in accounting, allowing students to choose whether to take courses online or in person, and focusing on business analytics (as opposed to data analytics).

Student Demand

Initial estimates of enrollment are:

Year 1 – 5

Year 2 – 10

Year 3 – 15

Year 4 – 20

Year 5 – 25

Employment Demand

Demand for professional accountants continues to be strong, with “data analysis” being one of the most needed critical skills. The program will attract graduate students who do not have an undergraduate degree in accounting (who are considering a career leading to enhanced

employment opportunities) and international students pursuing a STEM-certified degree. Regional job postings from Lightcast show sufficient opportunities for graduates. The program was created in response to numerous inquiries from prospective students and a recommendation from the institution's Accounting Advisory Board.

Budget

The primary source of funding for the program will be student tuition. Given the projected number of students and tuition estimates, total revenues by the fifth year are expected to support hiring additional faculty to teach more sections. The institution will use summer overloads and/or 12-month faculty for new classes and utilize current instructors and offerings for the existing classes. Leveraging existing accounting courses will keep incremental operating expenses relatively low in the first few years.

Projected Revenue over Next Five Years (\$):	\$ 2,250,000
Projected Expenses over Next Five Years (\$):	\$ 1,500,000

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Audiology
Degree Destination: Doctor of Audiology

CIP Code: 51.0202

Credit Hours: 104

Implementation Date: 8/1/2025

Program Description

The proposed Doctor of Audiology in Audiology at the University of Kentucky will be a three-year, nine-semester advanced practice doctoral degree providing the necessary academic and clinical experiences for students to enter audiologic practice upon graduation. The format of the degree, including the externship, is consistent with the structure of existing audiology degree programs across the country and will meet audiology state licensure and national certification requirements, as well as programmatic accreditation standards.

As a result of this program, graduates will be able to:

- qualify for state licensure and/or professional certification in audiology;
- apply critical thinking skills and reason and judgement to solve complex audiology problems; and
- demonstrate clinical skills essential to delivering services to a wide range of populations.

Connection to Other Programs

The University of Kentucky currently offers undergraduate and graduate degrees in a related field, speech pathology. The University of Louisville has the only Audiology degree program in the commonwealth and will average eight completions, annually. Sufficient student and market demand exist for an additional program in this field.

Student Demand

Initial estimates of enrollment are:

Year 1 – 5

Year 2 – 10

Year 3 – 15

Year 4 – 20

Year 5 – 25

Employment Demand

This program will address a shortage of audiologists, both in Kentucky and across the country. A job market analysis conducted for the proposed program indicated that demand for audiologists is expected to grow at twice the rate of all occupations over the next 10 years. Most Kentucky counties have relatively high percentages of persons with hearing loss, yet the number of audiologists per county in the commonwealth is quite low in most of the state. According to the American-Speech-Language-Hearing Association, there are 3.0 audiologists

per 100,000 individuals in Kentucky, which ranks 47th in the country. Anecdotally, audiology positions at UK Healthcare often remain unfilled for extended periods of time.

Budget

Recurring general fund dollars will be used to support the program director position, and tuition will be used to support the remaining faculty positions. Until tuition is generated, UK Healthcare has committed to provide funds to help with the start-up of the program, including purchasing necessary equipment and supporting faculty salaries.

Projected Revenue over Next Five Years (\$):	\$ 2,276,362
Projected Expenses over Next Five Years (\$):	\$ 2,019,950

PROPOSED PROGRAM SUMMARY

Institution: Western Kentucky University
Program Name: User Experience
Degree Destination: Bachelor of Science

CIP Code: 11.0105

Credit Hours: 120

Implementation Date: 8/1/2025

Program Description

The Bachelor of Science in User Experience at Western Kentucky University will provide students with design-thinking processes and agile methodologies applied to the design of digital products, such as websites, dashboards, mobile apps, games, and more. Integrating human insights into the process of designing, researching, and creating technological interfaces, the User Experience program will combine insights and knowledge from a variety of perspectives, including human-computer interaction, learning, neuroscience, perception, product design, user-centered design, and usability.

As a result of this program, graduates will be able to:

- Apply user experience modeling and design frameworks to create digital products that address user needs and behaviors and meet industry standards;
- integrate design principles with one or more programming languages;
- conduct user experience research to evaluate design decisions, emphasizing the importance of the product development lifecycle, from ideation through deployment; and
- evaluate user experience research data to inform iterative design decisions.

Connection to Other Programs

Western Kentucky University currently offers baccalaureate programs in Computer Science and in Visual Arts with a concentration in User Experience Design, as well as a certificate in User Experience Design. The proposed program will enhance, not replace, these existing curricula. Courses in the program will be taught by current faculty in disciplines such as computer science, art and design, graphic design, psychological sciences, and psychology.

Similar programs exist at Northern Kentucky University and the University of Kentucky, however the foci are slightly different. Northern Kentucky University's program offers content in both user experience ("front end") and the servers and databases ("back end") needed to support the functionality, while Western Kentucky University's program focuses on the user experience. The University of Kentucky's program is an industrial design program that covers both physical and digital products, whereas Western Kentucky University's program is focused on a digital user's experience.

Student Demand

Initial estimates of enrollment are:

Year 1 – 10

Year 2 – 23

Year 3 – 37

Year 4 – 55

Year 5 – 77

Employment Demand

The Bureau of Labor Statistics does not have a specific category for user experience professionals but includes those roles under broader categories such as "User Interface Designers" and "Web Developers." Anticipated regional job growth in those types of field ranges from 17% (commercial and industrial designers) to 32% (software quality assurance analysts and testers). Glassdoor's 2023 "50 Best Jobs in America" report ranked user experience design as one of the top fields, noting strong demand and high salaries. The report also highlighted that user experience positions offer competitive salaries and are in high demand across various industries.

Budget

The User Experience program will primarily make use of existing resources. It will be an interdisciplinary program, shared by the Potter College of Arts and Letters and the Ogden College of Science and Engineering. Both colleges having existing, robust enrollment. No additional faculty will be needed, as eight current faculty across the two units will cover the courses as part of their regular teaching load.

Projected Revenue over Next Five Years (\$): \$ 1,027,118

Projected Expenses over Next Five Years (\$): \$ 415,011

TITLE: New Academic Programs Approved at KCTCS

DESCRIPTION: Staff have approved two AAS program proposals from KCTCS institutions between February and April 2025 in accordance with the program approval process. No additional action is necessary from the Council.

STAFF CONTACT: Sheila Brothers, MPA, Senior Director of Academic Excellence

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

PROGRAM APPROVAL PROCESS FOR KCTCS INSTITUTIONS

Associate degree programs of a vocational-technical-occupational nature (i.e. AAS) undergo the following process for approval:

- KCTCS posts a proposal to the program approval system. Institutions and Council staff have 30 days to respond.
- If no issues are identified, the program is approved by Council staff and reported as an information item to the Council.
- If issues are identified, the institution addresses those through the program approval system, and the review period is extended. Once the issues are resolved, the program is approved by Council staff and reported as an information item at the next Council meeting.

APPROVED PROGRAMS AT KCTCS

Council staff have reviewed and approved the following programs. No further action is needed.

Henderson Community College

- Associate of Applied Science, Education (CIP 13.1501) – The program will offer students the training required to begin careers in education. Several schools in the region report an insufficient supply of teachers. Graduates will be prepared to enter the classroom as primary and secondary school teacher’s aides. In addition, Murray State University has a

regional campus on Henderson Community College's campus and will partner on a "2 + 2" program, meaning interested students will be able to complete the associate program and coursework for a bachelor's degree from the Henderson Community College campus.

Somerset Community College

- Associate of Applied Science, Human and Social Services (44.0000) – The program will prepare individuals for entry-level positions in agencies and institutions that provide social, community, educational and mental health services. The program was created (in part) in response to a joint meeting between representatives of CPE's Healthcare Workforce Initiatives and academic leadership from Somerset Community College. Attendees discussed the lack of programs to address mental health needs in the region, with all parties noting a shortage of available, qualified well-trained employees. Upon completion of the program, graduates will be prepared to seek employment in various areas, which may include mental health settings, chemical dependency settings, hospitals, educational institutions, correctional facilities, geriatric settings, child and youth centers, childcare facilities and social service agencies.

TITLE: Commonwealth Education Continuum Update

DESCRIPTION: Staff will provide its annual update on the work and initiatives of the Commonwealth Education Continuum.

STAFF CONTACTS: Dr. Amanda Ellis, Vice President of K-12 Policies and Programs
Robin Hebert, Senior Fellow of K-12 Policies and Programs

SUPPORTING INFORMATION

The Commonwealth Education Continuum (CEC), a P-20 council, 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. This collaborative effort will help Kentucky meet its 60x30 educational attainment goal.

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 Dr. Robbie Fletcher, Kentucky Commissioner of Education. It consists of members whose expertise ranges from early childhood to the workforce.

Over the last four years, the CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transitions to postsecondary education.

At the meeting, CPE staff will provide an update on the work of the CEC.



Commonwealth
Education Continuum

Commonwealth Education Continuum Kentucky's P-20 Council

Dr. Amanda Ellis, Vice President, Student Access and Success
Robin Hebert, Senior Fellow, P-20 Policies and Programs

Mission



Commonwealth
Education Continuum

The **Commonwealth Education Continuum** exists to remove barriers throughout the system to ensure students can access a seamless P-20 education journey. The Continuum supports actions that lead to Kentuckians earning the necessary degrees and credentials to succeed in the workforce, elevate our communities, and increase economic opportunity. The CEC achieves this by:

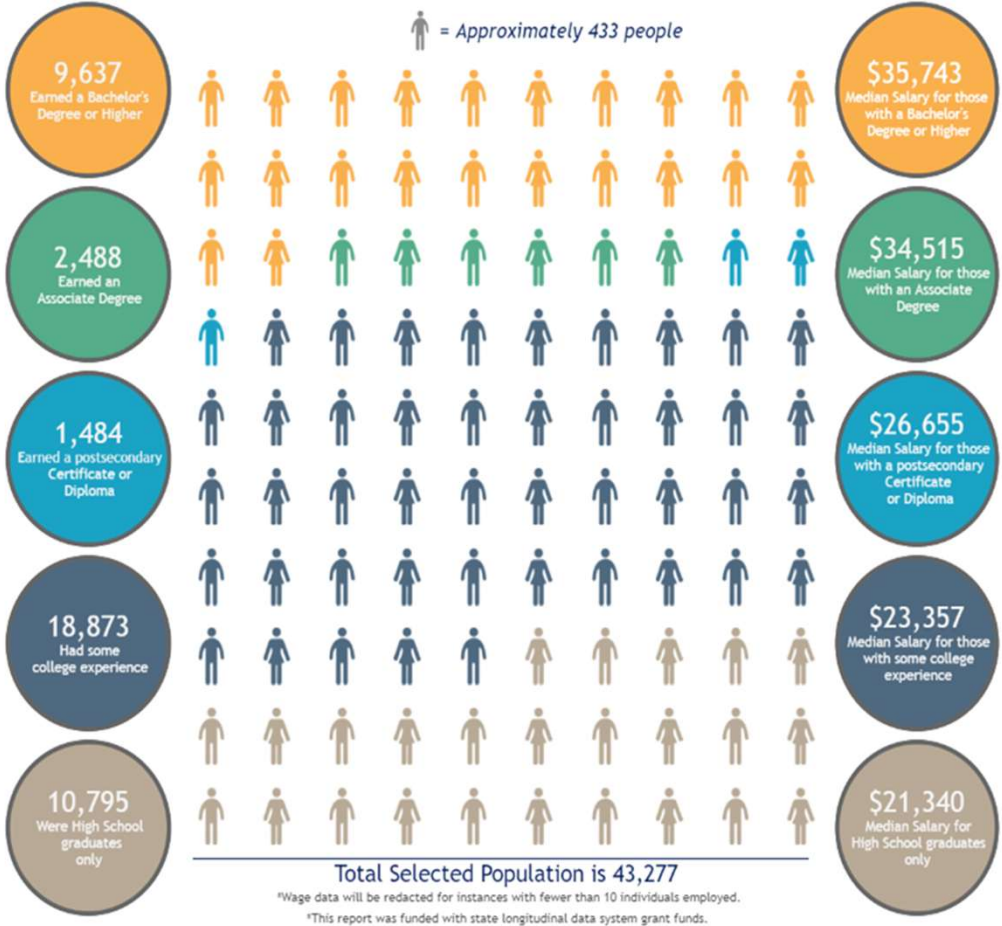
- Convening cross-sector partners,
- Monitoring and reporting progress,
- Identifying and advocating for policy solutions, and
- Accelerating action.

Vision

The **Commonwealth Education Continuum** champions an agile education system that serves Kentuckians from cradle to career.

We aspire to be the most seamless education system in the nation, where Kentuckians have access and opportunity to earn quality degrees and credentials that lead to prosperous careers and fulfilling lives.

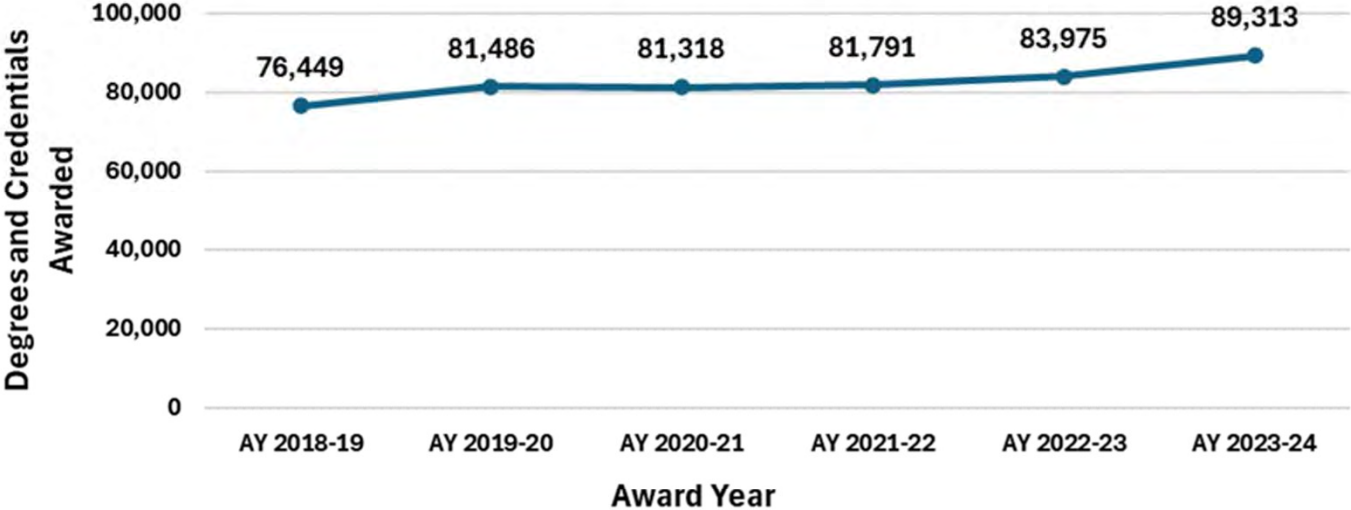
2019 Outcomes for 2012 High School Graduates



Source: KYSTATS 2019 Life Outcomes Report

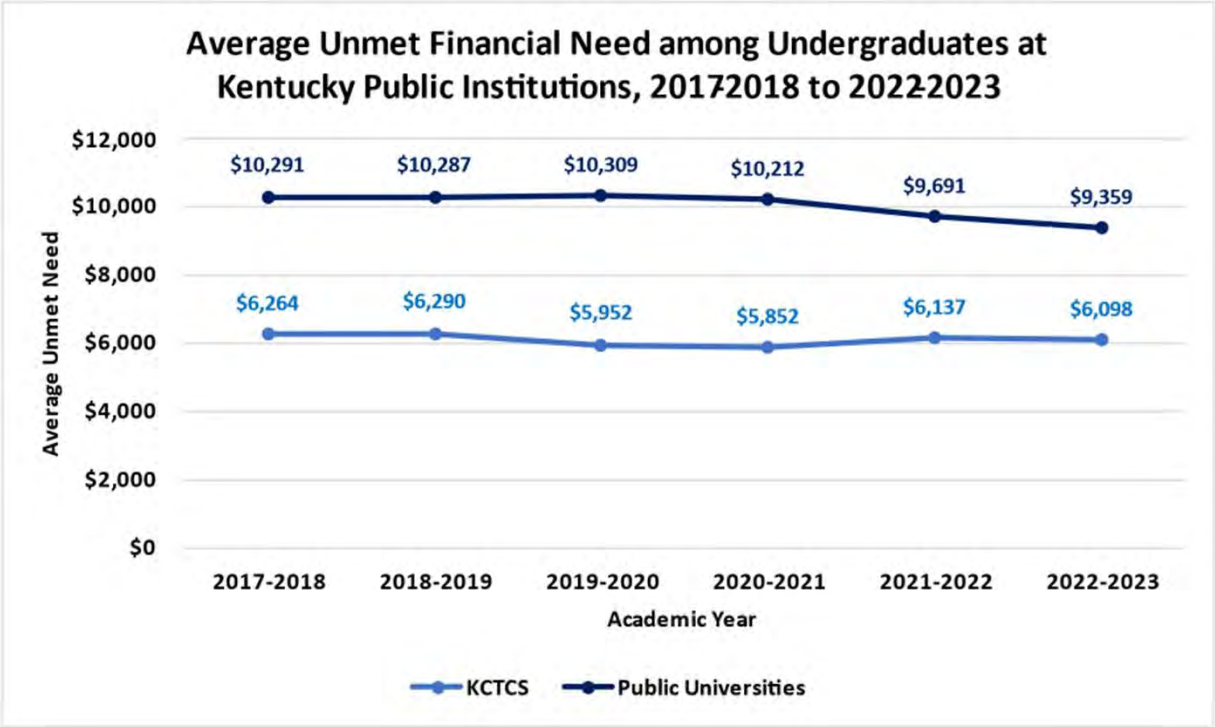
All Public Institution Degrees and Credentials

Total Degrees and Credentials



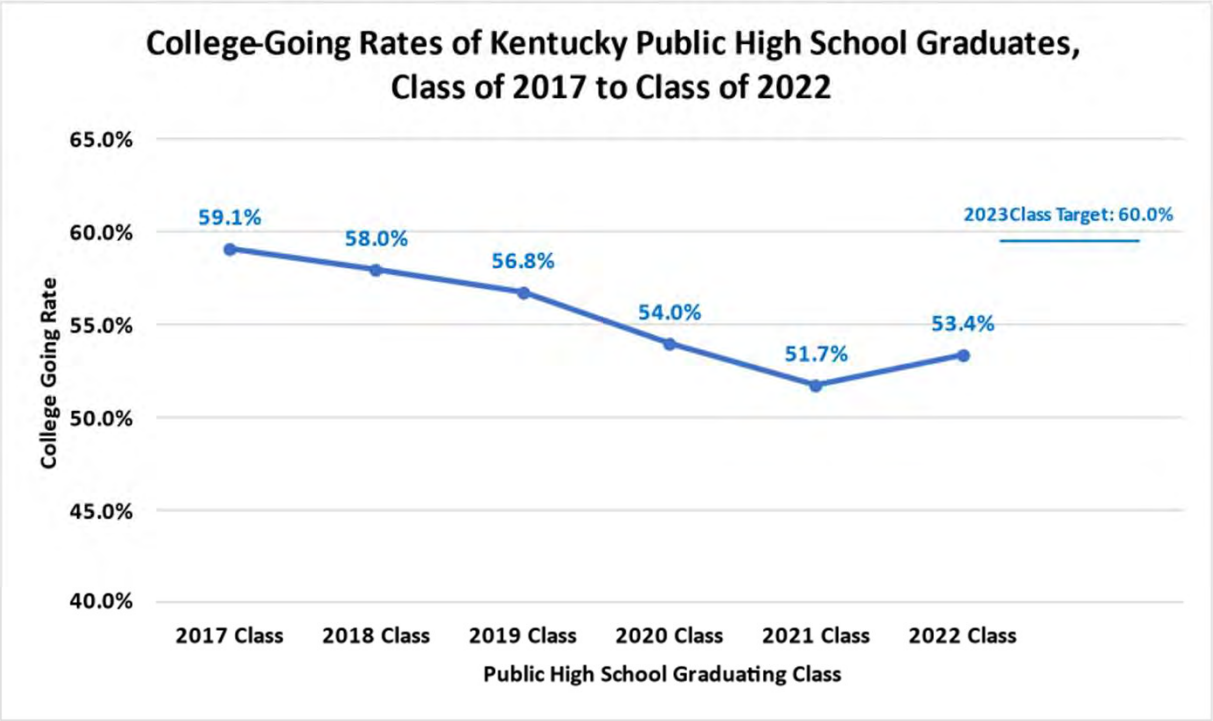
- 1 Year Change: +6.4%
- 5 Year Change: +16.8%

Average Unmet Need - Public Institutions



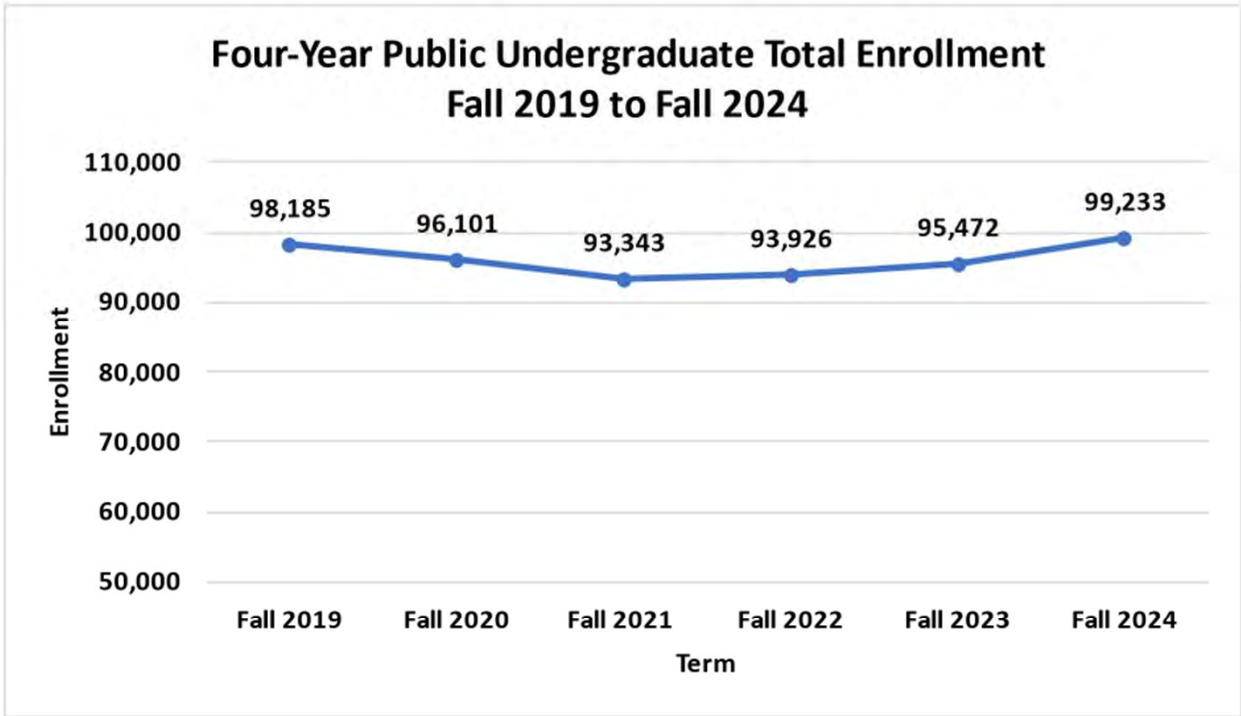
- **KCTCS**
 - **1YR: -0.6%**
 - **5YR: -2.7%**
- **Public Universities**
 - **1YR: -3.4%**
 - **5YR: -9.1%**

College-Going Rates Public High School Grads



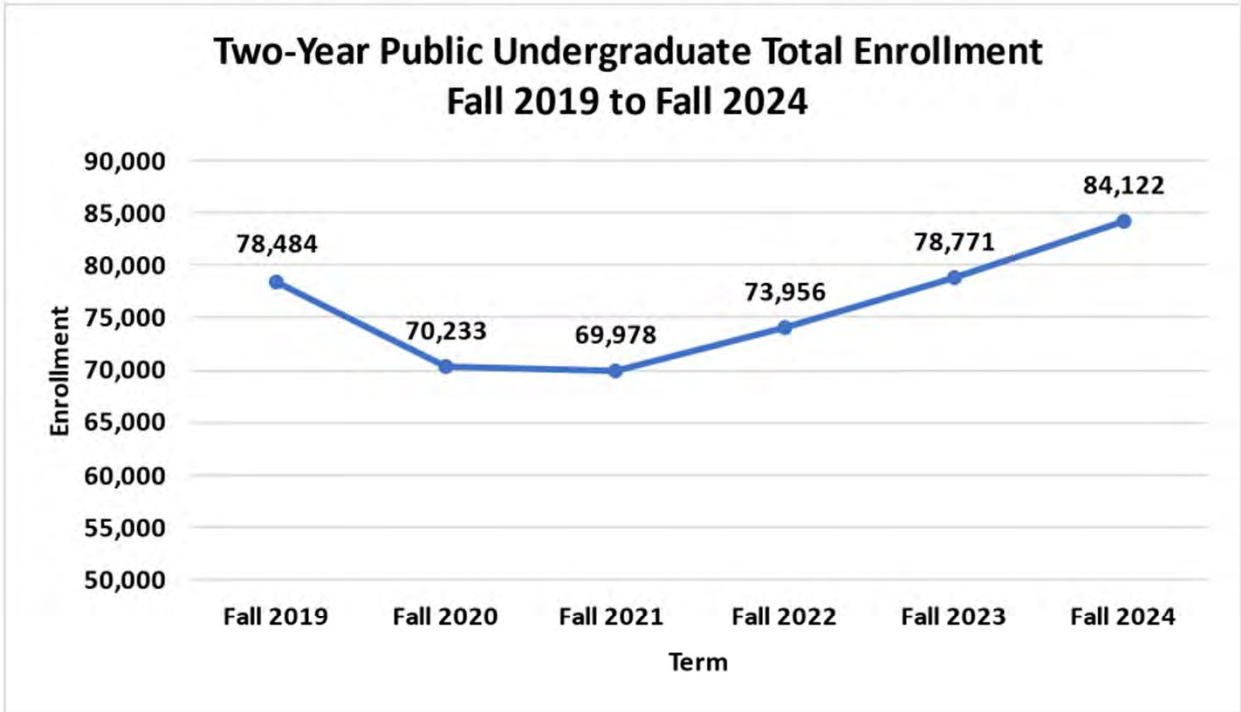
- **1YR: +1.7pp**
- **5YR: -5.7pp**

4YP Undergraduate Enrollment - Total



- **1 Year Change: +3.9%**
- **5 Year Change: +1.1%**

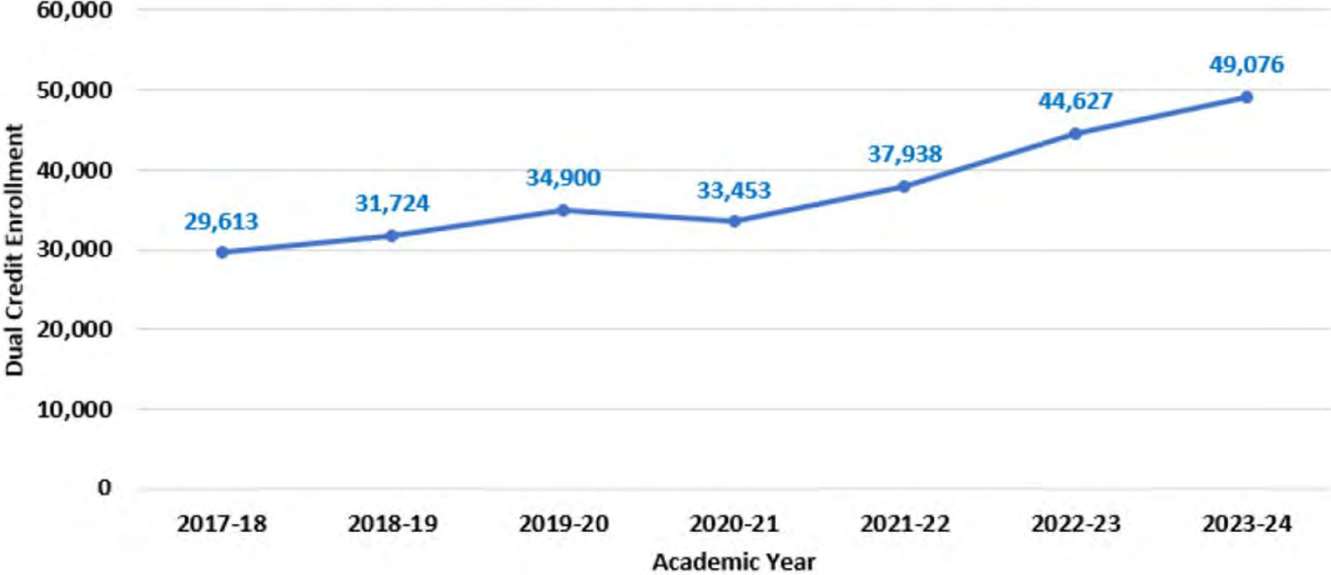
2YP Undergraduate Enrollment - Total



- **1 Year Change: +6.8%**
- **5 Year Change: +7.2%**

Dual Credit Participation

Kentucky Dual Credit Enrollment, 2017-18 to 2023-24



Since 2017-18, dual credit enrollment has grown **65.7%**.



2023 Life Outcomes for 2016 Kentucky Public High School Graduates



This dashboard is powered by the Kentucky Center for Statistics. Those using screen readers may need to click the enter key to select options in filters. This dashboard is best viewed on a desktop computer. If you have any questions regarding accessibility, please contact kystats@ky.gov. Follow us @KYSTATS on social media.

An alternative, accessible format in Excel is available for download here:

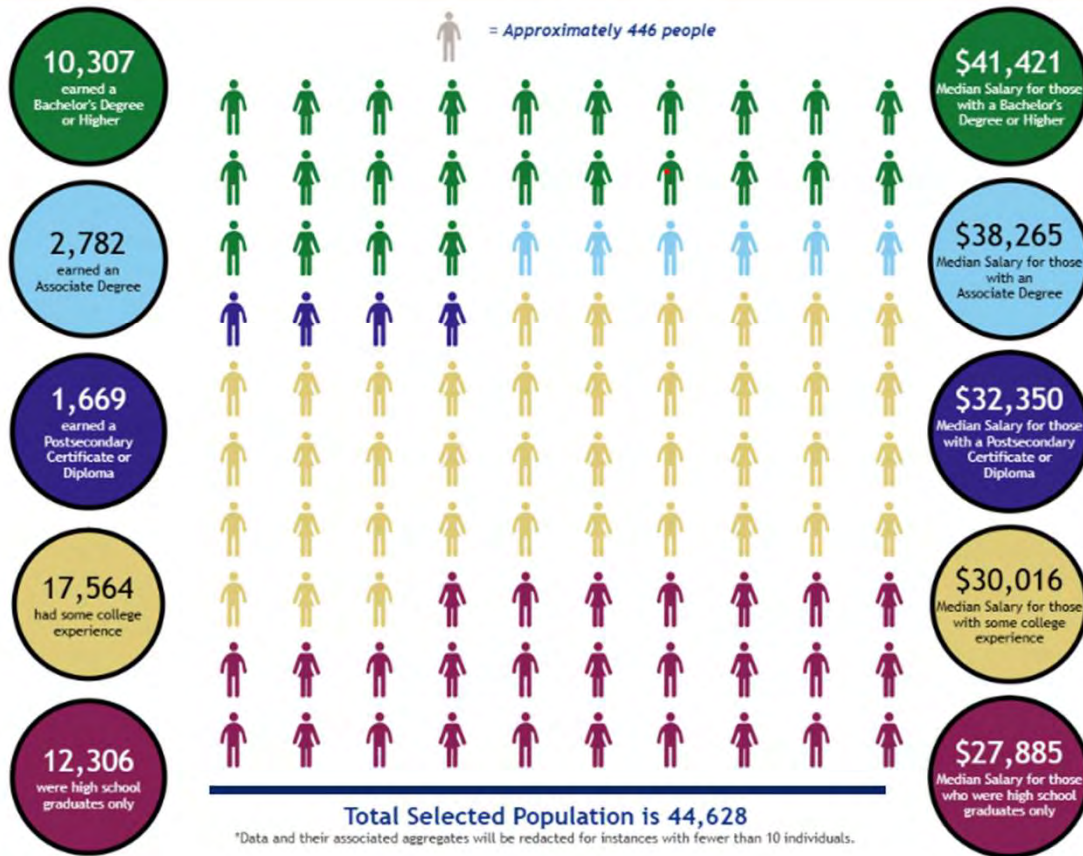
https://bit.ly/LOHS_PAF

Technical documentation can be found in PDF form here:

https://bit.ly/LOHS_TechNotes

Filter Dashboard by Demographic

All Graduates



The CEC in Action



The Renewed Promise of P-20 Councils

P-20 councils, since their inception, have sought to align expectations across early childhood, K-12, and postsecondary education and workforce systems and strengthen cross-sector partnerships to drive meaningful improvements for students and their families. Despite their clear goals, traditional P-20 councils have long faced challenges that can end up thwarting their efficacy. Some of the most common challenges include capacity constraints, funding shortfalls, a lack of consensus on evolving priorities, communication challenges, partisan polarization, and a lack of student and community voice in decision-making.

In short, these challenges have led us to a glaring present reality in which most states that had P-20 councils in the late 1990s and early 2000s no longer have active councils. This leaves us with one crucial question: Does this reality indicate that the value of P-20 councils has run its course?

We believe, when designed well and positioned to help drive the state's strategic priorities, there remains significant promise in the value of P-20 councils.



Commonwealth Education Continuum @CEC_KY · Oct 26
 Solyana Mesfin is a 2nd yr Woodford Porter & Muhammad All Scholar at @uofl. She served as the first student member on the KY Board of Ed & served on the KY Dept. of Ed. Commissioner Stu Advisory Council. Solyana is dedicated to ensuring equity while prioritizing student voice.



COUNCIL ON POSTSECONDARY EDUCATION, KENTUCKY EDUCATION AND WORKFORCE DEVELOPMENT CABINET AND THE KENTUCKY BOARD OF EDUCATION

Resolution to establish the Commonwealth Continuum

WHEREAS, Kentucky is committed to equitable access to a high-quality education to ensure the educational development and success of all students; and

WHEREAS, despite progress, too many Kentuckians lack postsecondary credentials, and significant attainment gaps exist between underrepresented minority and white adults; and

WHEREAS, too few of Kentucky's high school graduates transition to and graduate from college; and

WHEREAS, early postsecondary opportunities such as dual credit help students earn low-cost college credits and prepare them for a postsecondary environment; and

WHEREAS, all students need strong advising, mentoring, outreach and support systems to navigate the sometimes difficult pathway between secondary and postsecondary education; and

WHEREAS, Kentucky's teachers and school leaders need access to high-quality, innovative training and ongoing professional development to prepare students for college - academically, socially, and emotionally;

WHEREAS, the Council on Postsecondary Education (CPE) set a goal to increase the percentage of Kentuckians with a postsecondary credential to 60% by 2030; and

WHEREAS, it is in the best interest of the Commonwealth of Kentucky to meet or exceed this goal and increase four-year college degrees and create a highly-skilled workforce; and

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education, the Kentucky Education and Workforce Development Cabinet, and the Kentucky Department of Education will join forces with other education policy leaders and practitioners to establish the Commonwealth Continuum. The Continuum will provide a forum for Kentucky's P-12 and postsecondary systems to work collaboratively to develop a high-quality, diverse educator workforce; provide student and family support for successful educational transitions; improve equitable access to higher education; strengthen preparation for career success; and improve awareness of postsecondary opportunities through a unified, state-level communication and outreach campaign.

Establishment of the Commonwealth Education Continuum

Kentucky's P-20 Council

The CEC was established January 2021. Since that time, we have accomplished the following:

- 1 of 8 states who have a P-20 council in the U.S.
- **Over 80% attendance** for all CEC quarterly meetings.
- The CEC has been nationally recognized as a model of state collaboration.
- Increased collaboration and awareness through social media with over **450 posts** relating to access and opportunities for students to continue their education.

Workgroups

- **Engaged over 1700 stakeholders** in workgroup membership, interviews, focus groups, and design teams.
- Convened **11 focused workgroups** and one ad-hoc data workgroup in four years.

Internal Evaluation/Continuous Improvement:

- 19 of the 28 members and three co-leads provided feedback on overall satisfaction and suggestions for improvement.

CEC Data Dashboard:

- The CEC Data Workgroup developed a data dashboard to monitor progress in real-time as it relates to the focus areas.

Mission/Vision Statements:

- The CEC co-wrote mission and vision statements to guide its work.

Workgroups

2021:

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

2022:

- Ninth Grade On Track
- Access to Dual Credit
- Successful Gateway Course Completion

2023:

- Early Childhood Care and Education
- Data Workgroup

2024:

- K-16 Competency Skills Collaboration
- Postsecondary Advising
- Postsecondary Affordability
- Educator Workforce Strategies for Recruitment, Retention, and Support for Administrators



Financial Aid & Literacy

“When [students] get to us, a lot of deadlines have passed and they’re scrambling. Providing them with a financial aid advisor during the admissions process as opposed to after they’re admitted may help them.”

- Higher Education Staff

“I have seen the students struggle with their financial status, how to receive more funding, and how they are going to tackle what aid doesn’t cover. Students struggle to reach out for support before they are in crisis.”

- Higher Education Staff

- Several students expressed concerns about how to pay for college and fear of debt.
- Counselors and higher education staff called for more information and support around financial aid, including the FAFSA and scholarships.
- They also called for financial literacy to be provided to students early and more often to empower them to better understand their financial decisions after high school (e.g. loans, credit, etc.).



College & Career Exposure

“At our school you have to take at least three years of a certain pathway, but you can’t change it after freshman year. So if you get into a pathway that you might not want to do anymore, you can’t change it. It would be helpful to explore other pathways and have an idea of other options.”

- High School Student

“My daughter didn’t really get to figure out what she wanted to do while in high school. I had to set up a job shadow opportunity for my child. Why didn’t the high school help me?”

- Parent

- **EARLY EXPOSURE:** College and career conversations should start as early as pre-K or elementary school.
- **PATHWAYS:** School and college faculty often see specific pathways as a great way for students to get ahead and learn about a career. Some students like how their pathways give them a head start on college credits, but other students find pathways too restrictive.
- **SOFT SKILLS:** In addition to academic preparation, teachers and counselors see teaching students soft skills - like time management, self-advocacy, communication - as important parts of their role in preparing students for postsecondary.
- **INDIVIDUALIZED LEARNING PLANS:** ILPs have been completed out of compliance, but some schools are trying to leverage them for college & career exploration.



Key Accomplishments: Kentucky Advising Academy (KAA)

The KAA has **engaged over 80%** of Kentucky school districts through professional learning opportunities, webinars, and conferences.

- Co-created the **Kentucky Postsecondary Advising Framework** with school districts, postsecondary institutions, and state agencies.
- Hosts a monthly webinar on timely postsecondary advising topics. **The webinars have been viewed over 400 times** and 16 Kentucky postsecondary institutions and 6 school districts have helped to lead and share effective advising practices.
- Co-created a **College and Career Advising Online Toolkit** filled with resources for counselors and professionals working with students and families. **The toolkit has been accessed over 9,500 times.**
- Awarded over **\$500,000 in grants to Kentucky school districts** to incentivize increasing access to advising and opportunities for college and career planning.
- **Presented to over 15 state and national professional groups** including but not limited to: National College Attainment Network, Kentucky Counselors Association, Family Resources/Youth Service Center Coordinators, College Advisors, Kentucky College Admission Counseling, KHEAA Outreach Coordinators, Association for Career and Technical Education
- Established an Advising Community of Practice (CoP) with **23 members** representing postsecondary institutions, K-12 counselors/advisors, and supporting agencies and organizations to prioritize initiatives to support Kentucky students in receiving equitable access to postsecondary opportunities.

Key Accomplishments: Futuriti

- Futuriti is a website where Kentucky citizens can find information about careers, education, financial aid, and job opportunities
- The website is a project of the Commonwealth Education Continuum and was designed by the Kentucky Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), and the Kentucky Center for Statistics.
- The website provides a way for Kentuckians to clearly see the high-demand jobs, helps them to plan ahead and take the classes they need to earn credentials required for these careers.
- Feedback and input on the site and its contents were provided by **1223 stakeholders** representing Kentucky groups, high school and college students, and career counselors.
- The site includes:
 - a. Job descriptions and wages for more than 700 careers;
 - b. Cost, completion and debt information on all public and private universities, community colleges, and technical schools in the Commonwealth;
 - c. A listing of the majors offered at Kentucky public and private universities;
 - d. All career pathways offered at each Kentucky high school and technical center.
- The website, **viewed by over 15,000 unique users since February 4**, has been and will continue to be promoted to Kentucky middle and high schools, as well as Kentucky Career Center and Adult Education offices.



Key Accomplishment: Dual Credit

- Revised the Dual Credit policy with significant stakeholder feedback and support from the CEC, including the **creation of the nation's first Dual Credit Attainment Goal: 50% of KY students graduating with at least one dual credit course** .
- Established a Dual Credit Community of Practice (COP) to convene a volunteer group of **60+ members from K-12, postsecondary, and state agencies**, to improve Kentucky's dual credit system and expand access to underrepresented students.
- **Since 2017, dual credit enrollment has increased by 65.7%, from 29,613 students to 49,076.**
- Co-created a **Early Postsecondary Opportunities Toolkit** with over 330 active users for high school and postsecondary partners to use to implement a highly effective and inclusive early postsecondary opportunities program. Hosts a monthly webinar highlighting effective partnerships and strategies for offering high school students the opportunity to experience college courses and prepare for postsecondary.
- **Awarded more than \$86,000 for 33 Dual Credit Bridge program grants** to participating institutions to strengthen the support for students as they engage in dual credit courses and the partner institution.
- **The General Assembly expanded the number from 2 to 4 general education dual credit classes and 10 technical education dual credit classes** funded by the Dual Credit Scholarship. In 2023, KHEAA disbursed \$12.33m for general education and \$8.12M for work ready dual credit scholarships. The KY General Assembly appropriated \$13,150,000 in lottery funds for 2023 to support this program.
- Professional development sessions for Hawaii Department of Education, KYACAC, the Kentucky Principals' Advisory Council, College in High School Alliance Professional Learning Network, Principal Partnership Project, and NACEP; and webinars, **with more than 1,100 participants** including middle school, high school, postsecondary and agency partners.

Key Accomplishment: FAFSA Completion

- KHEAA established a state-wide partnership team focused on expansion of FAFSA communications and increased completion rates.
- KHEAA shared web-based resources, onsite FAFSA face-to-face support locations, and training opportunities to help promote FAFSA completion.
- KAA and KHEAA Outreach collaborated to share resources and spread information to stakeholders for increased communication to students, families, and school staff for support.
- GearUp KY and KHEAA collaborated on a television commercial to promote FAFSA that has been played on public television **over 137,000 times** and continues to run.



Key Accomplishment: Summer Bridge

- **Over 1,200 students participated in 40 summer bridge programs at 27 institutions** in 2021 and 2022 and **enrolled** the following fall.
- Over 4 years, total grant awards to Kentucky's postsecondary institutions totaled approximately **\$6.5m**.
- Over half of the programs (21) had **higher fall-to-fall persistence rates** for summer bridge students compared to the overall freshman cohort for each year.
- KCTCS programs were especially effective, 12 of the 17 programs over the two years analyzed **had higher fall-to-fall persistence rates for summer bridge students than the overall freshman class**.
- **Higher persistence rates for academically underprepared students** than underprepared freshmen who did not participate in summer bridge.
- **Higher fall-to-fall persistence rates for low-income students** than for the overall freshman class.
- **Higher fall-to-fall persistence rates for underrepresented minority students** than for the overall freshman class.
- Six institutions **achieved over 85% persistence for summer bridge participants** during at least one year:
- **Summer bridge programs helped bring in an additional \$315,000 in tuition dollars in students' second year alone. The return on investment is likely even greater as students continue to persist and earn their degrees.**

Key Accomplishment: Educator Workforce

- Praxis Change: EPSB changed teacher certification candidate PRAXIS score eligibility from **5 to 10-years**.
- The University of Louisville offers the C4 Summer Bridge Program for recruitment and support of aspiring educators with a **97% retention rate**.
- Workgroup Report: The educator workforce work group completed extensive analysis of principal supports in Kentucky and completed a report detailing recommendations for schools, districts and the state related to principal preparation programs and ongoing professional support for aspiring, novice and experienced principals (USHCA)



CEC Coordination and Funding

The CEC is coordinated by Amanda Ellis and Robin Hebert, CPE, through the direction of the co-leads.

Funding Sources:

CEC Operations: CPE general funds and Elementary and Secondary School Emergency Relief (ESSER) funds provided by KDE.

KAA: GEER provided by Governor Beshear/Lt. Governor Coleman, ESSER (KDE), CPE

Futuriti: ESSER (KDE), CPE

Dual Credit/EPISO: GEER (Gov. Beshear/Lt. Coleman), ESSER (KDE), College in High School Alliance Grant

FAFSA: Federal Educational Credit Management Corporation (ECMC) grant

Summer Bridge: GEER (Gov. Beshear/Lt. Coleman), ESSER (KDE)

Educator Workforce: ESSER (KDE)



Commonwealth
Education Continuum

Next Steps...